37.8°
Latitude
HIGH SCHOOL

Education for Change

CHARTER PETITION

SUBMITTED TO
OAKLAND UNIFIED SCHOOL DISTRICT
ON
AUGUST 23, 2017

For the term of July 1, 2018 - June 30, 2023

Submitted by:
Hae-Sin Thomas
Lead Petitioner

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Statement of Assurances

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for Latitude 37.8 High School to be located at 1045 Derby Avenue in Oakland, California 94601 is true to the best of my knowledge and belief; and further, I certify that, if granted a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.

2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.

3. Will be non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.

4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to 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.

5. Will not exclude admission based on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.

6. Will meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.

7. Will comply with all applicable portions of the 2001 reauthorization of the Elementary and Secondary Act (also known as "No Child Left Behind"). (20 U.S.C. § 6319.)

8. Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).

9. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.

10. Will comply with the conditions of apportionment set forth in Education Code section 47612(b) that average daily attendance not be generated by a pupil who is not a California resident, and that "a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma," to remain eligible for generating charter school apportionments.

11. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.

12. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.

13. Will comply with the requirement set forth in Education Code section 47605(d)(3) that "[i]f a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information."

14. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, §5; and MGL c. 89, 71 § (f) and (I).

15. Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99).

16. Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.

17. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.

18. Will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection, as required by Education Code section 47612.5(a)(2).

19. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.

20. Will comply with "[a]ll laws establishing minimum age for public school attendance," as required by Education Code section 47610(c).

21. Will operate in compliance with generally accepted government accounting principles.

22. Will maintain separate accountings of all funds received and disbursed by the school.

23. Will participate in the California State Teachers' Retirement System and other retirement systems, as applicable.

24. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.

25. Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(l).

26. Will at all times maintain all necessary and appropriate insurance coverage.

27. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.

28. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.

29. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 et seq.)

30. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq.).

31. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.

32. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.

33. Will be located within the geographical boundaries of the District in locating its site, or otherwise comply with the requirements in Education Code section 47605 and 47605.1.

34. Will agree to defend, indemnify and hold harmless the District against any and all liability and claims arising out of the Charter School's acts, errors and omissions.

Hae-Sin Thomas, CEO, Education for Change

OUSD Petition Checklist

Application Component		**Applicant Check**	**Reviewer Check**
Executive Summary & Overview Tables		☒	☐
Element 1: Educational Program	A. Target Population & Community Need	☒	☐
	B. Philosophy & Approach to Instruction	☒	☐
	C. Instructional Design	☒	☐
	D. School Culture	☒	☐
	E. Student Recruitment & Enrollment	☒	☐
	F. Student Engagement & Satisfaction	☒	☐
	G. Community School: Ongoing Family Involvement & Satisfaction	☒	☐
	H. Special Populations: Identification, Remediation, & Acceleration	☒	☐
	I. Special Populations: English Learners	☒	☐
Elements 2 & 3: Measurable Pupil Outcomes & Method to Measure Progress		☒	☐
Element 4: Governance Structure	A. Governance Structure	☒	☐
	B. Operating Plans &Procedures	☒	☐
	C. Budget/Financial Plan	☒	☐
Element 5: Employee Qualifications		☒	☐
Element 6: Health & Safety Procedures		☒	☐
Element 7: Means to Achieve Racial & Ethnic Balance		☒	☐
Element 8: Admission Requirements		☒	☐
Element 9: Annual Financial Audits		☒	☐

Element 10: Suspension & Expulsion Procedures		☒	☐
Element 11: Employee Retirement Systems		☒	☐
Element 12: Public School Attendance Alternatives		☒	☐
Element 13: Rights of District Employees		☒	☐
Element 14: Mandatory Dispute Resolution		☒	☐
Element 15: Charter School Closure Procedures		☒	☐
Addendum for Existing Providers (if applicable)		☒	☐
Appendices	Appx. A – Letter of Intent (*Submitted to OCS prior to charter petition submission)	☒	☐
	Appx. B – OUSD's 5 Pillars of Quality School Development	☒	☐
	Appx. C – Certification Statement	☒	☐
	Appx. D – Charter School Roster of Key Contacts	☒	☐
	Appx. E – Statement of Assurances	☒	☐
	Appx. F – Surrounding Schools & Demographic and Performance Data	☒	☐
	Appx. G – Instructional Minutes & Days Calculator	☒	☐
	Appx. H – State Priorities under LCFF	☒	☐
	Appx. I - District & Surrounding School Racial & Ethnic Demographics	☒	☐
	Appx. J Meaningfully Interested Signatures	☒	☐
	Appx. K Due Diligence Questionnaire	☒	☐

	Appx. M Exclusive Employer Declaration	☒	☐
Electronic PDF copy of entire application		☒	☐
Electronic copies of completed budget templates		☒	☐

Additional Documents To Be Included In The Petition:

Document Name	Section in the Application	Applicant Check	Reviewer Check
Executive Summary and Overview Tables	Executive Summary and Overview	☒	☐
School Staffing Model and Rollout	Element 4, Section B, Question 2	☒	☐
School- and Organization-Level Decision-Making Responsibilities	Addendum for Existing Providers, Section B, Network Management, Question 3	☒	☐
Network-wide Staffing	Addendum for Existing Providers, Section B, Network-wide Staffing, Question 1	☒	☐
Collective Measurable Pupil Outcomes (MPOs)	Elements 2, Question 1	☒	☐
District Required Language	Embedded throughout	☒	☐

Executive Summary

Founded in 2005 by experienced educators and entrepreneurs, Education for Change (EFC) is a nonprofit public benefit corporation. As a Charter School Management Organization, EFC operates public TK-8 schools designed to offer a high quality education at no cost to parents. EFC serves ethnically and economically diverse student bodies.

The staff and community of Education for Change Public Schools and the Latitude 37.8 High School community are submitting this petition for a new charter public high school for the term July 1, 2018 through June 30, 2023.

Name of Proposed Charter School	Latitude 37.8 High School
Grade Configuration	9-12
Model or Focus (e.g., Blended Learning, Dual Language, etc.)	Project Based, Competency Based, Diverse by Design, Fieldwork Oriented
Proposed Region and/or Neighborhood	City-Wide
Primary Contact (name, email, mobile phone)	Hae-Sin Thomas hthomas@efcps.net, (510) 568-7936
Board Chair (name, email, mobile phone)	Nick Driver ndriver@csmci.com, (415) 225-4661
Affiliated Charter Management Organization	Education for Change Public Schools

Latitude 37.8 High School

Latitude 37.8 is a new high school model in Oakland, California that leverages the assets of the city to provide students with the experiences, skills, and network they need for a meaningful and productive life. Forged by a team of educators, designers, makers, artists, parents, students, civic leaders, and business leaders, Latitude will harness the dynamic resources of the Bay Area to provide students with experiential, place-based learning, personalized for each individual.

- **Latitude Vision**
  Latitude 37.8 High School graduates will have the personal agency, essential competencies, and integrated identity necessary to be prepared for a meaningful and productive life.

- **Latitude Mission**
  Latitude 37.8 High School facilitates self-directed, passion-driven learning that leverages the assets and resources of the city to provide students with a personalized and authentic learning experience.

Latitude 37.8 High School - History and Design Process

Latitude 37.8 is a new high school model for Oakland, California that leverages the assets of the city to provide students with the experiences, skills, and network they need for a meaningful and productive life. Forged by a team of educators, designers, makers, artists, parents, students, civic leaders, and business leaders, Latitude will harness the dynamic resources of the Bay Area to provide students with experiential, place-based learning, personalized for each individual.

In the fall of 2015, a diverse team came together to respond to the challenge posed by the XQ Super School Project of determining a new vision of high school for Oakland students. To inform their design, the team engaged in a number of discovery activities that included research, school visits, and community engagement. The focus of this research was to determine both the hopes and aspirations of students for their high school experience, as well as their explicit needs. A survey was administered to over 250 middle and high school students to examine their schooling experience. The team then facilitated focus groups with two sets of middle school students to dig deeper into their hopes and needs for a high school experience. As an additional engagement strategy the team hosted a viewing of 'Most Likely To Succeed' and facilitated a discussion afterward. Through this research it became clear that students desired the opportunity to learn about the real world in collaborative projects that had meaningful impact on their communities. Armed with these perspectives, the Latitude XQ team developed a prototype for the high school program that was summarized in our final XQ application. We were proud to ultimately be one of 50 national finalists out of over 700 applications.

Please see Appendices A1, A2, and A3 for Latitude's XQ Team Roster, Community Engagement Data, and XQ Application.

Throughout the past year, the school design work has continued to move from a school concept to a school program that will deliver powerful learning experiences for students and improve their educational and life outcomes. A design team of educational experts, the Latitude Design Team, met regularly throughout the year to build a prototype of the instructional program to accomplish the school vision. Additionally, we recruited and hired the founding team that will be charged with the execution of the program. As these plans were developed, we continued our community engagement efforts to get feedback on our design from students and families and to build a community of meaningfully interested students and families.

Latitude 37.8 High School Overview

<u>Latitude Theory of Change:</u>
Students thrive when they have close relationships with adults who believe in their potential, hold them to high expectations, and mentor them through the steps necessary to achieve success.

Latitude expands the definition of teacher to include members of the community, who have knowledge and skills to share and can provide applied learning opportunities in alignment with students' academic and life goals. Latitude transforms "high school" into a series of experiences that create confident, connected young adults who have developed a strong, supportive, citywide network. Collaborating within a community of learners, students create work that matters, enlarging their sense of possibility about the impact they are capable of achieving.

Latitude Graduate Profile

The vision for Latitude graduates exceeds common notions of educational attainment and academic outcomes for students. Our vision of the Latitude graduate is inclusive of college and career readiness. All Latitude students will graduate with A-G transcripts and powerful experiences across a broad array of career interests. Additionally, these college and career readiness indicators are a means to deeper life outcomes for all of our students. These outcomes include being able to articulate goals for themselves and having the ability to fulfill them. It also includes their ability to have agency and influence the world around them. This broader definition of a successful young person is influenced by the review, "Foundations for Young Adult Success: A Developmental Framework".[1] As such, a Latitude graduate will have…

- **Personal Agency**—Latitude graduates will have the agency to make choices about one's life and have the ability to take an active role in their life path. Latitude graduates will be able to determine goals and plans to accomplish them while also leveraging their other skills, abilities, and mindsets to navigate challenges and make adjustments to their goals and plans.

- **Essential Competencies**—Latitude graduates will demonstrate mastery of a core set of college and career readiness academic and non-cognitive competencies that allows them to perform effectively in a variety of roles and settings. These include academic competencies within traditional academic disciplines as well as non-cognitive competencies from the fields of design thinking and social emotional learning.

- **Integrated Identity**—Latitude graduates will have a strong consistent understanding of themselves across a variety of settings and social contexts. Latitude graduates will have a strong sense of who they are including where they have come from and where they see themselves going.

To attain these broader outcomes for students, the Latitude model expands and reimagines our vision of 'school' from a building or a place to a set of experiences students have that enable their growth and mastery along academic and social emotional lines. The Latitude High experience plays an important role in leveling the playing field for all learners by ensuring all students have access to the resources and assets of the city to pursue their passions and leverage the resources and assets of the city in service of them.

Latitude Design Principles:

In developing the Latitude program, the Design Team has adhered to the following principles, which will continue to guide the school through implementation and operation.

[1] See Nagakoa, et al. (2015), "Foundations for Young Adult Success: A Developmental Framework".

- **Relevance**—Real -life challenges are our coursework at Latitude. By removing the walls of a high school, the city is our classroom, and students investigate authentic problems confronting our community.

- **Personalization**—Students' needs and interests drive their educational paths. We will understand where a student is and where they hope to go and build a personalized education plan with them and their families.

- **Integration**—Studies at Latitude are always interdisciplinary, and students always learn within an integrated community. Because learning takes place within a diverse school population and outside of a neighborhood--bound building, students work with people of all socioeconomic, ethnic, and racial backgrounds and approach problems from multiple perspectives.

- **Creativity**—Latitude students, nurtured by makers and designers, entrepreneurs and artists, acquire the creative confidence they need to navigate the knowledge economy with ease and inspiration.

Latitude Key Practices:
To apply the Latitude design principles, there are two key practices that run throughout our program and enable us to support students to attain the elements of our graduate profile.

- **Place Based**—At Latitude, we seek to leverage all of the human, organizational, and physical resources of the city and community on behalf of our students. We apply a deep place and project based learning approach to create relevant and personalized learning experiences for our students. Thus, this element of our model redefines the traditional notion of facilities for 'school'. Latitude will operate in a 'hub' model in which we utilize two smaller, innovative facilities in different parts of the city that provide students with supports and resources as they access the various resources and participate in place based learning activities in that part of the city. By leveraging underutilized facilities and partnerships within the city, we will be able to redirect those resources to staffing and programming for students.

- **Competency Based**—Latitude will offer a competency based approach to our program to allow students to personalize their learning experience and allow flexibility in when and how students learn and demonstrate their achievement. Our instructional approach values the demonstration of mastery over conventional seat time requirements and is manifested in our partnerships with families for individualized learning plans and the authentic assessment practices that are integrated throughout the Latitude learning experience.

Latitude Learning Experience:
The Latitude learning experience is organized around four key structures that operationalize each of our design principles and employ our key practices:

- **Studios**—Latitude's studio model will engage students in experiential project-based learning grounded in the city of Oakland, exploring its cultural dynamism, entrepreneurial assets, and unique challenges. Instructors will facilitate learning experiences in authentic settings, in partnership with professionals from the community. Students' project work will be organized into two interdisciplinary studios, Humanities Studio and Science and Design Studio, as they investigate, document, and develop creative solutions to real challenges confronting the Oakland community. The benefits of operating within a professional studio are many: from Day 1, Latitude students will have the opportunity to step into the shoes of professionals, to begin building a portfolio of work, to take on authentic leadership roles, and to develop the agency, skills and methods of inquiry that will facilitate their pursuit of independent projects in later phases.

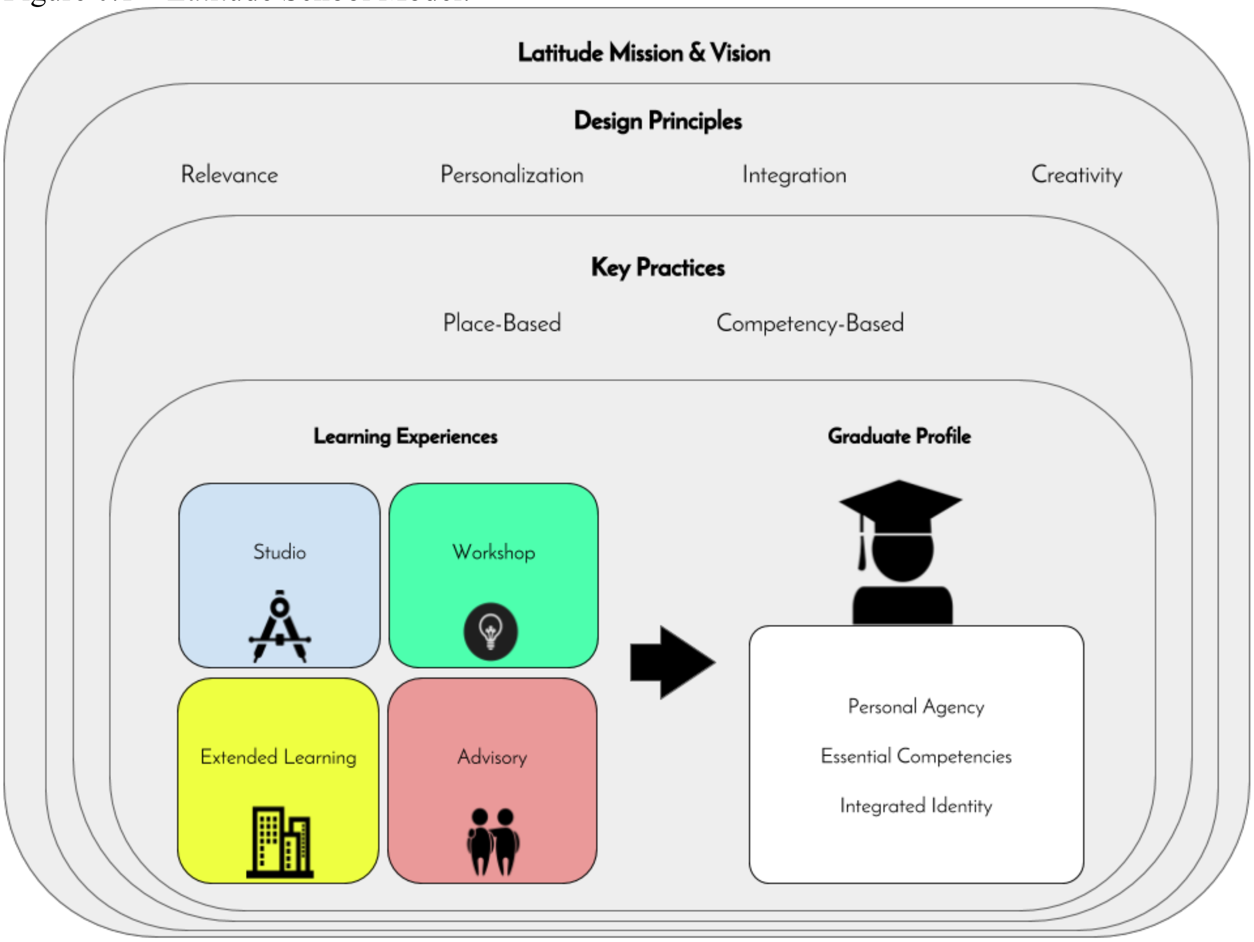
- **Workshops**—Latitude's Workshops will complement and enrich the work happening in our Studios. Students will develop foundational literacy, communication, and mathematical thinking skills through a highly differentiated, personalized learning approach, balanced with opportunities to share their learning and defend their reasoning through Socratic seminars and group-worthy mathematical inquiry.

- **Advisory**—Cultivating a strong sense of belonging will permeate all aspects of the Latitude experience, but advisory will be students' home within the school throughout their time at Latitude. Advisory will provide students with the space and support to reflect on their evolving sense of identity. Throughout their time at Latitude, students will develop an ever clearer sense of purpose about the lives they hope to lead and reflect on how their values and beliefs align with their aspirations. The advisor's job is to know each student and their family deeply, so that they can support each student's unique college and career goals through a personalized educational plan.

- **Extended Learning Opportunities (ELOs)**—Advisors will support students in securing ELOs, such as internships or service learning experiences, off campus. They will coordinate Networking Power Lunches and Career Site Visits with professionals in the community. Advisors will support advisees in conducting regular informational interviews, so that the task of networking becomes second nature. Students will have the option of identifying their own ELOs, or they may choose an ELO from one of several core community partners that Latitude will cultivate. Within advisory, students will have dedicated time to reflect on their ELOs and to curate a digital portfolio that documents their evolving intellectual and career interests, as well as a virtual "rolodex" of their ever expanding network of professional contacts.

The following graphic demonstrates the nested nature of the school's design:

Figure 0.1—Latitude School Model:



Phases of Latitude Program:

Latitude is structured as a gradual release model. Instructors initially provide a higher level of structure and support and then release students to an increasingly self--directed approach in the later phases.

1. Phase 1 is structured around Math and Humanities Workshop, as well as the Humanities and Science and Design Studios: highly scaffolded, project-based learning experiences that support students in developing the academic, design, and SEL competencies essential for successful self-directed learning.

2. In Phase 2, students' educational plans become more personalized, as they experience greater voice and choice within their studios, as well as an increased emphasis on Extended Learning Opportunities off campus, such as professional internships.

3. In the Graduation Phase, students apply the highest levels of mastery of the competencies as they prepare to move into adult life. The learning plans in this phase focus on demonstrating their high school achievement and implementing a plan to prepare for their post-secondary life.

Supporting All Latitude Students:
As an intentionally diverse school, Latitude seeks to reflect the diversity of learners across our city.[2] The design principles, key practices, and learning structures have been developed upon the notion that school must start with the individual students and then be designed to provide the experiences necessary for them to attain our graduate outcomes. We believe that our model is supportive of all types of learners from any type of life circumstance. Latitude's personalized and competency based approach will provide the flexibility to serve students who are over age, credit deficient, and/or require flexibility in their schedules and program, such as newcomers, homeless youth, and teen parents, as well as high achieving, accelerated students. By building systems to serve students with these diverse types of needs and leveraging the resources of the city to support them, we will be able to serve an authentically diverse student body that reflects all of the different experiences of young people in our city.

Latitude School Leadership Team

Lillian Hsu, Principal
Lillian's work is rooted in the belief that all students are capable of doing incredible things when given the right opportunity and support.

Lillian was a founding teacher at Oakland Unity High School. At Unity, Lillian discovered the power of engaging students in authentic project-based learning. Her students profiled Oakland's community heroes, published a guide to local restaurants, penned and performed a play about the impact of incarceration, wrote their own business plans, and recorded podcasts documenting the journeys of Oakland immigrants. Lillian started the journalism program at Unity High School and traveled with a group of students to New Orleans after Hurricane Katrina to capture the stories of undocumented migrant workers who took on the toxic clean-up of houses in the Ninth Ward.

In 2009, Lillian relocated to San Diego to become the pioneer School Leadership Resident at High Tech High, a diverse by design school that attracts over 4,000 visitors every year to learn about its project-based learning model. After completing her Master's in School Leadership, Lillian became the Director of High Tech High Chula Vista, a school of 600 students near the US-Mexico border. As Director, Lillian was a strong advocate for projects that had authentic community connections. Students at HTH Chula Vista designed and built affordable live-work units to keep artists in the city, produced a full-length documentary about reducing gun violence in the United States, reviewed legal cases for the California Innocence Project, and dissected a juvenile humpback whale in partnership with scientists from NOAA.

Since returning to Oakland, Lillian has coached Oakland principals in design thinking through School Retool and supported OUSD schools through the School Design Lab. She also coached the intrepid teaching staff at Rudsdale Continuation High School towards their first annual student exhibition. As a Deeper Learning Equity Fellow with Big Picture Learning and the Internationals Network for Public Schools, Lillian documented the efforts of San Diego County Office of Education's Juvenile Court and Community Schools to bring literacy rich project-based learning to some of the most vulnerable students in our state.

[2] Latitude intends to join the Diverse Charter Schools Coalition (www.diversecharters.org).

Lillian has worked in a variety of educational settings, including Teacher Magazine in Washington, D.C., the television program Sesame Street, and the Metropolitan Museum of Art in New York. Lillian earned her B.A. in psychology from Yale University, her M.A.T. from Brown University, and her M.Ed. in School Leadership from the High Tech High Graduate School of Education.

John Bosselman, Director of Instruction
John is a dedicated educator, leader and changemaker who evolves his practice by exploring various professions in the community to see how he can bring those back to his students. John is an advocate for school change and transformation, and he believes that schools need to change the way they educate young people.

Prior to joining the team at Latitude, John worked at High Tech High Chula Vista from 2009-2017 where he helped develop the four week immersive internship program, senior individual inquiry projects, the school's drama program, and student support for struggling students. During his final two years there, John was the co-founder of the ReVision Project, a consultation design firm incubated at HTHCV. The ReVision Project utilizes the power of high school seniors to advocate for change in the community through the use of design thinking. The ReVision Project re-designed a food pantry, designed and built a community cafe, planned a Bio-Swale and Trash Boom, and conceptualized a prototype for a new university in Chula Vista. In 2016, the ReVision Project was commissioned by the city of Chula Vista Cultural Arts Commission to prototype a cultural arts lab for the city.

From 2013-15, John was the Professional Development Lead of Learning through REAL Projects with the Innovation Unit UK, a not for profit social enterprise that works to solve social problems through innovation. John focused on the growth of teachers and over 30 schools in their development and understanding of project based learning. He was also a resident educator at School 21 in the UK where he helped develop their model for PBL. While at IU, John led work across the education portfolio including the design of Rising Academies, a PBL school in Sierra Leone.

John is a graduate of the University of New Hampshire where he majored in History, with a focus in Modern American History. He also has a M.Ed. in Secondary Teaching from the University of New Hampshire and a M.Ed. from the High Tech High Graduate School of Education in School Leadership.

Aatash Parikh, Founding Teacher
Aatash grew up in the Bay Area and graduated from Mission San Jose High School in Fremont. He went on to study Electrical Engineering and Computer Science at UC Berkeley. While at UC Berkeley, Aatash spent three years as an instructor for the school’s introductory computer science class, called CS10: Beauty and Joy of Computing, and completed software engineering internships at Google and Khan Academy.

It was also during his time at UC Berkeley that Aatash began to really notice what was and was not working for him and for his peers within the education system. When Sal Khan of Khan

Academy gave a guest lecture on his school campus, it clicked for Aatash that he could use the technology skills he had been developing to improve the education system.

After a few years working in education technology and online learning, Aatash sought to enter the classroom. He visited schools around the world before deciding to immerse himself at High Tech High in San Diego. Aatash recently completed his Masters in Educational Leadership through the High Tech High Graduate School of Education, while spending a year closely working with students and faculty at High Tech High Chula Vista. Aatash is excited to be a design teacher at Latitude High, where he will share his background in media, design, and technology with students, while helping them discover their own sense of purpose as students and as citizens.

Joi Ward, Social Emotional Learning and Restorative Justice Lead
At the core of Joi's educational practice is her passion for creating innovative learning experiences and building meaningful and authentic relationships with students.

Before joining the Latitude team, Joi worked as a Public Allies Health, Wellness and Counseling Fellow at Eagle Rock School and Professional Development Center from 2015-2017. As a Fellow, Joi supervised Personal Growth Projects, provided low-level counseling, co-led weekend wilderness trips and served as a key adult through the restorative justice process. During her time at Eagle Rock, Joi recognized the importance of integrating social and emotional learning into curriculum. She realized that building relationships with students played an integral role in creating learning environments that addressed the needs of a diverse group of learners. In her final trimester at Eagle Rock, Joi designed and co-taught a class titled Decolonizing Gender where students explored issues of identity.

Joi has traveled extensively during her years of study in both England and Ecuador and as a Fulbright teaching assistant in Malaysia. During her Fulbright year, Joi focused on creating engaging opportunities for students to learn and practice their English skills. She also developed and facilitated English workshops for over 300 students. It was these experiences that inspired her to develop educational practices that disrupt tradition in an effort to create unique learning environments.

Joi is a creative individual and considers her interpersonal skills to be one of her strongest assets. She is inspired by youth and enjoys contributing to projects that support their academic and personal growth. Joi is excited to join Latitude High, where she will contribute her skills and creativity.

Joi is a graduate of Scripps College where she studied Sociology and Music.

Aaron Townsend, Project Manager
Aaron has been an educational leader and innovator for over 20 years with the singular goal of transforming educational outcomes for underserved students and communities. Aaron started his career in the classroom in Karasu, Kazakhstan as a Peace Corps Volunteer. Since that time, he has been a teacher, school leader, and district leader in Maine and California. Aaron was the founding principal of Coliseum College Prep Academy in Oakland, CA. Under his leadership,

CCPA was transformed from a low performing middle school into one of the leading secondary schools in the city. Following his time at CCPA, Aaron supported the transformation of four district middle schools through the district's Office of School Transformation. Based on the educator effectiveness work launched through this office, Aaron joined the district human resources division to transform it into a Talent Development Division that finds, keeps, and grows extraordinary adults for Oakland students and families. Aaron served as the Deputy Chief of Talent Management and was responsible for the development of new teacher and school leader evaluation systems in addition to other talent strategy. Aaron's combination of school design and talent development work anchors his beliefs about how we produce transformative results: powerful, innovative school designs with educators who have the capacity to enact them!

Please see Appendix A4 for the Latitude Founding Team Resumes.

Latitude Design Team

The following individuals participated in the Latitude Design Team during the 2016-2017 school year. They were charged with building a school based on the concept developed during the XQ Super School community engagement process. The team represented a diverse group of educators, designers, and community members with significant experience in innovative educational design. The Latitude team is deeply indebted to them for their contributions:

- Francis Abbatantuono, Science Teacher, EPIC Middle School
- Pamela Briskman, Director of Curriculum, Galileo Learning
- Greg Cluster, Work Based Learning Coordinator, Oakland Unified School District
- Loren Demetrius, School Coach, Big Picture Learning
- Randall Depew, Managing Director of Education, KQED
- Jeff Embleton, Assistant Principal, ASCEND K-8 School
- Christina Jenkins, Program Director, Project H Design
- Greg Klein, Senior Director of Innovation and Learning, Rogers Family Foundation
- Louise Mackie, Senior Designer, Gyroscope, Inc.
- Tuan Nguyen, Computer Sciences Instructor, Laney College
- Parker Thomas, Managing Partner, Mirus Labs

Education for Change Mission Statement

Our mission is to provide a superior public education to Oakland's most underserved children by creating a system of public schools that relentlessly focuses on our students' academic achievement. We believe that high quality instruction, and its continuous refinement, will lead to success for our students. When our students succeed, they will be prepared to make thoughtful and informed choices that will set them on a path for a successful life.

Education for Change Public Schools believes it is the right for *every* child to have access to a high-quality, 21st century education. Through our unique model, **we transform** neighborhood schools into high performing organizations for the children that are most dependent upon them and build strong secondary school options to ensure all children in the neighborhood have access to a powerful TK-12 pipeline to success in college and career. **We invest** in *strong partnerships* with dedicated parents and community organizations, allowing us to provide a full spectrum of education services to our students and their families. **We recruit and develop** the most *talented, passionate* teacher leaders who *collaborate* and *innovate* within their classrooms and across our growing organization. **And we support** autonomy among our campuses, allowing each school to lead its own instructional program while promoting a culture of *consistently high expectations* and *accountability* that is central to our mission.

Education for Change Public Schools is committed to *improving* and *increasing outcomes* for our students, their families and the communities in which they live. Our children will become self-motivated learners, critical-thinkers and resilient leaders prepared for the academic and professional challenges that await them in life.

Education for Change - History and Accomplishments

Founded in 2005 by experienced educators and entrepreneurs, Education for Change (EFC) is a nonprofit public benefit corporation that was founded in partnership with Oakland Unified School District to turn around chronically underperforming schools. As a Charter School Management Organization, EFC operates public TK-8 schools in traditionally underserved communities in Oakland, California designed to offer a high quality public education. EFC currently operates six schools in Oakland, California: Achieve Academy, ASCEND, Cox Academy, Lazear Charter Academy, Learning Without Limits, and Epic, and all but Epic were originally OUSD schools that became EFC charter schools.

At Education for Change our core beliefs are the foundation for our organization. We have built strict and deliberate screens into our hiring process to ensure that we hire individuals who share our beliefs about what makes a great school - and what it takes for all children to succeed in school and in life. We believe that organizations can only be successful when people are aligned around a common purpose and a shared set of goals. This applies to our schools, and to Education for Change as a whole. Through that shared set of core beliefs, we are building one community of adults across multiple schools that share responsibility for the EFC mission. Our core beliefs have been translated into a set of non-negotiables across all of our sites. They are outlined below.

Figure 0.2—EFC Non-Negotiables:

The Instructional Model	Teacher development	Supporting the whole child
• Coherent, research-based standards-aligned instructional model • EFC standards-aligned benchmarks • Grade-level coherence – instructional goals, content, instructional strategies, pacing • Structures that support high levels of student engagement • Rigor – higher levels of Blooms taxonomy	• Structures that enable coaching, modeling, training, feedback • Data-based inquiry • Grade-level collaboration • Teacher leadership/ decision-making structure • Appropriate levels of teacher planning time built into schedule	• Family leadership council • MTSS - a multi-tiered system of academic, behavioral, and social-emotional supports • Schoolwide school culture policy with clearly communicated values and expectations and an aligned curriculum • Structures and practices to promote physically healthy kids

<u>Academic Success</u>
All of EFC's schools have experienced academic gains over the past ten years. With respect to serving high poverty students, EFC manages some of the highest performing elementary schools in the Fruitvale, and currently Learning Without Limits is the highest performing Oakland elementary school in Mathematics and the second highest in ELA with respect to serving high poverty Latino students as reported by Innovate Public Schools.

While we are definitely not where we want to be yet, we are on a growth trajectory that continues to outperform or maintain pace with other Oakland Unified schools serving a similarly high-need student population (see table below).

Figure 0.3—EFC-OUSD Elementary SBAC Proficiency Comparison:

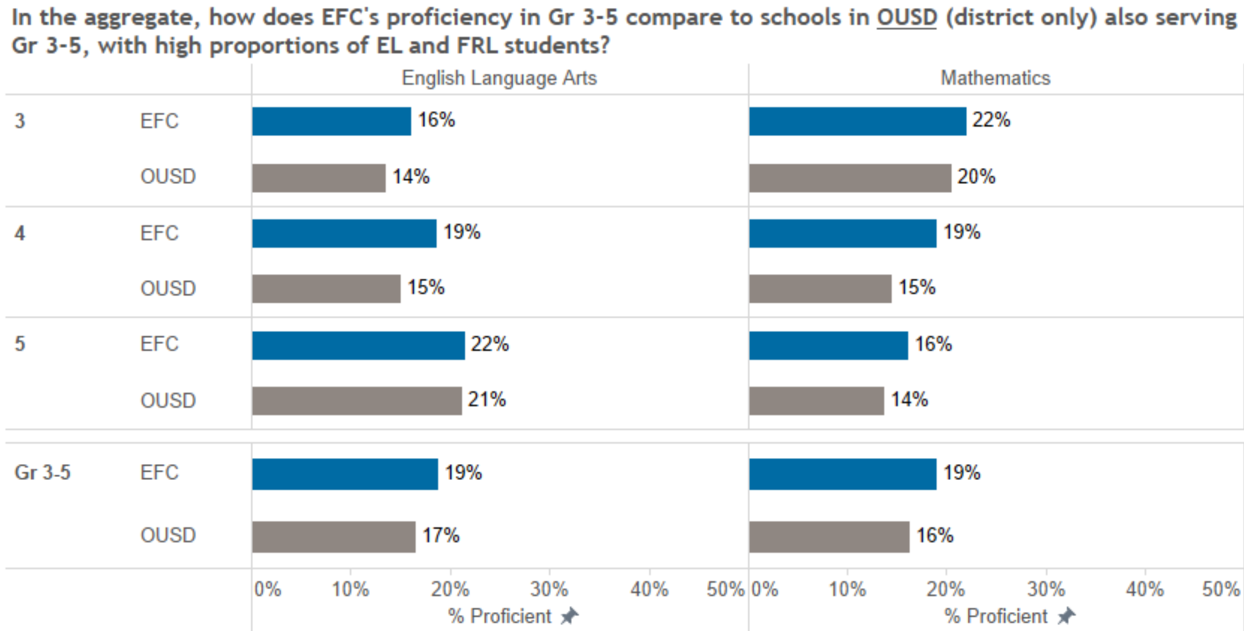
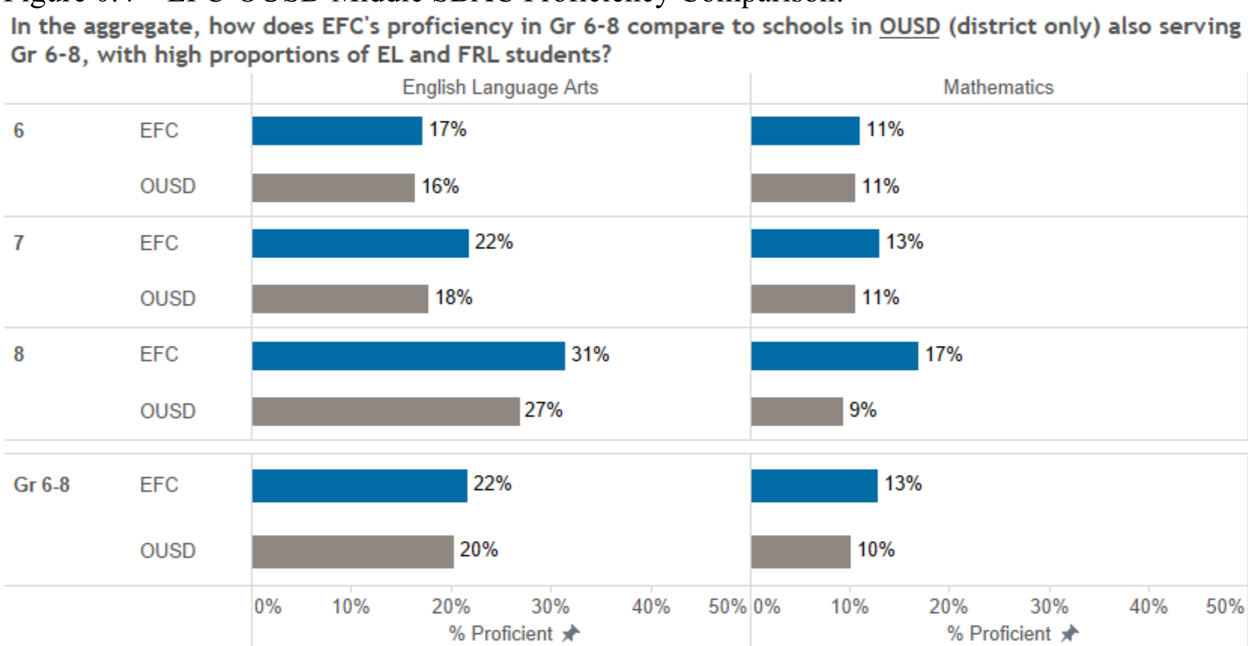


Figure 0.4—EFC-OUSD Middle SBAC Proficiency Comparison:



As illustrated in the graphs above, in the 15-16 school year EFC, as an organization, achieved higher proficiency rates than schools in Oakland Unified serving 40% or more English Learners and 80% or more students eligible for free or reduced-priced lunch. This trend holds at both the elementary and secondary grade spans.

Despite these promising results, EFC recognizes that there is much room for improvement. To this end, we continue to seek out innovative programs to meet the needs of our students. Specifically, EFC has:

- Implemented a multi-tiered system of supports to support students' social-emotional, academic, and behavioral needs and create a strong student-centered culture;
- Leveraged technology, rethought scheduling and space, and iterated on student grouping to implement greater personalization strategies K-8, building teacher capacity to use data strategically to target and accelerate instruction one student at a time;
- Invested in enrichment programs to create authentic opportunities for students to apply their science, technology and mathematical content;
- Invested in a language and literacy-focused Transitional Kindergarten program and launched our first pre-K program in 2016;
- Partnered with the Rainin Foundation to design and implement a strategic and focused TK-1 balanced literacy program that leverages small group in-class instruction, focused intervention in kindergarten and first grade, and a deep implementation of proven Common Core curricula;
- Piloted Teach To One at ASCEND to facilitate deeper internal learning around personalization in mathematics; and
- Partnered with Achievement First in prioritizing the implementation of a problem-based math program in grades 2-8 that strategically shifts the cognitive load from teacher to student.

The above programs are only a few examples of the innovative programs that EFC encourages its schools to seek out. All of the programs appropriate to high school will be in operation at Latitude.

School Culture

Education for Change prides itself on operating an inclusive and thoughtful organization based on our core values:

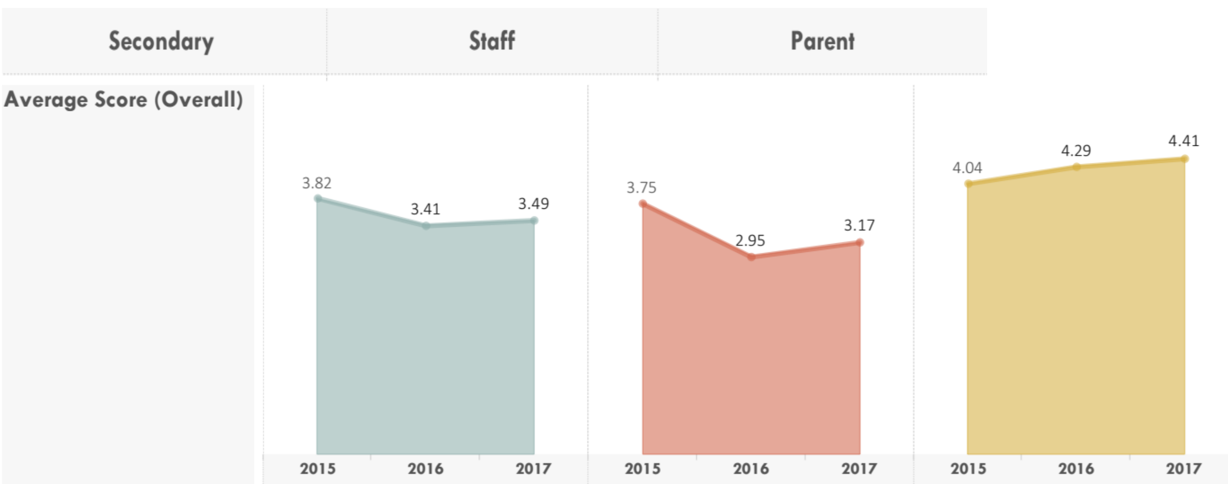
- **We collaborate.** We are a team. We plan together, observe and analyze each other's work, collaborate with our coaches and site leaders, partner with our families, and together make decisions about our programming
- **We are a learning organization.** We approach our practice with an inquiry stance and a growth mindset; we analyze, innovate, and iterate every day so that we continually improve. We believe in coaching and developing people at every level of experience, at every level of the organization.
- **We are solution-oriented.** We approach every challenge with a problem-solving orientation. We listen to and encourage each other. We are resilient in the face of adversity.
- **We are accountable.** Our mission is to provide a superior public education to Oakland's most underserved children. We assume personal accountability for student growth; we analyze multiple forms of data, and that analysis drives our instruction.
- **We are student-focused.** We form close relationships, utilize personalized learning, differentiate instruction, make learning culturally relevant, engage families, and provide individualized interventions to meet the needs of every child.
- **We listen.** We are a small, responsive organization that values student, family, and employee voice and input.
- **We are rooted in community.** Ours is a place-based strategy that works deeply with

neighborhood leaders and partners to serve our children. We understand that the cultures, values, traditions, and assets that our families bring must be leveraged and honored to reach and teach our children.

Across the organization, we are intentional about creating systems, routines, rituals, and processes that incorporate the EFC values and bring them to life for our children, families, and staff.

As a result of our intentional work, on the annual SCAI (School Climate Assessment Inventory) survey, EFC has maintained consistently high scores that place us at the high-functioning and intentional quadrant for most areas, particularly with respect to parent satisfaction. The SCAI provides our schools with an overall score as well as individual scores in 8 dimensions of school climate - physical appearance; faculty relations; student interactions; leadership and decision-making; discipline and management environment; learning, instruction and assessment; attitude and culture; and community relations. A score of 3.5 or higher correlates with student achievement.

Figure 0.5—SCAI School Culture Survey 2016-17 for Epic Middle:



On our 16-17 staff survey, 84% of EFC staff indicated they were committed to returning to EFC as an employee in 17-18. This is an indicator of staff satisfaction with EFC's support systems and their overall investment in our mission and vision.

<u>Serving the Most Underserved Children Effectively</u>

Education for Change partnered with Seneca Family of Agencies in 2011 to develop the "Unconditional Education" approach to implementing a multi-tiered system of academic, social-emotional, and behavioral supports for children in a school setting. This effort was recognized nationally by the Department of Education when Seneca received a federal Invest in Innovation grant (I3) in 2014 in recognition of its promise. Across the organization, <u>students with IEPs at EFC have greater growth on average than children without</u>. We are proud that we are beginning to show promise in an area that is a national challenge.

The Unconditional Education program is in deep alignment with our values as an organization. Because EFC primarily serves neighborhood students, EFC's student population mirrors the myriad needs of the most high poverty OUSD schools. Many EFC children come to school from some of the most high poverty neighborhoods in Alameda County, and our students confront significant "toxic stress" due to a confluence of several factors including poverty, crime in their communities and recent immigration among others. To address the needs of our children, we provide intervention early and often, train our staff in trauma-informed practices, and partner with Alameda County Behavioral Health to leverage Medi-Cal resources for our youth and families. All six EFC schools have EPSDT contracts with mental health providers. Latitude will leverage the Department of Student Support Services at EFC, a centralized division that supports schools in implementing effective multi tiered systems of supports (MTSS) and ensures students with IEPs are receiving the services as outlined in their plans. Like all EFC schools, the Latitude MTSS structure will ensure both General Education and Special Education students receive the social-emotional, behavioral and academic services needed to graduate Latitude prepared for college and career, and because Latitude will be a diverse by design school, it will be able to more effectively target resources to our students with the greatest needs.

Education for Change - Organizational Leadership

The Education for Change management team blends professional experience across public education, the public sector, for-profit and nonprofit organizations, and business. Our team brings the best practices from these many sectors to accomplish our ambitious goals and our mission.

<u>Senior Leadership Team, Education for Change</u>

- *Hae-Sin Thomas, Chief Executive Officer*
  Hae-Sin has been the CEO of EFC for four years and brings 24 years of TK-12 public education experience to this team. Her focus before joining EFCPS was in the turnaround space – working with school districts and charter management organizations to recreate their lowest-performing schools as the CEO of urbanED solutions. She is the co-founder of GO Public Schools, an Oakland-based education advocacy group and watchdog. Before urbanED solutions, Hae-Sin worked for the Oakland Unified School District as a teacher, principal, school developer, and executive officer. She led a team charged with creating quality school options for families in every neighborhood and ensuring high-performing, more personalized communities of learning for children and facilitated the design and opening of 22 new schools, replacing 18 chronically-failing schools. An external evaluation of the new schools reform work in Oakland found that the new schools significantly outperformed the schools they replaced in academic achievement, suspension rates, attendance rates, and overall student, teacher, and parent satisfaction. Prior to that, she was the founding principal of ASCEND, one of the five original new small and autonomous schools opened in Oakland, California. She holds a B.A in Economics from the University of Pennsylvania, a Masters in Curriculum and Instruction from the University of San Francisco, and a Masters in Administration, Planning, and Social Policy from Harvard University.

- *Sundar Chari, Chief Strategy Officer*
  Sundar Chari has been with Education for Change Public Schools for four years. Prior to becoming Chief of Staff, Sundar served as the Director of Innovation & Technology. In that role, he project managed the development of Epic Middle School, a new innovative NGLC school and implemented systems and capacity upgrades across the network, including transitioning Education for Change to become a Google Apps for Education network. Prior to joining Education for Change Mr. Chari had been on the front-line helping to lead high-profile initiatives for the Chicago Public Schools for 6 years. Mr. Chari has numerous experiences leading change management processes and developing the capacity of leaders to adopt new strategies, including leading a blended learning pilot program and developing the processes that guided over 500 schools through the major effort of redesigning their school day around student needs. Mr. Chari brings a strong background in public policy, analytics, and project management to EFC.

- *Fabiola Harvey, Chief Operating Officer*
  Fabiola Harvey has served as Chief Operating Officer for over seven years. Prior to joining Education for Change, she served as the Area Financial Manager for the Las Vegas Cluster of Edison Schools. She led start-up and business operations for 7 schools with over 6,000 students and 500 employees in the Clark County School District. This was the first time that the district awarded a cluster of schools to be managed by one Charter Management Organization. Prior to working in Las Vegas, Ms. Harvey was the Business Manager for one of the most troubled schools in the San Francisco Unified School District. At Edison Charter Academy, Ms. Harvey was able to turn around a difficult financial situation and get the school on firm financial footing. Ms. Harvey brings with her a wealth of experience operating charter schools and a long-standing commitment to urban education.

- *Noah Bradley, Chief Academic Officer*
  Noah Bradley has been Chief Academic Officer for two years, and was the Director of ELA prior to that. He came to EFC with over 16 years of experience in education. After joining Teach for America in 1997, he taught 2nd and 3rd grades for 13 years in Oakland public schools, receiving OUSD's Teacher of the Year award in 2010. Mr. Bradley went on to serve as a teacher coach, reading interventionist, and Assistant Principal at Think College Now, a high-performing public school in Oakland's Fruitvale district and the first OUSD school serving high poverty Latino students to achieve an 800+API. He has provided strategic consulting for teacher teams, school sites, and districts across the greater Bay Area. He received his B.A. from Vanderbilt University.

- *Larissa Adam, Chief Talent Officer*
  Larissa Adam has been Chief Talent Officer for two years. Prior to that, she served for ten years as Principal at ASCEND, a K-8 school recognized for its arts-integrated expeditionary learning model and effective community engagement practices. During that period, she facilitated significant increases in student achievement and led her staff and families to successfully petition for charter status. Prior to being Principal, she collaborated closely with community leaders to get Oakland's New Small Autonomous school reform policy passed, and went on to co-found ASCEND, one of the first five

New Small Autonomous Schools, as a teacher leader. Ms. Adam started teaching in Oakland through Teach for America in 1993, and continued teaching at her original placement site for eight years. She holds a B.A. in Spanish and International Relations from UC Davis, and a Masters in Educational Leadership from UC Berkeley.

- *Jen Nguyen, Chief of Leadership Development*
  Jen Nguyen has been with EFC for three years. Jen came to EFC with over 18 years of experience in education. She began her teaching career in OUSD in 1996, and has taught at the early elementary level as well as in middle and high school. Jen is Reading Recovery Certified, a National Writing Project Fellow, National Board Certified, and has a Master's Degree in Urban Educational Leadership. She has been coaching teachers and school leaders for the past ten years. After spending 16 years as a teacher and site leader, Jen took a district level position where she is able to work with coaches and site leaders to ensure high quality instruction is happening for every student in every classroom.

Please see **Element 5 - Employee Qualifications** for more information regarding the EFC Leadership Team.

Please see Appendix A5 for profiles of the EFC Senior Leadership Team.

EFC Board of Directors

Name	Current Professional Title and Organization	Board Role	Focus/Expertise
Nick Driver	Vice President, California Charter Schools Organization	President	Finance, Public Policy
Brian Rogers	CEO, Rogers Family Foundation	Member	Development, Public Policy
Adam Smith	COO, Bonfire Communications	Member	Communications and Media, Finance
Eva Camp	Board Member, Full Circle Fund	Member	Community Relations, Communications
Dirk Tillotson	Founder and Director, Great School Choices	Member	Nonprofit, Community Relations
Paul Byrd Jr.	Parent Leader, World Achieve Academy	Member	Community Relations, Development
Mike Barr	CFO, Reading Partners	Member	Finance, Nonprofit

Suhdir Aggarwal	Chairman, Zuca	Member	Finance, Venture Capital
Carmika Robinson	Parent	Member	Community Relations, Other
Roy Benford	Founder & CEO, Benford & Associates, LLC	Member	Real Estate, Community Relations

Please see **Element 4A - Governance** for more information regarding the EFC Board of Directors.

Please see Appendix A6 for resumes of the EFC Board Members.

Latitude 37.8 High School Summary Tables

Enrollment Projections

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GRADE	2018 - 2019	2019-2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
9	50	50	90	90	90	90
10		50	50	90	90	90
11			50	50	90	90
12				50	50	90
Total # students	50	100	190	280	320	360

Student Demographics

	FRL %	SPED %	EL %
Projected Demographics	50%	15%	25%

Summary Budget

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
School Name: Latitude 37.8 High	2018 - 2019	2019-2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
Number of Students	50	100	190	280	320	360
Per Pupil Revenue	$537k	$1.12 M	$2.24 M	$3.2M	$3.7M	$4.1M
State & Federal Grant Funds	$302K	$210k	$400K	$498k	$577k	$650k
Private Grants / Foundation Revenue / Gifts & Contributions	$128k	$143k	$118k	0	0	0
Other Sources	$48k	$98k	$187k	$275k	$314k	$353K
Total Revenue	**$1.02 M**	**$1.58 M**	**$2.95 M**	**$3.99 M**	**$4.56 M**	**$5.14 M**
Instructional Salaries & Benefits	$459k	$783k	$1.32 M	$1.99 M	$2.34 M	$2.93 M
Instructional Services / Supplies	$40k	$55k	$101k	$142k	$160k	$170k
Other Instructional Expenses	$60k	$55k	$105k	$154k	$176k	$198k
Total Instructional Expenditures	**$559k**	**$893k**	**$1.53 M**	**$2.29 M**	**$2.68 M**	**$3.30 M**

Supporting Services Salaries & Benefits	$184k	$264k	$465k	$570k	$613k	$622k
Purchased Property Services	$108k	$176k	$243k	$311k	$431k	$431k
Other Supporting Services Expenses	$266k	$237k	$412k	$719k	$826k	$767k
Total Supporting Services Expenditures	**$558k**	**$677k**	**$1.12 M**	**$1.60 M**	**$1.87 M**	**$1.82 M**
Total Expenses	**$1.12 M**	**$1.57 M**	**$2.65 M**	**$3.89 M**	**$4.55 M**	**$5.12 M**
NET INCOME	**$109k**	**$1.3k**	**$299k**	**$58k**	**$86k**	**$23k**
The Educate 78 grant is assumed at ~$100k per year beginning in FY18-19. This will be used to cover one time costs, should this grant not be awarded, the one time costs could be eliminated.						

ELEMENT 1: EDUCATIONAL PROGRAM

"A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." Ed. Code §47605(b)(5)(A)(i).

"A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." Ed. Code § 47605(b)(5)(A)(ii).

"In accordance with SB 1290, Latitude 37.8 High School pupil outcomes related to annual academic achievement goals will be set and disaggregated by all major subgroups identified in Education Code section 52052; including race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve those goals, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals.

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." (Ed. Code § 47606.5(e).)

Latitude's pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:"

[Charter School to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(A)(ii)].

"If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students."

Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

Introduction

Latitude 37.8 is a new high school model in Oakland, California that leverages the assets of the city to provide students with the experiences, skills, and network they need for a meaningful and productive life. Forged by a team of educators, designers, makers, artists, parents, students, civic leaders, and business leaders, Latitude will harness the dynamic resources of the Bay Area to provide students with experiential, place-based learning, personalized for each individual.

- **Latitude Vision**
  Latitude 37.8 High School graduates will have the personal agency, essential competencies, and integrated identity necessary to be prepared for a meaningful and productive life.

- **Latitude Mission**
  Latitude 37.8 High School facilitates self-directed, passion driven learning that leverages the assets and resources of the city to provide students with a personalized and authentic learning experience.

Education for Change Mission Statement

The Education for Change mission is straightforward. Education for Change Public Schools believes it is the right for *every* child to have access to a high-quality, 21st century education. Our mission is to provide a superior public education to Oakland's most underserved children by creating a system of schools that focuses *relentlessly* on our students' academic achievement.

Through our unique model, **we transform** neighborhood schools into high performing organizations for the children that are most dependent upon them and build strong secondary school options to ensure all children in the neighborhood have access to a powerful TK-12 pipeline to success in college and career. **We invest** in *strong partnerships* with dedicated parents and community organizations, allowing us to provide a full spectrum of education services to our students and their families. **We recruit and develop** the most *talented, passionate* teacher leaders who *collaborate* and *innovate* within their classrooms and across our growing organization. **And we support** autonomy among our campuses, allowing each school to lead its own instructional program while promoting a culture of *consistently high expectations* and *accountability* that is central to our mission.

Education for Change Public Schools is committed to *improving* and *increasing outcomes* for our students, their families and the communities in which they live. Our children will become self-motivated learners, critical-thinkers and resilient leaders prepared for the academic and professional challenges that await them in life.

A. Target Population and Community Need

Students To Be Served

Enrollment and Growth Plan

Located in Oakland, Latitude 37.8 High School will serve 360 students in grades 9-12 once fully enrolled in Year 6. The school will open in the fall of 2018 with an initial cohort of 50 9th grade students. We will add a grade per year and increase the size of our incoming cohort in the third year to our target of 90 students. This slow growth model is strategic - it allows us to build a culture of academic achievement and develop and implement curricular models, materials, and instructional programs one grade level at a time.

Figure 1.1—Latitude Enrollment Plan:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GRADE	2018 - 2019	2019-2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
9	50	50	90	90	90	90
10		50	50	90	90	90
11			50	50	90	90
12				50	50	90
Total # students	50	100	190	280	320	360

Student Demographics

One of the core design principles of Latitude is integration. In order to best prepare all students for a meaningful and productive life, we believe it is essential for students to build a strong sense of their personal identity and to be able to successfully engage across different cultures, backgrounds, and perspectives. To build these capacities in students, they must be exposed to a diverse community and be supported in engaging productively with a variety of people. Toward this end, Latitude strives to represent Oakland's diversity from different socioeconomic, racial, linguistic, cultural, and learning needs perspectives and will build community across these groups. Latitude will be an intentionally diverse school that reflects the demographics of the city of Oakland. Our projected demographics strive to represent a balance of the school age population in the city of Oakland that is both in and out of the school district.

Figure 1.2—Latitude Projected Student Demographics:

	FRL %	SPED %	EL %
Latitude Projected Demographics	50%	15%	25%
OUSD Comparison Demographics[3]	73%	12%	31%

In order to achieve the desired diversity for the Latitude community, we have embarked upon a city wide engagement plan to build support for the Latitude model and to make connections across many different groups. This effort leverages a variety of existing school, recreational, service and religious communities to attain a student body that reflects all types of diversity in Oakland. Additionally, Latitude intends to utilize legally permissible means to enroll a profile of students representative of the racial, ethnic and socioeconomic diversity of the city of Oakland. In this regard, Latitude employs certain weighting mechanisms in relation to its lottery that foster diversity and that fit squarely within acceptable admissions protocols.

Please see Appendix A7 for the Latitude Community Engagement Plan.

Please see **Element 7 - Means to Racial and Ethnic Balance** for information on student recruitment efforts, including the following:

- Outreach to families in poverty, academically low-achieving students, students with disabilities, linguistically diverse families, and other youth at risk of academic failure

Please see **Element 8 - Admission Requirements** for information on student admission and enrollment processes and procedures, including:

- Recruitment efforts in Year Zero
- Target re-enrollment rate
- Ongoing student recruitment efforts

Also, please see **Element 8 - Admission Requirements** for information on student admission and enrollment processes and procedures, including specifics around any admission preferences for students, timelines, lottery procedures and policies around waiting lists.

Community and Student Needs

Overall Community Needs

Lack of quality high school options for families

The primary need in the community is to increase the availability of high quality high school options for Oakland students and families. According to Oakland Unified's most recent School Performance Framework (SPF), only 7% of traditional high school seats were classified as 'Green', the district indicator of quality. Additionally, while there has been progress in high school graduation rates, there remain broad challenges in terms of graduation and college

[3] Data obtained from OUSD Fast Facts 2016-2017.

preparedness. The citywide graduation rate has only increased from 55% to 65% over the past 7 years.

In terms of measures of academic skills, the data also demonstrates a significant need for additional high quality school options. On the 2016 SBAC assessment, only 35% of OUSD 11th graders met or exceeded the standard in ELA and only 15% met or exceeded the standard in math. The following table demonstrates that access to quality high school options or those with stronger outcomes are limited to a cohort of smaller, more innovative schools.

Figure 1.3—OUSD High School Performance Data[4]

School Name	Enrollment	SPF Rating 2016-2017	SRA Region	Graduation Rate	UC/CSU A-G	SBAC ELA 2016	SBAC Math 2016
Castlemont	759		East	68%	62%	6%	0%
CCPA	475		East	88%	79%	29%	13%
Fremont	764		East	50%	38%	18%	4%
Life	471		East	86%	83%	61%	25%
Madison	768		East	NA	NA	32%	13%
McClymonds	372		West	81%	53%	27%	6%
MetWest	171		Central	93%	83%	12%	7%
Oakland High	1562		Central	72%	57%	38%	16%
Oakland Tech	2031		Northwest	87%	63%	61%	32%
Skyline	1843		Northeast	72%	50%	40%	18%

[4] Data obtained from Oakland Unified (www.ousddata.org) and the California Department of Education (dq.cde.ca.gov).

In addition to the variability of student performance across schools, the data indicates that there are persistent challenges in supporting all students equitably. Oakland needs schools that are able to accelerate the achievement of various sub-groups to eliminate these gaps. The following tables demonstrate significant differences in graduation, UC/CSU A-G completion rates, and SBAC performance across different subgroups within OUSD.

Figure 1.4—OUSD High School Cohort Graduation Rates by Subgroups 2015-2016:[5]

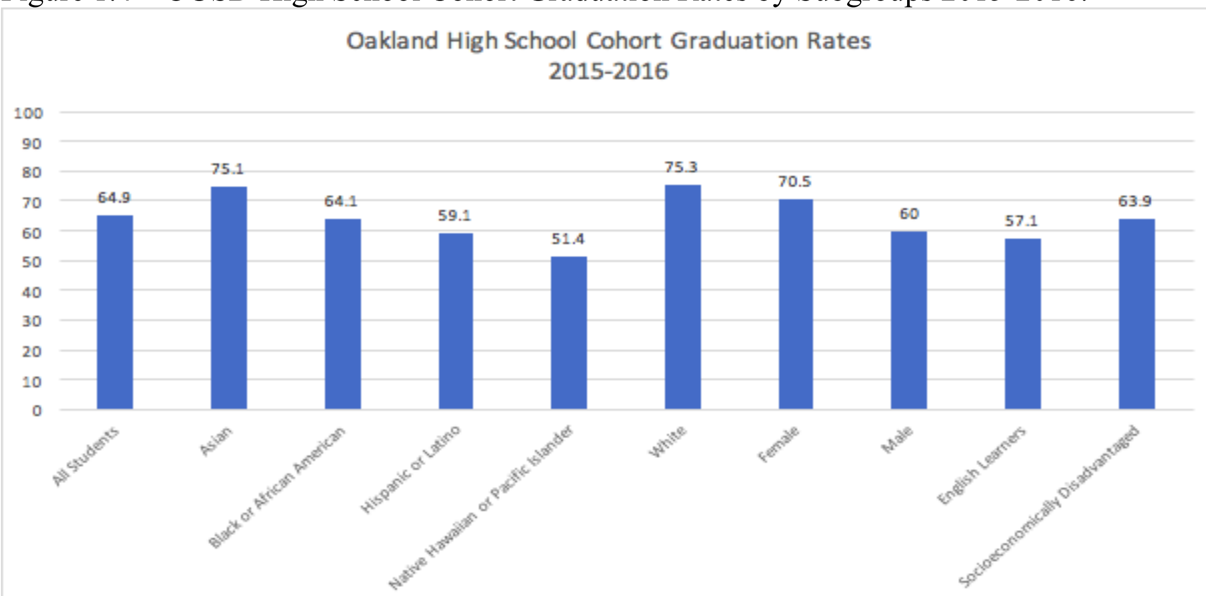


Figure 1.5—OUSD High School UC/CSU A-G Completion Rates by Subgroups 2015-2016:[6]

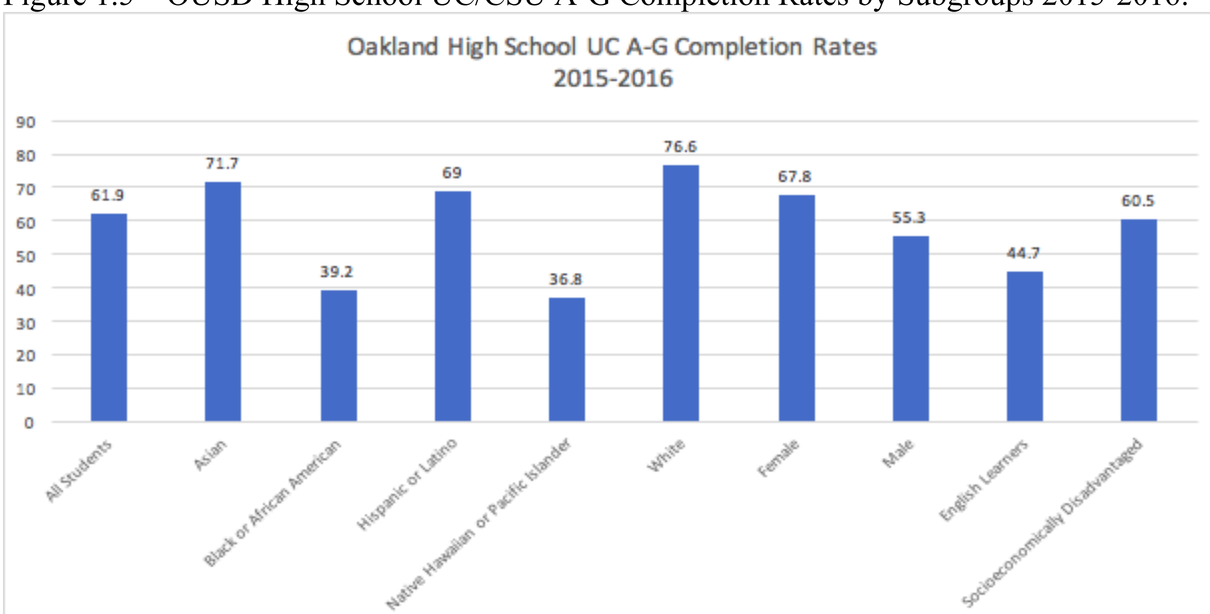


Figure 1.6—2016 OUSD 11th Grade ELA SBAC Results:[7]

5 Data obtained from the California Department of Education (dq.cde.ca.gov).
6 Data obtained from the California Department of Education (dq.cde.ca.gov).

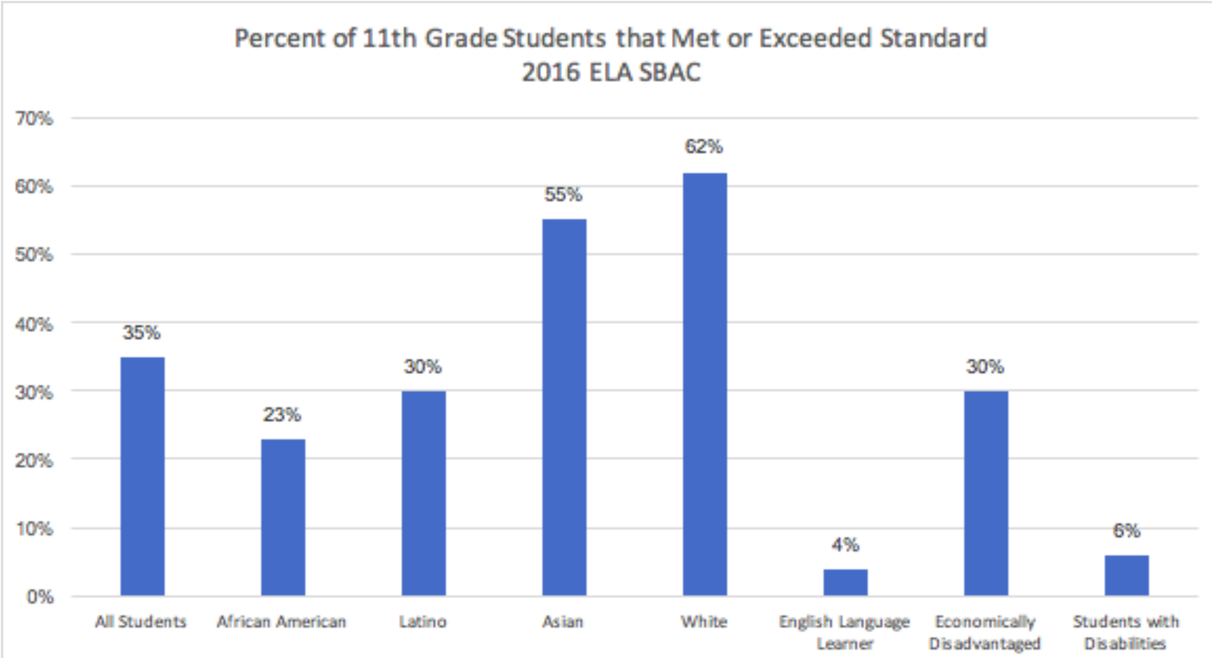
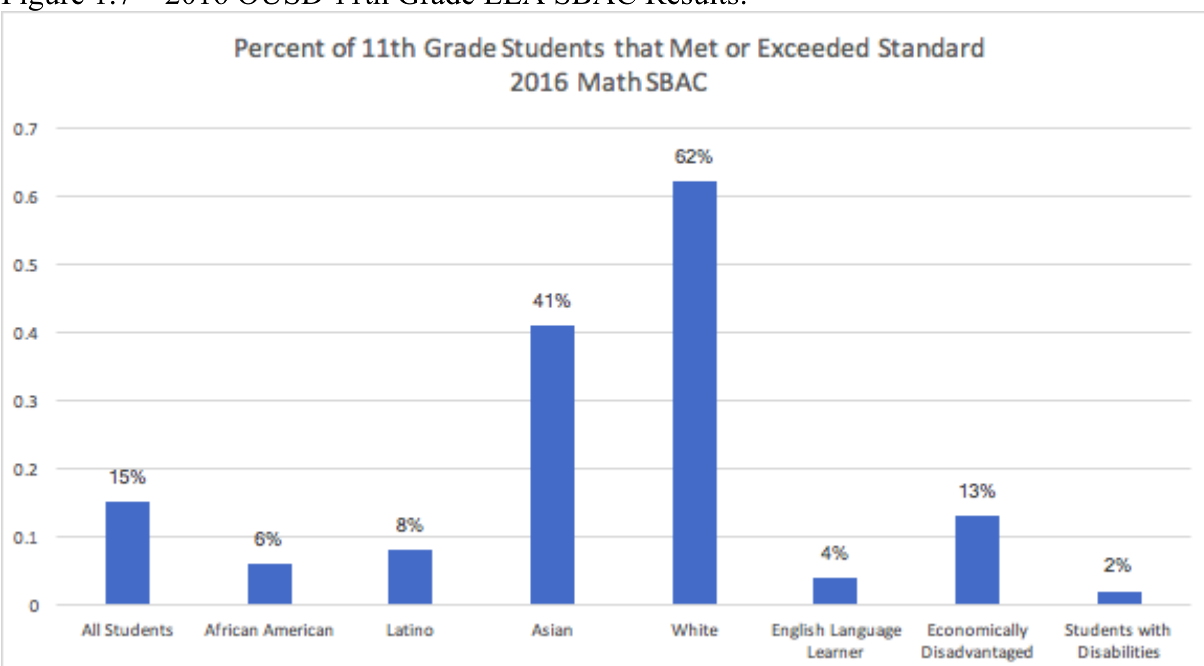


Figure 1.7—2016 OUSD 11th Grade ELA SBAC Results:[8]



Latitude's school design is building off of two national models, High Tech High and Big Picture Learning, that have consistently achieved high outcomes for diverse student populations. Within Oakland, MetWest High School is based on the Big Picture Learning model, and it had the highest graduation rate and highest UC/CSU A-G completion rate of all district high schools in 2015-2016.

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[7] Data obtained from the California Department of Education (dq.cde.ca.gov).
[8] Data obtained from the California Department of Education (dq.cde.ca.gov).

High Tech High is a charter management organization that operates five high schools in San Diego County with a student body comparable to Latitude's projected demographics. Each of their high schools has a graduation rate above 92%, and at least 98% of all High Tech High graduates complete the UC/CSU A-G requirements. The Latitude school model incorporates key elements from both of these high performing school models to provide an additional quality high school option for Oakland students and families.

Lack of diverse school communities

Latitude intends to serve a student population that is representative of the socioeconomic, racial, cultural, and geographic diversity of the city of Oakland, California. According to the 2010 United States Census, Oakland is a linguistically and racially diverse city - 25% Hispanic or Latino, 26% White, 27% Black or African-American, and 17% Asian. We believe that the diversity of Oakland is a tremendous asset in preparing children for success in life in the 21st Century. Unfortunately, there are currently no public high school options in the city that fully reflect this diversity.

Figure 1.8—OUSD High School Demographic Data 2016-2017:[9]

OUSD High Schools	Enrollment 16-17	Econ. Disadv.	ELL	Latino	Afr- Am	Asian	White
Castlemont	759	86%	42%	60%	32%	1%	1%
CCPA	475	96%	29%	85%	12%	1%	0%
Fremont	764	90%	50%	64%	22%	4%	2%
Life	471	92%	23%	83%	7%	6%	0%
Madison	768	94%	30%	82%	14%	1%	1%
McClymonds	372	89%	7%	6%	79%	5%	4%
MetWest	171	77%	15%	58%	25%	6%	6%
Oakland High	1562	89%	25%	30%	32%	31%	2%
Oakland Tech	2031	46%	6%	17%	30%	21%	23%

[9] Data obtained from the California Department of Education (dq.cde.ca.gov).

Skyline	1843	78%	15%	40%	31%	14%	6%

Latitude will be an intentionally diverse school in order to facilitate the achievement of all students. The Poverty & Race Research Action Council's report "Can Racial and Socioeconomic Integration Promote Better Outcomes for Students?" provides strong research in this area.

> *"In theory, charter schools, as schools of choice, could be far more integrated than traditional neighborhood public schools and could achieve this integration through voluntary parent choice. Public policy, however, generally does not encourage the creation of socioeconomically and racially diverse schools. In fact, to the contrary, many state charter laws provide an incentive to create high-poverty charter schools."*[10]

While focusing charter school efforts on high-needs students has merit, there is strong evidence to suggest that the current tilt in the policy and philanthropic communities toward supporting charter schools that educate low-income and at-risk children in high-poverty settings results in an overly narrow approach. Widening the focus so that it also supports charter schools that provide high-needs students with a racially and economically diverse educational setting makes sense for a number of reasons:

- *Civic, Social, and Cognitive Benefits for All Students.* Socioeconomically and racially integrated schools are beneficial to all students who attend them because integration in public schools is important to fostering open-minded adults and good citizens. Students educated in diverse settings have been shown to develop higher-level critical thinking and cognitive skills. Furthermore, when low-income students graduate and search for jobs, those in economically mixed schools have access to valuable networks that can facilitate employment.
- *Resources for Improving Academic Performance.* Integrated charter schools hold particular promise for students currently in low-performing schools. Data show that many of the nation's charter schools, which on the whole are disproportionately high poverty and racially isolated, still struggle to post significant academic gains for students. Numerous studies have shown that low-income students generally perform better in schools with a more balanced distribution of socioeconomic and racial groups. Investing more heavily in socioeconomically and racially integrated charter schools would provide low-income students with the documented benefits of peer-to-peer contact with a more diverse group of students, along with other resources related to school quality that, at least in the traditional public school context, are associated with increased school diversity."[11]

Please see Appendix A8 for the Poverty & Race Research Action Council's full report.

To successfully serve this type of diverse population and achieve these results, Latitude must be prepared to support a wide range of academic and social emotional needs. Central to this is

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[10] See Kahlenberg and Potter (2012), "Can Racial and Socioeconomic Integration Promote Better Outcomes for Students".

[11] See Kahlenberg and Potter (2012), "Can Racial and Socioeconomic Integration Promote Better Outcomes for Students".

developing a school culture that supports students of different backgrounds in being, learning, and growing together. We believe this is best accomplished through a school culture and academic program that allows students to learn about, investigate, and interrogate the various histories and perspectives of Oakland and beyond. Too often, students from nondominant cultures are subtly and overtly expected to conform to the academic and cultural expectations of the dominant culture. Latitude's academic program--the content, curricula, and learning experiences--as well as its school culture--the rituals, systems, and structures--will provide opportunities for students to make meaning of their own life experiences and grapple with those of their classmates and the broader Oakland community to build the integrated identity that is part of our graduate profile.

Lack of Innovative Options

At Latitude we believe that one of the reasons the public school systems have not achieved the outcomes they aspire to for their students is because the schools still look and feel like schools from the past fifty years. While there has been significant community and district investment in Linked Learning, the overall portfolio of schools remains traditionally organized and run. The student experiences far too often remain similar to how they have been historically; thus, we continue to see the same patterns of outcomes.

Underneath these overall trends, there are pockets of innovation and acceleration of outcomes. Enrollment demand at these schools demonstrates the community interest in new school models. Unfortunately, there is not sufficient capacity for high quality options for all Oakland families as discussed previously in this section. Schools such as Life Academy, CCPA, and MetWest have innovative models as well as some of the highest outcomes in the city. Consequently, they are the most in demand schools within the district.

Figure 1.9—OUSD High School Enrollment Demand:[12]

OUSD High School	Percent of 1st Choice Applicants
Castlemont	50%
CCPA (6-12)	500%
Fremont	36%
Life Academy (6-12)	836%
Madison (6-12)	166%

12 Data obtained from Oakland Unified (www.ousddata.org).

McClymonds	23%
MetWest	538%
Oakland High	46%
Oakland Tech	203%
Skyline	68%

At Latitude, we believe that our current conception of school needs to be reorganized to provide students furthest from success the opportunity to achieve and to provide all students the depth of learning across the essential academic and non-cognitive competencies needed for meaningful and productive adult lives. Our school model leverages the assets and resources of the city to provide students with a personalized, authentic learning experience that will be a unique offering and complement the existing portfolio of district and charter high schools.

As the school grows and demonstrates its ability to provide a high quality school experience, we anticipate being able to contribute to innovation in the broader high school eco-system in the following areas:

- Sharing our technology platforms for tracking and reporting student competency performance
- Supporting teacher communities of practice around high quality project based learning
- Demonstrating innovative strategies to support high needs student communities.

Needs of Sub-Groups

In addition to the need to be intentionally inclusive, Latitude is organized to serve a broad range of academic and social emotional needs of various student groups. As a school that is representative of all students in Oakland, we expect to be able to serve students who are academically accelerated as well as those who have traditionally struggled within the current landscape. The Latitude program has been designed to meet the language development, literacy, and social emotional needs of these varied student populations. Latitude's design principles of personalization and relevance have driven the creation of an instructional program that focuses on each learner as an individual; collaborates around student specific academic, social emotional and post graduate goals; and designs a learning plan to achieve them.

Please see **Element 1 - Educational Program, Section H - Special Populations: Identification, Remediation, & Acceleration** of this petition for more information about how our educational model serves these various groups of learners.

Latitude Community Engagement and Support

Latitude 37.8 is a new high school model for Oakland, California that leverages the assets of the city to provide students with the experiences, skills, and network they need for a meaningful and productive life. Forged by a team of educators, designers, makers, artists, parents, students, civic leaders, and business leaders, Latitude will harness the dynamic resources of the Bay Area to provide students with experiential, place-based learning, personalized for each individual.

In the fall of 2015, a diverse team came together to respond to the challenge posed by the XQ Super School Project of determining a new vision of high school for Oakland students. To inform their design, the team engaged in a number of discovery activities that included research, school visits, and community engagement. The focus of this research was to determine both the hopes and aspirations of students for their high school experience, as well as their explicit needs. A survey was administered to over 250 middle and high school students to examine their schooling experience. The team then facilitated focus groups with two sets of middle school students to dig deeper into their hopes and needs for a high school experience. As an additional engagement strategy the team hosted a viewing of 'Most Likely To Succeed' and facilitated a discussion afterward. Through this research it became clear that students desired the opportunity to learn about the real world in collaborative projects that had meaningful impact on their communities. Armed with these perspectives, the Latitude XQ team developed a prototype for the high school program that was summarized in our final XQ application. We were proud to be ultimately one of 50 national finalists out of over 700 applications.

Please see Appendices A1, A2, and A3 for Latitude's XQ Team Roster, Community Engagement Data, and XQ Application.

Over the past year, the school design work has moved the school from a concept to a program that will deliver powerful learning experiences for students and improve their educational and life outcomes. The Latitude Design Team, as described in the Executive Summary, met regularly throughout the year to build a prototype of the instructional program necessary to accomplish the school vision. Additionally, we recruited and hired the founding team that will be charged with the execution of the program. As these plans were developed, we continued our community engagement efforts to elicit feedback that informed the design iterations, as well as build a community of interested students and families.

Please see Appendix A9 for Latitude Community Engagement Artifacts.

In addition to our engagement with students and families, we have actively pursued partnerships with organizations and institutions across the city to support the execution of our school model. Through our engagement efforts to date, the following organizations have committed to being part of the Latitude community and provided letters of support for this petition to that effect:

- Gyroscope
- Galileo
- KQED
- Big Picture
- High Tech High
- National Equity Project

Please see Appendix A10 for the organizational Letters of Support.

These organizations reflect the beginnings of the overall Latitude network. As the school grows, we will resource staff within the school to continue to do outreach and engagement and partner with existing city and school district initiatives around youth engagement and work based learning.

B. Philosophy and Approach to Instruction

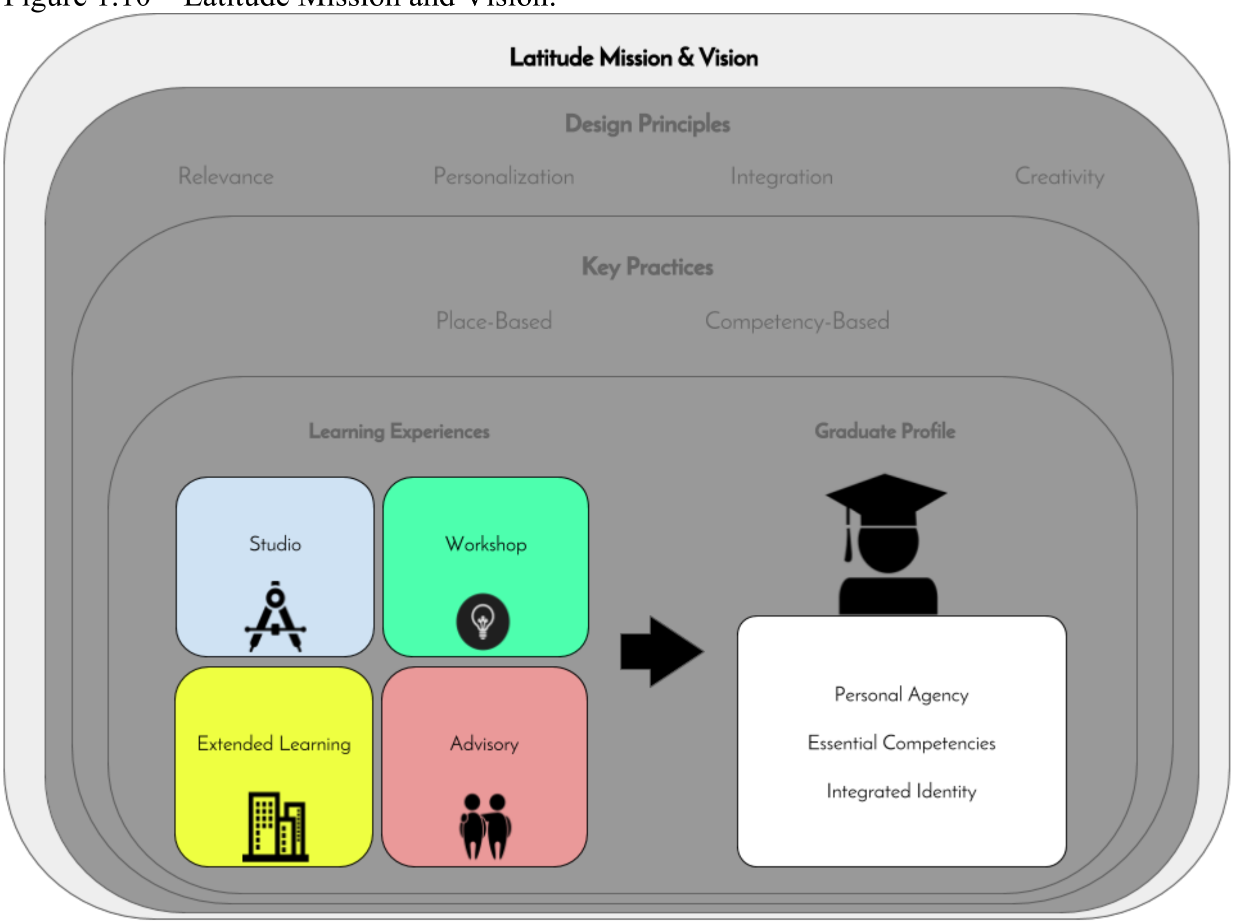
Latitude Vision Statement

Latitude 37.8 High School graduates will have the personal agency, essential competencies, and integrated identity necessary to be prepared for a meaningful and productive life.

Latitude Mission Statement

Latitude 37.8 High School facilitates self-directed, passion driven learning that leverages the assets and resources of the city to provide students with a personalized and authentic learning experience.

Figure 1.10—Latitude Mission and Vision:



Educational Philosophy

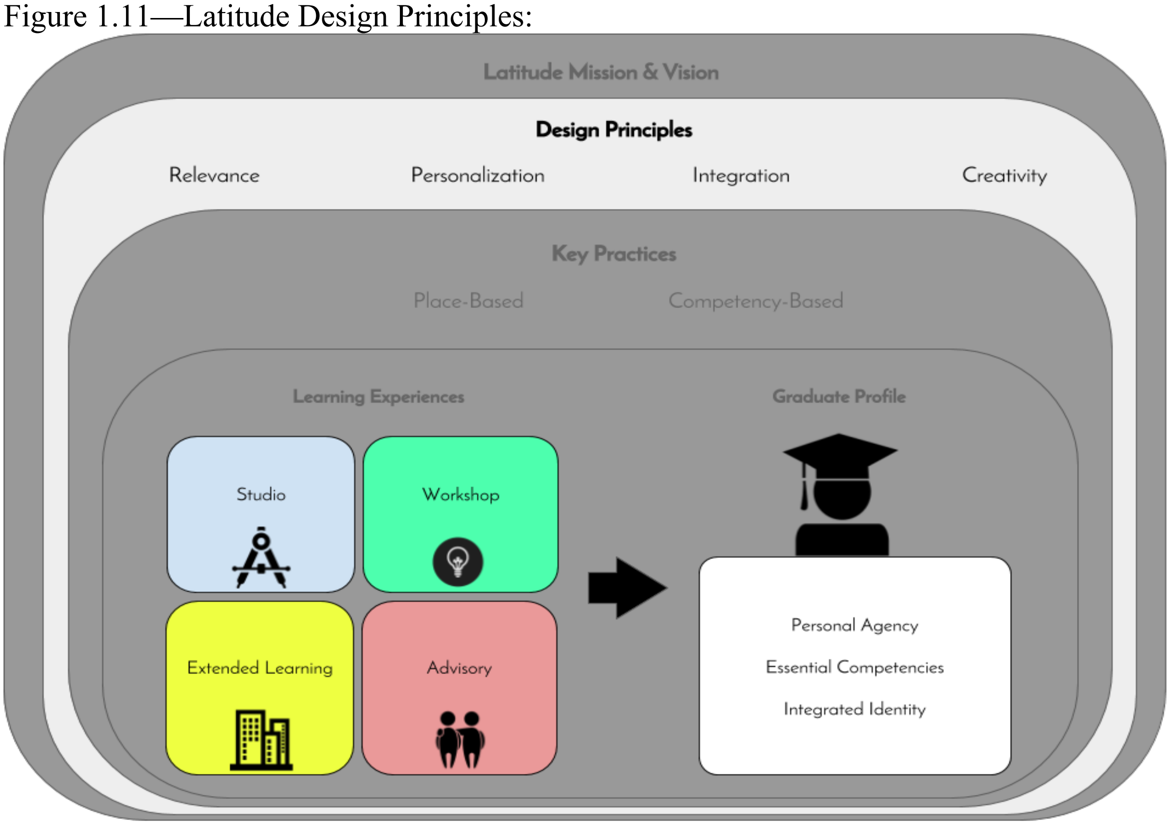
Latitude 37.8 High is a high school model in Oakland, California through which students leverage the assets and resources of their city to design and secure the experiences, education and network they need to be prepared for a meaningful and productive life. We are a network of educators, designers, makers, artists, parents, students, civic leaders, and business leaders committed to designing and opening a high school that facilitates self-directed, passion-driven learning for our city's youth in which the Bay Area is their personalized learning environment.

Students thrive when they have close relationships with adults who believe in their potential, hold them to high expectations, and mentor them through the steps necessary to achieve success. Latitude expands the definition of teacher to include members of the community, who have knowledge and skills to share and can provide applied learning opportunities in alignment with students' academic and life goals. Latitude transforms "high school" into a series of experiences that create confident, connected young adults with a strong supportive citywide network.

The Latitude Learning Experience

Latitude's planned approaches to school mission and culture, teaching and learning, student agency and engagement, and to networks and partnerships is really a single integrated approach that is driven by the design principles of personalization, relevance, integration and creativity, which in turn become the four pillars of the Latitude student learning experience.

Figure 1.11—Latitude Design Principles:



Personalization

At the foundation of the student experience at Latitude is a personalized pathway that is driven by the student's passions and structured through a competency-based evaluation system. Personalized learning has become an educational buzzword for many things. However, at Latitude, a truly personalized education begins with knowing the students deeply:

- What are their interests?
- What motivates and drives them?
- How do they best learn?
- What are their cultural norms and expectations with respect to learning and school?
- Who is the family and community that surrounds them?
- What are the past experiences that impact their learning?
- What are their goals?
- What are their worries?

Personalized learning requires that we understand a student's needs so we can help craft a program that meets those needs and builds on his or her assets. Personalized learning without clearly detailed competencies can lead to low rigor and expectations that too often follow patterns of poverty and lack of power. Therefore, our personalized learning model is based on rigorous competencies, identified by the most current research on college and career readiness and designed to ensure success in the 21st Century. All students will be supported as they work to achieve mastery of these rigorous competencies, and all students will be supported as they design the personalized pathway they will utilize to achieve that mastery. Finally, personalization at the secondary level requires that students have a deep commitment and agency with respect to their goals - and the self-management, resilience, and perseverance to achieve those goals. Ours is a gradual release model in which we initially provide a certain level of structure and support to students as they develop these traits, then gradually release them to a more self-directed approach in the later years while staying alongside them with the support they need.

Integration

Integration is the second pillar of Latitude's educational experience, both with respect to the actual learning and the cultural experience. Too often, school learning is siloed by content or by period and students do not understand the connection between what they learn in these silos and their life experiences. Our goal is to create an integrated and interdisciplinary curriculum that teaches math in the service of science and engineering, language arts in the service of science and social science, and the arts in the service of all. In this model, students will be required to integrate learning across content areas and apply that learning in interdisciplinary performance tasks.

Integration is also at the heart of the cultural experience at Latitude as an intentionally diverse school. Students will be organized into an advisory that will meet daily and provide opportunities to build community across differences. This group will also be the foundational humanities class that comes together to discuss relevant current events, read compelling contemporary works, and have difficult conversations about race, class, and power in the context of book study in seminar sessions that are guided by Socratic methodology. The entire community will regularly come together around cultural celebrations and more informal talks. We plan to expose our students to some of the greatest artists, poets, historians, writers, and leaders in Oakland to help them expand their perspectives. Also, the larger network of adult allies that we will build for our students and all of the citywide partnerships will enable students to interact with adults from all backgrounds and fields, further building their confidence in diverse settings.

Integration is deeply intertwined with our approach to personalization. Only when a student is known, respected, and cared for as an individual is he or she able to have the confidence and security to actively engage in what is persistently a segregated and unjust society.

Relevance

Relevance is our third pillar, and intersects with integration and personalization throughout. Too many students today express that they do not know why they are learning what they are learning or how it matters to them as individuals. Students become disengaged in the learning experiences and, as a result, agency declines. At Latitude, we hope to leverage the rich assets throughout the city of Oakland to facilitate learning experiences in authentic settings in partnership with actual practitioners. Our plan is to see students learning civics in City Hall, research skills in the Oakland Public Library, ceramics at the Crucible, drama with actors at the Gritty City Repertory Theatre, art history and design in the Oakland Museum of California, conservation in the bay with the Port of Oakland, and world language in cultural settings in which those languages are used. Connecting learning experiences to adults who are passionate builds engagement, and facilitating learning in real settings builds relevance and deeper understanding.

The competency-based evaluation system that guides all of the learning at Latitude will support this relevance by requiring students to perform, present, create, integrate, and debate. These evaluations will support students in demonstrating aptitude in a range of ways to ensure students are building capacity in presenting their learning for a variety of audiences and settings.

Creativity

Our fourth pillar is creativity, with a focus less on the hard or technical skills and more on building a student's creative confidence in multiple settings and content areas. Students will be supported to meet their creative confidence competencies by first identifying where they have passion for innovation and creativity. Students will be required to take a foundational design course in 9th grade that will support them in developing their creative confidence pathway. Then, citywide networks will provide students opportunities to develop their creative agency in their areas of passion through internships with local partners such as startup companies, gaming companies, music studios as well as individual entrepreneurs, scientists, authors, makers and artists. Finally, their creativity will be enhanced throughout their Latitude experience through thoughtful integration of the arts.

What it means to be an educated person in the 21st Century?

To be an educated person in the 21st century demands nothing less than global citizenship. Our students are entering a world undergoing technological, cultural, linguistic, climatic, economic, and social disruption. The world students will face after they graduate will look different than our world today, both in terms of challenges and opportunities; the jobs of tomorrow look different than the jobs of today. In addition, the world is increasingly global and interconnected, requiring interdisciplinary, knowledgeable global citizens who can negotiate questions of justice and morality while grappling with the most complex problems facing our world, from climate change, to economic inequities, to international terrorism and conflict.

To be prepared for this evolving world, the vision for Latitude graduates exceeds common notions of educational attainment and academic outcomes for students. Our vision of the Latitude graduate is inclusive of college and career readiness. All Latitude students will graduate with A-G transcripts and powerful experiences across a broad array of career interests. Additionally, these college and career readiness indicators are a means to deeper life outcomes for all of our students. These outcomes include being able to articulate goals for themselves and having the ability to fulfill them. It also includes their ability to have agency and influence the world around them. This broader definition of a successful young person is influenced by the review, "Foundations for Young Adult Success: A Developmental Framework" which accounted for the broader range of outcomes. As such, a Latitude 37.8 High School graduate will have…

- **Personal Agency**-- Latitude graduates will have the agency to make choices about one's life and have the ability to take an active role in their life path. Latitude graduates will be able to determine goals and plans to accomplish them while also leveraging their other skills, abilities, and mindsets to navigate challenges and make adjustments to their goals and plans.

- **Essential Competencies**-- Latitude graduates will demonstrate mastery of a core set of college and career readiness academic and non-cognitive competencies that allows them to perform effectively in a variety of roles and settings. These include academic competencies within traditional academic disciplines as well as non-cognitive competencies from the fields of design thinking and social emotional learning.

- **Integrated Identity**-- Latitude graduates will have a strong consistent understanding of themselves across a variety of settings and social contexts. Latitude graduates will have a strong sense of who they are, including where they have come from and where they see themselves going.

See Appendix A11 for the Foundations for Young Adult Success: A Developmental Framework.

To attain these broader outcomes for students, the Latitude High model expands and reimagines our vision of 'school' from a place to a set of experiences students have that enable their growth and mastery along academic and social emotional lines. The Latitude High experience plays an important role in leveling the playing field for all learners by ensuring all students have access to the resources and assets of the city to pursue their passions and leverage the resources and assets of the city in service of them.

Latitude Competency Model

The foundation of the instructional program at Latitude is our competency model. This model articulates in student friendly language the specific skills, habits, and knowledge that students must attain to be prepared for their post-secondary lives and embodies what it means to be an educated person in the 21st century. The competencies have been backwards mapped from college and career readiness expectations[13] to ensure all students graduate from Latitude with these skills. There are three different domains of competencies that are relevant to be prepared for a meaningful and productive adult life and that our instructional program supports:

Figure 1.12—Latitude Competency Framework:

Academic	
English Language Arts *Aligned to CCSS*	● Reading Literature ● Reading Informational Text ● Writing Evidenced Based Arguments ● Writing Informational Texts ● Writing Narrative Texts ● Engaging in Text Based Discussions ● Giving Presentations ● Conducting Research
Math *Aligned to CCSS*	● Mathematical Problem Solving ● Mathematical Argumentation and Reflection
History *Aligned to C3 Framework for Social Studies*	● Analyzing Historical Outcomes ● Analyzing Historical Perspectives
Science *Aligned to Next Generation Science Standards*	● Leading Scientific Investigation ● Analyzing and Interpreting Data ● Developing and Using Models ● Applying Cross-Cutting Concepts
Foreign Language	● Speaking and Listening ● Reading and Writing ● Engaging in Cultures
Health and Wellness	● Applying Knowledge of Health Concepts ● Analyzing Health Promotion and Risk Reduction ● Engaging in Health Advocacy
Design Thinking	
Design *Adapted from Stanford Design School*	● Designing Processes ● Building Empathy and Learning from Others ● Defining Problems ● Fabricating and Crafting
Social Emotional Learning	

13 See Conley (2012), “A complete definition of college and career readiness”.

Non-Cognitive Skills *Aligned to SEL Standards and Big Picture Learning Model*	● Positive Self Concept and Growth Mindset ● Realistic Self Appraisal ● Navigating Systems and Self Advocacy ● Preference for Long Term Goals ● Availability and Support of Adult Mentors ● High Quality Leadership Experience ● Community Involvement ● Knowledge Acquired in a Field Outside School

The Latitude learning experiences and course sequence will ensure that all students have sufficient opportunity to develop mastery in these areas. Additionally, these competencies are aligned to the UC/CSU A-G expectations for each content area, and all students will earn comprehensive A-G credits.

Please see **Element 1 - Educational Program, Section C - Instructional Design** for additional information on the Latitude Competency model.

Please see Appendix A12 for Academic Competencies and Continua from Building 21 and The School District of Philadelphia.

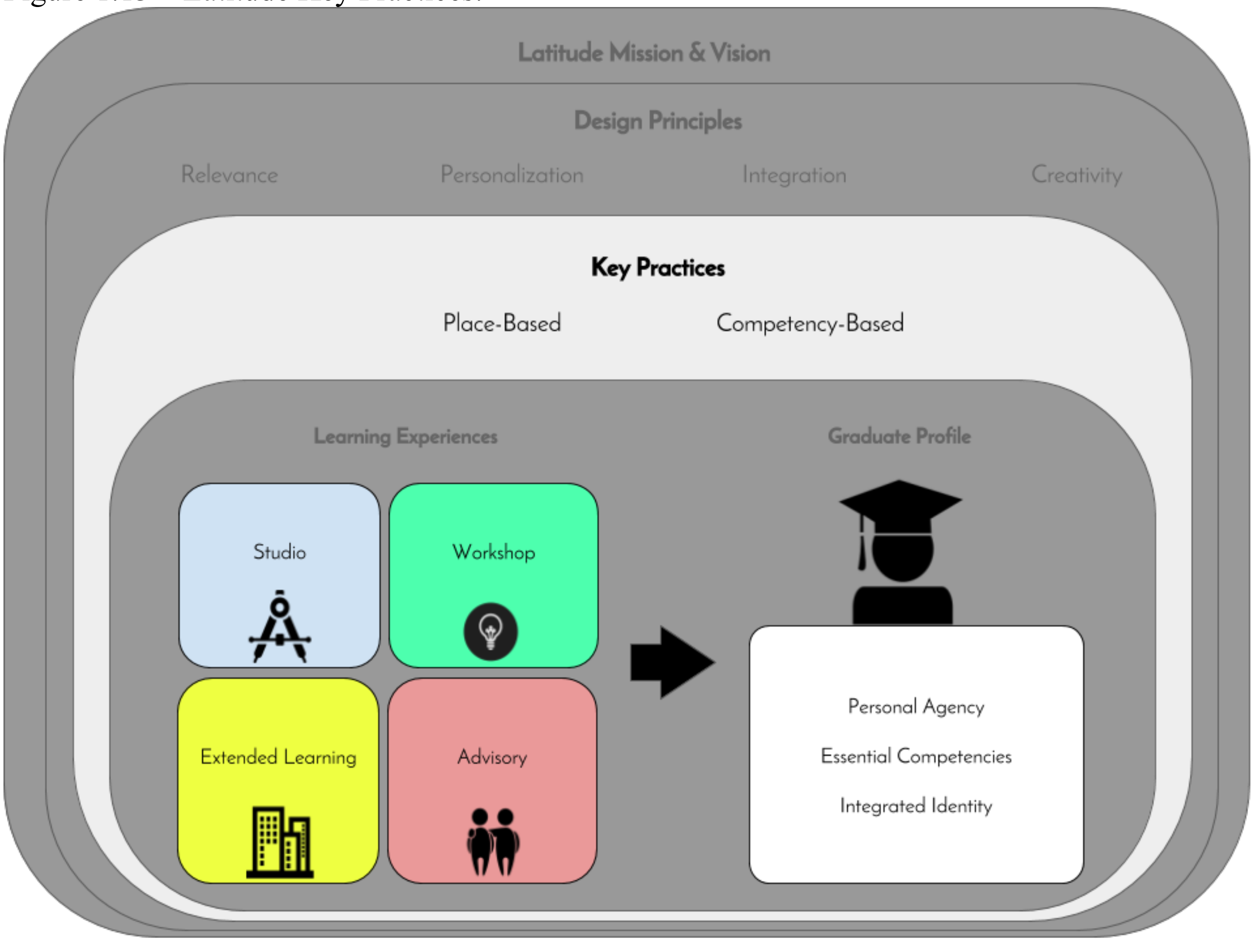
Please see Appendix A13 for the Big Picture Learning Non-Cognitive Competencies Guide.

How Learning Best Occurs

Students thrive when they have close relationships with adults who believe in their potential, hold them to high expectations, and mentor them through the steps necessary to achieve success. Latitude expands the definition of teacher to include members of the community, who have knowledge and skills to share and can provide applied learning opportunities in alignment with students' academic and life goals. Latitude transforms "high school" into a series of experiences that create confident, connected young adults who have developed a strong supportive citywide network. Collaborating within a community of learners, students create work that matters, enlarging their sense of possibility about the impact they are capable of achieving.

To apply the Latitude design principles, there are two key practices of our program that reflect our beliefs about how learning best occurs.

Figure 1.13—Latitude Key Practices:



Place Based

At Latitude, we seek to leverage all of the human, organizational, and physical resources of the city and community on behalf of our students. We apply a deep place and project based learning approach to create relevant and personalized learning experiences for our students. Project based learning is a natural fit for the application of our design principles in our instructional model as it supports the integration of content, creates authentic real-world connections, and allows students to explore their creativity as they develop and implement solutions. Research over the years has shown the many benefits of project based learning in service of the type of learning goals we have at Latitude and increasing student motivation and agency. Among the different studies of project based learning, researchers have found this approach to have positive impacts in the following areas[14]:

- **Academic Achievement**—Students learning through PBL retain content longer and have a deeper understanding of what they are learning than traditional methods, which in turn leads to increased performance on standardized tests.

[14] See Buck Institute of Education (2013), "Research Summary: PBL and 21st Century Competencies".

- **21st Century Competencies**—Students demonstrate better problem solving and critical thinking skills, collaborate more effectively, and are able to apply their learnings to the real world when engaged in PBL.

- **Equity**—Project based learning is effective in engaging lower achieving students and diverse learners.

- **Student Motivation**—Students in project based learning environments demonstrate better attitudes towards learning, exhibit higher levels of engagement, are more self-reliant, and have increased attendance over students in more traditional environments.

Project based learning is an instructional approach that integrates sustained inquiry, project management, and the creation of a publicly-shared product. Students work to complete an extended project that engages them in solving a real-world problem or answering a complex question, and perhaps even making an impact on their community. Project based learning introduces students to the perspectives, tools and concepts disciplines use to make sense of the world. Project based learning also allows students to learn about themselves, their strengths and challenges, and their own relationship to the world.

At Latitude, our approach to project based learning will draw on the many years of experience of high quality implementation at High Tech High in San Diego. The founding team at Latitude brings significant instructional leadership experience to ensure strong implementation and results for our students. Our project based learning work is based in the framework for High Quality Project Based Learning (HQPBL). This framework will guide our instructional planning and the student learning experience.

The High Quality Project Based Learning Framework
Developed by a 27 member steering committee of education leaders from the U.S. and other nations, and informed by the perspectives of a 90 member advisory team, the High Quality Project Based Learning Framework elucidates the key elements that distinguish high quality implementation of PBL from less successful implementations. The framework describes High Quality Project Based Learning according to four categories: the **Principles** on which it rests, the **Purposes** it seeks to achieve, the **Processes** that contribute to student learning and growth, and the **Products** that emerge.

- **Principles**
  Equity—Educational equity means that each child receives what he or she needs to develop to his or her full academic and social potential. High Quality Project Based Learning should not be reserved only for students who are high-achieving. All students benefit from acquiring the deeper learning and success skills that can be taught so effectively by High Quality Project Based Learning.

  High Quality Project Based Learning promotes equity by holding all students to the same high expectations for project products, an ethic that is reinforced by shared norms and accountability. Moreover, it fosters an equitable environment when students' interests, cultures, and identities are valued and used to inform the issues and problems that projects focus on—and when students' unique gifts and talents are recognized and leveraged to improve project work.

A great project has a powerful effect on students that can help them reach their potential, and can even be transformative for young people. This is especially important for students farthest from educational opportunity. A project that makes a real-world impact can give students a sense of agency and purpose; they see that they can make a difference in their community and the world beyond it. An authentic project provides opportunities, for students who might not otherwise be exposed to them, to visit real-world settings, interact with professionals in the workplace, and develop a passion or career interest.

Authenticity—PBL research reveals that authenticity enhances students' engagement in projects. Authenticity not only increases motivation, but it can also increase achievement. Authenticity is a complex concept, but it's generally synonymous with making a learning experience as "real" as possible. Teachers and students can make projects authentic in multiple ways, and in varying degrees.

First, projects can have an actual impact on the world, as when students make a presentation to the school board proposing the redesign of a school playground, write books and create a tutoring program for younger readers, or conduct research projects and submit data that will be used by scientists to better understand climate change. Second, the context of a project can be a simulation or reflection of what happens in the world outside of school, even if students are not actually working in the real world—for example when high school students act as advisors to the president on economic or social policies. Third, the tasks, tools, processes, and performance standards that students use make a project authentic when those things reflect what people do in the world outside school or the workplace. For example, students in some PBL projects today follow the process of design thinking, used by professionals who design products and services. Finally, projects can have a personal authenticity because they speak to students' personal concerns, interests, or issues in their lives, or because they engage the needs, values, language, and cultural practices of students' communities.

Student Agency—Student agency is synonymous with experiencing control, autonomy, and power. It is exercised when students make decisions that affect their learning, including the way in which they learn, what they learn, and the pace at which they learn. Higher levels of student agency are associated with greater engagement and commitment to the learning process. Students vary in their readiness to take on certain responsibilities and challenges, and teachers must determine how much autonomy is appropriate for each student. As a principle of High Quality Project Based Learning, however, the general goal is to help students reach the highest level of student agency they are capable of achieving. With a sense of agency, students are more likely to welcome and address new challenges, including issues in their own lives and communities.

An aspect of agency is holding a growth mindset, in which students' skills, knowledge, and interests can be developed through hard work, support and guidance, and effort.

Students with a growth mindset build confidence, rebound from setbacks, and are willing to put in the time and effort it takes to make projects successful.

- **Purposes**
  The overarching purpose of High Quality Project Based Learning is to build the knowledge, skills, and confidence needed for learners to succeed in a complex and changing world. In addition to increasing the retention of knowledge and acquisition of deeper understanding, projects provide multiple opportunities for students to build skills valuable in the modern workplace: critical thinking, problem solving, communication, collaboration, and creativity/innovation. Of equal importance, however, is the explicit attention given to fostering learners' personal and social development, to help them become self-aware, and acquire the confidence needed to undertake and prevail in new challenges.

- **Processes**
  Sustained Inquiry—High Quality Project Based Learning defines inquiry as a disciplined process of asking questions and gathering data necessary to achieve project goals. Through inquiry, the act of seeking information becomes the foundation of meaningful learning. Students confront problems and difficult tasks through an iterative approach of making meaning out of the information they have collected and determining if they have answered their questions or need to ask new ones. In contrast to "hands-on activities," it is the project itself, carefully planned by the instructor (and at times, by the learners themselves) that structures student inquiry and guides learning activities toward project culmination.

  The presence of inquiry, however, is not a sufficient marker of High Quality Project Based Learning. Inquiry must be sustained. By extending the project timeline, learners have the opportunity to grapple with significant conceptual and practical issues, and persevere in a productive struggle to achieve project goals. Project teams go through developmental phases as well as emotional ups and downs. Learning the collaborative skills necessary to contribute to an ongoing team may take time. Finally, if students are to develop the self-management and project-management skills that will be useful in college, career, and life, then they must be able to manage themselves and others over the course of weeks, rather than days. High Quality Project Based Learning provides opportunities for sustained inquiry over multiple working sessions.

  Project Management—High Quality Project Based Learning projects are not simply launched and allowed to unfold, with students working on their own, without a process for completing tasks. That would be a recipe for unfocused drift, wasted time, and frustration for students and teachers. In High Quality Project Based Learning, projects are managed. Not just teachers but also students take on the role of project managers, to the extent appropriate for their age and experience.

  Teachers and students in PBL use project management practices when designing a project; setting learning goals; organizing and accomplishing tasks; setting checkpoints and deadlines, monitoring progress and testing ideas; reflecting on what is being learned; and wrapping up the project by sharing products publicly and assessing the results.

Instruction and Facilitation—Although Project Based Learning rightly emphasizes the key role of the learner, the importance of the teacher is often neglected. High Quality Project Based Learning explicitly addresses the central role of the teacher, and the prominence of traditional instructional practices as productive project activities. In addition to reading, writing, math, science, and other relevant academic subject content, many – if not most – projects require learners to develop specific skills. Some are practical (e.g., designing a survey, conducting an interview, using a measuring instrument, drawing a plan to scale), others are more conceptual (evaluating the reliability of a website, summarizing raw data using statistics, making suggestions for improving written work). Projects also often require students to develop new background knowledge (understanding the difference between federalism and states' rights, supply and demand, persona and author) to be completed successfully. There are different strategies students can use to develop these skills and knowledge, and it is part of effective teaching to determine when it is most appropriate for learners to master these on their own or to receive targeted instruction or scaffolding through lectures, practice exercises, selected readings or videos, and the like.

In High Quality Project Based Learning, the teacher also acts as a facilitator and coach, enabling students to work productively and providing emotional support and encouragement. As the project unfolds, teachers learn about students as individuals and show their respect for students' individuality and preferences. Teachers share students' accomplishments and listen to their frustrations as informed "guides on the side" who engage with students to advance thinking, working, and learning.

Reflection—In High Quality Project Based Learning, both learners and teachers need to reflect throughout the project on the effectiveness of their inquiry and project activities, the quality of work completed, and the obstacles to be confronted and overcome. High Quality Project Based Learning aims to prepare learners who, when confronted with a new problem, size it up and reflect on whether they've seen this type of problem before, and whether they've already developed knowledge and strategies they can use to address it.

When reflection is applied to one's own thinking processes (e.g., thinking about one's thinking), psychologists refer to it as metacognition. Cast outward, it enables students to progress thoughtfully through project tasks and modify their behavior as needed. This is often known as "self-regulation". Cast inward, it provides awareness of the learning and problem-solving strategies they are using, and enables students to better understand and modify these strategies.

- **Products**
  Applied Learning—High Quality Project Based Learning is different from traditional instruction in that it emphasizes the active application of learning rather than the static acquisition of content. Project products provide opportunities for learners to demonstrate

what they have learned, as well as what they can accomplish with these knowledge and skills. By testing new knowledge and skills through application, nuance is revealed, and knowledge and skills are deepened. These become more memorable and consequently, more accessible in the future. The application process also enables learners to understand very concretely the worth of what they are learning, and how such knowledge and skills are used in the world outside of school.

Public—PBL provides the opportunity for students to create a product and share it with an audience beyond the classroom, when students display and describe their products in an exhibition, at a community meeting or other real-world setting, or online. This has several positive consequences. First, the products that result from a project are perceived as more real (i.e., authentic) and consequential than schoolwork that is only graded by the teacher and returned to students' notebooks. Since students tend to care more about work that will be made public and taken seriously by others, students are encouraged to do their best. Making project work public raises the stakes for both students and teachers. By creating a product, students make what they have learned tangible and thus, when shared publicly, discussable. Instead of only being a private exchange between an individual student and teacher, the social dimension of learning becomes more important. This has an impact on classroom and school culture, helping create a "learning community," where students and teachers discuss what is being learned, how it is learned, what are acceptable standards of performance, and how student performance can be made better.

Balanced Assessment—Assessment in High Quality Project Based Learning includes many of the practices found in traditional instruction, but it requires instructors to go beyond the assignments, quizzes, tests, and other tools with which they might be most familiar. Balanced assessment emphasizes the need for both formative assessment—used to inform the learner and teacher about progress toward a learning goal—and summative assessment—used to make a judgment about what has been learned. Both are important in High Quality Project Based Learning.

Summative assessment in High Quality Project Based Learning, like formative, is a combination of traditional and, for many teachers, new practices. In a traditional curriculum unit, for example, a teacher might give a test or ask students to write an essay to determine whether they have learned what the teacher intended. In a project, those tools might still have a place— especially to assess content knowledge and conceptual understanding—but so does a final evaluation of a team-created product and of students' ability to employ critical thinking/problem solving, collaboration, and project management skills. In addition to formative and summative assessment, other kinds of "balance" apply in High Quality Project Based Learning. A project should include self-assessment, in which students use evidence and reflection to evaluate their own progress and achievements. Peer assessment plays a role in evaluating the quality of a piece of work or one's participation as a member of a team.

In addition to assessing individual work, teachers in a project-based classroom might need to assess the work done as a group. Because a project requires students not only to gain knowledge but to apply it, traditional measures of knowledge gained must be balanced with performance assessment.

Please see Appendix A14 for the Framework for High Quality Project Based Learning.

To support our implementation of high quality project based learning, we envision a facilities plan that redefines the traditional notion of facilities for 'school.' Latitude will operate in a 'hub' model in which we utilize two smaller, innovative facilities in different parts of the city that provide students with supports and resources as they access the various resources and participate in place based learning activities in that part of the city. By leveraging underutilized facilities and partnerships within the city, we will be able to redirect those resources to staffing and programming for students.

Competency Based

Latitude will offer a competency based approach to our program to allow students to personalize their learning experience and allow flexibility in when and how students learn and demonstrate their achievement. Our instructional approach values the demonstration of mastery over conventional seat time requirements and is manifested in our partnerships with families for individualized learning plans and the authentic assessment practices that are integrated throughout the Latitude learning experience.

Competency education builds upon standards reforms, offering a new value proposition for our education system. Frequently, competency education is described as simply flexibility in awarding credit or defined as an alternative to the Carnegie unit. Yet, this does not capture the depth of the transformation of our education system from a time-based system to a learning-based system. Competency education also challenges the assumption that learning takes place within the classroom, encouraging schools to explore new ways to expand and enrich support for students. Competency-based approaches are being used at all ages from elementary school to graduate school level, focusing the attention of teachers, students, parents, and the broader community on students mastering measurable learning topics.

The research study 'Making Mastery Work' details the efforts at a dozen different schools to make the transition from the traditional model of schooling to a competency based approach. In examining their efforts, the authors of the study identified three key characteristics of a competency based education[15]:

- Students progress at their own pace, through:
  - A transparent system for tracking and reporting progress.
  - Flexible learner centric use of time, often beyond the typical school day and year.
  - Explicit methods of providing additional supports or opportunities for learning.
- Graduation is based upon demonstration of mastery of a comprehensive list of competencies, in which:
  - Courses are designed around a set of competencies aligned with the Common Core State Standards.

15 See Priest, et al. (2012), "Making Mastery Work".

    - "Credit" is awarded upon mastery of competencies associated with a course or smaller module, based on summative assessments.
    - A transparent system for tracking and reporting progress is in place.
- Teachers skilled at facilitating differentiated learning environments:
    - Utilize frequent formative assessments to provide real time feedback to students and teachers on progress toward competencies and help guide instruction.
    - Develop robust approaches to supporting students as they move through the competencies, especially for those who progress slowly.

Please see Appendix A15 for the Making Mastery Work Executive Summary.

The Latitude design principles of personalization and relevance are central to our adoption of a competency based approach to our education program. The Latitude instructional model operationalizes these characteristics through our competency model, learning experiences, and program phases.

C. Instructional Design

Introduction

Following the establishment of the concept for Latitude 37.8 High School by a broad based community, the design team was charged this past year to build an instructional program that attained the vision and mission that had been established to prepare a diverse student body for meaningful, productive adult lives through a personalized and authentic learning experience. The Latitude founding team will continue to develop the instructional program as described in the curriculum development timeline later in this section.

The core elements of the Latitude instructional design include:

- Latitude competency system: Latitude's competency system includes the descriptions of the competencies, the tools and systems for student assessment and reporting, and personalized student learning plans that determine when and how students learn and demonstrate their performance.

- Latitude learning experiences: Latitude learning experiences are organized around four key structures that operationalize each of our design principles: Studios, Workshops, Extended Learning Opportunities, and Advisory.

- Latitude program phases: Latitude is structured as a gradual release model. Instructors initially provide a higher level of structure and support and then release students to an increasingly self--directed approach in the later phases.

Latitude Competency System

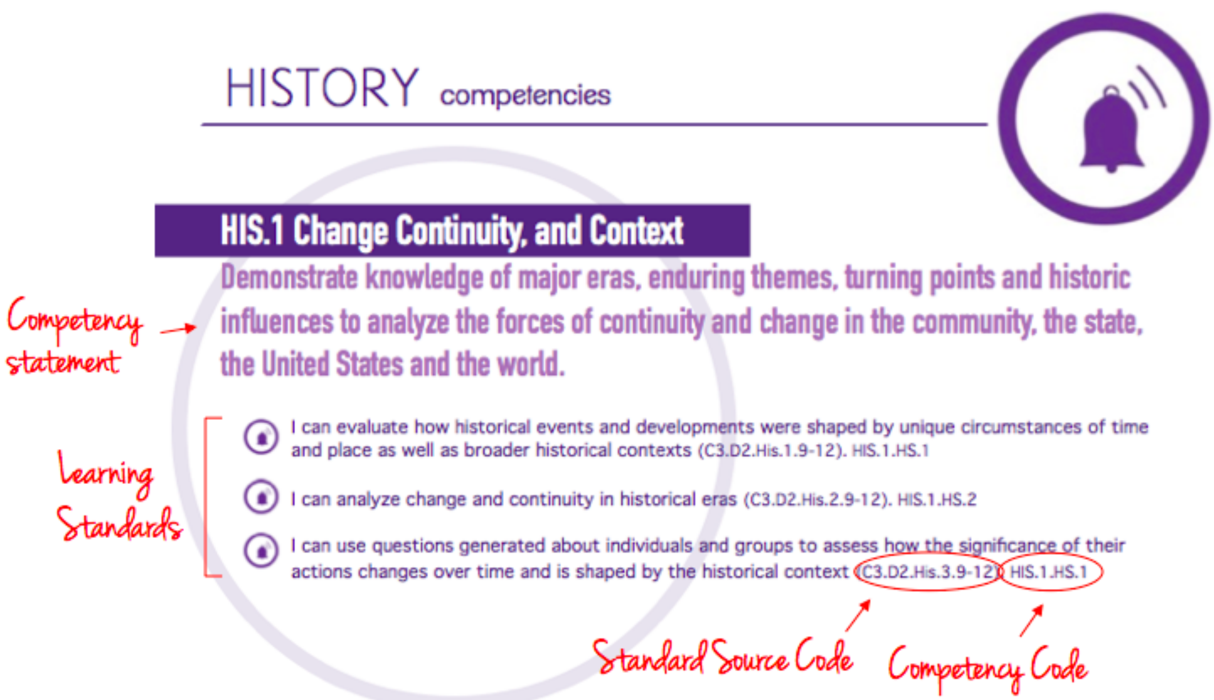
The Latitude Competency model is the foundation of our instructional program as it reorganizes all of the systems of the school around the development of mastery of the core set of competencies that fulfill our graduate profile. There are three elements of the competency system that work in concert to maintain all stakeholders' focus on the learning and outcomes for each student: 1) Graduate Competencies 2) Assessment and Reporting and 3) Personalized Learning Plans. The Latitude learning experiences and program phases provide the opportunities and supports for students to develop mastery of the graduate outcomes.

Latitude Graduate Competencies
The Latitude Graduate Competencies reflect the skills, knowledge, and habits necessary to be prepared for a meaningful and productive adult life. The competencies that we develop will be based on national standards (i.e. CCSS, NGSS, C3, SEL) and college and career readiness research, and those used in practice by national partners. Our academic competencies are informed by the work of Stanford's Center for Assessment, Learning, and Equity and 'Learning What Matters,' a collaborative project of Building 21 and the Philadelphia School District. Our design competencies are built off of the work at the Stanford d.School's K-12 lab. Finally, the non-cognitive competencies that are part of our graduate profile were developed by Big Picture Learning and have been used in their schools across the country.

Each competency is described in a statement that articulates the specific skill, knowledge, or habit a student is expected to master. It is written in student friendly language so that all stakeholders can share a common understanding of the expectation. Most competencies also have sub skills that describe specific learning standards that guide instruction and assessment.

See the figure below for an example history competency:

Figure 1.14—Competency Example:



Please refer to **Element 1 - Educational Program, Section B - Philosophy and Approach to Instruction** for the full list of Latitude competencies.

Please see Appendix A12 for Academic Competencies and Continua from Building 21 and The School District of Philadelphia.

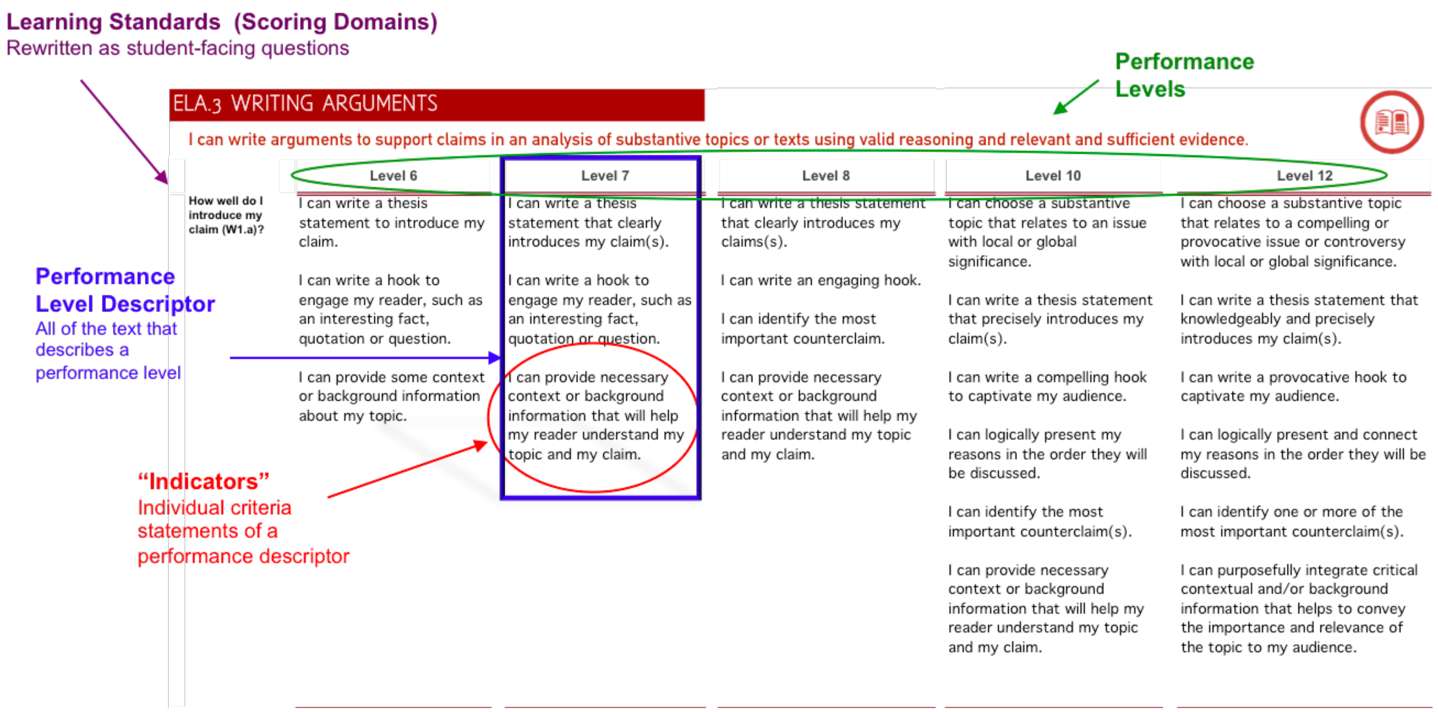
Please see Appendix A13 for the Big Picture Learning Non-Cognitive Competencies Guide.

<u>Latitude Assessment System</u>
While the competency statements describe the key skills, knowledge, and habits of a Latitude graduate, the Latitude assessment system provides the information that informs each student's personalized learning plan. There are a number of important components of the Latitude assessment system to effectively monitor, communicate, and document student learning:

Competency Continua
A continuum is a tool for scoring student performance tasks and providing clear, constructive feedback to students. Each competency has its own continuum that describes in detail the progression toward mastery in student-facing language. Continua are designed to make each step toward mastery clear and understandable to students and families. Performance levels - which correspond to grade levels - are the "stepping stones" toward college and career readiness.

The excerpt below illustrates that each competency is made up of a group of related standards, and that standards are the dimensions of analysis (horizontal) for each competency. Standards describe the discrete skills and knowledge for which growth and progress can be measured for each competency.

Figure 1.15—Example of Competency Continua:



	Level 6	Level 7	Level 8	Level 10	Level 12
How well do I introduce my claim (W1.a)?	I can write a thesis statement to introduce my claim. I can write a hook to engage my reader, such as an interesting fact, quotation or question. I can provide some context or background information about my topic.	I can write a thesis statement that clearly introduces my claim(s). I can write a hook to engage my reader, such as an interesting fact, quotation or question. I can provide necessary context or background information that will help my reader understand my topic and my claim.	I can write a thesis statement that clearly introduces my claims(s). I can write an engaging hook. I can identify the most important counterclaim. I can provide necessary context or background information that will help my reader understand my topic and my claim.	I can choose a substantive topic that relates to an issue with local or global significance. I can write a thesis statement that precisely introduces my claim(s). I can write a compelling hook to captivate my audience. I can logically present my reasons in the order they will be discussed. I can identify the most important counterclaim(s). I can provide necessary context or background information that will help my reader understand my topic and my claim.	I can choose a substantive topic that relates to a compelling or provocative issue or controversy with local or global significance. I can write a thesis statement that knowledgeably and precisely introduces my claim(s). I can write a provocative hook to captivate my audience. I can logically present and connect my reasons in the order they will be discussed. I can identify one or more of the most important counterclaim(s). I can purposefully integrate critical contextual and/or background information that helps to convey the importance and relevance of the topic to my audience.

Competency continua are an intentional shift away from traditional rubrics that typically describe what's missing in students' work, and that lack a learning progression. Continua enable educators to show students exactly where they are on the continuum toward mastery, where they are headed, and what they need to do to get there. This design is consistent with our principles of competency based learning and positive youth development. The continua help educators identify and build on strengths in student work, communicate expectations clearly and equitably, and provide continuous and timely feedback to guide students in their learning progression toward mastery.

Evidence requirements
For students to demonstrate their growth within each competency, there are specific evidence requirements to achieve that define the number of times a student must demonstrate mastery "on grade level" or higher before advancing to the next phase of the Latitude program. The purpose of the evidence requirements is to ensure that students have multiple opportunities to demonstrate proficiency or higher in different ways and different contexts.

Evidence requirements may only be filled via performance based assessments because they require the application of skills and knowledge to solve problems and create authentic work products. A single performance task can fulfill an evidence requirement across multiple unique standards, competencies, and subject areas. However, a single performance task cannot fulfill multiple evidence requirements for the same standard. Each evidence requirement requires multiple tasks to be fulfilled. Students must meet the evidence requirements for the focal competencies within each learning experience and phase in order to be promoted to the next phase.

Figure 1.15—Example Latitude Evidence Requirements:

Latitude Program Phase	**Focal Competencies**	**Evidence Requirements**[16]
Phase 1	ELA Math Design Non-Cognitive	3 performance tasks per competency with an average scoring of at least 8.5 across all of the competencies.
Phase 2	ELA Math History Science Foreign Language Design Non-Cognitive	3 performance tasks per competency with an average scoring of at least 10.5 across all of the competencies.
Phase 3	ELA	3 performance tasks per competency

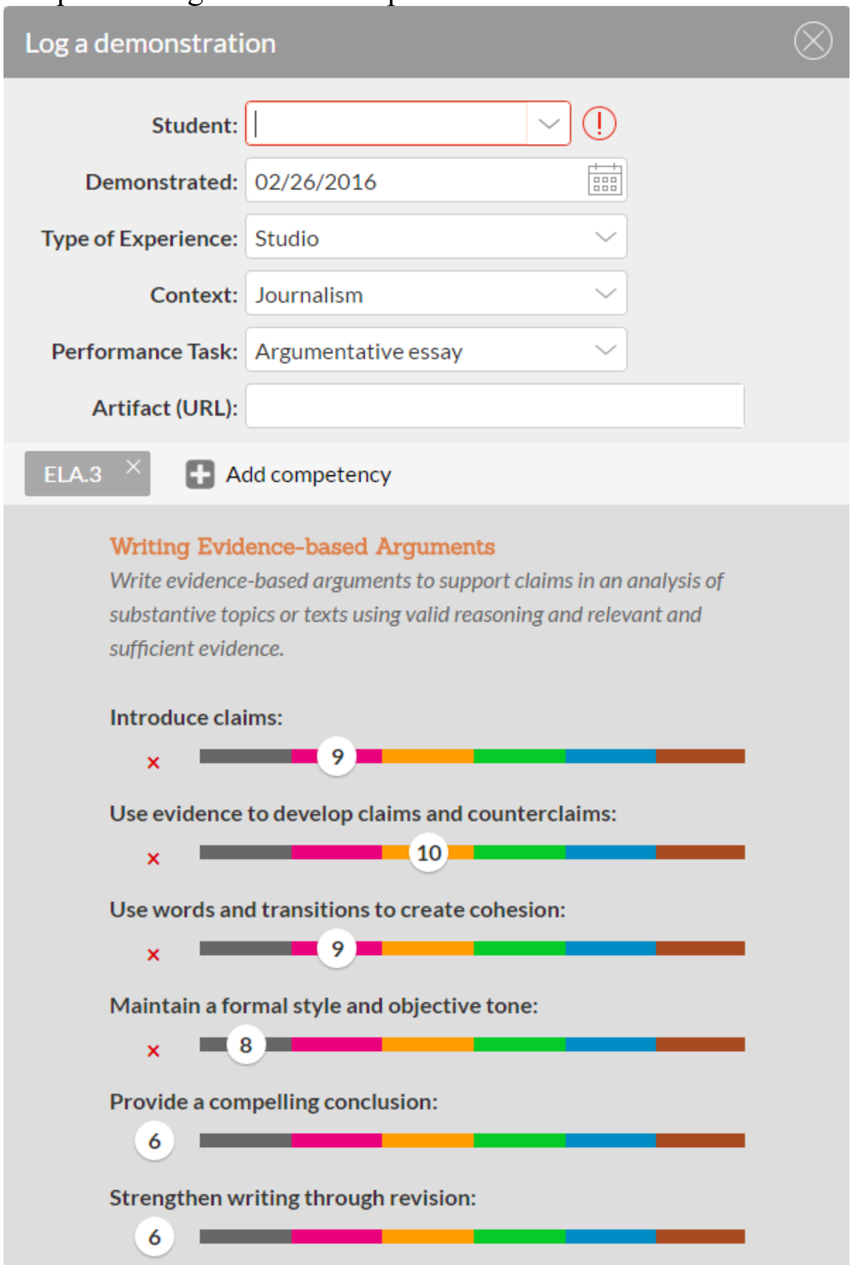
[16] Latitude and EFC reserve the right to amend these requirements based on learning from implementation.

	Math History Science Design Non-Cognitive	with an average scoring of at least 11.5 across all of the competencies.

Performance Based Assessment Tasks and Scoring

These tasks are the authentic products that students produce through their learning experiences in each of the Latitude Learning Structures: Studio, Workshop, Extended Learning Opportunities and Advisory. These tasks are scored using the continua to document student performance on individual standards within each competency. Scores are assigned based on the demonstration of all the criteria at a given performance level. If the student work meets part of the criteria for one performance level, and part of the criteria for one or more higher performance levels, the standard is to be rated at the lowest performance level. This allows for the maintenance of high expectations while also providing specific information for additional supports or interventions as needed. If a student shows no evidence for a particular indicator within a standard, it is assessed as ‘insufficient evidence’ and returned for revisions. For a student to earn an ‘in between’ rating on the continuum (i.e. a level 9), they must demonstrate all of the criteria on the lower level and show significant progress toward the higher performance level. The picture below of a competency tracking system demonstrates how a student can be scored at multiple levels within the same competency, Writing Evidence-Based Arguments:

Figure 1.16—Example Scoring Tool for Competencies:



Grading and Credits

Students earn grades and credits through the accumulation of evidence and demonstration of mastery based on the scoring of their work. Grades are calculated by averaging the standard scores within each competency and then across all competencies within a subject area (i.e. ELA). Students must meet a minimum competency average for each subject area as well as complete all evidence requirements to earn credit in that subject area for that learning experience. All learning experiences are mapped to specific competencies that allow students opportunities to develop their mastery of those competencies and to demonstrate mastery via their summative performance tasks. Credits are awarded based on meeting all of the evidence requirements and competency averages within each learning experience.

Please see **Element 1 - Educational Program, Section C - Instructional Design** for the Graduation Requirements and UC/CSU A-G Alignment sections for further information regarding credits, graduation, and A-G course sequences.

Latitude Personalized Learning Plan

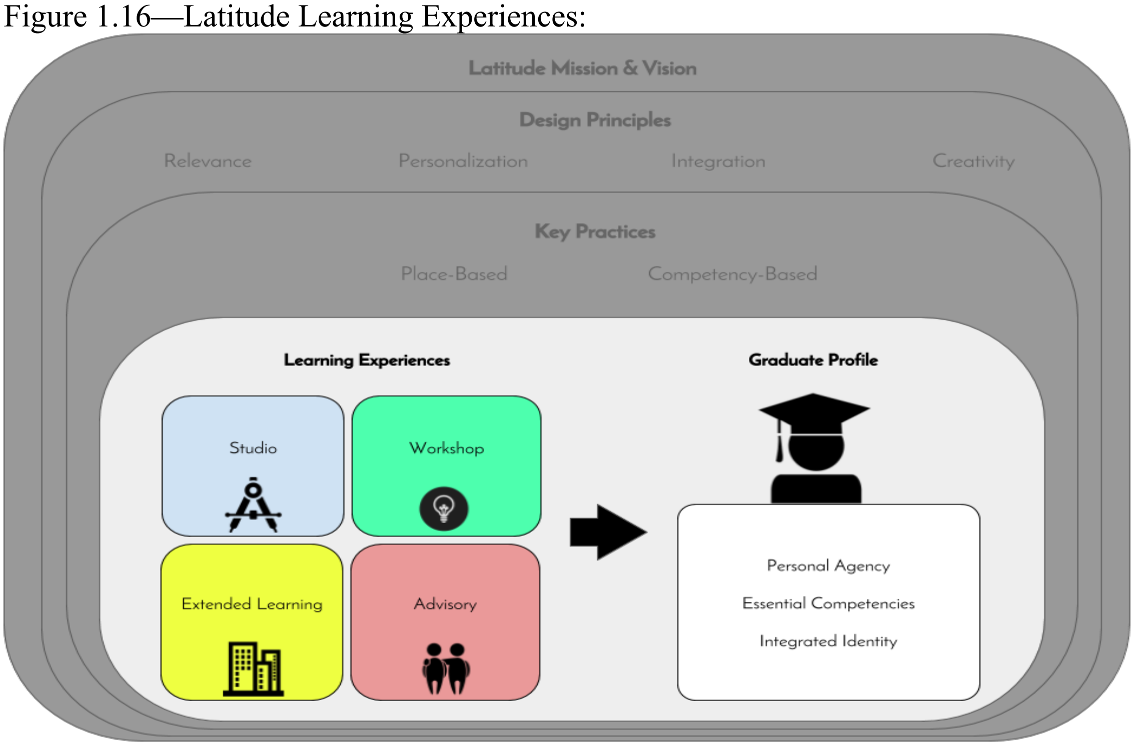
The Latitude Personalized Learning Plan has two purposes. The first is to manage what students are working on and how they are working on it. Learning plans are developed between students and advisors, and they are reviewed through quarterly exhibitions that include parents or caregivers, students, advisors, and mentors. Within advisory, students will also engage in daily and weekly goal setting and reflection so they can build the capacity to direct their own learning over time. As a gradual release model, the student learning plans will be more highly scaffolded in Phase 1, and students will earn increasing autonomy in designing their learning plans as they demonstrate increased capacity to direct their learning in Phases 2 and 3.

The second purpose is to continue to explore students' longer term vision for themselves and their plans to achieve that vision. When students have met the criteria for each of their learning experiences in each phase, they will present a more formal gateway presentation in which they are required to present their accomplishment of that phase's goals and a self reflection of their growth and readiness for the next phase to their learning team.

Latitude Learning Experiences

To support students' attainment of the Latitude graduate profile and competencies, the instructional program is organized into four core learning experiences.

Figure 1.16—Latitude Learning Experiences:



- **Studios** — Latitude's studio model will engage students in experiential project-based learning grounded in the city of Oakland, exploring its cultural dynamism, entrepreneurial assets, and unique challenges. Instructors will facilitate learning experiences in authentic settings, in partnership with professionals from the community. Students' project work will be organized into two interdisciplinary studios, Humanities Studio and Science and Design Studio, as they investigate, document, and develop creative solutions to real challenges confronting the Oakland community. The benefits of operating within a professional studio are many: from Day 1, Latitude students will have the opportunity to step into the shoes of professionals, to begin building a portfolio of work, to take on authentic leadership roles, and to develop the agency, skills and methods of inquiry that will facilitate their pursuit of independent projects in later phases.

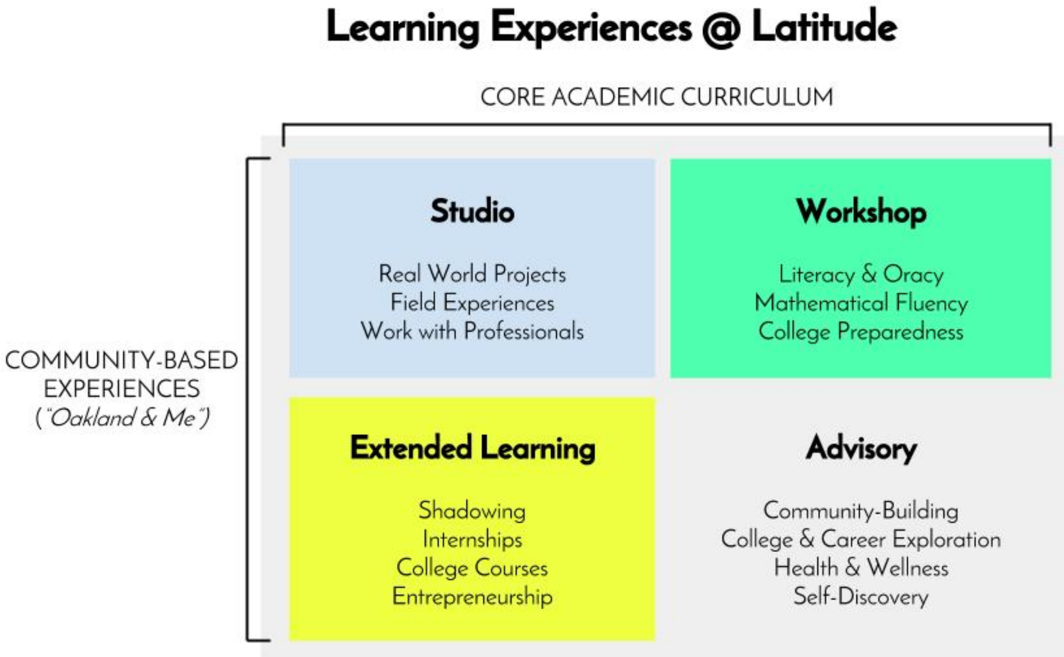
- **Workshops** — Latitude's Workshops will complement and enrich the work happening in our Studios. Students will develop foundational literacy, communication, and mathematical thinking skills through a highly differentiated, personalized learning approach, balanced with opportunities to share their learning and defend their reasoning through Socratic seminars and group-worthy mathematical inquiry.

- **Advisory** — Cultivating a strong sense of belonging will permeate all aspects of the Latitude experience, but advisory will be students' home within the school throughout their time at Latitude. Advisory will provide students with the space and support to reflect on their evolving sense of identity. Throughout their time at Latitude, students will develop an ever clearer sense of purpose about the lives they hope to lead and reflect on how their values and beliefs align with their aspirations. The advisor's job is to know each student and their family deeply, so that they can support each student's unique college and career goals through a personalized educational plan.

- **Extended Learning Opportunities (ELOs)** —Advisors will support students in securing ELOs, such as internships or service learning experiences, off campus. They will coordinate Networking Power Lunches and Career Site Visits with professionals in the community. Advisors will support advisees in conducting regular informational interviews, so that the task of networking becomes second nature. Students will have the option of identifying their own ELOs, or they may choose an ELO from one of several core community partners that Latitude will cultivate. Within advisory, students will have dedicated time to reflect on their ELOs and to curate a digital portfolio that documents their evolving intellectual and career interests, as well as a virtual "rolodex" of their ever expanding network of professional contacts.

The following graphic indicates how these four learning experiences work together to support students' progress towards the graduate profile:

Figure 1.17—Latitude Learning Experiences:



Studio

Latitude's studio model will engage students in High Quality Project-Based Learning grounded in the city of Oakland, exploring its historical legacy, cultural dynamism, entrepreneurial assets, and unique challenges. Instructors will facilitate learning experiences in authentic settings, in partnership with adult professionals from the community.

Students' project work will be organized into two interdisciplinary studios (detailed below):

- Humanities Studio (UC a-g credit in English, Social Studies, Performing Arts)

- Science & Design Studio (UC a-g credit in Science & College Prep Elective)
  - Phase I: Engineering/Coding & Design
  - Phase II: Physics & Design/Biology & Design/Chemistry & Design

(Students will receive UC a-g credit in Mathematics through Math Workshop, described below.)

In each studio, students will operate as a professional team. The benefits of operating as a professional studio are many: from Day 1, Latitude students will have the opportunity to step into the shoes of professionals, to begin building a portfolio of work, to take on authentic leadership roles, and to develop the agency, skills and methods of inquiry that will facilitate their pursuit of independent projects in later phases.

Latitude's Studios will integrate these signature experiences:

- **Real-World Projects**—Authentic community stories, issues, and challenges

- **Work with Professionals—**Mentorship by and collaboration with adult professionals in the community

- **Field Experiences**—Opportunities for students to experience firsthand the issues they are studying through interviews, investigating primary source documents, and visits to professional workplaces, as well as sites of historical, social, or artistic significance.

Humanities Studio
In Humanities, students step into the shoes of journalists, historians, and ethnographers to investigate the stories and culture of Oakland. Students develop the habits of inquiry & methods of research underlying these professions. They learn to communicate powerfully—through writing, speech, and multimedia—to share the hidden stories of Oakland.

Figure 1.18—Example of a Humanities Studio Project:

"Oakland & Me: Exploring the City's Hidden Stories"
Real-World Project: Students write, record, and edit professional quality audio podcasts exploring sites of historical, social, and artistic significance across Oakland. In the process, students conduct a deep study into the history of Oakland, digging into historical archives, conducting in-depth interviews with local historians, and documenting the oral history of Oakland changemakers. **Work with Professionals:** For this project, the anchor community partners will be KQED radio & East Bay Yesterday (a producer of local history podcasts). Professionals from KQED and East Bay Yesterday will complement the work of Latitude teachers in mentoring students throughout their project process, offering writing and production workshops, sharing feedback on drafts of students' scripts, and providing a public audience for students' work. After multiple drafts and revisions, excerpts from students' final podcasts will be aired on KQED. Their full-length podcasts, along with their accompanying research and photography, will be published online in their digital portfolios. **Field Experiences:** ● Investigating primary source documents and photographs at Oakland History Room and Oakland Museum of California. ● Walking tours with Oakland Urban Paths and Oakland Heritage Alliance ● Conducting oral history interviews with community leaders, artists, and activists ● Facilitating a local history panel with historians/professors from UC Berkeley, CSU East Bay, Peralta Colleges, Mills College, and Holy Names ● Hosting a book reading and discussion with local history authors Gene Anderson, Ruben Llamas, and Rev. Dr. Martha C. Taylor ● Engaging in a professional critique session with journalists from KQED and East Bay Yesterday ● Attending a sound design and production workshop at KQED, Youth Radio, or Berkeley Media Center ● Participating in a photography & multimedia design intensive with Pochino Press

Anchor Texts: ● Legendary Locals of Oakland by Gene Anderson ● Oakland: The Story of a City by Ruth Bagwell ● Eye from the Edge: A Memoir of West Oakland, California by Ruben Llamas ● American Babylon: Race and the Struggle for Postwar Oakland by Robert Self ● From Labor to Reward: Black Church Beginnings in San Francisco, Oakland, Berkeley, and Richmond by Rev. Dr. Martha C. Taylor ● The Warmth of Other Suns: The Epic Story of America's Great Migration by Isabel Wilkerson

Please see Appendix A16 for the scope and sequence of Latitude's 9th grade Humanities Studio.

Science & Design Studio

In Science & Design, students step into the shoes of researchers and data analysts to design studies, conduct labs, unpack statistics, and visualize data undergirding the issues they are researching. Students learn to tell stories using math and science, communicating complex concepts through visuals and graphs, and develop familiarity with computational thinking and programming.

Students also step into the shoes of designers, engineers, and architects to develop innovative solutions to authentic community challenges. They practice the mindsets of a designer and develop facility with fabrication skills to represent their ideas through building and testing prototypes. As students tackle authentic design challenges rooted in Oakland community needs, their thinking will be enriched by workshops with local scientists, designers, and makers.

Figure 1.19—Example of a Science & Design Studio Project:

Myth or Fact -- Lead Levels in Oakland Surpass Flint?
Real-World Project: Students investigate lead pollution levels across the city of Oakland, to assess the validity of recent news reports that parts of Alameda County have lead contamination levels higher than levels in Flint, Michigan. This initial discovery process prepares students to design an affordable, portable lead testing kit for parents to use in their own backyards. After developing their prototype, students work in teams to test neighborhood soil and water quality using their designs and program data-embedded maps to present to EBMUD, Alameda County Hazardous Waste, and the Oakland City Council. **Work with Professionals:** For this project, the anchor community partners will be UC Berkeley Department of Chemistry and Google's Code Next Lab. Graduate students from UC Berkeley's Department of Chemistry will support students in developing effective lead test procedures and analyzing data from soil and water sampling in different parts of the city. Professional computer programmers at Google's Code Next Lab, at Fruitvale Station, will mentor students as they embed their lead data into digital maps that can be a resource for the broader Oakland community. **Field Experiences:**

- Neighborhood soil and water testing, working with graduate students from UC Berkeley Department of Chemistry
- Interviews with physicians and nurses at Clinica de la Raza and West Oakland Health Center treating children with lead poisoning
- Wastewater treatment plant tours with East Bay Municipal Utility District
- Visit to San Leandro's Garbage Pit and Material Recovery Facility
- Programming/coding workshops at Google's Code Next Lab at Fruitvale Station

Anchor Texts:
- Full Body Burden by Kristen Iverson
- Yellow Dirt by Judy Pasternak

Please see Appendix A16 for the scope and sequence of Latitude's 9th grade Science and Design Studio.

High Quality Work
The student work produced as a result of Latitude's studios will embody the "Attributes of High Quality Work", a set of descriptors adopted by several Deeper Learning schools, including Expeditionary Learning and High Tech High, to provide educators with a common vocabulary as they engage in using student work to improve teaching and learning.[17] This set of descriptors clearly articulates the three dimensions of High Quality Work as follows:

- **Complexity**
  - Complex work is rigorous: it aligns with or exceeds the expectations defined by grade-level standards and includes higher-order thinking by challenging students to apply, analyze, evaluate, and create during daily instruction and throughout longer projects.
  - Complex work often connects to the big concepts that undergird disciplines or unite disciplines.
  - Complex work prioritizes transfer of understanding to new contexts.
  - Complex work prioritizes consideration of multiple perspectives.
  - Complex work may incorporate students' application of higher order literacy skills through the use of complex text and evidence-based writing and speaking.

- **Craftsmanship**
  - Well-crafted work is done with care and precision. Craftsmanship requires attention to accuracy, detail, and beauty.
  - In every discipline and domain, well-crafted work should be beautiful work in conception and execution. In short tasks or early drafts of work, craftsmanship may be present primarily in thoughtful ideas, but not in polished presentation; for long-term projects, craftsmanship requires perseverance to refine work in conception, conventions, and presentation, typically through multiple drafts or rehearsals with critique from others.

17 See EL Education (2015), "Attributes of High Quality Student Work".

- **Authenticity**
    - Authentic work demonstrates the original, creative thinking of students—authentic personal voice and ideas—rather than simply showing that students can follow directions or fill in the blanks.
    - Authentic work often uses formats and standards from the professional world, rather than artificial school formats (e.g., students create a book review for a local newspaper instead of a book report for the teacher).
    - Authentic work often connects academic standards with real-world issues, controversies, and local people and places.
    - Authenticity gives purpose to work; the work matters to students and ideally contributes to a larger community as well. When possible, it is created for and shared with an audience beyond the classroom.

To support students in producing High Quality Work, Latitude teachers will use a consistent approach to designing and facilitating projects. Across all disciplines, teachers will consistently implement the stages of High Quality Project Based Learning as defined in "Work That Matters: The Teacher's Guide to Project Based Learning":

1. **Project Launch**
   Here the goals are to:
   A. Get students excited about the project (the learning journey ahead)!
   B. Clarify what the project is, meaning what students will be *learning* through the project and how students will *demonstrate* their learning
   C. Share the *rationale* behind the project (*why* we are learning what we are learning and doing what we are doing)
   D. Share how students will be credited for their learning and work on the project.

2. **Developing Deep Understanding**
   Here the goal is to design learning experiences that cause students to develop a deep understanding of the relevant content standards, concepts, and skills. Students are more likely to develop a deep understanding when teachers:
    - design and facilitate lessons with clear *learning goals* and clear *evidence* to look for, listen for, and/or collect to assess student progress towards the learning goals
    - design and facilitate lessons that cause students to think critically; make sense of texts, problems, information, or experiences; share their thinking, ideas, and understanding with their peers; and demonstrate their learning in writing and speech for timely feedback and/or self-assessment
    - design and facilitate lessons that build on prior learning and connect to future learning (i.e., learning over time on the same topic, concept, or theme from multiple sources)
    - design and facilitate lessons that incorporate structures and scaffolds that promote access/challenge for all learners (cooperative learning, small-group instruction, use of models/exemplars, think-pair-share, sentence starters, graphic organizers, etc.)

3. **Analyzing Models of High-Quality Work**

Here the goal is to design learning experiences that *cause* students to co-construct the essential elements of high-quality work for the specific product they will be working on, refining, and exhibiting to a real audience as a way of demonstrating a deep understanding of the relevant content and skills. Teachers do this by getting students to analyze models of high-quality work (professional work, ideally) and to co-construct criteria for a high-quality final product using a focus question such as: What makes a high-quality (*name of product*, e.g. argumentative essay, short film, photo essay, short story, podcast, persuasive speech, etc.)?

4. **Project Work Time**
   Here the goal is to design learning experiences in which students are given *structured* time to make progress on their projects. Structure means students make it clear in writing what they hope to accomplish by the end of the class period and present their progress before the end of the class period. Structure also means that regular classroom rituals and routines are followed and that larger tasks are broken down into smaller chunks, so students regularly present progress on their project work throughout a class period.

5. **Feedback/Refinement**[18]
   Here the goal is to design learning experiences that cause students to present their *products-in-progress* to their peers, teachers, or community partners for "kind, helpful, and specific" feedback. The *presenting students* will then refine and improve their *products-in-progress* based on feedback they found particularly helpful. Students are also reminded that the goal is to produce truly high-quality work (and work they are truly proud of) for a real audience, not to turn work in for a grade.

6. **Exhibition (Demonstrating Deep Understanding)**
   Here students exhibit their learning and final products (in as professional and authentic a way as possible) to a real audience who may ask questions.

7. **Reflection**
   In this stage, teachers facilitate learning experiences that *cause* students to reflect on their learning, skill development, academic and character growth, next steps, and the connections they can make between their learning and work on the project and their future success.

Please see Appendix A17 for 'Work That Matters: A Teacher's Guide to Project Based Learning'.

Workshop

Latitude's Workshops will complement and enrich the work happening in our Studios. Students will develop foundational literacy, research, communication, and mathematical thinking skills through a highly differentiated, personalized learning approach, balanced with opportunities to share their learning and defend their reasoning through Socratic seminars and group-worthy mathematical inquiry.

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[18] See EL Education (2012), "Models, Critique, and Descriptive Feedback".

Using LEAP Innovations' Learning Framework for Personalized Learning as our foundation, Latitude's workshops will be authentically:

- **Learner-Focused**—providing learning experiences that are relevant, contextualized, and designed around a deep understanding of each individual's needs, interests, and strengths;
- **Learner-Demonstrated**—providing supports and pacing that fit students' needs, demonstrate evidence of learning in multiple ways, and receive recognition based on demonstrated competency;
- **Learner-Led**—empowering learners to take ownership of their learning, adjusting dynamically to their skills, curiosity and goals.

Please see Appendix A18 for the complete LEAP Learning Framework.

Latitude's Humanities Workshops will focus on developing powerful literacy and communication skills. Our vision for the workshops is to ensure that skill development feels purposeful and contextualized, while differentiating to meet the needs of each student. For instance, while tackling a Humanities Studio project documenting the stories of refugee youth in Oakland, in Humanities Workshop, students will read nonfiction articles about immigration patterns and policies to develop a deep shared understanding of topics relevant to their studios. To engender student ownership, these texts will be thoughtfully differentiated for students' lexile levels, and instructors will curate customized playlists for each student, drawing on assessment data to develop personalized reading activities that challenge and extend each student's learning. Students may also use workshop time to practice targeted reading skills through software tools such as Reading Plus, ThinkCERCA, Lexia, or DuoLingo.

To complement Latitude's personalized learning approach, student-centered discussions and conversation protocols will be a core learning practice within Humanities Workshop to develop key competencies in analysis, critique, and public speaking. Throughout Phase I, all Latitude students will have regular opportunities to engage in and lead Socratic Seminars, World Cafes, tuning protocols, and dilemma consultancies. Latitude's Humanities teachers will have extensive training in using Expeditionary Learning's strategies for building academic literacy, as well as Arts Integration literacy strategies, such as those developed by Brown University's Arts Literacy Project. Latitude's curriculum for Humanities Workshop will draw from the Stanford History Education Group's "Reading Like a Historian" and "Historical Thinking Matters" curricula, as well as Facing History and Ourselves' curricula focused on "Race in U.S. History" and "Democracy and Civic Engagement." We will also draw from Harvard professor Eleanor Duckworth's Critical Explorers curriculum and the International Studies Schools Network's Global Competence resources, though we will adapt their global framework to our local context.

As with Humanities Workshop, Latitude's Math Workshop will integrate personalized learning, differentiated to meet the needs of each learner, with discussion-based mathematical inquiry practices rooted in the research of Stanford University's Jo Boaler and Vanderbilt University's Ilana Horn. Latitude math instructors will cultivate the key competencies of *Mathematical Problem-Solving and Mathematical Argumentation & Reflection* through melding high quality digital content with best practices developed by the Math for America fellowship and the Knowles Teaching Foundation.

Latitude's personalized learning approach will facilitate data collected at an individual student level, students setting their own pace and reaching mastery, and student choice over the optimal medium for their learning. To complement their personalized learning experiences, students will develop core mathematical mindsets and skills through an inquiry-focused math approach, exploring multiple methods of solving group-worthy problems and engaging in mathematical discussions to defend their reasoning. For mathematics, Latitude teachers will draw curriculum from the Interactive Mathematics Program, as well as materials developed by Stanford's youcubed. Our teachers will be trained in Common-Core aligned instructional strategies tested by the Teachers Development Group**,** focused on Cognitively Guided Instruction. This work is rooted in foundational research on Complex Instruction by Stanford researchers Elizabeth Cohen and Rachel Lotan, whose pedagogical approach promotes equitable collaboration within heterogeneous math classrooms.

<u>Advisory</u>
Cultivating a strong sense of belonging will permeate all aspects of the Latitude experience, but advisory will be students' home within the school throughout their time at Latitude. Advisory will provide students with the space and support to reflect on their evolving sense of purpose. Throughout their time at Latitude, students will develop an ever clearer sense of purpose about the lives they hope to lead and reflect on how their values and beliefs align with their aspirations. All Latitude teachers and administrators will have an advisory to allow for small enough groups to be able to accomplish the program's goals. The advisor's job is to know each student and their family deeply, so that they can support each student's unique college and career goals through a personalized educational plan.

Latitude's goals for advisory focus on three key areas:
- Building a Strong Sense of Community
- Developing Non-Cognitive Competencies
- Career and College Discovery, integrated with Purpose Exploration

Building a Strong Sense of Community
When properly facilitated, advisory period can be a time for the authentic relationship and community building that students need to feel safe and supported in their schools. University of Chicago researcher Camille Farrington has found that a strong sense of belonging within an academic community is associated with increased perseverance, better academic behaviors, and higher grades. Building students' sense of belonging is a critical lever for increasing the student engagement and the persistence necessary for students to achieve mastery. Advisory can play a key role in cultivating students' sense of belonging within a learning community.

Please see Appendix A19 for the report, Academic Mindsets as a Critical Component of Deeper Learning.

A key advisory structure that Latitude will use to build an inclusive community is the Circle of Power and Respect (CPR). In Phase I, advisors will draw from Teaching Tolerance's Perspectives for a Diverse America advisory activities to facilitate CPR. Serving as a shared foundation for Latitude's restorative justice model, Circle of Power and Respect helps students understand diverse perspectives and critically and honestly analyze ideas from a variety of cultures. Grouped by the domains of Teaching Tolerance's Anti-bias Framework: Identity, Diversity, Justice and Action, these activities create a safe, inclusive atmosphere in which students and their teachers can learn about each other and grow closer—even when discussing challenging subjects like racism and heterosexism. They become more open to diverse people and cultures, ready to take a stand for equity. Such connections and understandings help create the optimal social emotional conditions for learning. They foster awareness of social biases and reveal possibilities for transforming them.

Please see Appendix A20 'Perspectives for a Diverse America: 20 Face to Face Advisories'.

Developing Non-Cognitive Competencies

The research underlying Latitude's approach to advisory is grounded in the body of research on non-cognitive competencies, which suggests that "In addition to content knowledge and academic skills, students must develop sets of behaviors, skills, attitudes, and strategies that are crucial to academic performance in their classes, but that may not be reflected in their scores on cognitive tests."

At Latitude, we will adapt the open-source Personalized Leadership Training (PLT) Social-Emotional Learning curriculum to support students in developing these non-cognitive competencies. PLT leverages a Case Study format to increase students' critical thinking and discussion skills alongside the development of their non-cognitive skills. Students also have the opportunity to apply PLT strategies to their own, real-life scenarios through Dilemma Consultancies with their peers.

Please see Appendix A21 'The Role of Noncognitive Factors in Shaping School Performance'.

Please see Appendix A22 and A23 for HS PLT Lab Structures and Core Leadership Habits.

Career and College Discovery, integrated with Purpose Exploration

A key goal of Latitude's advisory is to demystify the path to college, as well as the path to a wide spectrum of careers. Latitude advisors will support students in exploring their Career and College options, expanding their sense of possibility about options for their future. Drawing on Big Picture Learning's Real World Learning guide, advisors will lead students through Interest Exploration, Community Assets Mapping, and Development of Professionalism Skills. Advisors will support advisees in conducting regular informational interviews, so that the task of networking becomes second nature. Advisors will also coordinate regular Networking Power Lunches or Career Site Visits with professionals in the community. Students may complete a series of mini projects like What I Wish I'd Known[19]-inspired video interviews with adult professionals in the career fields they aspire to. Advisors will also coordinate formal college visits for their advisees, though students will already be familiar with local college campuses through on-site work in university libraries.

Please see Appendix A24 Big Picture Learning's Real World Learning Guide.

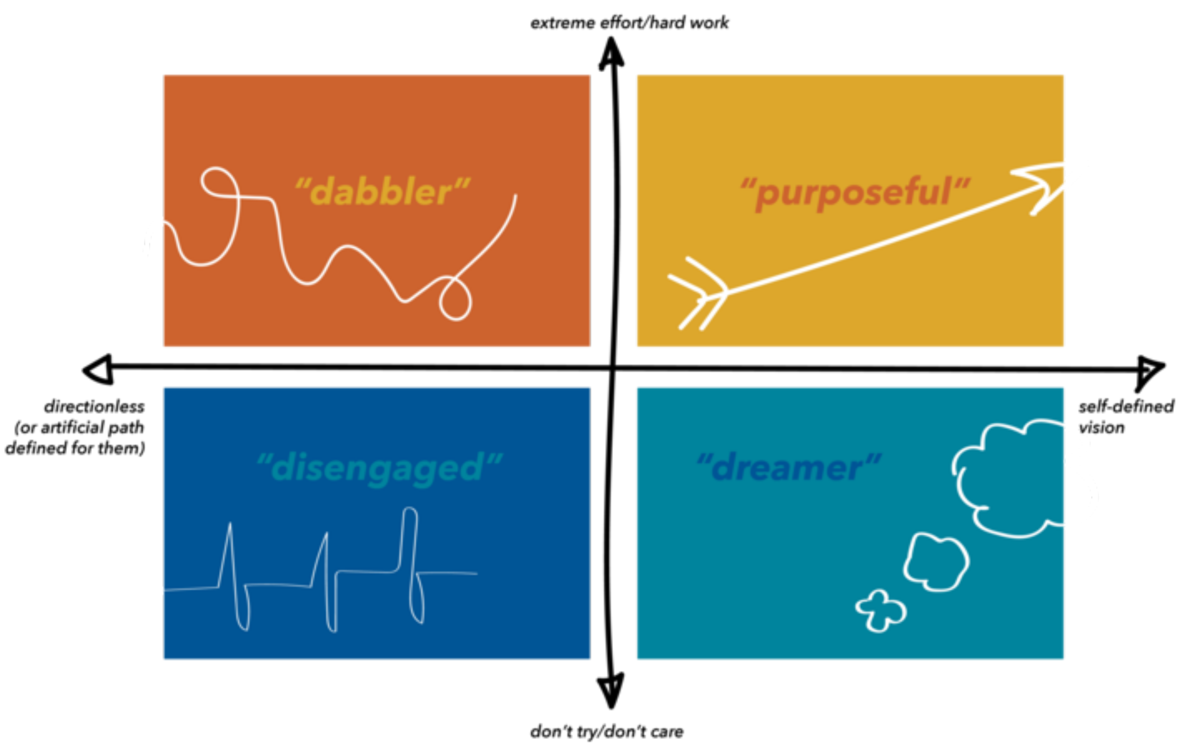
[19] See New York Times (2017), "From the Elders to the Kids: What I Wish I'd Known".

As students discover the variety of career options available to them through direct interactions with a wide range of professionals, they will also be engaged in an ongoing cycle of Purpose Exploration activities. Advisory will provide students with the space and support to reflect on their evolving sense of purpose. Throughout their time at Latitude, our hope is that students will develop an ever clearer sense of purpose about the lives they hope to lead and reflect on how their values and beliefs align with their aspirations.

The research underlying Latitude's approach to purpose exploration is grounded in the work of Kendall Bronk at Claremont Graduate University and Bill Damon, Director of the Stanford Center for Adolescence, who have both done extensive research into the formation of purpose in youth. Purpose, as defined by Damon, is "a stable and generalized intention to accomplish something that is at the same time meaningful to the self and consequential for the world beyond the self."[20] Bronk's research suggests that when young people identify a purpose in life and are working toward achieving it, they report higher levels of well-being and lower levels of depression.

In *The Path to Purpose*, Damon describes four broad categories of youth in the realm of purpose development: the disengaged, the dreamers, the dabblers, and the purposeful.

Figure 1.20—Four Categories of Youth in Purpose Development:



20 See Bronk, et al. (2009), "Purpose, hope, and life satisfaction in three age groups".

- The ***disengaged*** are students who express no purpose at all, and are not active in any endeavor that might turn into a purposeful pursuit.

- The ***dreamers*** are those who express ideas about a purpose they'd like to have, but who have done very little to try out any of their ideas.

- The ***dabblers*** are those who have engaged in activities that appear to be purposeful, but show little awareness of the meaning of these activities beyond the present. They often skip from one activity to the next without any coherent sense of what they wish to accomplish in their lives.

- The ***purposeful*** are those who have found something meaningful to dedicate themselves to, who have sustained this interest over a period of time, and who express a clear sense of what they're trying to accomplish in the world and why.

Damon's research findings show that statistically, only about 25% of high school students are in the "purposeful" quadrant. Latitude's advisory program will equip students to move toward the "purposeful" quadrant through a partnership with Project Wayfinder, a Stanford project that has developed research-based materials, activities, and experiences to help students sharpen their sense of purpose.

Please see Appendix A25 'Purpose, Hope, and Life Satisfaction in Three Age Groups'.

The advisor's job is to know each student and their family deeply, so that they can support each student's unique college and career goals through a personalized learning plan. We will carve out dedicated time for advisors to meet one-to-one with their advisees and families to reflect on the progress of the plan and make adjustments as needed.

Students will document their exploration of Career, College, and Purpose through an individual Journey Journal—in the form of a digital portfolio—that documents their evolving intellectual and professional interests, their "Minds on Fire" moments, and their career exploration reflections. The Journey Journal will include a visual map of all the destinations each student explores throughout their Latitude experience, as well as a virtual "rolodex" of their ever expanding network of professional contacts. It will also include a personalized reading list of books, magazines, and blogs relevant to their career interests and intellectual passions. Within advisory, students will have dedicated time to reflect on their explorations and to give their fellow advisees feedback on their written reflections.

Advisory Structures
In summary, to build a Sense of Community amongst students as well as Non-Cognitive Competencies, Career and College Readiness, and a Sense of Purpose within students, Advisory will utilize the following structures:

- Circles of Power and Respect

- Case Studies on Non-Cognitive Competencies & Applied Dilemma Consultancies

- Personalized Learning Plans, developed through One-to-One Advisor-Advisee Meetings
- Reflection Through Journey Journals

Together these structures will support students in their goal setting, tracking of progress, and action planning.

Extended Learning Opportunities (ELOs)

Latitude's Extended Learning Opportunities are designed to allow for students to explore their interests and pursue them with learning opportunities in the real world. To achieve our vision of developing students who are prepared for meaningful and productive lives, we believe that students must be intentionally supported as they engage with the city and world around them. This process is critical to deepen students' understanding and vision for their future so that they can develop a plan for success that is authentic to them. Through these varied experiences, students will develop the kind of network of caring adults that will help them succeed in achieving their vision for themselves. Additionally, it is this type of experiential learning that not only provides students the opportunity to develop their academic competencies, but it creates the challenges, successes, and real world experiences that drive students' growth in our non-cognitive competencies. Too often schools focus narrowly on the academic competencies without sufficient real world experiences that are what students ultimately face and struggle with once they graduate.

Latitude will staff a Community Partnerships Coordinator to lead our ELO program. This person will build the curriculum and materials for advisors to use as they support their individual students. Advisors will support students in securing ELOs and frequently reflecting on their experiences. They will coordinate Networking Power Lunches and Career Site Visits with professionals in the community. Advisors will support advisees in conducting regular informational interviews, so that the task of networking becomes second nature. Students will have the option of identifying their own ELOs, or they may choose an ELO from one of several core community partners that Latitude will cultivate. Within advisory, students will have dedicated time to reflect on their ELOs and to curate a digital portfolio that documents their evolving intellectual and career interests, as well as a virtual "rolodex" of their ever expanding network of professional contacts.

To support the development of meaningful Extended Learning Opportunities, the Latitude program is designed through its three phases to build student's capacity to authentically engage with these experiences. Our structure for these ELOs is based on the work of the Big Picture Learning Network as we seek to connect student interest and real world learning. There are three main parts of our structure to support ELOs:

1. **Interest Exploration**—This is the initial part of the ELO process as all learning experiences will be personalized by student interest. Through advisory, students will participate in a variety of different interest exploration activities from reflective type activities that push students to think about their interests to exposure type activities that broaden their understanding of what is possible in the world. Students may come with

very clear interests and passions; they may have lots of questions about themselves, their families, their communities, and jobs and careers; or they may be unsure what it is that they want to learn more about. A student may have never heard of 3D printing, or underwater welding, or nutrition counseling, or undertaking, but these may be the careers and interests that pique their curiosity and set them on a path to learning. Regardless of what point students enter in this process, Latitude will expose them to the wider world through the process of Interest Exploration.

2. **ELO Process**—The following steps are iterative, which most students will repeat multiple times throughout their careers at Latitude. Students will learn how to communicate and conduct themselves in a professional manner through this process. We believe the skills learned through this process are as valuable as many of the actual experiences students will have. It develops their agency to be able to pursue their interests for the rest of their lives.
    a. *Research*--The first step in pursuing an area of interest for students will be research. With the support of their advisors and other Latitude staff, students will brainstorm and research possible organizations, companies, and individual contacts to interview to learn more about a potential area of interest.
    b. *Contact*--Once students have identified potential contacts, they will reach out to them via email and phone. During this step, students will develop email and phone scripts with advisors as they build their capacity to engage professionally.
    c. *Interview*--The goal of their contact and research is to obtain an informational interview. Students will be expected to complete numerous informational interviews before they decide upon an ELO. Advisors will support students in practicing for these experiences and reflecting on them afterwards.
    d. *Shadow*--Following a successful interview, the next step for students is to set up a shadowing experience at their ELO site. Depending on the type of ELO they are pursuing, this may look like a job shadow, a class audit, or participating in an introductory experience. The goal of this step is to deepen students understanding of the work and experience they will have.
    e. *Project Set Up*--At this step, students have decided on a specific ELO. To formalize it, there will typically be a meeting between the student, advisor, and mentor at the ELO. The mentor may be the professional the student will work with or it may be the professor of the class they will take. The purpose of the meeting is to develop shared understanding of the agreements by all parties and the scope of work that the student will accomplish.
    f. *Documenting Learning*--This step is actually one that happens throughout the whole ELO process. Students will be required to document and reflect on all of their experiences from interest exploration through the specific projects they may complete through their ELO. Once a specific ELO is established, the student and advisor will determine which of the Latitude Graduate Competencies the student may demonstrate growth towards through the work he or she will complete. All of this work and reflection will be documented in an ongoing way in a digital portfolio.

3. **Mentor Recruitment and Support**-This element of the ELO process is an ongoing one. Latitude's Community Partnerships Coordinator will lead the mentor recruitment and support process. However, all Latitude staff and community members will contribute to the sourcing of potential mentors. Latitude will utilize the Big Picture Learning ImBlaze platform to track these contacts and make them accessible to students. Prior to the ELO process, the Community Partnerships Coordinator will provide orientation trainings for all mentors to set them up to support students effectively. During a specific student's ELO experience, the advisor will be the primary contact and support for a mentor, and they will conduct site visits at least once a month to ensure it is a successful experience.

Please see Appendix A24 for the Big Picture Real World Learning Guide.

The focus of the ELO work will evolve during the Latitude phases as students build their capacity to engage with their community:

- **Phase 1**—This phase will focus on the interest exploration and initial ELO research steps including informational interviews and job shadowing. Additionally, through both the studios in Phase 1 and the advisory activities, students will build the practical skills to access their community. This content will include route planning, time management, and safety. The goal of this phase is for students to be prepared to start an ELO in Phase 2.

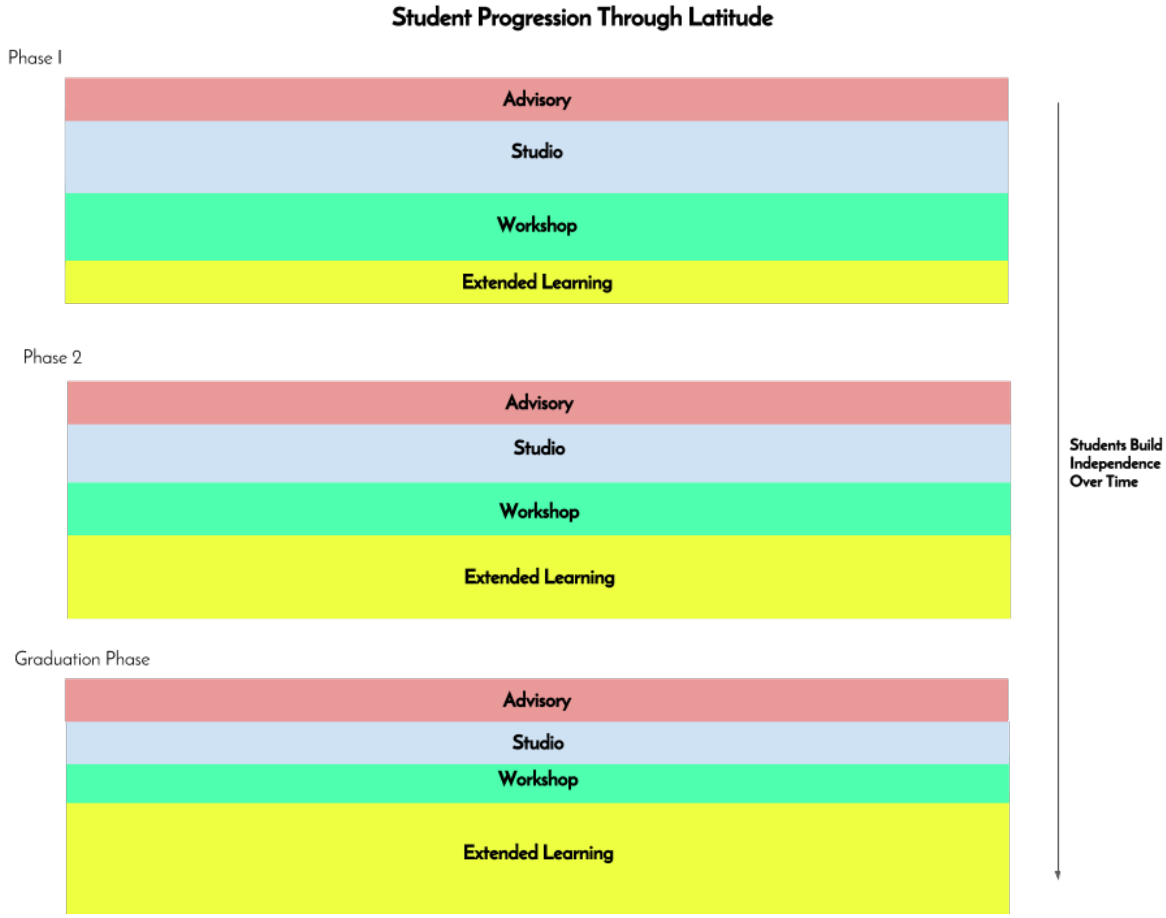
- **Phase 2**—This phase will be when students are actively pursuing their interests through ELOs. Initially, students will be expected to have at least one ELO, but as they gain experience managing their learning and continue to understand their interest, they may take on multiple ELOs. Each ELO will be aligned to student's personalized learning plan and post secondary goals. Students may be pursuing ELOs with small groups or individually.

- **Phase 3**—This final phase is when students will be doing their most significant work through ELOs. For most students, their ELOs will be connected to their senior project capstone. It should also help them finalize their post secondary plan so that they are prepared with the skills, knowledge, and network necessary to achieve meaningful and productive lives after graduation.

Latitude Program Phases

Latitude is structured as a gradual release model. Instructors initially provide a higher level of structure and support and then release students to an increasingly self--directed approach in the later phases. The following figure demonstrates how the students experience the Latitude Learning Experiences across the three phases as they build greater self direction and autonomy with their learning.

Figure 1.21—Latitude Phases:



Phase 1 is structured around the Workshops and the Humanities, Science and Design Studios: highly scaffolded, project-based learning experiences that support students in developing the academic, design, and Non-Cognitive competencies essential for successful self-directed learning. In Phase 2, students' educational plans become more personalized, as they experience greater voice and choice within their studios, as well as an increased emphasis on Extended Learning Opportunities off campus, such as professional internships. In the Graduation Phase, students apply the highest levels of mastery of the competencies as they prepare to move into adult life. The learning plans in this phase focus on demonstrating their high school achievement and implementing a plan to prepare for their post-secondary life.

Curriculum Development Timeline

Studio (High Quality Projects): Development Schedule

Target Dates & Person Responsible	Deliverables & Key Tasks	Core Resources/ Exemplar Models
Sept. - Oct. 2017	**COMPETENCY FRAMEWORK**	-Common Core Standards

Lillian Hsu (Lead) John Bosselman Aatash Parikh	**& STANDARDS ALIGNMENT** -Identify the core competencies targeted in each phase of Latitude -Identify Common Core standards, NGSS standards, and Social Justice standards to be addressed through Studio Projects -Map the competencies to Common Core standards and NGSS standards -Develop comprehensive Latitude Competency Framework in easily accessible language for all school stakeholders	-Next Generation Science Standards -Social Justice Standards: Teaching Tolerance Anti-Bias Framework -Resources from Competency Works -Learning What Matters Competency Framework from Building 21
Nov. - Dec. 2017 John Bosselman (Lead) Aatash Parikh	**PROJECT PLANS** Develop in-depth Phase I project plans with all necessary components of a high quality project: -Key learning targets and essential questions -Anchor texts, differentiated for multiple lexile levels -Opportunities for real-world learning: field experiences and collaborations with professionals -Project milestones/ benchmarks -Project scaffolds and project management plan -Differentiation strategies to provide access points for a diversity of learners (ELL, Special Education, etc.)	-Work That Matters: A Teacher's Guide to Project-Based Learning -Exemplar Project Plans from High Tech High & The Innovation Unit -Resources from Teaching Tolerance: Perspectives for a Diverse America -Resources from Stanford History Education Group & Eleanor Duckworth's Critical Explorers curriculum -Resources from Knowles Science Teaching Foundation

	-Strategies for supporting effective group work -Exhibition plan -Project reflection and assessment rubrics	
Jan. - Apr. 2018 John Bosselman (Lead) Aatash Parikh	**LESSON PLANS & STUDENT-FACING MATERIALS** -Develop templates and guidelines for daily lesson plans -Develop daily lesson plans for all Phase I projects -Develop student-facing materials to accompany each lesson plan -Test and refine lesson plans and student-facing materials through spring pilot with students	-Exemplar Lesson Plans from High Tech High -Exemplar Student Facing Materials from High Tech High -Resources from Facing History and Ourselves -Resources from Brown University's Arts/Literacy Project
Jan. - Apr. 2018 Lillian Hsu (Lead) John Bosselman Aatash Parikh	**ASSESSMENT SYSTEM** **-**Develop rubrics and assessment protocols for project artifacts, aligned to competency framework and standards -Identify SBAC Performance Task Interim Assessments -Test and refine rubrics and assessment protocols through spring pilot with students	-SBAC Performance Tasks Interim Assessments -Exemplar rubrics from Building 21 -Knowledge and Thinking rubrics, developed by Stanford Center for Assessment, Learning, and Equity (SCALE)
Sept. 2017 - July 2018 John Bosselman (Lead) Lillian Hsu	**ADULT LEARNING PLAN & SCAFFOLDS** **-**Develop teacher capacity to implement high quality projects, create detailed daily lesson plans, and develop student-facing materials	-Materials from High Tech High Graduate School of Education's Advanced Project Based Learning course -Materials from Knowles Science Teaching Foundation, UnboundEd, and EL

	-Develop teacher capacity to embed inquiry and literacy-rich strategies into project designs and daily lesson plans -Create and facilitate immersive summer training, modeling core High Quality Project practices	Education -Materials from High Tech High New Teacher Odyssey

Workshops: Development Schedule

Target Dates & Person Responsible	Deliverables & Key Tasks	Core Resources/ Exemplar Models
Sept. - Oct. 2017 Lillian Hsu (Lead) John Bosselman Gavin Ishihara-Wing Bryan Meyer (math consultant from Teachers Development Group)	**COMPETENCY FRAMEWORK & STANDARDS ALIGNMENT** -Identify the core ELA and Math competencies targeted in each phase of Latitude -Build the 9-12 ELA and Math progression -Identify Common Core standards to be addressed through Workshops -Map the competencies to Common Core standards -Develop comprehensive Latitude Competency Framework in easily accessible language for all school stakeholders	-Common Core ELA Standards -Common Core Math Standards -Learning What Matters Competency Framework from Building 21 -Knowledge and Thinking rubrics developed by Stanford Center for Assessment, Learning, and Equity (SCALE)
Nov. - Dec. 2017 John Bosselman (ELA Lead) Gavin Ishihara-Wing (Math Lead) Bryan Meyer	**ASSESSMENT SYSTEM** -Research and develop competency-based benchmark assessments for ELA and Math -Develop SBAC Interim Assessments -Research and adopt technology	-SBAC Interim Assessments -LEAP Learning Framework for Personalized Learning -Resources from EdSurge and iNACOL on data systems and learning platforms

	platform for flexible tracking of student assessment data	
Oct. 2017 - Apr. 2018 John Bosselman (ELA Lead) Gavin Ishihara-Wing (Math Lead)	**PERSONALIZED LEARNING MODEL** -Research evidence-based models of personalized learning, including grouping strategies, technology platforms, and best practices -Develop first iteration of personalized learning model to meet the needs of Latitude students -Test and refine personalized learning model through spring pilot with students	-Resources and professional development from LEAP Innovations and The Highlander Institute
Jan. - Apr. 2018 John Bosselman (ELA Lead) Gavin Ishihara-Wing (Math Lead)	**LESSON PLANS, ANCHOR TEXTS, AND STUDENT-FACING MATERIALS** -Develop guidelines for selection of texts differentiated by lexile levels -Develop daily lesson plans -Develop student-facing materials to accompany each lesson plan -Test and refine lesson plans and student-facing materials through spring pilot with students	-Curriculum from Interactive Mathematics Program -Curriculum from Stanford University's youcubed -Resources from UnboundEd
Sept. 2017 - July 2018 John Bosselman (ELA Lead) Gavin Ishihara-Wing (Math Lead) Bryan Meyer	**ADULT LEARNING PLAN & SCAFFOLDS** -Develop teacher capacity to facilitate effective learning in a personalized Workshop model -Develop teacher capacity to facilitate effective inquiry and	-Materials from the Teachers Development Group, focused on Cognitively Guided Instruction -Materials from Mathematical Agency Improvement Community (MAIC)

	dialogue in Workshop small groups	-Best practices for math educator training from Math for America

Advisory: Development Schedule

Target Dates & Person Responsible	Deliverables & Key Tasks	Core Resources/ Exemplar Models
Sept. - Oct. 2017 Lillian Hsu (Lead) Joi Ward John Bosselman Aatash Parikh	**COMPETENCY FRAMEWORK & STANDARDS ALIGNMENT** -Identify the non-cognitive competencies targeted in each phase of Latitude -Identify College and Career Readiness progression -Develop schoolwide Habits of Heart and Mind -Develop comprehensive Latitude Competency Framework in easily accessible language for all school stakeholders	-Big Picture Learning Non-Cognitive Competencies -Learning What Matters Competency Framework from Building 21 -Exemplar Habits of Heart and Mind from Coalition of Essential Schools and EFC Core Values
Oct. - Dec. 2017 Joi Ward (Lead) Aatash Parikh John Bosselman Lillian Hsu	**RESTORATIVE JUSTICE PRACTICES** -Develop school-wide restorative justice system: principles and practices -Develop rhythms and rituals for advisory circles	-Resources from International Institute for Restorative Practices -Restorative Justice school-wide principles and practices from Eagle Rock School and Professional Development Center
Oct. - Dec. 2017 Aatash Parikh (Lead) Joi Ward John Bosselman Lillian Hsu	**ADVISORY CURRICULUM MAP** -Develop curriculum map for Building Strong Sense of Community -Develop curriculum map integrating:	-Big Picture Learning Advisory Guide -Social-Emotional Learning secondary curriculum from Alpha Personalized Leadership Training program -College Readiness

	- Non-Cognitive Competencies - Social-Emotional Learning - Habits of Heart & Mind -Develop College Readiness curriculum map for all Latitude phases	Curriculum Maps from High Tech High and Naviance
Jan. - Apr. 2018 Aatash Parikh (Lead) Joi Ward John Bosselman Lillian Hsu	**ASSESSMENT SYSTEM** -Identify research validated scales to assess growth of non-cognitive competencies -Develop protocols and processes for: - Presentations of Learning - Student-Led Conferences - Exhibitions - Digital Portfolios	Academic Mindsets assessment developed by Stanford's PERTS and the University of Chicago Consortium on School Research Tools from Carnegie's Student Agency Improvement Community Dr. William Sedlacek's Noncognitive Assessment (used by Big Picture Learning) Presentation of Learning, Student-Led Conference, and Exhibition protocols from High Tech High and Big Picture Learning Digital Portfolio systems and best practices from High Tech High and NuVu Studio
Jan. - Apr. 2018 Joi Ward (Co-Lead) Aatash Parikh (Co-Lead) John Bosselman Lillian Hsu	**ADVISORY LESSON PLANS** -Develop weekly advisory "Rhythms and Rituals," including advisory launch at New Student Orientation -Develop advisory activity sets and mini-projects around: Purpose & Identity	-Big Picture Learning Advisory Guide -Resources from Project Wayfinder -Resources from High Tech High's College Prep Advisory Program

	- Social-Emotional Learning - Career Exploration - College Readiness -Test and refine advisory activity sets through spring pilot with students	
Oct. - Dec. 2017 Joi Ward (Lead) Lillian Hsu	**ADULT LEARNING PLAN & SCAFFOLDS** **-**Restorative Justice Training -Schedule times and develop practices & protocols for communication with families	-Training of founding team through International Institute for Restorative Practices -High Tech High Home Visit and Student-Led Conferences protocols

Extended Learning Opportunities: Development Schedule

Target Dates & Person Responsible	Deliverables & Key Tasks	Core Resources/ Exemplar Models
Sept. - Oct. 2017 Lillian Hsu (Lead) Joi Ward Aatash Parikh John Bosselman	**COMPETENCY FRAMEWORK** -Identify the non-cognitive competencies targeted through ELOs -Identify Post-Secondary College & Career readiness Graduate Outcomes -Develop comprehensive Latitude Competency Framework in easily accessible language for all school stakeholders	-Big Picture Learning Non-Cognitive Competencies -Big Picture Learning 10 Distinguishers -Exemplar Post-Secondary Plans from Big Picture Learning -Learning What Matters Competency Framework from Building 21
Oct. - Dec. 2017 Joi Ward (Co-Lead) Aatash Parikh (Co-Lead) John Bosselman Lillian Hsu	**PERSONALIZED LEARNING PLAN & CAPSTONE PROJECT GUIDELINES** -Develop template for personalized learning plan -Explore technology platforms for digital housing of personalized	-Exemplars of Personalized Learning Plans from Big Picture Learning and Building 21 -Capstone Project Guidelines and Models from Big Picture Learning, Eagle Rock School, and High Tech High

	learning plan -Develop first iteration of guidelines for senior capstone project	-Big Picture Learning's ImBlaze, an internship management platform
Oct. 2017 - Jul. 2018 ELO Community Partnerships Coordinator (Lead) Joi Ward Lillian Hsu	**ELO COMMUNITY PARTNERS** -Develop a network of Community Partners for Extended Learning Opportunities -Develop digital platform for tracking community partners and ELOs	-Big Picture Learning Advisory Guide -Big Picture Learning ImBlaze Platform
Jan. - Apr. 2018 ELO Community Partnerships Coordinator (Co-Lead) Joi Ward (Co-Lead) Lillian Hsu	**ELO PROTOCOLS & PROCESSES** Develop protocols and processes for supporting students with: ● Resume writing and refinement ● Practicing professional workplace skills ● Identifying potential ELOs ● Conducting informational interviews and site visits ● Securing an ELO ● Building mentor relationships ● Designing individual ELO projects ● Reflecting on ELOs	-Big Picture Learning Advisory Guide -Big Picture Learning's ImBlaze, an internship management platform
May. - Jul. 2018 ELO Community Partnerships Coordinator (Co-Lead) Joi Ward (Co-Lead)	**ADULT LEARNING PLAN & SCAFFOLDS** -Training for Advisors on supporting students with ELOs	-Training from Big Picture Learning coach

Technology Skills at Latitude

At Latitude, technology will be an integral part of all aspects of the student experience. Students will be expected to develop traditional technological proficiency in the areas of word processing, graphic design, spreadsheets, slide presentation, and internet research within their project based work in studios and extended learning opportunities. Additionally, students will build their capacity to use technology to expand their community and network through developing their online presence and utilizing communication tools to explore their interests and seek learning opportunities. Students will also use digital media tools (video, photos, music, etc.) to create authentic products for the community.

Latitude Graduation Requirements

The Latitude graduation requirements reflect the demonstration of a student's growth in the areas of our graduate profile: Personal Agency, Essential Competencies, and Integrated Identify. These elements reflect the attitudes, skills, and dispositions we believe are necessary for students to pursue meaningful and productive lives. At Latitude, this expectation includes traditional college readiness requirements, such as fulfilling the UC/CSU A-G requirements, in addition to the deeper non-cognitive competencies that students need to demonstrate to continue to grow and thrive in their post-secondary lives. As a competency based school, students will have flexibility in how and when they demonstrate their readiness for graduation, and our instructional program is designed to provide all learners with the appropriate time and support to be successful.

<u>Latitude Graduate Competency Requirements</u>
At Latitude our competencies define the essential skills, attitudes, and dispositions necessary to pursue a meaningful and productive life. As such, these are the core of our graduation expectations. Students will demonstrate their attainment of these competencies through the various Latitude Learning Experiences (Studios, Workshops, Advisory, and Extended Learning Opportunities). Through the demonstration of these competencies, learners will have accumulated the credits necessary to fulfill all of the UC/CSU A-G requirements.

<u>Senior Project Capstone</u>
As a culminating experience for students at Latitude, each student must complete a senior project during Phase 3. This senior project is intended to be an opportunity for students to demonstrate their attainment of the Latitude competencies for graduation. The project must be accompanied by a substantive written component and will be included in a summative graduation defense with their learning team.

<u>Post-Secondary Plan</u>
The final graduation requirement for students at Latitude will be the development of a post-secondary plan. This plan will be an iterative tool that is aligned to their personal learning plan throughout their time at Latitude and will reflect their aspirations for life after Latitude and concrete plans to attain those goals. Students will be expected to have completed relevant activities during their Latitude careers to be positioned to accomplish their postsecondary plans (i.e. college entrance exams, applying for financial aid, etc).

UC/CSU A-G Alignment and WASC Accreditation Plan

Latitude will seek accreditation from the WASC (Western Association of Schools and Colleges) for the charter school. The timeline for securing accreditation for Latitude is aligned to supporting all High School students in earning credits that fulfill the University of California/California State University (UC/CSU) system A-G requirements during their 9th through 12th grade years. Academic courses at the high school level will be submitted and reviewed by the UC Office of the President for approval and in turn, all students at Latitude will have the opportunity to earn credits that fulfill the UC/CSU A-G requirements. All required coursework will be offered at Latitude or through approved institutions such as local community colleges. By virtue of our internal requirements at Latitude, all students will fulfill or exceed the UC/CSU A-G requirements (please see chart below) over the course of their four years at our school.

Figure 1.22—Latitude Sample A-G Course Map

Studio	Phase 1	Phase 2	Phase 3
Humanities Studio and Workshop	ELA (1 year) History (1 year)	ELA (2 years) History (1 year) VPA (1 year)	ELA (1 year)
Math Workshop	Math (1 year)	Math (2 years)	Math (1 year)
Science & Design Studio	Elective (1 year)	Lab Science (2 Years) Elective (2 years)	
Extended Learning Opportunities		Foreign Language (1 year)	Foreign Language (1 year)

Credit Recovery

As a competency based school, our credit recovery systems are built into the fabric of our instructional program. Each learning experience provides students the opportunity to demonstrate their growth and earn credit in specific competencies. Additionally, students are supported to continue the process of revision and growth in order to attain the proficiency requirements for the competencies within a particular learning experience. Students are not 'done' until they have earned the appropriate credit, thereby embedding credit recovery into the structure of our instructional program.

For students who come to Latitude as credit deficient, we will engage in a rigorous transcript analysis and student assessment to determine which competencies are needed for acceleration. Their personalized learning plan will then reflect these needs to provide students the opportunity to demonstrate the competencies and earn the credits necessary for graduation.

Inform Parents of Transferability of Credit

Parents will be notified of the courses we offer and the graduation requirements we prescribe in the Latitude handbook given to parents and students upon enrollment to the school. This handbook also publicizes the transferability of credits between Latitude and other public high schools, as determined through negotiations between Latitude and the District a minimum of two months prior to the start of the school year.

Academic Calendar

School Year
The proposed calendar for 2018-2019 will include 177 instructional days, which Latitude intends to adhere to as state and federal funding allows. However, Latitude and EFC retain the right to modify this proposed calendar to coordinate with the calendar of the district and the calendars of our professional development partners, and such modification shall not be considered a material revision of the charter.

Please see Appendix A26 for the proposed 2018-2019 Latitude school calendar.

School Day
The instructional day at Latitude is 9:00 am to 4:00 pm Monday through Friday, which Latitude intends to adhere to as state and federal funding allows. The following table indicates how the instructional day will be utilized.

Figure 1.23—Daily Schedule

Start of School Day	9:00 am
Instructional Block (Advisory, Workshop, Studio, ELO)	9:00 am -12:00 pm
Lunch	12:00 pm -12:30 pm
Instructional Block	12:30 pm - 4:00 pm
End of School Day	4:00 pm

As students progress through the three phases at Latitude, the amount of time they will spend in the different learning experiences will shift based on their personalized learning plans.

Please see Appendix A27 for student schedule examples.

Instructional Minutes
Latitude's proposed academic calendar will be in compliance with the minimum number of annual instructional minutes outlined in Education Code 47612.5. This requires, at a minimum, 64,800 minutes for students in grades 9-12.

The annual instructional minutes at Latitude in these grades will be 70,200 minutes (not including lunch and passing times). These meet or exceed the number of instructional minutes required by the state in Education Code Section 47612.5. The table below demonstrates this comparison.

Figure 1.24—Instructional Minutes Comparison:

Grades 9-12 Required Minutes	64,800
Latitude Instructional Minutes	70,200

Please see Appendix G for the Instructional Minutes Calculator.

Staffing

To recruit teachers who are qualified to deliver the proposed educational program, Latitude has developed a strong partnership with the High Tech High Graduate School of Education, a WASC accredited Master's program that prepares teachers to design high quality project-based learning curriculum and develop pedagogical skills in project planning, management, and facilitation. Beyond High Tech High, Latitude also has strong national connections with the Deeper Learning network of schools, which includes Expeditionary Learning, Big Picture Learning, the Internationals Network for Public Schools, and the International Studies Schools Network, all of whom prepare teachers to teach using project-based learning as a primary pedagogical approach and can provide a pipeline of teachers for Latitude.

To support Latitude's math program specifically, Latitude's school leadership has built strong connections with the Math for America Fellowship program and is in the process of building relationships with Stanford University professor Jo Boaler, who is an international leader in mathematics education. Boaler runs a summer math program for local students that also serves as a training ground for developing math teachers; the teachers trained through Boaler's youcubed program are another strong pipeline of math teachers for Latitude.

In terms of teacher recruitment, Latitude has a strong vision for diversity, equity, and inclusion within our school. Our plan is to move from intention to action through a formalized, intentional talent strategy. We will:

- Focus on recruitment and selection by consciously building strategic partnerships with sources of talent other than personal networks, such as universities, professional minority organizations, and leadership pipelines focused on candidates of color.

- Invest in training to ensure that interview processes and interviewers are aware of unconscious biases and that the process is fair and impartial.

- Invest in retention and development: we will track turnover rate by race, ethnicity, and gender, and we will provide targeted coaching and mentoring as well as continuously review our systems through the lens of teacher experience to retain high potential employees of color.

- Strategically hold organization-wide conversations about diversity issues and concerns, solicit feedback and input through internal diversity surveys, and communicate findings to all staff on a regular basis.

- Constantly scan for best practices inside our organization, and more broadly in both the nonprofit and for-profit sectors.

At the local level, we will build strategic partnerships with The Black Teacher Project, the National Equity Project, and San Francisco State University's Raza Studies department to extend the reach of our recruitment efforts. Nationally, we will recruit strategically through the Deeper Learning Equity Fellows, the International Network for Public Schools, the National Latino Education Network, and the National Association of Black School Educators. Latitude will also plan to have a recruiting presence at the convenings for the Education for Liberation Network, National Association for Multicultural Education (NAME), and the California Alliance of African American Educators.

Professional Development

To facilitate excellence in lesson design and instruction across all teachers, Latitude will invest significant time and staff resources into professional development and adult learning. All new faculty will participate in an intensive two-week New Teacher Odyssey that includes experiential learning, workshops, project tunings, and collaboration time with more veteran teachers. Latitude teachers will engage in ongoing professional development through daily morning meeting time and dedicated staff days. Teachers will work in cross-disciplinary teams to increase the integration and depth of subject matter, as well as to increase collegial learning through collaboration. To facilitate this collaboration, teaching partners will share a common prep period, a common office, and adjoining classrooms that open up into a common space where the partners can co-teach their shared group of students.

The Latitude leadership team will work diligently to provide exemplars of outstanding instruction to its teachers so that all teachers may achieve base mastery in Latitude teaching practices. Project designs will be documented and shared on teachers' digital portfolios, and project work will be curated publicly in our facilities to make products and process transparent.

The Latitude leadership team prioritizes instructional coaching and will spend a significant percentage of its time observing in classrooms and debriefing with teachers. Latitude will have strong structures for collegial coaching, as well as official mentor-mentee partnerships for teachers undergoing induction.

Ensuring that teachers have the capacity to deliver the educational program with quality requires a deep understanding of adult learning, encompassing all the facets of a school that can impact teacher motivation, learning, and growth. In designing the professional development plan for Latitude teachers, school leadership will be attuned not only to the *content* of the professional development but to the *nuances of delivery and implementation*, as well as the additional *school levers and enabling conditions* that can complement formal PD and accelerate adult learning.

These School Levers & Enabling Conditions include:

- Strategic use of time and space to facilitate informal staff collaboration outside of regular meeting time
- Thoughtful cohorting of teachers and students to facilitate sustainable, focused collaboration
- Intentional pairing of veteran and novice teachers in team partnerships that share the same group of students
- Open-source, easily accessible documentation of exemplar curricula and instructional strategies
- Public curation of student work, both product and process
- Common language, norms, rituals and rhythms that enculturate standards of quality and shared mindsets around growth and transparency
- A strong sense of community and collegiality among staff to enable vulnerability and openness to critical feedback

The Nuances of Delivery and Implementation include:

- Thick symmetry between adult learning practices and the pedagogical practices we aspire for teachers to enact with students
- Consistent use of protocols to facilitate collaborative problem-solving, brainstorming, and idea tuning
- Distributed facilitation that enables all teachers to take on leadership roles and share their expertise
- Anchoring of professional development in multiple forms of data and student feedback
- Providing access points for multiple types of learners through different PD approaches, including: dialogue, experiential learning, reflection, and movement

Adult Learning at Latitude will fall into four key categories:

- Learning from Colleagues
- Learning from School Leadership
- Learning from Students
- Learning from Outside Experts

<u>Learning from Colleagues</u>

Research into effectiveness of adult learning practices indicates that the most powerful levers for shifting teacher practice are not one-off PD workshops but regular opportunities for collaboration with and mutual learning from colleagues. At Latitude, we will leverage the strength of collegial learning in the following ways:

- Collegial Coaching Groups:
    - Teachers will be organized into heterogeneous collegial coaching groups with each group containing a mix of veteran and novice teachers.
    - Teachers in each group will participate in a regular rotation of Lesson Tunings, followed by in-person and video observations and debriefs focused on instructional practices.
- Protocol Groups:

    - Teachers will engage in a regular rotation of Project Tunings, Dilemma Consultancies, Root Cause Analyses/Fishboning, and Equity Protocols to facilitate critical analysis of their curriculum and instruction.
- Best Practice Documentation and Sharing:
    - Teachers will have regular opportunities to document and share their most effective practices with their peers

<u>Learning from School Leadership</u>
Latitude's school leadership, including the School Principal and Director of Instruction, will hold the responsibility for personalizing the adult learning experience for each teacher. This will include:

- Helping to set one-on-one personal learning goals for each teacher and developing a personal learning plan
- Engaging in an ongoing cycle of weekly classroom observations and debriefs
- Mid-year conversations revisiting and refining the personal learning plan
- End of year 3-2-Q (3 Celebrations, 2 Areas of Growth, and 1 Inquiry Question) reflection process, grounded in data, and modeled by the school leadership

<u>Learning from Students</u>

- Regular use of exit cards and student focus groups to elicit student feedback
- Regular use of Looking at Student Work Protocols to anchor discussions in student work
- Regular cycle of Project Tuning Protocols with student participants
- Yearly YouthTruth survey with student feedback for each teacher

<u>Learning from Outside Experts</u>

- Project "Slices" (experiential immersions in the community)
- Teacher "Shadow a Professional" Days
- Annual Community Networking Power Lunch with local professionals
- External trainings and conferences

<u>Year One Professional Development Proposed Topics</u>

AUGUST (TWO-WEEK TRAINING)	
SCHOOL CULTURE & COMMUNITY How will we build a strong sense of community from day 1? What are our rhythms and rituals to ensure that every student is known deeply and feels a profound sense of belonging? What is our shared vision around restorative practices? Around classroom management? What is our common approach when challenges/conflicts inevitably arise?	STUDENT LEARNING & MOTIVATION What is High Quality Project-Based Learning? How do we design projects that embody Authenticity, Complexity, and Craftsmanship? What is our Competency Framework, and what personalized support will all students receive to grow in these competencies? What are the data cycles we will use to inform

What are our obligations as mandated reporters? What are our health and safety policies and emergency procedures?	decision-making around instruction and student support? What data systems will we utilize?
SEPTEMBER - OCTOBER	
SCHOOL CULTURE & COMMUNITY How are we supporting students in developing and articulating their sense of identity, purpose, and passions? How are we scaffolding social-emotional learning tools in advisory and studio? Which SEL competencies are most crucial for this first year?	STUDENT LEARNING & MOTIVATION How are we scaffolding for Inquiry and Literacy across all of our disciplines? How are we ensuring that students are doing the intellectual heavy lifting?
NOVEMBER - DECEMBER	
SCHOOL CULTURE & COMMUNITY How are we preparing students to reflect on their learning through public Presentations of Learning? How are we building their metacognition and public speaking skills?	STUDENT LEARNING & MOTIVATION How are we preparing students for their first Project Exhibition? How are we helping them document their products and process? How are we supporting them to share their learning with an authentic audience?
JANUARY - FEBRUARY	
SCHOOL CULTURE & COMMUNITY Shadow a Student: All staff will take turns shadowing a student who is struggling or feeling a sense of disconnect from the community. What can we learn from stepping into the shoes of a student?	STUDENT LEARNING & MOTIVATION How are students progressing along our Competency Framework? Which students are we not serving well? What adjustments in our practice do we need to make to ensure that all students' needs are being met?
MARCH - APRIL	
SCHOOL CULTURE & COMMUNITY How are we deepening students' SEL toolbox? Which rhythms and rituals are taking hold? Which need refinement or replacement?	STUDENT LEARNING & MOTIVATION Where do we see evidence of high quality work and intellectual complexity? How do we build on our strengths? What are our growing edges?

MAY - JUNE	
SCHOOL CULTURE & COMMUNITY How are we preparing students for increased independence in phase 2 of the school? How are we leveraging year-end Presentations of Learning to launch students into the next phase?	STUDENT LEARNING & MOTIVATION Reflecting on Student Feedback: What are we learning from YouthTruth and family feedback? How can we use this feedback to inspire growth for each teacher and as a staff?

D. School Culture

At Latitude, students move toward success by demonstrating three fundamental characteristics: personal agency, essential competencies, and integrated identity. We built our school vision around supporting students in developing these foundational qualities. Accomplishing this vision begins with establishing a strong school culture. Below we describe each component of the vision and detail the systems, plans, and training we will use to realize it.

- **Latitude Vision**
  Latitude 37.8 High School graduates will have the personal agency, essential competencies, and integrated identity necessary to be prepared for a meaningful and productive life.

Values

At Latitude we seek to develop the following characteristics in all students:

- **Personal Agency**—Students with personal agency make decisions about how they learn, what they learn, and the pace at which they learn. They seek understanding and respond actively to challenges, acting with purpose to obtain results for themselves and their community. Students will learn agility as they work to overcome physical and environmental constraints, redesign their environments to their needs, and reflect their identities, skills, and values.

- **Essential Competencies**—We aim to demystify and directly teach the essential competencies that 21st century citizens need for success, such as critical thinking, teamwork, problem-solving, and responsible decision-making. We will provide differentiated teaching to insure that students move through proficiency on to mastery of these skills. We will tailor learning to each student's strengths, needs, and interest. They will have a voice and choice in what, how, when, and where they learn.

- **Integrated Identity**—To become successful adults, young people must develop an integrated identity, a sense of self that connects multiple times (past, present, and future), places (e.g. home and school, the U.S. and places of family origin), and social identities (e.g. race/ethnicity, sexuality, gender, religion). We will encourage our students to choose a curriculum that allows them to gain this essential self-knowledge.

Trainings
At Latitude, we train teachers in the skills necessary to build a strong school culture. This includes:

- In-house training on engaging students effectively. We will provide ongoing professional development to support teachers in keeping students engaged in their own learning.

- All Latitude teachers will be trained in *Restorative Practices,* learning the following methods:
    - An introduction to *Restorative Practices*: the philosophy, key principles, and variety of approaches in a school setting.
    - Ways to build effective learning environments and strong learning relationships within classrooms.
    - Culturally responsive approaches
    - How to implement effective circle time
    - Classroom conferencing
    - Using language that supports desired student behaviors

- We will thoroughly train teachers and staff in a shared method of responding to student behavior.

Practices
At Latitude, we will implement the following practices to build a strong school culture:

- Design Thinking - At Latitude, we believe that design thinking will enable young people to remake the world for themselves and their communities, an action that powerfully motivates student learning. Design thinking begins with identifying real-world problems and then trying to solve them, in the process developing one's imagination, values, knowledge-base, and skills. We will establish a school culture in which students and faculty will solve problems and approach challenges, large and small, by working together. We will honor our students' creative ideas, giving them confidence in their ability to change the world. At the same time, we will empower them with the following Design Thinking competencies:
    - Designing Processes
    - Building Empathy and Learning from Others
    - Defining Problems
    - Fabricating and Crafting

- Habits of Success - To become consistently successful, students must internalize certain habits of success, also called 'non-cognitive skills,' such as moderating one's emotions, working with others, and thinking through decisions. Developing these skills requires lots of practice, feedback, modeling, and coaching. Latitude teachers support students in developing the following non-cognitive competencies:
    - Positive Self Concept and Growth Mindset
    - Realistic Self Appraisal
    - Navigating Systems and Self Advocacy

- Preference for Long Term Goals
    - Availability and Support of Adult Mentors
    - High Quality Leadership Experience
    - Community Involvement
    - Knowledge Acquired in a Field Outside School

- Restorative Practices – As a restorative school, Latitude takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put things right. Restorative Practices utilize a range of methods and strategies both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

- Trauma Informed Model - A trauma-informed school requires a layered approach to create an environment with clear behavior expectations for everyone, open communication, and sensitivity to the feelings and emotions of others. The adults in our community (administrators, teachers, staff, parents, social services, and law enforcement) are prepared to recognize and respond to those who have been impacted by traumatic stress. In addition, we will provide students with clear expectations, social-emotional tools, and communication strategies to guide them through stressful situations. We aim not only to provide tools for coping with extreme situations, but also to create a culture of respect and support.

- Culturally Relevant School - We will take several actions to support culturally responsive teaching. First, we will dislodge the idea that our students and communities operate on a "deficit," possessing less talent or opportunity, replacing this idea with a sense of abundance and possibility. Secondly, teachers will be trained to recognize (and help students recognize) the cultural bias in educational materials (such as textbooks). Thirdly, teachers will be trained to make their teaching relevant to the cultures of their students.

Structures and Systems

At Latitude, we will implement the following structures and systems to build a strong school culture:

- Advisory and Advisors - Advisors mentor students in navigating the areas of academic achievement, personal/social development, and college and career development, ensuring Latitude students are prepared for a meaningful and productive life. Advisors ensure that students develop schoolwide Habits of Heart and Mind, lead a weekly advisory "Rhythms and Rituals," and facilitate activity sets and mini-projects built around exploring topics, such as purpose & identity, social-emotional learning, career exploration, and college readiness.

- Affinity Groups - Created based on student need, affinity groups provide students who share an identity (usually a marginalized identity) to meet in a safe space. Affinity groups provide emotional support and might lead to actions that create a more equitable experience at school.

- Retreats for Team Building - Latitude will build community with off-site retreats for both students and staff (e.g., white-water rafting, camping, orienteering). These programs help foster positive group dynamics through shared memories, as well as providing space and time to discuss deep issues, pushing out of comfort zones, and accomplishing team objectives.

- Intervention Systems - Latitude draws on the same Multi-Tiered System of Supports (MTSS) framework as other EFC schools to provide aligned academic and social emotional approaches to prevent student struggle and remedy existing gaps.

Additional Positive Culture and Climate Supports
At Latitude, positive culture is already embedded in the project-based curriculum and off-site learning. Because learning takes place outside of a school building, students will work with people of all socioeconomic, cultural, and racial backgrounds in the wider community. Latitude students will learn to understand diverse perspectives and concepts. As community engagement and whole-child development are key areas of focus for all EFC schools, Latitude will provide extended learning opportunities for its students and eventually for the wider community, as detailed below.

For students:
- Small group intervention instruction
- Homework help sessions
- Enrichment classes (e.g. arts, dance, sports, clubs)

For the community:
- School fairs (Back to School Night, Expo, Open House)
- Parent engagement classes (with topics on assisting children with homework, holding children accountable at home, nutrition, gang prevention, computer literacy, and social-emotional learning)

E. Student Recruitment and Enrollment

Latitude 37.8 High School will serve 360 students in grades 9-12 once fully enrolled in Year 6. The school will open in the fall of 2018 with an initial cohort of 50 9th grade students. We will add a grade per year and increase the size of our incoming cohort in our third year to our target of 90 students per cohort. This slow growth model is strategic - it allows us to build a culture of academic achievement and develop and implement curricular models, materials, and instructional programs one grade level at a time. It will also allow us to build sustainably towards a student body that meaningfully represents the diversity of the city of Oakland.

One of the core design principles of Latitude is integration. In order to best prepare all students for a meaningful and productive life, we believe it is essential for students to build a strong sense of their personal identity and to be able to successfully engage across difference. To build these capacities in students, they must be exposed to a diverse community and be supported to engage productively; thus, Latitude will be a diverse by design school that reflects the larger demographics of the city of Oakland. As such, Latitude will strive to represent Oakland's diversity from socioeconomic, racial, linguistic, and cultural perspectives as well as by learning needs and will build community both internally and externally.

Recruitment Plan

In order to achieve the desired diversity for the Latitude community, we have embarked upon a city wide engagement plan to build support for the Latitude model and to make connections across many different groups. This effort leverages a variety of existing school, recreational, service, and religious communities to attain a student body that reflects all types of diversity in Oakland. Additionally, Latitude intends to utilize legally permissible means to enroll a profile of students representative of the racial, ethnic and socioeconomic diversity of the city of Oakland. In this regard, Latitude employs certain weighting mechanisms in relation to its lottery that foster diversity and that fit squarely within acceptable admissions protocols.

Please see **Element 7 - Means to Racial and Ethnic Balance** for information on student recruitment efforts, including the following:

- Outreach to families in poverty, academically low-achieving students, students with disabilities, linguistically diverse families, and other youth at risk of academic failure

Please see **Element 8 - Admission Requirements** for information on student admission and enrollment processes and procedures, including:

- Recruitment efforts in Year Zero
- Target re-enrollment rate
- Ongoing student recruitment efforts

Also, please see **Element 8 - Admission Requirements** for information on student admission and enrollment processes and procedures, including specifics around any admission preferences for students, timelines, lottery procedures and policies around waiting lists.

F. Student Engagement and Satisfaction

The Latitude Design Principles - Relevance, Authenticity, Personalization, and Creativity - were identified to drive student engagement and satisfaction. As students clearly stated during the XQ listening campaign, their primary concern was to have a program that connects their lives to their academic experience. The Latitude instructional program is designed to accomplish this goal by utilizing student interests and experiences to drive their learning and to create authentic learning opportunities in their communities.

Attendance

At Latitude, the student attendance target is to maintain at least a 95% Average Daily Attendance rate for all students. Additionally, we will work to ensure that the chronic absence rate for the school is less than 10%. The school administration and staff will be responsible for tracking and monitoring student attendance. The primary intervention for student attendance is engagement with the student and their family by the advisor. If attendance issues persist, a referral to the Latitude Coordination of Services Team (COST) will be submitted to gather additional data and develop an appropriate support plan.

High School Persistence

The Latitude instructional program is designed to ensure all students progress towards high school completion and postsecondary readiness. Our advisory program is intended to develop the individualized relationship with a student and their family that is the foundation for school connectedness. The Latitude competency based instructional program provides students with flexibility in when and how they demonstrate their learning, which increases student engagement and ownership over their academic performance. Additionally, the learning experiences at the heart of a student's experience at Latitude - Studios, Workshops, Advisory, and ELOs - will be authentic and relevant, reducing the gap students often feel between their school experience and their real lives. Finally, Latitude will implement a comprehensive system to monitor student progress and intervene as necessary. The foundation of this system is the student's individualized learning plan and the learning plan teams. These structures will provide frequent, collaborative review of student progress toward graduation and their postsecondary goals. When necessary, learning plan teams and/or staff may submit a referral to the Latitude COST team and utilize the MTSS system to provide appropriate interventions to support student progress.

G. Community School: Ongoing Family Involvement and Satisfaction

Involved parents anchor Latitude in the community. Recognizing that parents are a child's first teachers, we envision a true partnership between parents, teachers, and students in order to create a thriving school. Latitude will work to involve students in their own learning and to make them feel loved and seen at school. We will encourage all parents, even those who traditionally have not engaged with the school community, to participate. Towards our goal of valued and integral partnership, we will implement structures like home visits, student-led conferences, parent education events, and a Family Leadership Council.

Goals

- Create empowered families that actively participate in school decisions
- Build strong family and school relationships
- Maintain clear, consistent, and inclusive communication
- Galvanize community partners to best serve the students at Latitude

Family Engagement Strategies

Family involvement and community partnerships are fundamental to meeting the needs of the whole child. We encourage equal participation of and appreciation for all the individuals and organizations who work for and with our students. We recognize the challenge of developing a culture and program that is authentically inclusive of families and community members. Towards our goal of valued and integral partnership, we will implement the following:

Establish Founding Families

From its inception, Latitude engaged parents in the development of the school, including several parents on the school design team, running focus groups, inviting feedback, and offering information sessions to gauge parent interest. We put effort into outreach and enrollment, educating the prospective families about the school philosophy and how they can become founding families.

Partnering with Parents
Latitude makes parents partners in the education of their children. Parents need to feel seen and heard. Latitude staff will make families welcome, know them well, and engage them actively in the life and decision-making of the school.

Communications
Latitude will communicate with families clearly, consistently, and inclusively, offering electronic and print versions of information and translating messages into the multiple languages of our community (especially into Spanish).

Sharing Student Work
Latitude will organize regular events that showcase student learning and projects, which creates a sense of pride and accomplishment and draws new families into the school. Additionally, Latitude will utilize an online platform to share student work and track progress with students, families, and teachers.

Administrative Support
Latitude will employ a family engagement coordinator, who will send out communications, organize regular coffee talks with the administration, and run a council modeled on the EFC Family Leadership Council.

Advisory Learning Teams
Teachers will spend scheduled time with parents and students in order to ensure that there is time for quality dialogue on student progress. These conferences will be mandatory for every family. Latitude students will lead these conferences, evaluating their own progress toward academic goals and presenting a portfolio of their work. Student-led conferences are a powerful way for students to take charge of their own learning, reflect on their work, and set new goals.

Parent Education
In addition to conferences, Latitude will hold regular group meetings with parents. Topics will include the shared curriculum, options for independent learning, supporting students with homework, and college counseling.

The Family Leadership Council
Parents will have a formal voice in the decision-making of the school through the Family Leadership Council (FLC). The FLC, which also includes one representative from each advisory, meets regularly to advise the principal and participate in important decisions affecting the school. Education for Change established a Family Leadership Council to ensure ongoing, consistent involvement and training for parent leadership development. Each EFCPS school site FLC will elect two representatives to the EFC Family Leadership Council. The EFC Family

Leadership Council participates in ongoing evaluation of the organization's programs and operations, schools and community concerns and priorities for improvement.

In 2011, Education for Change instituted a new governing board structure that mandates parent leadership on the governing board, as well as a clear pathway for the election of parents to the governing board. The election shall proceed as follows:

Beginning in fall 2011, two seats on the governing board are reserved for family representatives nominated by the EFC Family Leadership Council. These parent EFC board members will be recruited with the same criteria as for other board members: each parent board member shall possess one or more of the board-desired backgrounds, such as community, education, legal and finance. These members shall serve terms of one (1) year each, with no term limits.

In addition to the two elected formal board member seats, the school site Family Leadership Councils are expected to present feedback and information to the Education for Change governing board, giving family members two types of meaningful input on the strengths and weaknesses of all of its schools, programs and operations. The EFC Family Leadership Council and the school site Family Leadership Councils serve in an advisory role to the Education for Change governing board.

EFC promotes parent engagement programs at all of its schools. As enrollment at EFC is based on student and parental choice, consistent and continual communication with parents about the expectations the school has for their children is critical. At Latitude, parents/guardians are expected to participate in their children's Learning Team and to actively engage in their education by engaging in discussion about their evolving passions and interests, supporting their participation in ELOs and other learning experiences.

Latitude will also recruit and hire a Recruiting and Community Development Coordinator to guide the FLC, support coordination of events, and serve as the main liaison between the FLC and school administration. Parents will have a vital voice in every important decision made at Latitude such as budgeting, student programs, and curriculum through monthly FLC meetings and annual surveys.

Community Partnerships

Building strong links with the local community is critical to Latitude's success. Latitude and EFC have partnered with individuals and organizations in the community that are dedicated to the success of our students by providing services, partnering for studio projects, or hosting students in an ELO. The following list represents the beginning of the larger Latitude network:

- The City of Oakland
- KQED
- Unity Council
- Gyroscope
- Galileo Learning
- Junior Center for Art and Science

- Port of Oakland
- Oakland Heritage Alliance
- Oakland Urban Paths
- Berkeley Community Media
- East Bay Yesterday Podcast
- Oakland Public Library
- California College of Arts
- Fab Lab at Laney College
- National Equity Project
- Office of Alternative Education, OUSD

Latitude and EFC will continue to reach out to a wide range of organizations to develop relationships and to provide much-needed support to the school community.

<u>Community Surveys</u>
Parents are surveyed about their satisfaction with the school, including whether they feel welcome at the school site, the depth of their relationships with school staff, the degree to which the school empowers them to be part of the decision-making process, and how well the school communicates with them. EFC currently requires all of its schools to utilize the SCAI (School Climate Assessment Instrument) with students, parents, and staff because it is research-based and correlated to student achievement. We will also consider other metrics, such as parent participation in the various meetings and events, attendance at parent conferences, and the number and effectiveness of community partners.

H. Special Populations: Identification, Remediation, and Acceleration

As a diverse by design school, Latitude will seek to reflect the diversity of learners across our city. The design principles, key elements, and learning structures have been designed with the notion that school must provide individual students the experiences necessary for them to attain our graduate outcomes. While we believe that our model is supportive of any type of learner, the Latitude school program will offer opportunities designed for groups of learners whose circumstances often make it more challenging to excel within traditional school models or approaches. Specifically, Latitude's personalized and competency based approach will allow us to serve students who are over-aged, credit deficient, and/or require flexibility in their schedules and programming. In our collective experiences serving urban youth, including subgroups such as newcomers, homeless youth, and teen parents, this is often best accomplished through more flexible and relevant learning opportunities. By building systems to serve students with these diverse types of needs and leveraging the resources of the city, we will be able to serve an authentically diverse student body that reflects all of the different experiences of young people in our city, and in creating a personalized and relevant approach for all students, we will be able to serve a much larger range of students' needs and facilitate a range of students' passions.

A Multi-Tiered System of Supports

Ensuring all students succeed through our implementation of a Multi-Tiered System of Supports

In 2012, EFC collaborated with Seneca Family of Agencies to develop the All In! Partnership, a nationally-recognized multi-tiered system of supports approach that merited a federal Invest in Innovation (I3) grant at four of six schools. The Unconditional Education model (UE) focused its resources on using data to coordinate early intervention, supporting students before they fail, and facilitating the provision and coordination of both academic and non-academic services, thereby removing barriers to student success.

The I3 grant period has formally passed and EFC has fine-tuned the UE model and now manages the implementation internally (formerly managed by Seneca). EFC utilizes the Multi-Tiered System of Supports (MTSS) tiered framework co-developed by EFC and Seneca to provide aligned academic and social emotional approaches to prevent student struggle and remedy existing gaps. EFC has established a Department of Student Support Services which manages the MTSS and Special Education for the organization.

MTSS establishes criterion for decision-making around three tiers of services, with Tier 1 services implemented school-wide, and Tiers 2 and 3 targeting students who require additional services to succeed. The integrated, data-driven approach of MTSS has been shown to be effective in enhancing student achievement school-wide, but its implementation is often hindered by the level of expertise required for implementation and coordination of different levels of service provision. Over the past four years, EFC has leveraged the capacity of Seneca Family of Agencies, whose core competency lies in service coordination and the delivery of more intensive education and social emotional services, as the primary lead in managing our MTSS system. Together, Seneca and EFC have created and implemented a MTSS model formally resourced by a federal Invest in Innovation grant at four of our schools. As the grant concluded, EFC worked with Seneca to bring MTSS leadership into EFC. Beginning in 2017-18. EFC has launched a Department of Student Support Services which formally manages the implementation of MTSS across all of its schools. Seneca continues to a significant partner, particularly around behavioral health systems for our youth, and Seneca leadership continue to sit on the EFC Department of Student Support Services leadership team.

Please see Appendix A28 for Student Support Services organization chart.

The graphic below illustrates the levels of interventions Latitude is committed to providing as part of a comprehensive student support system. Latitude facilitates a Coordination of Services Team that oversees the implementation of the tiered support system. Clinicians, Behavior Interventionists, and Student Support Assistants provide Tier 2 and 3 behavioral interventions, as they have expertise in providing intensive support services for students who require targeted support in learning positive behaviors. Tier 2 and 3 socio-emotional interventions can be provided by Advisors, Clinicians and other strategic staff as appropriate. The Education Specialist (traditionally the Resource Specialist holding a Special Education teaching credential) provides Tier 2 and 3 Academic interventions. Tier 2 reading and math interventions are also provided by Latitude's Reading and Math Specialists and can even be facilitated in the context of Workshop. Tier 1 behavioral interventions are implemented by classroom teachers with support from the administration and Student Support Services staff through the PBIS framework. Tier 1 Academic interventions are provided by the classroom teacher and the school support staff. Tier

1 Social Emotional Interventions were identified as a need at the school and is described in more detail below.

Please see Appendix A29 for the EFC MTSS Overview.

Process

Figure 1.25—Seneca MTSS Model:

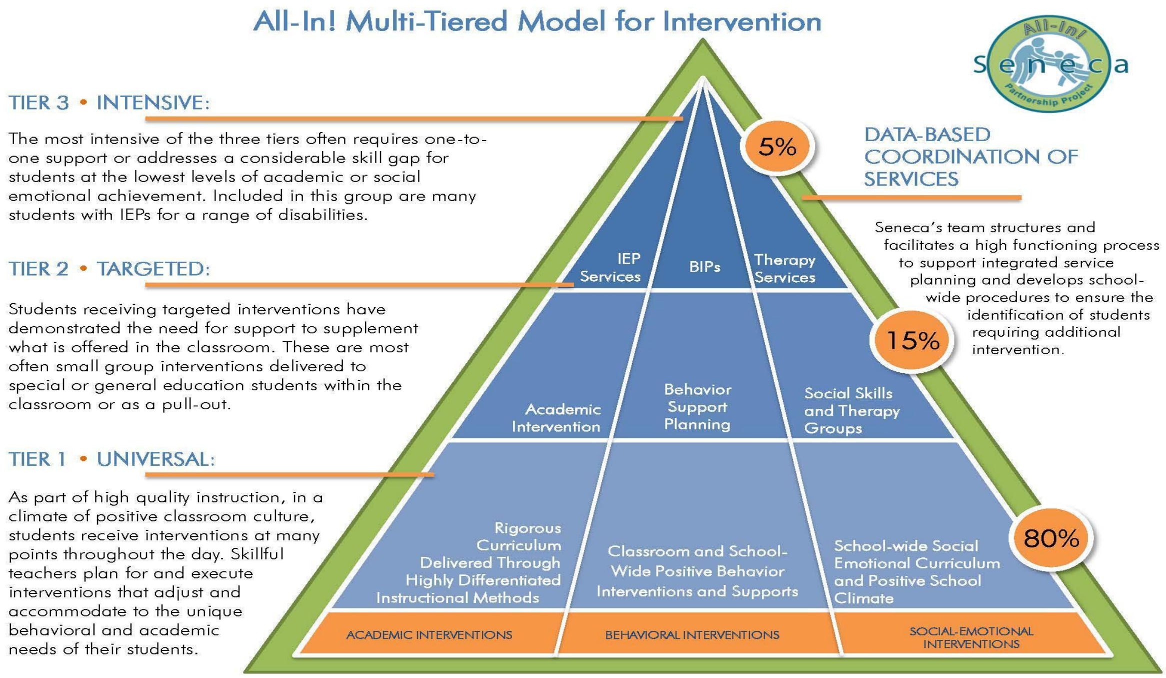


Figure 1.26—EFC Interventions Chart:

	ACADEMIC (School personnel)	BEHAVIORAL (Clinician and/or other school personnel; advisors)	SOCIAL EMOTIONAL (Clinician and school personnel)
Tier 3	Special Education (alternative curriculum to core provided by Ed Specialist)	Behavior Intervention Planning (BIP) and Case Management	Individual and Family Therapy
Tier 2	Academic Intervention and Special Education (supplemental support in/out of classroom setting; leveraging workshop)	Parent/family coordination; Individualized contracts; check in check out	Social skills and therapy Groups

Tier 1	Rigorous Curriculum delivered through Highly Differentiated Instructional Methods; Personalized Learning and individualized goal setting/progress monitoring	Classroom and School-wide Positive Behavior Systems (PBIS); Advisory; Restorative Practices and Structures	School-wide Social Emotional Curriculum and positive School Climate; Advisory

The development and implementation of the EFC Multi-Tiered System of Supports continues to be an ongoing inquiry, launched in partnership with Seneca four years ago. We are not yet getting the results we seek and continue to prototype and iterate our approach. Our goals are as follows.

Goal 1: To increase the capacity to deliver effective interventions for all students through the implementation of a multi-tiered framework

Intervention Assessment and Planning
On an annual basis, EFC Student Support Services leadership, as part of the annual site planning process, examine the current status of student supports and create a schoolwide intervention plan that builds on the particular strengths, challenges and aspirations of the individual school community. The assessment process provides the opportunity to dive deeply into the culture of the school, build trusting relationships with staff, and pose questions that will inform the collaborative creation of shared goals and strategies for the school year.

Please see Appendix A30 for sample EFC Interventions Plan.

The EFC MTSS approach ensures that systems are in place to promote continuous performance improvement through the collection and analysis of multiple sources of data and feedback, which are administered and analyzed by the Student Support Services Team:

1. An annual staff survey that provides insight from staff members regarding the effectiveness of current interventions, including whether or not services are integrated, data-driven, and youth-centered.
2. Data on the distribution of staff and student time across the three tiers of service.
3. Behavior, culture, engagement, and academic growth data for students receiving interventions.
4. The Alliance for the Study of School Climate's (ASSC) School Climate Assessment Instrument (SCAI) is implemented annually, which considers climate across eight dimensions - physical environment, faculty relationships, student interactions, leadership and decisions, management and discipline, learning and assessment, attitude and culture, community relations, and special education - effectively encompassing the critical components of school climate identified in current research.[21]

All of these assessment components are synthesized, and the school team uses this information to create a responsive implementation plan that contains prioritized goals and strategies for each new school year as part of the larger school site planning process.

[21] Austin et al., 2011; Zulig et al., 2010.

Coordination of Services Team (COST)
This team consists of 8-10 key stakeholders, including administration, intervention staff (representatives delivering Tier 2 and three interventions including members of the special education and mental health teams) and classroom teachers. The team creates a uniform, comprehensive referral form for teachers to use when concerns arise about a student's academic, behavioral, or social-emotional challenges. Each week, the team discusses teacher referrals, triaging students for more in-depth discussion and matching them with correct support services, including supportive interventions that can be implemented by teachers within the classroom. Teams also spend time focusing on school-wide academic, behavioral and social-emotional data (including academic assessment scores, office discipline referral data, and attendance rates) to determine priorities, establish thresholds for different levels of intervention and match resources to needs. Each week, the team also completes one-week reviews and eight-week reviews for students who have been assigned to specific interventions.

See Appendix A31 for a COST system flow chart and Appendix A32 for a COST form.

Cross-System Collaboration
Students with the most critical need of support, including those with disabilities, are often served by multiple providers both on and off campus. The EFC MTSS approach ensures that expertise and services provided by mental health, child welfare, and probation agencies are seamlessly integrated into a student's school-based intervention plan. This includes providing education to teachers and school staff around the role of these public agencies and coaching them around their responsibility and opportunities for coordination on individual cases.

Goal 2: To increase achievement for struggling students[22], including students with disabilities

The primary focus is to ensure that high quality, universal interventions are implemented at Tier 1, through the provision of training and support in differentiated school-wide academic, behavioral, and social emotional curricula as detailed in earlier sections of this document. Tier 2 and Tier 3 services are provided by a team of credentialed and licensed service professionals (i.e. special education providers, school psychologists, reading specialists, therapists, social workers, speech-language pathologists, occupational therapists, and behavioral analysts). These high quality, customized, data-driven interventions are designed to reduce the need for later referral to higher levels of service. The multi-tiered framework serves as a vessel for the delivery of evidence-based practices that are selected based on the unique needs of the school and students. Students identified for Tier 2 services will engage in six to ten week cycles of intervention focused on remediating specific gaps. All intervention specialists engage in regular progress monitoring to evaluate the effectiveness and to gain valuable information about adjustments needed. A team of interventionists provides both push-in and pull-out instructional supports aligned with Tier 2 and Tier 3 student goals. With such prompt and targeted intervention, many students quickly improve and can be sufficiently supported by school-wide or classroom-based Tier 1 interventions. Students who do not respond to Tier 2 interventions are considered candidates to receive support at the third tier of intensive services. This is a critical aspect of our approach - leveraging Tier 1 to minimize the need for Tier 2 and leveraging Tier 2 to minimize

[22] Students receiving Tier 2 or 3 academic, behavioral, and/or social-emotional interventions

the need for Tier 3. Overall, where EFC has been particularly successful is providing intensive Tier 3 services as appropriate AND leveraging Tier 2 to minimize the need for Tier 3. In a typical system, an IEP often triggers both Tier 2 and 3 services, but at Latitude and across EFC, the COST process can trigger intensive supports without an IEP. For example, at Learning Without Limits, another EFC school, almost one-fourth of the student population received Tier 2 and Tier 3 services, but only 7% have IEPs.

Please see Appendix A33 for a list of Academic Interventions.

Tier One, Academic

Our academic leadership team, comprised of administrators, coaching staff, and the Instructional Leadership Team, work to build capacity of Latitude teachers to implement research-based curricula, instructional methods, and assessments focused on differentiation and the engagement of diverse learners. Fidelity to the implementation of identified curricula and assessments are monitored by regularly observing classrooms and helping the school to establish systems to track classroom data. Use of data to personalize instruction is a focus at Latitude. In workshops, teachers will use a small group personalized approach leveraging online adaptive software, using data to form strategic and flexible homogenous groupings to target direct instruction. In studios, teachers will leverage the multiple access points and diverse instructional strategies inherent in project-based learning to facilitate student engagement and investment, leverage heterogeneous grouping to facilitate scaffolding and peer support, technology for modification, adaptation and text access, and targeted project-aligned mini-lessons to provide strategic direction instruction.

Tier Two, Academic

The intervention team reviews formal and informal school-wide data at each of our three cycles throughout the year to develop targeted intervention groups. In addition, the intervention team reviews formative data at monthly grade level meetings. The COST team works to develop thresholds for the initiation of Tier 2 services, considering data gathered from various assessments. Students are identified to participate in 8-10 week cycles of academic intervention groups, targeting the specific content gaps revealed through assessment data. Each student's progress is assessed at the end of the cycle by the COST team to determine if they are ready to return to Tier 1 levels of support, if they need an alternative type of intervention, or if they may be candidates for Tier 3 services.

Tier Three, Academic

Tier 3 academic services are primarily provided for students with Individualized Education Programs (IEPs) who require intensive daily instruction in a curricular program that replaces the general education curriculum in a specific content area because the general education curriculum even with modification is not appropriate based on the individual student's needs. These are push-in and/or pull-out services provided by trained special education teachers as indicated by the student's' IEP and progress on IEP goals are closely monitored over time. IEP goals are reviewed at least annually and students are re-assessed for Tier 3 services every three years.

Tiered Behavioral Services

The foundation of the school culture approach is Positive Behavioral Interventions and Supports (PBIS), a program utilized in many EFC schools and supported by the EFC Department of

Student Support Services and our partners at Seneca Family of Agencies. PBIS is not a curriculum or a program. It is part of our larger MTSS framework for behavior support. It is an approach designed to intervene effectively and prevent escalation of problematic behaviors. PBIS emphasizes four integrated elements: (a) using data strategically to inform decisions, (b) setting clear measurable outcomes, (c) identifying practices that will deliver those outcomes, and (d) establishing systems that efficiently and effectively support implementation of these practices. At the foundation of PBIS is classroom-level support and training to ensure teachers are creating supportive and rigorous classroom cultures with clear systems and procedures in place to promote positive behavior and that they have a strong toolkit of strategies to prevent and address problematic behaviors at a Tier 1 level. The school then needs a set of support systems at Tiers 2 and 3 to ensure students with more intensive behaviors have access to those resources.

Latitude utilizes School-Wide Positive Behavioral Interventions and Supports (SWPBS), an evidence-based practice that has proven effective at reducing behavioral challenges for students, including students with disabilities.[23] SWPBS provides the architecture for building system change within a school that is aimed at bringing about positive school climate. An SWPBS team is formed, consisting of six to ten key stakeholders with representation from administrative leadership, intervention and support staff, general education teachers, and family/community liaisons. The team undergoes a training series (2-3 days per school year) to build understanding of the model's core features, explore various behavioral intervention strategies at each tier, and learn about the tools and process of monitoring progress and fidelity.

Tier One, Behavioral

The SWPBS team plays a key role in the development and implementation of Tier 1 practices. Through a collaborative process that takes into account the unique culture and climate of the school, the team works to (1) identify school-wide behavioral expectations, (2) create a clear picture of what these expectations look like and (3) ensure that these behavioral expectations are explicitly taught to students. Once these expectations are clearly articulated and taught to the entire school community, the team creates a system in which students can be positively acknowledged for demonstrating these behaviors. Another important role of the SWPBS school team is to review the school's disciplinary practices for clarity and consistency and to ensure that office discipline referral (ODR) information is collected in such a way that data can be easily monitored and aggregated for the purpose of tracking outcomes and making informed decisions about referring students to higher levels of intervention. Our Culture lead is a key member of our SWPBS team. He coordinates and delivers in class supports to our higher needs students, tracks and analyzes behavior data, and communicates with teachers and families, in order to provide comprehensive behavioral and emotional supports to our students.

Tier Two, Behavioral

The COST team works to develop thresholds for the initiation of Tier 2 services, considering data gathered office discipline referrals and attendance. The team works to create behavior support plans for students in need of additional or alternative support strategies in the classroom. One such evidence-based practice that facilitates this process is *Check-In Check-Out (CICO)*. This approach offers additional motivation and counseling support for students who struggle to meet the school-wide expectations. Students on CICO receive 2 daily "check-ins," or 10 minute

[23] Bradshaw et al., 2010; Cheney & Walker, 2004; Eber et al., 2002.

counseling sessions, from a trusted staff member around a small set of behavioral goals. These goals are created based off of the school-wide expectations and the individual student's strengths and growth areas. Staff work with the student to create an incentive menu that incorporates the student's interests. Students can then use the points that they earn by meeting their behavioral goals to purchase incentives. Each student's progress is assessed after eight weeks to determine if they are ready to return to Tier 1 levels of support, or if they may be candidates for Tier 3 services.

Tier Three, Behavioral
These services include Functional Behavioral Analysis (FBA). FBAs identify antecedents to problem behaviors, the purpose or function of the problem behavior, possible replacement behaviors that could be taught to the student and strategies for ensuring that desirable behaviors are reinforced and problem behaviors are not. The process culminates in the development of an individualized behavior plan that is carried out and closely monitored by the team. Trained staff deliver Behavior Intervention Services to aid students in utilizing replacement behaviors, remaining engaged in class activities, and accessing classroom curriculum.

Tier One, Social-Emotional
To assess school-wide climate and social-emotional needs, Latitude collects data annually through the SCAI. Research supports that children growing up in violent communities in high poverty experience a level of stress that limits their abilities to excel academically. Research also supports that adolescents' developmental struggles can become barriers for academic success. Therefore, Latitude has identified Tier 1 social emotional-learning as an area of need. We are exploring multiple steps towards building our Tier 1 SEL program, including the implementation of trauma-informed practices and a school-wide social-emotional curriculum leveraging Restorative Justice.

Please see the section below on social-emotional learning.

Tier Two, Social-Emotional
The COST team works to develop thresholds for initiation of Tier 2 social-emotional services, considering office discipline referral and attendance data, as well as information gathered through the student surveys. Advisors will also provide referrals and qualitative data on students who are struggling. Students are identified to participate in 6-10 week cycles of group and individual therapy, such as Brothers on the Rise and Superflex, targeting the specific risk-factors revealed through assessment data. Progress is measured through appropriate, standardized tools such as the Strengths and Difficulties Questionnaire. Each student's progress is assessed at the end of the cycle to determine if they are ready to return to Tier 1 levels of support, or if they may be in need of intensive, Tier 3 services.

Tier Three, Social-Emotional
These services include individual and family therapy, provided by licensed clinical professionals. Clinicians collaborate with youth and families to complete the Children and Adolescent Needs and Strengths (CANS) assessment to identify the domains of greatest need for intervention. The assessment provides a basis for the development of an individualized treatment plan, which consists of measurable goals that are used to monitor treatment progress. Clinicians also utilize

the Partners for Change Outcome Measurement System to track clients' own view of their progress throughout the course of treatment.

See Appendix A34 for a list of Social Emotional and Behavioral Interventions.

Professional Development and Coaching
An essential goal of the MTSS approach is to build internal capacity for sustained implementation within each school community. This is done in large part through ongoing and responsive professional development on a wide range of topics, such as *Recognizing and Responding to the Effects of Trauma,* and *Self-care for Teachers Experiencing Vicarious Trauma.* All trainings are aimed at supporting teachers' capacity to meet the needs of struggling students and students with disabilities within the classroom/school setting. A customized professional development structure is set each school year, with additional content adjustments made throughout the year to respond to the emerging needs of teachers. At Latitude, teachers will participate in select trainings as appropriate.

Caregiver Involvement
In a review of the literature, the National Center for Family and Community Connections with Schools found that parent involvement has been shown to benefit students' academic, behavioral, and social outcomes.[24] EFC works to promote active caregiver involvement both at the school-wide community level, and the individual student level. Processes are in place to enable family members to experience themselves as active participants in the education of their children. In some cases, this might include building bridges, by supporting leadership in establishing welcoming environments (the Family Center, communication in parents' primary language, etc.) and events (parent meetings, cultural performances, fairs, etc.), and working with active parents to serve as family liaisons and perform outreach work with the larger parent community. Based on the expressed need of each school community, EFC provides trainings and workshops for parents to address such topics as child development, positive parenting, and behavior management.

Support for Students with Disabilities

Philosophy
Our general belief at Latitude is that ALL children are able to excel and succeed if instruction is aligned and differentiated to their needs and designed to accelerate and individualize.

Therefore, the best way to support the great majority of students who qualify for Special Education services is through differentiated, scaffolded, and individualized instruction in general education settings where children have access to appropriate content and concepts and are provided the support and modifications many of our other populations require to access the curriculum. Our RTI-based interventions system, in partnership with our comprehensive assessment system, supports students with disabilities by providing them maximum interventions and supports through the general education program.

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[24] Henderson & Mapp, (2002), "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement".

Overview

Latitude shall comply with all applicable State and Federal Laws in serving children with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA"). California law gives schools various options on how to deliver special education and related services either as (1) an arm of the charter-granting agency, (2) an independent local education agency, or (3) as a charter SELPA. Latitude will make written verifiable assurances that it will become an independent local educational agency (LEA) and, upon acceptance into a SELPA, will be an independent LEA member of that SELPA pursuant to Education Code Section 47641(a). All six of the EFC schools are currently independent LEAs as members of the el Dorado District Office of Education ("EDCOE") Special Education Local Plan Area ("SELPA"). EFC will submit an application for Latitude to become a member of the EDCOE SELPA as well. If not accepted, then we reserve the right to remain a public school of the Authorizer for purposes of special education, pursuant to Education Code Section 47641(b). EFC is participating in the Oakland Public Schools Pledge conversation about an OUSD-charter partnership specific to special education and intends to continue leading and engaging in that work.

Latitude shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. The School shall not discriminate against any pupil with a disability in the admissions process or any other aspect of operation. The school recognizes its responsibility to enroll and support students with disabilities.

The School shall be solely responsible for its compliance with the IDEIA, Section 504 and the ADA. The facilities to be utilized by the School shall be accessible for all children with disabilities. The facilities to be utilized by the School shall provide children with disabilities equal access to all aspects of the educational program.

As described above, Education for Change Public Schools has a strategic partnership with Seneca Center to implement a comprehensive multi-tiered system of supports in alignment with our mental health and Special Education programs. We integrate Special Education into the larger interventions framework and ensure that it is in greater alignment with the larger school-wide student support system. The foundation of this system is a comprehensive assessment program that regularly assesses students using a variety of tools to track progress and growth every six to eight weeks. This data is reviewed by the school's leadership teams, and students not making appropriate progress are flagged for interventions. If a student continues to not make progress, the teacher refers the student to the COST team. Through the MTSS program, teachers are coached and supported in developing both behavioral and academic interventions plans for their students. Students not making adequate progress through the in-class Tier 1 interventions within six to eight weeks can receive either a revised Tier 1 intervention plan or more intensive Tier 2 services. Should the team observe evidence that a child may be eligible for Special Education services after numerous Tier 1 and Tier 2 interventions, they can submit a referral for Special Education to the COST team who will develop an assessment plan if appropriate.

A student with an Individualized Education Plan will have access to ALL of the interventions available school wide as part of their individualized education plan. The Coordination of Services team in partnership with the Special Education provider or lead ensures student plans are developed strategically and implemented with fidelity and utilizes all the resources available at the school to inform the development of the IEP. For example, a Special Education student could have as part of their IEP 45 minutes daily of a Tier 2 reading intervention available to all general education students to address his reading goals, receive strategic instruction from the Education Specialist twice a week specific to executive functioning skills, and participate in an after-school support group to address socio-emotional goals. While this student is receiving strategic services from a designated and appropriately-credentialed Special Education provider, he is also receiving services and interventions available to all General Education students as part of his plan. The EFC Special Education program is designed specifically to accelerate a student's growth in target areas and ensure that student's ability to succeed in the General Education setting both academically and socially.

EFC is proud of its Special Education programs, and we have presented at the California Charter Schools Association several times on the topic of implementing quality special education programming and integrating resources from Special Education, mental health, and general education to ensure Special Education students receive the services and supports they need to be successful. Our belief is that the great majority of Special Education students can be served effectively in a general education setting with targeted support. EFC has leveraged county mental health, MediCal and SELPA low incidence resources to effectively serve students with moderate to severe disabilities. One example is a young man we have renamed Joseph Starr who entered an EFC school as a fourth grader scoring Far Below Basic in both mathematics and ELA with an IEP indicating he required a Non-Public School placement for extreme behavior challenges. We supported him in the general education setting with targeted support services, and he recently graduated from the school proficient in both mathematics and ELA and meeting all of this academic and behavioral goals. EFC is the only charter operator in Alameda County that has a Memorandum of Understanding with Alameda County Behavioral Health services to leverage MediCal reimbursement for mental health services, and we are the only charter operator with EPSDT contracts in place at every site.

Please see Appendix A35 for the Joseph Starr story.

Services for Students under the IDEIA (Search and Serve)
Latitude intends to be an LEA member of the EDCOE Charter SELPA in accordance with Education Code section 47641(a). Latitude makes the following assurances:

- **Free Appropriate Public Education** – The School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been expelled from school and that no assessment or evaluation will be used for admissions purposes. No student will be denied admission to the school because he or she is in need of special education services.
- **Full Educational Opportunity** – The School will assure that all students with disabilities have access to the full range of programs available to non-disabled students
- **Least Restrictive Environment** – The School will assure that students with disabilities

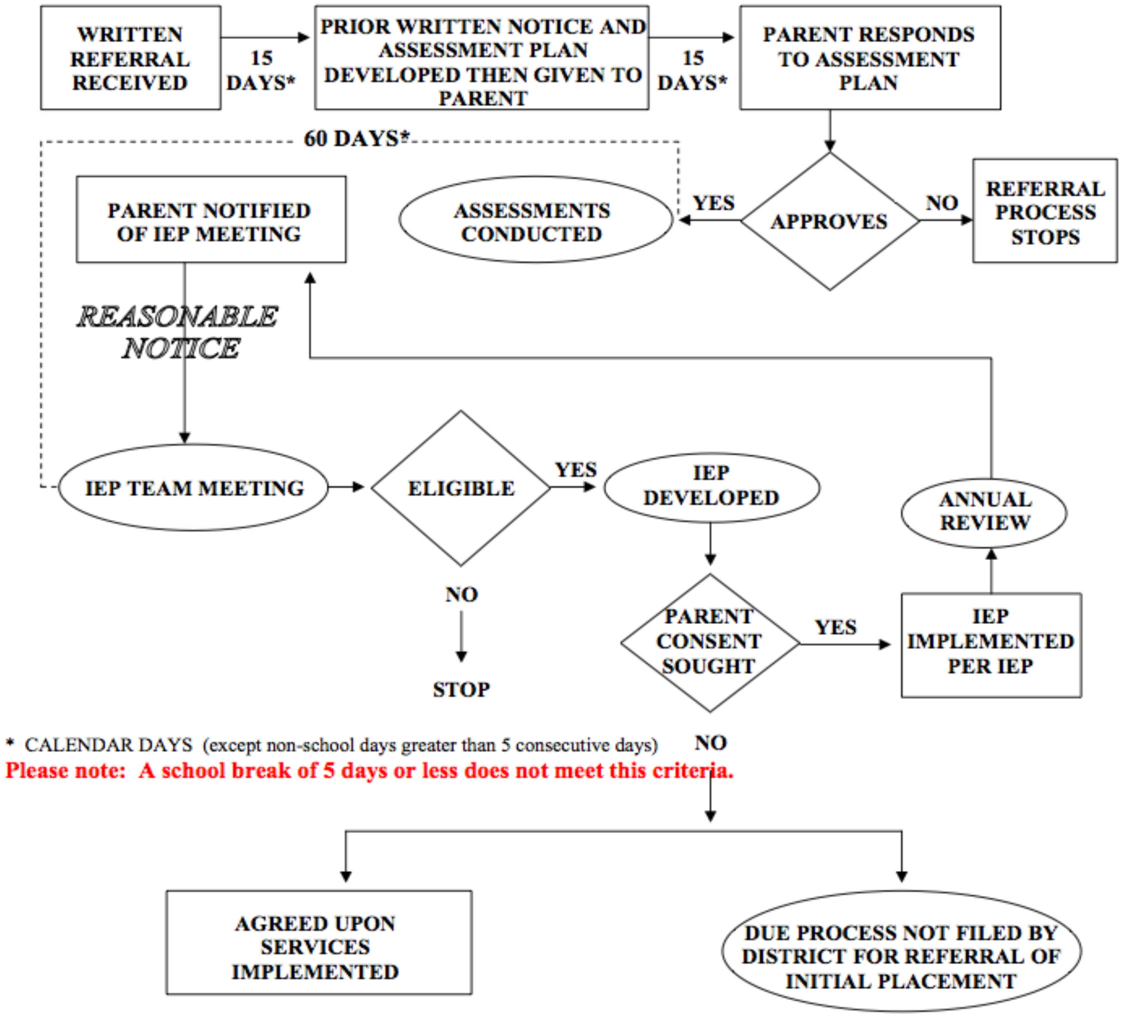
are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids and services in the general education environment in accordance with each student's IEP.

- **Individualized Education Program** – The School will assure that an Individualized Education Program ("IEP") is developed, reviewed and revised for each eligible student under the IDEIA
- **Assessments** – The School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition a reassessment shall be conducted at least once every three years, in accordance with the IDEIA, and more often if conditions warrant or requested by the student's parents or teacher. Parents will receive reports on their individual student's progress toward IEP goals and progress at the IEP meeting and student-led conferences.
- **Confidentiality and Procedural Safeguards** – The School will assure that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification evaluation and placement process and provisions for a free appropriate public education.
- **Personnel Standards** – The School will attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities
- **State Assessments** – The School will assure that students with disabilities either under the Individuals with Disabilities Improvement Act ("IDEIA") or Section 504 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to, the Smarter Balanced Assessment.
- **Child Find** – The School will assure that all students with disabilities are identified in accordance with the policies and procedures of the EDCOE SELPA

<u>Search and Serve</u>
Latitude shall actively and systematically seek out all individuals with exceptional needs and provide for the identification and assessment of an individual's exceptional needs and the planning of an instructional program to meet the assessed needs. Identification procedures shall include systematic methods of utilizing referrals of students from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modification of the general instructional program.

A student shall be referred for special education instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Parents have the right to request in writing that their child be assessed to determine eligibility for special education services. Through the COST process, a student may be referred for assessment to determine eligibility for special education services. The flowchart below outlines the process once a referral has been:

Figure 1.27—EFC Referral Process:



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The referral process is a formal, ongoing review of information related to students who are suspected of having additional needs and show potential signs of needing special education and related services. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by Latitude within 15 days. Parents will be informed via the Special Education lead that special education and related services are provided at no cost to them.

If Latitude concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.

<u>Assessment</u>

The Special Education site lead will be responsible for gathering all pertinent information and sharing such information with the EFC Department of Student Support Services. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not be limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

Unless conflicting with SELPA policies and procedures, Latitude will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.
- Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. Learning Without Limits will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services. Latitude will ensure that all aspects of the IEP and school site implementation are maintained. Latitude will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE). Each student who has an IEP will have an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The student, if appropriate
- The principal or administrative designee;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;
- Others familiar with the student may be invited as needed.

Latitude views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home. A copy of the IEP will be given to the parent in accordance with state laws and SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by Latitude, in cooperation with the EDCOE SELPA in which Latitude is a member.

Upon the parent or guardian's written consent, the IEP will be implemented by Latitude. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where and when they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;

- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan (ITP) is required at the appropriate age;
- When Latitude seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Reviews

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEIA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, Latitude will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed three times annually(which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will meet the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

In addition, the school shall comply with the SELPA Local Master Plan and perform all corrective actions deemed necessary by the SELPA. The Director of Student Support Services at Education for Change will manage the budget and contract for appropriate services and take responsibility for meeting the special education compliance and quality requirements.

Professional Learning for Special Education Staff

The Director of Student Support Services at Education for Change and other team members will work with the SELPA team to provide regular professional development that builds the capacity of the special education staff in the areas of promising instructional practices, compliance with state and federal statutes, reporting requirements and use of instructional data. Latitude will send its Special Education staff to the Education for Change trainings in addition to strategic SELPA trainings. All staff members will be provided a personalized professional learning plan that will identify high leverage capacity-building learning activities for the teacher. In addition, Special Education teachers will receive training to ensure they have research-based instructional strategies specific to supporting Special Education students – strategies like the Slingerland method, or Lindamood Bell, Wilson Reading, Orton-Gillingham, or Davis Math. This is to ensure that all students receive the targeted academic interventions as well as the interventions specific to supporting their disabilities.

Free and Appropriate Education

Since Latitude intends to operate as an LEA of the EDCOE SELPA in accordance with Education Code section 47641(a), the District shall have no responsibility to ensure that the students who attend Latitude are provided a free appropriate public education. In accordance with state and federal law, each student eligible under the IDEIA will be provided a free and appropriate education in the least restrictive environment. The decisions regarding the specific services each student will receive are the responsibility of the Individualized Education Program Team. The team includes the involvement of parents and the decisions are formulated in a written plan (referred to as an IEP).

Section 504 of the Rehabilitation Act

Latitude recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the School. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School.

A 504 team will be assembled by the Principal of Latitude and includes the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and its effect upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the

student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. A student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

Parents with Disabilities

Communications with parents with disabilities must be as effective as communications with other parents. Appropriate auxiliary aids and services (such as Braille materials or a sign language interpreter) will be made available whenever they are necessary to ensure equally effective communication with parents with hearing, vision, or speech disabilities.

Dispute Resolution and Complaint Procedures

The Education for Change policy is to comply with applicable federal and state laws and regulations. EFC is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, there is a board-adopted complaint policy and procedure to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Learning Without Limits program or activity; and

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program.

Please see Appendix A36 for the Uniform Complaint Policy and Procedure.

Support for Students Who Are Academically Low-Achieving

Multi-Tiered System of Supports
Latitude has high expectations for all students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. Latitude has developed a comprehensive assessment system designed to track and monitor student growth. These are both summative and formative assessments that track student growth and monitor their mastery of grade-level standards. Teachers will use the assessment system to inform their overall planning, differentiate for specific children, and develop strategic lessons to accelerate growth.

Latitude as part of Education for Change Public Schools implements a comprehensive multi-tiered system of supports (MTSS) in partnership with the Seneca Center to provide students the academic, behavioral and social-emotional supports they need.

MTSS is a framework for providing comprehensive support to students and is not an instructional practice. It is a prevention-oriented approach to linking assessment and instruction that can inform educators' decisions about how best to teach their students. A goal of MTSS is to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

A rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. This system includes three levels of intensity or three levels of prevention, which represent a continuum of supports. Many schools use more than one intervention within a given level of prevention.

- **Primary (*Tier 1*) prevention**: high quality core instruction that meets the needs of most students
- **Secondary (*Tier 2*) prevention**: evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students
- **Tertiary prevention (*Tier 3*)**: individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention

At all levels, attention is on fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths. See Key Element 5 above for greater detail on our multi-tiered system of supports.

How Our Support System Works

Once a student is identified as not making appropriate growth academically or a student is struggling socially or emotionally, the classroom teacher will immediately develop an in-class interventions plan that clarifies the student's current level of performance, documents areas of concern, and outlines a specific plan to differentiate, modify, and individualize instruction for that student. Modifications or accommodations could include changes in seat assignments, strategic grouping, giving fewer more targeted assignments or problems, or providing additional resources or tools to complete an assignment (manipulatives, calculator, computer, etc.). The student will be assigned strategically to different groups to support his or her learning. (S)he may be in a heterogeneous group if there is a cooperative learning assignment where children are expected to work collaboratively to solve a problem. (S)he would be assigned to a homogeneous group for mini-lessons or for guided reading to ensure (s)he is getting instruction in his or her Zone of Proximal Development. In-class supports are explained in greater detail below.

If a student makes inadequate progress in the classroom or across classrooms with Tier 1 interventions, the teacher would then refer the child to the Coordination of Services Team (COST) to access more of the school's resources for addressing the specific child's challenges. At the COST, the COST facilitator would convene all necessary stakeholders and allies in the child's learning to ensure the group has greater understanding of the whole child. This team conducts a Root Cause Analysis and incorporates data from the after-school program, from home, and from other teachers across the school. Based on the Root Cause Analysis, a COST plan is developed for that child that outlines the areas of strength, areas of concern, and a strategic plan to support that child utilizing both Tier 1 and Tier 2 interventions. Tier 2 interventions would include all potential resources outside of the classroom setting that could supplement the Tier 1 interventions taking place in the classroom.

Please see A37 for the Academic Interventions List.

If the student makes inadequate progress at Tier 2, the COST reconvenes and the team collects additional data. At this juncture, the COST may alter the COST plan by adding or subtracting interventions or recommending Tier 3 interventions, which are generally individualized intensive intervention that may supplant some of the instruction taking place in the regular education class. If the student has demonstrated that he or she may be eligible for Special Education services, the COST may refer the child for assessment by the IEP team to determine eligibility for Special Education services.

Professional Development and Data Analysis

Latitude believes not only in collecting data from a range of sources to inform its academic programs and ensure students' success - but also that professional development for teachers to effectively analyze and *use* the data is critical. Using data to inform planning and instruction will be a vital component of Latitude's success in addressing the needs of low-achieving students. We structure professional development to regularly look at the relevant competencies and a range of data to ensure all students are on track.

We have based our collaboration on the Professional Learning Community model of Richard and Rebecca DuFour. We will provide teachers with collaborative structures and clear processes for:

- Engaging in inquiry-based dialogue
- Analyzing student data together
- Sharing best instructional practices
- Strategic planning to meet the needs of underperforming students

Our professional development approach leads our teachers to:

- Analyze student data to create differentiated groups with individual instructional plans
- Employ small-group instruction throughout the curriculum to meet each student's academic needs as indicated by current data
- Utilize the strategies in John Shefellbine's *Results for English Language Learners* framework to successfully scaffold instruction, so all students can access to the core curriculum
- Collaboratively plan lessons that maximize the engagement of all students, particularly low-performing students

In August, teachers analyze SBAC data to identify students who are potentially at risk of becoming low achieving and to plan for their needs based on gap areas. Throughout the year, in approximately six-week cycles, teachers continue to engage in formal data analysis. As described above, they go through a structured process of engaging with their data to create action plans aligned to goals. During these sessions, assessments are analyzed through the lens of both whole-class and individual learning gaps.

The following are two examples of data analysis tools that teachers at Latitude may use to improve instruction, dialogue, and prioritize next steps:

- **Analysis of Practices and Results**: A reflection form and process through which teachers examine, from the previous year, grade level performance and trends, individual class performance and trends, personal professional goals and accomplishments, and individual student trends, e.g. students who gained or dropped significantly

- **ELA Interim Analysis**: A reflection for teachers to connect test questions to standards being assessed, common student misunderstandings on those questions/standards, possible sources of confusion, and next steps to address misunderstandings

As a part of Education for Change, Latitude will also benefit from shared best practices and collaboration facilitated by the network. EFC's rigorous focus on using data to inform instruction and holding all students to high academic standards both aligns with Latitude's policies and practices to date and will support Latitude in continuing to improve and achieve, taking its results to the next level.

Support for Students Who Are High-Achieving

Latitude believes that all children possess gifts and talents that are unique and precious. The high achieving students at Latitude will benefit from all the same programmatic structures that low-achieving students will. The curriculum will have multiple opportunities for the high-achieving students to expand their knowledge and skills through higher level inquiry and small group instruction. As student capabilities expand, the state content standards will be met at an ever-increasing rate and the pace of the rigorous curriculum will accelerate.

Teachers will develop proficiency level descriptors for each competency, which will define what it means to be exceeding grade level mastery. These descriptors will allow students to self-assess and give them a "road map" for the skills they need to develop to exceed grade level mastery. Teachers will use these descriptors to ensure that high achieving students are challenged with instruction that meets their distinctive needs. Attention will also be paid to high achieving students who might be sliding by without working hard, monitoring their work to make sure they are performing to their potential.

Most of the curriculum for high achieving students will be within whole class instruction. Lessons and assessments will be designed for different levels of performance with high achieving students expected to stretch and reach for the more demanding work. The major pedagogy that will serve high achieving students is inquiry learning. The inquiry model for incorporates many GATE strategies. Inquiry learning will offer students the opportunities to pursue topics to greater depth through both individual and small group work; students will have the opportunity to become experts on a particular subject. This inquiry model will also offer the element of choice, as students will be able to choose a particular focus (eg. which animal habitat to develop expertise in; which historical artifacts to recreate and interpret for their Ancient Egypt museum exhibit). Finally, inquiry learning will offer multiple opportunities for students to self-assess and make judgments about their work as they engage in project-based learning.

I. Special Populations: English Language Learners

Introduction and Vision

Latitude aims to ensure educational equity for English Language Learners, which means that each child receives what he or she needs to develop his or her full academic and social potential. In order to effectively educate ELLs, Latitude strives to create an educational program that:

- promotes the students' sociocultural integration
- cultivates their language proficiency
- holistically supports their academic achievement

Latitude's approach to supporting English Language Learners is based on the understanding that immigrant adolescents arriving with limited knowledge of English are emergent bilinguals and have a large array of abilities, knowledge, and experiences—linguistic, cognitive, artistic, social—in many other spheres. Latitude's instructional model recognizes the importance of focusing on emergent bilinguals' social, emotional, and academic development beyond that of just learning English. Building on the students' existing strengths, Latitude's approach focuses on preparing English Language Learners to succeed in college and careers in the United States and on the development of complex language practices.

Latitude will meet all state and federal requirements for English Language Learners as pertains to annual notification to parents, student identification, placement, program options, English Language Development (ELD) and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. English Language Learners have access to all programs, services and resources described in this document.

Identification and Reclassification of English Learners

A cornerstone of Latitude's vision for equity is our school-wide goal to reclassify each of our English Language Learners as English proficient by the end of Phase 2. Latitude utilizes multiple criteria in determining whether to reclassify a pupil as proficient in English, including but not limited to all of the following:

- **Home Language Survey**: The School will administer the home language survey upon a student's initial enrollment into the School if this is the student's first time in a California public school. Students in the country less than twelve months will be given the state's Designated Primary Language Test (currently, the Interim Standards -Based Tests in a student's first language) to determine the student's academic proficiency when tested in the home language.

- **Transcripts & Cumulative Folders**: All students transferring will be given the appropriate assessment unless the student's results from a previous school are included in the cumulative record. After receiving the cumulative records, the Director of Instruction will review the information in Latitude's student information system and CALPADs for accuracy.

- **ELPAC Testing**: All students who indicate that their home language is other than English will be given the English Language Proficiency Assessments for California (ELPAC), the successor to the CELDT. State and federal law require that local educational agencies administer a state test of English language proficiency (ELP) to eligible students in kindergarten through grade twelve. The California Department of Education (CDE) is transitioning from the CELDT to the ELPAC as the state ELP assessment by 2018. The ELPAC will be aligned with the 2012 California English Language Development Standards. It will be comprised of two separate ELP assessments: one for the initial identification of students as English Language Learners and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

All students who indicate that their home language is other than English will be given the ELPAC within 30 days of enrollment to evaluate their Listening, Speaking, Reading and Writing abilities in English. This test is given at least annually between July 1 and October 31 until the student is re-designated as fluent English proficient.

Latitude will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. All parents or guardians of students classified as English Language Learners are notified in writing. The School translates materials as needed to ensure that parents of ELLs understand all communications and are involved in all processes related to the English language development of their child.

As soon as the ELPAC data is received from the state, it will be imported into Latitude's student information system.

- Parental Notification of Initial Assessment Results and Program Placement: All Parents of EL students who are administered the annual ELPAC must receive official notification within 30 calendar days, informing them of their child's:
  - Annual English language proficiency level and how it was assessed
  - Official language classification
  - Instructional program placement
  - Progress expectations for the student's program option
  - Reclassification, or program exit criteria
  - Instructional program for ELLs with a disability (with an Individualized Education Program [IEP]) and how such program will meet the objectives of the IEP

Parents of ELLs and IFEP students are informed of the above information via the school's Initial Parent Notification of Language Test Results letter and the Parent Notification of Reclassification Criteria. Parents are advised to contact the school if they should need additional information.

Latitude will utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including but not limited to:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC
- Student performance on the English Language Arts portion of the SBAC
- School and teacher evaluations/assessments of whether the student has mastered grade-level standards
- Parental opinion and consultation

Please see Appendix A38 for the EFC Reclassification Form.

Strategies for ELL Students
Anchored in research on adolescent English language acquisition, Latitude's strategy for supporting ELLs takes a dual pronged approach:

- Studios: Integrated English Language Development
- Workshops: Systematic/Designated English Language Development

Studios

In Studio, Latitude practices a full inclusion model for all students, including ELLs. In Latitude's Studios, teachers engage all students in deeper learning through a project-based curriculum. Embedded within this project-based learning approach are core pedagogical practices grounded in research on English language acquisition and academic literacy, so that English Language Learners receive consistent Integrated ELD strategies.

All teachers at Latitude will be trained in strategies from Susana Dutro's E.L. Achieve Constructing Meaning, an Integrated ELD approach that provides teachers with the process for identifying the language required in discipline-specific content, then designing backwards to embed this explicit language instruction into content area teaching. Based on this backward design and a gradual release of responsibility, the Constructing Meaning process prompts teachers to: understand the role language plays in content learning, decide what language knowledge students need to access content and express understanding, and provide appropriate, explicit oral and written language instruction and practice.

Our approach to integrated ELD emphasizes the following core tenants in implementation of practices to serve English Learners:

- Acquiring Reading skills in a second language is similar to the process of acquiring Reading skills in a first language
- Formative assessments are essential for gauging progress, strengths, and weaknesses and for guiding instruction
- EL students need increased opportunities to develop sophisticated academic English vocabulary
- It is important to assess students' prior knowledge and build background (content) knowledge before reading challenging text
- Academic English-Language Development (AELD) instruction cannot be separated from English Language Arts or other core content-area instruction
- Teachers need extensive professional development and support in using curriculum materials effectively to teach academic English
- Teaching academic English includes providing students with access to core curriculum, explicitly teaching them academic vocabulary and grammar, and including both content and language objectives for instructional planning and teaching
- EL students need multiple opportunities for structured, oral English-language practices about academic topics and text

Three key principles, drawn from research into adolescent language development, lie at the core of Latitude Studios' instructional design for English Language Learners:

1. Leveraging Heterogeneity & Collaboration
2. Experiential Learning
3. Language and Content Integration

Please see Appendix A39 'Pedagogies and Practices in Multilingual Classrooms: Singularities in Pluralities' and Appendix A40 'Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners'.

Leveraging Heterogeneity & Collaboration
Latitude's approach to supporting English Language Learners is based on the understanding that immigrant adolescents, who are emergent bilinguals and arriving with limited knowledge of English, still have a large array of abilities, knowledge, and experiences—linguistic, cognitive, artistic, social—in many other spheres. Latitude's Studio instructional program is designed to leverage cultural and linguistic diversity by using heterogeneous and collaborative structures that build on the strengths of every member of the school community. Students who are not proficient in English or who have low literacy skills generally do not lack cognitive or intellectual capacity and come to school with rich and varied experiences and perspectives to offer. The challenge for teachers is how to leverage this diversity for all students in the classroom.

It is for this reason that heterogeneity and collaboration are inextricably linked. Well-designed collaborative groupings enable students of different levels to access material, learn from one another, and broaden their perspectives. Heterogeneity in a classroom is not only a challenge to be overcome; it is an asset to be leveraged. If students are not organized into collaborative groupings and not working on projects that require joint effort, there is little opportunity for them to benefit from the diversity their classmates bring. In contrast, when students work on collaboratively structured projects, they have the opportunity to study a problem in depth, and to work in an environment in which variety is expected.

Collaborative structures of the classroom can also be useful for students who need native language support to grasp the content. Through small group discussions, students have the opportunity to first comprehend the content in their native language (thereby developing their native language) before needing to articulate their understanding (through discussions, projects, presentations) in English. Research indicates that content knowledge in one language transfers to another, and that developing students' native languages supports growth in English.

Studio Practices to Leverage Heterogeneity & Collaboration for ELLs:

- Students are grouped heterogeneously with respect to English proficiency level, academic background, native language, and literacy level.
- Projects are carefully structured but are also open-ended enough to provide multiple access points for different levels of students to meaningfully engage.
- Curriculum is interdisciplinary.
- Instruction is student-centered, draws on students' prior experiences, including their experience of immigration and knowledge of their native languages and countries, and provides ample room for student discussion and collaborative work.
- Native languages of students are acknowledged positively and used as a resource. Projects that require students to read and write in their native languages are incorporated into the curriculum.
- The predominant form of instruction is collaborative learning so that students have multiple opportunities to interact with one another using oral language (both English and native languages) to discuss content.
- Class times are extended and additional supports are provided to students in order to enable deep and effective learning to happen in a heterogeneous community (e.g.

smaller classes, para-professionals or co-teaching with another teacher, carefully structured peer support, homework help after or before school, writing centers, etc.).
- Teachers are organized in teams and have time on a weekly basis to collaborate to create curriculum, plan common activities, and address the academic and social needs of the same group of students.

Experiential Learning

The experiential learning at the core of Latitude's Studio model is supported by language acquisition research that indicates conceptual understanding precedes language. Accordingly, language emerges most naturally in purposeful, language-rich, interdisciplinary study. Conceptual understanding often cannot come just from reading words off of a page, especially when those words are not in students' first language. Providing students with rich experiences beyond the classroom offers an entry point into texts – (i.e., if students have an experience with a topic such as listening to a holocaust survivor speak, they are better able to access text that discusses that topic), engaging them in ideas and learning, from which language and content understanding can emerge.

External experiences provide students with the opportunity to apply and extend their developing linguistic, socio-cultural, and cognitive skills in meaningful settings. Field experiences outside the classroom (e.g. research projects about community issues, visits to local museums, interview projects with people outside the school, a lab experience in a real science lab, meeting a Holocaust survivor), enable students to see the connections between what they are learning and the outside world and to better understand the relevance of their reading.

The following language acquisition research informs the design of Latitude's experiential learning:

- Merrill Swain's work[25] highlights the importance of ***meaningful output***. According to Swain, meaningful output is central to language acquisition because it provides learners with opportunities to work with developing language in contextualized, meaningful situations. In our project-based setting, ELLs have rich context and authentic purposes for their interactions. They regularly engage in group tasks which allow them to negotiate meaning and produce meaningful output in English. In short, our students are constantly engaged in conversations with peers and teachers that foster meaningful output.

- Researcher Jim Cummins[26] underscores the importance of ***embedding academic language in context***, making academically demanding content easier for ELLs to understand. Through the hands-on learning that happens in Latitude's Studios, academic content is regularly embedded in rich context. Students frequently engage in hands-on learning, with materials, tools, and manipulatives that give ELLs context for their academic learning.

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[25] See Swain, M. (1985), "Communicative competence: Some roles of comprehensible input and comprehensible output in its development".

[26] See Cummins, J. (1984), "Bilingualism and special education: Issues in assessment pedagogy".

- Stephen Krashen[27] asserted that learners have an ***affective filter*** that influences how much learning can take place. Students who have high learner anxiety, low self-confidence, and low motivation are said to have high affective filters that can prevent them from learning. English Language Learners are especially prone to having a high affective filter. At Latitude, our small class size, the design principle of personalization, as well as our focus on social-emotional learning, creates a school culture in which our ELLs can experience a lower affective filter, making the learning more accessible to them. The high motivation that results from engaging in PBL also reduces this filter for ELLs.

- Krashen also hypothesized that English learning requires ***comprehensible input*** -- meaningful input based on real communication that is immediately comprehensible to the language learner. His theory is represented by the formula i + 1, with the "i" representing the input and "+1" representing the next level where language is advanced just enough so that the learner is challenged but able to learn. Embedded within Latitude's Studios are ample opportunities for students to receive comprehensible input. English Language Learners are strategically grouped with peers who can provide this i + 1 input. In addition, teachers differentiate reading selections to be comprehensible to English learners. Because our teachers most often use authentic texts relevant to the project, as opposed to a monolithic textbook, they can select the appropriate texts for emerging readers. Programs such as Newsela are used to support this differentiation.

Studio Practices that Leverage Experiential Learning for ELLs:

- Strong emphasis on field work and learning outside of the classroom.
- Collaborations with community organizations and use of other resources beyond the school walls to provide additional support for students and families.
- Support for extended learning opportunities such as internships and community service activities.
- Organization of curriculum primarily around project-based activities that culminate in a product (experiment, research paper, art work, debate, presentation, exhibition, etc.)
- Use of movies, visuals, outside speakers, pictures, etc. to provide students with a shared experience to enhance access of content and multiple access points to content.
- Assessment of students through portfolios that comprise authentic tasks and/or classroom projects developed over a period of time to demonstrate understanding.

Language and Content Integration

Integrating language and content is connected to experiential learning and to collaboration. Providing ELLs with rich experiences and tangible, hands-on ways to access materials builds their knowledge of a content area and provides a need to develop the language to explain the acquired knowledge. Language in this sense is an outgrowth of content. However, when small groups negotiate the meaning of the content and clarify understanding, the language becomes a vehicle for deepening content comprehension. In order to discuss the content effectively, teachers need to provide support for students to develop the necessary vocabulary and language

[27] See Krashen, S. (1982), "Principles and practice in second language acquisition."

structures. These are acquired through multiple opportunities to apply them in conversations and activities.

Collaboration among different content teachers supports students in developing their language skills. An interdisciplinary project centered on a common theme helps to broaden students' understanding of the content, providing them with more opportunities to use language to explain that content. Moreover, the vocabulary and language structures needed to access that content are often reinforced in several classes when students are engaged in interdisciplinary study, enhancing their ability to use the language structures and vocabulary in multiple contexts.

Studio Practices that Support Language and Content Integration for ELLs:

- Every teacher teaches content, and every teacher teaches language.
- Teachers proactively seek language learning opportunities in all content (e.g. identifying language features of content and eliciting or explaining rules and providing students with opportunities to apply them in context).
- Projects/activities include clear content and language objectives.

To support the integration of Language and Content across all Studio classes, teachers at Latitude will be trained by the Internationals Network for Public Schools in the "14 Strategies for Helping ELLs Thrive in Heterogeneous Classroom."[28]

The Common Core Standards raise the expectations for all students and will require a higher level of expertise and support for our English learners. Latitude will use integrated the English Language Development Standards in tandem with the Common Core Standards and Next Generation Science Standards. Teachers will use research-based instructional strategies to support English learners in the content areas.

Please see Appendix A41 'Language Demands and Opportunities in Relation to Next Generation Science Standards for ELLs', Appendix A42 'Mathematics, the Common Core, and Language', and Appendix 43 'Realizing Opportunities for ELLs in the Common Core English Language Arts and Disciplinary Literacy Standards'.

Common Core English Language Arts
Specific strategies will be used to support English Learners as they tackle the CCSS in Language Arts and the English Language Development Standards. Teachers will provide instruction in units of study to assist students in building vocabulary. Different sources on one topic help build context and accelerate vocabulary acquisition. To support writing, students will be exposed to different types of writing, assignments will be meaningful to the student and assessment will focus on content and not only mechanics. Speaking and listening for English learners will require other conversation protocols.

Common Core Mathematics
During mathematics instruction, the overall focus will be on the mathematical thinking and not the accuracy in language. This oral discourse is key for ELs as noted in the ELA/ELD

[28] See Internationals Network for Public Schools (2012), "Great Minds Think Differently: Strategies for Helping ELLs Thrive in Heterogeneous Classrooms".

Framework. Just as teachers focus on meaningful and engaging activities designed to build content knowledge before strategically delving into specific about the language of this content, the CA ELD Standards are organized with the focus on meaning and interaction first and the focus on knowledge about the English language and how it works afterward.[29] This meaning making will take place during Number Talks and Student Led Solutions. The Mathematical vocabulary will be taught within the context and not in isolation. Finally, the software used in our blended learning program allows students to manipulate models and hear feedback orally in a differentiated way.

Next Generation Science Standards
In science integrated instruction will involve support through extensive models and diagrams. This strategy will allow learners to describe functions and relationships before acquiring the technical vocabulary. Additionally, English Learners will have extensive academic discourse to build their ability to reason orally before moving onto written. As ELs progress along the ELD continuum, teachers can adjust the level of support they provide students in the academic vocabulary of science. Finally, examples of journal, reports and other written assignments along with opportunities to revise language will support learners as they master the Next Generation Science Standards.

Social Studies
Although the California Social Science Standards have not been changed, the School will build the competence of students in ELD and content in anticipation of a rigorous set of expectations aligned with the Common Core State Standards. This preparation includes practice with academic discourse, units of study, extensive use of maps and graphic organizers.

Workshop--Systematic/Dedicated ELD & Interventions

Latitude's Workshop model provides an opportunity for teachers to support English Language Learners with Systematic/Dedicated ELD. Workshop Teachers will be trained in Susana Dutro's E.L. Achieve Systematic ELD curriculum and framework to provide differentiated targeted ELD instruction in alignment with students' English proficiency levels and areas of need.

Systematic ELD is a dedicated program focused explicitly on teaching language that English Language Learners:

- are not likely to learn outside of school or efficiently pick up on their own,
- do not explicitly learn in other subject areas, and
- need to use for effective academic learning, classroom participation, and real-life purpose

As part of systematic ELD, ELL students will receive explicit Academic English language instruction. Academic English language instruction at Latitude will include three components: cognitive tasks, academic language, and proficiency.

- Cognitive tasks include explicit teaching of language functions. Latitude Workshops will teach language functions by explicitly teaching ELLs to:

[29] See p.80, Chapter 2, California Draft ELA/ELD Framework.

- ❖ Describe
- ❖ Ask questions
- ❖ Estimate
- ❖ Infer
- ❖ Identify cause & effect
- ❖ Predict
- ❖ Compare & contrast
- ❖ Persuade
- ❖ Summarize

- Academic language includes linguistic functions. Latitude Workshops will teach linguistic elements by teaching ELLs:

  - ❖ Academic vocabulary
    - ➢ Domain-specific and general
    - ➢ Morphology
  - ❖ Syntax and grammatical features
    - ➢ Sentence structures
    - ➢ Parts of speech
    - ➢ Verb tense/mood
    - ➢ Subject/verb agreement
  - ❖ Discourse patterns

- Proficiency includes language fluency. Latitude Workshops will maximize student opportunity to practice Listening, Speaking, Reading and Writing to accelerate the development of fluency in each of these areas.

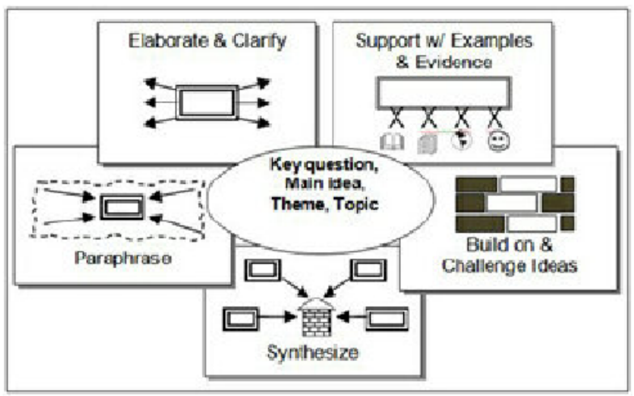
Instructional practices focus on:

- Identifying discipline-specific language
- Connecting Listening, Speaking, Reading and Writing
- Building receptive and expressive academic language

Academic language proficiency is a separate skill from everyday speech and writing. It is the language of texts, of academic discussion, and professional writing. Without it, students will not achieve long-term success in school and beyond. Formal, academic English is used to problem-solve, weigh evidence, and think critically. It is required to negotiate the dense-print paperwork associated with adult independence, such as: banking, healthcare, and property rental. Yet, once many students reach the Intermediate and Advanced levels of ELD, they no longer receive formal language instruction. When students learning English transition into core content courses, increased emphasis on subject matter knowledge allows little time for language instruction.

This shift often leaves the Intermediate English learner orally fluent, but with critical gaps in language knowledge and vocabulary. Accessing prior knowledge and assuring student motivation and interaction is critical to assure student learning, but it is not enough. Academic English must be continuously developed and explicitly taught across all subject areas. Latitude teachers will ensure ELLs are provided with Academic English language instruction so they can access core content. Latitude's Director of Instruction will work with Jeff Zwiers, a senior researcher at Stanford University Graduate School of Education and the director of the Academic Language Development Network. This network has developed a series of teaching resources to support the development of academic language and specifically, academic discourse. His approach focuses on the development of five conversation skills across disciplines. The diagram below illustrates these critical academic conversation skills. Latitude teachers will explicitly integrate these conversation skills into Workshop and receive coaching and support in using these tools to build student capacity around academic discourse.

Please see Appendix A44 for the Academic Language for Thinking Skills Chart.



ELD Interventions

EFC's MTSS system developed in partnership with Seneca Center is designed to target the root cause of a student's individual challenges. Students not making progress academically because there are specific challenges with their English language development, will receive a targeted ELD intervention at Tier 1.

Latitude teachers trained in Dutro's framework will be able to pinpoint language development gaps and provide targeted direct instruction in the gap area. Should that student not make adequate progress and require additional ongoing Tier 2 support in addition to the Tier 1 targeted ELD instruction, he or she would receive Tier 2 ELD interventions during the workshop block. The student can also receive targeted support during the summer interventions program. Latitude is also exploring other supports for newcomers such as newcomers pull-out class and leveraging strategic technology.

As a personalized learning school, we continue to research and seek strong English Language Development programs that are online and adaptive. We are considering Achieve 3000 Intervention to support English Language Learners at CELDT levels 3 and higher who are not making progress (at EFC, this is the subgroup that struggles to make continued progress). Achieve 3000 tracks student learning in ELD standards, specifically focuses on Academic

English and vocabulary development, and is adaptive to a student's reading level. In their ELL Lexile Study, English Language Learners using Achieve 3000 showed gains more than 2.5 times their expected Lexile growth. Again, because the online curriculum space is growing daily and research on effectiveness is being produced monthly, we reserve the right to continue to research this space and select the strongest program with proven results for our struggling English Language Learners.

In addition to finding a strong online adaptive program to supplement and support our interventions programming, Latitude will provide targeted Tier 2 instruction using a research-based comprehensive interventions curriculum like *Language Central*, a product EFC and Seneca have used for ELD interventions effectively over time.

Newcomers

Students brand new to the country and/or English have unique and personal needs. Research on students new to the country identifies a few important elements for their success. The way Latitude addresses those elements is listed below.

1. **Systematic Support of Students**

   All newcomer students who enter Latitude spend their initial day or half day being administered an extensive battery of assessments of language, the ELPAC or other appropriate verbal language assessments and content knowledge, Latitude's internal assessments in English and in their native language when possible and appropriate. Based on the newcomers' results, students are given a combination of a personalized plan, designated supplemental English Language Development and mainstream classes.

2. **Heterogeneous Grouping**

   Informed by best practices from the Internationals Network of Public Schools, which serve 100% newcomers, Latitude's approach to serving newcomers will be to group students heterogeneously with other students at varying levels of language acquisition. They will be supported by classroom teachers and supplemental staff, but the learning of English from peers will be a core part of their program for part of their day.

3. **Coordinated Efforts**

   Newcomer Programs, Programs for Advanced ELLs, and Mainstream Classes. This coordination and ongoing support is done by the student's advisor, classroom teacher, or the school based ELL coordinator. Our small school structure and teacher teaming allows this coordination to happen cohesively so that no student slips between the cracks.

4. **Extended Instructional Time**

   Effective newcomer support programs recognize that newcomers may not necessarily develop high levels of proficiency in English literacy and content knowledge if they are only provided with the traditional academic year of 180 six-hour days. Instead, adolescent newcomers must be immersed in language-rich environments, engaged with challenging content in English, and provided with effective instruction for more time than are their native English-speaking counterparts. Latitude will provide targeted summer school and after-school programs that are meant to supplement the instruction students receive during the regular school year. A strong research base supports the notion that, provided instruction is deemed effective, greater time on task is essential to the success of students performing below grade level, ELLs in particular. To be most successful, supplemental programs should be designed to meet individual student's' specific academic needs and be well-coordinated with the overall instructional program. In addition to increasing the overall instruction time, effective newcomer programs increase the amount of instructional time focused on language and literacy development, which Latitude will provide newcomer students through our Workshops.

Please see Appendix A45 'Research-Based Recommendations for Serving Adolescent Newcomers'.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." Ed. Code §47605(b)(5)(B).

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card."Ed. Code §47605(b)(5)(C).

"In accordance with SB 1290, Latitude 37.8 High School pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

Latitude's pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:"

[Charter School to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(B)].

"By July 1, 2018, and annually thereafter: Latitude 37.8 High School shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47606.5(a):

- *A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.*
- *Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual."*

"Under Education Code section 47607.3, if the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:

- *The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.*
- *The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.*

The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter."

Pupil Outcomes

21st Century Learning

To be an educated person in the 21st century demands nothing less than global citizenship. Our students are entering a world undergoing technological, cultural, linguistic, climatic, economic, and social disruption. The world students will face when they graduate looks dramatically different than our world today, both in terms of challenges and opportunities; the jobs of tomorrow look different than the jobs of today. In addition, the world is increasingly global and interconnected, requiring interdisciplinary, knowledgeable global citizens who can negotiate questions of justice and morality while grappling with the most complex problems facing our world from climate change, to economic inequities, to international terrorism and conflict.

To be prepared for this evolving world, the vision for Latitude graduates exceeds common notions of educational attainment and academic outcomes for students. Our vision of the Latitude graduate is inclusive of college and career readiness. Students will leave with UC/CSU A-G transcripts, as well as experience across a broad array of potential career interests. However, we have broader aspirations in which college and career readiness serve as means to deeper life outcomes we hold for all of our students. These outcomes include being able to articulate goals for themselves and having the ability to fulfill them. It also includes the ability to have agency and influence the world around them. This broader definition of a successful young person is informed by the study, "Foundations for Young Adult Success: A Developmental Framework"[30] which details a broad range of outcomes necessary for success not just in school, but life. Informed by this research, Latitude 37.8 High School has set the following outcomes for its graduates:

- **Personal Agency**-- Latitude graduates will have the agency to make choices about their lives and the ability to take an active role in their lives' paths. Latitude graduates will be able to determine goals and plans to accomplish them while also leveraging other skills,

[30] Foundations for Young Adult Success

abilities, and mindsets to navigate challenges and make adjustments to goals and plans as needed.

- **Essential Competencies**-- Latitude graduates will demonstrate mastery of a core set of college and career readiness academic and non-cognitive competencies that allows them to perform effectively in a variety of roles and settings. These include academic competencies within traditional academic disciplines as well as non-cognitive competencies from the fields of design thinking and social emotional learning.

- **Integrated Identity**-- Latitude graduates will have a strong, consistent understanding of themselves across a variety of settings and social contexts, including a strong sense of who they are, where they have come from, and where they see themselves going.

To attain these broader outcomes for students, the Latitude High model expands and reimagines our vision of 'school' from a place to a set of experiences students have that enable their growth and mastery along academic and social emotional lines. The Latitude High experience plays an important role in leveling the playing field for all learners by ensuring all students have access to the resources and assets of the city to pursue their passions and leverage them in service of their learning.

Latitude Competency Model

The foundation of the instructional program at Latitude is our competency model. This model articulates in student friendly language the specific skills, habits, and knowledge that students must attain to be prepared for their post-secondary lives and embodies what it means to be an educated person in the 21st century. The competencies have been backwards mapped from college and career readiness expectations to ensure all students graduate from Latitude prepared for future success. There are three different domains of competencies that are relevant to be prepared for a meaningful and productive adult life, which our instructional program is designed to support:

Figure 2.1—Latitude Competency Framework:

Academic	
English Language Arts *Aligned to CCSS*	● Reading Literature ● Reading Informational Text ● Writing Evidenced Based Arguments ● Writing Informational Texts ● Writing Narrative Texts ● Engaging in Text Based Discussions ● Giving Presentations ● Conducting Research
Math *Aligned to CCSS*	● Mathematical Problem Solving ● Mathematical Argumentation and Reflection
History	● Analyzing Historical Outcomes

Aligned to C3 Framework for Social Studies	Analyzing Historical Perspectives
Science *Aligned to Next Generation Science Standards*	- Leading Scientific Investigation - Analyzing and Interpret Data - Developing and Using Models - Applying Cross-Cutting Concepts
Foreign Language	- Speaking and Listening - Reading and Writing - Engaging in Cultures
Health and Wellness	- Applying Knowledge of Health Concepts - Analyzing Health Promotion and Risk Reduction - Engaging in Health Advocacy
Design Thinking	
Design *Adapted from Stanford Design School*	- Designing Processes - Building Empathy and Learning from Others - Defining Problems - Fabricating and Crafting
Social Emotional Learning	
Non-Cognitive Skills *Aligned to SEL Standards and Big Picture Learning Model*	- Positive Self Concept and Growth Mindset - Realistic Self Appraisal - Navigating Systems and Self Advocacy - Preference for Long Term Goals - Availability and Support of Adult Mentors - High Quality Leadership Experience - Community Involvement - Knowledge Acquired in a Field Outside School

The Latitude learning experiences and course sequence will ensure that all students have sufficient opportunity to develop mastery in these areas. Additionally, these competencies are aligned to the UC/CSU A-G expectations for each content area, and all students will earn comprehensive A-G credits.

Please see **Element 1 - Educational Program, Section C - Instructional Design** for additional information on the Latitude Competency model.

Graduation Requirements
Latitude believes that students must develop Personal Agency, Essential Competencies, and Integrated Identity to pursue meaningful and productive lives. The Latitude graduation requirements are developed in alignment with this graduate profile. Essential Competencies are

defined by completion of the UC/CSU A-G Requirements, which all students must complete for graduation. These courses in turn are in alignment with the California Common Core Standards (CCCS), California State Standards (CSS), and Next Generation Science Standards (NGSS). In addition, students must demonstrate a developing sense of Personal Agency and Integrated Identity.

All students at Latitude, including students who have special needs, students who are English Language Learners, and/or students who are socioeconomically disadvantaged, will be expected to meet these outcomes, but may be provided additional support and/or accommodations as needed and/or legally required according to each student's Individual Education Plan (IEP). As a competency based school, students will have flexibility in how and when they demonstrate their readiness for graduation, and our instructional program is designed to provide all learners with the appropriate time and support to be successful. The complete Graduation Requirements are detailed in Element A of this charter.

Measurable Pupil Outcomes in Alignment with State Priorities (LCAP) and OUSD Collective MPOs

Pursuant to Education Code Section 47605(b)(5)(B), the figures below describes Latitude's outcomes that align with the state priorities and its goals and actions to achieve the state priorities, as identified in Element A of the charter.

In addition, Latitude will develop API and AYP outcomes both for participation percentages and performance thresholds upon reinstatement in their future forms (these were suspended at the time of this submission). Finally, Latitude has aligned these outcomes with the Oakland Unified School District's Collective MPOs.

Figure 2.2—Measurable Pupil Outcomes

Metric	Description	Grade Levels	Projected Subgroups	Target
CAASPP Math	By the end of the charter term, increase the proportion of students scoring level 3 or 4 by at least 5% points **OR** achieve 70% of students scoring level 3 or 4.[31]	Gr 11	All Students	5% point increase OR 70% proficient
			African-American	
CAASPP ELA			Latino	
			Economically Disadvantaged	
			English Learners	
			Special Education	

31 Latitude will only have one year of growth data at the time of renewal.

Scholastic Reading Inventory (SRI)	Each year 70% of students will increase one grade level on the Scholastic Reading Inventory or achieve proficiency.	Gr 9-12	All Students	70% progress at least one year or are proficient
			African-American	
			Latino	
			Economically Disadvantaged	
			English Learners	
			Special Education	
CELDT/ ELPAC	Each year, 40% of ELs will improve one proficiency level **OR** maintain proficiency on CELDT/ELPAC.	Gr 9-12	English Learners	40%
Chronic Absence Rate	By the end of the charter term, less than 10% percent of students will be absent more than 10% of enrolled days.	Gr 9-12	All Students	10%
			African-American	
			Latino	
			Economically Disadvantaged	
			English Learners	
			Special Education	
Graduation Rate	Each year, achieve a high school cohort graduation rate of at least 90%.	Gr 12	All Students	90%
			African-American	
			Latino	
			Economically Disadvantaged	

			English Learners	
			Special Education	
School Safety	Each year, at least 70% of students and families positively rate school safety.	Gr 9-12	Families	70%
		Gr 9-12	Students	70%
Academic Instruction	Each year, at least 70% of students and families positively rate academic instruction	Gr 9-12	Families	70%
		Gr 9-12	Students	70%
Decision - Making	Each year, at least 70% of students and families positively rate their voice in school decision-making and/or opportunity for feedback.	Gr 9-12	Families	70%
		Gr 9-12	Students	70%

*EFC is a leader in the development of an Oakland Public Schools Pledge which has initiated a working group focused on the development of a common School Performance Framework for all public schools in Oakland, both charter and district-run. This process may change the EFC MPOs moving forward.

Charter School Outcomes Aligned to State Priorities

CHARTER SCHOOL OUTCOMES ALIGNED TO STATE PRIORITIES	
State Priority #1. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
Annual Goal A. Ensure all teachers are appropriately assigned and fully credentialed to support a high-quality, broad course of study. B. Research and adopt CCSS, NGSS, and CSS aligned curricular materials proven successful for similar populations C. Ensure school facilities are maintained and in good repair	**Annual Targets** Latitude will make annual progress toward the following targets: ❖ 95% teachers meet California credentialing requirements for the subject area and grade level assigned ❖ 0% Teacher Misassignments ❖ At least 80% family satisfaction with school facilities on SCAI ❖ At least 75% staff intend to return to Latitude for the following year

	❖ 100% of requirements met on EFC facilities checklist

Annual Actions to Achieve Targets

- Implement an annual teacher retention plan that includes building ample time into schedule for planning/preparation/collaboration; conducting surveys to assess morale and needs; providing coaching and regular feedback; creating opportunities for teacher leadership; holding site leadership accountable for developing a strong professional learning culture.
- Implement an annual teacher recruitment plan that includes providing a competitive salary and benefits proposal; beginning recruitment for teachers in winter; implementing recruitment plan in fall; utilizing signing bonus incentives as needed; partnering with teacher preparation programs and teacher recruitment programs to attract teachers; incentivizing referrals within the organization; partnering with teacher preparation organizations to recruit and place teaching fellows; developing and setting aside resources for pipeline programs.
- Implement facilities walkthroughs four times annually using a walkthrough rubric; develop standards for facilities.

State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

State Priority #4. Pupil achievement, as measured by all of the following, as applicable:

A. Statewide assessments (CAASPP, or any subsequent assessment as certified by SBE)
B. The Academic Performance Index (API)
C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
D. Percentage of pupils who have passed an AP exam with a score of 3 or higher
E. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness

Annual Goals	**Annual Targets**
A. Teachers develop and implement strong CCSS, NGSS, and CSS aligned units of study and lessons that push student thinking at the higher levels of Bloom's taxonomy B. Students are spending increased time learning in their Zone of Proximal Development by implementing Guided Reading integrated with adaptive online software proven for our target population C. All teachers and students have access to 21st century technology and personalized learning opportunities. D. All teachers receive targeted, high-quality professional development aligned to high priority instructional practices that positively impacts student academic achievement and social-emotional development.	Latitude will make annual progress toward the following targets: ❖ +5% students either scoring level >= 3 or making at least one level growth OR 70% of students scoring proficient (including significant subgroups) on the ELA section of CAASPP ❖ +5% students either scoring level >= 3 or making at least one level growth OR 70% of students scoring proficient (including significant subgroups) on the Math section of CAASPP ❖ Each year, 40% of ELs will improve one proficiency level OR maintain proficiency on CELDT/ELPAC. ❖ Each year, achieve at least a 90% cohort graduation rate (including significant

E. All staff implement a rigorous Response to Intervention model to address the Tier1, Tier2, and Tier3 academic, behavioral and social needs of all students.	subgroups). ❖ Each year, achieve at least a 90% UC A-G completion rate (including significant subgroups).

Annual Actions to Achieve Targets

- Ensure all students have access to and meet UC/CSU A-G requirements.
- Identify, develop, and/or purchase curriculum materials to ensure alignment to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS), and the English Language Development Standards (ELDS).
- Align and leverage data management systems to track student progress toward proficiency in relation to growth targets.
- Maintain small class sizes and flexible groupings to ensure that all students are known well and are able to develop at their optimum rate.
- Identify and use a learning management system to manage individual playlists, schedules, and learning modalities for each student.
- Develop and teach high quality project based learning studios that integrate social studies and ELA and science and design, allowing students to learn deeply for authentic reasons.
- Use a benchmark assessment system (formative+summative) to allow students to demonstrate subject-area mastery, aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS), and the English Language Development Standards (ELDS), at their optimal pace.
- Assess students using performance tasks and SBAC interim assessments.
- Implement and refine Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income families).
- Partner with High Tech High and Big Picture Learning to support teachers in implementing cross-cutting practices.
- Provide all English Learners with designated ELD instruction targeted to their proficiency level, aligned to the new ELD standards, and designed to move them toward English proficiency.
- Provide students with instruction to develop their home language and/or become fluent in additional world languages.

State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

Annual Goals	**Annual Targets**
A. Build parent understanding of Common Core standards and overall instructional design B. Build parent capacity to monitor and guide student learning and growth C. Develop a robust parent leadership culture and body	Latitude will make annual progress toward the following targets: ❖ 90% families participate in learning team meetings. ❖ Parent leadership: Increase number of parent leaders by two leaders annually until there are 2 parent leaders representing every cohort of students ❖ Families positively rate (average of 3.5 or higher) school climate in the areas of:

	● Leadership Decisions ● Community Relations ● Attitude and Culture ● Learning/Assessment

Annual Actions to Achieve Targets

- Support Family Leadership Committee (FLC) in developing parent understanding of Latitude graduate profile, including personal agency, essential competencies, and integrated identity.
- Leverage parent leadership to promote a supportive school culture that implements restorative practices.
- Recruit Parent Reps and develop capacity to facilitate Family Leadership Committee (FLC) committee aligned to clear, defined goals.
- Provide leadership training for parent leaders.
- Expand parent communication and translation services.
- Actively recruit bilingual staff when hiring new staff members.
- Implement one home visit per family per year.
- Hold quarterly Learning Team meetings with parents, students, advisors, and mentors.
- Expand parent education opportunities.
- Provide opportunities for families to advise school through formal and informal parent leadership structures.
- Engage families in community events and capacity-building learning experiences built around parent interests, assets, and inquiries.
- Host community events, including back to school nights and celebrations of learning.

State Priority #5. Pupil engagement, as measured by all of the following, as applicable:

A. School attendance rates
B. Chronic absenteeism rates
C. Middle school dropout rates (EC §52052.1(a)(3))
D. High school dropout rates
E. High school graduation rates

State Priority #6. School climate, as measured by all of the following, as applicable:

A. Pupil suspension rates
B. Pupil expulsion rates
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Annual Goals	**Annual Targets**
A. Family Services: Engage families as partners in student achievement, school culture and community engagement. Empower families to review data and make decisions around site investments B. Response to Interventions: Implement a rigorous Response to Intervention model to address the Tier 1, Tier 2, and Tier 3 academic, behavioral and social needs of all students.	Latitude will make annual progress toward the following targets: ❖ <10% of all students are chronically absent ❖ <= 5% of enrolled students are suspended out of school ❖ 0% of enrolled students are expelled ❖ 95% average daily attendance (P2-ADA) ❖ Each year, achieve less than a 5% dropout rate (including significant subgroups) ❖ Each year, achieve at least a 90% cohort graduation rate (including significant

	subgroups). ❖ Family average >= 3.5 on Domain 7: Attitude and Culture of the SCAI Survey ❖ Student average >= 3.5 on Domain 7: Attitude and Culture of the SCAI Survey ❖ Teacher average >= 3.5 on Domain 7: Attitude and Culture of the SCAI Survey

Annual Actions to Achieve Targets

- Use advisory to provide a small venue in which students are supported socially, emotionally, and academically.
- Facilitate professional development about cycles of inquiry to support teacher practice at Latitude and identify interventions.
- Implement an RTI program and COST process to align supports for all students.
- Provide wrap-around social-emotional support to students through case managers who support relationships among students, families, and staff.
- Provide individual and group therapy by School Counselors through the Response to Intervention (RTI) program.
- Develop and implement a safety plan prior to the first day of school.

State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

"Broad course of study" includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

Annual Goals	Annual Targets
D. 100% of students are enrolled in a broad course of study that includes English, Mathematics, Social Sciences, Science, Visual Arts, Health/Physical Education, and Academic Electives that meets or exceeds the UC/CSU A-G requirements	Latitude will make annual progress toward the following targets: ❖ 95% of students are receiving a broad course of study including arts and PE

Annual Actions to Achieve Targets

- Implement studio learning model.
- Develop Extended Learning Opportunities program to support personalization and access to a broad course of study.
- Facilitate health and wellness programs that support students physical health.

State Priority #8. Pupil outcomes, if available, in the subject areas described above in CA Ed Code Section 51210, as applicable.

Annual Goals	Annual Targets
A. Teachers are able to teach writing across the curricula and improve ELA outcomes B. Teachers are able to teach targeted and strategic ELD and scaffold and shelter content for EL	Latitude will make annual progress toward the following targets: ❖ CCSA Statewide Rank: +1 OR at least a 4 OR a at least a 6 for similar schools

students C. Teachers are able to design and implement units of study that are multidisciplinary - integrate the arts and technology, build student capacity to collaborate around a common goal, build student leadership and facilitation skills, and improve student academic discourse	❖ 70% percent of students increase one grade level on the Scholastic Reading Inventory or achieve proficiency.

Annual Actions to Achieve Targets

- Develop and implement portfolio assessment system.
- Assess and track portfolios and passages on a rubric to inform student progress and instruction.
- Train and coach teachers in designing High Quality Project Based Learning that includes or culminates in evidence to demonstrate Latitude competencies.
- Deliver High Quality Project Based Learning units that include or culminate in authentic products delivered to authentic audiences.
- Cultivate partnerships with local organizations and individuals and connect to resources in order to support, mentorships, apprenticeships, fieldwork, and service.
- Train and coach teachers to develop literacy rich project based learning units
- Provide professional development focusing on complex text and academic discourse.
- Facilitate professional development about cycles of inquiry to support teacher practice at Latitude and identify interventions.

Annual Update

The LCAP and any revisions necessary to implement the LCAP as part of the EFC and Latitude Strategic Planning Process, including outcomes, actions, and methods of measurement listed above, shall not be considered a material revision to the charter, and shall be maintained by the charter school at the school site.

ELEMENT 3: METHODS TO MEASURE PROGRESS

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card."Ed. Code §47605(b)(5)(C).

"Pursuant to the transition to California's Common Core and the California Assessment of Student Performance and Progress (CAASPP) System, Latitude 37.8 High School will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter."

"If Latitude does not test with the District, Latitude hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.

Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year."

Methods to Measure Pupil Outcomes

Theory of Action on Assessments
EFC will support teachers at Latitude in providing instruction that develops student mastery of grade-level content standards. EFC and Latitude believe that high quality instruction should yield high levels of learning and performance on multiple forms of assessments. Further, we believe that ongoing monitoring of student performance on assessments tells us what students are learning and not learning. The more we understand this process, the better we are able to adjust instruction to meet student needs and design instruction for achievement of the measurable pupil outcomes. Taken together, measurable pupil outcomes and student performance on assessments are at the heart of community accountability for student learning.

Multiple Measures/Assessments Selected
The Assessment Matrix below includes multiple forms of assessments to be used at Latitude and supported by EFC. This formal assessment system is designed to ensure all students make adequate and consistent progress toward the measurable pupil outcomes and that teachers at Latitude and administrators and staff at EFC can monitor that progress for each student.

Assessment Matrix

Figure 3.1—Latitude Assessment Matrix

Subject	Grade Levels	Assessment	Annual Frequency
ELA	Gr 9-12	Standards-based unit assessments	2 - 3x
ELA	Gr 9-12	Scholastic Reading	3 - 4x

		Inventory (SRI)	
ELA	Gr 11	SBAC	1x
ELA	Gr 9-12	Writing Performance Task	2 - 3x
Math	Gr 9-12	Standards-based unit assessments	5 - 8x
Math	Gr 11	SBAC	1x
ELD	Gr 9-12	CELDT (will transition to ELPAC)	1x
Science	Gr TBD	California Science Test (CST)	1x
Physical Fitness	Gr 9	Physical Fitness Test (PFT)	1x

The measurable pupil outcomes draw upon the California Frameworks for their subject areas and the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS), and the English Language Development Standards (ELDS). They are specific, measureable, attainable, results-based and time-bound to ensure that school improvement efforts are concrete, motivating and realistic. Performances on these measures, taken together, will indicate each child's progress toward "meeting statewide standards," as required by law, though no one measure alone will constitute a sole indicator of satisfactory or unsatisfactory progress.

The assessment landscape is rapidly changing, with new and innovative products emerging in alignment with the CCSS, NGSS, CSS, and ELDS. As such, with the exception of assessments mandated within the California Assessment of Student Progress and Proficiency (CAASPP), assessment tools as listed are to be considered preliminary and EFC and Latitude do not commit to using the specific assessment tool listed. Rather, the School commits to using assessments that can be given frequently, allow instant reporting, are diagnostic, provide data on growth, and provide growth towards grade-level standards mastery.

Criterion-Referenced and Formative Assessments
Criterion-referenced/standards-aligned assessments and diagnostic/formative assessments are key parts of the EFC and Latitude specific assessment plan. Criterion-referenced assessments will be used to monitor whether students are mastering grade level standards, and to identify focus standards for each classroom. These assessments will also be disaggregated to identify trends, find specific areas of instructional strength and weakness, and to ensure students are making progress towards grade-level mastery of all state standards.

Formative assessments will be used not just to inform instruction but also to track and monitor student growth and learning. Latitude distinguishes between three types of formative assessments as distinct from organization-wide benchmark assessments.

- Checks for understanding will take place continuously and give teachers immediate information about student understanding to allow for immediate feedback to students.
- Common Formative Assessments are created or found during grade level collaboration time and are connected to individual learning targets deconstructed from standards and/or groups of targets.
- Interim benchmark assessments are cumulative common formative assessments that give teachers information not just about the most recent unit of study, but about all major content and skills covered in the year up to the time of administration.

Latitude teachers will regularly use checks for understanding, common formative assessments, and interim assessments. Additionally teachers will utilize blended learning data to track usage and progress on blended learning programs. Teachers will use collaborative time to analyze the results of common formative assessments and interim benchmark assessments, share best practices surfaced by the results of assessments, and make plans to intervene on behalf of students who have not yet mastered the covered material.

In addition, assessment data will be captured in student report cards. Latitude's report cards will report on student progress on the Latitude competencies. Using this report card format, teachers assign scores that are aligned to the SBAC performance bands using multiple forms of data including performance tasks, formal assessments, quizzes, classwork. Report card scores are not based on cumulative averages, but rather against the criteria of whether the student has demonstrated mastery of the competency.

State Assessments

Pursuant to California Education Code Section 47605(c), Latitude, with support from EFC, will conduct state pupil assessments, including the CAASPP, the California English Language Development Test (CELDT) or English Language Proficiency Assessments of California (ELPAC), and any other assessments as mandated by (e.g. SABE or its equivalent, California Fitness Exam). Latitude is subject to all state (API) and federal (AYP) assessment and accountability requirements.

The results of these state assessments will be an indicator of overall school wide performance, class performance, grade-level performance, and subgroup performance. These tests will be one of multiple assessment methods used to document and monitor student growth on a continuum of achievement.

State Assessment Modifications and Accommodations

Children with disabilities under the Individuals with Disabilities Improvement Act or Section 504 are included in State standardized testing and will be afforded the appropriate accommodations/ modifications where necessary and appropriate.

Promotion and Retention Policies

Education for Change has a board-approved policy called the EFC Student Intervention and Promotion Policy. It is aligned with California's Education Code Section 48070-48070.5.

Theory of Action

There is very little research to support retention as a strategy for academic acceleration should a student be academically behind. In general, Education for Change does not believe retention without a targeted and strategic acceleration program is of benefit to a struggling student. In addition, it is opposed to formulaic retention triggers that do not take into consideration individual circumstances, age of child, access to strategic programming, and the student's personal feelings.

Retention Policy

As such, EFC's retention policy is as follows:

If students have received comprehensive academic and social/emotional interventions and fail to make adequate progress, a site may consider those students for retention if all of the retention criteria are met. Final retention decisions for students meeting the indicated will be made at the site level by the COST team with Home Office final approval.

Criteria:

1. The COST team must conclude that retention is in the best interests of the student and consider emotional and social consequences.
2. Schools must have provided a retained student with a comprehensive interventions plan the year prior and followed the interventions requirements outlined in the intervention policy (including parent contact and progress reporting in the timeline outlined).
3. There must be a distinct and targeted retention plan developed for that student - one that provides a master teacher with a track record of accelerating instruction, a comprehensive interventions plan that includes summer school, before/after school programming, in-school interventions classes, and social/emotional support that academically motivates the student.
4. Identification of students at-risk of retention must take place at least eight weeks prior to the end of the school year. Parent(s)/guardian(s) of identified students must be notified in writing at least six week prior to the end of the school year. Retention plans must be developed by the COST team and approved by the Home Office at least three weeks prior to the end of the school year.

Retention decisions will be reversed in the fall if the student scores at levels 3 or 4 in either English Language Arts or Mathematics on the California state assessment.

Retention of English Language Learners

English Learners at EL levels 1, 2, or 3 who have been enrolled in schools in the United States three years or fewer may not be retained. Should a teacher or parent feel that retention would benefit a student who meets this criteria, they must make a formal request to the Home Office.

Retention of Students in the Programs for Exceptional Children

Special education students can only be retained as part of their Individualized Education Plan.

Use of Assessment Data

Integration of Technology and Assessment Systems

Education for Change uses Illuminate Education as a technology platform to house student information and assessment data. Additionally, we use Schoolzilla to create reports for teachers, coaches, and principals. All EFC standards-based benchmark assessment data, CAASPP data, and CELDT/ELPAC data is housed in Illuminate and imported into Schoolzilla for reporting. All assessments are scanned into Illuminate and the data is available instantly. In addition, teachers are able to create scan sheets for teacher-created formative assessments and create standards-based formative assessments. Via the Schoolzilla platform we create customized reports using data from Illuminate. These reports allow teachers and administrators to analyze growth, conduct detailed item analysis, and create intervention groups to monitor performance of intervention groups.

EFC is committed to the importance of data inquiry cycles and sharing data with parents and community. Data is shared regularly with the Family Leadership Council and the Staff Leadership Council and shared more broadly with all parents through newsletters released throughout the school year. In addition, schools facilitate data accountability and inquiry sessions at the classroom level.

Cycles of Inquiry

EFC will facilitate professional development about cycles of inquiry to support practice at Latitude. Teachers and administrators at Latitude will be engaged in on-going cycles of inquiry into their practice and its connection to the measurable pupil outcomes described in the matrix above. A new cycle of inquiry will begin every 6 to 8 weeks and will include review of assessment data in English Language Arts and Mathematics, and performance in Writing, Science, History-Social Studies, ELD, and social emotional learning. Teachers will be guided to examine how students performed on multiple measures during that six to eight week cycle, identify patterns of underperformance or high performance, and identify focus students who are not making adequate progress. Collaborative teams will use these opportunities to form questions that arise from the data, develop hypotheses around the questions, develop an instructional response plan, and pursue different strategies or actions to improve student outcomes. Teachers will be coached in using various inquiry protocols to ensure Latitude is building teacher capacity to facilitate and conduct cycles of inquiry both formally and informally.

Use and Reporting of Data to School Stewards and Stakeholders

It is the goal of EFC and Latitude to ensure every family has access to student performance data on a regular basis. EFC will support Latitude to communicate student progress and attainment of measurable pupil outcomes regularly with students and their families. This will include school-wide meetings for families, and learning team meetings with students, families, advisors, and mentors on a quarterly basis. Families will have constant access to student performance through the use of an online platform that tracks student progress against the competencies and archives student work.

In addition, EFC and Latitude will utilize multiple streams of data to review program effectiveness and inform programmatic decisions on a regular basis. Sources of data include, but are not limited to, CAASPP results, benchmark assessment results, unit assessment results, student reflections, portfolio evaluations, report cards, student, staff and family satisfaction surveys, discipline referrals, attendance rates, and student/family attrition rates.

EFC will provide Latitude with disaggregated data by subgroups, grade-level, individual class, and student. Data will be collected, analyzed, and disseminated in a transparent manner that promotes accountability and continuous improvement amongst members of the school community. EFC and Latitude will employ a universal inquiry cycle to review the various types of data generated about the school program.

EFC and Latitude will continuously review academic content and instruction in light of the data produced in accordance with this section, and will make improvements in curriculum, instruction and professional development as appropriate. To this end, a school improvement plan will be developed each year with input from the School's community, staff, and board.

Charged with stewardship of public school funds, the EFC Board will systematically review Latitude's data in order to monitor trends in student learning outcomes and ensure that there are sufficient and appropriate financial and human resources to properly enact the School's program and remain true to the charter. The Board will work in conjunction with the EFC and Latitude leadership and community to make necessary changes in response to identified needs as reflected in the school's data streams.

In accordance with Title III, Latitude will adhere to all mandated reporting guidelines in relation to English Learners, including notification to parents regarding CELDT results and reclassification. In accordance with IDEIA, Latitude will comply with all state and federal laws regarding reporting requirements for children with IEPs.

Reporting to Broader Community

Local Control Accountability Plan ("LCAP")

Latitude will use these multiple forms of data to assess progress toward the goals outlined in **Element 2** of this charter.

Pursuant to Education Code Section 47606.5, on or before July 1, 2018, and each year thereafter, Latitude will produce a Local Control Accountability Plan ("LCAP"), which shall update the goals and annual actions to achieve the goals identified in **Element 2** of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. Latitude shall submit the LCAP to OUSD annually on or before July 1, as required by Education Code Section 47604.33.

School Accountability Report Card (SARC)

Latitude will compile data each academic year to produce a School Accountability Report Card (SARC). Student achievement data will be disaggregated annually to clearly identify the academic performance of students by subgroups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for the authorizing agency, families, Board of Directors, SSC, ELAC, and the community at large.

Reporting and Accountability to Authorizer

EFC and Latitude will promptly meet all reasonable inquiries for data from the Authorizer or other authorized agency and assure timely scheduled data reporting to our Authorizer in compliance with the law; further EFC and Latitude hereby grant authority to the State of California to furnish copies of all test results directly to the Authorizer, as well as to the School.

District Visitation/Inspection

The School will comply with a District requested visitation process to enable the District to gather information needed to validate the School's performance and compliance with the terms of this charter. The School agrees to and submits to the right of the District to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

Response to Inquiries

Pursuant to Education Code Section 47604.3 the School shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the District Office of Education, District Board of Education, and the State Superintendent of Public Instruction.

ELEMENT 4A: GOVERNANCE STRUCTURE

"The Governing Structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement." California Education Code Section 47605 (b)(5)(D).

Latitude 37.8 High School shall be a directly funded charter school and will be operated by the California non-profit public benefit corporation, Education for Change, pursuant to Education Code Section 47604.

As an independent charter school, Latitude, operated by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Latitude.

EFC shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Latitude amends the bylaws, EFC shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.

EFC shall send to the OCS copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Latitude shall also send to the OCS copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on EFC's website will satisfy this requirement.

The District reserves the right, but is not obligated, to appoint a single representative to the EFC governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Latitude shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Latitude shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

EFC shall comply with the Brown Act and the Public Records Act.

NOTIFICATION OF THE DISTRICT

Latitude shall notify the OCS in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Latitude. Unless prohibited by law, Latitude shall notify the OCS in writing of any internal investigations within one week of commencing investigation.

Latitude shall notify the OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. The District will follow all privacy requirements with respect to confidential pupil and personnel data provided to the District.

STUDENT RECORDS

Upon receiving a records request from a receiving school/school district, Latitude shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Latitude shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Latitude closes, Latitude shall comply with the student records transfer provisions in Element 16. Latitude shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

Latitude acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Latitude to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Latitude and of the District. Latitude further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Latitude does not have that Latitude needs in order to meet its obligations, the District shall provide the same to Latitude in a reasonably timely manner upon request under Education Code section 47604.3."

Latitude will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

Latitude in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. Latitude acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of Latitude it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Latitude by law or charter provisions.

Members of EFC's Governing Board, any administrators, managers or employees, and any other committees of Latitude shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

Latitude and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

To the extent that Latitude is a recipient of federal funds, including federal Title I, Part A funds, Latitude has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Every Student Succeeds Act (ESSA) and other applicable federal grant programs. Latitude agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESSA and other applicable federal programs.

Latitude also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues."

Latitude agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- *Latitude is subject to District oversight.*

- *The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Latitude.*

- *The District is authorized to revoke this charter for, among other reasons, the failure of Latitude] to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.*

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit Latitude books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- *Compliance with terms and conditions prescribed in the charter,*
- *Internal controls, both financial and operational in nature,*
- *The accuracy, recording and/or reporting of school financial information,*
- *The school's debt structure,*
- *Governance policies, procedures and history,*
- *The recording and reporting of attendance data,*
- *The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,*
- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

Latitude shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day's notice to Latitude. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.

In addition, if an allegation of waste, fraud or abuse related to Latitude operations is received by the District, Latitude] shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit *only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Latitude by law or charter provisions."*

NON-PROFIT PUBLIC BENEFIT CORPORATION

Education for Change, Inc., is a California nonprofit 501(c)(3) corporation incorporated in 2005 which manages six charter schools, each separately chartered by the Oakland Unified School District or Alameda County Office of Education. The charter applicant and holder for all Education for Change schools is the Board of Directors ("Board of Directors or Governing Board") of Education for Change, which operates in accordance with its adopted corporate bylaws, which shall be maintained to align with this charter and applicable law. The Oakland Unified School District is expected to be the chartering authority for all EFC schools with the exception of Cox Academy and Lazear Charter Academy, both chartered by the Alameda County Office of Education. Each EFC school maintains a separate budget and undergoes its own financial audit each year. EFC also creates combined financial statements annually.

EFC complies with all state, federal and local regulations and laws applicable to its operation, and will comply with the District guidelines and requirements for charter schools. It retains its own counsel as needed. It has purchased and will maintain as required general liability, workers compensation, property, errors and omissions and unemployment insurance policies.

Latitude will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of Latitude, operated by a California nonprofit benefit corporation or for claims arising from the performance of acts, errors, or omissions by Latitude as long as the District has complied with all oversight responsibilities required by law.

Members of EFC's governing board, any administrators, managers, or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards, and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any existing applicable statutes or regulations applicable to charter schools.

See Appendix B1 for the EFC Articles of Incorporation and Appendix B2 for the EFC Corporate Bylaws

Education for Change will:

- Collaborate with the Oakland Unified School District (OUSD).
- Be operated as an independent 501(c)(3) tax-exempt California nonprofit public benefit corporation.
- Be governed by its Board of Directors, as defined by the California Corporations Code.
- Operate in accordance with all applicable federal, state, and local laws, the Articles of Incorporation, and Bylaws of the nonprofit corporation, which will be maintained to align with the charter.
- Operate public schools and not charge tuition.

- Encourage ethnic diversity in its programs, policies, and practices.
- Not discriminate in any programs, policies and practices based upon race, ethnicity, religion, gender, sexual orientation, or disability or any other characteristic described in Education Code Section 220.
- Be nonsectarian in its programs, admission policies, employment practices, and all other operations.

Term and Renewal

The duration of the charter will be five years, beginning July 1, 2018. Renewal of the Latitude charter shall be in accordance with the standards set forth in the Education Code Section 47605. Education for Change will submit a petition for renewal by January 31 of the year Latitude's charter is scheduled to expire.

Education For Change Governing Board

Board of Directors Responsibilities

The Board of Directors of EFC is responsible for:

- Legal and fiscal well-being of the organization and each EFC school.
- Hiring and evaluating the EFC Chief Executive Officer.
- Approving and monitoring the implementation of the organization's policies.
- Developing and monitoring an overall operational business plan that focuses on student achievement.
- Approving and monitoring the organization's annual budget and fiscal policies.
- Acting as fiscal agent. This includes the receipt and management of funds for the operation of the organization in accordance with all applicable laws and the mission statement of the organization.
- Contracting with an external auditor to produce an independent annual financial audit according to generally accepted accounting practices.
- Regularly measuring both student and staff performance.
- Encouraging active involvement of students, parents/guardians, grandparents, and the community.
- Performing all of the responsibilities provided for in the California Corporations code, the Articles of Incorporation, Bylaws, and this charter as required to ensure the proper operation of the organization and member schools.
- Oversight in hiring, evaluation, and, when necessary, termination of members of the faculty and staff, upon recommendation of CEO
- Strategic Planning
- Approving and monitoring the implementation of the organization's policies and ensuring the terms of the charter are met
- Approving admission requirements
- Overseeing school facilities and safety
- Ensuring there are policies to enable student behavior and performance including but not limited to academic achievement and mitigation, attendance, dress and decorum, maintenance of a clean campus, open campus and other privileges, participation in extracurricular activities, and discipline proceedings.

The Board may initiate and carry on any program or activity or may otherwise act in a manner that is not in conflict with or inconsistent with or preempted by any law and that is not in conflict with the purposes for which the schools are established.

The Education For Change Governing Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of its schools any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, hiring and evaluation of the CEO, termination of employees, and the adoption of board policies. These delegated duties will focus on implementation rather than policy setting as this is the responsibility of the Board. Delegation of said duties will be in writing delineating the specific tasks to be delegated and the timeframe of these duties.

The mandate of the Governing Board and stakeholders of Education for Change is to promote the guiding mission of Latitude as articulated in this charter. In order to do so, the EFC Board is empowered to operate as the decision-making body in regard to school-wide policies. The governing structure is designed to foster participation by all stakeholders and assure the effectiveness of local school control and accountability. As such, the EFC Board will exist to affirm or reject policy recommendations and to evaluate the Chief Executive Officer.

Composition of the Education For Change Governing Board

The EFC Board of Directors will consist of at least 5 but not more than 11 voting members. EFC recruits qualified and appropriate candidates for the board from education, nonprofit, community, business, and legal organizations so that the current board is diverse in skill sets, perspectives, and backgrounds and can fully and responsibly govern the organization and schools while maintaining a unifying and passionate commitment to the vision and mission of EFC. The Board has appointed a President, a Treasurer, and a Secretary. The Education for Change board reserves the right to expand its board member seats should a law change or the need arise. Should a law change or desire for additional skill sets necessitate a change in Board composition, such change may be made by the Education for Change Governing Board in alignment with the bylaws and the articles of incorporation.

The District reserves the right, but is not obligated, to appoint a single representative to the EFC governing board pursuant to Education Code section 47604(b).

See Appendix B3 for EFC Board Directors Biographies of and Appendix B4 for a Leadership Skills Matrix outlining the skills and competencies of the board and leadership team.

All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance at the Board meeting, based upon the presence of a quorum.

When necessary and applicable, OUSD is responsible for providing facilities under Proposition 39 and its implementing regulations.

The Board may include an executive committee and other special purpose committees as deemed necessary. The EFC Board has met regularly since its inception with the Chair of the Board presiding over the meetings. The EFC Board will continue to meet regularly. EFC will comply with the Brown Act.

EFC maintains in effect general liability and board errors and omissions insurance policies.

Latitude complies with the OUSD policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as Latitude has been given written notice of the policy change.

Recruitment, Selection, and Development of Education for Change Board Members

The qualifications sought in candidates interested in serving on the Board include but are not limited to:

- Dedication to furthering the vision and mission of EFC;
- Willingness to volunteer for one or more board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks;
- Ability to work within a team structure;
- Expectation that all children can and will realize high academic achievement; and
- Specific knowledge, experience, and/or interest in at least one element of governance for EFC.

New board members are recruited and selected based on the provisions of EFC's bylaws. The CEO of Education for Change works closely with the Board of Directors to ensure that they are in full alignment with the organization's mission, culture, and goals.

Education For Change has sought, and continues to seek, qualified and appropriate candidates for the board from education, nonprofit, community, business, and legal organizations so that the current board is diverse in skill sets, perspectives, and backgrounds and can fully and responsibly govern the organization and schools while maintaining a unifying and passionate commitment to the vision and mission of EFC. In addition, the board seeks EFC family representation through a Family Leadership Council nomination structure that has EFC parents and guardians, through the Family Leadership Council, to nominate and elect two family representatives to serve on the Board of Directors (see Family Leadership Council section below).

Development of Board Members

All board members receive an annual training on open meeting laws, conflict of interest policy, ethics, essential policies and procedures, legal and financial responsibilities, and charter school oversight. EFCPS also ensures new board members receive training on basic roles and responsibilities, committees, board recruitment, public relations and marketing, evaluating the board and CEO, running an effective meeting, expulsion policies, human resources policies, and Special Education. Training may include attending conferences whereby relevant governance training is available and additional trainings and workshops to be held at special and regularly scheduled Board meetings each year. Trainings may be provided by the EFC's legal counsel, the California Charter Schools Association, or other experts.

Board Member Terms

Each EFC Board member serves a term of three (3) years, with the opportunity to renew for an unlimited number of terms. There shall be no term limit (number of consecutive times a member may run for election).

Board members' terms will expire in accordance with the Bylaws. Terms for the current Directors shall expire as stated in the chart below. Board members shall have experience in one or more areas critical to charter schools success: education, school administration, school finance, corporate structure, accounting, legal compliance, leadership or fundraising.

Figure 4.1—Education for Change Board of Directors with Term Expiration Dates:

Member	Position	Term Expiration Date
Brian Rogers	Finance Committee	July 2019
Mike Barr	Finance Committee	July 2018
Sudhir Aggarwal	Student Outcomes Committee	July 2018
Nick Driver	Chair, Executive Committee	July 2019
Adam Smith	Finance Committee, Communications advisor	July 2019
Eva Camp	Student Outcomes Committee, Executive Committee	July 2019
Dirk Tillotson	Vice Chair Student Outcomes Committee, Executive Committee	February 2019
Roy Benford	Board Member	May 2019
Camika Robinson	Family Leadership Council Representative	February 2019
Paul Byrd	Family Leadership Council Representative, Executive Committee	February 2018

Chair of the Governing Board

Each year, the EFC Board will elect a Chair pursuant to the Bylaws. Any voting member of the Board may be eligible for this position**.** The Chair may choose to resign the Chairmanship with a letter of resignation, in which case the EFC Board will elect a new president for the remainder of that term.

Governing Board Meetings

The Education for Change Governing Board shall meet at least every other month or more often as needed.

See Appendix B5 Governing Board Meeting Schedules, 2017-2018

The Education for Change Governing Board solicits the participation of members of the community who do not have a direct stake in or accountability for Latitude's educational mission and outcomes as expressed in this charter. Members of the community are always welcome to attend board meetings consistent with open meeting requirements.

Latitude and the EFC Board shall comply with the Brown Act and the Public Records Act. All EFC Board meetings are held in accordance with the Brown Act. Regular meeting agendas are posted at least 72 hours prior to regular meetings on the EFC website, at the Education for Change headquarters, and on each EFC campus. Special meeting agendas are posted at least 24 hours prior to special meetings. Meeting minutes and Board actions are always posted within 72 hours following the meeting on the website.

Standing Committees

The EFC Board has both standing and temporary (ad hoc) committees to focus on specific tasks and/or policies such as those listed in the initial description of the Board's purview stated previously. All EFC Board committees shall be comprised with board members serving as chairs. Education for Change may appoint faculty, parents, community members or other members of the public with varying areas of expertise to its advisory committees. The purpose of a committee is to provide advice, expertise and resources as necessary related to charter schools, finances, facilities, and other areas relevant to the success of the school. All non-board member committee members will be selected by the Board of Directors upon recommendation of the CEO.

Standing committees include, but are not limited to, the following:

- Finance: all finance-related matters are handled first on this committee, as well as fundraising
- Student Outcomes: Performance, curriculum, instructional delivery, professional development, and technology
- Executive: responsible for recruiting and making recommendations for selection of new board members and leading the evaluation and selection of the CEO

Changes to standing committees (e.g., composition, purview, etc.) may be made at any time by the EFC Board and shall not be considered a material revision to the charter.

The EFC Board has clearly defined the purpose and decision-making authority of each standing committee. Consistent with legal requirements, standing committees will continue to make it a practice to seek input of the stakeholders by publishing their meeting times and agendas and by communicating with the school community on a regular basis. Meetings of the standing committees will be in accordance with the Brown Act.

The EFC Board has the option of establishing Board policy through recommendations by standing committees or Board-established ad hoc committees that can draft policy recommendations to submit to the EFC Board. In non-policy decisions, whenever possible, and appropriate, the EFC Board will seek input from standing or Board-established ad hoc committees. The EFC Board will not be required to seek input on any matter that would legally be heard in closed session pursuant to the Brown Act.

Fiscal Management

The Chief Executive Officer is responsible for all budgetary matters. On a day-to-day basis, the Chief Operating Officer (COO) operates and makes recommendations to the CEO for the Latitude budget, with input from the Principal, Instructional Leadership Team and Family Leadership Council. The COO works closely with an outside CPA for the audit of the school's end of year financial statements and for appropriate review of procedures and internal control. The EFC Board may authorize the Finance Committee to make final financial decisions regarding portions of the schools' budget.

Compensation for Board Members and Committee Leadership

Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Revocation

OUSD's right to revoke the Latitude charter shall be subject to prior appeal rights under California Education Code 47607. In accordance with Education Code Section 47607, OUSD may revoke the Latitude charter on any of the following grounds:

- Latitude, as part of EFC, commits a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Latitude, as part of EFC, fails to meet or pursue any of the student outcomes identified in the charter.
- Education for Change fails to meet generally accepted accounting principles, or engages in fiscal mismanagement.
- Latitude violates any provisions of law.

Prior to revocation and in accordance with California Ed Code Section 47607(d), OUSD will notify Education for Change in writing of the specific violation. OUSD will give Education for Change a reasonable opportunity to remedy the violation.

In accordance with Education Code Section 47607, OUSD shall retain the right to revoke the charter without notice and a reasonable opportunity to remedy, if the District Board finds in writing that Education For Change, or Latitude, is engaging in or has engaged in activities that constitute a severe and imminent threat to the health and safety of the students. Dispute resolution procedures are inapplicable to revocation proceedings.

Conflict Of Interest

Education For Change has adopted a conflict of interest document that complies with the Political Reform Act. Members of Education For Change's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

See Appendix B6 for EFC Conflict of Interest Code

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid under the provisions of California State Charter Schools Act or other relevant state and/or federal statutes, the remainder of the charter shall remain in effect unless mutually agreed otherwise by OUSD and the Governing Board of EFC. The District and EFC agree to meet to discuss and resolve any issue differences relating to invalidated provisions in a timely, good faith fashion in accordance with dispute resolution procedures set forth in the charter.

Amending the Governing Structure

The governing structure of Education for Change may be revised. Amendments to this charter may be proposed in writing and submitted to the Governing Board by any stakeholder. Amendments must then be approved by the Governing Board. Material revisions shall be submitted to OUSD in accordance with Education Code Section 47607.and are governed by the standards and criteria of Education Code Section 47605.

Governance Structures

Education for Change believes that we best serve our students with a distributive leadership structure that involves and includes parents, teachers and site leadership. To that end, EFC has created the following two councils.

Staff Leadership Council

The Staff Leadership Council was formed so that staff members from each school could provide information from and to the Home Office. Staff Leadership Council members are elected by their site staffs and approved by the principals, and all staff are invited to the meetings. Because the member must be able to engage in discussions and inform organization-wide issues, principals are encouraged to nominate staff who have had site leadership responsibilities. They are also encouraged to nominate at least one teacher and one operations staff person. Typically, administrators are not part of the meetings, so that staff members may feel free to discuss issues.

The Staff Leadership Council meeting notes are distributed after meetings. Any staff member can ask for clarification or comment on items discussed during the meeting. The role of the Staff Leadership Council is to:

1. To advise the Home Office leadership on instructional, operations, and budgetary issues, in order to ensure that the staff has the opportunity to consistently provide input into decision-making and collaboratively craft solutions to problems.
2. To assist the Home Office leadership in developing proposals to address issues faced by Education for Change.
3. To aid in the implementation of the new initiatives amongst the entire organization.

In addition, Staff Leadership Council members are encouraged and able to participate on EFC Governing Board Committees to help inform board policies and provide valuable input to the Board in execution of their responsibilities.

Family Leadership Council

Parent involvement is a key success factor at Latitude, and one of the foundational elements of the school. The same is true for Education for Change, which has established a Family Leadership Council to ensure ongoing, consistent involvement and training for parent leadership development. Each EFCPS school site FLC will elect two representatives to the EFC Family Leadership Council. The Family Leadership Council participates in the ongoing evaluation of the organization's programs and operations, schools and community concerns and priorities for improvement.

See Appendix B7 for the Family Leadership Council Guidebook

Education For Change has instituted a governing board structure that facilitates parent leadership on the governing board, as well as a clear pathway for the election of parents to the governing board. Two seats on the governing board shall be reserved for family representatives nominated by the Education for Change Family Leadership Council. These parent EFC board members will be recruited with the same criteria as for other board members: each parent board member shall possess one or more of the board-desired backgrounds, such as community, education, legal and finance. These members shall serve terms of one (1) year each, with no term limits.

Latitude and all other Education for Change schools shall have active school site Family Leadership Councils composed of two family members from each classroom. Latitude's school site Family Leadership Council shall have up to two for each advisory. Each year, Latitude's

Family Leadership Council shall elect two representatives to serve on the Education for Change Family Leadership Council.

In addition to the two elected formal board member seats, the school site Family Leadership Councils are expected to present feedback and information to the Education for Change governing board, giving family members two types of meaningful input on the strengths and weaknesses of all of its schools, programs and operations. The Education for Change Family Leadership Council and the school site Family Leadership Councils serve in an advisory role to the Education for Change CEO and governing board.

EFC promotes parent engagement programs at all of its schools. As enrollment at EFC is based on student and parental choice, consistent and continual communication with parents about the expectations the school has for their children is critical. Parents/guardians are expected to actively engage in their children's education by being active in school events, assisting their children at Latitude at the highest levels, scheduling specific homework time, and providing a quiet environment for their children's studies.

Relationship Between EFC and the Latitude Principal

EFC, as the nonprofit operating Latitude, is responsible for overseeing the operations of the school. Under the policies established by the Board of Directors of EFC, the school principal or director reports to EFC Leadership for day-to-day management issues. The principal coordinates with EFC Home Office support and supervision on all campus-level planning and decision-making that involves the school's professional staff, parents/guardians, and community members in establishing and reviewing the school's educational plans, goals, performance objectives, and major classroom instructional programs. This allows the principal, teachers, parents/guardians, and community members to make school-based decisions within the boundaries of the decisions and policies set by the Board of Directors. The Education for Change Home Office has numerous positions designed to support the principals in the management and operation of his/her school.

See Appendix B8 for the EFC Home Office Organization Chart

<u>School Supervision by Chief Team</u>

As specified above, the Board of Directors delegates day-to-day management responsibilities of the larger organization to the Chief Executive Officer who then delegates management of principal and school sites to the Chief Team. Different Chiefs are assigned to supervise a school in all of the aspects of its day-to-day operations, working with the other Home Office staff, the Board of Directors, the Authorizer, children, parents, and community members. The Chief Team is responsible for the orderly operation of the Education for Change schools and the supervision of all employees in that school. Our responsibilities include:

- Oversee all sites, with bottom line responsibility for both fiscal and academic performance
- Work on the implementation of annual site planning and budget development process for sites
- Develop and lead Principals and Assistant Principals in their roles as instructional leaders and site managers

- Support site leadership to ensure high quality implementation of approved instructional programs, including standards, assessments, instructional guidelines, and culture.
- Support principals in effective and efficient budget and human resource management
- Act as liaison with Home Office staff to ensure school sites receive necessary support; work closely with Home Office staff to improve systems and processes to serve the schools
- Develop and appraise site administration effectively. Take corrective action as necessary on a timely basis and in accordance with company policy. Consult with Human Resources as appropriate.
- Cultivate relationships with local district officials and community leaders to further EFC and individual school goals.
- Demonstrate knowledge of, and support, the EFC mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
- Work collaboratively with the Instructional Management team to support the development of instructional leadership at the administrative, coach, and teacher leader level.

Latitude Principal

The Latitude Principal leads and manages Latitude, inspiring staff, families and community members to provide the best environment and structure for student learning. He has the freedom and flexibility to make or suggest improvements on existing practices, as well as to request financial, instructional and material supports from the Home Office.

The Latitude Principal’s primary responsibilities are:

- Lead Latitude in accordance with the EFC vision and mission
- Lead and manage the planning and implementation of Latitude’s strategic site plan
- Provide instructional leadership guidance including monitoring of the implementation of the established curriculum, identifying professional development needs for the staff, maintain high expectations and standards for all student achievement, coordinate administration of standardized testing, and monitor and support classroom instruction
- Manage and lead staff leadership teams (which includes representatives from administration, teachers, support staff)
- Facilitate communication between all school stakeholders
- Supervise, evaluate, and ensure discipline of all other employees according to the mission, philosophy, and obligations defined in the charter petition. Provide overall supervision of student teachers, interns, and other unpaid classroom and school volunteers at the school.
- Oversee the day-to-day operations of the school
- Report to the school’s stakeholders, including the CEO and the EFC Board, on the progress of the school in achieving educational success
- Oversee and support the development and implementation of all programs
- Involve parents and the larger community
- Develop a sense of community while respecting and responding appropriately to the strengths and needs of staff. Be available to staff on a consistent daily basis to help

address their individual and collective needs. Act as a liaison, when necessary and appropriate, between parents and staff. Actively seek parent, student and staff input and involvement in key decisions that affect the school.

- Be available to parents on a regular basis. Keep parents informed of and involved in policy changes at the school. Encourage parent support and cooperation and enlist their efforts to sustain well-kept school structure. Plan and conduct interesting and informative parent meetings.
- Attend EFC's administrative meetings as necessary and stay in direct contact with EFC changes, progress, etc.
- Communicate and coordinate as necessary with EFC staff on Board meeting agendas, including professional development scheduling, grant writing and fundraising, policies and procedures, documenting and sharing of best practices, and annual budgeting
- Participate in the dispute resolution procedure and the complaint procedure when necessary
- Collaborate with other EFC principals and Home Office staff

Grievance Procedure for Parents and Students

Education For Change will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under the Title IX of the Education Amendments of 1972 (Title IX and Section 504 of the Rehabilitation Act of 1973 (Section 504 including any investigation of any complaint filed with EFC alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws.

EFC will adopt and publicize any grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

EFC will implement specific and continuing steps to notify applicants for admission and employment, students and parents of students, employees, sources of referral of applicants for admission and employment that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity that it operates and that it is required by Title IX and Section 504 not to discriminate in such a manner.

ELEMENT 4B: OPERATING PLANS & PROCEDURES

Project Plan

Latitude has developed a comprehensive project plan to support the planning year prior to the opening of Latitude August 2018. Please see below for the project plan.

Figure 4.2—August 2017-August 2018 Project Plan:

Task	Person	J	A	S	O	N	D	J	F	M	A	M	J	J	A
Instructional Program															
Finalize competencies and continua	Principal, Teachers			■	■	■									
Develop studio curriculum	Teachers				■	■	■	■	■	■					
Identify studio instructional materials	Teachers				■	■	■	■	■	■					
Finalize studio assessments	Teachers				■	■	■	■	■	■					
Develop workshops curriculum	Teachers				■	■	■	■	■	■					
Identify workshops instructional materials	Teachers				■	■	■	■	■	■					
Develop workshop assessments	Teachers				■	■	■	■	■	■					
Develop advisory curriculum	Teachers				■	■	■	■	■	■					
Identify advisory instructional materials	Teachers				■	■	■	■	■	■					
Finalize personalized learning plan template	Teachers				■	■	■	■	■	■					
Develop digital portfolio system	Teachers				■	■	■	■	■	■					
Develop Extended Learning Opportunity curriculum	ELO Coordinator				■	■	■	■	■	■					
Develop project management and documentation processes	Teachers				■	■	■	■	■	■					
Finalize SPED support plans	Principal, EFC							■	■	■	■	■	■	■	■
Develop professional development plan	Principal, Teachers						■	■	■						

Initiate professional development for founding team	Principal														
Develop master schedule and class assignments	Principal														
Task	Person	J	A	S	O	N	D	J	F	M	A	M	J	J	A
School Culture and Climate															
Develop school culture plan	Principal														
Finalize COS systems and process	Principal, EFC														
Plan student orientation and start of school activities	Teachers														
Develop student handbook	Teachers														
Participate in professional development (RJ, Trauma informed practices)	Principal, Teachers														
Task	Person	J	A	S	O	N	D	J	F	M	A	M	J	J	A
Student and Family Engagement, Recruitment and Enrollment															
Develop recruitment plan	Principal														
Conduct engagement events	Principal, Teachers														
Conduct 1:1s with interested families	Principal, Teachers														
Host info sessions	Principal														
Finalize marketing collateral in multiple languages	Principal														
Collaborate with Enroll Oakland Charters	Principal														
Plan and hold lottery event	EFC														
Inform families of acceptance status	EFC														

Confirm student enrollment	EFC									■	■	■			
Hold family and student orientation event	Principal											■	■	■	■
Manage wait list (as necessary)	Principal, EFC									■	■	■	■	■	■
Task	**Person**	**J**	**A**	**S**	**O**	**N**	**D**	**J**	**F**	**M**	**A**	**M**	**J**	**J**	**A**
Community Partnership Engagement															
Complete community asset map	ELO Coordinator, Principal	■	■	■											
Conduct outreach and partnership meetings	ELO Coordinator, Principal			■	■	■	■	■	■	■	■	■			
Hold community networking events	ELO Coordinator, Principal				■				■			■			■
Develop partnership/mentorship guides and training	ELO Coordinator					■	■	■	■						
Train community partners	ELO Coordinator										■	■	■	■	■
Collaborate with partners to finalize studio and ELO opportunities	Principal, Director of Instruction							■	■	■	■				
Task	**Person**	**J**	**A**	**S**	**O**	**N**	**D**	**J**	**F**	**M**	**A**	**M**	**J**	**J**	**A**
Staffing and Personnel															
Develop staff handbook	Principal, EFC						■	■							
Recruit classified staff	EFC, Principal							■	■	■	■				
Interview and select staff	Principal								■	■	■	■			
Onboard new classified staff	Principal, EFC												■	■	
Task	**Person**	**J**	**A**	**S**	**O**	**N**	**D**	**J**	**F**	**M**	**A**	**M**	**J**	**J**	**A**
Fiscal Management															

Complete PCSPG Grant	Project Manager														
Finalize Year 1 Budget	Principal														
Train office manager in fiscal systems	EFC														
Task	Person	J	A	S	O	N	D	J	F	M	A	M	J	J	A
Technology															
Identify and develop data platform	Project Manager														
Implement contact management system for community partnerships	ELO Coordinator														
Determine and purchase technology for staff and students	Principal														
Establish network and infrastructure	EFC														
Deploy technology	EFC														
Task	Person	J	A	S	O	N	D	J	F	M	A	M	J	J	A
Facilities															
Secure temporary space	EFC														
Prepare temporary space	EFC														
Finalize environmental reviews	EFC														
Develop architectural plans for permanent facility	EFC														
Submit plans for state approval	EFC														
Purchase necessary furniture	EFC														
Start construction	EFC														
Task	Person	J	A	S	O	N	D	J	F	M	A	M	J	J	A
Operations															
Finalize safety plan	Principal														

Secure food vendor	EFC														
Purchase Year 1 supplies	EFC														
Establish student information system	Principal														

Staffing Plan
Please see below for the School Staffing Model and Rollout Table:

Figure 4.3—Latitude Staffing Model:

Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Principal	1	1	1	1	1	1
Assistant Principal	1	1	1	1	1	1
Classroom Teachers (Core Subjects)	2	4	9	15	18	22
Classroom Teachers (RSP, ELD)		1	1	1	1	2
Community Partnership Coordinator		1	1	1	1	1
Family Engagement and Recruitment	1	1	1	1	1	1
School Operations Support Staff	1.5	1.5	1.5	1.5	3	3
Total FTEs	6.5	10.5	15.5	21.5	26	31

Transportation

The school will be located in proximity to public transportation and be readily accessible. We will not provide transportation to and from school. There will be transportation needs for students to engage in aspects of the instructional program, as detailed in Section 1. The transportation needs of all the students will be provided for by Latitude. We will rely on public transportation as much as possible and when necessary, rent a vehicle that meets the transportation and safety needs of our children. We will also be inquiring into external partnerships to support transportation. Our founding team has experience (with High Tech High in San Diego) securing transportation partnerships. We have budgeted to accommodate the transportation costs for students.

Nutrition

All students will be provided with two opportunities to eat throughout a regular school day at Latitude. Students can eat breakfast before the official school day begins. Students will all be provided lunch around noon. Latitude is committed to ensuring that all meals are nutritious and healthy and meet all Federal Nutritional guidelines. We are in the process of exploring which vendors will be best positioned to deliver nutritious, healthy, and quality meals. Education for Change currently uses San Lorenzo Unified to provide lunch for all other EFC schools.

Insurance

EFC maintains Commercial General Liability Insurance at $1,000,000 per occurrence and $2,000,000 in aggregate, Umbrella Liability Insurance at $5,000,000 per occurrence and $5,000,000 in aggregate, Workers Compensation Insurance (including employer's liability coverage) at $1,000,000 per each incident, Commercial Auto Liability Insurance (including leased, hired, and non-owned) at $1,000,000 per occurrence with a $5,000,0000 excess coverage, Educator's Legal Liability Insurance at $1,000,000 per occurrence with excess coverage included as part of the umbrella at $5,000,000 with an aggregate of $6,000,000, Cyber Liability Insurance at $1,000,000 per occurrence, Student and Volunteer Accident Insurance at $100,000 medical maximum benefit and a $250,000 aggregate limit per occurrence, a blanket limit of $6,888,710 for Personal Property is maintained and a $5,068,518 blanket limit for Business Income and Extra Expense is maintained as well, a Fidelity Bond is maintained at a $100,000 limit for employee theft, a $50,000 limit for all other theft, a $25,000 limit for for funds transfer fraud and counterfeit currency coverage.

ELEMENT 4C: BUDGETS / FINANCIAL PLAN

Budgets

Preliminary estimated budgets for the next five years and five years of cash flow for Latitude are attached.

See Appendix B9 for Preliminary Estimated Budgets and Appendix B10 for Cash Flow and FCMAT Calculator
See Appendix B11 for Budget Narrative

Fiscal Autonomy

Education for Change will maintain the highest level of integrity in fiscal management while seeking all available resources and using them effectively to support the instructional program.

The business philosophy of EFC is entrepreneurial and community-based. Every effort will be made to maximize revenue from all sources while maximizing the effectiveness of all expenditures through the utilization of a "better, faster, cheaper" and "in the best interest of the students" test.

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Latitude shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

Budget Development/LCAP Development

Budget development will begin each year immediately following the January announcement of the governor's TK-12 State Budget Proposals and be continually refined through the May Revise to the Final State Budget Act. Budgeted resources will always be consistent with Latitude' goals as identified by the EFC Board and the annual site planning process guided by the ongoing cycles of data inquiry. A year-end estimate of actuals and interim reports will be submitted as well.

EFC has developed and is implementing a comprehensive annual site planning process across all of its schools. Data inquiry takes place every trimester following benchmarks assessments. The timeline for the site planning process begins in mid-January and continues through June when the EFC Board approves first the LCAP and then the aligned budgets. The goals for this process are as follows:

- Develop a clear vision
- Engage all stakeholders authentically

- Ensure all stakeholders have a clear and shared understanding of the instructional program, resource allocation, and priority focus moving forward
- State compliance to the LCAP
- Develop a transparent and strategic action plan and aligned budget that ensures resources (time, people, money) are prioritized to accelerate student outcomes and meet identified targets

Financial Reporting

The Chief Operating Officer in collaboration with the principal of Latitude in coordination with the CEO of EFC submits an annual budget to the EFC Board of Directors during the spring of each year. The EFC annual fiscal period runs from July 1 through June 30.

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;

- *September 1 – Final Unaudited Financial Report for Prior Year*
- *December 1 – Final Audited Financial Report for Prior Year*
- *December 1 – First Interim Financial Report for Current Year*
- *March 1 – Second Interim Financial Report for Current Year*
- *June 15 – Preliminary Budget for Subsequent Year*

EFC has developed financial planning, financial reporting systems and budgets. The school principal and Chief Operating Officer in conjunction with appropriate EFC staff are responsible for producing monthly financial reports and designing a policy of internal controls to ensure fiscal responsibility. The principal, EFC staff, and the EFC Board has also developed other policies and procedures including employee benefits, compensation, evaluations, dispute resolution, disciplinary actions, student information systems, and parental involvement.

Financial records will be regularly maintained and a financial report prepared quarterly for the EFC Board of Directors. The EFC Board Finance Committee will work closely with the COO and the Finance Team to ensure fiscal oversight.

EFC has established strict policies governing internal controls. These policies ensure that the internal control mechanisms address legal compliance, conflicts of interest, signature authorities, government access to records, accounting procedures, cash management, and budget development, financial reporting, property management and procurement.

Attendance Accounting

The school maintains contemporaneous documentation of attendance in a format acceptable to the State. Required reports regarding daily attendance will be completed and submitted to the requesting agencies.

Budget Allocation And Vendor Selection

The EFC Board is responsible for approving annual budgets, with substantial input from the Chief Operating Officer (COO) and the Chief Executive Officer (CEO). The COO and principal develop the budget proposals and have latitude in determining how funds are best used within budget categories. EFC may delegate authority to the principal to select vendors below a contract amount to be determined, but retains overall responsibility for contract approvals. EFC has created an economy of scale by creating a highly accountable internally-staffed back office business service department.

Potential Users Of Financial Information

Financial statements such as a Balance Sheet, Income Statement, and Statement of Cash Flow are prepared by the Home Office**.** Financial statements are used by the independent auditors who the EFC Board contracts each year. The financial statements are also available for review as desired by any of the school's officers, managers, or Board members who want to assess the school's financial condition. In addition, Board members use the financial statements to confirm existing policies or to create new policies. Finally, EFC submits its annual audited financial statement to the appropriate authorities within the California Department of Education**,** State Controller's Office, Alameda County Superintendent of Schools, and OUSD as described above.

Federal Funds

To the extent that Latitude is a recipient of federal funds, including federal Title I, Part A funds, Latitude has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Every Student Succeeds Act (ESSA) and other applicable federal grant programs. Latitude agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESSA and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of ESSA include, but are not the limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

Latitude also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.

Latitude shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding financial records, from OUSD and shall consult with OUSD regarding these inquiries.

Cash Reserves

EFC acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

EFC shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Latitude, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Latitude owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Latitude, Latitude authorizes the District to deduct any and all of the in lieu property taxes that Latitude otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Latitude further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Latitude. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Latitude agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Programmatic Audit

EFC will compile and provide to OUSD an annual performance report on behalf of Latitude. This report will include the following data:

- Summary data showing pupil progress toward the goals and outcomes specified in Element 2
- A summary of major decisions and policies established by the EFC Board during the year
- Data regarding the number of staff working at the school
- A summary of any major changes to the school's health and safety policies
- Data regarding the numbers of pupils enrolled, the number on waiting lists, and the number of pupils suspended and/or expelled

Revenue Flow/Depository/Accounting

As a directly funded charter school, most of the school's state and federal revenue flows directly from the state to the school's account in the District Treasury, which is administered through OUSD.

Funds flowing through OUSD (payments in lieu of property taxes, supplemental instructional hours, etc.) will be transferred via cash journal in the most expeditious manner possible.

All such revenue deposits will be recorded in the financial system at OUSD. All expenditures, including payroll, will be drawn on the District Treasury, which enables the OUSD financial system to account for all revenue and expenditures. Revolving accounts with a local financial institution may be established for day-to-day expenditures from the General Fund, Food Services, and other miscellaneous accounts. All expenditures over $500.00 from local accounts will continue to require two signatures.

Attendance Accounting Procedures

Existing attendance accounting procedures that provide excellent checks and balances will continue to be used unless a more efficient system can be devised that will satisfy state requirements.

Mandated Costs Reimbursement Program

In order to meet the health, safety, and public accountability requirements of all public school children at OUSD, the school will be required to comply with the following programs and activities:

- Annual Parent Notifications II
- Behavior Intervention Plans
- California English Language Development Test
- Comprehensive School Safety Plan
- Criminal Background Check
- Emergency Procedures: Earthquake and Disasters
- Habitual Truant Conferences
- Open Meeting Act/Brown Act
- Pupil Classroom Suspension by Teacher
- Physical Performance Tests
- Pupil Exclusions
- Pupil Health Screenings
- Pupil Promotion and Retention
- Suspensions and Expulsions
- School Accountability Report Cards
- School Bus Safety I and II
- Standardized Testing and Reporting
- STRS Creditable Compensation
- Any other current or future mandates of charter schools

It is the expressed intent of EFC to comply with all of the aforementioned mandates and file directly for reimbursements. If a reimbursement claim can be filed only through OUSD, OUSD agrees to fold EFC's claim into its claim and pass through Latitude' funds when received.

Eligible expenses that OUSD incurs as a result of current charter school law, subsequent charter school legislation, or CDE interpretations of these laws are not the responsibility of Latitude and should be addressed by OUSD through the State's Mandated Cost Reimbursement Program.

Latitude in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. Latitude acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of Latitude it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Latitude by law or charter provisions.

Internal Fiscal Controls

EFC will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

EFC acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

EFC shall be deemed the exclusive public school employer of the employees of Latitude for the purposes of the Educational Employment Relations Act. (Government Code section 3540 et seq.) Charter School shall comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes."

The District may charge for the actual costs of supervisorial oversight of Latitude, not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisorial oversight of the Latitude not to exceed 3% if Latitude is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time."

ELEMENT 5: EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the school."—California Education Code Section 47605(b)(5)(E)

EQUAL EMPLOYMENT OPPORTUNITY

Latitude and EFC acknowledge and agree that all persons are entitled to equal employment opportunity. EFC shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Latitude shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Latitude shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Latitude shall maintain current copies of all teacher credentials and make them readily available for inspection.

As part of the Fall Information Update, Latitude will notify the District in writing of the application deadline and proposed lottery date. Latitude will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

OBLIGATION TO REPORT TO CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the re porting of egregious misconduct.

EMPLOYMENT OF FELONS

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the employment of persons convicted of violent or serious felonies.

Latitude is driven by its own mission and vision, as well as the Education For Change Mission to provide a superior public education to Oakland's most underserved children by creating a system of public schools that relentlessly focuses on the continuous refinement of high quality instruction. In order to achieve excellence and nurture diversity, Latitude and Education for Change must have a strategy and a plan to ensure the School has the human capital and talent necessary to realize its vision.

Education for Change will comply with Education Code 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance of employees and contractors. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The EFC Chief Operating Officer (COO) shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The COO will also monitor fingerprinting and background clearance of all non-teaching staff. Prior to employment, each employee must furnish an up-to- date Mantoux Tuberculosis (TB) test result and documents establishing legal employment status.

Equal Employment Opportunity

Education for Change acknowledges and agrees that all persons are entitled to equal employment opportunity. EFC shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Code of Professionalism

All members recognize the magnitude of the responsibility educators accept in their chosen profession. In order to ensure the effectiveness of our programs and the success of students in meeting learning outcomes, all staff members must be committed to our collective mission and vision. Every stakeholder is accountable for the academic and social growth of our students.

Members of EFC’s Governing Board, any administrators, managers or employees, and any other committees of the EFC Board shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD’s Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

Employee Recruitment and Selection

Education for Change will not discriminate against any employee on the basis of race, color, creed, age, gender, national origin, disability, religion, sexual orientation, or marital status.

Education for Change will adhere to California laws, including fingerprinting and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony.

Education for Change implements specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability or any other characteristic described in Education Code Section 220 in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Criminal Background Clearances And Fingerprinting

EFC shall comply with all requirements of Education Code sections 44237 and 45125.1. EFC shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

EFC shall maintain on file and available for inspection evidence that (1) EFC has performed criminal background checks and cleared for employment all employees prior to employment; (2) EFC has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) EFC has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. EFC shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, EFC shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

All employees must furnish or be able to provide:

1. Proof of negative tuberculosis (TB) testing or negative chest X-ray for TB in accordance with Education Code Section 49406
2. Fingerprinting for a criminal record check. Education for Change will process all background checks as required by Education Code Section 44237
3. Documents establishing legal employment status

Immunization And Health Screening Requirements

EFC shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. EFC shall maintain TB clearance records and certifications on file.

Employees’ job classification and work basis will be specified in individual employment agreements. These agreements may take the form of employment contracts, at-will employment agreements, or other agreements. All agreements not specifically stating that they are employment contracts will be deemed to be at-will employment agreements. Agreements may be renewed based on demonstration of meeting or exceeding the requirements of individual agreements and adhering to policies, procedures, and expectations. These expectations will be designed to support the mission and vision of the school and to comply with state laws.

EFC is dedicated to hiring professional and highly qualified staff. All staff to be hired at the school must demonstrate an understanding and commitment to EFC’s mission, vision, and educational philosophy. The Director of Recruitment and the Chief Talent Officer at the EFC Home Office will be responsible for staff recruitment – posting the position in strategic websites and publications; working with the principal on presenting at career fairs, conferences, and appropriate events; reaching out to and networking at events with innovative and experienced educators; and utilizing print and news media as appropriate. The Principal will be responsible for selecting all staff with support from the EFC Home Office. The Principal will establish a Selection Committee composed of site staff, students (as appropriate), and parents that will work with the Principal to select staff.

To ensure the selection of the highest quality staff, we will implement the following selection process:

1. Request resumes, cover letters and written responses to essay prompts (Home Office Recruitment team),
2. Brief screening interview (by phone) as needed (Home Office Recruitment team),
3. Follow-up interview, including a sample teaching lesson or other demonstration of job-related abilities (site level selection team),
4. Verification of credentials and past employment, state and federal background checks, and professional and personal reference checks (Home Office Human Resources Manager),
5. Finalize a selection (Home Office Recruitment team),
6. Finalize contract and extend offers of employment (Home Office Human Resources Manager).

Employee Qualifications and Job Descriptions

All EFC and school staff commit to:

- Abide by federal, state, and local laws;
- Maintain a professional relationship with all students;
- Refrain from the abuse of alcohol or drugs during the course of professional practice;
- Exemplify honor and integrity in the course of professional practice, particularly in the use of public funds and property;
- Comply with state, federal, and local laws regarding the confidentiality of student records;
- Fulfill the terms and obligations detailed in the charter;
- File necessary reports of child abuse; and

- Maintain a high level of professional conduct.

ESSA And Credentialing Requirements

EFC shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. EFC shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). EFC shall maintain current copies of all teacher credentials and make them readily available for inspection.

Founding Team

Education for Change has already hired a founding team for Latitude. This founding team includes 15 years of experience in high-performing charters.

Home Office

Education for Change as a charter management organization has an experienced Home Office team responsible for supporting Latitude and its team in implementing a quality instructional program in alignment with the charter petition.

The following positions are EFC Home Office positions that will support Latitude in its operations:

Management Team

- Chief Executive Officer – Manages the strategic direction of EFC
- Chief Strategy Officer - Manages strategic priorities
- Chief Academic Officer– Leads the Instructional Leadership Team
- Chief Talent Officer – Leads recruitment, selection, retention and development of human capital; leads human strategic initiatives
- Chief of Leadership Development - Manages and supervise all schools; leads leadership development initiatives
- Chief Operations Officer - Leads the central and site-based Operations teams

Instructional Leadership Team

- Deputy Chief of Student Support Services
- Director of Data Systems and Analysis
- Data Manager

Finance and Operations Team

- Human Resources Team
- Community Engagement Specialist

- Student Recruitment Team
- Director Internal Operations
- Finance Team
- Facilities Manager
- IT Team

See Appendix B12 for job descriptions for the CEO and Appendix B13 for the COO job description and the Appendix B14 Chief of Leadership Development job description. These are the PRIMARY Home Office leaders with respect to supporting sites. Any other Home Office job descriptions can be made available as requested.

The following job descriptions outline the school positions, including qualifications and responsibilities. They will be revised as necessary to reflect the specific needs of Latitude.

Principal

Under direction of the Chief of Schools, the Principal is responsible for the day-to- day operations of Latitude. The Principal's responsibilities include management and oversight of all instruction and operations. In collaboration with the EFC Home Office, the Principal develops and implements school level policies in compliance with EFC's organization-wide policies, administers and supervises the school and its employees, supports staff and parent leadership and a model of shared decision making, manages the implementation of the instructional program in alignment with the school's approved instructional frameworks and annual site plans, fosters a culture of positive, engaged learners, and serves as strong advocates for the school's philosophy.

See Appendix B15 for the Principal job description

Teachers

As with students and parents/guardians, teachers make a specific choice to be part of the Latitude team. EFC teachers meet the requirements for employment as stipulated by the California Education Code section 47605(l). Primary teachers of core, college preparatory subjects (English–language arts, mathematics, science, history, and special education) hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. In the case of teachers teaching more than one subject, they hold a valid certificate, permit or other document for each subject area. These documents are maintained on file at EFC and at the school and are subject to periodic inspection by OUSD and the Alameda County Office of Education. Teachers in non-core, non–college preparatory subjects meet the requirements the State allows for a charter school.

EFC follows the development of the regulations to implement "Highly Qualified" requirements under the No Child Left Behind Act (NCLB) and ensures that the qualifications for all teachers follow the regulatory guidelines set by the state with regard to this law. This includes monitoring that the "highly qualified" teacher requirements of NCLB are met which ensure that teachers meet the following three criteria unless otherwise exempt under the law:

1. Teacher possesses appropriate state certification or license;

2. Teacher holds a bachelor's degree; and
3. Teacher passed a rigorous test, relevant major or coursework, or state evaluation demonstrating subject matter competency.

Selection of teachers is based on their teaching experience, the degree of subject matter expertise, their "fit" with the team and the organization at large, their ability to develop strong relationships with colleagues, students, and families, and their ability to demonstrate effective classroom instructional capabilities. Inexperienced or emergency credentialed teachers are hired on educational experience, work experiences deemed beneficial to education, and résumés with good references. All teaching staff must meet guidelines and standards set by the school and EFC.

Responsibilities and essential qualities for the teachers include:

- Preparing and implementing effective lesson plans and units of study that lead to student understanding of curriculum content
- Assessing and facilitating student progress in line with the student and school outcome goals
- Maintaining accurate records
- Participating in professional development activities
- Maintaining frequent communication with students and their families, colleagues, and other school stakeholders
- Maintaining regular, punctual attendance
- Consistently delivering Latitude's instructional program with a high level of student engagement and appropriate rigor
- Consistent cognitive planning with adopted curricula
- Engaging in ongoing collaborative work with colleagues to strengthen Latitude's ability to deliver high level outcomes for all students
- Aligning instruction to the needs of English Language Learners, Special Education, High and Low Achieving students
- Being self-reflective and always striving to improve at the craft of teaching
- Using data effectively to improve student, grade level, and school academic outcomes
- Consistently holding all students to high standards of work and behavior
- Maintaining open and effective lines of communication with all stakeholders
- Maintaining a positive, organized, and productive learning environment
- Developing strong and productive relationships with students

See Appendix B16 for the Teacher Job Description

Other Staff

A pool of day-to-day at-will (on-call) qualified substitutes, with appropriate background clearances, is established and a list of qualified substitutes is maintained.

At Latitude, additional staff persons include:

- Cafeteria Worker

- Custodian
- Office Manager
- School Services Assistant
- Assistant Principal
- Parent Coordinator
- IT Specialist

See Appendix B17 for the Cafeteria Worker Job description
See Appendix B18 for the Custodian Job description
See Appendix B19 for the School Services Assistant Job description
See Appendix B20 for the Office Manager Job description
See Appendix B21 for the Assistant Principal Job description
See Appendix B22 for the Parent Coordinator Job description
See Appendix B23 for the IT Specialist Job description

Evaluations

The principal and assistant principal are responsible for evaluating all teachers and support staff. School staff evaluation is performed at least annually. The principal may request support from the EFC academic support team to observe teachers in the classroom in order to determine their effectiveness as facilitators of learning and their ability to reach children using various modalities. A critical part of teacher evaluation and retention will be based on their growth as a teacher, student achievement, professionalism, and "fit" with the larger organization and school.

See Appendix B24 for Principal Evaluation Rubric, Appendix B25 for the Principal Evaluation Survey, and Appendix B26 for the Principal Evaluation Performance Assessment
See Appendix B27 for Teacher Evaluation Rubric and Appendix B28 for Teacher Evaluation Summary Form

Just as staff are expected and encouraged to grow and achieve at high levels, so are these expectations applied to the principal and the school. The EFC Home Office staff work with the sites to ensure that the mission of the school is being met, that all students are meeting high levels of achievement, that staff are well supported, and that the sites are safe learning environments.

EFC shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.

EFC will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

Facilities Acquisition

The Petitioners have established a facilities team to evaluate and select a suitable location for Latitude. The members of the facilities team have various levels of expertise in commercial real estate transactions, lease negotiations, and building code. The goal of the facilities team is to lease a temporary facility/space that is within budget and will be ready for classes to begin in the fall of 2018 and to build a permanent facility by fall of 2019. Education for Change currently owns property in the Fruitvale that can be used for the first hub. The team includes EFC's CEO (Hae-Sin Thomas), COO (Fabiola Harvey), Chief Strategy Officer (Sundar Chari), Director of Strategic Finance (Richard McNeel), and Pacific Charter School Development COO (John Sun).

The Education for Change team has experience in securing property and developing a brand new school facility. EFC opened Epic Charter in Fall 2014 on a property that was formerly a CalTrans warehouse. EFC worked with external partners to secure a lease to the land; as of Fall 2013, the 'school building' was a shell of a warehouse that had to be completely gutted so that a brand new school property could be designed and constructed on site. Students walked into a brand new school building in Fall of 2014. With foresight, EFC purchased property at East 12th Street and 29th Avenue, in the Fruitvale. With the support of external partners like Pacific Charter School Development, EFC is prepared to design and build a new school building to serve the Oakland community once again.

"If Latitude is using District facilities as of the date of the submittal of this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, Latitude shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition, Latitude will occupy and use any District facilities, Latitude shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Latitude shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Latitude and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Latitude's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument, unless otherwise agreed to by the District. There is no automatic renewal.

For any other use agreement, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter, and may be one (1) school year in duration, at the option of the District. Latitude and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the OUSD Board of Education with the renewal or request for material revision of the charter petition. If Latitude and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal or material revision of the charter petition, the approval of the renewal or request for material revision of the charter petition shall be conditioned upon

Latitude and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal or material revision of the charter petition, whichever comes first. During such time period Latitude shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Latitude and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Latitude shall vacate the District facilities on or before June 30th of said school year.

Latitude agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Latitude from conducting its educational programs. If Latitude will share the use of District facilities with other District user groups, Latitude agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- *Use: Latitude will be restricted to using the District facilities for the operation of a publischool providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Latitude.*

- *Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Latitude for use. Latitude, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.*

- *Leasing; Licensing: Use of the District facilities by any person or entity other than Latitude shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.*

- *Programs, Services, and Activities Outside Instructional Program; Third Party Vendors*

(i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and

includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Latitude), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- *Minimum Payments or Charges to be Paid to District Arising From the Facilities:*

(i) Pro Rata Share: The District shall collect and Latitude shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, Latitude shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or Latitude's legal or equitable interest created by the use agreement.

- *Maintenance & Operations Services: In the event the District agrees to allow Latitude to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Latitude.*

(i) Co-Location: If Latitude is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Latitude shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Latitude is a sole occupant of District facilities, the District shall allow Latitude, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Latitude shall pay OUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- *Real Property Insurance: Prior to occupancy, Latitude shall satisfy requirements to participate in OUSD's property insurance or, if Latitude is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. Latitude shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF Latitude is co-locating or sharing the OUSD facility with another user.*

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Latitude shall provide the OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Latitude to use and occupy the site as a charter school. Latitude shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Latitude may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If Latitude intends to move or expand to another facility during the term of this Charter, Latitude shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Latitude shall provide an appropriate Certificate of Occupancy to the OCS for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Latitude shall provide adequate documentation to the OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Latitude is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Latitude shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Latitude cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Latitude shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.

Pest Management: Latitude shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Latitude shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

If Latitude fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the OCS and/or the local planning department or equivalent agency. If Latitude moves or expands to another facility during the term of this charter, Latitude shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Latitude shall not begin operation in any location for which it *has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the OCS and/or the local planning department or equivalent agency.*

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

ELEMENT 6: HEALTH & SAFETY PROCEDURES

"The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in."-- California Education Code Section 44237. 47605 (b) (5) (F)

HEALTH, SAFETY AND EMERGENCY PLAN

Latitude shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Latitude each school year.

Latitude shall ensure that all staff members receive annual training on Latitude's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Latitude shall provide all employees, and other persons working on behalf of Latitude who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Latitude shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).

Latitude shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Latitude.

Latitude shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Latitude, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Latitude shall comply with all requirements of Education Code sections 44237 and 45125.1. Latitude shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

EFC shall maintain on file and available for inspection evidence that (1) EFC has performed criminal background checks and cleared for employment all employees prior to employment; (2) EFC has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) EFC has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. EFC shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, EFC shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

EFC shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

EFC shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. EFC shall maintain TB clearance records and certifications on file.

EFC shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. EFC shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT
EFC shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

COMPETITIVE ATHLETICS
Charter School shall comply with the requirements of Education Code section 221.9 with respect to the disclosure requirements regarding competitive athletics, and shall comply with the requirements of Education Code section 33479.1 et seq. with respect to any athletic program that if offers.

GUN-FREE SCHOOLS ACT
EFC shall comply with the federal Gun-Free Schools Act.

TOBACCO USE PREVENTION
EFC shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495."

SUICIDE PREVENTION POLICY (GRADES 7-12)
Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, pursuant to Education Code section 215.

TRANSPORTATION
The Charter School shall meet the requirements of Education Code section 39831.3 with respect to any transportation services provided to or from school or a school activity.

DATA PRIVACY
Charter School shall take the required steps to protect the data privacy of its pupils, including but not limited to complying with the requirements of Education Code section 49073.6 with respect to any maintenance of any information obtained from social media in its pupil records.

Charter School shall comply with the requirements of Education Code section 33133.5 with respect to notifying pupils of the appropriate telephone number to call to report child abuse or neglect, and Education Code section 51900.6 with respect to the age-appropriate content in sexual abuse and sexual assault awareness and prevention.

Comprehensive Sexual Harassment Policies and Procedures

Education for Change and Latitude are committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Education for Change has a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in a sexual misconduct policy that will be developed prior to hiring any employees. All supervisors are required to participate in regular trainings around their legal responsibilities.

See Appendix B29 for the EFC Employee Handbook

Role of Staff as Mandated Child Abuse Reporters

All classified and certificated staff are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by schools within the Alameda County Office of Education Service Area.

Latitude shall provide all employees, and other persons working on behalf of Latitude who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

TB Testing

EFC shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. EFC shall maintain TB clearance records and certifications on file.

Medication in School

The school adheres to Education Code Section 49423 regarding administration of medication in school.

Latitude shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).

Vision/Hearing/Scoliosis

The school adheres to Education Code Section 49450 et seq. as applicable to the grade levels served.

Blood-Borne Pathogens

The principal, or designee, meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The principal, or designee, has established a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Latitude shall ensure that all staff members receive annual training on EFC's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Facility Safety

Latitude will comply with Education Code §47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code, including provisions for seismic safety. Latitude agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

<u>Fire, Earthquake, and Evacuation Drills</u>

Students and staff will participate in earthquake drills every other month, fire drills monthly, and at least one lock-down drill annually.

Emergency Preparedness

The school adheres to an Emergency Preparedness Handbook. This handbook includes but is not limited to the following responses: fire, flood, earthquake, terrorist threats, hostage situations, and heart attacks. Education for Change requires that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.

Latitude shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Latitude.

Procedures

The school will have adopted procedures to implement the policy statements listed above prior to operation. The school safety plan is guided by Education Code Section 35294(a). Latitude shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

See Appendix B30 for a sample EFC Safety Plan

Custodian of Record

Per California Department of Justice Requirements, Education for Change has identified LaRayne Povlsen, the Director of Human Resources and EFC Board Secretary, as the Custodian of Record.

ELEMENT 7: MEANS TO ACHIEVE RACIAL & ETHNIC BALANCE

"The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted."—California Education Code Section 47605(b)(5)(G)

Latitude will start with 50 students in August of 2018. The school will maintain a waiting list to ensure the school will meet enrollment goals. It is the absolute goal of Latitude to serve the general student population of Oakland, and the school will strive to achieve a racial and ethnic balance that will reflect the general population of Oakland and to be a diverse by design school, consistent with California Education Code section 47605(d)(1).

Each fall, the principal in conjunction with the Home Office, will review the currently enrolled student demographics. If at any time a significant disparity among the racial and ethnic demographics of our students is identified, the principal will initiate dialogue and meetings with community leaders from the underrepresented racial groups. The objective of that dialogue will be to guide Latitude into creating more culturally inclusive and competent marketing strategies, and ultimately, a more culturally inclusive and competent school. The COO at the Home Office will take the lead with the Principal in developing and implementing a comprehensive recruitment and outreach strategy.

Recruitment Strategies

Earned Media
Earned Media is one of the most effective strategies for garnering widespread attention to a charter school. Latitude will utilize the experience and relationships of its founding team members to strategically get articles placed in local newspapers that focus on the innovative programs offered at the School.

Collateral Materials/Leave Behinds
Professionally designed brochures, flyers, and posters will showcase the benefits and opportunities that an education from Latitude will provide. All materials will be created with the end- reader kept in mind and will be assured to make no false claims. These collateral materials will be minimally printed in English and Spanish and will be designed to demonstrate the diversity and cultural appreciation that occur at Latitude. All marketing material samples will be provided to OUSD upon request.

Grassroots Community Outreach
The Principal and other staff will all be tasked with conducting public presentations to the community in an effort to gain awareness. Latitude leadership will annually present to rising ninth graders at the Education for Change middle schools, and with permission from Oakland Unified, Latitude will present and/or leave brochures or other collateral materials at the middle schools within the district. EFC will provide presentations or collateral materials to organizations that serve middle-school youth like other charter schools, recreation centers and after school

programs. In addition, EFC will rely on its established design partnership community to target interested families.

Latitude Open Houses
In the spring and fall of every year, Latitude will host community informational meetings, so that interested parents or community members can come and learn about the opportunities that will be provided by Latitude. EFC Home Office leadership will be invited to attend and participate in all open houses, especially should parents have specific questions that should be directed to Home Office personnel. Information for each of these open houses will be distributed to all the local daily and weekly newspapers, on radio where available, and via a concerted online and word of mouth grass roots strategy. Dates and times for the open houses have not yet been confirmed, but they will be set to maximize the number of parents that are able to attend. Proposed dates include meetings in December, February, March, and April of each year. Meetings will be held on weeknights and on weekends.

Latitude also understands that as part of its oversight of the school, OUSD may conduct program review of federal and state compliance issues.

Please see Appendix B31 for Latitude's Community Engagement and Recruitment Plan

ELEMENT 8: ADMISSION REQUIREMENTS

"Admission Requirements, if applicable."—California Education Code Section 47605(b)(5)(H)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Latitude shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Latitude shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Latitude shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Latitude is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Latitude shall comply with all applicable provisions of Education Code sections 48850 – 48859.

NON-DISCRIMINATION

Latitude shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Latitude may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Latitude shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

PARENT ENGAGEMENT

Latitude shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Latitude.

As a non-sectarian, tuition-free public school, Latitude will admit all grade-level eligible pupils who wish to attend up to the school's capacity, in accordance with Education Code §47605(d)(2)(A). Latitude will be a school of choice, and in compliance with Education Code §47605(f), no student will be required to attend Latitude 37.8 High School. Admission shall not be determined based on the place of residence of the pupil or of his/her parent or guardian. However, in the event of a public random drawing, admissions preference may be granted to residents of Oakland.

In accordance with Education Code §48000(a), children must meet minimum age requirements for enrollment. Latitude will abide by any future amendments to the Education Code regarding minimum age for public schools. Proof of the child's age must be presented at the time of enrollment as described in Education code §48002.

Admission and Enrollment Process

Latitude is participating in the Oakland Common Enrollment process. In order to ensure that all students will be placed appropriately and benefit fully from Latitude, parents will be strongly encouraged to participate in a pre-admission meeting and a school tour. Upon admission, parents will be encouraged to attend a family orientation.

All students who wish to attend Latitude shall be admitted, up to capacity. Admission to Latitude shall not be determined by the place of residence of the student or his or her parent in the State, except as provided in Education Code Section 47605(d)(2). If the number of pupils who wish to attend Latitude exceeds the school's capacity, attendance, except for existing pupils of the School, shall be determined by a public random drawing ("lottery"). Students currently enrolled in the school are exempt from the lottery. Within the context of this admission process, Latitude seeks to deliver on the spirit and intent of Brown vs. Board of Education by using legally permissible means to enroll a profile of students representative of the racial, ethnic and socioeconomic diversity of the city of Oakland. In this regard, Latitude employs certain weighting mechanisms in relation to its lottery that foster diversity and that fit squarely within acceptable admissions protocols. Weightings for geography and socioeconomic status ("SES") are employed as described below. These weightings are adjusted to account for the numbers of students from a particular zipcode cluster that have been admitted from returning students, sibling preferences and employee or founding family preferences.

In the case of a public random drawing, the following will be exempt from the lottery for admission to the school:[32]

- Siblings of students currently enrolled

In the event applications for admission exceed availability, priority for admission shall be assigned in the following order:

[32] During periods of eligibility for the Public Charter Schools Grant Program ("PCSGP"), the lottery will be held as a single weighted public random drawing

1. Children of employees of Latitude[33] or founding families[34] (this priority will be capped at 10% of total enrollment).
2. Applicants residing within the boundaries of the Oakland Unified School District.
3. Applicants residing outside of Oakland..

<u>Weighting</u>

- **Geographic**—In order to meet the requirement that preference for admission be offered to students who reside in the Oakland Unified School District, Latitude will ensure that at least 85% of slots for admission will be allocated to students residing in Oakland. Latitude identifies attendance regions consisting of several contiguous zip code areas or "clusters." Using United States Census data, Latitude determines the percentage of school aged students residing within each zip code cluster and provides weighting within the lotteries designed to encourage a corresponding level of enrollment from each zip code cluster.
- **SES**—Similar to the zip code weightings, weightings are implemented to encourage SES diversity. Weightings for SES are designed to ensure that at least 50% of admitted students are eligible to receive free and reduced price meals under the NSLP.

In the event of a single weighted lottery,

- Children of Latitude employees or founding families will be given five additional entries in the lottery.
- Students residing within the boundaries of OUSD, if there is space within the applicant's zip code cluster, would be given one additional entry in the lottery.
- Students residing within the boundaries of OUSD who meet the SES criteria (qualify for free or reduced lunch) would be given one additional entry in the lottery.

All applications drawn after reaching capacity will be placed on a wait-list, in order in which they are drawn. Any applications submitted by the deadline and not accepted through the public random drawing due to capacity limitations will be placed on the wait-list in the order determined by lottery. Applications received after the deadline will be offered admission (spots on the wait-list) in the order received AFTER all applicants who submitted by the lottery deadline have been served.

Families who submitted completed application forms prior to the deadline will be notified in writing regarding the date, time, and location of the public lottery, and rules for the lottery process. Date, time, and location of the public lottery and rules for the lottery process are included in site FAQs and are posted online. Parents do not have to be present to participate in the lottery. The lottery drawing will be held on the school grounds in spring. EFC will ensure that the lottery process will be:

[33] Latitude employees must be working in at least a .5 FTE (Full Time Equivalent) role.

[34] Founding families is defined as families who contribute at least 80 hours to support the launch of the school prior to the 2018-2019 academic year.

- Public, transparent, and fair
- Held in a public space large enough to accommodate all interested
- Facilitated by an uninterested party charged with conducting the process

Results will be mailed to all applicants and follow-up phone calls will be made. Families of students who are offered admission will have three weeks to confirm in writing their intent to enroll and submit an enrollment packet including proof of age, proof of address, and immunization records. Any families who decline admission or who fail to confirm will lose their position to the next name on the waiting list. The waiting list will be kept on file at the school and will be valid for the duration of the school year. If a student leaves the school, that space will be offered to the next person on the waiting list by mail and by phone. A student who is offered a position off of the waiting list will be required to confirm in writing their intent to enroll.

Upon admission to Latitude, the registration process is comprised of the following:

- Completion of a student registration form;
- Proof of Immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum and maximum age requirements, e.g. birth certificate;
- Authorization for the school to request and receive from schools the student has attended or is currently attending;
- A copy of any existing Student Study Team (SST) evaluations and recommendations for the student shall be provided;
- A copy of any existing 504 or Individual Education Plan (IEP) for the student shall be provided.

Family Educational Rights And Privacy Act (FERPA)

Latitude, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

Please see Appendix B32 for the Common Enrollment Student Application (online), and Appendix B33 for 17-18 Enrollment Information Sessions Flyer.

ELEMENT 9: ANNUAL FINANCIAL AUDITS

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority."
- California Education Code Section 47605(b)(5)(I)

"In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;

- *On or before July 1, an annual update required pursuant to Section 47606.5.*
- *September 1 – Final Unaudited Financial Report for Prior Year*
- *December 1 – Final Audited Financial Report for Prior Year*
- *December 1 – First Interim Financial Report for Current Year*
- *March 1 – Second Interim Financial Report for Current Year*
- *June 15 – Preliminary Budget for Subsequent Year"*

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- *Charter School is subject to District oversight.*

- *The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.*

- *The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.*

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- *Compliance with terms and conditions prescribed in the Charter agreement,*
- *Internal controls, both financial and operational in nature,*
- *The accuracy, recording and/or reporting of Charter School's financial information,*
- *Charter School's debt structure,*
- *Governance policies, procedures and history,*
- *The recording and reporting of attendance data,*
- *Charter School's enrollment process,*
- *Compliance with safety plans and procedures, and*

- *Compliance with applicable grant requirements.*

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Fiscal Audit

An annual independent financial audit of the books and records of EFC will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of EFC will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The Education for Change Board of Directors will hire an independent auditor who has, at a minimum, a CPA, experience in education finance, and is approved by the State Controller on its published list as an educational audit provider is familiar with the Audit Guide for Charter Schools. This auditor will complete an annual audit of Latitude' financial books and records. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles and the Audit Guide for Charter Schools. It will verify the accuracy of EFC and Latitude's financial statements (including balance sheets, income statements, and cash flow statements), attendance and enrollment reporting practices, internal controls, and any other documents or systems required by law.

EFC will prepare the necessary unaudited financial reports to be submitted to OUSD. Two interim reports and a year-end report, in a format to be provided by OUSD, that will include actual and revised budget figures, projected revenues, expenditures, and fund balances will be submitted to OUSD unless a different system is agreed to by all parties. In addition, year-end financial statements audited by a Certified Public Accountant will be submitted to OUSD within four months following the close of the fiscal year. The cost of the audit will be a fixed cost in the annual budget to ensure EFC is able to comply with this requirement.

The annual audit will be completed and forwarded to the District Superintendent, the State Controller, and to the CDE by the 15th of December of each year. At the conclusion of the audit, any exceptions or deficiencies will be reviewed by the Audit Committee with the Chief Operating Officer. The Audit Committee will report the findings and recommendations to the Board of Directors. The Board will then report to the District to address how the exceptions and deficiencies have been or will be resolved to the satisfaction of the Authorizing Entity. EFC will agree to writing a timeline for resolution of audit exceptions and deficiencies. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent fiscal audit of Latitude is public record to be provided to the public upon request.

EFC will be responsible for its own financial services (accounting, budgeting, and payroll) and personnel services.

EFC shall conduct all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California and the Federal Government, as appropriate. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will be as established by the Federal Government. In receiving this funding directly, EFC is responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application. EFC shall provide OUSD with all financial and related reports, including enrollment attendance, to enable OUSD to meet its requirements by law.

ELEMENT 10: SUSPENSION & EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled." —California Education Code Section 47605(b)(5)(J)

Code of Conduct

The goal of the Latitude Code of Conduct is to create conditions that foster student self-discipline in a warm, supportive school climate that is conducive to maximum learning for all students. The Code of Conduct is a general guide for behavior, not a mechanism for rigid control. The individual personalities of students or extenuating circumstances will be considered before corrective measures are prescribed. (*Reference Ed Code Sections 48900 and 48915 and Health and Safety Code 11007*)

The code of conduct will be presented in the student/parent handbook. Every family will receive a new copy of the Parent-Student handbook annually; it will be available in both English and Spanish.

Each student and his or her parent or guardian will be provided with a copy of the following discipline policies including suspension and expulsion and will be required to verify that they have reviewed and understand the policies prior to enrollment.

At Latitude, all students will dress in alignment with the Latitude dress code. The school dress code will be set by the leadership at the school site with input from the Family Leadership Council and student leadership, and the principal will be accountable for enforcing the approved dress code.

Please see Appendix B34 for a sample Student-Parent Handbook (from High Tech High).

Suspension and Expulsion

The following Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Latitude. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook, which is sent to each student at the beginning of the school year. The School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at the School or at any other school, or 3) a School sponsored event. A pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

a) while on school grounds;
b) while going to or coming from school;
c) during the lunch period, whether on or off the school campus; or
d) during, going to, or coming from a school-sponsored activity.

Suspension Offenses

<u>Discretionary Suspension Offenses</u>
Students may be suspended for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
18. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school

property, or the personal property of the person threatened or his or her immediate family.

19. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
20. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code , directed specifically toward a pupil or school personnel.
23. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Non- Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1) **Conference**: Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference. At the conference, the pupil shall be informed of the reason for the disciplinary action and the

evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2) **Notice to Parents/Guardians**: At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3) **Suspension Time Limits/Recommendation for Expulsion**: Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Expellable Offenses

Discretionary Expellable Offenses:
Students may be expelled for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force of violence upon the person of another, except self-defense.
c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
e) Committed or attempted to commit robbery or extortion.
f) Caused or attempted to cause damage to school property or private property.
g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
l) Knowingly received stolen school property or private property.
m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
n) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Non -Discretionary Expellable Offenses
Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Governing Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the EFC's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by the School, Panel Chair or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a

parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Students With Disabilities

A pupil identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. the School will follow the IDEIA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1) **Notification of District—**The School shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who the School or District would be deemed to have knowledge that the student had a disability.

2) **Services During Suspension—**Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3) **Procedural Safeguards/Manifestation Determination—**Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability.
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement

2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior

3. Return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4) **Due Process Appeals**—The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the School agree otherwise.

5) **Special Circumstances—**Latitude personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

1. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6) **Interim Alternative Educational Setting—**The student's interim alternative educational setting shall be determined by the student's IEP team.

7) **Procedures for Students Not Yet Eligible for Special Education Services—**A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

The School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to The School's supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2. The parent has requested an evaluation of the child.
3. The child's teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other School supervisory personnel.

If the School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put. If the School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the School pending the results of the evaluation.

The School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Record of Hearing
A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the expulsion-hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel
The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

a) The student's name
b) The specific expellable offense committed by the student

The Board’s decision to expel shall be final.

Disciplinary Records
The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the District upon request.

Expelled Pupils/Alternative Education
Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the District or their school district of residence.

Rehabilitation Plans
Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

Readmission
The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Home Office team shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

“Latitude shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves Latitude without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil’s last known address. Latitude shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).”

“Latitude shall define any student dismissal under the Charter School’s disciplinary procedure, or termination of a student’s right to attend the Latitude under its disciplinary procedure, as an “expulsion” under the Education Code.”

“In the case of a special education student, or a student who receives 504 accommodations, Latitude will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973,

regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled."

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or the federal social security."—California Education Code Section 47605(b)(5)(K)

Work Basis

Employee hours per week will be based upon individual employee work agreements. The standard work week for all staff is 40 hours per week.

Compensation

EFC provides total compensation to individual employees that is competitive with other private and public schools for comparably qualified and experienced employees, i.e., Latitude offers compensation that assures the successful recruitment of employees that enable the school to fulfill its mission and goals. Specific salaries and stipends are identified within the individual work agreements.

See Appendix B35 for the EFC Teacher Salary Schedule

Benefits

Mandatory benefits such as workers compensation, unemployment insurance, Medicare and social security (for non-STRS or non-PERS employees) are provided by EFC, as well as life, health, dental, vision, and related benefits as part of the total compensation package for each employee determined as part of the individual work agreement.

See Appendix B36 for EFC Benefits Guide

Retirement

EFC will make any contribution that is legally required of the employer including STRS, PERS, and federal social security.

Eligible certificated employees participate in State Teachers Retirement System (STRS), in which the employer and the employee each contribute the statutory amount. Eligible classified employees participate in Public Employee Retirement System (PERS), in which the employer and the employee each contribute the statutory amount. All employees, with the exception of STRS participants, participate in the Federal Social Security Program. EFC also currently provides an option to participate in a 403b retirement plan with no employer match. If the IRS decides in the future that Public Charter Schools are not eligible to participate in STRS or PERS, EFC plans to provide an employer match via a 403b retirement plan or 457 retirement plan or both, that would be competitive in the market place. Also note that certificated employees would participate in the Federal Social security program if they are ruled ineligible for STRS by the IRS. Currently, EFC eligible employees participate in PERS and STRS.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools."—California Education Code Section 47605(b)(5)(L)

"Pupils who choose not to attend Latitude may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in Latitude shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA."

No student may be required to attend Latitude. Students of Oakland Unified School District (OUSD) are free to attend other OUSD schools with available spaces rather than Latitude under its choice policy. Alternatively, students may wish to seek inter- or intradistrict attendance alternatives in accordance with OUSD policy. Parents/guardians will be informed that no student shall be granted an automatic right to enrollment in any school or program of OUSD on the basis of that student's enrollment or application to Latitude.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

"A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school."—California Education Code Section 47605(b)(5)(M)

"Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings."

Education for Change shall be deemed the exclusive public school employer of Latitude teachers, staff and other employees of Latitude for purposes of the Educational Employment Relations Act. EFC recognizes the employees' rights under the EERA provisions to organize for collective bargaining. No employee shall be required to work at Latitude or EFC.

ELEMENT 14: MANDATORY DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter."—California Education Code Section 47605(b)(5)(N)

EFC will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. EFC will not, at any time, refer complaints to the District.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

EFC will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with EFC alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. EFC will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

EFC will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

EFC will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

EFC shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

Disputes with the District

The staff and Governing Board members of Latitude and EFC agree to attempt to resolve all disputes between the District and Latitude regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and Latitude except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(c), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To EFC, c/o CEO:
Latitude
% Education for Change
333 Hegenberger Rd, Suite 600
Oakland, CA 94621

To Coordinator, Office of Charter Schools:
1000 Broadway, 6th Floor, Suite 639
Oakland, CA 94607

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00pm, or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue

Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES

"A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records."—California Education Code Section 47605(b)(5)(p)

REVOCATION OF THE CHARTER

The District may revoke the Charter if Latitude commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Latitude if the District finds, through a showing of substantial evidence, that Latitude did any of the following:

- *Latitude committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.*
- *Latitude failed to meet or pursue any of the pupil outcomes identified in the Charter.*
- *Latitude failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.*
- *Latitude violated any provision of law.*

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the OUSD Board of Education will notify Latitude in writing of the specific violation, and give Latitude a reasonable opportunity to cure the violation, unless the OUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Latitude, either by the governing board of EFC or by the OUSD Board of Education, must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the OUSD Board of Education; the governing board of Latitude votes to close Latitude; or the Charter lapses or is surrendered.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" posted on the California Department of Education *website. All references to "Charter School" apply to Latitude including its nonprofit corporation and governing board.*

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of EFC or the OUSD Board of Education, the governing board of EFC shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Latitude will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Latitude shall send written notice of its closure to:

1. *The OUSD OCS. Latitude shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Latitude, Latitude shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.*
2. *Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Latitude within 72 hours of the Closure Action. Latitude shall simultaneously provide a copy of the written parent notification to the OCS.*
3. *Alameda County Office of Education (ACOE). Latitude shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Latitude shall simultaneously provide a copy of this notification to the OCS.*
4. *The Special Education Local Plan Area (SELPA) in which Latitude participates. Latitude shall send written notification of the Closure Action to the SELPA in which Latitude participates by registered mail within 72 hours of the Closure Action. Latitude shall simultaneously provide a copy of this notification to the OCS.*
5. *The retirement systems in which Latitude's employees participate. Within fourteen (14) calendar days of the Closure Action, Latitude shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Latitude shall provide a copy of this notification and correspondence to the OCS.*
6. *The California Department of Education (CDE). Latitude shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Latitude shall provide a copy of this notification to the OCS.*
7. *Any school district that may be responsible for providing education services to the former students of Latitude. Latitude shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Latitude shall provide a copy of these notifications, if any, to the OCS.*
8. *All Latitude employees and vendors within 72 hours of the Closure Action. Latitude shall simultaneously provide a copy of the written employee and vendor notification to the OCS.*

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. *The effective date of the closure of Latitude*
2. *The name(s) and contact information for the person(s) handling inquiries regarding the closure*
3. *The students' school districts of residence*
4. *How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements*

In addition to the four required items above, notification of the CDE shall also include:
1. *A description of the circumstances of the closure*
2. *The location of student and personnel records*

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. *Information on how to enroll or transfer the student to an appropriate school*
2. *A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results*
3. *Information on student completion of college entrance requirements, for all high school students affected by the closure*

Notification of employees and vendors shall include:
1. *The effective date of the closure of Latitude*
2. *The name(s) and contact information for the person(s) handling inquiries regarding the closure*
3. *The date and manner, which shall be no later than 30 days from the effective date of the closure of Latitude, by which Latitude shall provide employees with written verification of employment*

Within 30 days of the effective date of closure, Latitude shall provide all employees with written verification of employment. Latitude shall send copies of such letters to the OCS.

Records Retention and Transfer

Latitude shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Latitude records, including student records. These requirements include:

1. *Latitude shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of*

Latitude. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Latitude's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.

3. Latitude shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Latitude closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the OCS in the form of a CD or otherwise in accordance with District procedures.

4. Latitude must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Latitude will coordinate with the OCS for the delivery and/or pickup of student records.

5. Latitude must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Latitude must provide to the OCS a copy of student attendance records, teacher gradebooks, Latitude payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Latitude shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Latitude shall provide to the responsible person(s) designated by the governing board of Latitude to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify Latitude and the authorizing entity of any liabilities Latitude owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Latitude shall ensure completion of an independent final audit within six months after the closure of Latitude that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Latitude.

This audit may serve as Latitude's annual audit.

Latitude shall pay for the financial closeout audit of Latitude. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Latitude will be the responsibility of Latitude and not OUSD. Latitude understands and acknowledges that Latitude will cover the outstanding debts or liabilities of Latitude. Any unused monies at the time of the audit will be returned to the appropriate funding source. Latitude understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Latitude participates, and other categorical funds will be returned to the source of funds.

Latitude shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If EFC chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Latitude with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Latitude. Latitude closure procedures must also ensure appropriate disposal, in accordance with Latitude's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Latitude have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Latitude, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Latitude by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Latitude shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Latitude is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Latitude, the corporation shall be dissolved according to its bylaws.

Latitude shall retain sufficient staff, as deemed appropriate by the EFC governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

EFC's governing board shall adopt a plan for wind-up of Latitude and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Latitude shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Latitude will make the payments.

Prior to final close-out, Latitude shall complete all actions required by applicable law, including but not limited to the following:

A. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
B. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
C. Make final federal tax payments (employee taxes, etc.)
D. File its final withholding tax return (Treasury Form 165).
E. File its final return with the IRS (Form 990 and Schedule).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Latitude's authorization to operate as a charter school or cause Latitude to cease operation. Latitude agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Latitude breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the

District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

ADDENDUM For EXISTING PROVIDERS

A. Curriculum & Instructional Design Supplement

1. Explain the organization's approach to replicating and implementing the school model, including curriculum and instructional design among multiple schools.

EFC currently operates 6 schools, 5 of them were district conversions and one was developed as a brand new start-up middle school. EFC is a place-based charter management organization. At the preK-8 level, EFC believes in providing high quality options within a neighborhood context to support neighborhood transformation. At the high-school level (with Latitude High being EFC's first high school), EFC believes that in order for students to be successful, they should be exposed to communities and experiences outside of their neighborhood and so seeks to develop a diverse by design high school.

EFC does not replicate existing schools. EFC operates a portfolio model where each school, in accordance with the needs of their school community, has the ability to design and implement unique programs (e.g. STEAM, Expeditionary Learning). Within this portfolio model, there are EFC non-negotiables, including rigor in alignment with the Common Core, a research-based instructional model, and standards-aligned benchmarks. The Home Office instructional team supports sites in developing their instructional model and supports the development of core instructional practice across all sites.

2. Describe any key educational features that will differ from the operator's or management provider's existing schools or schools proposed for replication, not already discussed above. Explain the rationale for the variation in approach and any new resources the variation would require.

Given that Latitude High will be EFC's first high school, the entire instructional model will differ from any existing EFC school. Latitude High will be a project-based competency-based high school. In order to design and implement a new model, EFC has hired an experienced and informed founding team with a strong instructional background, including a founding principal, Lillian Hsu, who was a principal for a High Tech High high school (a nationally known project-based CMO in San Diego) for six years. As described below in this addendum, the Latitude founding team will have responsibility for designing the Latitude instructional model and will rely on the existing EFC home office team for business and operational support.

B. Network Vision, Growth Plan, & Capacity

1. Describe the organization or network strategic vision, desired impact, and five-year growth plan for developing new schools within the local community, state and region, including other states if applicable. Include the following information, regardless of school location: proposed years of opening; number and types of schools (divisions, grade levels served); any pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments.

As indicated above, EFC is a place-based charter management neighborhood. EFC's vision is focused on serving the community, not growth. EFC is currently dedicated to serving the Fruitvale and Deep East Oakland communities. EFC does not have plans to operate outside of the Oakland, California region. In SY17-18, EFC leadership and Board will engage stakeholders in developing our next 3-year strategic plan for the SY18-19 to SY20-21 timeframe; part of this strategic visioning will including developing EFC's growth strategy. Historically, EFC has committed to developing a strong preK-12 pipeline in both the Fruitvale and Deep East Oakland communities, but at this point, EFC has not committed to a specific growth plan for the next five years. As part of the strategic planning process, EFC will determine appropriate greenlighting mechanisms around growth decisions. The development of Latitude as EFC's first high school was established as part of the vision of the existing strategic plan (SY15-16 to SY17-18). In light of the lift of the ongoing work to truly implement and excel in the implementation of Common Core and NGLC standards at our preK-8 schools and in light of the larger portfolio conversations taking place across Oakland, EFC is likely to be much more conservative in its growth strategy in the next strategic plan.

2. If the existing portfolio or growth plan includes schools in other districts, explain specifically how OUSD fits into the overall growth plan.

N/A. EFC does not plan to grow in other districts.

3. Provide evidence of organizational capacity to replicate and operate high-quality schools in OUSD and elsewhere in accordance with the overall growth plan. Include the organization's annual reports for the last two years and any current business plan for the organization or network. Outline specific timelines for building or deploying organizational capacity to support the proposed schools.

EFC intends to be intentional about growth and as indicated above, will be developing a growth plan as part of EFC's upcoming Strategic Planning work. EFC last grew in SY14-15 when it added Epic Middle School. Prior to adding Epic, EFC restructured and grew its Instructional Team, including adding a Chief Academic Officer position (responsibilities which were previously split by various staff). At the advisement of critical thought partners and consultants, over the past three years, EFC Home Office has built out a more robust and strategic Instructional Leadership Team and Business and Operations Team, iterating to build a much more robust support infrastructure for our schools. The Business and Operations Team is now focused on day-to-day operational management of sites. Strategic initiatives, strategic planning, organizational culture, and organizational accountability and data monitoring is now owned by a Chief Strategy Officer, to ensure strategic initiatives do not distract the CAO and COO from the work of supporting existing schools.

The Business and Operations team has the greatest retention at every level and continues to be our strongest department. Financial audits, our healthy financial reserves, our strength with respect to legal and operational compliance, and our high ratings with respect to operational and facilities support (as measured by staff and family surveys) speaks to a strong Business and Operations team.

We have done the most work iterating on the Instructional Leadership Team which now includes a Director of Middle Schools, a Director of Early Elementary, a Director of Upper Elementary and a Director of Assessment Data and Accountability. Most recently, EFC was selected to participate in the Achievement First Charter Network Accelerator, an intensive partnership with Achievement First to leverage national best practices around instructional improvement and organizational alignment. Learnings from the Accelerator this past year has led to significant inquiry and iteration of roles and responsibilities at the Home Office level (including the creation of the Chief Strategy Officer) and to our overall approach to planning and prioritization around instructional improvement. Greater detail around this inquiry is provided below.

We at EFC are honest about the work we have to do to ensure strong academic outcomes for all of our students, and we are honest about the fact that we are NOT there yet. We are not putting forward an argument that we should replicate any of the EFC schools at this juncture as none are performing at the levels we desire. We have obviously not managed high school programs previously. However, we do believe that the current EFC Home Office team has organizational capacity to operationally launch and support a new high school that has strong programmatic leadership on its founding team. We recruited Aaron Townsend as our high school design team leader because he has strong high school design experience. We recruited a team, including an experienced principal, from High Tech High because we knew they would bring strong high school design and implementation experience. We also recruited Jamie Marantz as our Director of Middle Schools because she comes with strong secondary experience, including high school experience. We believe this team has tremendous capacity to design and implement an incredibly high capacity high school for Oakland. We also believe that the EFC governing board is a high capacity board who can effectively govern Latitude, the business and operations team has a high level of capacity to support the business and operations needs of Latitude, the EFC leadership development team has the capacity to support the site leadership, and the Department of Student Support Services has the capacity to manage the MTSS implementation at Latitude. These areas (governance, business and operations, leadership development, and student support services have been and continue to be areas of strength at the existing EFC schools as measured by staff and parent survey data, by our financial and compliance audits, and as indicated by our authorizers.

Please see appendix C1 for EFC's current Strategic Plan. EFC does not produce annual reports but has provided data on academic outcomes in Section 1 of the petition and has provided annual audits in a later section of this addendum.

4. Discuss the results of past replication efforts and lessons learned – including particular challenges or troubles encountered; how you have addressed them; and how you will avoid or minimize such challenges for the proposed schools.

While EFC has not replicated schools, EFC has learned from past growth efforts, particularly around launching innovative models. With the experience of designing and opening Epic, EFC has learned lessons regarding timing and the resources required to start a brand new innovative school. Based on lessons learned, EFC made the following choices regarding Latitude:

1. Worked with external partners, including a dedicated and experienced consultant, to design the Latitude framework two years prior to opening.
2. Hired an experienced founding team dedicated solely to designing and developing Latitude, more than a year prior to opening.
3. Hired a founding team with tangible experience in designing and developing an innovative school model and supported the founding team by hiring a dedicated project manager.
4. Latitude intends to start small - with just 50 students. This phased approach to growth at Latitude will provide the team with more flexibility to develop and iterate on systems than if they had started with a full cohort of students. In addition, Latitude will be operating a small pilot in the year prior to opening to test and iterate on their design ideas.

5. Discuss the greatest anticipated risks and challenges to achieving the organization's desired outcomes in OUSD over the next five years and how the organization will meet these challenges and mitigate risks.

As described in the petition, while the model and idea of Latitude builds on existing high quality school models, the entirety of the Latitude model is a new concept, especially within the context of Oakland. One anticipated challenge is getting the model right; EFC is mitigating risks by hiring a quality founding team with experience in developing and implementing innovative instruction and by explicitly partnering with similarly-minded experienced organizations like Big Picture Learning for support. One additional challenge will be developing and sustaining a diverse by design school population. As described in the petition, no high school in Oakland fully reflects the diversity of Oakland. Given this context, EFC will be intentionally embarking upon a city-wide engagement plan to build support for the Latitude model and to make connections across many different groups. We are also putting forward admissions processes that facilitate maximum diversity from across the city. Like most organizations, EFC understands the critical importance of hiring quality teachers and the human capital challenge that all schools face. However, Latitude has already developed a relationship with High Tech High and their Graduate School of Education about serving as a talent pipeline. This is a resource and partnership not readily available to most Oakland schools, and we are excited to consider an Oakland partnership/pipeline with the HTH Graduate School for Latitude and other Oakland public schools. In terms of funding and political challenges that impact all schools, it is difficult to predict what those will all be, but EFC leadership is well versed in dealing with these challenges and EFC is seen as a city-wide leader in working with the entire sector to navigate these challenges.

Network Management

1. Identify the organization's leadership team and their specific roles and responsibilities.

Photo	Name	Main Responsibilities
	Adam, Larissa, Chief Talent Officer	Manage Human Capital priorities, including Recruitment, Onboarding, Retention, Performance Management / Talent Development, Compensation, & Offboarding.
	Bradley, Noah, Chief Academic Officer	Manage Instructional priorities, including Instructional Design, Curriculum and Assessment, Interventions, Teacher Development, Data Management, & Data Inquiry
	Chari, Sundar, Chief Strategy Officer	Manage cross-functional Strategic priorities, including Strategic Plan Development, Site Planning, Executive Team Functioning, Communications, Facilities Planning, & Growth
	Harvey, Fabiola, Chief Operating Officer	Manage Operations priorities, including Human Resources, Accounting & Budget Management, Technology, Student Recruitment, Site Operational Support, & Facilities Maintenance
	Nguyen, Jennifer, Chief of Leadership Development	Manage Leadership Development priorities including: Site Leader Management, Site Leader Development, Site Systems & Structures Development, & Family Engagement
	Thomas, Hae-Sin, Chief Executive Officer	Manage Executive priorities, including Strategic Plan Implementation, Student Support Services, Organizational Improvement Strategy, Development, and External Relations

2. Explain any shared or centralized support services the network organization will provide to schools in OUSD. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services? (In the case of a governing board *proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract.)*

The EFC Home Office provides the following services to all of our school sites:

- Financial management and planning
- Human resources - recruitment, selection, on-boarding, processing, credentials management, legal, evaluation systems, coaching, progressive discipline
- Risk management
- Special education services; student support services
- Annual site planning facilitation and progress monitoring
- Authorizer point of contact and management
- Compliance management - federal, state, authorizer
- Development of instructional frameworks
- Development and monitoring of assessments systems
- Student information systems; attendance accounting
- Family leadership
- Student recruitment, enrollment systems
- Governance - board management
- Instructional coaching, professional development support
- Leadership selection, management, and development - teacher leaders, administrators, operational leaders
- Community outreach and partnership management
- Fundraising and development
- IT, facilities planning and maintenance, custodial
- Operations support at school sites
- Contract and vendor management
- Crisis management
- Emergency planning and safety
- Nutrition services
- New teacher support and induction

Please see the Home Office org chart for detail on how EFC is structured to support sites. While EFC differentiates the support provided to sites based on level of experience of the site administration and level of overall need, EFC currently charges all existing sites a 14% Home Office fee. EFC has not prioritized having the capacity to measure the amount of differentiated support that each site receives, but this is something that EFC will be reviewing in future years. EFC provides a Home Office survey to all sites every year to measure satisfaction in specific areas of support (e.g. HR, Tech, Facilities, Coaching, etc.). Department targets are tied to the survey data.

Latitude will have a slightly modified relationship with the EFC Home Office with much greater responsibility over its instructional program, professional development for teachers, assessment systems and school culture systems since it is our only high school. As such, Latitude will have a decreased Home Office fee. To determine the appropriate fee, EFC Home Office will track the support Latitude receives in hours relative to an "average" EFC school.

3. Using the table below, summarize school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc.

Function	**Network/Management Organization Decision-Making**	**School Decision-Making**
Performance Goals	EFC leadership will review performance goals on a regular basis and hold Latitude leadership accountable.	Latitude Leadership will define specific performance goals and measures and develop strategy to meet performance goals.
Curriculum	EFC leadership will review curricula choices on a regular basis and hold Latitude leadership accountable for alignment to the approved charter..	Latitude leadership will review, select, and support implementation of all curricula.
Professional Development	EFC operational and instructional staff regularly provide organizational-level PD. Latitude staff will be able to opt in as appropriate.	Latitude leadership will provide (either directly or via securing external support) professional development for both instructional and classified staff.
Data Management and Interim Assessments	EFC data team will support management and implementation of the EFC student information system - (e.g. demographics, attendance, behavior, state assessment data, compliance-related data)	Latitude leadership will review, select, and support implementation of all interim assessments. Latitude leadership will manage Latitude-specific data (e.g. standards mastery, student reflections, etc.). If needed, Latitude leadership will help select data management platform for specific high school data and management support would be split between Latitude and EFC.
Promotion Criteria	EFC leadership will approve promotion criteria.	Latitude leadership will define promotion criteria for HS students.

Culture	EFC leadership will review and approve cultural and behavioral	Latitude leadership will develop and define cultural and behavioral norms, systems, and consequences.
Budgeting, Finance, and Accounting	EFC finance team will create and manage Latitude's budget and expenses in alignment with EFC financial policies for all its schools. EFC will manage financial audits and ensure accountability of expenses.	Latitude leadership will determine spending priorities and decisions and manage budget during school year.
Student Recruitment	EFC leadership will approve recruitment targets.	Latitude leadership develops and implements student recruitment plan.
School Staff Recruitment and Hiring	EFC talent team will approve position control and allow Latitude to leverage existing recruitment relationships (e.g. Edjoin, LinkedIn, etc.)	Latitude leadership develops and implements Latitude staff recruitment and hiring plans.
H/R Services (payroll, benefits, etc)	EFC HR team will provide HR services to all Latitude staff.	
Development/ Fundraising	EFC leadership will support as needed.	Latitude leadership share responsibility for developing fundraising goals and meeting fundraising targets.
Community Relations	EFC leadership will support as needed.	Latitude leadership is responsible for developing community relations, including parents and external partners.
I/T	EFC IT staff will provide IT support for Latitude staff and students.	Latitude leadership will have capacity to manage low-level IT issues at site-level.
Facilities Management	EFC leadership will support facilities acquisition, development, and maintenance.	

Vendor Management / Procurement	EFC finance staff will finalize contracts and manage accounts payable and receivable.	Latitude leadership will manage all non-procurement vendor relations.
Special Education	EFC Special Ed staff will manage the special ed services that Latitude students receive.	Latitude leadership will work with EFC leadership to implement the special ed program.

*4. Provide the following **organization charts**:*
· Year 1 network as a whole (including both network management and schools within the network)
· Year 3 network as a whole
· Year 5 network as a whole
The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. The school-level organization charts should likewise present clear lines of authority and reporting within the school. If the school intends to contract with a charter management organization or other education management provider, clearly show the provider's role in the organizational structure of the school. Explain how the relationship between the governing board and school administration will be managed.

The EFC Board of Directors directly manages the CEO. The CEO manages the Home Office Leadership team. A member of the Leadership Team directly manages the Principal. The Principal manages site level staff, either directly or via a direct report.

Please see appendix C2 for organization charts.

Network Governance & Legal Status
1. Describe the governance structure at both the network and individual school levels and the plan for satisfying all applicable statutory and authorizer requirements for composition of charter school governing boards. Explain whether each school/campus will have an independent governing board, whether there will be a single network-level board governing multiple schools, or both a network-level board and boards at individual schools. If there will be both a network-level board and boards at each school, describe the organizational relationship between the boards, the legal status of each board, and the scope of authority of each. If each school will have an independent governing board but no network-level board, explain how the network will be governed and how decisions that affect the network as a whole will be made.

Latitude shall be a directly funded charter school and will be operated by the California non-profit public benefit corporation, Education for Change (EFC), pursuant to Education Code

Section 47604. Education for Change, Inc., is a California nonprofit 501(c)(3) corporation incorporated in 2005 which currently manages six charter schools in addition to Latitude. The charter applicant and holder for all EFC schools is the Board of Directors of EFC, which operates in accordance with its adopted corporate bylaws, which shall be maintained to align with the charter and applicable law. The EFC Board has authority to greenlight Latitude's charter, and maintains authority to approve annual Latitude plans and Latitude budgets and to evaluate Latitude performance in accordance with defined Key Performance Indicators, which shall be determined. The Board of Directors directly manages the CEO of EFC; the CEO, via a Leadership Team, manages the EFC Home Office. The EFC Home Office is responsible for directly supervising school principals and supporting all EFC schools, including Latitude. EFC provides differentiated support to its schools.

2. If the existing board will govern the proposed school(s), discuss the plan to transform that board's membership, mission and bylaws to support the charter school expansion/replication plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties. If a new board will be formed, describe how and when the new board will be created and what, if anything, its ongoing relationship to the existing non-profit's board will be.

The existing board has capacity to support Latitude. Please see Element 4 in the petition for further information on the EFC Governing Board.

3. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.

The EFC Governing Board will continue to receive regular training. There are no current plans to increase the capacity of the governing board (see previous question). Please see Element 4 in the petition for further information on the EFC Governing Board. Numerous members of the EFC Governing Board have either board experience or senior leadership experience with charter operators who manage high performing high schools.

4. Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.

EFC has various structures to support input from multiple stakeholders and to promote collective ownership and responsibility. Key structures promoting two-way communication at the organizational-level (w/ corollaries at the site-level to scaffold input) include an Admin Advisory Committee (made up of selected principals, assistant principals and deans), Staff Leadership Council (made up of at least two reps from each site - both teachers and operational staff), and a Family Leadership Council (made up of a Parent Leadership Coordinator and two parents from each site). During the annual site planning process, sites have authority to identify their priorities, practices, and plans for the upcoming year. These plans are approved by the EFC Governing Board, and site leaders often work with Home Office leadership to develop these plans, such that there is alignment between individual schools and network interests. Overall, communication and a strong working relationship are key to balancing interests.

5. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; and b) the board will evaluate the success of the school and school leader.

EFC believes that clear lines of accountability and support will ensure success. The lines of support were identified in the 'Decision-making' table above. Latitude will be held accountable to meeting performance targets. The EFC Governing Board regularly reviews school data (a Governing Board Student Outcomes Committee meets after each assessment window to analyze school performance) and will hold EFC leadership responsible for site performance.

Network Leadership Pipeline

1. Describe the operator's current or planned process for sourcing and training potential school leaders for schools opening in subsequent years. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

As indicated above, EFC does not currently have plans to open schools in subsequent years. EFC connects with multiple partners (e.g. New Leaders) to support identifying new school leaders and via EFC's Leadership Development priority, supports the development of internal candidates as well. EFC had 8 site leader vacancies (including new Assistant Principal positions) for the SY17-18 school year. All were filled prior to the start of SY17-18, with 7 of the 8 filled during Spring of SY16-17. 2 of the new site leaders were previously EFC Instructional Coaches or teachers. Specific to Latitude, we will be partnering with the HIgh Tech High Graduate School of Education to both train leaders and teachers and to recruit trained leaders and teachers.

Network-wide Staffing

1. Complete the following table indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support that serve the network 50% or more. Change, add or delete functions and titles as needed to reflect organizational plans.

As indicated above, EFC will be developing a growth plan as part of upcoming Strategic Planning work. The table below reflects our current state as EFC has not committed to a specific growth plan for the next five years.

Year	**Year 1 (SY17-18)**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Number of elementary schools	5	5	5	5	5
Number of high schools	0	1	1	1	1
Number of middle schools	1	1	1	1	1
Total schools	6	7	7	7	7
Student enrollment	3100	3150	3200	3290	3380
Management Organization Positions					
Leadership Team (CEO, COO, etc.)	6	6	6	6	6
Instructional Team	5	5	5	5	5
Talent Team	2	2	2	2	2
Leadership Development Team	3	3	3	3	3
Operations Team	15	15	15	15	15
Strategy Team	2	2	2	2	2
Special Ed Team	6	6	6	6	6
Total back-office FTEs	**39**	**39**	**39**	**39**	**39**
Elementary & School Staff					
Principals	6	6	6	6	6
Assistant Principals	8	8	8	8	8

Add’l School Leadership Position 1 [Deans]	6	6	6	6	6
Add’l School Leadership Position 1 [Coaches]	10	10	10	10	10
Classroom Teachers (Core Subjects)	105	105	105	105	105
Classroom Teachers (Electives)	21	21	21	21	21
Student Instructional Support Positions	54	54	54	54	54
Student Non-Instructional Support Positions	20	20	20	20	20
School Operations Support Staff	38	38	38	38	38
Total FTEs at elementary schools	**268**	**268**	**268**	**268**	**268**
Middle School Staff					
Principals	1	1	1	1	1
Assistant Principals	2	2	2	2	2
Add’l School Leadership Position 1 [Deans]	1	1	1	1	1
Add’l School Leadership Position 1 [Coaches]	3	3	3	3	3
Classroom Teachers (Core Subjects)	10	10	10	10	10
Classroom Teachers (Electives)	9	9	9	9	9

Student Instructional Support Positions	0	0	0	0	0
Student Non-Instructional Support Positions	12	12	12	12	12
School Operations Support Staff	8	8	8	8	8
Total FTEs at middle schools	46	46	46	46	46
High School Staff					
Principals	1	1	1	1	1
Assistant Principals	1	1	1	1	1
Classroom Teachers	1	2	5	10	16
Student Support Position 1 [Intervention]	0	0	1	1	1
Specialized School Staff 1 [Family Engagement]	0	.5	.5	.5	.5
School Operations Support Staff	0	2	2	2	2
Total FTEs at high schools	**3**	**6.5**	**10.5**	**15.5**	**21.5**
Total network FTEs	**356**	**359.5**	**363.5**	**368.5**	**374.5**

Network Performance Management

1. Describe the educational and organizational academic goals and targets and what systems will be used to monitor the academic progress – of individual students, student cohorts, each school, and the network as a whole – throughout the school year, at the end of each academic year, and for the charter term.

At the organizational level, EFC holds itself accountable to annual Key Performance Indicators. For SY17-18, these metrics are 'Average Distance from Met Standard' in ELA and Math (SBAC outcomes), ‘On-Track to 3rd Grade Reading Proficiency’ (DRA outcomes), ‘Chronic Absence Rate’, and ‘Suspension Rate’. English Language Learner Proficiency was previously another KPI (and will be in SY18-19), but in SY17-18, the State is establishing a new EL assessment. For each of these metrics, EFC sets organizational targets and targets for each school site. Where possible, EFC has aligned to the new State Accountability Framework to increase coherence across the systems. For example, a sample target for the Math KPI is for all sites to be at Green or ‘Increased Significantly’. After each trimester, each site has a ‘Data Talk’ with home leadership to analyze interim metrics and iterate on strategy as needed. For example, last year, based on interim assessment data, the focus of teacher PD at one site shifted to focus more on close reading. Besides this formal structure, sites engage in progress monitoring, throughout the year & set targets at the classroom- and student-level. The EFC Instructional team provides data and assessment tools and PD for analyzing and using data. EFC uses Schoolzilla as a tool to provide real-time data on Chronic Absences (broken out by subgroup) and Suspensions. Ultimately, EFC is accountable for outcomes for the duration of the charter term, and the Board and the EFC leadership team review key outcomes on an annual basis with that long-term outlook. Overall, EFC is accountable to student outcomes and sets up aligned structures within a review and improvement cycle to support this organizational focus.

2. Describe the organization’s approach to academic underperformance for schools that fall short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. What actions will you take if the network as a whole fails to meet these goals?

At the organizational level, EFC has shifted its approach to allocating resources, moving away from the concept of priorities to the concept of “wins.” Senior leadership recognized that while the organizational departments were working hard towards its priorities, the departments were not aligned in its foci and that scarce resources were spread thin across too many schools, too many initiatives, and too many grade levels. This year, we received our organizational data to identify gaps. We research national best practice around Common Core instruction, looking for operators and schools delivering accelerated outcomes consistently on SBAC and PARRC serving a similar demographic. Based on that research, EFC identified four strategic “wins” to drive accelerated academic outcomes in gap areas –

- TK-1 Literacy - Implementing a research-based TK-1 balanced literacy program that uses cycles of data inquiry to provide targeted and ongoing in-class interventions and leverages a more language-rich, rigorous core curriculum for reading instruction (across all sites)
- 2-5 Math Story Problems - Piloting Achievement First’s math story problems curriculum and teacher training systems at graders 2-5 at Cox and Achieve to build students’ habits around problem solving and to build teachers’ habits around facilitating problem solving
- 6-8 Math - Adopting Open Up Resources and leveraging the teacher training systems at Achievement First at Epic to to build students’ habits around problem solving and to build teachers’ habits around facilitating problem solving; partner with Leadership Public Schools to implement Navigate Math as a personalized math intervention in 8th grade
- 6-8 School Culture - Leveraging the Valor (Nashville-based middle school operator) approach to building school culture, developing and implementing a school culture

playbook that aligns teacher culture moves and clarifies Heroes' expectations; implementing a 6-week strong start that supports ALL teachers getting Real Time Coaching so all classrooms are rigor-ready by week 7

All resource allocation decisions - financial, human capital, and time - were made towards achieving victory on these targeted wins. Clear benchmarks and a dashboard were developed to track and monitor success on these wins and to ensure mitigations take place immediately should we fall short on anticipated benchmarks. Senior leadership time is driven by these initiatives, and each initiative has a seasoned and experienced project manager to ensure the wins have adequate management support. Professional learning time and human capital resources have been driven towards these wins and pilots.

In addition, as part of the school-level site planning process, all schools were required to undertake a data inquiry cycle to identify gaps and then to identify wins. Some schools adopted some of the the EFC wins because there were aligned needs/gaps, and others adopted site level wins.

3. Discuss how the organization assesses its readiness to grow and under what circumstances the organization will delay or modify its growth plan.

While the overall growth strategy will be developed as part of EFC's strategic planning process, EFC will review all growth decisions within the context of current conditions. The EFC Board worked with EFC leadership to establish a greenlighting process to assess EFC's readiness to grow. The rubric outlining the metrics on which the Board would greenlight growth is shared below. Note that Latitude met the established criteria.

Part I: Requires at least 3 out of 4 points to move forward for further consideration.

Criteria:	**Poor Fit**	**Moderate**	**Attractive**
Academic Outcomes	EFC sites are red or orange on 67% or more on the ELA and Math state performance framework dashboard indicators.	EFC sites are red or orange on 33-66% of the ELA and Math state performance framework dashboard indicators.	EFC sites are red or orange on 0-33% of the ELA and Math state performance framework dashboard indicators.
Fiscal Soundness	This school would be a long term drain on the EFC reserve target and/or 5-year projections have been rejected by the EFC Board.	This school could be a short term drain on the EFC reserve target. 5-year projections have been reviewed and approved by the EFC Board.	This school would not be a drain on the EFC reserve target. 5-year projections have been reviewed and approved by the EFC Board.

Part II: Requires at least 9 out of 12 points to be approved.

Criteria:	**Poor Fit**	**Moderate**	**Attractive**
Mission:	There is a low need for	There is moderate need	This school alternative

Student Need (0-2)	this kind of school alternative in Oakland. This school might enroll fewer than 30% F/R lunch students.	for this type of school alternative. This school alternative will attract a somewhat diverse population.	will attract a significantly diverse population. Oakland needs this type of school alternative.
Mission: Likelihood of catalyzing change (0-2)	EFC is unlikely to make significant impact on the local district and students with this school type.	EFC has the potential to make a positive impact on traditional public schools and students in Oakland.	EFC will make a significant impact on Oakland public schools and offer a new choice for Oakland students.
Contribution to facilities portfolio target (0-2)	This school would be a significant drain on EFC's facility portfolio target (greater than 12% occupancy cost). There is no facility identified or available from the district, and there are significant facility requirements for this school alternative. Prop 39 and Prop 47 funds would not be likely available.	This school could be a short term drain on the EFC facility portfolio target. This school alternative does not require a significant footprint, and there is at least one possible facility available that is both suitable and affordable.	This school would not be a drain on the EFC facility portfolio target. There are suitable and affordable facilities available.
Capacity to execute (0-2)	There is no founding leader or team identified, and there is a weak talent pool for the staff needed to execute this school alternative. The launch of the school would be a significant drain on current EFC leadership.	There is a founding leader and/or team identified. However, they will require a moderate amount of support from EFC leadership to launch the school.	There is a high capacity leader and team identified to lead the execution and launch of this school alternative. The launch of the school would require minimal time from current EFC leadership.
Availability of philanthropic funding (0-2)	There are no gifts available to fund new school startup costs. State startup funds are not available at this time. Local foundations are less interested in funding this school. Community and business leaders tend to be parsimonious in giving. This school is not likely to draw donors from outside the area.	EFC's standard funding sources would be sufficient to fund school startup costs. State startup funds will be available. Local foundations and individuals give consistently and sometimes in large amounts. The project may draw donors from outside the area.	This school would likely draw new donors to EFC, both for startup and Home Office. State startup funds are available. Local foundations and individuals would give consistently and have a history of major gifts. The project will draw national donors.

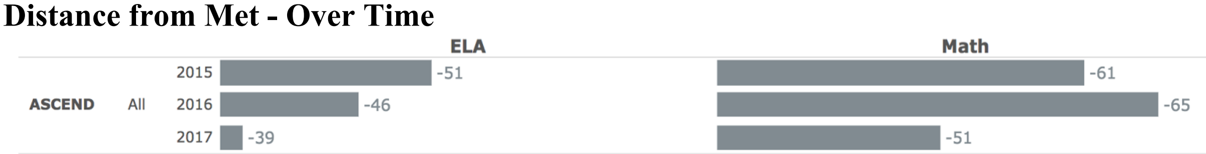
Favorable chartering environment (0-2)	Oakland and Alameda County are currently adversarial and actively anti-charter as evidenced by recent EFC charter petitions, and is likely to remain so. Charter would have to be sponsored by the state.	Oakland and Alameda County are currently generally neutral to hostile for most operators; however, EFC is likely to be approved locally or at the county. Oakland may be willing to provide transportation, food or other services for a fee if we desire.	Oakland and/or ACOE is supportive of EFC charters, and is likely to remain so over the next several years. There is significant political support. District or County is likely to provide additional services.

C. Performance Evaluation Information

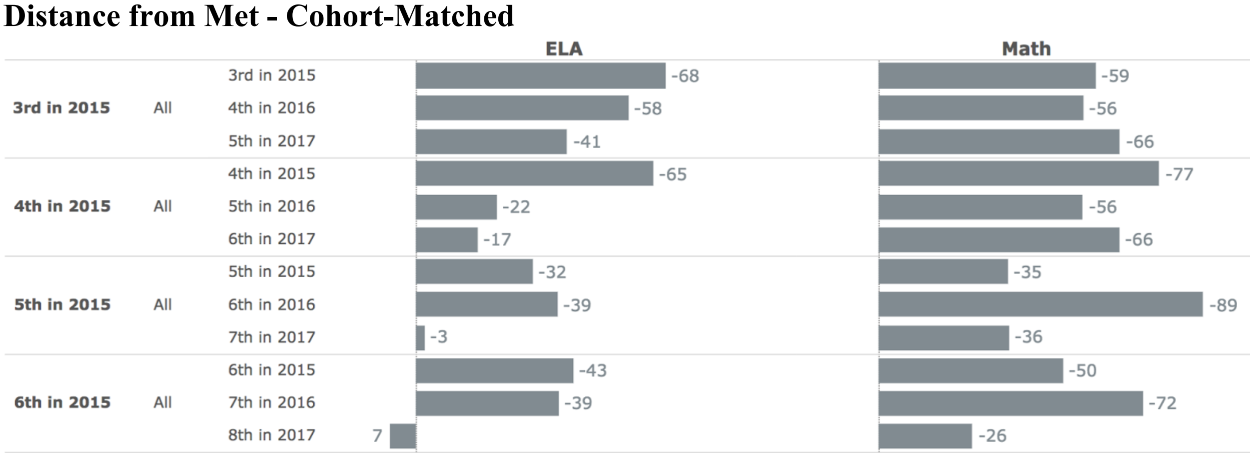
B1. Select one or more of the consistently high-performing schools that the organization operates, and discuss the school's performance. Be specific about the results on which you base your judgment that the school is high-performing. Include student achievement status, growth, absolute, and comparative academic results, as available.

For this exercise, we have selected ASCEND though we truthfully feel ASCEND has yet to earn a status of being considered "high-performing" at a statewide or national level. Locally, ASCEND students are amongst the higher performing relative to similar schools in Oakland and continue to make steady growth year after year since the launch of the Common Core standards. The data below reflects preliminary 16-17 CAASSP data and shows a generally positive trend in ELA and a positive trend emerging in Math, especially at the middle school level.

Distance from Met - Over Time



Distance from Met - Cohort-Matched



On the CAASSP ELA assessment for 2015-16, among Fruitvale elementary schools serving at least 40% English Language Learner and 85% Free and Reduced Lunch in grades 3-5, ASCEND ranks 2nd out of 10 schools in proficiency and outperforms Global Family by 4 percentage points, the OUSD school the ASCEND students would have otherwise attended.

% EL	% FRL	School Name	% Met/Exceed	Rank	Operator Name
46%	91%	Learning Without Limits	31%	1	Education for Change
63%	**90%**	**ASCEND**	**22%**	**2**	**Education for Change**
57%	94%	Aspire Eres Academy	22%	3	Aspire
59%	92%	Lazear Charter Academy	19%	4	Education for Change
43%	93%	Manzanita Community	18%	5	Oakland Unified School District
81%	**96%**	**Global Family**	**18%**	**6**	**Oakland Unified School District**
59%	87%	Think College Now	15%	7	Oakland Unified School District
82%	89%	International Community	15%	8	Oakland Unified School District
70%	96%	Achieve Academy	15%	9	Education for Change
46%	87%	Fruitvale Elementary	12%	10	Oakland Unified School District

On the CAASSP Math assessment, among Fruitvale elementary schools serving at least 40% English Language Learner and 85% Free and Reduced Lunch in grades 3-5, ASCEND ranks 2nd out of 10 schools in proficiency and overperforms Global Family by 9 percentage points, the OUSD school the ASCEND students would have otherwise attended.

% EL	% FRL	School Name	% Met/Exceed	Rank	Operator
46%	91%	Learning Without Limits	27%	1	Education for Change
63%	**90%**	**ASCEND**	**23%**	**2**	**Education for Change**
57%	94%	Aspire Eres Academy	25%	3	Aspire
70%	96%	Achieve Academy	19%	4	Education for Change
82%	89%	International	17%	6	Oakland Unified School

		Community			District
59%	87%	Think College Now	16%	7	Oakland Unified School District
43%	93%	Manzanita Community	16%	8	Education for Change
59%	92%	Lazear Charter Academy	15%	9	Lazear Charter Academy
81%	**96%**	**Global Family**	**14%**	**10**	**Oakland Unified School District**
46%	87%	Fruitvale Elementary	6%	11	Oakland Unified School District

On the CAASSP ELA assessment, among Fruitvale middle schools serving at least 40% English Language Learner and 85% Free and Reduced Lunch, ASCEND's middle school ranks 4th out of 6 schools in proficiency and outperforms United for Success by 17 percentage points and underperforms Urban Promise Academy by 1 percentage point, the two OUSD schools the ASCEND students would have otherwise attended. Preliminary data for 16-17 has 44% of ASCEND's middle schools students performing at Met/Exceed, indicating a sizable jump in proficiency from 15-16 to 16-17.

% EL	% FRL	School Name	% Met/Exceed	Rank	Operator
57%	94%	Aspire Eres Academy	35%	1	Aspire Public Schools
46%	**95%**	**Urban Promise Academy**	**29%**	**2**	**Oakland Unified School District**
59%	92%	Lazear Charter Academy	29%	3	Education for Change
63%	**90%**	**ASCEND**	**28%**	**4**	**Education for Change**
41%	90%	Epic Charter	15%	5	Education for Change
41%	**88%**	**United For Success Academy**	**11%**	**6**	**Oakland Unified School District**

On the CAASSP Math assessment, among Fruitvale schools serving at least 40% English Language Learner and 85% Free and Reduced Lunch in grades 6-8, ASCEND ranks 2nd out of 6 schools in proficiency and outperforms United for Success by 15 percentage points and outperforms Urban Promise Academy by 7 percentage points, the two OUSD schools the ASCEND students would have otherwise attended. Preliminary data for 16-17 has 31% of ASCEND's middle schools students performing at Met/Exceed, indicating a huge jump in proficiency from 15-16 to 16-17.

% EL	% FRL	School Name	% Met/Exceed	Rank	Operator
57%	94%	Aspire Eres Academy	29%	1	Aspire Public Schools
63%	**90%**	**ASCEND**	**21%**	**2**	**Education for Change**
59%	92%	Lazear Charter Academy	15%	3	Education for Change
46%	**95%**	**Urban Promise Academy**	**14%**	**4**	**Oakland Unified School District**
41%	90%	Epic Charter	8%	5	Education for Change
41%	**88%**	**United For Success Academy**	**6%**	**6**	**Oakland Unified School District**

- *Discuss the primary causes to which you attribute the school's distinctive performance.*

ASCEND has several strengths to leverage in its more rapid transition to the Common Core.

- Steady and consistent leadership or thoughtful leadership transitions
- Stable core of experienced teachers
- Innovative growth mindset that pushed them to leverage design thinking processes to revision themselves and adopt a more personalized learning approach

Over the past three years, ASCEND has engaged in a revisioning process focused on the rigor of the Common Core. Leveraging a Next Generation Learning Challenge grant, ASCEND adopted and implemented personalized learning structures across its classrooms over the past two years, including:

- Multi-aged classrooms
- Personalized learning plans
- Cross-grade small group learning structures
- Teach To One in middle school math
- Implementation of multiage CREW for advisory
- Team teaching
- Integration of technology to facilitate personalized playlists, adaptive software

ASCEND's new approach has been particularly effective at the upper grades where personalization has drive greater agency and engagement. At the lower grades, particularly in early literacy, we continue to see flat data. Thus, ASCEND is engaging with the other EFC elementary schools in the implementation of the TK-1 balanced literacy win. We believe that their focus this year on early literacy will drive a much stronger foundation from which a relatively strong upper elementary/middle school program can build.

- *Discuss any notable challenges that the school has overcome in achieving its results.*

ASCEND's greatest challenge, like many urban schools across the state, is middle school staffing. Across all of our schools, EFC has struggled with recruiting and retaining high quality single subject teachers for our middle schools, particularly in mathematics. To address this, EFC has created significant signing bonuses for math and science teachers, and we have brought on board a Director of Middle Schools to ensure teachers receive intense support. ASCEND adopted Teach To One as a mitigation of newer math teachers, believing that newer teachers needed more collaboration and a more scaffolded curriculum/model. TTO allows the ASCEND teachers to focus less on planning and more on data analysis and implementation. Math outcomes have skyrocketed this year, and we believe that TTO adoption has both enabled retention and facilitated acceleration. ASCEND has also brought on board a dedicated middle school assistant principal to ensure middle school youth and teachers receive adequate support.

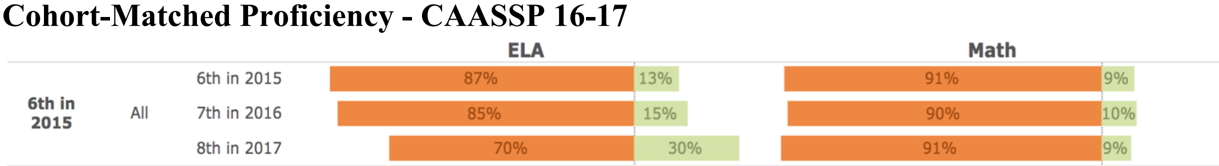
- *Identify any ways in which the school's success has informed or affected how other schools in the network operate. Explain how the effective practice or structure or strategy was identified and how it was implemented elsewhere in the network.*

It is with the 16-17 CAASP outcomes that ASCEND really starts to stand out amongst the EFC schools because it has shown accelerated growth from 14-15 to 16-17. We had looked at ASCEND's practices around personalization to inform our thinking at Lazear this past year, but again, we were in pause as ASCEND had piloted its personalization strategies in 15-16 and had gone schoolwide in 16-17. Now that ASCEND's results continue to climb, we are how analyzing where there was success and where we can learn for 18-19 planning. This is also a strategic planning year for EFC, and as part of our strategic planning, we will be doing a few targeted deep dives to better understand our current results. First, we will deeply analyze a school that has stabilized, retained leadership and teachers but has made incremental growth. Then, we will analyze classrooms, grades, or content areas across the organization that are making significant growth to analyze the practices. This analysis will inform our strategic initiatives moving forward.

2. Select one or more of the organization's lowest-performing schools and discuss the school's performance. Be specific about the results on which you base your judgment that performance is unsatisfactory. Include student status, growth, absolute, and comparative academic results, as available.

Epic Middle School is currently our underperformer. We look at cohort- matched CAASSP performance over time because Epic has been growing every year and backfilling significant numbers of students of the past three years. Epic is now going into its fourth year, and while we are seeing some growth in ELA, we are not seeing the growth in mathematics, and as indicated in the comparison data shared above, Epic is an underperformer in the Fruitvale.

Cohort-Matched Proficiency - CAASSP 16-17



Cohort-Matched Distance from Met - CAASSP 16-17

- *Describe the primary causes to which you attribute the school's underperformance.*

Epic launched with an incredibly challenging model to implement, and the design required strong and experienced leadership. While Epic had visionary leadership, our site leaders selected to launch Epic lacked experience in implementing such a complex model, and they needed much more project management support and implementation support than they received. Going into year 4, we now have a strong and experienced leader coming from Leadership Public Schools who has proven experience designing and implementing systems around personalization and data-driven student agency. We have also brought on board a Director of Middle Schools who has extensive experience in launching and turning around middle schools.

The other significant challenge at Epic was middle school staffing. What was a minor challenge for ASCEND as a known and small middle school program was an enormous challenge for Epic. Over the past three years, we have struggled to find strong math and science teachers and strong math leadership, and our math outcomes have struggled as a result.

- *Explain the specific strategies that you are employing to improve performance.*

As indicated above, EFC has adopted two wins at Epic - a mathematics win in response to the flat/declining mathematics performance and a school culture win in response to the ongoing human capital challenges.

- 6-8 Math - Adopt Open Up Resources and leveraging the teacher training systems at Achievement First at Epic to to build students' habits around problem solving and to build teachers' habits around facilitating problem solving; partner with Leadership Public Schools to implement Navigate Math as a personalized math intervention in 8th grade
- 6-8 School Culture - Leveraging the Valor (Nashville-based middle school operator) approach to building school culture, developing and implementing a school culture playbook that aligns teacher culture moves and clarifies Heroes' expectations; implementing a 6-week strong start that supports ALL teachers getting Real Time Coaching so all classrooms are rigor-ready by week 7

In addition, while this is not a formal win, the Epic ELA classes have engaged in a deep training program in partnership with Achievement First on training teachers in implementing a rigorous literature study. While Epic has worked on personalization strategies and leveraging technology, we are still seeing a need around rigorous academic discourse and response to literature using complex text. We believe that this partnership will build capacity of our middle school instructional leadership team (coaches) around how to build teacher capacity around facilitating discourse.

- *How will you know when performance is satisfactory?*
- *What are your expectations for satisfactory performance in terms of performance levels and timing?*

Strong Start Win
We have set weekly benchmarks with respect to the strong start win. Ultimately, at the end of six weeks, 90% of teachers and Heads of House should be able to demonstrate proficiency on the School Culture section of the TNTP teacher effectiveness rubric.
Playbook Win

Students and staff scores on the SCAI survey will be at least 3.6 in the areas of: student interactions, discipline, and attitude and culture. Walkthrough data will show 90% of students complying with entry/dismissal flows, transition flows, on and off journey flows, and lunch flows.

Math Win

We will be tracking student mastery data on units assessments in both Navigate Math and in Open Up Resources though that data will mostly be used for internal reflection and reteaching. On the interim CAASSP, success would show that 70% of students have made 3-5 points of growth in distance from met performance.

3. For the organization as a whole and any related business entities, provide the following:

- *The last three years of independent financial audit reports and management letters;*
- *The most recent internal financial statements, including balance sheets and income statements. Be sure that the ESP/CMO level and the overall operations are distinctly represented.*

Please see appendix C3 for Audit Reports and appendix C4 for Internal Financial Statements

4. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization, and explain what caused these actions.

N/A. This does not apply to EFC.

5. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years, and explain how such deficiencies or violations were resolved.

N/A. This does not apply to EFC.

6. Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. If applicable, provide (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.

There is only one matter that qualifies for which supporting documents are provided in the appendix. The parties entered into a confidential settlement, which EFC is barred from providing to the District.

Please see appendix C5 for Litigation Information

37.8°
Latitude
HIGH SCHOOL

Education for Change

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Education *for* Change
Public Schools

37.8°
Latitude

Hae-Sin Thomas
Chief Executive Officer
Education for Change Public Schools
333 Hegenberger Road
Oakland, CA 94621

July 18, 2017

Silke Bradford
Director, Quality Diverse Providers
OUSD, Office of Charter Schools
1000 Broadway 6th Floor, Suite 639
Oakland, CA 94607

Dear Ms. Bradford,

I am excited to submit this Letter of Intent on behalf of the Latitude 37.8 High School community and Education for Change. We look forward to working with you and your office throughout the authorization process.

Regards,

Hae-Sin Thomas

Appendix A: Letter of Intent

If you plan to submit a charter school petition to the Oakland Unified School District, it is recommended to submit the following Letter of Intent to the Office of Charter Schools in advance. This will help the Office of Charter Schools to communicate better and more effectively with petitioner groups. Thank you!

Name of proposed school	Latitude 37.8 High School
Lead Petitioner	Hae-Sin Thomas
Full mailing address (city, state, zip)	333 Hegenberger Road, Oakland CA 94621
Daytime telephone number	(510) 568-7936
E-mail address	hthomas@efcps.net
Proposed Date of Submission	August 23, 2017
Proposed date of opening	August 2018
Proposed location of school	Adjacent to EPIC Middle School at the corner of E12th St and 29th Ave.
Do you plan to request Prop 39 facilities?	No
Composition of petitioner group (e.g. parents, teachers, non-profit organization)	Parents, Teachers, Community Members
Grade levels to be served in year 1	9th
Anticipated enrollment in year 1	50
Grade levels to be served at full capacity	9-12
Anticipated enrollment at full capacity	360
Target student population (e.g. at-risk youth)	An integrated student population that reflects the demographics of Oakland as a city that is diverse by design.

Brief description of kind of school proposed (e.g. arts-, math-, or science-focused school or use a particular school/curriculum design).

Latitude 37.8 High School's approach to school mission and culture, teaching and learning, student agency and engagement, and networks and partnerships is really a single *integrated* approach that is driven by the design principles of personalization, relevance, integration and creativity. The school model leverages the experiences of nationally renown school models, High Tech High and Big Picture Learning, to create authentic student learning experiences and to allow students to pursue their interests and passions. Latitude High is a competency based school model and that will utilize design thinking to allow students to pursue personalized pathways to graduation. The program will operate in three distinct phases to allow the appropriate supports and scaffolds for students to demonstrate the agency and academic competency required to be a self directed learner prepared for a productive and meaningful adult life.

Brief explanation of proposed charter school. In one or two sentences, provide a clear statement that defines the purpose(s) and nature of your school.

Latitude High 37.8 is a high school model in Oakland, California through which students leverage the assets and resources of their city to design and secure the experiences, education and network they need to be prepared for a meaningful and productive life. We are a network of educators, designers, makers, artists, parents, students, civic leaders, and business leaders committed to designing and opening a high school that facilitates self-directed, passion-driven learning for our city's youth in which the Bay Area is their personalized learning environment.

Are you planning to work with a charter management organization (CMO) or education management organization (EMO)?

Yes X No

If Yes, please circle CMO / EMO

If Yes, please indicate name of CMO / EMO: Education for Change Public Schools

Signature of Lead Petitioner

Date 7/27/17

Appendix B: OUSD's 5 Pillars of Quality School Development

In the space below, please provide bullet points of aspects of your petition that align with each Pillar.

OUSD's 5 Pillars of Quality School Development	***Aspects of petition that align to Pillars.*** *(Bulleted format only)*
1. **Educator Development and Pipelines** – Successful schools will be led by effective leaders who work collaboratively to develop and nurture a cross-functional leadership team. The school will help educators develop through effective professional learning and recognize effective educators for their success.	• **Executive Summary: Latitude Founding Team** • **Element 1 C: Instructional Design: Staffing and Professional Development** • **Element 1 H: Special Populations: Professional Development** • **Element 1 I: English Language Learners: Professional Development** • **Element 5: Employee Qualifications**
2. **Strong School Culture** – The school will have a mission, vision, and values that are focused on high academic achievement for students while preparing them for college, career, and community success. The school will stress the importance of education as well as the social and emotional well-being of students. This feature must permeate all other components of the school and should include restorative practices as a part of the approach to strengthening culture.	• **Element 1 B: Philosophy and Approach to Instruction** • **Element 1 C: Instructional Design: Advisory** • **Element 1 D: School Culture** • **Element 10: Suspension and Expulsion Procedures**
3. **Increased Time on Task** – Successful schools will intentionally use time to maximize student learning. Extended school days, weeks, and years are integral components. Additionally, the school must prioritize providing teachers' time for planning, collaboration, and professional learning.	• **Executive Summary: Latitude Design Principles** • **Element 1 B: Philosophy and Approach to Instruction** • **Element 1 C: Instructional Design: Latitude Learning Experiences** • **Element 1 C: Instructional Design: Academic Calendars and Schedules**
4. **Rigorous Academics** – Effective schools ensure teachers have access to foundational documents and instructional materials needed to help students achieve high growth. This includes data-driven inquiry cycles that support regularly assessing student progress, analyzing student progress, and re-teaching skills with the expectation that students master standards.	• **Element 1 B: Philosophy and Approach to Instruction** • **Element 1 C: Instructional Design: Latitude Competency System** • **Element 1 C: Instructional Design: Latitude Learning Experiences** • **Element 1 C: Instructional Design: Staffing and Professional Development** • **Element 2 & 3: Measurable Student Outcomes and Methods of Assessing Progress**
5. **Linked/Personalized Learning** – Students will be exposed throughout a K-12 program to different educational options that go beyond the "four walls" of the school in effective schools. This will include bringing relevance to students' lives and the world of real world of work through the curriculum, allowing students to innovate and create, having them concurrently	• **Executive Summary: Latitude Design Principles** • **Element 1 B: Philosophy and Approach to Instruction** • **Element 1 C: Instructional Design:**

enrolled in college classes, engaging them in internships, using online learning, and providing students access to career pathways in our secondary schools.	**Latitude Learning Experiences** ● **Element 1 C: Instructional Design: Academic Calendars and Schedules**

*Links to **folder** research, tools, and support for the 5 Pillars can be found in the following link:
http://qualitycommunityschools.weebly.com/proposal-teams-iss.html

Appendix C: Certification Statement

Proposed Charter School Name Latitude 37.8 High School

Proposed School Location (City) Oakland, CA

I hereby certify that the information submitted in this petition is true to the best of my knowledge and belief; that this petition has been or is being sent to the Superintendent of each of the districts from which we intend to draw students; 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. This is a true statement, made under the penalties of perjury.

Signature of Authorized Person ______________________ Date 9/21/17

(Please label the copy that has original signatures.)

Print/Type Name Hae-Sin Thomas

Address 333 Hegenberger Road, Suite 600, Oakland CA, 94621

Phone 510-568-7936

Appendix D: Charter School Roster of Key Contacts

Complete the following Roster for the Board of Directors and key administrative leaders and/or partners for the proposed school. Be sure to include titles and roles. ***Separate sheets may be used to ensure all relevant contacts are provided.***

Name of School(s): Latitude 37.8 High School

Name of Nonprofit Corporation: Education For Change Public Schools

Primary Contact Person: Hae-Sin Thomas

Mailing Address: 333 Hegenberger Road, Suite 600, Oakland, CA 94621

Phone: 510-568-7936 **Email**: hthomas@efcps.net

NONPROFIT BOARD OF DIRECTORS

Position: Board Chair
Name: Nick Driver
Mailing Address: 3630 18th St. San Francisco, CA 94110
Phone: 415-225-4661 Email: ndriver@csmci.com

Position: Board Member
Name: Adam Smith
Mailing Address: 6855 Elverton Drive Oakland, CA 94611
Phone: 415-572-0948 Email: adamdouglasssmith@gmail.com

Position: Board Member
Name: Brian Rogers
Mailing Address: 24 Brookside Road, Orinda CA 94563
Phone: 510-910-0059 Email: brogers@rogersfoundation.org

Position: Board Member
Name: Eva Camp
Mailing Address: 98 Sea View Avenue, Piedmont, CA 94611
Phone: 510-594-226 Email: evalumcamp@gmail.com

Position: Board Member
Name: Dirk Tillotson
Mailing Address: 2618 Monticello Oakland CA 94619
Phone: 510 366 6902 Email: tillotson_law@hotmail.com

Position: Board Member
Name: Paul Byrd
Mailing Address: 3411 E. 12th Street Apt 205 Oakland, CA 94601
Phone: 510-866-5221 Email: paulbyrdjr@gmail.com

Position: Board Member
Name: Mike Barr
Mailing Address: 4046 Waterhouse Rd. Oakland, CA 94602
Phone: 415-613-2277 Email: barr.mike@gmail.com

Position: Board Member
Name: Sudhir Aggarwal
Mailing Address: 18 Crow Canyon St. Ste 325 San Ramon, CA 94583
Phone: 818-262-3895 Email: saggarwal@transitionco.com

Position: Board Member
Name: Carmika Robinson
Mailing Address: 9860 Sunnyside Street, Oakland, CA 94603
Phone: (415) 819-1483 Email: crob7181@gmail.com

Position: Board Member
Name: Roy Benford

Mailing Address:	2070 Mountain Blvd Oakland, CA 94611		
Phone:	(510) 860-6008	Email:	roy@benfordproperties.com

SCHOOL PERSONNEL

Business Manager:	*(may be undetermined at time of submission)* *N/A*		
Phone:		Email:	

OTHER AS APPLICABLE (school management entity, partner)

Contact Person:	Lillian Hsu		
Title/Position:	Founding Principal		
Organization:	Education for Change Public Schools		
Phone:	510-568-7936	Email:	lhsu@efcps.net

Contact Person:			
Title/Position:			
Organization:			
Phone:		Email:	

Appendix E: Statement of Assurances

This form or other similar form must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances or does not otherwise contain these assurances. The most up-to-date version of this form can be found on our website.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for Latitude 37.8 High School, which will be located in the Fruitvale neighborhood of Oakland, CA is true to the best of my knowledge and belief; and further, I certify that, if granted a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.

2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.

3. Will be non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.

4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to 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.

5. Will not exclude admission based on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.

6. Will meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.

7. Will comply with all applicable portions of the 2001 reauthorization of the Elementary and Secondary Act (also known as "No Child Left Behind"). (20 U.S.C. § 6319.)

8. Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).

9. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.

10. Will comply with the conditions of apportionment set forth in Education Code section 47612(b) that average daily attendance not be generated by a pupil who is not a California resident, and that "a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma," to remain eligible for generating charter school apportionments.

11. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.

12. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.

13. Will comply with the requirement set forth in Education Code section 47605(d)(3) that "[i]f a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information."

14. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, §5; and MGL c. 89, 71 § (f) and (I).

15. Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99).

16. Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.

17. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.

18. Will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection, as required by Education Code section 47612.5(a)(2).

19. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.

20. Will comply with "[a]ll laws establishing minimum age for public school attendance," as required by Education Code section 47610(c).

21. Will operate in compliance with generally accepted government accounting principles.

22. Will maintain separate accountings of all funds received and disbursed by the school.

23. Will participate in the California State Teachers' Retirement System and other retirement systems, as applicable.

24. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.

25. Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(l).

26. Will at all times maintain all necessary and appropriate insurance coverage.

27. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.

28. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.

29. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 et seq.)

30. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq.).

31. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.

32. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.

33. Will be located within the geographical boundaries of the District in locating its site, or otherwise comply with the requirements in Education Code section 47605 and 47605.1.

34. Will agree to defend, indemnify and hold harmless the District against any and all liability and claims arising out of the Charter School's acts, errors and omissions.

Signature _______________ Date 8/21/17

Hae-Sin Thomas

Print Name

Appendix F: Surrounding Schools Demographic & Performance Data

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

Address: 1045 Derby Avenue in Oakland, CA 94601

Data Type	Subgroup	MetWest	Oakland High	Life Academy	Fremont High	ARISE	East Bay Innovation Academy
		District	District	District	District	Charter	Charter
Demographics (% of total enrollment) **2016-2017**	Eligible for Free/Reduced Priced Meals	76.6%	88.8%	92.4%	89.9%	95.3%	21.5%
	English Learners	14.6%	24.9%	23.4%	49.6%	28.1%	6.0%
	Students with Disabilities	15.8%	12.0%	12.3$	13.2%	5.8%	8.4%
	Ethnicity #1	Latino 57.9%	Af-Am 32.3%	Latino 83%	Latino 64.4%	Latino 89.8%	White 30.8%
	Ethnicity #2	Af-Am 24.6%	Asian 31.2%	Af-Am 7.0%	Af-Am 22.3%	Filipino 2.6%	Latino 29.8%
	Ethnicity #3	Asian & White 5.8%	Latino 29.5%	Asian 6.4%	Pacific Islander 4.2%	Af-Am 2.2%	Two + 16.8%
SBAC Performance (% of students meeting or exceeding standards) **2015-2016**	**ELA (11th Grade Results)**						
	Schoolwide	12%	38%	61%	18%	51%	+
	Asian	*	59%	*	*	*	+
	Black/African-American	*	22%	*	5%	*	+
	Filipino	*	*	*	*	*	+
	Hispanic/Latino	23%	25%	62%	27%	51%	+
	Native American/ Alaskan Native	*	*	*	*	*	+
	Native Hawaiian / Pacific Islander	*	*	*	*	*	+
	White	*	*	*	*	*	+
	Two or More Races	*	*	*	*	*	+
	English Learners	*	7%	8%	2%	18%	+
	Students with Disabilities (SPED)	*	0%	*	0%	*	+
	Economically Disadvantaged (FRPM)	10%	38%	61%	19%	51%	+
	MATH (11th Grade Results)						
	Schoolwide	7%	16%	25%	4%	8%	+
	Asian	*	39%	*	*	*	+
	Black/African-American	*	4%	*	0%	*	+
	Filipino	*	*	*	*	*	+
	Hispanic/Latino	14%	2%	27%	4%	6%	+
	Native American/ Alaskan Native	*	*	*	*	*	+
	Native Hawaiian / Pacific Islander	*	*	*	*	*	+

Data Type	Subgroup	MetWest	Oakland High	Life Academy	Fremont High	ARISE	East Bay Innovation Academy
	White	*	*	*	*	*	+
	Two or More Races	*	*	*	*	*	+
	English Learners	*	10%	0%	2%	18%	+
	Students with Disabilities (SPED)	*	0%	*	0%	*	+
	Economically Disadvantaged (FRPM)	9%	17%	22%	4%	8%	+

*No data reported for this subgroup in 2015-2016.
+East Bay Innovation Academy did not have 11th graders in 2015-2016.

Data Source: Data Quest, California Department of Education (dq.cde.ca.gov)

Appendix G: Instructional Minutes and Days Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	YES	177	390							177	64800	69030	4230
10	YES	177	390							177	64800	69030	4230
11	YES	177	390							177	64800	69030	4230
12	YES	177	390							177	64800	69030	4230

Appendix H: State Priorities Under LCFF

<table>
<tr><th colspan="2">CHARTER SCHOOL OUTCOMES ALIGNED TO STATE PRIORITIES</th></tr>
<tr><td colspan="2"><u>State Priority #1</u>. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</td></tr>
<tr><td><u>Annual Goal</u>
A. Ensure all teachers are appropriately assigned and fully credentialed to support a high-quality, broad course of study.
B. Research and adopt CCSS, NGSS, and CSS aligned curricular materials proven successful for similar populations
C. Ensure school facilities are maintained and in good repair</td><td><u>Annual Targets</u>
Latitude will make annual progress toward the following targets:
• 95% teachers meet California credentialing requirements for the subject area and grade level assigned
• 0% Teacher Misassignments
• At least 80% family satisfaction with school facilities on SCAI
• At least 75% staff intend to return to Latitude for the following year
• 100% of requirements met on EFC facilities checklist</td></tr>
<tr><td colspan="2"><u>Annual Actions to Achieve Targets</u>
• Implement an annual teacher retention plan that includes building ample time into schedule for planning/preparation/collaboration; conducting surveys to assess morale and needs; providing coaching and regular feedback; creating opportunities for teacher leadership; holding site leadership accountable for developing a strong professional learning culture.
• Implement an annual teacher recruitment plan that includes providing a competitive salary and benefits proposal; beginning recruitment for teachers in winter; implementing recruitment plan in fall; utilizing signing bonus incentives as needed; partnering with teacher preparation programs and teacher recruitment programs to attract teachers; incentivizing referrals within the organization; partnering with teacher preparation organizations to recruit and place teaching fellows; developing and setting aside resources for pipeline programs.
• Implement facilities walkthroughs four times annually using a walkthrough rubric; develop standards for facilities.</td></tr>
<tr><td colspan="2"><u>State Priority #2</u>. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency
<u>State Priority #4</u>. Pupil achievement, as measured by all of the following, as applicable:
A. Statewide assessments (CAASPP, or any subsequent assessment as certified by SBE)
B. The Academic Performance Index (API)</td></tr>
</table>

C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of pupils who have passed an AP exam with a score of 3 or higher E. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness

Annual Goals	**Annual Targets**
A. Teachers develop and implement strong CCSS, NGSS, and CSS aligned units of study and lessons that push student thinking at the higher levels of Bloom's taxonomy B. Students are spending increased time learning in their Zone of Proximal Development by implementing Guided Reading integrated with adaptive online software proven for our target population C. Technology: All teachers and students have access to 21st century technology and personalized learning opportunities. D. Professional Development: All teachers receive targeted, high-quality professional development aligned to high priority instructional practices that positively impacts student academic achievement and social-emotional development. E. Response to Interventions: Implement a rigorous Response to Intervention model to address the Tier1, Tier2, and Tier3 academic, behavioral and social needs of all students.	Latitude will make annual progress toward the following targets: • +5% students either scoring level >= 3 or making at least one level growth OR 70% of students scoring proficient (including significant subgroups) on the ELA section of CAASPP • +5% students either scoring level >= 3 or making at least one level growth OR 70% of students scoring proficient (including significant subgroups) on the Math section of CAASPP • Each year, 40% of ELs will improve one proficiency level OR maintain proficiency on CELDT/ELPAC. • Each year, achieve at least a 90% cohort graduation rate (including significant subgroups). • Each year, achieve at least a 90% UC A-G completion rate (including significant subgroups).

Annual Actions to Achieve Targets
• Ensure all students have access to and meet A-G requirements. • Identify, develop, and/or purchase curriculum materials to ensure alignment to Common Core Standards, California ELD Standards, and Next Generation Science Standards. • Align and leverage data management systems to track student progress toward proficiency in relation to growth targets. • Maintain small class sizes and flexible groupings to ensure that all students are known well and are able to develop at their optimum rate. • Identify and use a learning management system to manage individual playlists, schedules, and learning modalities for each student. • Develop and curate playlist content for Competency-based Learning ELA and Math progressions that allow students to master content at their own pace. • Leverage technology to support a Competency-based Learning program.

- Develop and teach high quality project based learning studios that integrate social studies and ELA and science and design, allowing students to learn deeply for authentic reasons.
- Use a benchmark assessment system (formative+summative) to allow students to demonstrate subject-area mastery, aligned to Common Core Standards, Next Generation Science Standards, and other relevant state standards, at their optimal pace.
- Assess students using performance tasks and SBAC interim assessments.
- Implement and refine Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans andIEPs, services for ELLs, services for Foster Youth, and services for students from low-income families).
- Partner with High Tech High and Big Picture Learning to support teachers in implementing cross-cutting practices.
- Provide all English Learners with designated ELD instruction targeted to their proficiency level, aligned to the new ELD standards, and designed to move them toward English proficiency.
- Provide students with instruction to develop their home language and/or become fluent in additional world languages.
- Identify, adopt, socialize and use growth targets for English Language Proficiency that lead to reclassification.

State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

<table>
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Annual Goals

A. Build parent understanding of Common Core standards and overall instructional design

B. Build parent capacity to monitor and guide student learning and growth

C. Develop a robust parent leadership culture and body

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Annual Targets

Latitude will make annual progress toward the following targets:

- 90% families participate in learning team meetings.
- Parent leadership: Increase number of parent leaders by two leaders annually until there are 2 parent leaders representing every cohort of students
- Families positively rate (average of 3.5 or higher) school climate in the areas of:
  - Leadership Decisions
  - Community Relations
  - Attitude and Culture
  - Learning/Assessment

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</table>

Annual Actions to Achieve Targets

- Support Family Leadership Committee (FLC) in developing parent understanding of Latitude graduate profile, including personal agency, essential competencies, and integrated identity.
- Leverage parent leadership to promote a supportive school culture that implements restorative practices.
- Recruit Parent Reps and develop capacity to facilitate Family Leadership Committee (FLC) committee aligned to clear, defined goals.

<table>
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- Provide leadership training for parent leaders.
- Expand parent communication and translation services.
- Actively recruit bilingual staff when hiring new staff members.
- Implement one home visit per family per year.
- Hold quarterly Learning Team meetings with parents, students, advisors, and mentors.
- Expand parent education opportunities.
- Provide opportunities for families to advise school through formal and informal parent leadership structures.
- Engage families in community events and capacity-building learning experiences built around parent interests, assets, and inquiries.
- Host community events, including back to school nights and celebrations of learning.

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State Priority #5. Pupil engagement, as measured by all of the following, as applicable:
A. School attendance rates
B. Chronic absenteeism rates
C. Middle school dropout rates (EC §52052.1(a)(3))
D. High school dropout rates
E. High school graduation rates

State Priority #6. School climate, as measured by all of the following, as applicable:
A. Pupil suspension rates
B. Pupil expulsion rates
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

</td></tr>
<tr><td>

Annual Goals

A. Family Services: Engage families as partners in student achievement, school culture and community engagement. Empower families to review data and make decisions around site investments
B. Response to Interventions: Implement a rigorous Response to Intervention model to address the Tier 1, Tier 2, and Tier 3 academic, behavioral and social needs of all students.

</td><td>

Annual Targets

Latitude will make annual progress toward the following targets:

- <10% of all students are chronically absent
- <= 5% of enrolled students are suspended out of school
- 0% of enrolled students are expelled
- 95% average daily attendance (P2-ADA)
- Each year, achieve less than a 5% dropout rate (including significant subgroups)
- Each year, achieve at least a 90% cohort graduation rate (including significant subgroups).
- Family average >= 3.5 on Domain 7: Attitude and Culture of the SCAI Survey
- Student average >= 3.5 on Domain 7: Attitude and Culture of the SCAI Survey
- Teacher average >= 3.5 on Domain 7: Attitude and Culture of the SCAI Survey

</td></tr>
<tr><td colspan="2">

Annual Actions to Achieve Targets

</td></tr>
</table>

• Use advisory to provide a small venue in which students are supported socially, emotionally, and academically. • Implement an RTI program and COST process to align supports for all students • Provide wrap-around social-emotional support to students through case managers who support relationships among students, families, and staff. • Provide individual and group therapy by School Counselors through the Response to Intervention (RTI) program. • Develop and implement a safety plan prior to the first day of school.
<u>State Priority #7</u>. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable: <u>Grades 1-6</u>: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) <u>Grades 7-12</u>: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

<u>Annual Goals</u>	**<u>Annual Targets</u>**
D. 100% of students are enrolled in a broad course of study that includes English, Mathematics, Social Sciences, Science, Visual Arts, Health/Physical Education, and Academic Electives that meets or exceeds the UC/CSU A-G requirements	Latitude will make annual progress toward the following targets: • 95% of students are receiving a broad course of study including arts and PE

<u>Annual Actions to Achieve Targets</u> • Implement studio learning model. • Develop Extended Learning Opportunities program to support personalization and access to a broad course of study. • Facilitate health and wellness programs that support students physical health.
<u>State Priority #8</u>. Pupil outcomes, if available, in the subject areas described above in CA Ed Code Section 51210, as applicable.

<u>Annual Goals</u>	**<u>Annual Targets</u>**
A. Teachers are able to teach writing across the curricula and improve ELA outcomes B. Teachers are able to teach targeted and strategic ELD and scaffold and shelter content for EL students C. Teachers are able to design and implement units of study that are multidisciplinary - integrate the arts and technology, build student capacity to collaborate around a common goal, build	Latitude will make annual progress toward the following targets: • CCSA Statewide Rank: +1 OR at least a 4 OR a at least a 6 for similar schools • 70% percent of students increase one grade level on the Scholastic Reading Inventory or achieve proficiency.

student leadership and facilitation skills, and improve student academic discourse	

Annual Actions to Achieve Targets

- Develop and implement portfolio assessment system.
- Assess and track portfolios and passages on a rubric to inform student progress and instruction.
- Train and coach teachers in designing High Quality Project Based Learning that includes or culminates in evidence to demonstrate Latitude competencies.
- Deliver High Quality Project Based Learning units that include or culminate in authentic products delivered to authentic audiences.
- Cultivate partnerships with local organizations and individuals and connect to resources in order to support, mentorships, apprenticeships, fieldwork, and service.
- Train and coach teachers to develop literacy rich project based learning units
- Provide professional development focusing on complex text and academic discourse.

TEACHER ASSIGNMENTS AND CREDENTIALING STATE PRIORITY #1: BASIC SERVICES						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: ______________________				
		Year 1	Year 2	Year 3	Year 4	Year 5
		20__-20__	20__-20__	20__-20__	20__-20__	20__-20__

ACCESS TO INSTRUCTIONAL MATERIALS STATE PRIORITY #1: BASIC SERVICES						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: ______________________				
		20__-20__	20__-20__	20__-20__	20__-20__	20__-20__

FACILITIES MAINTENANCE State Priority #1: Basic Services						
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: ______________________				
		20__- 20__	20__- 20__	20__- 20__	20__- 20__	20__- 20__
IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS State Priority #2						
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: ______________________				
		20__- 20__	20__- 20__	20__- 20__	20__- 20__	20__- 20__
PARENT INVOLVEMENT State Priority #3						
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: ______________________				
		20__- 20__	20__- 20__	20__- 20__	20__- 20__	20__- 20__
STATEWIDE ASSESSMENTS State Priority #4: Student Achievement						
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: ______________________				
		20__- 20__	20__- 20__	20__- 20__	20__- 20__	20__- 20__

ACADEMIC PERFORMANCE INDEX (API) STATE PRIORITY #4: STUDENT ACHIEVEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: ______________________				
		20__-20__	20__-20__	20__-20__	20__-20__	20__-20__
A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only] STATE PRIORITY #4: STUDENT ACHIEVEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: ______________________				
		20__-20__	20__-20__	20__-20__	20__-20__	20__-20__
ENGLISH LEARNER ADEQUATE PROGRESS RATE STATE PRIORITY #4: STUDENT ACHIEVEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: ______________________				
		20__-20__	20__-20__	20__-20__	20__-20__	20__-20__

ENGLISH LEARNER RECLASSIFICATION RATE STATE PRIORITY #4: STUDENT ACHIEVEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: ______________________				
		20__-20__	20__-20__	20__-20__	20__-20__	20__-20__
AP EXAMINATION PASSAGE RATE [High Schools Only] STATE PRIORITY #4: STUDENT ACHIEVEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: ______________________				
		20__-20__	20__-20__	20__-20__	20__-20__	20__-20__
EAP COLLEGE PREPAREDNESS RATE [High Schools Only] STATE PRIORITY #4: STUDENT ACHIEVEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: ______________________				
		20__-20__	20__-20__	20__-20__	20__-20__	20__-20__

SCHOOL ATTENDANCE RATE State Priority #5: Student Engagement						
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: ______________________				
		20__- 20__	20__- 20__	20__- 20__	20__- 20__	20__- 20__
CHRONIC ABSENTEEISM RATE State Priority #5: Student Engagement						
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: ______________________				
		20__- 20__	20__- 20__	20__- 20__	20__- 20__	20__- 20__
DROPOUT RATE[Middle and High Schools Only] State Priority #5: Student Engagement						
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: ______________________				
		20__- 20__	20__- 20__	20__- 20__	20__- 20__	20__- 20__
GRADUATION RATE[High Schools Only] State Priority #5: Student Engagement						
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: ______________________				
		20__- 20__	20__- 20__	20__- 20__	20__- 20__	20__- 20__

STUDENT SUSPENSION RATE
State Priority #6: School Climate

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: ______________________				
		20__-20__	20__-20__	20__-20__	20__-20__	20__-20__

STUDENT EXPULSION RATE
State Priority #6: School Climate

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: ______________________				
		20__-20__	20__-20__	20__-20__	20__-20__	20__-20__

[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]
State Priority #6: School Climate

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: ______________________				
		20__-20__	20__-20__	20__-20__	20__-20__	20__-20__

BROAD COURSE OF STUDY STATE PRIORITY #7						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: ______________________				
		20__-20__	20__-20__	20__-20__	20__-20__	20__-20__
[OTHER STUDENT OUTCOMES] STATE PRIORITY #8						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: ______________________				
		20__-20__	20__-20__	20__-20__	20__-20__	20__-20__

Appendix I: District & Surrounding School Racial & Ethnic Demographics

DISTRICT & SURROUNDING SCHOOL RACIAL & ETHNIC DEMOGRAPHICS											
	Total # of Students 2016-2017	% American Indian or Alaska Native	% Asian	% Black of African American	% Filipino	% Hispanic or Latino	% Multiple/ No Response	% Native Hawaiian or Pacific Islander	% None Reported	% Two or More Races	% White
Comparison School: MetWest High School	171	0.6%	5.8%	24.6%	1.2%	57.9%	4.1%	0.0%	1.8%	2.3	5.8%
District-wide	36,814	0.3%	13.6%	26.3%	1.0%	41.2%	5.4%	1.1%	1.6%	3.8%	11.1%
Data Source(s):	CDE Data Quest										

Appendix J: Meaningfully Interested Students Spreadsheet

The students listed below are meaningfully interested in attending the charter school in the 2018-19 school year.

STUDENTS INFORMATION								
	LAST NAME	FIRST NAME	MIDDLE INITIAL	OUSD HOME SCHOOL (Based on Residence)	2018-19 GRADE LEVEL	STREET ADDRESS	CITY	ZIP CODE
1	Aguilar	Chelsea	G	Fremont	9	3822 E. 12th St.	Oakland	94601
2	Arias	Joshua	E	Fremont	9	914 35th Ave.	Oakland	94601
3	Arriaga Sanchez	Joshua Luis		N/A	9	111 Preda St.	San Leandro	94577
4	Beltran	Michael	D	Castlemont	9	8612 Hillside St.	Oakland	94605
5	Bibiano	Jimmy		Castlemont	9	1204 78th Ave.	Oakland	94621
6	Carbajal	Kevin		Fremont	9	1702 27th Ave	Oakland	94601
7	Cruz-Martinez	Edgar		Fremont	9	2851 E. 9th St	Oakland	94601
8	Domingo	Henry		Fremont	9	2161 42nd Ave.	Oakland	94601
9	Farias	Beatriz		Fremont	9	2630 E 10th St.	Oakland	94601
10	Fernandez	Hazel	L	Fremont	9	3550 Harper St	Oakland	94601
11	Franco	Alexa	V	Fremont	9	1200 39th Ave.	Oakland	94601
12	Gonzalez	Tye		Fremont	9	2035 38th Ave.	Oakland	94601
13	Granados	Bryan	J	N/A	9	364 Dowling Blvd.	San Leandro	94577
14	Hernandez Garcia	Stephanie		Fremont	9	3256 Hyde St. Apt. B	Oakland	94601
15	Huerta	Daniel		N/A	9	2291 W. Ave. 133rd	San Leandro	94577
16	Jimenez	Josue	D	N/A	9	16611 Ehle St.	San Leandro	94578
17	Lloyd	La'Vaja		Castlemont	9	8822 Dowling St. Apt. C	Oakland	94605
18	Lockyer	Hannah	P	Skyline	9	6 Woodside Glen Ct.	Oakland	94602
19	Lopez	Fatima		Fremont	9	2878 Glascock St.	Oakland	94601
20	Lopez	Fernando		Fremont	9	2878 Glascock St.	Oakland	94601
21	Lopez	Isac	D	Castlemont	9	1933 84th St. Apt. B	Oakland	94621
22	Lozano	Izabel		Fremont	9	3920 E. 12th St.	Oakland	94601
23	Mardrueño	Joel	A	N/A	9	2800 Minta Lane	Antioch	94509
24	Martinez	Leonardo		Fremont	9	3284 Lynde St. Apt. 4	Oakland	94601
25	Matias Mendoza	Edgar		Fremont	9	3945 International Blvd.	Oakland	94601
26	Montano	Julissa		Fremont	9	1951 36th Ave.	Oakland	94601
27	Muniz	Aliza		Castlemont	9	1917 Warner Ave.	Oakland	94603
28	Muse	Damien	M	Oakland High	9	2253 East 20th St.	Oakland	94606
29	Nguyen	Anh		Skyline	9	3608 Penniman Ave.	Oakland	94601
30	Nguyen	Thanhthanh		Oakland High	9	1634 East 15th St.	Oakland	94606

Appendix J: Meaningfully Interested Students Spreadsheet

The students listed below are meaningfully interested in attending the charter school in the 2018-19 school year.

STUDENTS INFORMATION								
	LAST NAME	FIRST NAME	MIDDLE INITIAL	OUSD HOME SCHOOL (Based on Residence)	2018-19 GRADE LEVEL	STREET ADDRESS	CITY	ZIP CODE
31	Ortega	Litzy	A	Castlemont	9	1416 98th Ave.	Oakland	94603
32	Padilla	David	G	Fremont	9	1635 47th Ave	Oakland	94601
33	Pichinte Beltran	Jacqueline	B	Castlemont	9	9506 Birch St. Apt. 6	Oakland	94603
34	Ponce	Anthony		Fremont	9	4710 Bond St.	Oakland	94601
35	Prieto	Jamil		Fremont	9	2330 Hughes Ave.	Oakland	94601
36	Quintanilla	Emily	D	Fremont	9	3020 E. 18th St. Apt. 4	Oakland	94601
37	Ramos	Andy		Fremont	9	1651 35th Ave.	Oakland	94601
38	Reyes	Jacob		N/A	9	133 Williams St. Apt. C	San Leandro	94577
39	Rivas Rivas	David	A	Fremont	9	1534 27th Ave.	Oakland	94601
40	Robertson	Joshua		Castlemont	9	2737 Parker Ave	Oakland	94605
41	Rodriguez	Thania		Castlemont	9	1262 61st Ave.	Oakland	94621
42	Rodriguez	Cassandra		Fremont	9	1439 38th Ave	Oakland	94601
43	Ruiz	Carolina		Fremont	9	3308 San Leandro St.	Oakland	94601
44	Santana	Rebecca		N/A	9	1446 Dayton Ave.	San Leandro	94579
45	Vasquez	Christopher		Castlemont	9	1322 90th Ave.	Oakland	94603
46	White	Sierra	M	Fremont	9	1539 28th Ave.	Oakland	94601

Meaningfully Interested Signatures Form (Spaish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:

Nombre: Aguilar Nelsea Guadalupe **Grado Actual:** 7 **Grado en 2018-2019:** 9
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 3822 E 12 ST Oakland Ca 94601
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510 927-1827 **Edad del Estudiante:** 12 **Fecha de Nacimiento:** 9/15/04

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:

Ascend

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Fremont

Estudiante 2:

Nombre: ____ **Grado Actual:** ____ **Grado en 2028-2019:** ____
Apellido, Primer Nombre, Segundo Hombre

Domicilio: ____
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (____) ____ **Edad del Estudiante:** ____ **Fecha de Nacimiento:** ____

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:

Nombre del padre/guardián legal: Carrillo Martina Alicia
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 3822 E 12 ST Oakland Ca 94601
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 927-1827 **Correo Electrónico:** —

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Martina Carrillo **Fecha:** 5/17/17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:

Name: Arias, Joshua, E (Last, First, Middle) **Current Grade:** 7th **Grade in 2018-2019:** 9

Home Address: 914, 35th Ave Oakland, Ca, 94601 (Street City, State Zip)

Home Phone: (510) 689-8319 **Age:** 12 **Date of Birth:** 5-17-04

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**

LAzear charter academy

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Fremont

Student 2:

Name: Arias, DAvina, I (Last, First, Middle) **Current Grade:** K **Grade in 2018-2019:** ___

Home Address: 914, 35th Ave oakland, ca 94601 (Street City, State Zip)

Home Phone: (510) 689-8319 **Age:** 6 **Date of Birth:** 1-25-11

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**

LAzear charter academy

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Parent/Legal Guardian Information:

Parent/Legal Guardian Name: MAria AMador

Home Address: 914, 35th Ave (Street City, State Zip) Last, First, Middle Amador, Maria, G

Home Phone: (510) 689-8319 **Email:** Lupeamador365@ymail.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: Maria Amador **Date:** 5/14/17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:

Name: Joshua Luis Arriaga Sanchez **Current Grade:** 7 **Grade in 2018-2019:** 9
Last, First, Middle

Home Address: 111 Preda St. San Leandro CA, 94577
Street City, State Zip

Home Phone: (510) 347-8990 **Age:** 12 **Date of Birth:** 6/23/04

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**
Lazear Charter Academy

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Student 2:

Name: ______ **Current Grade:** ____ **Grade in 2018-2019:** ____
Last, First, Middle

Home Address: ______
Street City, State Zip

Home Phone: (____) ______ **Age:** ______ **Date of Birth:** ______

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Parent/Legal Guardian Information:

Parent/Legal Guardian Name: Josefina Sanchez
Last, First, Middle

Home Address: 111 Predo St. San Leandro CA.
Street City, State Zip

Home Phone: (510) 347-8990 **Email:** josefinasu50@gmail.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: Josefina S [signature] **Date:** 5/10/17

A. J.

Meaningfully Interested Signatures Form (Spaish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:

Nombre: Beltran Michael Douglas **Grado Actual:** 7 **Grado en 2018-2019:** 9
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 8612 Hillside st Oakland CA 94605
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 978-2810 **Edad del Estudiante:** 13 **Fecha de Nacimiento:** 02-21-2004

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:

Epic Charter School

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Epic Castlemont

Estudiante 2:

Nombre: ______ **Grado Actual:** ______ **Grado en 2028-2019:** ______
Apellido, Primer Nombre, Segundo Hombre

Domicilio: ______
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (____) ______ **Edad del Estudiante:** ______ **Fecha de Nacimiento:** ______

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter

______

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

______

Información del padre/guardián legal:

Nombre del padre/guardián legal: Serrano Teresa de Jesus
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 8612 Hillside st Oakland CA 94605
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 978-2810 **Correo Electrónico:** michteresa@gmail.com

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: [signature] **Fecha:** 05-15-17

Meaningfully Interested Signatures Form (Spaish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:

Nombre: Bibiano Jimmy **Grado Actual:** #7 **Grado en 2018-2019:** #8
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 1204 78 th Ave Oakland CA 94621
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (415) 426-8397 **Edad del Estudiante:** 12 **Fecha de Nacimiento:** 8-31-04

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Castlemont

Estudiante 2:

Nombre: ______ **Grado Actual:** ______ **Grado en 2028-2019:** ______
Apellido, Primer Nombre, Segundo Hombre

Domicilio: ______
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (____) ______ **Edad del Estudiante:** ____ **Fecha de Nacimiento:** ______

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:

Nombre del padre/guardián legal: Paloma Bibiano
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 1204 78 th Ave Oakland CA. 94621
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (415) 426-8397 **Correo Electrónico:** ______

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Paloma Bibia **Fecha:** 4-26-17

Meaningfully Interested Signatures Form (Spaish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:

Nombre: Carbajal Kevin J. **Grado Actual:** 7th **Grado en 2018-2019:** 9th

Apellido, Primer Nombre, Segundo Hombre

Domicilio: 1702 27 TH AVE Oakland CA 94601

Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510 712 94 87 **Edad del Estudiante:** 13 **Fecha de Nacimiento:** 01-13/04

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:

Epic

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Fremont

Estudiante 2:

Nombre: Carbajal Beliz Jerlin E. **Grado Actual:** 5to **Grado en 2018-2019:** 6th Epic

Apellido, Primer Nombre, Segundo Hombre

Domicilio: 1702 27 TH AVE Oakland CA 94601

Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 575 5891 **Edad del Estudiante:** 11 **Fecha de Nacimiento:** 04-26/06

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:

Nombre del padre/guardián legal: Beliz Maria de la Luz

Apellido, Primer Nombre, Segundo Hombre

Domicilio: 1702 27 TH AVE Oakland CA 94601

Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510 575 1802 **Correo Electrónico:** lucitabeliz@gmail.com

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: [signature] **Fecha:** 05-16-17

Meaningfully Interested Signatures Form (Spaish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:

Nombre: Martinez cruz Edagar **Grado Actual:** 7 **Grado en 2018-2019:** 9
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 2851 Eq th st, APA oakland cal. 94601.
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 710-7650 **Edad del Estudiante:** 12 **Fecha de Nacimiento:** 6/5/04

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:

LaZeear

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Fremont

Estudiante 2:

Nombre: ______ **Grado Actual:** ______ **Grado en 2028-2019:** ______
Apellido, Primer Nombre, Segundo Hombre

Domicilio: ______
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (____) ______ **Edad del Estudiante:** ______ **Fecha de Nacimiento:** ______

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:

Nombre del padre/guardián legal: ______
Apellido, Primer Nombre, Segundo Hombre

Domicilio: ______
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (____) ______ **Correo Electrónico:** —

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Beatriz Martinez **Fecha:** 5/10/17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:

Name: Henry Domingo **Current Grade:** 7 **Grade in 2018-2019:** 9
Last, First, Middle

Home Address: 2161 42 ave OAKland CA
Street City, State Zip

Home Phone: (510)4794097 **Age:** ____ **Date of Birth:** 06/02/2004

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**

Epic Charter School

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Fremont

Student 2:

Name: ____ **Current Grade:** ____ **Grade in 2018-2019:** ____
Last, First, Middle

Home Address: ____
Street City, State Zip

Home Phone: (____) ____ **Age:** ____ **Date of Birth:** ____

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Parent/Legal Guardian Information:

Parent/Legal Guardian Name: America agular
Last, First, Middle

Home Address: ____
Street City, State Zip

Home Phone: (____) ____ **Email:** ____

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: America agular **Date:** 5/19/17

Meaningfully Interested Signatures Form (Spaish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:

Nombre: Farias Beatriz **Grado Actual:** 7 **Grado en 2018-2019:** 9
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 2630 E 10 th st Oakland CA 94601
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 533 08 33 **Edad del Estudiante:** 12 **Fecha de Nacimiento:** 8/19/2004

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:

Lazear Charter Academy

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Fremont

Estudiante 2:

Nombre: ________ **Grado Actual:** ________ **Grado en 2028-2019:** ____
Apellido, Primer Nombre, Segundo Hombre

Domicilio: ________
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (____) ________ **Edad del Estudiante:** ____ **Fecha de Nacimiento:** ____

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:

Nombre del padre/guardián legal: Farias Martha Isela
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 2630 E 10 th st Oakland CA 94601
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 5330833 **Correo Electrónico:** —

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Martha Farias **Fecha:** 5/9/2017

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:

Name: Fernandez Hazel Lizeth **Current Grade:** 7 **Grade in 2018-2019:** 9
Last, First, Middle

Home Address: 3550 Harper Street Oakland CA 94601
Street City, State Zip

Home Phone: (510) 878-8782 **Age:** 13 **Date of Birth:** 03-12-04

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**
Lazer

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**
Fremont

Student 2:

Name: ______ **Current Grade:** ____ **Grade in 2018-2019:** ____
Last, First, Middle

Home Address: ______
Street City, State Zip

Home Phone: (____) ______ **Age:** ____ **Date of Birth:** ______

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Parent/Legal Guardian Information:

Parent/Legal Guardian Name: Aguirre Karla
Last, First, Middle

Home Address: 3550 Harper St Oakland CA 94601
Street City, State Zip

Home Phone: (510) 878-8782 **Email:** Karlaaguirre85@gmail.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: [signature] **Date:** 5.10.17

Meaningfully Interested Signatures Form (Spaish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:

Nombre: Vera-Franco Alexa **Grado Actual:** 7 **Grado en 2018-2019:** 8 9
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 1200 39th ave Oakland. Cal. 94601
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 479-2785 **Edad del Estudiante:** 13 **Fecha de Nacimiento:** 06/16/2003

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:

Ascend

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Fremont

Estudiante 2:

Nombre: ________ **Grado Actual:** ________ **Grado en 2028-2019:** ____
Apellido, Primer Nombre, Segundo Hombre

Domicilio: ________
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (____) ________ **Edad del Estudiante:** ____ **Fecha de Nacimiento:** ________

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:

Nombre del padre/guardián legal: Vera-Franco Ruth
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 1200 39th Oakland. Cal.
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 479-2785 **Correo Electrónico:** Edvardovera360@yahoo.com

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: [signature] **Fecha:** 5/16/2017

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:

Name: Gonzalez Tye (Last, First, Middle) **Current Grade:** 7 **Grade in 2018-2019:** 9

Home Address: 2035 38th Ave. Oakland Cal. 94601 (Street City, State Zip)

Cell only.
Home Phone: (510) 825-1643 **Age:** 13 **Date of Birth:** 03/15/2004

1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:
Epic

2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:
Fremont

Student 2:

Name: ________ (Last, First, Middle) **Current Grade:** ____ **Grade in 2018-2019:** ____

Home Address: ________ (Street City, State Zip)

Home Phone: (____) ________ **Age:** ____ **Date of Birth:** ________

1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:

2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:

Parent/Legal Guardian Information:

Parent/Legal Guardian Name: Maria Gonzalez and Jonathan Rushing (Last, First, Middle)

Cell, Only.
Home Address: 2035 38th Ave. Oakland Cal. 94601 (Street City, State Zip)

Home Phone: (510) 825-1643 **Email:** mariloglez4444@gmail.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: ________ **Date:** 05·12·2017

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:

Name: Granados, Bryan J. **Current Grade:** 7th **Grade in 2018-2019:** ~~8~~ 9th
Last, First, Middle

Home Address: 3604 Dowling Blvd. San Leandro CA 94577
Street City, State Zip

Home Phone: (510) 677-0134 **Age:** 12 **Date of Birth:** 11-15-2004

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** — Y **If yes, write the name of the charter school:**

Ascend.

2) **Resident of Oakland Unified School District? Y/N (circle one)** — N **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

No idea but my Son very exited to attend new school. for Sure. Latitude High School.

Student 2:

Name: ______ **Current Grade:** ____ **Grade in 2018-2019:** ____
Last, First, Middle

Home Address: ______
Street City, State Zip

Home Phone: (____) ______ **Age:** ____ **Date of Birth:** ______

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Parent/Legal Guardian Information:

Parent/Legal Guardian Name: Ana Flores
Last, First, Middle

Home Address: 3604 Dowling Blvd. San Leandro CA 94577
Street City, State Zip

Home Phone: (510 677-0134 **Email:** flores3100@iCloud.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: ______ **Date:** 5/12/17

Meaningfully Interested Signatures Form (Spaish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:

Nombre: Hernandez Garcia, Stephanie **Grado Actual:** 7 **Grado en 2018-2019:** ~~8~~ 9
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 3256 Hyde st Apt #B Oakland CA. 94601
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (_____) _____ **Edad del Estudiante:** 12 **Fecha de Nacimiento:** 08/14/04

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:

ASCEND

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Fremont

Estudiante 2:

Nombre: _____ **Grado Actual:** _____ **Grado en 2028-2019:** _____
Apellido, Primer Nombre, Segundo Hombre

Domicilio: _____
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (_____) _____ **Edad del Estudiante:** _____ **Fecha de Nacimiento:** _____

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:

Nombre del padre/guardián legal: Garcia, Maria
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 3256 Hyde st Apt #B Oakland CA 94601
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 866-3841 **Correo Electrónico:** —

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Maria Garcia **Fecha:** 05/16/17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:

Name: Huerta, Daniel A. **Current Grade:** 7 **Grade in 2018-2019:** 9
Last, First, Middle

Home Address: 2291 W. Ave 133RD, San Leandro CA 94577
Street City, State Zip

Home Phone: (510) 200-1582 **Age:** 13 **Date of Birth:** 03-01-04

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**
Lazear Charter Academy

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Student 2:

Name: ________ **Current Grade:** ____ **Grade in 2018-2019:** ____
Last, First, Middle

Home Address: ________
Street City, State Zip

Home Phone: (____) ________ **Age:** ____ **Date of Birth:** ________

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Parent/Legal Guardian Information:

Parent/Legal Guardian Name: Olga E. Gonzalez
Last, First, Middle

Home Address: 2291 W. Ave 133RD, San Leandro Ca 94577
Street City, State Zip

Home Phone: (510) 200-1582 **Email:** oglilik1003@gmail.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: Olga E G **Date:** 5-8-17

Meaningfully Interested Signatures Form (Spaish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:

Nombre: Josue Jimenez David **Grado Actual:** 7th **Grado en 2018-2019:** 9th
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 16611 Ehle St San leandro CA 94578
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (______) **Edad del Estudiante:** 12 **Fecha de Nacimiento:** Oct 14 2004

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:

Epic Charter School

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Estudiante 2:

Nombre: ______ **Grado Actual:** ______ **Grado en 2028-2019:** ______
Apellido, Primer Nombre, Segundo Hombre

Domicilio:
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (______) **Edad del Estudiante:** ______ **Fecha de Nacimiento:** ______

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:

Nombre del padre/guardián legal: Francis Jimenez
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 16611 Ehle St San leandro CA 94578
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 875 9388 **Correo Electrónico:** Doesn't have

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: [signature] Fecha: May 12 2017

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:

Name: La'Vaja LLOYD (Last, First, Middle) **Current Grade:** 7 **Grade in 2018-2019:** 8

Home Address: 8822 Dowling st. Apt #C Oakland Ca. 94605 (Street City, State Zip)

Home Phone: (510) 562-7630 **Age:** 13 **Date of Birth:** 06/02/2004

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**

Epic Middle School

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Castlemont

Student 2:

Name: La'Keja LLOYD (Last, First, Middle) **Current Grade:** 7 **Grade in 2018-2019:** 8

Home Address: 8822 Dowling St. Apt#C Oakland Ca. 94605 (Street City, State Zip)

Home Phone: (510) 562-7630 **Age:** 13 **Date of Birth:** 06/02/2004

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**

Epic Middle School

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Parent/Legal Guardian Information:

Parent/Legal Guardian Name: Johnson LaVayla C (Last, First, Middle)

Home Address: 8822 Dowling St. Apt C (Street City, State Zip)

Home Phone: (510) 562-7630 **Email:** lavayla johnson @ yahoo.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: LaVayla Johnson **Date:** 05/16/17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:

Name: Lockyer, Hannah, Pearl **Current Grade:** 7 **Grade in 2018-2019:** 9
Last, First, Middle

Home Address: 6 Woodside Glen Ct., Oakland 94602
Street City, State Zip

Home Phone: (510) 482-1401 **Age:** 13 **Date of Birth:** 5/4/04

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** N **If yes, write the name of the charter school:**

2) **Resident of Oakland Unified School District? Y/N (circle one)** Y **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**
~~Montera~~ Skyline

Student 2:

Name: ______ **Current Grade:** ____ **Grade in 2018-2019:** ____
Last, First, Middle

Home Address: ______
Street City, State Zip

Home Phone: (____)______ **Age:** ______ **Date of Birth:** ______

1) **Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:**

2) **Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Parent/Legal Guardian Information:

Parent/Legal Guardian Name: Naomi Faber Lockyer
Last, First, Middle

Home Address: 6 Woodside Glen Ct Oakland, Ca 94602
Street City, State Zip

Home Phone: 510 482-1401 **Email:** naomilockyer@mac.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: Naomi Lockyer **Date:** 5/21/17

Meaningfully Interested Signatures Form (Spaish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:

Nombre: Lopez Fatima **Grado Actual:** 7 **Grado en 2018-2019:** 8
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 2878 Glascock st. Oakland. Ca. 94601
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 967 09 51 **Edad del Estudiante:** 12 **Fecha de Nacimiento:** 9-04-2004.

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? ~~Sí~~/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:

Lazear.

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Fremont

Estudiante 2:

Nombre: Lopez Fernanda **Grado Actual:** 7 **Grado en 2028-2019:** 8
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 2878 Glascock st. Oakland. Ca. 94601
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 967 0951 **Edad del Estudiante:** 12 **Fecha de Nacimiento:** 9-04-2004

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? ~~Sí~~/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter

Lazear.

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/~~No~~ (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:

Nombre del padre/guardián legal: Lopez Marcela
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 2875 Glascock st. Oakland. Ca. 94601
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 967 09 51. **Correo Electrónico:** —

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Marcela Lopez **Fecha:** 5-10-17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:

Name: Lopez, Isac Damian **Current Grade:** 7th **Grade in 2018-2019:** 9th
Last, First, Middle

Home Address: 84th, 1933 #B oakland
Street City, State Zip

Home Phone: (510) 395-6298 **Age:** 13 **Date of Birth:** December 8, 2003

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**
EPiC

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**
Castlemont

Student 2:

Name: ____________ **Current Grade:** ____ **Grade in 2018-2019:** ____
Last, First, Middle

Home Address: ____________
Street City, State Zip

Home Phone: (____) ____________ **Age:** ______ **Date of Birth:** ____________

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Parent/Legal Guardian Information:

Parent/Legal Guardian Name: Eva lopez

Home Address: 1933 84th ~~Last~~, First, Middle #B oakland
Street City, State Zip

Home Phone: (510) 395 6298 **Email:** ginaluna88@gmail.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: [signature] **Date:** 5/11/17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:

Name: Lozano Isabel **Current Grade:** 7 **Grade in 2018-2019:** ~~8~~ 9
Last, First, Middle

Home Address: 3920 E 12th st, Oakland, Ca 94601
Street City, State Zip

Home Phone: (510 5007731) **Age:** 13 **Date of Birth:** 04-13-04

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**
ASCEND

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**
Fremont

Student 2:

Name: ______ **Current Grade:** ____ **Grade in 2018-2019:** ____
Last, First, Middle

Home Address: ______
Street City, State Zip

Home Phone: (____) ______ **Age:** ____ **Date of Birth:** ______

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Parent/Legal Guardian Information:

Parent/Legal Guardian Name: López Ma. Irma
Last, First, Middle

Home Address: 3920 E 12th St Oakland Ca 94601
Street City, State Zip

Home Phone: (510 5007731 **Email:** ______

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: IRMA Lopez **Date:** 05-18-17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:

Name: ____Madrueño, Joel Antonio__________________ **Current Grade:**_8____ **Grade in 2018-2019:** _9___
Last, First, Middle

Home Address: ___2800 Minta Lane, Antioch, CA 94509_____________________________
Street City, State Zip

Home Phone: (_510___)_715-1651____________**Age:** _13_____**Date of Birth:** __09/14/2004______

1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:

____

2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:

____

Student 2:

Name: ______________________________ **Current Grade:**_____ **Grade in 2018-2019:** ____
Last, First, Middle

Home Address: ____
Street City, State Zip

Home Phone: (______)__________________**Age:** ________**Date of Birth:** ________________

1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:

____

2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:

____

Parent/Legal Guardian Information:

Parent/Legal Guardian Name: ______Madrueño, Maria de Jesus ______________________________
Last, First, Middle

Home Address: _____2800 Minta Lane, Antioch, CA 94509_____________________________
Street City, State Zip

Home Phone: (__510_)_715-1651____________________ **Email:** _____mariaj.madrueno@gmail.com______________________

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: Mary J. Madr____________________ **Date:**___8/18/2017___________

Meaningfully Interested Signatures Form (Spaish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:

Nombre: Martinez Leonardo **Grado Actual:** 7th **Grado en 2018-2019:** 8th.
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 3284 Lynde St. Apt 4 Oakland. Ca 94601
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 9275492 **Edad del Estudiante:** 12 **Fecha de Nacimiento:** 6-22-04

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:

ASCEND.

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Fremont

Estudiante 2:

Nombre: ______ **Grado Actual:** ______ **Grado en 2028-2019:** ______
Apellido, Primer Nombre, Segundo Hombre

Domicilio: ______
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (____) ______ **Edad del Estudiante:** ____ **Fecha de Nacimiento:** ______

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:

Nombre del padre/guardián legal: Jimenez Diana Araceli.
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 3284 Lynde St Apt 4 Oakland. Ca. 94601
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 9275492 **Correo Electrónico:** —

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: ______ **Fecha:** 05-16-17

Meaningfully Interested Signatures Form (Spaish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:

Nombre: Edgar Matias Mendo **Grado Actual:** 7 **Grado en 2018-2019:** 9
(Apellido, Primer Nombre, Segundo Hombre)

Domicilio: 3945 International Blvd oakland Ca 94601
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 5639831 **Edad del Estudiante:** 13 **Fecha de Nacimiento:** 11/22/03

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: Si

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Si Fremont

Estudiante 2:

Nombre: ______ **Grado Actual:** ______ **Grado en 2028-2019:** ______
Apellido, Primer Nombre, Segundo Hombre

Domicilio: ______
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (______) ______ **Edad del Estudiante:** ______ **Fecha de Nacimiento:** ______

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:

Nombre del padre/guardián legal: Jose Matias ~~A~~ Pablo
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 3945 international Blvd oakland Ca 94601
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 230 9779 **Correo Electrónico:** NO

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: [signature] **Fecha:** 5/16/17

Meaningfully Interested Signatures Form (Spaish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:

Nombre: Montano Julissa **Grado Actual:** 7º **Grado en 2018-2019:** ~~8~~ 9º

Apellido, Primer Nombre, Segundo Hombre

Domicilio: 1951 36th Ave. Oakland Ca. 94601

Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510 6378247 **Edad del Estudiante:** 12 **Fecha de Nacimiento:** 6·26·04

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:

ASCEND

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Fremont

Estudiante 2:

Nombre: ______ **Grado Actual:** ______ **Grado en 2028-2019:** ____

Apellido, Primer Nombre, Segundo Hombre

Domicilio: ______

Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (_____) ______ **Edad del Estudiante:** _____ **Fecha de Nacimiento:** ______

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:

Nombre del padre/guardián legal: Anguiano Ofelia

Apellido, Primer Nombre, Segundo Hombre

Domicilio: 1951 36th Ave. Oakland Ca. 94601

Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510 6378247 **Correo Electrónico:** oficina1267@gmail.com

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Ofelia Anguiano **Fecha:** 5·11·17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:

Name: Múniz Aliza C. **Current Grade:** 7th **Grade in 2018-2019:** 9th
Last, First, Middle

Home Address: 1917 Warner Ave Oakland CA 94603
Street City, State Zip

Home Phone: (510) 479-2318 **Age:** 13 **Date of Birth:** 3-15-04

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**
Lazear

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**
elmhurst middle School / Castlemont High

Student 2:

Name: ____ **Current Grade:** ____ **Grade in 2018-2019:** ____
Last, First, Middle

Home Address: ____
Street City, State Zip

Home Phone: (____) ____ **Age:** ____ **Date of Birth:** ____

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Parent/Legal Guardian Information:

Parent/Legal Guardian Name: Ana Vanessa Andrade
Last, First, Middle

Home Address: 1917 Warner Ave Oakland Ana Vanessa Andrade
Street City, State Zip

Home Phone: (510) 479-2318 **Email:** andrade.threeprincesses.ana4@gmail.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: ____ **Date:** 5/10/17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:

Name: Musc, Damien M **Current Grade:** 7 **Grade in 2018-2019:** 9th
Last, First, Middle

Home Address: 2253 East 26th St Oakland CA 94606
Street City, State Zip

Home Phone: (510) 978 2034 **Age:** 13 **Date of Birth:** 5/21/~~17~~ ~~2017~~ 2004

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**
Lazear

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**
Oakland High

Student 2:

Name: ______ **Current Grade:** ____ **Grade in 2018-2019:** ____
Last, First, Middle

Home Address: ______
Street City, State Zip

Home Phone: (____) ______ **Age:** ____ **Date of Birth:** ______

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Parent/Legal Guardian Information:

Parent/Legal Guardian Name: Cassandra Trimble
Last, First, Middle

Home Address: ______
Street City, State Zip

Home Phone: (510) 978 2034 **Email:** Cnm20294@gmail.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: [signature] **Date:** 5/30/17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:

Name: Anh Nguyen **Current Grade:** 7 **Grade in 2018-2019:** 9
Last, First, Middle

Home Address: 3608 Penniman, Oakland, CA 94601
Street City, State Zip

Home Phone: (510) 436-5531 **Age:** 12 **Date of Birth:** 9-11-2004

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**
EPic Middle Charter School

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**
Skyline

Student 2:

Name: ______ **Current Grade:** ____ **Grade in 2018-2019:** ____
Last, First, Middle

Home Address: ______
Street City, State Zip

Home Phone: (____) ______ **Age:** ______ **Date of Birth:** ______

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Parent/Legal Guardian Information:

Parent/Legal Guardian Name: Truong Ha Thi Ngoc
Last, First, Middle

Home Address: 3608 Penniman AVE
Street City, State Zip

Home Phone: (510) 480-8974 **Email:** X

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: HATRUONG (mother) **Date:** 5/3/17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:

Name: Nguyen, Thanhthanh Vo **Current Grade:** 7 **Grade in 2018-2019:** 9
Last, First, Middle

Home Address: 1634 E 15th St, Oakland, CA 94606
Street City, State Zip

Home Phone: (510) 590-1729 **Age:** 13 **Date of Birth:** Nov 18, 2003

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**
EPIC Charter School.

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:** Oakland High
7th Grade currently → Latitude

Student 2:

Name: ______ **Current Grade:** ____ **Grade in 2018-2019:** ____
Last, First, Middle

Home Address: ______
Street City, State Zip

Home Phone: (____) ______ **Age:** ____ **Date of Birth:** ______

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Parent/Legal Guardian Information:

Parent/Legal Guardian Name: TUAN NGUYEN
Last, First, Middle

Home Address: 1634 E 15th Street, OAKLAND, CA 94606
Street City, State Zip

Home Phone: 510) 590-1729 **Email:** TMNVVO@gmail.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 20 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be dis the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 3 OUSD may contact me directly to verify my response.

letter O not digi

Signature of Parent/Legal Guardian: [signature] **Date:** 2017

Meaningfully Interested Signatures Form (Spaish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:

Nombre: Litzy Ambriz Ortega **Grado Actual:** 7 **Grado en 2018-2019:** 9
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 1416 98th ave Oakland California 94603
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 680 -3755 **Edad del Estudiante:** 14 **Fecha de Nacimiento:** 2003

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:

Epic Middle School

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la qual su estudiante de otra manera asistiría:

N/A Castlemont

Estudiante 2:

Nombre: ______ **Grado Actual:** ______ **Grado en 2028-2019:** ______
Apellido, Primer Nombre, Segundo Hombre

Domicilio: ______
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (____) ______ **Edad del Estudiante:** ______ **Fecha de Nacimiento:** ______

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:

Nombre del padre/guardián legal: x Everardo Ambriz
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 1416 98th ave oakland California 94603
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 680-3755 **Correo Electrónico:** N/A

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: x Everardo Ambriz **Fecha:** 5/11/17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:

Name: Padilla David Garcia **Current Grade:** 7 **Grade in 2018-2019:** ~~8~~ 9
Last, First, Middle

Home Address: Bancroft 94601
Street City, State Zip

Home Phone: (510) 395 0953 **Age:** 12 **Date of Birth:** 08/16/04

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**
Yes (Ascend)

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**
Yes (Ascend) Fremont

Student 2:

Name: ______ **Current Grade:** ____ **Grade in 2018-2019:** ____
Last, First, Middle

Home Address: ______
Street City, State Zip

Home Phone: (____) ______ **Age:** ______ **Date of Birth:** ______

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Parent/Legal Guardian Information:

Parent/Legal Guardian Name: Sergio Garcia Franco
Last, First, Middle

Home Address: Bancroft 94601
Street City, State Zip

Home Phone: (510) 395 0953 **Email:** ______

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: Sergio Garcia Franco **Date:** 05/14/17

Meaningfully Interested Signatures Form (Spaish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padre... de la escuela Latitude 37.8 High School:

Este formulari... apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver est... está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias po... eración!

Informac... (s):

Beltran pichinte Jacquelum

Apellido, Primer Nombre, Segundo Hombre Grado Actual: 7 Grado en 2018-2019: ~~8~~ 9

Domicilio: 9506 Birch St Oakland Ca 94603 apt 6

Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) ~~2535885~~ 2535885

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: Edad del Estudiante: 12 Fecha de Nacimiento: 7/7/04

EPIC

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Oaklann Castlemont

Estudiante 2:

Nombre:

Apellido, Primer Nombre, Segundo Hombre Grado Actual: Grado en 2028-2019:

Domicilio:

Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: ( )

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter Edad del Estudiante: Fecha de Nacimiento:

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:

Nombre del padre/guardián legal: Yamira R Pichino

Apellido, Primer Nombre, Segundo Hombre

Domicilio: 9506 Birch St Oakland, Ca 94603 APT

Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 233-5885 Correo Electrónico: ~~[illegible]~~ pichinte57@gmail.com

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: [signature] Fecha: 5/16/17

Meaningfully Interested Signatures Form (Spaish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:

Nombre: Anthony Ponce **Grado Actual:** 7 **Grado en 2018-2019:** 9
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 4710 Bond St OAKlAND CA 94601
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 292 3974 **Edad del Estudiante:** 12 **Fecha de Nacimiento:** 6-1-04

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:

NO EPIC

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Fremont

Estudiante 2:

Nombre: ______ **Grado Actual:** ______ **Grado en 2028-2019:** ______
Apellido, Primer Nombre, Segundo Hombre

Domicilio: ______
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (____) ______ **Edad del Estudiante:** ______ **Fecha de Nacimiento:** ______

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:

Nombre del padre/guardián legal: Jesus Ponce
Apellido, Primer Nombre, Segundo Hombre

Domicilio: ______
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (____) ______ **Correo Electrónico:** ______

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Jesus Ponce **Fecha:** 5-12-17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:

Name: Prieto Janil A **Current Grade:** 7 **Grade in 2018-2019:** 9
Last, First, Middle

Home Address: 0330 Hughes ave Ca 94601
Street City, State Zip

Home Phone: (510) 301 9969 **Age:** 12 **Date of Birth:** 11-13-2016

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**
LAEZER

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**
Fremont high

Student 2:

Name: ______ **Current Grade:** ____ **Grade in 2018-2019:** ____
Last, First, Middle

Home Address: ______
Street City, State Zip

Home Phone: (____) ______ **Age:** ____ **Date of Birth:** ______

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Parent/Legal Guardian Information:

Parent/Legal Guardian Name: Ana Patricia Prieto
Last, First, Middle

Home Address: 2330 Hughes
Street City, State Zip

Home Phone: (510) 301 9969 **Email:** Pita1969@hotmail.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: Ana Patricia Prieto **Date:** 05-6-2017

Meaningfully Interested Signatures Form (Spaish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:

Nombre: Quintanilla Emily Daniela **Grado Actual:** 7 **Grado en 2018-2019:** 9
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 3020 E 18 TH ST APT#4 OAKLAND CA. 94601
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 395 33 11 C.L. **Edad del Estudiante:** 13 **Fecha de Nacimiento:** 12-28-03

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:

LAZEAR CHARTER ACADEMY

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Fremont

Estudiante 2:

Nombre: ______ **Grado Actual:** ______ **Grado en 2028-2019:** ______
Apellido, Primer Nombre, Segundo Hombre

Domicilio: ______
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (____) ______ **Edad del Estudiante:** ______ **Fecha de Nacimiento:** ______

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:

Nombre del padre/guardián legal: Adriana Miranda
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 3020 E 18th St Apt 4 Oakland CA 94601
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (____) ______ **Correo Electrónico:** ______

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: [signature] **Fecha:** 5-8-17

Meaningfully Interested Signatures Form (Spaish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:

Nombre: Ramos, Andy **Grado Actual:** 7th **Grado en 2018-2019:** 9

Apellido, Primer Nombre, Segundo Hombre

Domicilio: 1651 35th ave Oakland, CA 94601

Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (616) 334-3930 **Edad del Estudiante:** 13 **Fecha de Nacimiento:** 12/30/03

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:

Ascend School

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Fremont

Estudiante 2:

Nombre: ______ **Grado Actual:** ______ **Grado en 2028-2019:** ______

Apellido, Primer Nombre, Segundo Hombre

Domicilio: ______

Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (____) ______ **Edad del Estudiante:** ______ **Fecha de Nacimiento:** ______

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:

Nombre del padre/guardián legal: Ramos, Modesta

Apellido, Primer Nombre, Segundo Hombre

Domicilio: 1651 35th ave Oakland, CA 94601

Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (616) 334-3930 **Correo Electrónico:** ______

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Modesta Ramos **Fecha:** 5/15/17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:

Name: REYES, JACOB, J **Current Grade:** 7th **Grade in 2018-2019:** ~~8~~ 9th
Last, First, Middle

Home Address: 133 Williams St. Apt. C, San Leandro, CA 94577
Street City, State Zip

Home Phone: (510) 502-8338 **Age:** 12 **Date of Birth:** 5/27/04

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**
EPIC Middle School

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Student 2:

Name: ______ **Current Grade:** ____ **Grade in 2018-2019:** ____
Last, First, Middle

Home Address: ______
Street City, State Zip

Home Phone: (____) ______ **Age:** ______ **Date of Birth:** ______

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Parent/Legal Guardian Information:

Parent/Legal Guardian Name: REYES, BRIGIDA, O
Last, First, Middle

Home Address: Same as Student 1
Street City, State Zip

Home Phone: (____) ______ **Email:** brigitte8783@yahoo.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Date: 5/3/17

Signature of Parent/Legal Guardian: [signature]

Meaningfully Interested Signatures Form (Spaish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1: Alejandro.

Nombre: David ~~Gerardo~~ Rivas Rivas **Grado Actual:** 7 **Grado en 2018-2019:** 9
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 1534 27th ave Oakland CA. 94601
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 927-7586 **Edad del Estudiante:** 12 **Fecha de Nacimiento:** 8/26/02

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:

Lazear Charter Academi

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Fremont

Estudiante 2:

Nombre: ________ **Grado Actual:** ______ **Grado en 2028-2019:** ____
Apellido, Primer Nombre, Segundo Hombre

Domicilio: ________
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (____) ________ **Edad del Estudiante:** ____ **Fecha de Nacimiento:** ______

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:

Nombre del padre/guardián legal: Clarivel del carmen Rivas
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 1534 27th ave Oakland CA. 94601
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 9277586 **Correo Electrónico:** —

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: [signature] **Fecha:** 5/30/17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:

Name: Robertson Joshua **Current Grade:** 7 **Grade in 2018-2019:** 9
Last, First, Middle

Home Address: 2737 Parker Ave Oak CA 94605
Street City, State Zip

Home Phone: (510) 2134904 **Age:** 13 **Date of Birth:** 12/18/03

1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:

Epic.

2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:

Castlemont

Student 2:

Name: ______ **Current Grade:** ____ **Grade in 2018-2019:** ___
Last, First, Middle

Home Address: ______
Street City, State Zip

Home Phone: (____) ______ **Age:** ____ **Date of Birth:** ______

1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:

2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:

Parent/Legal Guardian Information:

Parent/Legal Guardian Name: Marcella Lockhart
Last, First, Middle

Home Address: 2737 Parker Ave Oak CA 94605
Street City, State Zip

Home Phone: 510, 213 4904 **Email:** duclacellababy@Yahoo.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: [signature] **Date:** 8/11/17

Meaningfully Interested Signatures Form (Spaish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:

Nombre: Rodriguez I cassandra **Grado Actual:** 7 **Grado en 2018-2019:** ~~8~~ 9
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 1439 38 TH AVE Oakland ca 94601
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 940-6205 **Edad del Estudiante:** 12 **Fecha de Nacimiento:** 8/18/2004

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:

ASCEND

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Fremont

Estudiante 2:

Nombre: ______ **Grado Actual:** ______ **Grado en 2028-2019:** ______
Apellido, Primer Nombre, Segundo Hombre

Domicilio: ______
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (______) ______ **Edad del Estudiante:** ______ **Fecha de Nacimiento:** ______

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:

Nombre del padre/guardián legal: Rodriguez Lilia
Apellido, Primer Nombre, Segundo Hombre

Domicilio: 1439 38 th ave Oakland Ca 94601
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 940-6205 **Correo Electrónico:** ______

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: ______ **Fecha:** 5/16/2017

Meaningfully Interested Signatures Form (Spaish Version)

Forma Para los Estudiantes Significativamente Interesados

Estimados padres/guardianes potenciales de la escuela Latitude 37.8 High School:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2018-2019. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:

Nombre: Rodriguez Thania **Grado Actual:** 7th **Grado en 2018-2019:** 9th

Apellido, Primer Nombre, Segundo Hombre

Domicilio: 1262 61st Ave

Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: 510 395-7498 510 79-6172 **Edad del Estudiante:** 13 **Fecha de Nacimiento:** 11-03-2003

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:

Epic

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

~~Epic Middle School~~ Castlemont

Estudiante 2:

Nombre: ______ **Grado Actual:** ______ **Grado en 2028-2019:** ______

Apellido, Primer Nombre, Segundo Hombre

Domicilio: ______

Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (______) ______ **Edad del Estudiante:** ______ **Fecha de Nacimiento:** ______

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:

Nombre del padre/guardián legal: x Maria Silva

Apellido, Primer Nombre, Segundo Hombre

Domicilio: 1261 61st Ave

Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: (510) 395-2592 **Correo Electrónico:**

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Latitude 37.8 High School para el año escolar 2018-2019. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Latitude 37.8 High School. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Latitude 37.8 High School y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: x Maria Silva **Fecha:** 05-11-17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:

Name: Ruiz Carolina **Current Grade:** 7 **Grade in 2018-2019:** ~~8~~ 9
Last, First, Middle

Home Address: 3308 San Leandro St. Oakland CA. 94601
Street City, State Zip

Home Phone: (510) 261-5473 **Age:** 13 **Date of Birth:** 4-1-2004

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**
ASCEND

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**
Fremont

Student 2:

Name: ______ **Current Grade:** ____ **Grade in 2018-2019:** ____
Last, First, Middle

Home Address: ______
Street City, State Zip

Home Phone: (____) ______ **Age:** ____ **Date of Birth:** ______

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Parent/Legal Guardian Information:

Parent/Legal Guardian Name: ~~Olivia~~ Jaramillo, Olivia
Last, First, Middle

Home Address: ______
Street City, State Zip

Home Phone: (____) ______ **Email:** ______

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: [signature] **Date:** 5-7-17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:

Name: Santana, ~~Mar~~ Rebecca **Current Grade:** 7 **Grade in 2018-2019:** 9
Last, First, Middle

Home Address: 1446 Dayton Ave San Leandro, CA 94579
Street City, State Zip

Home Phone: (510) 967-9694 **Age:** 13 **Date of Birth:** 1-29-04

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**
Lazear Charter Academy

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Student 2:

Name: ____ **Current Grade:** ____ **Grade in 2018-2019:** ____
Last, First, Middle

Home Address: ____
Street City, State Zip

Home Phone: ( ) ____ **Age:** ____ **Date of Birth:** ____

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Parent/Legal Guardian Information:

Parent/Legal Guardian Name: Santana Maria Guadalupe.
Last, First, Middle

Home Address: 1446 Dayton Ave, San Leandro, CA 94579
Street City, State Zip

Home Phone: (510) 967-9694 **Email:** msantana511@gmail.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: [signature] **Date:** 5/15/17

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:

Name: Vasquez, Christopher F. **Current Grade:** 7 **Grade in 2018-2019:** 9th

Last, First, Middle

Home Address: 1322 90 th Ave

Street City, State Zip

Home Phone: (510) 499-3713 **Age:** 13 **Date of Birth:** 12-15-2003

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**

Epic

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

yes Castlemont

Student 2:

Name: ______ **Current Grade:** ______ **Grade in 2018-2019:** ______

Last, First, Middle

Home Address: ______

Street City, State Zip

Home Phone: (____) ______ **Age:** ______ **Date of Birth:** ______

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Parent/Legal Guardian Information:

Parent/Legal Guardian Name: Berenice Vasquez

Last, First, Middle

Home Address: 1322 90 th Ave.

Street City, State Zip

Home Phone: (510) 499-3713 **Email:** berenice-arroyo@yahoo.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: ______ **Date:** 5-11-2017

Appendix J: Meaningfully Interested Signatures Form

Meaningfully Interested Signatures Form (English Version)

Dear potential Latitude 37.8 High School parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2018-2019 school year.** Thank you very much for your support and cooperation!

Student 1:

Name: White, Sierra, Mya **Current Grade:** 7 **Grade in 2018-2019:** 9
Last, First, Middle

Home Address: 1539 28th Ave, California 94601
Street City, State Zip

Home Phone: (510) 355-1308 **Age:** 13 **Date of Birth:** 1/15/04

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**
Epic charter school

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**
Fremont None

Student 2:

Name: ______ **Current Grade:** ____ **Grade in 2018-2019:** ____
Last, First, Middle

Home Address: ______
Street City, State Zip

Home Phone: (____) ______ **Age:** ____ **Date of Birth:** ______

1) **Is your child currently enrolled in a charter school? Y/N (circle one)** **If yes, write the name of the charter school:**

2) **Resident of Oakland Unified School District? Y/N (circle one)** **If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:**

Parent/Legal Guardian Information:

Parent/Legal Guardian Name: Amelia Mora
Last, First, Middle Mora, Amelia

Home Address: 1539 28th ave apt. C.
Street City, State Zip

Home Phone: (510) 355-1308 **Email:** ameliaMora35@hotmail.com

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Latitude 37.8 High School Charter School for the 2018-2019 school year. I understand that signing this Form does not guarantee enrollment in Latitude 37.8 High School. I further understand that this information will be disclosed to the Oakland Unified School District to support the Latitude 37.8 High School in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: Amelia Mora **Date:** 4/24/17

Oakland Unified School District

Due Diligence Questionnaire

Charter Petition Applicant Information		
Name of Applicant (First/Middle/Last): Hae-Sin Thomas		
Other Names Used (i.e. Maiden): Hae-Sin Kim		
Date of Birth: March 12, 1971		
Current address: 1305 Regent St		
City: Alameda	State: CA	ZIP: 94501
How long at current address? 8 years		
Prior Addresses (Past five years):		

Background Information (Please Attach Separate Sheets if Necessary)
Criminal History (Date(s) of Arrest(s) or detentions leading to conviction/ Date(s) of Conviction(s)): None
Education History: MEd - Graduate School of Education at Harvard University, MA - University of San Francisco, BSE - University of Pennsylvania
Employment History: Education For Change, UrbanEd Solutions, Oakland Unified School District
All Professional Licenses / Credentials Held:
Professional Affiliations (Corporate Positions, Board Positions, etc.): CEO, EFC; Board of Directors Urban Montessori Charter School
Fictitious Business Name Affiliations:
Professional References:

Proposed Charter School		
Charter School name: Latitude 37.8 High School		
Address (if available): 333 Hegenberger Rd, suite 600, Oakland, CA 94621		
City: Oakland	State: CA	ZIP: 94621
Legal Entity Behind Charter School (if available): Education for Change Public Schools		
Other Charter Schools with which Affiliated (prior and current): Epic Middle School, Lazear Charter Academy, ASCEND School, Learning Without Limits, Cox Academy, Achieve Academy		
Location of Other Charter Schools: Oakland, CA		

Authorization to Release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position. This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases the Oakland Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment or governing board membership with the above-referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to investigate my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review process.
- Is an indication of my understanding that any reports generated by the Office of Charter Schools will not be confidential and my knowing and voluntary waiver of any such confidentiality.

Signature

Date: 8/21/17	Title: CEO

FOR OFFICE USE ONLY

Charter School Application Processed by:		
Phone:	Fax:	E-mail:

Appendix L: OUSD New Charter School Petition Evaluation Criteria

Instructions:

This template is intended to guide **staff** through the Formal Quality Petition Review of new charter school petitions consistent with the California Charter Schools Act and the OUSD New Charter School Petition Application Guide for new schools to open in the 2017-2018 school year. Reviewers will score key categories within five domains (in addition to the Addendum for Existing Providers, where applicable):

- Domain 1:Educational Program (Element 1);
- Domain 2: Student Performance & Assessments (Elements 2-3);
- Domain 3: Governance Structure (Element 4);
- Domain 4: Equity, Access & Diversity (Elements 7, 8 & 10); and
- Domain 5: School Operations & Policies (all other Elements).

Evaluators will rate responses by applying the following ratings:

Rating	Characteristics
Meets or Exceeds the Standard:	The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to operate; and inspires confidence in the applicant's capacity to carry out the plan effectively.
Partially Meets the Standard:	The response meets the criteria in some respects, but lacks detail and/or requires additional information in one or more areas.
Does Not Meet the Standard:	The response is wholly undeveloped or significantly incomplete; demonstrates lacking preparation/capacity; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.

Domain 1: Educational Program (Element 1)

Statutory References: E.C. § 47605(b)(1)
E.C. § 47605(b)(5)(A)-(C)

The education program should tell you who the school expects to serve; what the students will achieve; how they will achieve it; and how the school will evaluate performance. It should give you a clear picture of what a student who attends the school will experience in terms of educational climate, structure, materials, schedule, assessment and outcomes.

A. Target Population & Community Need (Element 1)

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Includes a coherent description of the students the school expects to serve (including demographics, educational and social-emotional needs) based on a thorough understanding of the district population and the location in which the school expects to operate.

2. Includes **Surrounding Schools Demographics & Performance Data (see Appendix F)** and demonstrates sufficient understanding of the educational needs of the target population and explains how the proposed school will meet those needs in conjunction with the schools in the surrounding area.
3. Describes meaningful, diverse outreach efforts and involvement with parents/guardians and community members in creating the charter petition as well as representation on the school's board and/or founding team.
4. Includes **Meaningfully Interested Signatures (see Appendix J)** and provides evidence of support from prospective parents, teachers, and/or students and community partners.
5. Includes a description of the manner in which community feedback impacted the contents of the charter petition.

Target Population & Community Need		
Meets or Exceeds	**Partially Meets**	**Does Not Meet**
☐	☐	☐

Strengths	Weaknesses
Questions	

B. Philosophy & Approach to Instruction (Element 1)

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Specifies a clear, concise school vision and mission statements, which align with all elements and programs of the school and meet the needs of the targeted population.
2. Provides a persuasive explanation of why the philosophy and approach, grounded in research-based educational practices and high standards for student learning, are appropriate for and likely to result in improved educational performance for the target population, including any

available performance data from use of the same educational philosophy and approach to instruction with similar populations.

Philosophy & Approach to Instruction		
Meets or Exceeds	**Partially Meets**	**Does Not Meet**
☐	☐	☐

Strengths	Weaknesses
Questions	

C. Instructional Design (Element 1)

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Includes a framework for instructional methods and strategies aligned with the needs of the pupils that the charter school has identified as its target student population.
2. Indicates how the curriculum is research-based, addresses CA Common Core State Standards, and meets target population needs.
3. Includes the curriculum/textbooks or other instructional resources to be used.
4. For curriculum yet to be developed, includes a thorough, persuasive plan for development including the research base to be considered. Includes a realistic, time-specific development schedule and clear objectives to be, as well as the identification of the foundational materials and individuals responsible for the curriculum development and evidence that they are well-qualified for the task.
5. Describes how the instructional program will provide and support student development of technology-related skills and how the school will ensure that students will be prepared to take computer-based state standardized assessments.
6. **For secondary schools (departmentalized middle schools and high schools),** provides a comprehensive course list or table that shows all course offerings for all grades to be served. **For High Schools only:**

7. Specifies how the instructional program will meet graduation and A-G requirements.
8. Describes the timeline that the charter school will follow for obtaining WASC accreditation.
9. Describes how charter school will inform parents about transferability of courses to other public high schools and eligibility of courses to meet college entrance requirements. (Courses that are accredited by WASC may be considered transferable, and courses meeting the A-G admissions criteria may be considered to meet college entrance requirements.)
10. **For schools offering International Baccalaureate,** or any other complex instructional framework that must be phased in over time, describes the school's plan and timeline for implementing the various phases or components of the program.
11. **For schools offering Transitional Kindergarten**, includes a description of the school's Transitional Kindergarten program.
12. **For schools offering summer school**, describes the summer school program with details including how many students are expected to attend, how they will be selected for participation, how many hours and weeks will be provided, and how it will be funded, as well as what specific student needs the summer school will address.

Academic Calendar & Schedules

1. Includes the school's academic calendar and schedules that are internally consistent.
2. Includes **Instructional Days and Minutes Calculator Chart (see Appendix G)** and a comprehensive set of sample daily schedules (regular, early dismissal, minimum day), which explain the rationale for allocation of instructional time to different subject matter areas.

Staffing & Professional Development

1. Describes how teachers will be recruited and developed to successfully deliver the proposed educational program.
2. Describes how the school will provide ongoing professional, specifying a list of topics, for the first year of the charter term.

Instructional Design		
Meets or Exceeds	**Partially Meets**	**Does Not Meet**
☐	☐	☐

Strengths	Weaknesses
Questions	

D. School Culture (Element 1)
In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Describes school cultural values that are inclusive of all students and promote a positive academic environment and reinforces student intellectual and social development.
2. Describes sound systems and practices to foster this culture, starting from the first day of school.
3. Includes a description of the extracurricular activities or programming the school will offer, how often they will occur, who will manage or oversee the activities, and how will they be funded. Activities are aligned with and support the school's mission and culture.

School Culture		
Meets or Exceeds	**Partially Meets**	**Does Not Meet**
☐	☐	☐

Strengths	Weaknesses
Questions	

E. Student Recruitment & Enrollment (Element 1)
In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Specifies that enrollment is available to all students and includes a sound enrollment and recruitment plan, including admission requirements or priorities, or lottery policies, as well as systems for student recruitment, including activities and events.

2. Indicates that the school has conducted targeted outreach to families in poverty, academically low-achieving students, students with disabilities, linguistically diverse families and other youth at risk of academic failure, and that the enrollment system will provide equitable access.
3. Includes an ambitious target re-enrollment rate.
4. Includes sufficient plans for ongoing student enrollment once the school is open.

Student Recruitment & Enrollment		
Meets or Exceeds	**Partially Meets**	**Does Not Meet**
☐	☐	☐

Strengths	Weaknesses
Questions	

F. Student Engagement & Satisfaction (Element 1)

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Describes a goal for student attendance (including tardiness and truancy) that can be expected to ensure high rates of student attendance.
2. Identifies an individual or position responsible for collecting and monitoring attendance data and describes what will be done in the event the school does not reach its attendance goals.
3. **For high schools,** describes a plan for drop-out recovery and persistence plans for students at-risk of dropping out.

Student Engagement & Satisfaction		
Meets or Exceeds	**Partially Meets**	**Does Not Meet**
☐	☐	☐

Strengths	Weaknesses

Questions

G. Community School: Ongoing Family Involvement & Satisfaction (Element 1)

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Describes the partnerships the school will have with community organizations, businesses, or other educational institutions, including the nature, purposes, terms, and scope of services of any such partnerships.
2. Describes how the school will specifically engage families in the school's culture.

Community School: Ongoing Family Involvement & Satisfaction		
Meets or Exceeds	**Partially Meets**	**Does Not Meet**
☐	☐	☐

Strengths	Weaknesses
Questions	

H. Special Populations: Identification, Remediation, & Acceleration (Element 1)

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

Special Education

1. Explains how the school will use bodies of evidence to identify students with disabilities and special needs.
2. Provides a sound plan -- including lead contact, funding, service and intervention arrangements -- for identifying and meeting the needs of students identified with disabilities.
3. Includes evidence of high expectations for students with special needs.
4. Identifies which staff will be responsible for identification and the process used to identify students, as well as ways in which the school will avoid misidentification.
5. Provides a clear statement regarding what petitioners expect will be the school's anticipated LEA status for purposes of special education and the implications of that status determination.

6. Describes how and when the school will provide school wide professional development to special education and general education teachers to serve the needs of special needs students.

Response to Intervention

1. Describes how the school will implement Response to Intervention (RTI) in a manner that meets the state's requirements and that includes specific research-based strategies to support students in Tiers I, II, and III, including both academic and behavioral interventions.
2. Describes specific interventions to be employed to help close achievement gaps.

Gifted/ Talented Students & Academically Advanced Students

1. Identifies which staff will be responsible for identification and explains the process used to identify gifted/talented and academically advanced students as well as the criteria that will be used to determine exceptional ability or potential.
2. Describes the research-based instructional programs and strategies the school will use to appropriately address the educational needs of gifted students and any additional instructional materials to be employed.

Special Populations: Identification, Remediation, & Acceleration		
Meets or Exceeds	**Partially Meets**	**Does Not Meet**
☐	☐	☐

Strengths	Weaknesses
Questions	

I. Special Populations: English Learners (Element 1)

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Describes the school's philosophy and approach to language instruction and the components of this approach, and a sufficient research base to support it.
2. Describes how the school will ensure content-area curriculum and instruction is accessible to English Learners (ELs) of all proficiency levels and typologies, including newcomers, Students with Interrupted Formal Education (SIFE), and Long-term ELs.
3. Describes how the school will structure English Language Development and the curriculum and instructional resources to be used.
4. Describes systems of professional development and collaboration to be put in place to support teachers to meet the needs of ELs.
5. Includes an instructional schedule that addresses the needs of diverse language learners.

6. **For high schools**, describes a plan to ensure that ELs, including newcomers, receive the required A-G courses to keep them on track to graduation?
7. Includes a plan for identifying and assessing the language and literacy needs of the school's ELs and a plan for ELs who are not demonstrating adequate progress, including specialized instruction or courses to accelerate language, literacy and academic skills for these students.
8. Includes a plan for how the school will communicate to families EL students' progress.
9. Includes a plan for leveraging community partners to provide programs and services to meet the needs of newcomers/ELs and their families.
10. Explains how staff will integrate the ELs into the greater school community.
11. Includes plans to ensure adequate translation services during all school meetings.

Special Populations: English Learners		
Meets or Exceeds	**Partially Meets**	**Does Not Meet**
☐	☐	☐

Strengths	Weaknesses
Questions	

DOMAIN 2: Student Performance & Assessments (Elements 2 & 3)

Pupil outcomes are central to the school's existence. They represent the school's definition of success and should drive all aspects of the program and operation.
In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Includes **OUSD's Collective Measureable Pupil Outcomes (MPOs) available on OUSD's website www.ousdcharters.net.**
2. Includes **State Priorities Under LCFF (see Appendix H)**, as well as a description of the school's annual goals and a description of the specific annual actions the school will take to achieve each of the state's identified annual goals.
3. Identifies formative assessments to be used by the school to assess student progress on an ongoing basis and how frequently the assessments will be administered.

4. Outlines a plan for collecting, analyzing, and reporting data on pupil achievement to school staff and to pupils' parents and guardians, and for utilizing the data continuously to monitor and improve the charter school's educational program.
5. Describes how assessment data will be used to inform instruction and professional development on an ongoing basis.
6. Describes clear and fair grading, promotion/retention policies and procedures.

Student Performance & Assessments		
Meets or Exceeds	**Partially Meets**	**Does Not Meet**
☐	☐	☐

Strengths	Weaknesses
Questions	

DOMAIN 3: Governance Structure (Element 4)

The Charter Schools Act requires the authorizer to determine whether the petitioners are "demonstrably unlikely to successfully implement the program." Experience with new school development demonstrates that unless petitioners have sound plans and capacity for governance, management, employment and financial operation, they are unlikely to successfully implement the program. This section should provide a clear, convincing picture of the petitioners' capacity to operate the school successfully.

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

A. Governance Structure (Element 4)

1. Provides an organizational chart which indicates how the charter school will become and remains a viable enterprise and shows the relationship of the governing board to the leadership of the school, as well as any relevant site committees.
2. Indicates qualifications and the selection process for governing board members, including the length/rotation of service terms.
3. Specifies how often and where the governing board will meet

4. Provides by-laws for the nonprofit public benefit corporation, including a description of the decision making process, and states the manner for setting the annual calendar, posting meeting notices, distributing agendas, and recording governing board actions.
5. Includes evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that there will be active and effective representation of interested parties, including, but not limited to all staff and parents/guardians.
6. Presents a clear and fair dispute resolution process.
7. Includes evidence of the charter school's incorporation as a non-profit public benefit corporation

Governance Structure		
Meets or Exceeds	**Partially Meets**	**Does Not Meet**
☐	☐	☐

Strengths	**Weaknesses**
Questions	

B. Operating Plans & Procedures (Element 4)

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Provides a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.
2. Includes a completed **School Staffing Model and Rollout Table** outlining the school staffing rollout plan.
3. If the school will provide transportation, describes the transportation arrangements for prospective students and how the school plans to meet transportation needs for field trips and athletic events.
4. Describes how the school will ensure students' nutritional needs are met during the school day and includes a list of prospective vendors.
5. Includes a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability, property, indemnity, directors and officers, and automobile.

Operating Plans & Procedures		
Meets or Exceeds	**Partially Meets**	**Does Not Meet**
☐	☐	☐

Strengths	Weaknesses
Questions	

A. Budget/Financial Plan (Element 4)

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Includes all completed budget spreadsheets, consisting of:
   - **Multi-Year Budget Projection Excel Sheet,** including the projected budget for the school's start-up year and the first three years of the proposed school's operation. All tabs must be completed.
   - **FCMAT LCFF Calculator**
   - **Three-Year Cash Flows Excel Sheet**
2. Presents a detailed budget narrative including all assumptions and revenue estimates as well as the basis for revenue projections, staffing levels, and costs, as well as the degree to which the school budget will rely on variable income.
3. Discusses the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
4. Provides a compensation plan based on sound budget assumptions that reflects understanding of the prevailing market and supports the proposed educational program.
5. Describes the systems, policies and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.
6. Describes the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.
7. Describes any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.

Budget/Financial Plan		
Meets or Exceeds	**Partially Meets**	**Does Not Meet**
☐	☐	☐

Strengths	Weaknesses

Questions

DOMAIN 4: Equity, Access & Diversity (Elements 7, 8 & 10)

NOTE: Elements 5, 6, and 9 are addressed in Domain 5.

Racial & Ethnic Balance (Element 7)

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Includes a completed **District & Surrounding School Racial & Ethnic Demographics Table (see Appendix I)**.
2. Describes how leaders will ensure that the proposed school enrolls children of diverse racial and ethnic backgrounds that reflect the demographics of Oakland and/or the region of the proposed school, including a thorough description of annual outreach efforts, describing what methods the school will use to advertise and recruit students, what geographic areas will be targeted in the outreach effort, and what languages will be used to do the outreach.
3. Describes how the school will recruit and reach out to students with a history of low academic performance, socio-economically disadvantaged students, ELs, and students with disabilities.

Racial & Ethnic Balance		
Meets or Exceeds	**Partially Meets**	**Does Not Meet**
☐	☐	☐

Strengths	Weaknesses

Questions

Admission Requirements (Element 8)

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Describes the specific admissions and enrollment process, including admission preferences of the proposed school.
2. Describes the manner in which the school will implement a public random drawing in the event that applications for enrollment exceed school capacity. This description should address:
   - The method the school will use to communicate to all interested parties the rules to be followed during the open enrollment and lottery processes.
   - The method the school will use to verify lottery procedures are fairly executed.
   - The timelines under which the open enrollment period and lottery will occur.
   - The location where the lottery will occur and the efforts the school will undertake to ensure all interested parties may observe the lottery.
   - The date and time the lotteries will occur so interested parties will be able to attend.
   - The procedures the school will follow to determine waiting list priorities based upon lottery results.
   - The means by which the school will contact the parents/guardians of students who have been promoted off the waiting list and timelines under which parents/guardians must respond in order to secure admission.
   - The records the school shall keep on file documenting the fair execution of lottery procedures.

Admission Requirements		
Meets or Exceeds	**Partially Meets**	**Does Not Meet**
☐	☐	☐

Strengths	**Weaknesses**
Questions	

Suspension & Expulsion Procedures (Element 10)

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Describes the key elements of the school discipline policy and how it will support a positive school culture, including school-wide positive behavior support and restorative practices, alternatives to suspension, and professional development.
2. Describes how the discipline strategy will be implemented in the classroom, including what teaching strategies will be used to ensure students are on task and focused on learning.

3. Describes a plan to ensure minority students and students with disabilities are not disproportionately represented in disciplinary procedures such as suspensions and expulsions. Includes a plan to track this data.
4. Outlines how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion.

Grounds for Suspension and Expulsion

1. Identifies a preliminary list of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners reviewed the offenses for which students must or may be suspended or expelled set forth in the Education Code for non-charter public schools.
2. Identifies the procedures by which pupils can be suspended or expelled.
3. Identifies the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion, their due process rights, and how they may appeal the suspension.

Suspension Procedures

1. Identifies the maximum number of days a student may be suspended for any single offense and the maximum total number of days a student may be suspended within one academic year.
2. Describes how students will access education during the suspension or expulsion.
3. Provides evidence that in preparing the lists of offenses specified and procedures specified above), the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter public schools, and provides evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests of the school's pupils and their families
4. Provides for due process for all pupils and demonstrates an understanding of the rights of pupils with disabilities in regard to suspension and expulsion.

Expulsion Procedures

1. Describes the school's specific rules and procedures for student expulsion and specifically addresses:

- How the school will provide to the student and parent adequate notice of the reason for potential disciplinary action and a meaningful opportunity to be heard prior to making an expulsion recommendation
- Who has the authority, and what process must be followed, to make expulsion recommendations
- Who has the authority to make expulsion decisions
- How and when the school will hear and decide expulsion recommendations, including the provision of an impartial decision-making panel, adequate notice and meaningful opportunity to be heard, reasonable timeline, reasonable accommodations and language support, special rules and procedures for incidents involving sexual assault, right to be represented by counsel or other advocate, and other due process protections and rights

- How the school will create and maintain records of the proceedings, and make records available to students/parents
- How students/parents may appeal an expulsion decision, including provision of an impartial appeals panel, adequate notice and meaningful opportunity to be heard, reasonable timeline, reasonable accommodations and language support, and other due process protections and rights
- How the school will provide post-expulsion support to facilitate access to education for expelled students/families

2. States the procedures for rehabilitation, readmission and interim placement.

Suspension & Expulsion Procedures		
Meets or Exceeds	**Partially Meets**	**Does Not Meet**
☐	☐	☐

Strengths	**Weaknesses**
Questions	

Addendum for Existing Providers (if applicable)

A petition sufficiently meets this standard if it:

A. Curriculum & Instructional Design Supplement

1. Includes a clear and compelling description of the organization's approach to replicating and implementing the school model, including curriculum and instructional design among multiple schools.
2. Provides sensible rationale and identifies resources for any key educational features that would differ from the organization's current model.

Curriculum & Instructional Design Supplement		
Meets or Exceeds	**Partially Meets**	**Does Not Meet**
☐	☐	☐

Strengths	Weaknesses
Questions	

B. Network Vision, Growth Plan, & Capacity

1. Includes a well-defined, thoughtful strategic vision and five-year growth plan for developing new schools locally and elsewhere, if applicable. This should include: years of opening; number and types of schools; any pending applications; all currently targeted markets/communities and criteria for selecting them; and projected numbers of students.
2. Demonstrates organizational and management capacity to execute the school replication plan successfully – and to support and ensure the quality and long-term success of all proposed schools – as evidenced by:
    - The organization's annual report for the last two years;
    - A sound, well-developed business plan;
    - Sound description of tasks and timelines for building or deploying organizational capacity to support the proposed schools; and
    - Successful school development, management, and replication experience.

3. Demonstrates the ability to learn from past school management/replication challenges, including thoughtful discussion of specific challenges and mitigation strategies.
4. Demonstrates consideration of risks and challenges to achieving desired outcomes in OUSD over the next five years and realistic, effective strategies for addressing them.

Network Management

1. Includes evidence of a capable network leadership team with sensibly defined roles and responsibilities and demonstrated capacity to lead the short- and long-term success of the school(s) as part of the growing network.
2. Includes a sound plan and structure for any shared or centralized support services, including a description of the services, network staffing, costs (amount and allocation aligned with budget), specific service goals and how the organization will measure the successful delivery of these services.
3. Demonstrates clear, effective assignment of school- and organization-level decision-making responsibility for key functions such as curriculum, professional development, culture, staffing, etc. as evidenced by the table provided.
4. Includes clear, sensible, complete organization charts depicting the governance and management structure for:
    - The network as a whole (including both network management and schools within the network) in Years 1, 3, and 5;
    - The school model (one school) in Year 1 and at full expansion.

    The charts should delineate sound assignment of roles and responsibilities – and clear lines of authority among – (as applicable) the board, all management staff, any related bodies or councils, and any external organizations that will play a management role. The charts should also present clear lines of authority and reporting within the school.

Network Governance & Legal Status

1. Includes a clear description of an effective governance structure at both the network and individual school levels, including an explanation of whether each school/campus will have an independent governing board, whether there will be a single network-level board governing multiple schools, or both a network-level board and boards at individual schools.
2. Presents a clear description of the organizational relationship between the network-level board and boards at each school, including the legal status of each board, and the scope of authority of each.
3. Presents a clear description of an effective governance structure in the absence of a network-level board.
4. Describes governing bylaws, policies, and procedures that support the charter school expansion/replication plan.
5. Includes a sound, timely plan for increasing the capacity of the governing board to govern multiple schools, including a sound plan and timeline for board recruitment, expansion, orientation of new members, and ongoing training for members. Plan should include a thoughtful identification of desired experience and capacities beyond what the board already possesses and necessary for the governance of multiple schools.
6. Includes a plan for clear identification and plan for addressing board development needs relative to growth.

7. Explains how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.
8. Provides evidence that the proposed governing board members will contribute the wide range of knowledge, skills, and commitment needed to oversee a successful charter school including educational, financial, legal, and community experience and expertise.
9. Presents clear, appropriate plans for the board(s) to evaluate the success of the school(s) and school leader(s).

Network Leadership Pipeline

1. Includes a sound plan for sourcing and training potential leaders for future campuses and for developing a pipeline of potential leaders for the network.

Network-wide Staffing

1. Includes table outlining plans for sensible five-year network staffing that will support high-quality replication at the scale proposed, while continuing success in existing schools.

Network Performance Management

1. Describes meaningful mission-specific educational and organizational goals and targets, which are measurable or demonstrable by externally credible measures or assessments.
2. Includes effective plan (including qualified personnel) and system for measuring and evaluating academic progress – of individual students, student cohorts, each school, and the network as a whole – throughout the school year, at the end of each academic year, and for the charter term.
3. Describes thoughtful, appropriate corrective actions the school and network will take if they fall short of the authorizer's (or the operator's) goals at any level, including explanation of what would trigger such actions and who would implement them.
4. Includes a sound plan for monitoring performance of the portfolio as a whole and thoughtfully considering portfolio performance in decisions regarding continued growth and replication.

Network Vision, Growth Plan, & Capacity		
Meets or Exceeds	**Partially Meets**	**Does Not Meet**
☐	☐	☐

Strengths	**Weaknesses**
Questions	

C. Performance Evaluation Information

1. Includes thoughtful discussion of a high-performing school in the network, including the evidence basis for judging the school as high-performing; causes for success; challenges overcome; and how the school's effective practices have been implemented elsewhere in the network
2. Includes thoughtful discussion one of the lowest performing schools in the network, including the evidence basis for judging the school unsatisfactory; causes of underperformance; and specific strategies and expectations (performance levels and timeframe) for improvement
3. Includes three years of independent financial audit reports and management letters; and the most recent internal financial statements, including balance sheets and income statements, with distinct representation of the CMO level and the overall operations.
4. Provides satisfactory performance records and demonstrated capacity to learn from past challenges/mistakes, as evidenced by a thoughtful, well reasoned, and evidence-based discussion of any of the following experiences: record of any charter revocations or non-renewals; shortened or conditional renewals; withdrawals or non-openings; performance deficiencies or violations that have led to formal authorizer intervention; current or past litigation involving the organization or any of its schools

Performance Evaluation Information		
Meets or Exceeds	**Partially Meets**	**Does Not Meet**
☐	☐	☐

Strengths	Weaknesses
Questions	

APPENDIX M: EXCLUSIVE EMPLOYER DECLARATION

“Education for Change Public Schools shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. (Government Code section 3540 *et seq.*) Charter School shall comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.”

Name	Email	Organization	Signature
Noel Gallo	ngallo@oaklandnet.com	City of Oakland	
Shria Tomlinson	shria@collegetrack.org	College Track	
Enikia Morthel	emorthel@efcps.net	Education for Change	x
Fabiola Harvey	fharvey@efcps.net	Education for Change	x
Francisco Gomez	fgomez@efcps.net	Education for Change	x
Hae-Sin Thomas	hthomas@efcps.net	Education for Change	x
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Marcus Jamal Fields	jfields@efcps.net	Education for Change	x
Michael Hatcher	mhatcher@efcps.net	Education for Change	x
Nick Driver	nick.driver@clearthinking.com	Education for Change	x
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Rocio Gonzalez	rgonzalez@efcps.net	Education for Change	x
Stanley Zheng	szheng@efcps.net	Education for Change	x
Sundar Chari	schari@efcps.net	Education for Change	x
Lauren Westreich	lauren@everydog.com	Every Dog Has Its Day Care	x
Jonathan Klein	jonklein@gmail.com	GO Public Schools	
Louise Mackie	louise@gyroscopeinc.com	Gyroscope	x
Steve Tornallyay	steve@gyroscopeinc.com	Gyroscope	x
Brandon Nicholson	brandonlnicholson@gmail.com	Hidden Genius	
Jessica Marshall	jessicamarshallphd@gmail.com	Individual	x
Lauren Weston	weston.lauren@gmail.com	Individual	x
Pamela Briskman	briskman@gmail.com	Individual (Galileo Learning)	x
Randall Depew	rdepew@kqed.org	KQED	x
Robin Mencher	rmencher@kqed.org	KQED	x
Brian Stanley	brian@oaklandedfund.org	Oakland Public Education Fund	
Jumoke Hinton	westoaklandgrown@gmail.com	Oakland Unified	
Abraham Ruelas	abrahamantonioruelas@gmail.com	Patten College	x
Luana Espana	lespana@portoakland.com	Port of Oakland	
Greg Klein	gklein@rogersfoundation.org	Rogers Foundation	x
Parker Thomas	me@parkerthomas.com	Steam Factory	x
Emma Hiza	emma@thrivalacademies.org	Thrival World Academies	x
David Castillo	davidc@urbanmontessori.org	Urban Montessori	x
Claire Fisher	claire.fisher@ousd.k12.ca.us	Urban Promise Academy	
Christopher Chiang	govandlaw@gmail.com	Individual (Alt School)	x

We had several classes of middle school students watch the movie "Most Likely to Succeed." Students were asked to name the pros and cons of a model like High Tech High, to gauge student reaction and interest in something truly different and to learn what resonated for them. Here are a few responses.

Mr. Steve Cilono

Pros	Cons
They have collaboration between students. I always thaught that doing thas is the most important thing to have in schools. I thik if they all work together, just between themselves, they can actually feel the school work and it can help them learn and understand better and enjoy it. They get a lot of preping for tests. (SAT)	I also think that teachers should participate just a bit more.

[redacted]
7TH/T1

2/5/16

Mr. Cilono

Pros	Cons
A new way of education They do a lot of fun things. I like the classes. the Kids are focous. they work hard. No teacher in the classroom you can work with other person	they do not have homework. How will they take the kids to a good college. they pacite a lot.

Comments:

2/5/16
Cilono

[redacted]
Torres
[redacted]

Pros	Cons
• Different topics for Different people	• Not learn for a good grade
• they have to explain by building	
• to help ~~people~~ students fail forward	
• The teachers can teach what they can teach	
• the way they let them them Do a play ~~effect~~ how they want to Do it.	

Comments

2/5/16

Mr. Cilono's class 7th/Track 1 [redacted]

Pros	Cons
In the new school, students are learning how to step out of their comfort zones.	Not everyone is able to go to this school and it seems very cool and interesting.
The classes aren't like classes, they're like seminars.	Being at a new school, students would be expected to be shy or nervous.
Overall would have a great deal of education for everyone.	Parents worry how all of this will help students get into college.

Comments: Apparently, schools are just getting more and more high tech and more modern than, modern.

Cilono

2/5/16 [redacted]

7th Grade
Track 1

Pros	Cons
- Allowed the students to learn how to do something by doing it on their own without help.	- Students don't always know what to do.
- Days aren't divide into different blocks of time (No bells)	- Some students might be intimidated by the exhibition.
- Teachers teach in their own way.	
- Students can work with each other and show that work to represent how they and the teachers are doing.	
- Students can express themselves more openly in class	
- By expressing themselves the students can learn new skills needed to improve in life.	
- Students can learn how to make their own choices without help of a teacher.	
- Students learn how to apply what they learn in school life outside of passing the test.	
- Students are motivated to do better at school by showing their work of at an exhibition	

[redacted]
2-5-16
Mr. Cilono

Pros	Cons
you can callout without raising your hand.	No bells so you don't know where to go.
You can have a conversation without a teacher.	Long time periods during class 2 hours each.
[redacted]	It looks confusing where the Classrooms are because its so big.
Teachers can teach there way and how much you teach.	The students have depend on eachother they have to do things without the teacher.
Teachers care about how you feel like confiden-ce.	The teachers should spend more time with the students to get to know them more for collabaration.
They have exhibition night for parents and locals can see what students have done.	

Comments: I think the school High tech high is cool and interesting because it depends on you and its your choice.

[redacted]

2-5-16

Mr. Cilono

Pros	Cons
You can call out without raising hand just talking to eachother.	No bells so you might be confused.
You have a student to student talk without a teacher.	Long time periods during classes.
Teachers can teach whatever and however they want	It seems cofusing how and where the classrooms are set up there.
Teachers seem to care about your confidence and how you feel	The students have to depend on them and eachother to do something, not on the teacher.
They have exhibition days for students to your their projects	The teacher should spend more time with their studelts to get to know them more.

Comments: I think this school is great for students who feel that they have to depend on theirselves and want a chance to do things their way.

Notes on High Tech High 7T1

[redacted]

Mr.Cilono 2-5-16

Pros	Cons
1) You don't Need to raise your Hand.	Teachers have 1 year contract
2) No uniform	Small white boards
3) Public school	You have to do plays
4) No bells	Teachers only cover 40% or 60%
5) freedom	less time to study
6) Group conversations	They want kids to think like a computer
7) public view students work	They dont teach good enough
8) No standard test	people see what you have done so no grade.
9) The classes are students centerd	Intense argumants
10) less H.W	Kids every-where
11) 40 minute blocks	They get stressed out to much.
12) You buid things	
13) They train you to be indepdent.	
14) You gain self-confidence	
15) Parents are proud of their kids.	

Why do they have no tests.
Why dont the teachers really teach.

[redacted]
Mr Cilono
2/5/16

high tech high

Pros

- subjects are combine
- and teachers get to teach whatever they want to the students
- More freedom
- no bells
- ~~No~~ No uniform
- more collaboration
- No test?
- No report cards
- You buid things
- parents are proud of their kids!

Comments: why do they have no test's?

- Less H.W

Con's

- ~~Not her~~ not helping each other when they need help.
- Teachers have one year contracts.
- students are being shy.
- Too much noise and activity going on distract the students.
- parents are worry if their children are going to be prepared.
- working in groups is harder because you coud get in intense argument.

Nataly Bastida
2-5-16
771
Cilono

Pros

Strong pasion.
Freedoom.
To boild what they want.
work beself
not alot of lising to the teacher.
No homework.
theme to work togethere
see the finsh prodct that they have done.

Cons

~~[illegible]~~
They don't take kids qvestion.

Comments:

2/5/16

Daniela
Mr. Cilono

Pros	Cons
It will be more easy to Learn.	
They have to talk to each other.	
There no bells.	
More Classes.	
They have freedom.	
They dont have to just sit there.	
They dont use textbooks.	
They dont have alot of homework	

Yahaira
7th/T2
Mr. Cilono
02/05/2016

Pros	Cons
I like that they let the students figure it out by there selves. I also like how they say "teachers can teach the way they want". They're really good at working together. Kids there could express thereselfs. I like how the teachers ask the students that its there decision and they get to do there stuff how they want to. I like how they do great teamwork. I like how things run there	I dont like how parents are unhappy how they're kids learn. Also that they dont take questions from students because they're isnt enough time. Another thing I dont like is how in the future the students might not know what class they go to.

Comments: I think this school is very interesting and awesome.

[redacted]

2/05/2016
Alono

Pros.	Cons
• They get to build what they see in their mind.	• Don't teach like what your supposed to learn.
• Teachers do care about your education	• Cofussing what next class your going.
• Teachers trust that your going to do a great job.	
• They let you be creative	

Comments: I did like this school because It was very creative.

[redacted]

2/05/10

Eilono

Pros	Cons
• no bells • More freedom • teabher teach wat they think is best • Teachers let student figore it out for them self. • It more about skill • not as much home work • no report cards • It change a person view of them self and make a person be better	• People can see wat you learning and how it being done. • They dont even ask kid question about wat they learn. • How you know when to go to the next class

Comments: I think this school is a good school I might wana go there when I'm in highschool.

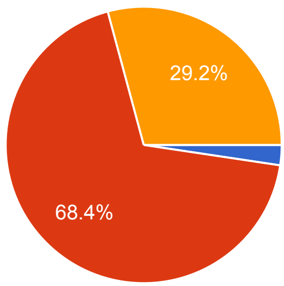
hthomas@efcps.net

339 responses

Publish analytics

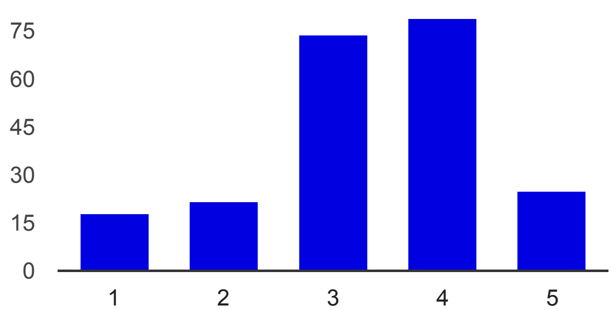
Summary

I am a...



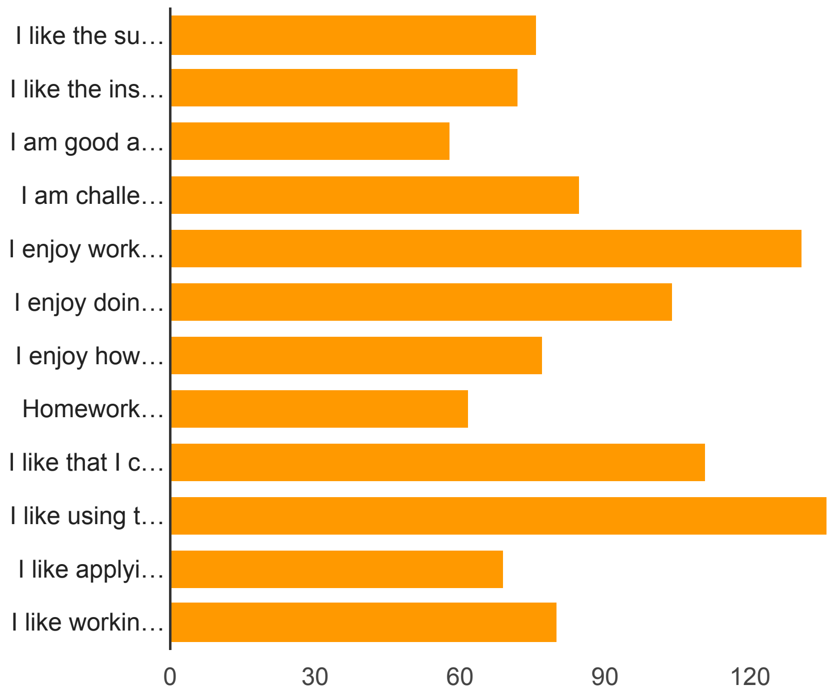
Current K-5 student	**8**	2.4%
Current middle or high school student	**232**	68.4%
Community member	**99**	29.2%

How engaged or motivated are you in your school classes right now?



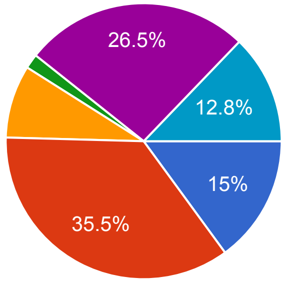
Not at all motivated or engaged.: 1	**18**	8.3%
2	**22**	10.1%
3	**74**	33.9%
4	**79**	36.2%
Super engaged & motivated: 5	**25**	11.5%

Consider your favorite, most engaging classes and subjects; what about them causes you to feel this way?



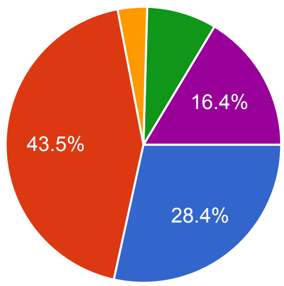
I like the subject matter	**76**	33.5%
I like the instructor	**72**	31.7%
I am good at the subject matter	**58**	25.6%
I am challenged to learn and stretch my understanding in a positive way	**85**	37.4%
I enjoy working with other students through labs, projects, and/or discussions	**131**	57.7%
I enjoy doing doing projects to investigate questions	**104**	45.8%
I enjoy how the instructor makes the subject come alive and be meaningful to me	**77**	33.9%
Homework assigned enriches my understanding of the subject	**62**	27.3%
I like that I can go at my own pace	**111**	48.9%
I like using technology resources to help learn concepts, do project research, extend my learning	**136**	59.9%
I like applying my learning to real-world situations	**69**	30.4%
I like working outside of the school and in the community	**80**	35.2%

What are your plans after high school?



2 year college	**35**	15%
4 year college	**83**	35.5%
technician, automotive, beauty, etc.)	**20**	8.5%
Straight to workforce	**4**	1.7%
Not sure	**62**	26.5%
Other	**30**	12.8%

When you think about your near future, what is your primary concern?



Getting a job	**66**	28.4%
Getting into college	**101**	43.5%
Developing positive relationships	**8**	3.4%
Staying safe & healthy	**19**	8.2%
Other	**38**	16.4%

If you could change one thing about high school that would make you a more successful student, what would it be?

teachers explaining the work good and to give us homework about what we learned for the day.
more sessions with friends or in other words friends that help you
That they get to leave class when they want
Annoying people that don't care.
homework
laptop
NO HOMEWORK and NO uniform
do whatever we want
Stop with the large portion of homework
Working in groups. Not giving up. Working hard.
brah brah idk but we shoud be able to wear awear hoodies bc im get pissed

Have advanced tech so we learn quicker and in a funner way.
To have big lockers
how rushed everything is.I would like to be able to choose my on schedule in the school reqiurements and in my own pace
i would change that i have my space and doing my work on my own and if i need help to get the help
i think that it would be like the problems and the hard challeges.
Being able to chose my own classes.
making the highschool more easy as can be
I dont know
No homework.
getting good grades for i can sucess
I would change the bully's that pick on you because of what you look like or what you wear or what you like.
my addtud
i don't know because i don't really know about high schools it depends what school it is.
To make sure i have everything i need to be a successful student.
having teachers that help you out with things and having a good amount of kids in a class because when there is a big amount of students in a class it's hard for a teacher to help you.
Easier work.
that we didn't have homework
Learning more about real world problems. Because I feel with history why cant history be about more recent things. I feel like I'm tired of learning about history. Because if you think about if we want all these thoughts about racism to end and for racism to end period. We should stop repeating history by teaching it in classes.~spenser
One thing would change about high school is having the same classes with at least on of my close friends so i can feel more comfortable to be in class.
Doing more projects and doing things outside not inside the whole time.
NO homework and less work
Probably the fact you have to get a drivers license in order to drive at the age of 16 .
One thing I can change about high school is the school's cafeteria lunch and that can make me more successful because food give us more energy and without food in our system are brain wont function well in school.
teachers that make the lessons fun for everybody
I
i would change teachers because i dont really like them all
I don't know yet
Bigger Yard and More technology.
Have an online design program to design games and websites and other online design stuff

getting less homework.

if i could change one thing about high school is there is going to be too much drama

one thing that would make me better as an highschool student also succsescful would be no homework and no tests but other than that i think there are good schools that provide everything i need to get into an good college.

The enrollment,many don't get the chance to get accepted to a good high school when they deserve to in order for that person to be successful.

I would want school to be easier and less complicated.

to it be more easy because my cusins tell me its hard to get good grades.

Take away annoying teachers and students.

I would make high schools have more programs and give us a chance to take college classes and learn more advanced subjects, if we want to.

well i would want to get help from teachers like i get help at lazear because in some high schools they don't help you at all and if you fail in a class they don't care and i would like to be a successful student by getting help on the things i don't understand.

Idk

IDK

IDN

I would change the way the homework would be.

i dont know right now

Stricter Teachers staff roaming hall ways and a soccer/football field with grass.

good teachers and friends.

I could change ingeniering class

being Happy

All teachers help all students.

idc

to walk in and out of class

learning subjecs

idk

2er4t5wyu4y4

I think what I would do is go to a high school where there's people that don't distract me.That don't foul around.

A soccer team

Better clases

To put my all to it.

N/A

No more homework because our parents pay us to learn at school not at home and it gives student stress if you did not know that.

To get less homework.

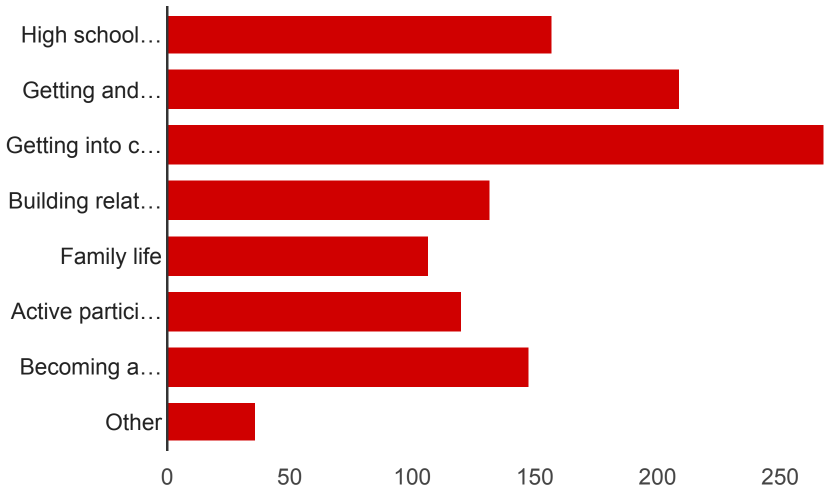
Do homework sooner and understand it better
to learn at my own pace
more classes
I really don't know
i wouldnt know because im not in high school yet
better learning
to speak to us about jobs and the real world to let us get out there
No homework
gr
teachers and principals not being strict.
our own way learning
no haverclases
Giving us more time to do work not that much work less talking
no pe
nada esta bien
To stay focus and make sure that i don't follow the wrong crowd
Im not sure
have teachers explain things well
we can get out early
I would help them so they can get better stuff because at the school that im at has a lot of cool shit and i want other schools to have them too because i want the students to have fun at school.
paying attention more
M/A
The popularity stuff. I donb't want to feel bad because I'm not "popular".
hi
I would like to get more challenges that the teachers have prepared us for.
that i can choose the high school go to
Less strict teachers
im not sure because i havent gone to high school yet .
It should be like high school Musical 2 where we just go to a summer club and Sharpay is there, and we sing and dance a lot . And we should have Mcdonalds for lunch and breakfast.
To Turn In All My Homework
I would like for more high schools to make schools more secure and lead students to college.
What i would change is that we can work at our own pace because my teachers at this middle rush to much and since for every session we have different teacher every teach teaches differently
Studying things that I actually enjoy and am good at and not have to stress for other subjects.

The one thing i want to change is to have patience with others.
go to school at 9:00 so i wont wake up at 7:00 in the morning.
Something that i will change is students drop off of high school.
to do my homework and be responsible lol lol lol lol lol lol lol
bad students or no homework
Give us more time to go to classes.
It would be to have a really fun teacher in a topic I really enjoy doing.
I think listening to music better food using electronics and more break time
nothinh
nothing
The attitude of the teachers.
learn about the subject i'm interested in
for it to be fun
Being able to choose when I want to do work
I think I would change the number of tests
Leaving School grounds to go to lunch.
be able to eat in class
not getting homework
One thing I would change is for teachers to really explain stuff and that they actually do teach students.
being more orginazed
queleobrescan megor trabago
To not have any relationship like with friends,boyfriend to consontrate.
do shorter tests and more learning,studying
listing music ,phones,better food.
que hubiera un programa de latinos
comuters progects and more free time and no stutents
be on their phone all day
make it easier
I will start to learn new thing and stuff.
I don't know what I would change but i think i would change math so it wont be so loud cause there like 1 hundred kids in a room and when we'er trying to listen its hard
to have good food and to have good technology.
Have less test so that the student is less stressed out and is more engaged in the classroom.
Make it highschool musical
I dont know im not in high school
I wouldn't change anything
nothing because i focus fine in all my classes

Better classes
being given a reward for what you do
It would be homework.
less classes
we could use our phones and eat any thing we want in and out of class
Nicer teachers
if i could change something about high school i think that i would change the fact of students being more respectful and leaning how work in a team
better food , duhhhh��
i think it would be no homework because homework is really stressful and if i dont have homework i can still think about other subject or/and have more time to think about other things
Remove a major amount of test and less homework.
not much stress and the teacher to be nice and help us.
i don't know because i am currently in middle school.
i would make there be less homework
Be more sociable
an online website were you get to make your own websites and or videogames
nothing
It would be that to make high schools funner and exciting.
not sure so don't know
getting more helpers
launch
Have all the students be divided in their own level so it will be easier for students to work and easy for me too.
I would want it to have computers n drama class
Nothing
Less and easy homewrok
I don't really know much about high school/what you do in high school, so I can't really answer.
Everyone would be nice.
understanding more
One thing that High school is doing this that kids wantt to do in there cerar
Having less tests
NO HOMEWORK
I'm not in high school so idk
more easier to understand work.
One thing I would like to change in high school is that good schools won't have a dangerous

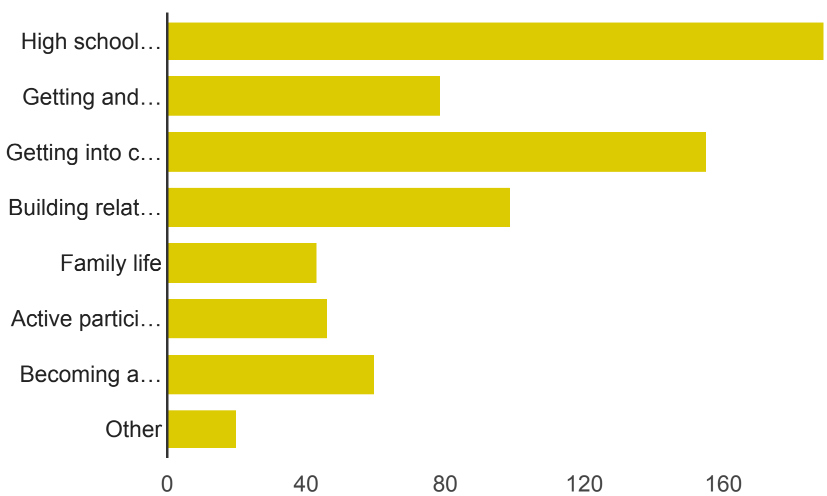
neighborhood or campus
I think i would change it by being at my grade level in everything
The technology
I would change the way the students in lagging in classes and make sure that they get the educational help they need.
It will be that kids that are older than us to not think they are better than us just because they are older
I'm not sure
i really don't know
getting better at school
less homework for nobody can say,"I did not have time and it was a lot of homework."
If i could change one thing about high school to make myself more successful is to pervent bulling from happen.
Not Sure?
I am not sure
M ake teachers help you more when you need help.
go to get food off school ground
easier intstructions
Not being bossed arrounf as if i was a slave use teclolagy like phisacly do it
More new stragies
?????
I would change how the students treat other students.
No work or No homework
non uniform
For the teachers promises to go through because they say they'll do something but they don't do it.
having help, so if i am stuck on a question someone can teach me so I understand.
make lunch longer
NO uniform and NO HOMEWORK!!!!
i do not know i am in middle scholl
Less fighting and the teacher need to worry about whose paying attention
If I could change one thing about high school it would be to have a law school there.
it would be to maybe get morework.

What do you think high school should prepare students for?



High school graduation	**157**	47.3%
Getting and holding a job	**209**	63%
Getting into college	**268**	80.7%
Building relationships with peers	**132**	39.8%
Family life	**107**	32.2%
Active participation in our democratic society	**120**	36.1%
Becoming a contributing member of the community	**148**	44.6%
Other	**36**	10.8%

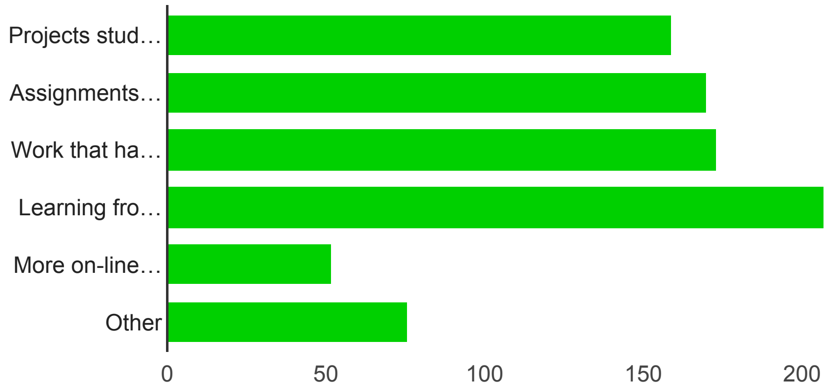
Which of the following do you think schools currently do a good job of preparing students for?



High school graduation	**189**	61.4%
Getting and holding a job	**79**	25.6%
Getting into college	**155**	50.3%
Building relationships with peers	**99**	32.1%
Family life	**43**	14%

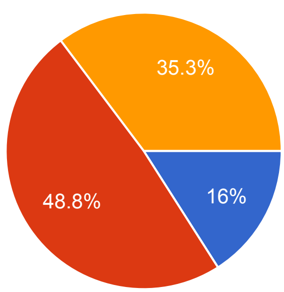
Active participation in our democratic society	**46**	14.9%
Becoming a contributing member of the community	**60**	19.5%
Other	**20**	6.5%

Which kinds of learning experiences do you hope students have more of in high school?



Projects students design themselves	**159**	49.1%
Assignments related to jobs after high school	**170**	52.5%
Work that has an impact on students' community	**173**	53.4%
Learning from real-world experts	**207**	63.9%
More on-line learning	**52**	16%
Other	**76**	23.5%

What do you think of attending a school where most learning would take place in real-world settings, outside of a school building (e.g. in businesses, libraries, etc.)?



I would prefer to mostly learn in classrooms within a school	**52**	16%
That would be exciting	**159**	48.8%
I am somewhat interested but I also like learning in a school building	**115**	35.3%

Please explain your answer above

Learning, in an academic sense, can be improved by seeing the practical application of where the theories become applied in reality. This, controlled teaching/learning should take place in a school and be supplemented by outside pursuits, I.e, 60:40 or 70:30
i would want to learn in a school and outside of school like maybe an internship, like metwest
It would help students to realize how critical their learning is to their future.
It would be exciting because we would be able to go out of school and learn about things.
it would be fun
I like the idea of learning the real world experience but i also want to learn inside the school building
i don't know i just think it'll be interesting to learn outside of schol.
This model takes applied learning as the most effective means of mastery and retention for any skillset and extends it to the learning environment as the rule, rather than the exception, i.e. occasional field trip model.
so they can get air do something interesting
because some people don't want to be a scientist and they still have to learn about science.
So that I can see other thing outside of home and school.
i will rather just not learn always in the classs i will like to learn in t6he real life not only sitting in a class room for like 1 or 2 hours long .
Because its weird learning outside.
Because sometimes it gets boring when you learn in school we wanna learn in other places.
I learn better in class
I would like to learn in the school but I will also like to learn outside of school. Because I can not learn everything inside the school like how to do outside things.
i would like to learn better at a school because that is were the hepl that you need is at.
Because if it rains then some people might get sick
That would be exciting because learning about the real world is amazing and show the kids on what to do in the real world and not to do in the real world
.
I like going to places and seeing new things but libraries and businesses are boring I would prefer hands on exhibit museums and other fun places.
To learn how to get a job as a real state agent
The holding environment was crucial for me -- and there's something about competing in and being part of a big group that is empowering. Bifurcating the experience in 'pods' takes that bigness away. The anonymity and the mass of 1800 students in 10-12 at my high school helped me find myself, and try things out and make changes. A smaller school would not have given that level of space. And b/c of my music, drama, swimming, and club activities, I got to know lots of different kids outside of classes.
it would be pretty exciting and a new experience for me.
I don't support online learning. I would like to see alternative options for students not going to

college. We need to support students not attending college in developing trade skills that can be utilized such as mechanics, craftsmanship, landscaping, electrical wiring, etc. Not everyone will be a computer programer or app designer. Well designed apprenticeships would help our students transition into a decent paying job after high school, but this takes an enormous amount of support and well planned structures for accountability.
it is cool but we cant do a lot of things like in a clasroom.
It'd be instructive to see what occurs / how people perform their jobs and lives in real life vs just reading about it
I am intrested in that but at the same time I like working in a school building.
Learning how to succeed in an academic setting is very important if the student's goal includes higher education.
I think students should be going into the community, but also have a "school" space which is theirs.
Because where are we going to do learn out of schools.
Cause then people would get different knowledge
it would be surprising if i went to a school where i did not need to go in a physical building to learn
I am liking being outside and like classrooms
It would be nice to have a home base.
I like working outside i dont like being inside a lot
I like nature so I can be outside instead of being stuck in classes for the whole day.
That would be cool because it would be preparing you for the real world so that it can be easier for you in the future.
It does sound very interesting and exciting, but in a classroom would also be okay.
I would be excited because if we work in diffrent enviorments it will affect on how we work and how we learn new things/subjects.
It would be exiting because ill be learning real world problems in real world situations.
I would need more detail on what that looks like
because i do better when i'm in my house because i don't get distracted.
I
Because you can do outside activities
I like the predictability (and resulting sense of safety/security) found inside a classroom setting. I think real-world settings can supplement time in a school building but only with the appropriate amount of preparation from students and staff.
...
because you be capable to make a school
because it could give us a chance to see what it will be when you are grown
It would be exciting because you get to see how it actually works and you get to have an incredible expirience.

Because I be more fun than rather just staying in one place.
Allowing students to self-direct their learning, without the confines of the classroom, expands a worldview and sense of agency as to what they can do post-graduation. PBL in the real-world throws in factors they'll have to contend with as they set out, from peer collaboration to community issues, hugely valuable.
Workplace learning experiences can be exciting ways to prepare students.
IDK
Idk
IDN
IDK whats going to happen in the future.
I like working outside but sometimes it's noisy and i cant concentrate
Because its more quiet sometimes.
its different and im interested in new things.
I think a combo of both would be good, ie to have a 'home base' that can act as a collection site, discussion forum, studio, etc for experiences gathered in the world at large
Connections are made in the real life with different levels of the job relating to the stress that comes with the job. They will be able to ask direct questions and interact with public they will eventually deal with. There is more I would like to say call me.
A mix of learning in real-world settings mixed with skills based direct instruction that compliments the former.
Connect students to their learning goals with experiences and skills based instruction.
becouse i have a life to get to after shcool
Because I do better learning in the classroom but other places would be more exciting.
It would be fun because you are doing hands on sometimes.
idc
i think it would give a chance for students to see what the real world is like
idk
i want to learn inside and outside
school should not be separated from the real world-it should provide a place to practice for the real world but using real-world problems. If the classroom is actually in the city, it's hard to keep it separated from real-world problems.
It would be exciting if I understand the question first....
it would be fun because you will interact with the real world society.
it would feel like i have more freedom and not just being in a classroom sitting down listening to a teacher speaking
so pepole whant think its boring
I would like to be in open rooms rather than enclosed classrooms.
because in shool you dont get to go out of the school many times
They give us a perfect time for class to learn.

i like being exited
because they can be more intelligent
The potential for a new model of schooling is exciting but transportation etc could be major factors that might be inaccessible to some. Some classroom some outside, real world experiences is a terrific idea!
I think it would provide opportunities to 'connect the dots' between lesson content and the real world.
cause i felll exciting when am in school
because we learn there and not in real life
IT would be exiting because we're in nature and we could explore and get some air except when its raining cause our work would get wet
i like to be inside
opn watzu by a fild
I'd rather go to school
People don't always want to go to diffrent places and learn.
I think there is value to both learning in your community with different real world settings but that being comfortable and learning in a classroom is also valuable. There should be a balance between the two.
It would be a nice change and it would be pretty exciting. I'm around the middle between answer 2 and 3
Community resources may be unreliable and inconsistent. Internship quality will vary. It is difficult for stressed out professionals in a fast paced real world work environment to find time to mentor high school students, even if their company has the good intention of sponsoring a program. Professionals are experts in their line of work but may not necessarily know how to speak to, involve and teach young people.
inside because then the outdoor world would destract me from the real world learning.
por queseriamegro
I would love to have learning experience in the real world but I also want to learn thing on campus.
well i like going places that just dont involve on campus
it is easier for me
While I am learning I am still having fun.
well i think it would be great
Because i was already use too classrooms also that i can be able to learn inside a classroom
Students are within classroom walls and are often discouraged to think beyond the classroom. I think it is a great idea for students to explore their communities to see what they are learning come to life. Students can be better prepared to face real world challenges when exposed to different settings and situations.
hi
It would be exciting because i want to learn about businesses

just because

i would like to it be more exiting my reason is it's way too boring.

I like being indoors but outdorrs is cool to

because i dont wanna be stuck in a classroom all day.

The answer to this question depends on the student. Different people have different learning styles - some are excellent abstract reasoners who do very well in an environment that encourages analytical thinking and academic skills, where others are real-world problem solvers who do best when challenged with a task.

I think that if we learn outside, if it wouldn't be a good weather it would not let me focus. For example, if it is too cold I would be worrying about how to stop being cold or when we are going to go back inside, and when it is too hot then I would be worrying about how to stop being hot or how to stop getting burned by the sun or when we are going to go inside again however if we work inside we would not have to worry about those things because we would have a heater or AC. Working inside would also make me feel more safe.

I am somewhat interested but i also like learning in a school building because i focus better inside

I think students need a balance of fieldwork/real world settings and classroom work--especially if we're thinking about preparing students for college, students need experience with the academic demands of classroom work. Ideally however, classroom work and work in real-world settings would be aligned and linked, so that there are connections between them.

Jobs in the real-world are not one-size fit all. High-school should not be that way either. Students who have talents that are not traditionally recognized by standardized testing or getting good grades in school should be provided the opportunity in school to see how their talents can be used to better their community and provide a stable income for themselves and their families once they become independent.

It would be nice to learn a new lesson in a new environment,especially if the lesson correlates with the surrounding environment.

I think that a balance between in class learning and on site learning would be great. I think there's something wonderful about studying literature for the sake of a love of learning that can get lost if it's all more "real world" learning. I also think most high schools don't do enough prep for real world life and so off site learning is also exciting.

its fun

i would love to work with other people and get to make new friends and thats why i would be exited.

It would be exciting to attend a school where most learning is outside because thats different instead of inside classrooms.

I love field trips and have always learned best when out in the real world.

I think structure remains important for any educational and career setting. Working in a job later on will likely have one office or building (even though remote work is becoming increasingly popular, co-working spaces and similar still provide structure for example). A mix of theory and application-based learning seems like a happy medium.

I want to learn the standard way.Like in elementary
I need to know more information about how the "outside" learning would work. When do students get to read literature? When do they learn history?
I think it's important for students to be around their peers for developmental purposes as well as to still have the opportunity to be a kid. I think it's invaluable to have a supported experience in the real world; however, I don't believe that forcing kids to grow up faster and faster is necessarily going to serve them.
it would be amazing to learn into different places
because you try new things.
I would be excited to be learning out of the school and in other places but i also want to stay learning somethings in the school building.
People learn in different ways. Just learning in schools doesn't work for all and having some learning out of the school would be beneficial for most, if not all. However, having a central base to return to to is important - a place to discuss the outside learning with peers and teachers.
like i don't really understand i want a real world experience but also learn skills .
I would enjoy it alot
I think that the exciting things can be by helping kids do things that they like.
I would be able to learn and have an understanding how I can use this knowledge throughout the real world.
instead of being in a bulding sitting why not go somewhere and take place in real world
I want to learn in a normal school like in elementary.
Interactions with peers, teams, etc is vital for diverse learning experiences.
i think that i would work better in classrooms
It sound amazing to do
because I like being outside and it's fun instead of sitting down in a classroom.
because i feel more better
I don't really feel comfortable learning outside of school grounds because the setting may be unknown to me and make me nervous.
i would be excited because it seems interesting.
idk i just put a random one
I like to go to different places rather than in just one building.
This will bring students to new environment beside the classroom. However, the setting must be associated with the lesson to be useful. From my experience, I learn better when I can associate the lesson with real world experience. Seeing how things work in a real world would make lessons easier to understand.
i don't really care where the school is located but as long as it has an engineering class, i'm cool with it
i will learn to get to college

i love to go to different places while learning or studing
i would prefer to mostly learn in classroom whihin school
I think the best learning that can happen is through mulit-generational and real life learning experiences. The learning that happens in a classroom seems to happen in a vacuum and then students don't know how to apply what ever book knowledge to the real world.
Because I could understand more.
i would learn inside a class room to get ideas of other students.
i want to learn more
i picked it because i dont know if i wanna go to collage
Some basics may be easier to teach in a classroom vs in the field. I'm think things like composition and algebra, but real world components should be mixed in to emphasize the applicability of these skills in life after HS
it would be exciting because we don't have to go to the same boring place every week day
Because we should teach more about the future.
well outside is more danger that inside a classroom and i honestly i dont feel like being outside
I think there are some things that need to be taught with pen and paper-- math concepts are great in real world but truly mastering calculus or great novels discussions ... Seems hard to do in outside world alone
I think exploring the outside world would be fun.
maybe we might learn some thing from the real world we don't learn in school
It's cool if we get to go out of school to learn but then i want things normal.
sklijre;iuhgfd/v
If we learn outside of school we are not safe and it would be harder to learn because they might be busy.
I think real-world learning is of utmost importance and is not done enough.
it would allow us students to shadow the lawyer or doctro etc. while they gave a presentation to us
Connectedness and community are important to me, so I am curious how this would look if a school were only in real-world settings. I also like learning and talking to peers as I learn, so I wonder how this could work in this new model. I love the feeling of relevance and significance and community impact this new model has the potential for. So I like some kind of hybrid.
because i get ti explore
I think that it would be very interesting to go to other places to learn.
i would like to be exciting because then it would be boring
I think there needs to be a strong balance in curriculum and the learning setting.
it will be exiting because we can learn more and it will be more better to learn.
I think a balance would be best. Some students learn better in different environments, and to create space for both learning in a classroom and in the community would create well-

rounded humans. At the end of high school, I hope for students to be well-rounded to enter into society as adults.
It would be better because I wouldn't stress out as much like being in school
my answer was kind of in between because i do like learning outside and exploring but i feel like there would be so many distractions outside and with all the sounds and noises outside the teacher wont know if kids are talking or if it's just our surroundings.
I like it where it's warm.
..
it will be fun
ese\a se meifica queestubiera bien
There would have to be a good balance of classroom learning and real life experience.
I would like to see a balance between class and real-world settings. A classroom can be a safe area for reflect, connecting and regrouping, before going out to new/different and in some cases maybe scary (for children) environmwents
That sounds interesting, but also like jumping on the bandwagon for the next "hot" idea. What is really effective? Has this practice been studied at all?
I would perfer class rooms since in outside businesses it's too busy
i think a school building is better because like the classroom are closer
I like learning in school because I can learn to interact with other people.
I think it would be very exciting but students in our current education system are not usually prepared to be independent and take charge of their learning in outside settings. I think it would be a great way to teach students but also challenging to create a successful culture in which students understand what is expected of them. Great idea however.
It depends on where the outside experience would be because it might not interest the place we are going to some people.
I mean if it's nice outside then yeah that would be fun.
because it would be great
I think learning in the "real world" would work if students still got to have social currency among their friends. If students became too isolated, then I think they would lose motivation. Otherwise, learning in the "real world" seems much more appropriate and applicable than in a traditional classroom.
It would be good doing outside and staying outside because it can get boring fat in a classroom.
ok
I choose this answer because I like learning inside the building because it is more silent.
i want to get a collage deplomot
i don't like staying in one place for a long time
A good classroom and school should have a prepared environment for learning. Most businesses and libraries don't have everything you need.
It would be fun to not just be in a classroom and be outside because you can be more

focused on the real world than just inside a classroom. Also its more of having realistic lessons and have a bigger picture of what your learning.
That would be exciting because it let's you experience what your going to go through when you get older or start working
I think that would be very helpful for hands-on things but I also value at least done traditional classroom education.
i dont know
I am used to usually learning in a classroom.But at the same time I am very energetic and like going around places
I guess out side the school is nice
it would be nice learning outside

What one thing could schools do to better prepare students for a future after high school?

Connect the promise of disciplines to the immediacy of needs students see in their day-to-day
Conduct REAL research on REAL issues. Use REAL data, where you design the data collection method, analyze data, and discuss the limitations of those data.
for collge
to get a good job and hold it
is to be helping then have more time help them giving them more instructions
Maybe start telling us what are we going to learn in highschool. How to prepare in high school and what will we need in highschool
Give ,show, allow them to research different options available to them after high school. Almost like a role playing game or choose your own adventure book. They could be given a scenario of a teen's life (hypothetical but realistic to their area) and options to assist the young adult..... student's generally like to help others....
Im not really sure.
They can help find what major we want to study in college.
NOTHING
lockers annd opn watzu by a fild
Relating school skills to job and college skills.
ask them what do they going to do in the next pass years and help them learn more about that subject
learning without computers
they need to change the tto names like menlo park and surveymonkey
In a class have different groups.
encourage them
Teach the student what they are gonna have to go threw in life.
teach us more educational things

Exposure to career options that perhaps didn't exist a few years ago - or depend on less conventional academic skill sets. On that same token, mentorship opportunities! Focus on soft skills - collaboration, empathy, character education is a focus in early grades, can't consider high schoolers "fully baked" and not in huge need of continued opportunities to test and strengthen their value systems.
Study more about the expierience
make a subject that i'm interest in
make sure students are making their way
People are different. We can't prepare everyone for a more prosperous future until we realize that university work is not for everyone. We need smart people in the trades, smart people in professions, and smart people in art. Kids should be encouraged to follow their dreams. For many this will include college preparation, for many it shouldn't.
MOtavation to get to collage
Related classroom lesson with real world experience. Make it more applicable.
Be more socially justice oriented and aware
internships and shadowing experiences are a well-planned part of units of study that connect to the real world
Help students find their curiosity and their passion, so that their internal drive and desire to learn will keep them going in college, trade school, work, etc.
have good food
to show them how the real world works
Provide more connections and internships with local businesses.
financial education entrepreneurship
prepare for colledge
Teaching them about life.
More community involvement. This would allow for local businesses/professionals and family to get more involved in the educational system while teaching students important life skills - entrepreneurial, project-based assignments, on-the-job learning et al. I think community can be the important link here.
High schools can involve students more into STEM subjects so they can get a better job in the future.
...
not be so stricked with people because they give the teens a lot of work
good jods and real life sechuations
Self advocacy, inspiring creativity and empowerment of self
Schools need to advocate for ALL students regardless of what they choose to do after college. We put a lot of emphasis on college and those who do not attend are left behind. Students need to understand how to prepare taxes, how to open bank accounts, how to save money, how to interview, and about different resources to be able to make a living.
give them more one on one time

Teach us about the future
Help them advocate for themselves, how to succeed when there are challenges, how to face culture shock when entering higher education.
Get them to ask how they want to change the world, and support them with tools to do so.
they could let us laern at our own pace
I think every think is ok
Idk
IDK
IDN
is that we could learn more and not flunk
Rigorous instruction
learn more about high
Making sure that they know where they are going and know what to do and understand better what they are learning
Community work/preparation.
Hire better teachers who know how to teach and love what they teach
To not interup classes just because a student has a hoodie on.Teachers do too much
TO TEACH US HOW TO GET A JOB AND HOW TO BUY A HOUSE AND MAYBE I'LL BE MORE INTERESTED.
idk
probably prepare us for the things ahead because if were not prepared things could go wrong
Preparing them and treating them like a high school student.
N/A
That it is ok to delay college in favor of apprenticeships, internships, mentorships so that they can learn about the world before they have to decide or refine what their place in teh world might be.
By teaching students ab out real world thing (reality check) and stop teaching the past.
Make sure they know what the student is interested in learning.
Teach them to learn to interact better with other students
having better equipments went learning new things
better learning
i cant think of any thing
Empower them to take charge of their own learning and curiosity.
maybe give them insight on taxes and other finances
talk to them about collage more get them motivated for collage maybe even bring profesionals that are doing good and are something big so the kids can get motivated and want to be like them.
more fun
geting a job

Make sure that everything possible is connected to that future.
Preparing them to communicate effectively with peers and others. Self development and learning basics around money.
To teach us how to get jobs and to apply to the right college for a student.
more working things
Teach them that life is always going to challenge them and they should persevere in spite of any failures.
Provide real world skills and foster independent thinking so that students have the tools they need to be successful in college (the number of charter students who get to college but eventually drop out is alarming).
what they could do better is treat us like big people and just talk real to us with real words and real life stuff
get them to learn and understand about college better and to also prepare them.
make a colloge and have points
Responsibility for their education.
Little less homework
education
for a job
Help us see what carres there are and what we are good at and tell us about the future.
have assignments on there owe
getting kids on track
1. More mental health counseling. 2. Dynamic courses in basic finance and home economics.
work hard
They could be nicer and more interesting and not give referrals just for talking because that's kinda stupid. I'm just being honest
they can push use there like make sufere make want to go.
Provide a well-rounded education, not just academic.
learn more
I think teaching students the importance of inclusiveness over exclusivity would solve most problems in the world.
that they need to learn to trust a students
Idk prevent problems
Impart more of a sense that the impetus for our overly complex society to exist in the first place is to serve its members. We should work to create a more humanistic global existence, and that starts by empowering every generation. We must give each child the tools and the will to constantly evolve and to change the system if it no longer serves them as a whole. Furthermore, I think emphasizing "play" in both work and leisure will help to bring us much closer to that way of life, and to a more sustainable future for our environment. Why do the stars and the galaxies and mountains even exist? What purpose does it have? To what end

does life have to even begin? The universe is inherently playful. Humans must protect the right of each other to frolic in this universe.
To teach us of what stuff we are gonna expect and not just about disapline and behavior, its not all about how they behave its mostly about what your learning in general.
Teach them some basic life skills (i.e. balance a checkbook, change a tire, apply for housing, etc). Those are things that nobody ever really teaches you too do.
teaching kids more about what they want to work.
Teach them about the real world and not sugar coat anything.
nothing
Encourage the students to find what they are interested in and what they are good at doing.
Getting them a phone,and and romate.
Prepare for college.
I think high school shoul focus more on no only prepare student get in to university but finish it succesfuly.
I think we need to start equipping kids to be problem solvers and not job seekers. A problem solver is someone who has a base set of skills that can be applied to many careers. A job seeker is someone who is aimed at one particular job. I think this approach gets folks thinking about the journey rather than the destination and gives kids a more holistic view of skills and processes needed to be successful in the world.
Tackle big, amorphous, complex problems with no right answer. Dive in. Learn to move forward with confidence and open eyes/mind. Course correct when the info they acquire suggests it's time. And at the end, tell a compelling story that appeals to both logic and emotion, and do it with passion and conviction.
To help kids during after school.
Not making college acceptance the measure of success. Retention is good.. but also, just providing other options that would help them move out of poverty.
partern work
how to live life
I think that not dong too much test and not leaving them too much work on line .
geting better at using technology
NO HOMEWORK
more time preparing for college and projects that aren't boring
Help students become better connected to their learning goals. (See Marzano)
Provide high quality training in trades Support students in planning a budget Science lab experience Job experience and training Support in finding their passion Foreign exchange programs Interactions with students from different social economic backgrounds
Focus more on how to think, how the world is designed, and self identifying unique learning pathways for optimal success on an individual basis.
They don't have to lie to us.
Getting a job.

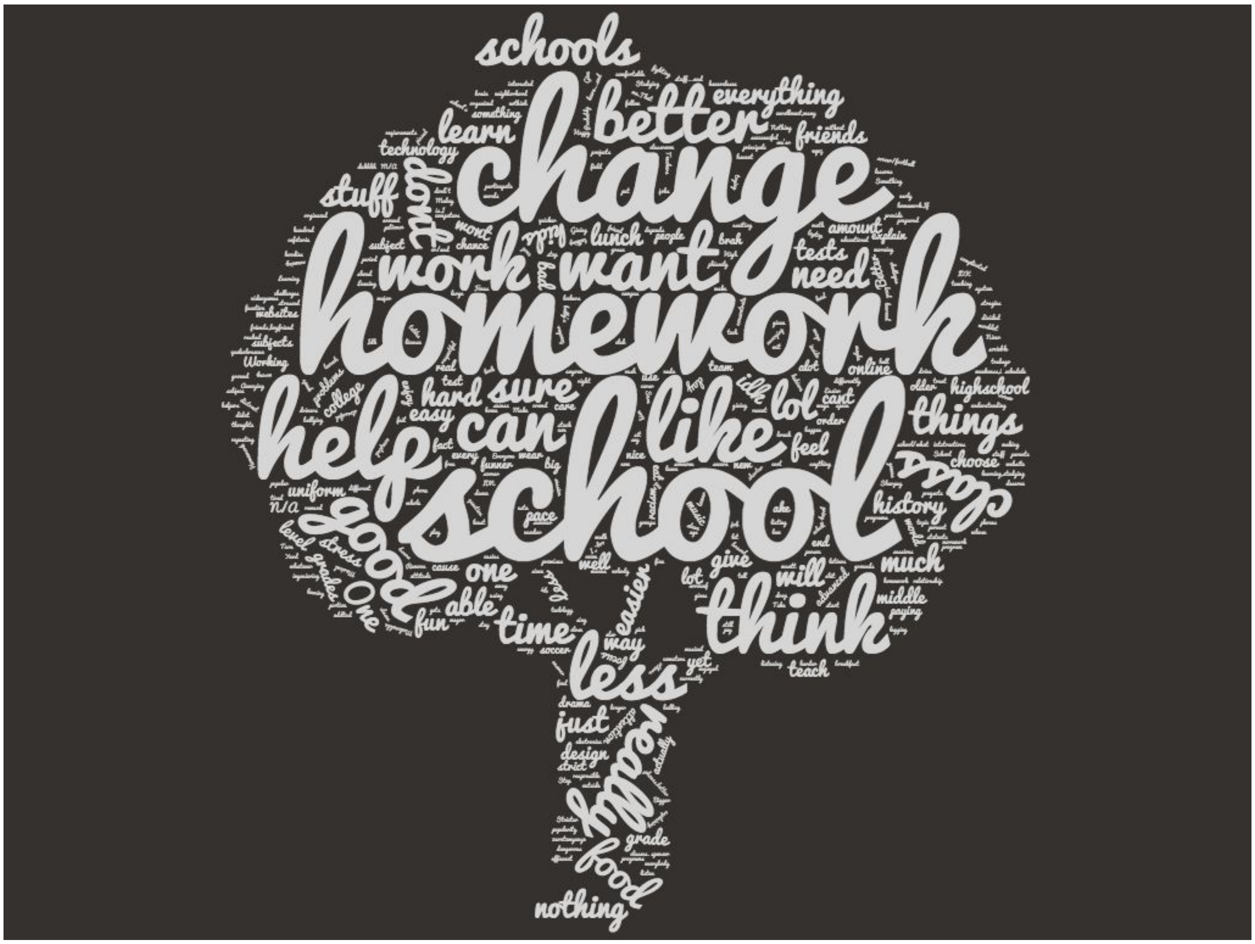
explain what you will have to do in college
get a job,getting married,having kids
teach them what there future job is about
let us use our phones and eat any type of food when we want
idk
Telling us about their own experience so that we can motivate are selves to actually go to college.
things that are in the real world
reading and lerning of what they whant to be when they grow up
Teach them about credit, house buying and retirement accounts, as well as how to save money.
Make sure that evrybody is safe
no dangerus nieghborhood
Every school community has different needs. There isn't any one thing that comes to mind.
Get better and nicer teachers because some teachers are mean and some don't teach correctly.
is trying
Create an environment where students truly believe there IS a future for them after high school and that they have the ability to achieve it.
If they teach us about taxes and how to do them and also how to pay the rent. And editing tips.
One thing that they could do to better to prepare students for a future is that they can learn about law if they have any interests in becoming a lawyer.
to do less work and harder work
quetengan trabago
Really be intentional about planning for the smallest detail. For example, when we say we want self-directed learners be intentional by funding and requiring teachers spend time planning how we will get students there. Also become a Newcomer hub.
1 year of summer
I'm not really sure, I think it's okay by itself.
More options for all type of learners. I am a fan of trade/tech schools and shop classes for kids whose path might not be college bound and even for those kids that are college bound to have exposure.
They could take us to visit colleges and do college things related. They could also help us get an internship or something.
they should prepare the students for the future
one thing they could teach so we could be prepared for high school is getting along with people. Oh and better food!!!!!!
not leave them so much work

Just study
I would make them study for something.
Give more idea on what a person is looking for when they are hiring.
Relate more to what is most relevant in students lives. Provided experiences that help them make sense of their world around them. Also, provide context as to what shaped that world in the past.
Do real life problems that adults have at some point in there lives.
Make sure that existing K-8 are equipped to prepare students to attend any high school, anywhere. It is not important for EFC to have a high school, it is important that students feel confident at any high school they may choose to attend.
I don't think schools do a good enough job preparing students for independent life. For example, many students don't know how to file taxes, buy/rent a house, apply for insurance, manage bills, etc. I think schools could do a much better job preparing students for practical needs after school.
Don't stress them out with homework just leave them live!!
Expose students to the real world.
they should get the teachers prepared with fun avtivitys and have challanges for them also.
More vocational education for those who want it
Make it meaningful.
focus on learning not GAMES and QUEST
is help going to college and getting a job
have more classes
I'm not sure
Make them feel comfortable with their classroom and have all their materials.
Teach students how to solve real life problems.
On the job training. Work in the field they are interested in. Help them plan careers and find out what it takes to be successful. They need councilors that will guide them through a system most parents don't understand. If it is a career path, help them develop the skills. If it is a college path, help them with the applications, financial aid, manage time without an adult.
Recommend jobs and colledges.
going to college and having family
Something that schools can do better to help students is by helping them get there class work.
high schools could help out students decide what they wanna be or do after high school but i think that some high schools are really good and would help students get to where the students want to.
Real-world skills (financial literacy, applying for and keeping a job, opening a bank account, applying for different types of loans, etc.)
Teach problem solving. To many of the kids I see in the workforce can't solve problems. The can write, they can add, but they can't figure things out on their own.

Not interrupting the class about the hoodies and kids who have a hoodie jacket and are not wearing them. Teachers do too much then they start taking the hoodies away. Like what if its cold and then you guys don't want people coming to school sick ,but yet you still take their jackets away.
Cultivate a love of learning and tools to figure things out (tools to learn).
How to be able to have job and hows it like.What do you have to do to get in or what do you have to have.
Help students who don't want to go to college get on a path for a career.
NOT LIE TON THEM ABOUT THERE HISTORY LIKE OTHER TEACHERS IN THE PAST
????
I think schools can prepare them for real-world problems and educate them about the real-world.
I think to Have meetings or make a business
They should give the students a list of jobs so they can have an idea of what they can work on.
Show them the real world and its challenges!
i dont know
not have that much talking like you have 10 minutes to talk then we move on the project or group work or whatever you have to do
use chromebooks
More project-based learning, internships, electives outside of math and science, life skills such as budgeting, health education, nutrition, the arts, and music.
- personal finance and civics classes for all students, and a crew that continues to teach SEL and communication-related topics as students begin to navigate young adult life - giving high school students the opportunity to mentor younger students (elem or middle) at other EFC schools - this would build leadership skills and sense of purpose in high school students, give younger students the opportunity to be mentored, and likely encourage more students from our communities to actually go into teaching - more meaningful community service and career exposure
Time management skills with focus on organization.
Make sure they get all the help like any other human being gets
One thing schools can do to prepare students for after high school life is to have a project about it or to talk about possible collages after high school.
teach them about it.
One thing would be to encourage students to generous things in life instead of being greedy and cheap.
Tell students so they can think about that and convince them to have a future even tho they might not want to.
One thing schools could do better is offer a greater diversity of opportunities that respond to the varying needs of varying learners. There is no single "best" way to learn that works for

everyone. It all depends on the learner and his or her strengths, preferences, and learning style. By the time kids reach high school most already have a pretty good idea of where they fit. One thing a new high school could do is offer alternative learning opportunities for kids for whom the traditional classroom hasn't worked.
This is purely based on my own high school experience, but I left with a very naive impression of what working life and career path options were. Kids leaving high school should be aware that they will have to invent their own career path, and that the world they will live in as adults will likely be completely different from the one they grew up in.
learning helping and being part of there community

Student Responses to '*If you could change one thing about high school that would make you a more successful student, what would it be?*'



XQ Super School Student Focus Group Project

Key responses from ASCEND focus group 1/14/16

Seven 7th grade students (3 girls, 4 boys)

Prompts:

- If you got a chance to create a new high school What would it be like?
- What kind of things would you learn about? Who would decide what you learn?
- Where would you learn, in classrooms, field trips, workplaces…?
- What would the teachers do? How would they act, what kind of help would you get from staff?
- What would the school look like?
- Think of a time you learned something, in school or out of school, it can be anything, tell me about it, what did you learn, who helped, what did you do to learn it?
- What do you want to do after HS
- How can school help you achieve those goals?

Responses:

- **What would the perfect HS be like?**
  - o The new school would have music
  - o Multiple people would be the teachers so you could learn lots of instruments because not one person can play all of the instruments
  - o You would get to just try to play the instruments like guitar, or a bass and ukulele…
  - o The teachers would be good and could help you learn how to play the instruments
  - o You could go to different classes that you pick, with experts
  - o Have like special classes we sign up for and then we go to the classes on certain days, Like, in order to have more choices you would have to have grades that are a little higher, better grades would get you more choices
- **Where would you learn?**
  - o Tatooing and graphic art, artist could teach you to do designs and different things
  - o Like blood or nerves and where they are (tell me more) like for tattoo you need to know where the veins are and not hit nerves
  - o There would be a lot of field trips
  - o Like for music you could go to museums or somebody could come in and teach you
  - o Experts would be there to teach you
  - o You could go to different places to learn different things on different days
- **What about teachers?**
  - o The teachers would make things fun, like we hate science because the teacher talks too much, it is really boring and in Mrs. Z we all do our work because she makes it more fun…

  - IF students want this teacher to go, like Mr. Sailer, the students said they were not learning but it was the students, he was a really nice teacher
  - A good high school has good rules
    - Like here I don't really like the rules, you can't really do anything
    - Like this year they made more rules like we can't leave the cafeteria
    - You can't wear your hood in class
  - What kind of rules would you like to have?
    - Like you could go off campus after school, they don't let us do that anymore
    - Free dress so you could express yourself
- **What do you want to do after HS**
  - College, I want to go to college, like for football I could go to college.
  - If I don't do tattoo I could go to college.
  - You need more than good grades to
- **What else?**
    - Technology
    - Good technology that is not so expensive but so that it works
    - Students could bring tech home, like if you have internet you could take a chromebook home and then have to return it
    - It would have nice tutors who could help you
    - Yeah nice tutors who were there to help all the time
    - Clubs, fun clubs for things students like to do, like gaming or RPG or LARPing
- **Tell me about a great learning experience you have had, something you learned and how you learned it. It can be at school or something you learned outside of school. Anything you have learned is OK**
    - NO RESPONSES, (this was the first question that student had no answer for!)

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YOUR SCHOOL IN BRIEF

Drawing on everything you did in Discover and Design, as well as any work you did with the optional Jumpstart Guide, please provide an integrated summary of your school design, including a brief overview, a description of the student population you will serve, and clear statements on your planned approach to school mission culture, teaching and learning, student agency and engagement, and networks and partnerships.

Latitude High 37.8 is a high school model in Oakland, California through which students leverage the assets and resources of their city to design and secure the experiences, education and network they need to be prepared for a meaningful and productive life. We are a network of educators, designers, makers, artists, parents, students, civic leaders, and business leaders committed to designing and opening a high school that facilitates self-directed, passion-driven learning for our city's youth in which the Bay Area is their personalized learning environment.

Impact

By integrating educational relevance, the personal growth of students and community connectedness, our student-designed, community-based school will drive our students' and city's success both now and into the future.

Theory of Change

Students thrive when they have close relationships with adults who believe in their potential, hold them to high expectations, *and mentor them through the steps necessary to achieve success. Latitude expands the definition of teacher to include members of the community with knowledge and skills to share and who can provide applied learning opportunities that align with the students' academic and life goals. Latitude transforms "high school" into a series of experiences that create confident, connected young adults with a strong supportive citywide network.*

Design Principles

Personalization
Students' needs and interests drive their educational paths. We will understand where a student is and where they hope to go and build each student a personalized educational plan accordingly.

Relevance
Real-life challenges are our coursework at Latitude. By removing the walls of a high school the community is our classroom and students focus on the issues that matter to them.

Integration
Studies at Latitude are always interdisciplinary. And, because learning takes place outside of a neighborhood-bound building, students work with people of all socioeconomic, ethnic and racial backgrounds. Latitude students, as a result, are comfortable with complex concepts and varied populations.

Creativity
Latitude students, nurtured by makers and designers, entrepreneurs and artists, acquire the creative confidence they need to navigate the knowledge economy with ease and inspiration.

Our Student Population

Latitude will serve a student population that is representative of the socioeconomic, racial, cultural, and geographic diversity of Oakland, California. Oakland is one of the most linguistically and racially diverse cities in the United States - 25.4% Hispanic or Latino, 25.9% White, 27.3% Black or African-American, .3% American Indian and Alaska Native, 16.7% Asian, 0.5% Native Hawaiian and other Pacific Islander, .3% other, and 3.6% two or *more races. We believe that the diversity of Oakland is a tremendous asset in preparing children for success in life in the 21st Century. We will work actively to recruit a diverse student population and to build cultural norms, rituals, and structures to facilitate the empathy, thoughtfulness, openness, and global awareness that bring people together across difference to build relationship and community.*

The Latitude Learning Experience

Latitude's planned approaches to school mission and culture, teaching and learning, student agency and engagement, and to networks and partnerships is really a single integrated approach that is driven by the design principles of personalization, relevance, integration and creativity which in turn become the four pillars of the Latitude student learning experience.

Personalization

At the foundation of the student experience at Latitude is a personalized pathway that is driven by the student's passions and structured through a competency-based evaluation system. Personalized learning has become an educational buzzword for many things. However, at Latitude, a truly personalized education begins with knowing the students deeply:
What are their interests?
What motivates and drives them?
How do they best learn?
What are their cultural norms and expectations with respect to learning and school?
Who is their family and community that surrounds them?
What are their past experiences that impact their learning?
What are their goals?
What are their worries?

Personalized learning requires that we understand a student's needs so we can help craft a program that meets those needs and builds on his or her assets to achieve the goals. Personalized learning without clearly explicated competencies can lead to low rigor and expectations that too often follow patterns of poverty and a lack of power. Therefore, our personalized learning model is based in rigorous competencies, identified by most current research on college and career readiness, that are designed to ensure success in the 21s Century. All students will be supported *as they work to achieve mastery of those rigorous competencies, and all students will be supported as they design the personalized pathway through which they will utilize to achieve mastery. Finally, personalization at the secondary level requires that students have a deep commitment and agency with respect to their goals, and have the self-management, resilience, and perseverance to achieve those goals. Ours is a gradual release model in which we initially provide a certain level of structure and support to students and then release them to a completely self-directed approach in the later years while staying alongside them with the support them as needed.*

Integration

Integration is the second pillar of Latitude's educational experience, both with respect to the actual learning and with respect to the cultural experience. Too often, school learning is siloed by content or by period, and too often, students do not understand how what they learn in these silos apply to their life experiences. Our goal is to create an integrated and interdisciplinary curriculum that teaches math in the service of science and engineering, language arts in the service of science and social science, and the arts in the service of all. The competencies will require the application of an integration of all content areas towards interdisciplinary performance tasks.

Integration is also at the heart of the cultural experience at Latitude. In 9th grade, students will be organized into an integrated advisory (or home group) that will meet daily. This group will also be the foundational humanities class that comes together to discuss relevant current events and read compelling contemporary works, have difficult conversations about race, class, and power in the context of book study in seminar sessions that guided by Socratic methodology. The entire community will regularly come together around cultural celebrations and more informal talks. We plan to expose our students to some of the greatest artists, poets, historians, writers, and leaders in Oakland to help them expand their perspectives. Also, the larger network of adult allies that we will build for our students and all of the citywide partnership will enable students to interact with adults from all backgrounds and fields, further building their confidence in diverse settings.

Integration is deeply intertwined with our approach to *personalization. Only when a student is known, respected and cared for as an individual, is he or she able to have the confidence and security to actively engage in what is increasingly a segregated and unjust society.*

Relevance

Relevance is our third pillar, and intersects with integration and personalization throughout. Too many students today express that they do not know why they are learning what they are learning or how it matters to them as individuals. Students become disengaged in the learning experiences, and agency declines. At Latitude, we hope to leverage the rich assets throughout the city of Oakland to facilitate learning experiences in authentic settings in partnership with actual practitioners. Our plan is to see students learning civics in City Hall, research skills in the Oakland Public Library, ceramics at the Crucible, drama with actors in local theaters, art, history and design in the museums, conservation in the Bay with the Port of Oakland, and world language in cultural settings in which those languages are used. Connecting learning experiences to adults who are passionate builds engagement and facilitating the learning in real settings builds relevance and deeper understanding.

The competency-based evaluation system that guides all of the learning at Latitude will be intentional in demanding students perform, present, create, integrate, and debate. The evaluations will require students demonstrate aptitude in a range of ways to ensure students are building capacity in presenting their learning for a variety of audiences and settings.

Creativity

Our fourth pillar is creativity, and our focus is less on the hard or technical skills and more on building a student's creative confidence in multiple settings and content areas. Students will be supported to meet their creative confidence competencies by identifying where they have passion for innovation and creativity. Their creativity will be enhanced by learning experienced in the arts. The citywide networks will provide students opportunities to develop their creative agency through internships at startup companies, gaming companies, music studios, or learn from *entrepreneurs, scientists, authors, Makers and artists. Students will be required to take a foundational design course in 9th grade and then supported to find a creative confidence pathway.*

Please enter a zip code that best approximates the location of your proposed school:

94601

Among the students you intend to serve, please enter the estimated percentage of students that would fall into the following categories (Optional):

60 % that would qualify for free or reduced school lunches

30 % English language learners

20 % special education

10 % disconnected youth (neither working nor in school prior to enrollment in your proposed school)

Race/ethnicity:

2 % American Indian/Alaska Native

15 % Asian

25 % Hispanic or Latino

25 % Black or African American

15 % White

3 % Hawaiian Native/Pacific Islander

15 % Two or more races

Our proposed school will be a:

Charter school

Our proposed school is a:

New school

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TALENT & TRAINING

A MODULE TO INSPIRE YOU

Recruiting the right educators is essential to the success of any super school.

READ MODULE >

Staffing your school is one of the most important steps in ensuring that your mission for learning is delivered upon. Recruiting a capable staff, coordinating their roles, and planning for their ongoing learning are all critical.

THINGS TO THINK ABOUT

What roles will teachers, leaders, and other adults play in your school? What specialized knowledge and skills will they need?

What are your plans for staff recruitment? What sources will you explore?

How will you enlist nontraditional educators to optimize your school design?

How will you foster a strong professional learning community and promote continuous learning and improvement?

What barriers do you anticipate, and how will you overcome them?

APPLICATION QUESTION

How will you staff your school? How will you bring together traditional educators, non-traditional educators, and other adults to provide a full array of exciting, rigorous learning experiences for your students? How will you foster a vibrant professional learning community?

At Latitude High our focus is on building staffing capacity to provide students with quality integrative learning experiences that will empower them with the knowledge and skills to design and lead their own deep and meaningful learning experiences.

Our staffing model is a seamless weave of traditional academic resources and community assets to achieve educational experiences for our students that meets both their academic goals and meets their socioemotional needs. Student learning at Latitude High is not limited by the walls of a school building or the skillsets of classroom teachers because students will also learn from the best and most engaging experiences available in the community. In order to accomplish this we will tap the skills of both traditional and non-traditional educators.

In the planning year our team is designed to effectively develop partnerships, establish systems and structures, and to curate high quality education experiences for our future students. Our experience with innovative school models has taught us the importance of effective and efficient preparation and planning in year zero. This is why our founding team includes a project manager, a project lead, operations support and academic staff. The project manager is tasked with ensuring that ALL of the pieces come together on schedule. Because our model does not limit student learning to one physical location, operations support is vital to ensure both access to learning resources, and, student safety.

True personalization of the learning experience is at the heart of the Latitude High model and that personalization is dependent on strong relationships between adults and students. Advisories are the backbone of these relationships and identifying the right people to staff these positions is critical. Therefore, we have integrated the best aspects of the Expeditionary Learning "Crew" and the Big Picture Learning School's "Advisories" into our model to serve as guides in developing the criteria for hiring advisory teachers.

The current teacher shortage in California means that we need to be proactive in our recruitment efforts. This involves developing partnerships with schools of education in the region. We also actively recruit from amongst the best in the traditional teacher credentialing space by cultivating student teacher relationships in our network schools and then courting the most successful candidates. Our network hosts job fairs and teacher credentialing events to connect with and establish long-term relationships with prospective teachers.

Our model also requires recruiting individuals with non-traditional educator skills. Teach for America Alumni is one source for experienced and effective teacher talent. The STEM focus of our model means that we need people with extensive real world science and engineering skills. EnCorps trains these types of people for a second career in education. We recognize that schools are not always equipped to teach certain specific skills, so we will connect our students with the right people and organizations to learn those skills. We have teamed with Gyroscope Inc. and will have students learning the design process along with display and presentation skills from their experts in the field. We will also contract with outside providers to access a wide range of diverse and engaging learning experiences for our students. There is no student interest we cannot serve because learning is not tied to a building or a static set of staff.

We recognize that with such an innovative model there currently is an insufficient number of people being trained for all of the roles we need. For this reason we will also build pathways to teaching for our entry level talent. Promising employees will have access to ongoing training and development opportunities within and outside our organization. Programs for teacher residencies such as The Reach Institute and Teach Tomorrow in Oakland will be partners in developing our teacher talent.

Identifying and recruiting talent are the first steps to staffing Latitude High but the real power comes from the structures for ongoing learning and improvement that we will bake into the model. Through the creative use of time and space we will ensure educator learning through intensive professional learning communities. Professional development and ongoing analysis of student performance data to inform instructional practices will be a core piece of our improvement strategy. We hold a growth mindset and are intentional about developing our staff skills and dispositions to best serve our students. We will also use Slack and other social media and communication platforms to ensure *effective and efficient communications. Our plan also includes identifying appropriate technology solutions to address logistics challenges and safety concerns.*

LATITUDE_TALENTTRAINING_STAFFINGPLAN.PDF

LATITUDE_TALENTTRAINING_ADVISORYTEACHER.PDF

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PERFORMANCE MANAGEMENT & EVALUATION

A MODULE TO INSPIRE YOU

Performance measurement allows you to be transparent about your progress and fosters a culture of collaboration.

READ MODULE >

Good schools build a culture of performance, in which everyone is accountable for student success and uses information to assess progress, flag problem areas, and identify opportunities and solutions.

THINGS TO THINK ABOUT

How will you measure growth in every student's learning? How will you identify problems, challenges, and opportunities? What tools and procedures will you use to gather this information, and how often?

How will you collect feedback on your instructional program, the overall experience of students, and the effectiveness of school leadership? How will you understand and improve performance based on this feedback?

How can you use standard data sources differently to rethink student assessment from the bottom up? What data aren't being collected through existing systems?

What do you need to know about your students' academic competencies, social-emotional development, and real-world interests in order to guide their journeys to adulthood?

APPLICATION QUESTION

How will you know if your school is doing a great job—that students are learning and teachers are teaching? How will you recognize if students are, or are not, gaining the full range of knowledge and competencies they need as XQ learners? What measures and metrics will you use, and how will you obtain and use that information?

How do we know that Latitude is doing a good job? Education for Change proactively maintains a culture of evidence in assessing the effectiveness of its schools and educational initiatives. This is not only true for assessing student and teacher learning at Latitude but also for measuring the effectiveness of the other components that are part of the student learning experience.

To better visualize our answer, imagine a wheel with the student at its center. The spokes that come out from the center are the component parts of our model: student learning, the teachers, the hub, the advisors, integrative learning in the community, school leadership and the school itself. Evaluation at Latitude is multi-tiered, formative and summative, and includes all the component parts of the school.

Rubrics-based systems with clearly defined metrics measure student performance in academics and student agency. Competencies are assessed by multi-disciplinary high stakes performance tasks (3x/year), including self-assessment, peer assessment and panel assessment. Content specific competencies in text analysis, argumentation and writing will be measured through peer, self and teacher perspective and artifacts in Humanities seminars. Student growth will be measured utilizing competency rubrics that include domains such as agency, goal setting, communication, perseverance, time management, mindset, character traits, etc. Rubric-based performance tasks are paired with growth measures on standards-based assessments: Scholastic Aptitude Test (SAT), Smarter Balanced Assessment Consortium (SBAC), Northwest Evaluation Association (NWEA), Measures of Academic Progress (MAP). Online learning will be assessed through measures of student engagement, completion rates and student satisfaction.

Teacher effectiveness will be assessed through multiple visits by an evaluator and teacher peers who will score the teacher using a student centered rubric developed by The New Teacher Project (TNTP). Student input will be gathered utilizing a student survey instrument developed by Tripod.

During the initial development of the hub, measures of student connectedness, and, student agency in helping design the learning environment of the hub, will be assessed through student surveys and one-on-one interviews. The data will be used to maintain the student-centeredness of the hub's role in Latitude model.

Advisors will be evaluated through multiple metrics including average *number of advisory meetings per student, student surveys measuring student perception of efficacy of advisor, parent survey data of student's learning experience and academic success, and the percentage of student learning goals met.*

Community partnerships will be evaluated through one formative and two summative metrics. As a formative assessment, school leadership will conduct regular partnership walkthroughs to gather formative measures on the quality of the program, based on the Latitude Partner Rubric. This data is used to provide partnership interventions as needed. The first summative assessment will measure the student's competency in successfully completing a performance task. The second summative assessment is the measure of student perception of the quality of their experience with the integrative learning experiences at the partner's site.

The effectiveness of school leadership will be assessed utilizing multiple measures including a 360 survey by a range of stakeholders aligned to leadership competencies, student outcome metrics, student perception on quality of school, and a family perception survey.

There are frequently administered process metrics in place to formatively evaluate and respond to health of the school which include: 1) weekly student survey to be analyzed by Advisory team, 2) end of cycle review in which community of students and adults review multiple metrics on the quality of the program and determine strategies for improvement; 3) Bi-weekly partner visitations measured against framework; and, 4) Advisors summarize overall student growth every 3 weeks.

Outcome "Vital Sign" Metrics that will be also examined are the number of students who graduate, completing their high school program within six (six years), the number and quality (A-G; GPA; University of California, California State University or community college eligible) of college eligibility, college application to acceptance rate. For non-college goers, the summative measure will be the career pathways plan written by the student. Proficiency across of multiple core competencies will also be used as a measure of college and career readiness. A long-term that will be implemented with the maturation of the school is the college matriculation to completion rate.

Data is only valuable if it is analyzed and interpreted in a systematic way and then fed back through into the Latitude system as part of continuous improvement for achieving student learning and agency. Education for Change has a strong established inquiry process and the Latitude leadership team will use this to ensure a systematic assessment and program improvement approach is in place and operating effectively.

LATITUDE_PERFORMANCEMANAGEGMENT_DASHBOARDS.PDF

TIME, SPACE, & TECHNOLOGY

A MODULE TO INSPIRE YOU
To create a groundbreaking school, you need to rethink how you organize time, use space, and embrace new learning technologies.

READ MODULE >

Creative use of time, technology integration, and purposeful design of your facilities are all crucial elements in developing the right type of learning environment.

THINGS TO THINK ABOUT

How can your school use time, space, and technology in innovative ways that enhance opportunities for students to learn and grow and for teachers to thrive and succeed?

How will your students spend their time during the day and throughout the school year?

How might you use spaces inside and beyond your school to enhance learning? How will you develop or get access to those spaces?

What technologies will help you create the best possible learning experiences for your students?

APPLICATION QUESTIONS

How will you use time as an asset to enable rigorous student learning? How will you organize the school day and calendar?

A core principle of the Latitude model is that learning can happen anywhere, anytime. In most schools, time and space are treated as parameters within which to schedule learning. At Latitude, time is an asset that drives student agency. Students will have the opportunity to think about how they can maximize their time and have the flexibility to develop schedules that align with their individual needs. It is the goal of Latitude to serve all students, including students with varying needs. This *includes emancipated youth who, due to family circumstances, may need to work during the day, to elite athletes that may need to train during the day and could benefit from a more flexible schedule. The time flexibility of the Latitude model combines with other aspects of the model such as creative space use, mentors and advisors to ensure that students maintain a rigorous instructional program which adheres to their goals.*

Latitude students will be required to set their own schedule. From experience, we know that students do not enter high school with this capability. There would be scaffolded support to build this capacity. This rigorous level of executive functioning is more akin to a University model in which students must understand their goals, develop a game plan to achieve their goals and schedule the steps necessary to complete the game plan and thus achieve their long-term goals.

At Latitude, time is an asset that will provide flexibility for students to maximize their learning time. On a day-to-day basis, hubs would stay open late and on weekends so that they are available to both students and to the community. Students would be able to collaborate with their peers and access technology resources in the hub to engage in anytime, anywhere learning. Latitude would operate on a quarter system and be open year-round.

A student's school day would include a combination of self-directed academics, solo project time and/or an enrichment activity, collaborative project time, collaborative discussion time, and time with an advisor. A student would work with an advisor to develop their individual schedule, both the daily schedule and eventually a quarterly schedule with milestones.

Over the course of a school week, there would be dedicated time for humanities seminars and project time that students would have to schedule (much like fitting in a particular class in a University schedule). As in the real world, students will have to deal with constraints, but their schedule would not be fixed nor standardized on a daily basis; it would reflect their goals & needs.

Freshmen students would have more of a fixed schedule, one that meets regularly in the hubs for advisory and seminars. There would be structured time slots in which students learn to manage their own time and decide what it is that they will work on, and there will also be planned time periods for working on projects in the community.

As seniors, students will have more of an open schedule - one that they have developed - where they work with project team members to find collaboration times that work and where they have identified quarter-long projects that meet their learning goals. There will still be humanities seminar times in the hub that students have to schedule around and students will be expected to have regular advisor time to review and iterate on work plans and goals.

Finally, time is an asset that will strengthen the relevance of student learning. Students can use time to go deep on a subject, especially in their junior and senior years. At Latitude High School, students will be encouraged to identify subjects they are passionate about. Site leadership and advisors would then support students in identifying academic resources, partnerships and opportunities that allow them to pursue those passions within the context of mastering competencies such as inquiry, analysis, and presentations.

Overall, through a combination of scaffolded structure and support, students will develop the agency to use time as a flexible asset that brings relevance to their learning and allows them to make the most of their educational experience.

How will you make the most of conventional and unconventional spaces to realize your school model?

Latitude High School is designed to incorporate unconventional spaces. Latitude students will have the opportunity to understand that learning takes place in all types of settings, and not just (or even, mostly) in traditional school settings. Space is key to bringing real-world relevance to students' educational journey as they engage in learning experiences in spaces provided by community partners.

In addition to applied learning settings, the Latitude space is structured around a series of community-based hubs. There will be a central hub fully dedicated to Latitude students that serves as a home base and as a safe space for students. Additionally, there are dedicated co-working spaces across Oakland such as public libraries and space with partners' organizations where Latitude students can gather and work on projects. Based on conversations with existing partners, we know that there is unused space that can be leveraged for this purpose.

The hub will serve as a center point for navigation to learning experiences throughout the city. Students will play a large part in designing the look of this hub. They may, for example, design workspaces from reclaimed wood in partnership with STEAM Factory. Students will begin to understand how they can shape their environment through their interactions with the central hub space. This is an invaluable a lesson in building student agency that will continually be reinforced as they navigate the larger Latitude ecosystem.

In addition to a hubs, the Latitude ecosystem will include multiple learning partner organizations that provide host space and real-world applied learning projects for students. Some partners would have dedicated spaces; for example, students would have access to conventional classroom space through partnerships with the Oakland Unified School District and the Port of Oakland would have a dedicated Latitude shipping container classroom. One strength of the Latitude model is that potential partners can engage at multiple levels. Some smaller businesses, for example, may have a Latitude sticker on their front door/website - showing students they are welcome to come in and ask them questions as part of a career readiness project.

One of the main goals of Latitude is to broaden students' perspective, and an understanding of space and its creative use is one key to that. Many students may come to Latitude unaware of the broader city landscape beyond their neighborhood. Space will be one conduit through which students examine their role in the world. Students will be regularly exposed to different types of spaces - from corporate boardrooms to industrial warehouses - and understand what it means to operate within different contexts and understand the dynamics of unique spatial contexts as it impacts human interaction. In this way, Latitude students will build their level of social capital. Students will also have the opportunity to broaden their perspective via studying abroad and taking courses on college campuses.

Another key tenet of Latitude is that students will give back to the broader community and thereby strengthen the Latitude network of community partners. There will be service learning opportunities in spaces around the city and students will have opportunities to share their work in public exhibit space like partner *storefronts and public libraries. In addition, the use of the city as a learning space allows for more than that - public space becomes an avenue for students to actively bring learning to others. Students can use geocaching to design learning modules for other students and creatively design learning opportunities in public space. This will build on the notion of operating across various contexts. Overall, the flexibility of the Latitude ecosystem will provide continually expanding learning opportunities.*

From the hubs to the city landscape, students will be purposely exposed to space at different levels of complexity and scale. However, beyond understanding the various physical spaces, it is important to note that students will also be developing their own personal spaces, via curated e-portfolios and project-based social media accounts. This will be an opportunity for students to define themselves and to think about how they want to present themselves in a manner that supports future opportunities and their personal development. The lessons that students will learn from navigating the Latitude ecosystem - from understanding spatial context to learning how to maximize the use of space for learning - will prove useful for supporting students in developing their personal space and their sense of agency.

How will you use technology innovatively to enable every student to achieve mastery in key areas, including but not limited to science, math, English language arts, and history/social studies?

Latitude students will be digital citizens and savvy users of technology with access to the technology necessary to succeed in today's world. The Latitude model has a built-in level of flexibility and asynchronicity, given that students will have the capacity to set their own schedules to develop core competencies and will be engaging in multi-week projects in applied work settings through the city. Technology is a tool that will support connection and alignment across Latitude's various components, and bring real-world relevance to learning while also supporting student agency and creativity.

Latitude will be a 1:1 school and students will have both phones and laptops. Latitude takes seriously the responsibility that comes with the level of freedom that students will have; digital citizenship will be imbedded in the culture, and technology will serve as a common connection point for all students, parents, and staff. We know that feeling safe is an important component of learning, especially for many of our students in under-resourced communities. Technology will support safety by enabling students to navigate the city and allowing Latitude to monitor student movement across the city and to keep in contact with parents. Further, students will always be able to contact an advisor for support and guidance.

One way in which technology will support student agency is by enabling students to manage and track their own learning path - both in the spatial and academic sense. Spatially, students will map their journey and see a visual representation of their increasing sense of agency over time as the borders they navigate expand. Academically, as indicated in the 'Performance Management' section, students will have access to real-time dashboards that illustrate their progress and their goals. Advisors and school leadership will also be using the dashboards to identify the type of support individual students need, and there will be an environment that supports data transparency so that students can identify potential tutors and learning partners among their peers, further developing connection and agency.

Technology has been a key lever in supporting anytime, anywhere learning. Historically, this has usually meant students being able to access online programs when they are away from school. At Latitude, that will continue to be a role that technology plays. Students will be able to access a broad spectrum of courses and adaptive coursework online and working at their own pace so they could, for example, complete Calculus by
10th grade. In addition, with support, Latitude students will be expected to engage with online work a bit deeper and to use technology to explore their learning passions and develop their own learning pathway based on their interests and an understanding of what competencies they need to master. For example, to fulfill science competencies, a student interested in the conservation of endangered animals could research the World Wildlife Fund, virtually experience a safari in Kenya and then connect with a local school in that country and arrange for an opportunity to study abroad. The student's advisor would keep track of how the student is progressing and provide necessary support, but technology would allow this student the agency to take their own initiative.

A key differentiator of the Latitude experience is that students will also have regular access to applied technology that is used in the field, enhancing the relevance of student learning. Students will be working on applied projects with such Latitude partners as the Port of Oakland to, for example, monitor air pollution via detection units that they built. With a partner like Steam Factory, students interested in artificial intelligence would develop and program their own interactive machines with micro-controllers. This exposure to real technology will provide students with a strong foundation for problem solving and developing their own technology. Students will be experiencing applied technology at multiple levels, from the cutting edge to the everyday. They will directly see how the nature of work has changed and how it is imperative to not just prepare for the jobs that exist but to continue to challenge themselves for whatever the future brings.

As technology has transformed the workplace, so too does the Latitude model aim to transform high school. Overall, technology at Latitude is a key tool to support students facilitating their learning experiences to develop mastery in ways that are meaningful and impactful to them.

LATITUDE_TIMESPACETECHNOLOGY_STUDENTWEEKVIDEO.PDF

LATITUDE_TIMESPACETECHNOLOGY_MYCITYMYSCHOOLVIDEO.PDF

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FINANCIAL MODEL & SUSTAINABILITY

A MODULE TO INSPIRE YOU

Thoughtful budgetary planning will allow your vision to flourish.

READ MODULE >

A good financial model is essential for a school's sustainability. A fiscally responsible budget makes the most of available resources and keeps the focus of everything you do squarely on students.

THINGS TO THINK ABOUT

What is the current school finance situation in the community you wish to serve? What funding streams for youth and education are available to you? How flexible are they, and are there any rules and constraints for these funds?

What is the total cost of implementing your school model? How will you use resources creatively to fulfill your mission?

How do you expect to use money strategically during the development year prior to opening your school? How about for the first five years of operations?

How will you ensure that your school is financially sustainable? What funds—beyond per-pupil allocations—do you anticipate needing over the long term? How will you secure them?

Who has the financial expertise to make your innovations real? Are they willing to help or be a part of your team?

APPLICATION QUESTIONS

How will your budget support the innovative characteristics of your school and prioritize student learning? How will you advocate for policies that will enable you to use public and private dollars efficiently and wisely? How will you garner the additional resources you may need to make your school a reality?

Latitude High's innovative model partners internal staff, education systems, and community resources to provide quality, integrative learning experiences to students. This means that Education for Change (EFC) will need to re-imagine how it allocates its resources so that they are spent more strategically, meaningfully, and efficiently on student learning. This innovative non-traditional design will have significant implications for the current staffing and resourcing model. For example, Latitude expects to realize savings on facilities costs including rent, utilities, and maintenance. Staffing costs would also be reduced as credentialed teachers could be more strategically deployed. In addition to classroom teaching, faculty would serve as mentors and advisors to students as the students learn through projects with our partners. From these savings, Latitude will spend more dollars on partnerships, online and/or differentiated learning, educational experiences, curriculum, and technology. Additionally, as we scale and garner more community partners, we expect to gain efficiencies in our partnerships through more effective student management and better pricing.

Based on our financial model, Latitude will become public-dollar sustainable in its third year of operation. In year zero (or the startup year), EFC's home office will invest $100K to fund a project leader for the whole year. In addition to a project manager, these first employees will become Latitude's principal and assistant principal team. Because EFC is a financially healthy and prudent organization, EFC has dollars to invest in growth and expansion, especially to properly design and build an innovative high school. After the startup year, EFC expects that Latitude will need to deficit spend just under $1M over two years to implement *our programming. In the third year, based on conservative enrollment numbers, Latitude will be self-sustaining through federal and state dollars.*

With additional funding, EFC believes we can do more--both faster and thoughtfully. The additional dollars will partially be spent on our startup costs, but they will primarily be spent on bringing the innovative model to a larger number of students and developing more community partnerships. Our plan is to develop two hubs by year five, and consistently increase the number of hubs. This will lead to access to a diverse set of neighborhoods and communities, establishing a presence with different community partners, and ultimately, creating more learning space for students. Furthermore, the additional dollars can be used to fund and test different and innovative projects and internships throughout the city. Lastly, EFC is constantly thinking about codification. The additional dollars will be spent on developing a "playbook," so that the model can be replicated.

EFC's core financial goal is that all its schools be self-sustaining on publicly funded dollars. We strongly believe that requesting additional public dollars to fund our non-traditional school above what traditional schools would receive is a non-starter. However, we can acquire additional resources to spend on student learning through private dollars (or in-kind contributions) and cost reduction. There are many technology companies working in Oakland and through partnerships with these technology companies, we can garner space, mentorship and internship opportunities, and other forms of student growth. Additionally, we will find similar opportunities with architects, lawyers, accountants, artists, restaurants, etc. As we continue to scale, we expect additional cost reductions as we coordinate and manage students' time with partners more thoughtfully.

EFC has been an advocate for quality and thoughtful spending of education resources in Oakland in both charter school and school district systems. Currently, the State of California has restrictions on how resources are distributed, accessed, and utilized that tend to push charter schools and school districts to utilize the "safer" traditional schooling model. In technology and business, California is often at the forefront of innovation; the way we educate our children should be no different. EFC plans to highlight and share our innovative high school model with the larger community, so that others can thoughtfully implement *non-traditional models as well. We will demonstrate that many of California's "traditional-biased" guidelines are not necessarily aligned to student needs and growth.*

Since much of your revenue will be driven by student enrollment, how do you expect the number of students served by your school to grow in your early years of operations? When do you expect to reach full enrollment?

In the first year, our enrollment will be approximately 50 students. The founding class will be half the size of a normal class, which will provide us time to refine our model, develop community partnerships, and implement structures and systems. In subsequent years, our enrollment will be 100 students per grade so that our enrollment will grow from 50 in year one to 400 in year five.

We expect there to be sufficient and significant demand for our new high school model as EFC currently has no high school. Within the Fruitvale neighborhood, EFC manages three schools totaling graduating eighth grade classes of 250 students (150 from Epic, 50 from Lazear, 50 from ASCEND). Outside of EFC, in 2014-15, there were 7,369 students in OUSD and 3,579 students in OUSD-authorized charters in the 6-8th grade classes, or approximately ~3,600 students per year (source: "OUSD Fast Facts 2014-15"). Initially, as Latitude's first hub will be in Fruitvale, we expect the majority of
our ninth grade classes to be from the Fruitvale and/or EFC middle schools. However, in subsequent years, and especially after a second hub, we expect to draw enrollment from different neighborhoods in Oakland.

Because of our hub-based model, Latitude can continue to expand enrollment and build or rent facilities ("hubs") to meet enrollment needs. The student enrollment cap will be tied to the number of high quality community partnerships that are working with Latitude to support its innovative educational model.

Please download and complete the Estimated Expenses Worksheet (**Word**, **Excel**, **PDF**) or provide comparable information about your anticipated expenses.

The attached model reflects a full accounting of estimated costs and revenues, given current assumptions. The uploaded expenses worksheet is in pdf format. A link to a Google *spreadsheet version of the model (with underlying formulas) is attached below as Attachment 2.*

LATITUDE_FINANCEMODEL_MODEL.PDF

LATITUDE_FINANCIALMODEL_SUMMARYDECK.PDF

LATITUDE_FINANCIALMODEL_SPREADSHEET.PDF

GOVERNANCE

A MODULE TO INSPIRE YOU

A dedicated board helps a school achieve its mission, and advocates on its behalf. The board you need will depend on the form of governance you choose.

READ MODULE >

Good governance provides financial and legal stewardship for your school, helps you stay true to your mission, and offers opportunities for participation and voice by members of the school's community.

THINGS TO THINK ABOUT

What form of governance will your school take? Will your school be an independent charter school, a school within a charter network, or a school within a district? What are the pros and cons of each?

How will you ensure fair and effective policies regarding student enrollment, calendar, hiring, procurement and purchasing, curriculum, and other matters? How much discretion will you need in these matters to enact your innovation?

Which champions will you need to provide your school with guidance and support, and to ensure accountability for legal requirements, sound fiscal practices, and high expectations for student learning?

APPLICATION QUESTION

What governance model have you selected for your school, and why? If your school will be an independent charter, what role will your board play, and how will you recruit and train its members? If your school will operate within a district or charter network, how will you work with the existing board, and in what specific areas will you have decision-making authority?

Latitude will operate as a high school managed by the largest charter operator in Oakland, Education for Change Public Schools (EFC). EFC is currently a preK-8 operator focused primarily in East Oakland. Latitude will be our first high school and designed to ensure our rising 9th graders have a high school option that facilitates a powerful student-directed pathway that leverages their agency and personal goals.

As a high school within a larger CMO, the governing board of Latitude will be the governing board of EFC. The board's primary responsibilities include selecting and managing a CEO and holding the CMO accountable for achieving our academic targets, implementing the approved charters, managing fiscal and legal compliance, ensuring financial sustainability, and passing policies that facilitate effective management. The Board recruits new members based on maintaining a diverse set of backgrounds (including EFC parent members) and necessary competencies (such as financial oversight) and has an onboarding sub-committee dedicated to bringing new members up to speed.

The Board's primary interaction is with the CEO. The CEO manages a leadership team that supervises and takes responsibility for each charter school within our organization. EFC employs a Chief of Schools who will be directly responsible for supervising Latitude, but there is also a Home Office team who provides intensive coaching, resources, and guidance to all our schools.

With respect to decision-making authority, EFC is a unique CMO comprised of a fairly diverse portfolio of schools with respect to grade spans and educational programs. We have preK-5, K-8, and 6-8 schools that include a Expeditionary Learning Outward Bound arts-integration school, a community school, a gaming Maker school, a STEAM school, and others that appear more *traditional in focus. EFC gives schools guided autonomy in their instructional models in return for strict adherence to key "non-negotiables" including:*

A) Instructional Model
Coherent, research-based standards-aligned instructional model
Participation in EFC assessment system
School-level coherence: instructional goals, content, instructional strategies
Structures that support high levels of student engagement
Rigor: a focus on higher levels of Bloom's taxonomy

B) Teacher Development
Structures that enable coaching, modeling, training, feedback for teachers
Data-based inquiry - using data to inform decision-making and facilitate reflection
Teacher collaboration and planning time built into schedule
Teacher leadership/decision making structure

C) Support for the Whole Child
Site-level Family Leadership Council that participates in EFC-wide FLC
Research-based interventions as part of a tiered interventions model
School-wide culture policy with clearly communicated values and expectations and an aligned curriculum to support social-emotional development
Structures and practices to promote physically healthy kids.

What is consistent and required across all of our schools is participation in EFC-led school design, planning and iteration processes. This process results in fairly comprehensive charter petitions that outline programs that adhere to our non-negotiables but can be unique in their offerings. We hold our schools accountable for implementing those charters with fidelity. Our Home Office team facilitates annual strategic planning processes, quarterly data talks to facilitate ongoing iteration, monthly site-level walkthroughs for data collection and reflection, and ongoing site-by-site level support to ensure schools are on track. These consistent accountability and support systems facilitate effective management of more diverse programs.

Our rationale for allowing some guided autonomy is rooted in our belief that public education has many more questions than answers. We want our educators to be inquiry-oriented, to test *their hypotheses, and to leverage improvement science to become more impactful. To create that kind of iterative, problem-solving culture we need to provide structured ways for schools to iterate and evolve. All of our schools have the opportunity to put forward unique and new practices that have the potential to facilitate improvement of learning, and our charter development and site planning process is the means through which a school can put forward new changes. All site plans must be approved by the CAO and the Finance team and then recommended for final approval by the governing board. All charter petitions must also be approved by the CAO and CEO and then recommended for final approval by the governing board.*

Operationally, we do not facilitate autonomy. We have found that there is little to be gained from allowing autonomy around back office systems specific to facilities management, financial management, human resources, or legal. We manage all of those systems centrally.

We hope as a CMO to find that fine balance between managing schools and facilitating innovation at every level, between maximizing efficiency through economies of scale and pushing outside the box. Like our schools, we as a CMO are also a work in progress, iterating on our management approach to find that perfect balance. We have developed common processes for planning, iteration, resource allocation, and accountability that have facilitated more effective management and support of a diverse portfolio of schools.

LATITUDE_CMO_ORGCHART.PDF

LATITUDE_CMO_BOARD.PDF

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IMPLEMENTATION CAPACITY

A MODULE TO INSPIRE YOU

Getting to the first day of school will require strong leadership, hard work, and great attention to detail.

READ MODULE >

Planning and managing an effective school requires leadership, an ability to recognize and address barriers, and people who have the skills and commitment to get things done in service of a mission.

THINGS TO THINK ABOUT

What do you need to do in order to evolve from concept to implementation? Who needs to be involved, at what level of commitment, and in what roles?

Organizations develop habits very early in their operations. What mission critical practices can you build in from the beginning?

What gaps, barriers, and threats could hamper your ability to fully implement your design? How will you address them?

How will you stay flexible to differences in the way your team members view processes and priorities? How will you adapt when your expectations don't match reality?

APPLICATION QUESTIONS

What key milestones will you need to achieve as you prepare to open your school, and by what dates? What constituencies will you need to involve, and how will you engage them? Who will be responsible for keeping the process on track?

As detailed in the Team Profile section, the Latitude design team has a strong record of knowledge and experience in both school development and innovative thinking. Latitude will benefit both from a strong CMO that has previously developed innovative school models from scratch, as well as a set of partners that already engage students in deep and real learning outside of school boundaries. The first key milestone in opening the school is to hire the project lead and project manager, both a year prior to opening. This founding team would be provided with a set of core design anchors and an initial project plan that lays out some key milestones. The project manager would be responsible for fleshing out the project plans and for ensuring that it stays on track. The project lead would have primary responsibility for fleshing out the design anchors to implement the year 1 model, including developing partnerships and engaging the community.

Key high-level milestones (Deadline - Milestone - Owner) in year zero include:

Human Capital:
August - Hire project leader (PL) and project manager (PM) - CMO
March - Hire advisors - PL
Jan - Hire site operations manager - PM
July - Develop advisor rubric - CMO
June - Design summer professional development framework - PL

Community Engagement:
Mar - Finalize student recruitment - CMO
June - Finalize student / family on-boarding plan - PM

Curriculum & Assessment:
May - Develop curricular frameworks - PL
June - Develop assessment plan - PL
July - Develop data platform - PM
May - Develop Year 1 partnerships and project experiences - PL
June - Finalize interventions, ELL and special education plans - CMO

Culture & Routines:
May - Develop 9th grade schedule - PM
June - Develop initial space & routines plan - PM
July - Develop behavior framework - PM

Operations:
May - Finalize Year 1 budget - PL
July - Develop technology roll-out plan - Operation Manager (OM)

July - Finalize operational systems - OM

While the project lead and project manager take core responsibility for the work, we know from experience that no founding team can do it all. The founding team would be able to rely on the CMO for operational support and thought-partnership. In particular, the Latitude team would rely on existing structures and expertise for staff and student recruitment, as well as receive thought-partnership around data collection, assessments, and interventions support.

A key tenet of the Latitude model is leveraging the existing assets in the community, and this is where the broader design team comes in. Latitude aims to bring in a diverse student body from across the city. To this end, Latitude will engage community partners like Urban Montessori and Go Public Schools that serve broad sets of parent communities. Additionally, recruitment efforts will include the parent communities with which Education for Change has deep connections. The Latitude school model is dependent upon a roster of strong community partners. Our broad design team has already begun the process of building a larger extended network and the Latitude project lead will build on this engagement to identify and solidify learning partners that will provide engaging real-world project opportunities.

From experience, we know that starting a school - especially one with considerable innovations - is a challenge. This is one key reason that Latitude aims to start relatively small and then scale up; it is imperative to provide space for thoughtful implementation and iteration. Overall, with the benefit of a strong team, organization and partner networks, we believe that Latitude will be well-positioned for success.

Do you expect to encounter opposition to your school, or pressure to compromise on key elements of your design? How will you maintain the integrity of your model and hold yourselves accountable for achieving the goals you have set?

Whenever you design a truly innovative school, there is tremendous pressure to default back to a traditional approach. Parents, teachers, students, and the larger funding and legal environment will struggle under confusing changes and push back against unknown and occasionally uncomfortable transitions.

Education for Change (EFC) has a significant experience with startup schools and innovation in schools. Hae-Sin Thomas, our CEO, led the OUSD new school incubator and supported the development of over 20 new schools in Oakland. Most recently, EFC designed and opened Epic, nationally recognized as one of the most innovative middle school learning models by Next Generation Learning Challenge.

We as an organization have learned a lot from opening so many schools:

1. Minor iterations of the current traditional model will not result in major changes to a
child's experience. In the end, the overall experience of children in many "new" and "innovative" schools remains the same because all that was added was some technology or a different grading system. We believe that dramatic re-thinks are required for dramatically different experiences and student performance outcomes. Embracing such a re-think makes it much harder to default back to traditional approaches. To ensure that Latitude remains true to its vision, we will be intentional about creating a radically different experience for children and adults. Our goal is for everyone not to experience Latitude as "school" but as a "learning adventure."

2. It is human nature to default back to what you know, so it is critical that you build accountability systems that do not facilitate defaulting. This can look like implementation rubrics, observation forms, evaluation processes, stakeholder surveys, and fidelity checks. To ensure a high degree of fidelity to the developed model, it's critical to develop the charter petition and the accompanying implementation documentation with a relatively high level of specificity, forcing the staff to implement the school as designed. This must of course be balanced against the ability to iterate and evolve the model as challenges arise.

3. Ultimately, we must evolve not just the structures, systems, and procedures but the actual interactions between people within the school. Learning is highly interactive and it therefore requires structured and unstructured ways for students and adults to work together. Our images of teaching and learning look like adults talking at kids while kids write down and memorize what adults say. We must develop a specific plan to build a culture oriented around adult and students as partners in the learning experience. This culture must come to life in our rituals, procedures, accountability tools and our day to day implementation.

4. There are tremendous pressures outside of the school that are designed to push us back to a more status quo standardized high school model. The demands around A-G, WASC accreditation, classroom-based versus non-classroom-based funding, AP courses, the grading and credit system, teacher credentials, and NCLB (to name just a few) are all enormous barriers to innovation. Our strategy is to design the school to push against these constraints, getting creative but not risking funding or legal compliance, while simultaneously working with allies to change the policies that limit high school innovation. Our CEO is the Member Council Representative for California Charter Schools Association, the primary lobbying and *advocacy group for charters across the state. She has already engaged CCSA leadership around the need to rethink some of these design barriers.*

The status quo is a persistent enemy. At its most benign, it comes as a weak policy environment, a lack of resilience around change, or not understanding the big picture. But we can't forget that these benign barriers are rooted in pervasive racism and classism at the individual and systems levels. In opening Epic we learned that it's hard to implement something truly different, that most do not have an appetite for innovation, and to many individuals are hard-wired to command and control urban children. The Latitude design team is not naive about the challenge of implementing a truly different experience for kids and adults and understand that this will take persistence over many years and require ongoing reflection and iteration. In order to hold ourselves accountable to implementing the innovation we design, we will have to design a radically different experience (from facilities to classes to teachers to grading); build the systems, structures and procedures that will facilitate the implementation of that experience; ensure accountability systems to pressure the implementation; and work with allies to challenge the policies that restrict even deeper innovation.

LATITUDE_IMPLEMENTATION_PROJECTPLAN - LATITUDEPROJECTPLAN.PDF

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TEAM PROFILE

INTRODUCTIO
SECTION 1: TEAM COMPOSITI ON
SECTION 2: TEAM DYNAMICS
SECT N 3: TIME ACTIVITY

SECTION 1: TEAM COMPOSITION

What motivated your team's members to start or join this team?

Who is part of the core team and why? What roles do non-core team members play?

What qualities does your team possess that will contribute to success in creating a Super School?

The Latitude HS Team is motivated by a love of learning and a strong commitment to the underserved youth of Oakland. We are teachers, administrators, philanthropists, journalists, parents, designers, makers and entrepreneurial innovators who recognize that our current school system is outdated and woefully inadequate in terms of its ability to prepare Oakland youth with the 21st century skills they need to thrive. The quotes below provide a sample of the passion and commitment the team brings to this important work.

"I joined this team because I love to learn and I'm passionate about providing opportunities for young people to learn while fueling curiosity and creating a culture of inquiry. Creating a school has been a dream of mine since I was in high school myself (a long time ago!). As a business owner committed to providing people with opportunities to succeed in the workforce, I am also interested in how our schools can best provide our kids with the skills they will need for the 21st century workforce." (Lauren)

“Rogers Family Foundation has a strong track record of supporting innovative public school models in Oakland for students furthest from opportunity. I'm thrilled to be on the Latitude Team and bring my experience as an educator, a funder, and a parent.” (Greg)

“As the first person to attend college in my family, I am interested in what factors and school environments can support students from diverse backgrounds to succeed and grow as college freshmen, informed individuals, and ultimately as productive citizens.” (Stanley)

“I am excited to create a new paradigm that bridges the gap between formal education and social innovation. “(Louise)

“I am interested in exploring alternative models to brick and mortar schools that connect students directly to authentic, community-based learning that matters.” (Randall)

“Having been a long-term educator (high school and university) and high school athletic coach in the urban flatland of Oakland, I've encountered the reality that young people of color in our city desperately need an innovative approach to help them realize their higher education goals.” (Abe)

“What excites me about this project is the fundamental question we are trying to answer: ‘What if we can design an innovative learning experience that deeply connects the learner to her passions, his community, and their world?’ ” (Noah)

While our team comes from all walks of life and from diverse sectors in our local community, we have established a core team that is intimately involved in all aspects of the design and build process. This core team is made up of educators, parents, community partners and funders who not only have the time and energy to do the work but also the knowledge, skills and experience to do it well. This core team understands the life cycle of a startup and has experience in building schools from the ground up. We have been strategic in making sure to engage folks with a wide range of skill sets, experiences and connections so as to have in-house expertise in all areas needed. This core team digs in to apply their skills to bring to life the concepts and ideas shared by the organization-wide team and then goes back to the whole group to refine and iterate until we have it right. The result of combining input from both experts and lay people is a design that is driven by what the experts think can work as well as by the hopes and dreams of the people it will serve.

Even more important than the skills and experience of the team is the commitment and passion with which we engage in the work. This team is driven by a dissatisfaction with the status quo and an *unmitigated determination to do better because our youth and our community deserve it!*

LATITUDE_TEAMPROFILE_SKILLSMATRIX.PDF

LATITUDE_TEAMPROFILE_PARTNERSHIPS.PDF

PREVIOUS NEXT

TEAM PROFILE

SECTION 2: TEAM DYNAMICS

Tell us about an inflection point — a particularly challenging time or an Aha! moment — that your team experienced as you developed your Super School proposal. How did it affect your team, change your perspective, or shape your application?

A core value for our team is learning guided by reflection and inquiry - listening, gathering data, and assessing data patterns. These processes have helped facilitate a team culture of questioning and probing which has proven invaluable in the many iterations of our model.

In an early planning meeting, some of our team questioned if and how the Latitude model would be able serve ALL children. One leader was concerned that many children coming from Oakland's rigid middle schools would lack the agency this model required, and that Latitude might be more attractive to more privileged communities while EFC children might not opt in. This concern was echoed by a Latina mom who felt many Latino families would think it was too different. A Black leader argued that there had to be real intention around preparing Black and Brown children to interact with privileged and potentially racist adults and that facilitating success for our most underserved children had to be a priority.

This conversation pushed us to think deeply about how and why integrated schools struggle and how and why schools became re-segregated. It forced us to think about why high poverty parents might reject the model while affluent families might flock to it. It *pushed us to think deeply about and engage youth who might benefit from this type of model the most: emancipated youth, homeless youth, teen parents, and foster care youth.*

Additionally, we have thought deeply about how we can leverage personalization, flexibility in time and space, a competency-based approach, and relevance, to address the needs of the full range of students from high achieving to at-risk high school students. What additional partnerships are need to increase the capacity to our team?

We have initiated a parent engagement campaign within EFC that addresses both what happening in secondary education nationally and why an XQ Project might even exist in order to better understand their concerns.

These concerns also pushed us to rethink our 9th grade program and design a more scaffolded first year focused on facilitating agency, building confidence, deepening understanding of equity issues, and building community.

PREVIOUS NEXT

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TEAM PROFILE

TIMED ACTIVITY SUBMITTED

INTRODUCTIO | SECTION 1: TEAM COMPOSITI ON | SECTION 2: TEAM DYNAMICS | SECT N 3: TIME ACTIVITY

SECTION 3: TIMED SCENARIO ACTIVITY

This is a timed exercise designed to challenge your team—and give us a window into how you approach problems together in real time. Here's how it will work:

1. This portion of the challenge will open at 6:00am PT on Monday, May 2 and will close at 11:59pm PT on Friday, May 20.

2. Each team will have four (4) hours to complete the two-part, timed exercise. Please note that, although each team will have up to four (4) hours to complete the two-part exercise, we estimate that the entire timed activity will take a total of about three (3) hours to complete.

3. Once your team is ready to begin the timed exercise, one member of your team must click the START button below to activate the timed activity for the team.

4. When you click the START button, you will be prompted to confirm that you are ready to start the scenario. You will then be directed to the Timed Scenario Activity page, where you will see your team's scenario and all associated questions, as well as forms to submit your responses. At the top of the Timed Scenario Activity page, you will see the exact time by which you will need to submit your responses.

5. Responses **must** be submitted within the four-hour time allowance to be accepted and scored. Your team's response may be submitted as text, video file (max. 5 minutes), or audio file (max. 5 minutes); you may also submit up to three charts, tables, or images that illustrate your answer.

* If you have any concerns about not being able to complete this activity online, please contact **support@xqsuperschool.org** .

THE SCENARIO

Your Super School has launched well, and you're halfway through the first academic year. Your team believes you've been successful in implementing your school design. Yet mid-year measures of student learning reveal some troubling results. Approximately a quarter of your ninth graders are struggling academically and not meeting the learning goals you've set. Many are students who entered high school performing below grade level. You had expected that, by now, your school would be helping them to bridge their learning gaps; instead, the gaps are growing.

Scenario Response Part 1: The Challenge
What actions will your team take immediately (within the next 7 days)? In the next 2-3 months?

As you prepare for the next school year?

Whose advice, help, and cooperation will you need as you analyze and respond to the situation?

How will you know if your actions are effective?

Whenever a school is not on track to meeting their KPI (Key Performance Indicators) targets, the Education for Change team focuses on analyzing for patterns, conducting root cause analysis, and collecting additional data to inform the initial findings. Specific to Latitude, we would ask and research the following questions within the first seven days:

1. Was there a problem with the progress monitoring tools (rubrics, student reflections on work, exit tickets, online program progress reports, formative assessments, formal assessments)?
a. Was there insufficient progress monitoring data collected?
b. Were the tools not calibrated with the midyear assessment? Are the tools sufficiently rigorous?

2. Was there appropriate response to the data? Advisors should be reviewing progress data.
a. Did the advisors understand the implications of the data and/or know the appropriate mitigations?
b. Were students setting non-rigorous goals?

3. What student-specific data do we need to identify the root cause for the lack of progress?
a. Student engagement data - discipline, attendance, student agency data, work completion, guide reports, teacher notes
b. Student interviews
c. Parent interviews

4. Are there any other non-performance patterns with this particular group?
a. Demographic - Race, SES, gender, ELL, SPED
b. Class/program assignments
c. Social patterns

Once we have completed a root cause analysis for each child's lack of progress, individualized action plans and a school-wide action plan would be developed. The plan(s) would be implemented over the course of 2-3 months with monitoring of clear milestones at a bimonthly rate, led by the principal.

After 2-3 months of implementation, we would review the effectiveness of the mitigations as part of our thinking for the next school year. Specifically, we would ask:

1. Are the mitigations scaleable as the school grows?
2. Do we need stronger summer orientation?
3. Do we need to rethink/revise how we either select or train talent?
4. Do we need to build out better systems for progress monitoring or student intervention?

The support team always starts with the Advisor, the student, and the family. We then bring in the student's peer and adult allies, if appropriate. If it's a school-wide issue, we engage the entire school *team and the students as part of the design-build team. Because EFC is a CMO, we have a deep support team that can be brought in for specific challenges including the Director of Secondary Education, the Chief of Schools, the Director of ELA/ELD, and the Director of Student Support Services.*

We know we are effective if the ongoing progress monitoring shows these students are achieving their KPI targets. We also want this experience to build a continuous learning culture. Failure is a learning tool and an opportunity for improvement. Going through this process as a community will build a sense of collective responsibility and organizational efficacy. This process should also be used as a powerful engagement opportunity - to build deeper connections with these students and to message care and love. We will survey students and staff on their experience to access our process.

LATITUDE SCENARIO ATTACHMENT_DRIVER MAP.PDF

Scenario Response Part 2: Self-Reflection

Now that you have decided on a course of action, take a moment to step back and reflect on how your team responded:

- How did you decide what actions to take? What factors influenced your decision? What assumptions did you make? What tradeoffs did you consider? How did you settle on key priorities?

- What did you learn about how you function as a team? Is there anything you could do to strengthen the capacity of your team to respond to challenging situations?

As long-time educators, we have had experiences like the scenario outlined in this activity. After reading the prompt, we agreed not to make any assumptions about what any particular data set might indicate. All too often, educators look at data with narrow lenses that reflect their biases and make non-strategic decisions that don't use resources well.

Our team discussed the prompt with these following questions: What was the process for data collection? What is the quality of the data, and what does it say? What is the root cause of the issue, and how do we know this? What is the action plan, and what is appropriate for each individual child? Finally, how do we assess and monitor the effectiveness of the action plan?

From our experiences as school operators, we have found that it is very rare for interim (or midyear) data to surprise us because we would have had systems or KPIs in place that would have predicted this event. Therefore, we thought about the progress monitoring tools that led us to this scenario and how we could improve on that process. A plan for defining and collecting more current, accurate, and actionable data should be implemented in the future.

To focus our work, we outlined how the scenario would occur within our school. We reviewed our first year model which would have four employees (two administrators and two teachers) and 50 students. From there, collectively, we answered each of questions in the prompt at a high-level together. We then agreed on the priorities based on the answers. Next, we broke out into teams of two to answer each of the questions and develop the individual attachments. And finally, we collectively reviewed each document.

Moving forward, to strengthen our team, we would continue to refine our processes for working together. Although we developed an action plan, our team has a diverse set of talents and strong conviction for the topic, which led to a lot of in-depth work and discussion. Because of our team's collective expertise, we struggled to narrow our responses within the limits of the format.

We learned a lot about how we work as a team. First, we have a large set of common experiences, but we each interpret from those experiences differently. This allowed us to have a healthy discussion for the first 30 minutes as we answered the questions together. Second, our team divided into work groups based on our competencies. Some members worked on the writing and others worked on process mapping, action plans, etc. Third, we found that the culture of EFC in how we gather, interpret, and act on data, was evident in the room. We have built this muscle thoughtfully, and it was exciting that the team exercised and executed this so efficiently. Finally, we have a culture of caring. As individuals worked at different paces, the individuals that were closer to completion helped the other teams to finish.

THE TIMED SCENARIO ACTIVITY IS NOW CLOSED.

Timed activity submitted by Sundar Chari on 05/19/2016 at 05:36PM PDT

LILLIAN L. HSU

333 Hegenberger Rd., Oakland, CA 94621
(510) 910-4138 • lillian@latitudehigh.org

EXPERIENCE

Rudsdale Continuation High School (2017-present)
Big Picture Learning Coach
- Design bi-weekly professional development for teaching staff around core elements of Project-Based Learning. Support teachers in design and implementation of pilot projects for spring and fall 2017.
- Worked with teacher leaders to organize and facilitate Rudsdale's first annual exhibition of student work.

Beyond High School, Pivot Learning (2016-2017)
Linked Learning Coach
- Supported Marina High School in developing wall-to wall Linked Learning pathways. Coached school leadership towards Linked Learning certification, with a focus on equitable access and outcomes.
- Co-designed and co-facilitated monthly Design Team and sub-design team meetings to facilitate authentic stakeholder engagement from families, students, teachers, and community partners.
- Supported the Hospitality, Tourism, and Business Pathway in designing its first interdisciplinary project.

Stanford d School, Palo Alto, CA (2016-2017)
School Retool Coach
- Co-facilitated the Oakland cohort of School Retool, a professional development fellowship that helps school leaders redesign school culture and curriculum through hacks towards Deeper Learning.
- Conducted coaching cycles with principals working on implementing hacks.
- Led summer "Hacktivation Nation" training on Deeper Learning for nationwide veteran cohort, with a focus on high quality implementation of advisory.

Educate78, Oakland, CA (2016-2017)
School Design Lab Coach
- Provided ongoing coaching support to school design teams seeking to grow their leadership capacity as they developed innovative, quality public schools for the kids and families of Oakland.
- Supported the launch of Oakland SOL, the first dual language middle school in OUSD opening in Fall 2017.
- Supported the redesign of Melrose Leadership Academy.
- Designed Jam Sessions and instructional rounds to support the professional learning of Educate78 fellows.

Deeper Learning Equity Fellowship (2015-present)
Equity Fellow
- Selected by Big Picture Schools and the Internationals Network as one of ten equity fellows for a 24-month cohort-based leadership program seeking to impact the policies and practices that expand access to Deeper Learning in public education. Documented implementation of project-based learning in Juvenile Court and Community Schools across San Diego County serving some of the most vulnerable students in the state.

High Tech High Chula Vista, Chula Vista, CA (2011-2016)
School Director
Served as principal of an innovative, project-based school serving 600 students from across South San Diego County. High Tech High is a "diverse by design" public school drawing students through a zip code-based lottery. In 2015-2016, over 4,000 visitors from around the world visited High Tech High to learn about its PBL model.
- Coached staff of 40 teachers to design and facilitate interdisciplinary Project-Based Learning. Supported teachers in planning and executing ambitious projects such as:

    - *Beyond the Crossfire* – eleventh graders traveled to Newtown, Chicago, El Paso, and Los Angeles to produce a feature length documentary investigating what young people can do to reduce gun violence in the United States.
    - *Otay Valley Field Guide* – eleventh graders published a field guide to 200+ species of plants and animals native to the chaparral ecosystem of Chula Vista.
    - *A Tiny Home is Where the He(art) is* – ninth graders designed and built affordable live/work units for San Diego artist collaborative Space 4 Art.
- Created innovative professional development practices now adopted across the High Tech High organization. Designed annual Project Slice PBL immersion experience that has impacted over 500 HTH teachers.
- Built school's network of community partners through Community Power Lunches, Teacher Internships, and Spotlight Visits to local non-profits. Expanded the number of projects with authentic community collaborations from two in 2011-2012 to twelve in 2015-2016.
- Strengthened college counseling program through strategic hiring, building out college advising curriculum, and coordinating staff efforts. Increased number of students accepted to a four-year university from 69% in 2012 to 80% in 2016.
- Established leadership practices crucial to fostering teacher collaboration, student achievement, and innovation, including: classroom observation cycles, collegial coaching, dilemma consultancy protocols, and examining data with an equity lens.

High Tech High Graduate School of Education, San Diego, CA (2010-2016)
Adjunct Faculty
- Designed and taught graduate level courses on Leading Progressive Schools; Equity, Diversity & School Design Principles; Facilitating Adult Learning; and the Leadership Practicum for aspiring school leaders.

Oakland Unity High School, Oakland, CA (2003-2008)
Founding Teacher
- Participated in the design and development of a charter school serving first generation college bound students. Taught 9th-12th grade English, journalism, and advisory.
- Co-planned interdisciplinary projects with science, history, and art teachers.
- Successfully applied for three educational grants to fund innovative projects.
- Traveled with journalism students to New Orleans to document stories of migrant workers cleaning up the Ninth Ward post Hurricane Katrina.
- Served on the hiring committee and WASC leadership team.
- Led college trips to Boston, New York City, and over a dozen California colleges.

Education Week: Teacher Magazine, Bethesda, MD (Summer 2003)
Editorial Intern
- Interned at an independent, national publication that covers K-12 education.
- Wrote articles and sidebars on the teaching profession, school policy, and influential educators.

Tri-state Consortium, Stamford, CT (Spring 2003)
Researcher
- Participated in meetings with district superintendents, principals, and school board members from public school districts in New York, Connecticut, and New Jersey.
- Examined ways schools could use data from student portfolios and performances of learning to develop a rigorous framework for systemic planning, assessment, accreditation, and continuous improvement.

Sesame Workshop, New York, NY (Summer 2000)
International Education Intern
- Participated in brainstorming for new Sesame Street productions in China and Taiwan.
- Conducted studies with pre-school aged children to assess newly produced Sesame Street segments.
- Interviewed high school students to support concept development and planning of an educational television program targeted at Latina girls.

EDUCATION

High Tech High Graduate School of Education, San Diego, CA
M. Ed., School Leadership, June 2010

Brown University, Providence, RI
M.A.T., Secondary English Education, May 2003

Yale University, New Haven, CT
B.A., Psychology, May 2002, Magna Cum Laude

REFERENCES

Larry Rosenstock, co-founder & CEO of High Tech High
lrosenstock@hightechhigh.org

Rob Riordan, co-founder of High Tech High & President Emeritus of HTH GSE
rriordan@hightechhigh.org

Maria Heredia, COO of High Tech High
mheredia@hightechhigh.org

John Bosselman

333 Hegenberger Road
Oakland, CA 94621
619-484-7454
john@latitudehigh.org
www.johnbosselman.com

EDUCATION

High Tech High Graduate School of Education, San Diego, CA
M.Ed. School Leadership, June 2012
Leadership Project: *What school-wide structures can be used to support students?*

University of New Hampshire, Durham, NH
M.Ed. Secondary Teaching, May 2008
Excellence in Teaching Scholarship Recipient

University of New Hampshire, Durham, NH
B.A. History, May 2007
Phi Alpha Theta: History Honor Society

EXPERIENCE

High Tech High- Chula Vista, Chula Vista, CA — August 2015-July 2017 and 2009-2013

Humanities Teacher

- Current project with my students can be seen at revisionproject.com. The team is run as an architecture, product and service design studio that utilizes human-centered design to solve community problems.
- Leader of Student Intervention Team and developed a school-wide system to support students in their academic and social growth.
- Developed and implemented a four week internship immersion program for eleventh grade students and a program for senior project.
- Member of the Professional Development Committee: planned staff retreat, semester long Professional Development calendar, and facilitated full staff professional development.
- Presented at numerous residencies and institutes hosted by the High Tech High Graduate School of Education.
- Led trainings on project-based learning, protocols, collegial coaching, and critique with visitors and as a consultant to schools.
- Served on the additional following committees: Hiring, WASC, Summer School Planning, New Student Orientation.
- Mentor to new teachers and leader in collegial coaching.
- Taught American History, American Literature, Senior English, World History and Literature, Film Studies, Theater, Sociology, and Government through a project based curriculum.
- Student work selected as Astonishing Achievement by Write OutLoud San Diego 2012.

- Produced and directed five plays with high school students.
- MOOC Designer and Instructor through High Tech High Graduate School of Education and Coursera.

The Innovation Unit Ltd, London, UK August 2013- July 2015

Professional Development Lead: Learning through REAL Projects
Project Based Learning Team Coach (Expert Mentor and Coach)
www.real-projects.org

- Led the professional development and team implementing a nationwide randomized control trial on the impact of project based learning.
- Supervised and coordinated school level support for 35 schools in the United Kingdom.
- Project lead on multiple projects including strategic development of REAL Projects in the UK, new school development in Sierra Leone, and new school development in the UK.
- Coordinated the business development of Learning through REAL Projects and other projects within the education portfolio.
- Worked as advisor and strategic management consultant to senior leaders in new primary and secondary free schools in the United Kingdom.
- Facilitated and planned school transformation, re-design, and change management in schools to facilitate project-based learning.
- Mentor to teachers and leaders through co-design of curriculum and coaching through implementation of work at both primary and secondary level.
- Lead and manage the team of eight classroom coaches and leadership coaches in REAL Projects.
- Developed and managed strategic communication strategy for REAL Projects.
- Presented and organized numerous conferences, workshops and webinars.
- Supervised the design, launch, and generation of content for www.real-projects.org

Timberlane Regional High School, Plaistow, NH 2008-2009

Social Studies Teacher

- Taught eleventh grade American Studies and twelfth grade psychology.
- Served on the District Technology Committee and the District Social Studies Committee.
- Received the Timberlane Technology Mini-Grant.
- Advised Gay-Straight Alliance and Model United Nations.

Oyster River High School, Durham NH 2007-2008

Graduate Intern

- Served as primary classroom teacher to ninth grade World Cultures and eleventh grade U.S. History, also taught twelfth grade Sociology and Philosophy.

Upward Bound, Durham, NH 2005-2008

Residential Supervisor and Academic Advisor

- Supervised the residential portion of the summer program for 90 high school students and 12 residential staff.
- Worked closely with the core professional staff on training, planning, logistics, discipline, and supervision of the entire program. Supervised teachers and academic support staff.
- During the academic year, provided college counseling to five first-generation college bound students.

State Referee Committee, Manchester, NH 2003-2009

Instructor and State Referee

- Taught entry-level soccer referee courses and recertification.
- Served as the instructor for NH State Cup Tournament, Open Cup Tournament, and the new Referee Academy. Mentor to new referees and advanced referees. Attended regional and national tournaments as a referee and northeast professional referee clinic.

PUBLICATIONS & PRESS

What Rigor is, and What it Isn't, *EdWeek Learning Deeply Blog,* August 2015

Project Based Learning to Engage Students in Politics, *The Guardian Teacher Network*, Feb. 2014

My Teaching Story in *The Guardian Teacher Network*, December 2013

Sometimes the Exhibition is at the Dinner Table in *Unboxed* Issue 7, April 2011

Wall of Resistance in Washington State Holocaust Education Blog, July 2010

REFERENCES

Loni Bergqvist: Consultant, Denmark
Jenny Bourassa: Instructional Coach, High Tech High Chula Vista
Lisa Davis: Director of Community Partnerships, High Tech High Chula Vista
Lillian Hsu: Former Director, High Tech High Chula Vista
Peter Hyman: Executive Head Teacher, School 21 London UK
David Jackson: Partner, Innovation Unit UK

Aatash Parikh

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Education

High Tech High Graduate School of Education (Masters in Education) **August 2016-June 2017**

UC Berkeley (Bachelors of Science, Electrical Engineering & Computer Science) **Class of 2014**

Education Experience

School Resident, High Tech High Chula Vista **August 2016-August 2017**

Spending the year embedded at High Tech High Chula Vista (HTHCV), during which I have:

- Shadowed our school director Tim McNamara during student, teacher & parent meetings and supported him in day-to-day operations.
- Co-led a project with school director to increase the number of students who qualify to earn the Cal Grant scholarship.
- Designed and co-taught a semester-long project with a 12th grade humanities teacher Tere Ceseña and engineering teacher Phil Rowland in which students used the design process to investigate problems of their choice and design research-based, human-centered solutions.
- Co-led a daily advisory of 17 9th graders, including planning and facilitation of community-building & socioemotional learning activities.
- Did research around sense of purpose and its intersections with students' mental health and executive functioning skills–leading to the design of classroom- and advisory-based interventions to foster sense of purpose amongst students.
- Redesigned a web platform (http://lilbitsofmagic.com/) through which teachers at HTHCV share best practices with each other.

Self-Guided Education Research (http://www.understanding.education/) **September 2015-August 2016**

Conducted a series of school visits, interviews, and self-guided research to build a deeper understanding of the education system and the role I wanted to play in it. Led me to my current program at the High Tech High's Graduate School of Education.

Instructor and Teaching Assistant, Computer Science 10 **September 2011-May 2013**

Served as a student instructor and teaching assistant for UC Berkeley's official introductory computer science course. Prepared lesson plans, held office hours, and taught 12 hours of class per week to 60 students who had never programmed a computer before.

Engineering Experience

Growth Engineer, I Will Teach You To Be Rich, Inc. **August 2014-September 2015**

- Worked as the sole engineer on the growth & marketing team for the business run by bestselling author Ramit Sethi.
- Designed web applications, such as an interactive financial debt calculator, to drive new traffic to the web site.
- Ran A/B tests and other growth experiments to increase traffic & conversation rates at various stages in the customer funnel.
- Implemented the analytics architecture that allowed the company to track the effectiveness of various marketing campaigns.

Software Engineering Intern, Khan Academy **May 2013-August 2013**

- Worked on the growth team to develop an user re-engagement email marketing plan, and worked closely with community development team to craft and emails (and track the results) as part of a new welcome and retention campaign.
- Created the technical infrastructure for Khan Academy to send emails to its 6 million person user base, including newsletters, news announcements, and transactional emails, by integrating Khan Academy's backend with a 3rd party email service provider.

Software Engineering Intern, Google **May 2012-August 2012**

- Developed in Javascript for the front-end for Youtube Mixer, the official Youtube application for Google+ Hangouts.
- Created multiple user interface designs for new application features, approved by full-time UI designers. My design for inline video recommendations was later implemented by the full-time engineering team.
- Implemented a custom analytics dashboard to track highly customized statistics about the app's usage patterns.

Leadership

LeaderShape Institute **January 2012**

- Selected to attend the LeaderShape Institute, an intensive national six-day leadership development program focused on developing skills related to community building, identifying and communicating a vision, goal setting, leading with ethics and integrity, inclusive leadership, team dynamics, behavioral styles, emotional intelligence, and group decision making.

Creative & Technical Skills

Creative: 12+ years of experience doing videography and video editing with the Apple Final Cut suite and doing desktop publishing and graphic design with Adobe Creative Suite.

Technology: Software Development, Web Development, Mobile app development, Web Design, Content Management, IT Management

Education Technology: Blended learning, online learning tools, digital tools for the classroom, student information systems

Joi Ward

1919 Springfield Center Rd. Akron, OH 44306
joiward6@gmail.com
401-578-7973

EDUCATION

Scripps College *Claremont, CA* 2009 - 2013
Bachelor of Arts in Sociology, Minor in Music

University of Sussex: IFSA Butler Semester Abroad Exchange *Brighton, England* Jan-Aug, 2012
School for International Training (SIT): Culture and Development *Ecuador* Sept-Dec, 2011

PROFESSIONAL EXPERIENCE

Health, Wellness and Counseling Fellow Aug 2015 - present
Public Allies at Eagle Rock School and Professional Development Center *Estes Park, CO*

Low-level Counseling
- Developed positive mentoring relationships and facilitated over 10 weekly one-on-one meetings to support residential high school students' personal growth and cultural competencies
- Mediated student conflict and communicated concerns with instructional staff, student services team
- Coordinated student therapy appointments and provided transportation
- Supported students dealing with anxiety/panic attacks through breathing exercises, weekly check-ins

Personal Growth Project
- Took initiative outside my responsibilities to organize and coordinate Personal Growth Projects
- Assessed 40 student papers and presentations, gave feedback
- Advised students during one-on-one meetings
- Changed requirements so that students are completing project during their 3rd/4th trimester
- Developed rubrics and organizational tools to support student engagement and self-assessment
- Increased correspondence between myself,students and advisors to have better overall support

Restorative Justice Key Adult
- Advised 4 students weekly in restorative justice process, from start to contract completion
- Generated multiple ideas to repair individual and collective harm in collaboration with students
- Communicated expectations with students' stakeholders

Graduate Wilderness Trip
- Expanded my comfort zone through co-leading weekend wilderness experiences for 30 students
- Coordinated meal prep and student medication
- Facilitated student discussions around self reflection and preparing for graduation

Women Support Group
- Developed space for women-identifying individuals and allies to discuss politics, culture, experiences
- Mentored student leaders to organize weekly meetings and 3 community events with 30-50 students

Advisor
- Advised 7 students and provided weekly individual academic and personal growth support

Team Service Project - Sexual Health and Safety
- Designed different methods of facilitating community discussions around sexual health and safety
- Supported weekly student-led discussions of sexual health and services
- Updated posters about available health services and distributed across campus
- Developed and implemented a student human sexuality independent study project

Medication Distribution and Tracking

- Developed system to coordinate meds with providers, pharmacy, student services, house parent team

2nd Year fellowship

- After accomplishments of 1st year, was 1 of 7 fellows in 13 years selected for 2nd-year fellowship

Fulbright, English Teaching Assistantship in Malaysia Jan - Nov, 2014
U.S Department of State *Malaysia*

- Developed lessons for 20+ hours of weekly teaching
- Designed lessons for students in grades 1 through 6 with varying English proficiency
- Implemented positive and effective teaching strategies to manage class sizes of 20-30 students
- Consulted/negotiated with Malaysian teachers on implementing new teaching strategies and activities
- Designed and led 3 English Camps to improve language proficiency and confidence for >300 students
- Contributed ideas and support for 5 secondary school English Camps
- Conducted after-school English workshops 3 hours a week for 60 students
- Motivated groups of 20-30 secondary school students to practice English by tailoring activities, games and discussion to their interests - utilized music, videos, creative writing, cooking in lesson plans

Office Intern Sept 2012 - June 2013
Scripps College Off-Campus Study *Claremont, CA*

- Developed and hosted a series of informational talks for prospective study abroad students
- Maintained contact with students who participated in programs
- Facilitated meetings between prospective and previous study abroad students
- Catalogued student information and information regarding various available programs
- Assisted students in application process, provided e-mail support for student questions and concerns
- Participated in study abroad panels for prospective Scripps College students and parents
- Provided personal experience and advice for various study abroad programs

Head Counselor Summers 2011, 2012, 2013
Camp Timberlake *Shandaken, NY*

- Coordinated activities and supervised forty campers ranging from ages 7-9
- Collaborated with Head Staff to assist counselors in creating engaging activities and implementing appropriate discipline if/when necessary
- Supervised and motivated general counselors in creating safe, supportive, positive environments and relationships with campers
- Conducted periodic evaluations for counselors throughout the summer
- Developed a program with Head Staff to assist a child with serious emotional and behavioral concerns
- Maintained open communication with Head Staff, parents and child psychologist
- Formulated various methods to encourage positive and self-reflective behavior for campers
- Led camp tours for prospective campers
- Fostered a sense of community amongst counselors and provided emotional and professional support

Wanawake Weusi Peer Mentor Sept 2010 - June 2011
Scripps College *Claremont, CA*

- Provided emotional and academic support for new college students of African descent
- Designed/executed mentor activities that aided in providing students with a sense of a community, safe space in which to share their experiences and concerns
- Participated in student-led discussions about personal, academic and professional development

Aaron L. Townsend

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aaron.l.townsend@gmail.com; (510) 368-8253

Consultant, High School Redesign Initiative, *Pivot Learning Partners,* Oakland CA, 2016-Present

Develop the product offerings and programmatic capacity for Pivot Learning Partners to provide high quality services to districts and schools seeking to implement Linked Learning. Establish a pilot cohort of districts and manage the client relationships to successfully launch the project. Collaborate with the Linked Learning Alliance, Schools by Design, and Amplify to integrate their new platforms to the Pivot service model.

Project Manager, *Education for Change,* Oakland CA, 2016-Present

Lead the design process to launch Latitude 37.8 High School, an innovative new school based on personalization, mastery based learning, and leveraging community assets. Facilitate the development of all instructional and operational systems. Hire founding team and recruit inaugural class. Establish systems for year 0 pilot and codifying the school practices for dissemination.

Deputy Chief, **Talent Management,** *Talent Division, Oakland Unified* Oakland CA, 2014-2016

Transformed the human resources department into a Talent Division capable of finding, keeping and growing extraordinary educators. Built talent management systems to support the district's strategic plan, Pathways to Excellence. Established district-wide educator effectiveness systems, including the development of teacher and leader effectiveness frameworks, new evaluation systems, and aligned educator support programs. Increased the diversity and volume of teacher and leader applicants by focusing on local sourcing and by modernizing our recruitment strategy and web presence. Initiated the development of a career and compensation pathway model. Served as an Executive Cabinet member.

Director, **Strategic School Support***,* *Human Resources, Oakland Unified*, Oakland CA, 2012-2014

Developed talent management systems as leader of the School Support Team. Managed systems for employee hiring, retention, recognition, evaluation, and discipline. Led Educator Effectiveness initiatives. Facilitated the Effective Teaching and Leadership Task Forces. Managed teacher and leader evaluation pilots in partnership with labor partners. Partnered with New Leaders for New Schools and other organizations to establish a leadership pipeline.

Coordinator, *Office of School Transformation, Oakland Unified*, Oakland CA, 2011-2012

Led the transformation process for four middle schools designated as "Persistently Low Achieving." Facilitated strategic planning and resource allocation process to support reform efforts. Developed pilot teacher and leader evaluation systems. Initiated district initiatives for transforming low-performing schools, including a flexible staffing initiative.

Principal, *Coliseum College Prep Academy, Oakland Unified*, Oakland CA, 2006-2011

Transformed low-achieving middle school into a new, small secondary school. Achieved the highest A-G completion rate in the district by first graduating class. Rated second highest quality school in the entire district. Improved Academic Performance Index score by 100 points. Increased the attendance rate to 95 percent and decreased suspension rates by 30 percent. Consistently achieved parent satisfaction rates of over 90 percent.

Founded innovative school design that featured: linked learning, extended day programming, and strong family partnerships. Secured nearly one million dollars of programming and resources from local and national partners. Oversaw the development of a Family Resource Center, College and Career information Center, and school-based health clinic. Collaborated with district leadership to improve innovative district budgeting system as a member of the Results Based Budgeting Work Group and Reallocation Committee.

Design Team Leader, *New School Development Group, Oakland Unified*, Oakland CA, 2005-2006

Led the development of a new, small secondary school through a yearlong community engagement process. Engaged parents, students, and teachers to establish a 10 member design team. Facilitated team for a year to create a school proposal approved by the board.

Assistant Principal, *Claremont Middle School, Oakland Unified*, Oakland CA, 2005-2006

Established a comprehensive services program at the site to provide students with mental health counseling and other services. Managed the after school program. Supervised the Special Education Department.

Data Inquiry Coach, *Department of Research and Assessment, Oakland Unified*, Oakland CA, 2004-2005

Coached eight schools to effectively use data to inform instruction and school management. Collaborated with principals to assess school needs and develop action plans. Promoted the development of professional learning communities at each site. Trained staff in cycle of inquiry practices. Organized a district-wide conference on sharing best practices in the use of data to close the achievement gap.

Lead Teacher, *Far West School*, *Oakland Unified*, Oakland CA, 2002-2004

Facilitated the school planning process for a newly reconstituted small school. Assisted in the administration of middle school program. Developed the middle school instructional program and school master schedule. Lead a school inquiry group. Assisted in budget and site plan development.

Project Consultant, *Big Picture Company*, Providence RI, 2001-2002

Advised on organization's program to launch 16 new public high schools nationally. Completed case studies of Oakland, CA and Brattleboro, VT sites.

Service Learning Coordinator, *Auburn School Department*, Auburn ME, 2000-2001

Secured over $30,000 for initiatives in the district. Consulted on curriculum for 4 projects by teachers within the district. Participated in Maine Department of Education local assessment project.

Social Studies Teacher, *Auburn Middle School, Auburn School District*, Auburn ME, 1999-2001
English Teacher, *United States Peace Corps*, Karasu, Kazakhstan, 1996-1998
Teacher Outreach Program Director, *United States Peace Corps*, Karasu, Kazakhstan, 1996-1998

EDUCATION

Master of Education in School Leadership, *Harvard Graduate School of Education*, 2001-2002

Concentrated on issues of school design and instructional leadership. Served as the Director of Harvard Experiential Educators Network. Presented at the National Student Research Council.

Bachelor of Arts in Policy Studies, *Syracuse University*, 1992-1996

Graduated Magna Cum Laude from Honors Program with a focus in Education Policy. Received the Chancellor's Award for Public Service.

CREDENTIALS

School Leadership Program, *Cal State University-East Bay*, 2008-2009

Earned Tier 2 California administrative credential.

Leading for Equity, Achievement, and Democracy, *BayCES and Cal State University-Hayward*, 2003-2004

Focused on equity issues, small school design, instructional leadership, and adult learning communities. Earned Tier 1 California administrative credential.

Outdoor Educator*, National Outdoor Leadership School*, 2000

Awarded highest rating as an expedition leader. Completed 28 day backpacking and rock climbing leadership course.

···

Hae-Sin Kim Thomas • 1st

CEO at Education for Change Public Schools

Education for Change Public Schools • Harvard University Graduate School of Education

San Francisco Bay Area • 500+

Message

Thanks for only endorsing people for skills you know they're great at.

×

Highlights

72 Mutual Connections
You and Hae-Sin both know Mike Barr, Parker Thomas, and 70 others

You both work at Education for Change Public Schools
Hae-Sin started at Education for Change Public Schools 2 years and 2 months before you did

Experience

Chief Executive Officer
Education for Change Public Schools
Jul 2011 – Present • 6 yrs 2 mos
Oakland, CA

CEO of growing Oakland-based charter management organization that specializes in converting existing district public schools to charter schools.

Media (1)

www.efcps.net

CEO
UrbanED Solutions
Sep 2007 – Jul 2011 • 3 yrs 11 mos

See connections (500+)

Contact and Personal Info

Hae-Sin's Profile, Phone, Email, and Conn
date

Show more

People Also Viewed

Enikia Ford Morthel • 1st
Assistant Superintendent at San Francisco Unified School District

Diane Tavenner • 2nd
Co-Founder & CEO at Summit Pu Schools

Aaron Townsend • 1st
Education Leader

Scott Morgan • 2nd
Education Entrepreneur.

John Danner • 1st
Co-founder and CEO at Zeal

Fabiola Harvey • 1st
COO at Education for Change

Gloria Lee • 2nd
Education entrepreneur

Ben Kornell • 2nd
VP of Growth at AltSchool

Jennifer Nguyen • 1st
Chief of Leadership Developmen Education for Change Public Sch

Lisa Daggs • 2nd
Chief Network Growth Officer at Foundation

Learn the skills Hae-Sin has

Teacher Tech Tips Weekl

Messaging

Current clients include -

YOUTH EMPOWERMENT SCHOOL, INTERNATIONAL COMMUNITY SCHOOL
• Facilitating a revisioning/alignment process

OAKLAND UNIFIED SCHOOL DISTRICT
• Designing/implementing an on-line central-site communications system to manage how principals receive communications and prioritize deliverables
• Designing/implementing an on-line instructional guidebook for OUSD teachers - pacing charts of prioritized standards, linked unit and lesson plans, linked assessments and rubrics, and student examplars

UNIVERSITY OF CHICAGO
• Doing walkthroughs of Chicago public schools restructured or re-opened by the University of Chicago's Center for Urban School Improvement; providing feedback to leadership teams

Network Executive Officer New School Network
Oakland Unified School District
Jul 2005 – Jun 2007 • 2 yrs

• Coached and supported new small schools and their principals in implementing their school programs during their critical first year
• Supervised network of first year principals and schools to ensure all schools are prepared to sustain excellent and accelerated results
• Participated as member of district Educational Leadership Organization, group responsible for overseeing and evaluating districtwide strategic projects part of the Expect Success reform initiative
• Key participant/architect in the development of district's Multiyear Academic Acceleration Plan, principal recruitment and selection process, tiered interventions process (internal accountability system), and site planning process

Director, New School Development
Oakland Unified School District
Jul 2004 – Jun 2006 • 2 yrs

• Developed and implemented a "New School Incubator" – a yearlong curriculum that enables community-based design teams to vision, design, and make operational innovative and powerful school programs; 24 successfully opened in the last two years.
• Recruited and selected leaders from across the country and support and coach these leaders in incubating new schools to replace failing schools
• Developed and implemented a rigorous leadership selection process
• Worked with community leaders, families, and educators across Oakland in supporting the visioning of the new schools as part of OUSD's plan for powerful school choices
• Part of the OUSD central redesign team, specifically working on development and implementation of OUSD systems and policies with respect to school accountability, curricular flexibility, No Child Left Behind, school closures and openings, district leadership organization and structure, and community outreach

Founding Principal
School Reform
Jan 2001 – Jan 2004 • 3 yrs 1 mo

Led a design team comprised of teachers and parents in developing a proposal for a new k-8 school as part of the Oakland Unified School District's New Small Autonomous Schools movement. Led as founding principal an innovative, nationally-recognized k-8 school with demonstrated excellence in student achievement, parent participation, teacher leadership and satisfaction and community integration. School significantly outperforms neighborhood schools students would have attended prior to ASCEND opening.
Over two years, increased API from 632 to 701. Great majority of students came from an elementary school performing at 467API and a middle school performing at 454 API the year ASCEND opened.

See more positions

Education

1999 – 2000
Activities and Societies: Principals Academy

Teach For America
Teacher Credentialing Program - Social Science
1993 – 1995

University of San Francisco
MA, Special Education
1993 – 1995
Activities and Societies: Masters and Teacher Credentialing Program

See more education

Featured Skills & Endorsements

Educational Lead… · 80

Endorsed by **Larissa Adam and 17 others who are highly skilled at this**

Endorsed by **Lars Jorgensen and 7 other mutual connections**

Curriculum Design · 45

Endorsed by **Vincent Ng, B.S., M.Ed and 1 other who is highly skilled at this**

Endorsed by **Paul Byrd (mutual connection)**

Teaching · 32

Endorsed by **Lucinda Taylor, PhD. and 7 others who are highly skilled at this**

Endorsed by **Enikia Ford Morthel and 2 other mutual connections**

View 25 more

Search

Try Premium for Free

Sundar Chari

Chief Strategy Officer at Education for Change Public Schools

Education for Change Public Schools • UC Berkeley

Oakland, California • 476

Profile Strength: **Intermediate**

Your Dashboard

Private to you

26	0	6
Profile Views	Post Views	Search Appearances

Experience

Chief Strategy Officer

Education for Change Public Schools

Jul 2016 – Present • 1 yr 2 mos

Oakland, CA

Lead strategic priorities and support leadership team in driving organizational strategy.

Director of Innovation & Technology

Education for Change Public Schools

Sep 2013 – Jun 2016 • 2 yrs 10 mos

Oakland, CA

Responsible for developing and implementing strategies that leverage technology to improve organizational capacity and instructional practice.

Senior Policy Consultant

Chicago Public Schools

Sep 2012 – Jun 2013 • 10 mos

Chicago, IL

Developed policy options for district leadership on increasing college & career readiness.

Add new profile section

Edit your public profile

Add profile in another language

See connections (476)

Contact and Personal Info

Sundar's Profile and Email

Show more

People Also Viewed

Yolanda Sanchez • 1st
Assistant Director at Education f Change Public Schools

Natassia Pura • 2nd
Teacher, Education Consultant, Designer

Enikia Ford Morthel • 1st
Assistant Superintendent at San Francisco Unified School District

Joe White • 2nd
Sr. Director of School Support at Mind Trust

Allison Irby • 2nd
Community Director | Diversity Education Professional

Paula Miliani de Marval • 3rd
Associate Research Director at C River Discovery

Speed Thomas • 1st
-

ronald Carey • 3rd
chief of staff at richmond public schools

Andy Seibert • 3rd
Chief of Staff at KIPP Indy Public Schools

Messaging

Oct 2011 – Sep 2012 • 1 yr
Chicago, IL

Responsible for directly supporting 20 networks and 500 schools through the redesign process of establishing an extended school day.

Director of Technology - Additional Learning Opportunities
Chicago Public Schools
May 2010 – Oct 2011 • 1 yr 6 mos
Chicago, IL

Responsible for all technology-based aspects of cross-departmental initiative to establish a blended learning program, including laptops for all students, in 14 schools.

Performance Management Consultant
Chicago Public Schools
Mar 2009 – May 2010 • 1 yr 3 mos
Chicago, IL

Established a continual improvement process in multiple departments and developed capacity of staff to develop meaningful goals and assessment measures, and systematically analyze data

Project Manager
Chicago Public Schools
Jun 2007 – Mar 2009 • 1 yr 10 mos
Chicago, IL

Managed initiatives to develop appropriate accountability and evaluation tools.

Evaluation Specialist (part-time)
UCOP
Sep 2005 – May 2007 • 1 yr 9 mos
Oakland, CA

Evaluated college preparation programs for prospective students and developed strategies to target outreach efforts.

Research Associate
Cornerstone Research
Mar 2001 – Sep 2004 • 3 yrs 7 mos
Menlo Park, CA

Provided economic analyses subject to judicial review in varying commercial litigation cases

See fewer positions

Education

UC Berkeley
Master of Public Policy
2005 – 2007

UC Berkeley
Bachelor of Arts (B.A.), Economics and Statistics
1996 – 2000

Featured Skills & Endorsements

Add a new skill

Endorsed by **James O'Reilly, who is highly skilled at this**

See my recommen

Data Analysis · 11 — Endorsed by **8 of Sundar's colleagues at Chicago Public Schools**

Strategic Planning · 8 — Endorsed by **3 of Sundar's colleagues at Chicago Public Schools**

View 14 more

Accomplishments

1 **Certification**
Project Management Professional (PMP)

Interests

University of California, Berkeley
500,689 followers

Cal Alumni Association | UC Berkeley
56,707 members

University of California, Berkeley
532,631 followers

Education for Change Public Schools
526 followers

University of California, Berkeley, ...
1,634 members

in Search

Try Premium for Free

Fabiola Harvey • 1st

COO at Education for Change

Education for Change • Instituto Superior Angloamericano

San Francisco Bay Area • 423

Message

Thanks for only endorsing people for skills you know they're great at.

Highlights

76 Mutual Connections
You and Fabiola both know Mike Barr, John Krull, and 74 others

You both work at Education for Change Public Schools
Fabiola started at Education for Change Public Schools 7 years and 5 months before you did

Experience

COO
Education for Change
Jul 2009 – Present • 8 yrs 2 mos

Controller
Education for Change
Apr 2006 – Present • 11 yrs 5 mos

Director of Finance & Operations
Education for Change
Feb 2007 – Jun 2009 • 2 yrs 5 mos

Area Financial Manager
Edison Schools
Jun 2001 – Nov 2004 • 3 yrs 6 mos

Education

Instituto Superior Angloamericano
Diploma, Foreign Languages and Literatures, General

See connections (423)

Contact and Personal Info
Fabiola's Profile, Websites, Email, and Connected date
Show more

People Also Viewed

Rebecca Reynolds • 1st
Director of Recruitment

Sandra Barrios • 1st
Director of Internal Operations a Education for Change Public Sch

Hae-Sin Kim Thomas • 1st
CEO at Education for Change Pu Schools

Salah Uddin • 3rd
Co-Founder, Nanoshift LLC

Kate O'Hara • 2nd
Executive Director at East Bay Al for a Sustainable Economy (EBA

David Norris • 1st
Principal - Director of Instructior Academy

Enikia Ford Morthel • 1st
Assistant Superintendent at San Francisco Unified School District

Kristin Bijur • 2nd
Director of Principal Support at S Francisco Unified School District

Kevin King • 1st
Principal at Education for Chang Public Schools

Larissa Adam • 1st
Chief Talent Officer at Education Change

Learn the skills Fabiola has

Messaging

Featured Skills & Endorsements

Staff Development · 17 +

Endorsed by **Earl Sussman and 2 others who are highly skilled at this**

Endorsed by **Enikia Ford Morthel and 4 other mutual connections**

Accomplishments

2 **Languages**
English • Spanish

Interests

National Charter Schools Professi…
14,841 members

Education for Change Public Schools
526 followers

Bridgespan Nonprofit Chief Opera…
3,586 members

Search

Try Premium for Free

···

Noah Bradley • 1st

Chief Academic Officer at Education for Change

Education for Change Public Schools • Vanderbilt University

San Francisco Bay Area • 500+

Message

Experienced Chief Academic Officer with a demonstrated history of working in education management. Skilled in K-12 curriculum and assessment, personalized learning, instructional coaching, program evaluation, and data driven instruction. Mission-driven leader focused on delivering high quality education to high poverty communities.

See less

Highlights

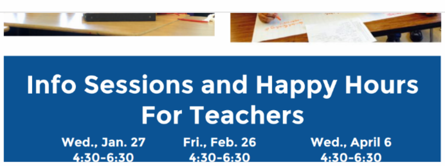
90 Mutual Connections
You and Noah both know Mike Barr, John Krull, and 88 others

You both work at Education for Change Public Schools
Noah started at Education for Change Public Schools 2 months before you did

Noah's Articles & Activity

763 followers

✓ Following



Check out teaching opportunities at EFC
Noah Bradley on LinkedIn

Careers
Noah liked

Poetry and Transformations in Ireland
Noah liked

See all articles

See all activity

Experience

Chief Academic Officer
Education for Change Public Schools
Jun 2014 – Present • 3 yrs 3 mos

See connections (500+)

Contact and Personal Info

Noah's Profile, Websites, Phone, Email, ar
Connected date

Show more

People Also Viewed

Chris Chatmon • 2nd
Founding Executive Director, Afri American Male Achievement at Oakland Unified School District

Alicia Bowman, M.A. • 2nd
Executive Director Research, Accountability, Assessment, and at WCCUSD

Enikia Ford Morthel • 1st
Assistant Superintendent at San Francisco Unified School District

Speed Thomas • 1st
-

Judith Liestman • 3rd
Licensed Real Estate Agent at Co Banker Residential Manatee

Veronica Carrillo • 3rd
Communnity Relations Assistant Spanish Bilingual-I at Oakland U School District

Dr. Ann Chavez • 2nd
Co-Founder and Chief Academic at Modern Teacher

Joseph Fantigrossi • 3rd
Pre K - 12 Intervention Coordina Lyons Central School District

Daniele (Gleason) Vecchio •
Business Administrator at Frankl Central School

Billy Tri Phan • 3rd
Group Leader at Rite of Passage

Messaging

Director of English Language Arts and English Language Development
Education for Change Public Schools
Jul 2013 – Jun 2014 • 1 yr
oakland, california

Oversaw curriculum and instruction in English language arts and development for a network of schools (K-8).

Assistant Principal
Think College Now
Aug 2011 – Jul 2013 • 2 yrs
oakland, ca

Led the school's instructional program, including coaching, professional development, and assessment and analysis. Mentored teachers K-5. Worked with families and community organizations to support all needs of our students. Engaged students in building positive school culture and provided strategic support in meeting academic goals.

Media (1)

Think College Now

Consultant
Charlotte Knox Education
Sep 2010 – Aug 2012 • 2 yrs

Consulted with districts, school teams, administrators and grade-level teams in developing best instructional practices to support students from different backgrounds to make dramatic academic gains.

Teacher / Coach
Oakland Unified School District
Sep 1997 – Aug 2011 • 14 yrs

Taught grades 2/3 in schools serving traditionally underserved youth. Mentored teachers K-5 in curriculum design, classroom management, instruction, and assessment.

Education

Vanderbilt University
BA, English
1992 – 1996
Activities and Societies: Phi Kappa Psi, Alternative Spring Break, volunteer art instructor at juvenile detention center

English Lit

Featured Skills & Endorsements

Educational Lead… · 42 +

Endorsed by **Larissa Adam and 4 others who are highly skilled at this**

Endorsed by **Enikia Ford Morthel and 2 other mutual connections** this

Endorsed by **Enikia Ford Morthel (mutual connection)**

Staff Development · 32 +

Endorsed by **Enikia Ford Morthel and 4 others who are highly skilled at this**

Endorsed by **Lars Jorgensen and 3 other mutual connections**

View 36 more

Interests

ACSA
5,417 members

University of California, Davis
201,925 followers

Student Achievement Partners
613 followers

Arianna Huffington
Founder and CEO at Thrive Global
5,715,062 followers

Alameda County Office of Education
961 followers

California Charter Schools Profess…
2,570 members

See all

in Search

1

Try Premium for Free

Larissa Adam • 1st

Chief Talent Officer at Education for Change

Education for Change • UC Berkeley

San Francisco Bay Area • 500+

Message

See connections (500+)

Contact and Personal Info

Larissa's Profile, Websites, Phone, Email, Connected date

Show more

Highlights

96 Mutual Connections
You and Larissa both know Mike Barr, Parker Thomas, and 94 others

Berkeley

You both studied at University of California, Berkeley
You both studied at University of California, Berkeley in 2005

Larissa's Articles

949 followers

✓ Following

Interested in joining our team of educators?
Larissa Adam on LinkedIn
February 16, 2016

Are you an innovator? Join our new TTO middle school math team!
Larissa Adam on LinkedIn
June 16, 2015

See 2 more articles

Experience

Chief Talent Officer
Education for Change
Jul 2014 – Present • 3 yrs 2 mos
oakland, california

Principal, ASCEND K-8 School
Education for Change
Jul 2012 – Jun 2014 • 2 yrs
oakland, ca

People Also Viewed

Jonathon Stewart • 1st
Director of Data Operations at Su
Public Schools

John Troy • 2nd
Founder of WorkMonger, a Job
Matching Service for the Educati
Sector

Gia Truong • 2nd
Chief Executive Officer at Envisio
Education

Laura Robell • 2nd
Chief Schools Officer at Envision
Education

Sean Kimble • 2nd
Supervisor of Instructional Mate
(Williams' Audits) at Oakland Un
School District

Charles Cole, III, MPA • 2nd
Energy Convertor

Charles Wilson • 2nd
Executive Director, Enrollment a
Registration Management

Aaron Townsend • 1st
Education Leader

Kareem Weaver • 2nd
Advocate for Quality Education

Edie Hoffman • 2nd
Chief Talent Officer at Leadershi
Public Schools

Messaging

Jul 2004 – Jun 2012 • 8 yrs

Assistant Principal, ASCEND K-8 School
Oakland Unified School District
Jul 2003 – Jun 2004 • 1 yr
Oakland, CA

Teacher
Oakland Unified School District
Sep 1993 – Jun 2003 • 9 yrs 10 mos
Oakland

Education

UC Berkeley
MA, Educational Leadership
2003 – 2005

UC Davis
B.A., Spanish and International Relations
1988 – 1993

Featured Skills & Endorsements

Educational Lead... · 75
Endorsed by **Gia Truong and 18 others who are highly skilled at this**
Endorsed by **Jennifer Nguyen and 7 other mutual connections**

Curriculum Devel... · 47
Endorsed by **Sarah D Breed, EdD and 16 others who are highly skilled at this**
Endorsed by **Enikia Ford Morthel and 5 other mutual connections**

Teacher Training · 28
Endorsed by **Eduardo Muñoz-Muñoz and 4 others who are highly skilled at this**
Endorsed by **Enikia Ford Morthel and 2 other mutual connections**

View 12 more

Accomplishments

3 Languages
Dutch • English • Spanish

Interests

Student Achievement Partners
613 followers

Alameda County Office of Education
961 followers

Oakland Unified School District
6,072 followers

Oakland Digital Arts & Literacy Ce...
622 followers

2,639 followers

103 followers

See all

Search

Try Premium for Free

Jennifer Nguyen • 1st

Chief of Leadership Development at Education for Change Public Schools

Education for Change Public Schools • California State University - East Bay

San Francisco Bay Area • 500+

Message

Educational Leadership Professional Development Equity Centered Professional Learning Community Literacy Development National Board Certification Reading Recovery Trained

Highlights

72 Mutual Connections
You and Jennifer both know Mike Barr, Parker Thomas, and 70 others

Jennifer can introduce you to 8 people at University of California, Berkeley
You are following University of California, Berkeley

Show more

Jennifer's Activity

✓ Following

646 followers

Disrespect...
Jennifer liked

Education leaders: This book introduces the internal coherence framework, a system of research-based practices for assessing and developing conditions that support student and adult learning in…
Jennifer liked

Google Spent Years Studying Effective Bosses. Now They Teach New Managers These 6 Things
Jennifer liked

See all activity

Experience

Chief of Leadership Development
Education for Change Public Schools
Jul 2017 – Present • 2 mos
Oakland, California

See connections (500+)

Contact and Personal Info

Jennifer's Profile, Email, and Connected c

Show more

People Also Viewed

Aaron Townsend • 1st
Education Leader

Mike Barr • 1st
CFO and VP of Operations at Cen Youth Wellness

Tatiana Epanchin • 2nd
Co-Founder & Head of Program

Charles Wilson • 2nd
Executive Director, Enrollment a Registration Management

Sam Pasarow • 2nd
I'm working as a charter school l now and am loving it. Time to in

Jessica Stewart • 1st
Senior Managing Director at GO Schools

Hae-Sin Kim Thomas • 1st
CEO at Education for Change Pu Schools

Jonathon Stewart • 1st
Director of Data Operations at Su Public Schools

David Silver • 2nd
CEO, Founder, Principal, Educati Reformer

Lynzi Ziegenhagen • 1st
CEO at Schoolzilla, a Public Bene Corporation

Learn the skills Jennifer has

Teacher Tech Tips Weekl

Messaging

Jul 2016 – Present • 1 yr 2 mos

Director of ELA & ELD
Education for Change Public Schools
Jun 2014 – Jul 2016 • 2 yrs 2 mos
Oakland, CA

Director of Bay Area Instructional Coaching, K-12 ELA, and Equity Coach
Aspire Public Schools
May 2012 – Jun 2014 • 2 yrs 2 mos

Dean of Educational Capacity
Golden State Prep, Aspire Public Schools
Jun 2011 – Jun 2012 • 1 yr 1 mo

Instructional Coach
Roots International Academy, OUSD
Jul 2008 – Jun 2011 • 3 yrs

Plan and facilitate all Professional Development
Coach teachers around implementing equitable instructional practices
Teach Advisory
Handle discipline

Literacy Coach and Founding Leader
Sankofa Academy
2005 – 2007 • 2 yrs

Urban Elementary Teacher & Reading Recovery Teacher
Hayward Unified School District
Aug 1996 – Jul 2004 • 8 yrs

Elementary school teacher and PD lead.

See fewer positions

Education

California State University - East Bay
MS, Educational Leadership
2004 – 2005

University of California, Berkeley
Multiple Subject Teaching Credential, Education
1996 – 1998

California Polytechnic State University-San Luis Obispo
Bachelor of Arts (B.A.), English Language and Literature, General
1991 – 1995

Featured Skills & Endorsements

Educational Lead… · 27 +

Endorsed by **Noah Bradley and 1 other who is highly skilled at this**

Endorsed by **Lourdes Rivera and 2 other mutual connections** at this

Endorsed by **Lourdes Rivera (mutual connection)**

Literacy · 17

Endorsed by **Stephanie Brady and 1 other who is highly skilled at this**

Endorsed by **Lourdes Rivera (mutual connection)**

View 24 more

Interests

California State University - East Bay
85,410 followers

University of California, Berkeley
500,689 followers

University of California, Berkeley
532,632 followers

New Leaders Org
7,932 followers

California Polytechnic State Unive…
135,162 followers

National Equity Project
438 followers

See all

[redacted]

Adam Smith

1st PREMIUM

Senior Partner at Lippincott

San Francisco Bay Area | Management Consulting

Current Lippincott, Bonfire Communications

Previous Hill & Knowlton, PriceWaterhouseCoopers, Bank One / American National Bank

Education Northwestern University - Kellogg School of Management

Send a message

500+ connections

https://www.linkedin.com/in/adamdsmith

Contact Info

Relationship

Note | Reminder | Tag

Connected 7 months ago

4/28/2016

[redacted]

Background

Summary

Dynamic business leader with a team-oriented approach to implementing and managing operational, financial and strategic initiatives. Demonstrated expertise in strategic consulting, financial analysis, marketing communications and interactive technology.

Specialties: Strategic consulting, financial analysis, marketing communications, interactive technology, HR managment

Experience

Senior Partner

LIPPINCOTT

Lippincott

September 2014 – Present (2 years 4 months) | San Francisco

Lippincott (www.lippincott.com) is a leading, global brand strategy and identity firm. Lippincott pioneered the discipline of corporate identity nearly 70 years ago. Today, we continue to assist the world's leading brands define differentiating and powerful go-to-market strategies. While Lippincott has served hundreds of clients over the years, recent clients of note include IBM, Walmart, Starbucks, McDonald's, Wells Fargo, Visa and Infiniti.

Chief Operating Officer

BONFIRE a LIPPINCOTT company

Bonfire Communications

July 2005 – Present (11 years 6 months)

Bonfire leverages a deep understanding of organizational development and change management to provide an array of audience-centric employee communications services. Our offerings--ranging from the design of the function to the creation and implementation of multi-phased multimedia campaigns--raise awareness, deepen understanding, inspire commitment and drive action.

[redacted]

Why We Do What We Do

Senior Vice President
Hill & Knowlton
April 2000 – January 2005 (4 years 10 months)

Managed the day-to-day operations for H&K's online communications practice with staff in San Francisco; Washington, D.C.; and New York.

Consultant
PriceWaterhouseCoopers
June 1999 – April 2000 (11 months)

Worked with Fortune 500 clients to improve their business process planning and manage large-scale corporate transformation projects.

Vice President
Bank One / American National Bank
1991 – 1999 (8 years) l Greater Chicago Area

Specialized in highly leveraged loan transactions including management buyouts, recapitalizations, mezzanine financing and business acquisitions.

Vice President
American National Bank & Trust Co. of Chicago
1991 – 1999 (8 years)

Specialized in highly leveraged loan transactions including management buyouts, recapitalizations, mezzanine financing and business acquisitions.

Volunteer Experience & Causes

Board Member
Education for Change Public Schools
January 2013 – Present (4 years) l Education

Oakland, California based charter management organization that specializes in converting existing district public schools to charter schools.

Causes Adam cares about:

- Animal Welfare
- Education

Skills

Top Skills

[redacted]

17 Internal Communications

11 Management

11 Organizational...

10 Leadership

10 Strategy

[redacted]

6 Finance

6 Strategic Communications

5 Financial Analysis

Adam also knows about...

4 Employee Engagement · 4 Public Relations · 3 Strategic Consulting

3 Business Process · 2 Operations Management · 2 Employer Branding

Interactive Technology

Education

Northwestern University - Kellogg School of Management
MBA, Marketing & Management Strategy
1996 – 1999

Indiana University
BS, Finance
August 1987 – January 1991

Honors & Awards

Additional Honors & Awards

Bonfire Communications- Bay Area's Best Places to Work in 2007 & 2008

Bonfire Communications- Inc. 5000 fastest growing private companies in the US for 2007

Hill and Knowlton-Finalist for PR Week’s PR Innovation of the Year Award in 2004.

[redacted]

development are extremely valuable.

March 14, 2008, Adam managed Michael at Kitt Interactive and iConcertina

Joel Cere
EMEA Co-ordinator, Netcoms

Joel is a true expert in online communications. He provided tremendous value and

Connections

All (500+) Shared (14) New (2)

Doug Mandell 2nd
Counselor to Technology Companies; F...
Connect · 1

Harold Mann 2nd
President at Mann Consulting
Connect · 1

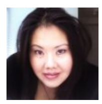
Ted Graham 2nd
Head of Open Innovation at GM
Connect · 1

Bob Gower 2nd
Organization Design Consultant at The ...
Connect · 4

Kabeer Mamnoon 2nd
Cofounder at Ready State
Connect · 1

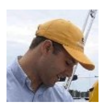
Todd Lash 2nd
Product Management & Digital Marketin...
Connect · 1

Greg Spector 2nd
Public Relations and Communications P...
Connect · 1



Stella Yu 2nd
Founder & Principal Advisor
Connect · 1

Kelly Newton Jeffers 2nd
VP, Corporate Communications at Sures...
Connect · 1



Aaron Kirley 2nd
Co-Founder, Luggage Forward
Connect · 1

Next

Groups

Employee Communi...
34,183 members
+ Join

Indiana University Al...
41,060 members
+ Join

Following

News

Pulse
1,370,290 followers
+ Follow

Companies

LIPPINCOTT

Lippincott
Marketing and Advertising
+ Follow

Indiana University Bl...
Higher Education
+ Follow

Bonfire Communicati...
Management Consulting
+ Follow

Northwestern Univer...
Higher Education
+ Follow

Indiana University Bl...
Bloomington, Indiana Area
+ Follow

Northwestern Univer...
Greater Chicago Area
+ Follow

Brian Kingwell Rogers

24 Brookside Road
Orinda, CA 94563
(H) 925-386-0747 - (C) 510-910-0059
brogers@rogersfoundation.org

Education

1991-1995	University of California at Berkeley – Class of 1995 B.S. Business Administration – Haas School of Business
1999-2000	Saint Mary's College of California State of California Teaching Credential (BCLAD, Single Subject)

Work Experience

6/14 – Present	Rogers Family Foundation – Chief Executive Officer
1/04 – 5/14	Rogers Family Foundation – Executive Director *Responsible for the strategic planning of the organization, management of staff and annual dispersement of 5 million dollars in community grants in the areas of education, medical research and youth development.*
11/01 – 8/03	Lair of the Golden Bear – Manager *Recruited and managed a staff of 60 employees that serviced and entertained 3000 campers each summer at the University of California Alumni Association family camp in Pinecrest, CA.*
9/00 – 9/01	Bishop O'Dowd High School – English Teacher, Tennis Coach *Taught the subjects of Grammar, American Literature and Ethnic Literature to Freshmen, Juniors and Seniors at a Catholic high school in Oakland, CA. Also coached both the Boys and Girls varsity and junior varsity tennis teams.*
2/99 – 9/00	7171 Co. LLC – President *Founded a construction development company that constructed single-family homes in Oakland, CA.*
9/98 – 1/99	Mahalovich Partners – Associate *Assisted General Partner in securing commercial real estate clients in San Francisco, CA.*
3/98 – 8/98	Il Fornaio Restaurant – Host/Waiter
5/97 – 9/97	Lair of the Golden Bear – Athletic Director *Organized and officiated over all sporting events and tournaments for 300 campers a week. Also taught tennis, volleyball, basketball and swimming lessons to both children and adults.*
10/96 – 5/97	Northstar-at-Tahoe – Ski Instructor *Instructed both children and adults of all levels to snow ski in Lake Tahoe, CA.*

Board and Advisory Board Service (Current)
Lighthouse Community Charter School
Oakland Reads 2020 Steering Committe (Chair)
Education for Change Public Schools (President)

Board and Advisory Board Service (Past)
Bring Me A Book Foundation (President)
Chabot Space and Science Center Foundation
Bishop O'Dowd High School Board of Regents
Sigma Alpha Epsilon Cal Beta Alumni Housing Corporation – (President)
Collegeworks – (President)
St. Elizabeth's Elementary School – Advisory Board
UC Berkeley Graduate School of Education - Advisory Board
Oakland Schools Foundation
Aim High East Bay Advisory Board

Other Achievements, Pursuits and Memberships
100 Club, Member
Oakland Rotary, Member
Candidate, Oakland Unified School District Board of Education– District 1 - 2008
Co – Founder – Oakland Education Funders
Co - Founder – Oakland Charter Collaborative
Founder – Oakland Literacy Coalition

2000 – 2004	Head Tennis Coach – Bishop O'Dowd High School
5/91 – present	Eagle Scout
5/96 – 9/96	U.S. Baseball Stadium Tour
1/99	Summited Mount Kilimanjaro in Tanzania
1994	Head Yell Leader – University of California at Berkeley

Eva Lum Camp

98 Sea View Avenue, Piedmont, CA 94611 • 510-594-2267 • eva_camp@hotmail.com

Community Experience

Full Circle Fund, Board Member — 2003 – Present

Full Circle Fund is an alliance of emerging business leaders who address public problems in the Bay Area through engaged philanthropy and public policy advocacy.

Head-Royce School, Parents Association President, Board Member, Auction Chair — 2010-2012

National Equity Project, Board Member — 2008-2011

Work Experience

Microsoft Corporation — 1991 - 2001

Director of Market Planning and Analysis, Home Products Division — **Oct '99- Oct '01**

Identified, assessed and prioritized market and customer information needs for Microsoft's line of consumer products. Developed a research plan and managed a team to execute it.

Contributed to strategic planning and analysis for Microsoft's Home Products Division. Worked with different functions across the division, including finance, product management, sales and corporate communications.

Director of Channel Marketing — **Jan '98 – Sept '99**

Created and managed Microsoft's retail channel marketing organization. Responsible for developing channel promotions, the group played a critical role in balancing conflicting priorities between the sales organization and product marketing organization.

Group Marketing Manager, Far East Headquarters (based in Tokyo) — **Jan '95 – Dec '97**

Responsible for strategic planning and marketing consulting for Microsoft's consumer businesses in Japan, Korea, Hong Kong, Taiwan and China subsidiaries, reporting to the regional Vice President.

In particular, drove regional efforts to win the word processing market against entrenched local competitors. Helped persuade subsidiary management to focus on Microsoft Word when they thought it was futile. Facilitated extra funding to support aggressive marketing, established measurements in each country to identify areas of strength and weaknesses as well as to provide benchmarks for measuring progress. These efforts resulted in Microsoft Word becoming the #1 word processor in the company's biggest market, Japan.

Group Product Manager, Microsoft Office — **June '94 - Dec '94**

Managed team of product managers to develop and execute competitive response strategies, demand-generating marketing activities such as channel promotions, manufacturing, sales tools and events.

International Product Manager, Microsoft Office — **Aug '92 - May '94**

Led first worldwide launch of Office in over 25 languages. Established worldwide sales and marketing training and SKU naming strategy. Pioneered communication infrastructure to work more closely with subsidiaries and incorporated their requirements, many of which are used today.

Analyzed worldwide business and established rational localization strategy for Microsoft Office.

Product Manager, Microsoft Word — **Apr '91 - July '92**

Managed Word's end-user marketing activities including end-user satisfaction programs, switcher seminar efforts and customer-focused market research plan.

Procter & Gamble

Assistant Brand Manager, Paper Division **Oct '90 - Mar '91**

Defined market opportunity and developed positioning and marketing plans for a new toilet tissue product, including advertising, pricing, packaging and promotions — for test market and national expansion.

Repositioned a premium niche product for mass market.

Brand Assistant, Paper Division **Sept '89 - Sept '90**

Contributed to 20% growth in market share by developing and implementing successful promotion plan involving coupons, direct mail, samples and pricing controls such as pre-priced packages.

Initiated Brand entrance into warehouse clubs, the fastest growing segment of the supermarket industry. Negotiated pricing strategy and designed product format.

Led multi-functional teams to rapidly execute package changes that saved the brand over $3 million.

Education

Harvard University Sept '85 – June '89

Bachelor of Arts degree with Honors in History of Science, June 1989. Specialization in Computer Science and Asian history. Elected President of Asian American Association, a 500-member group. Awarded 4-year Grumman Science and Engineering Scholarship (which covered 25% of college tuition) based on academic achievement and leadership qualities.

Other Interests

Travel, cooking, my three children.

[redacted]

Nick Driver

1st

Vice President, Strategic and Client Services

San Francisco Bay Area | Education Management

Current: CSMC, Education for Change Public Schools, Educate Our State

Previous: California Charter Schools Association, San Francisco Examiner, Clear Thinking

Education: University of California, Berkeley

Send a message

500+ connections

https://www.linkedin.com/in/nick-driver-4a2373

Contact Info

[redacted]

Relationship

Note | Reminder | Tag

Connected 7 months ago

4/28/2016

Background

Summary

Specialties: Collective action and organizing to develop and support public schools in California. Creating or locating value-added services to strengthen schools and provide better learning outcomes for kids.

Experience

Vice President, Strategic and Client Services
CSMC
November 2011 – Present (5 years 2 months) I California

Behind every great school is a solid teaching staff and leadership, impeccable governance and sound financial practices. CSMC is the national leader for services and tools to help schools and their boards improve their performance...so that teachers and leaders can focus on educating students.

1 project

Board Member
Education for Change Public Schools
May 2011 – Present (5 years 8 months) I Oakland, CA

Education for Change's mission is to provide a superior public education to Oakland's most underserved children by creating a system of public schools that relentlessly focuses on our students' academic achievement. We believe that high quality instruction, and its continuous refinement, will lead to success for our students. When our students succeed, they will be prepared to make thoughtful and informed choices that will set them on a path for a successful life.

Board Member
Educate Our State
August 2011 – Present (5 years 5 months)

[redacted]

Editor, Reporter
San Francisco Examiner
2001 – 2003 (2 years)

Consultant
Clear Thinking
1995 – 2000 (5 years)

Correspondent
los angeles times
1988 – 1992 (4 years)

Projects

Education for Change
Starting December 2012

Positioning and messaging project for Education for Change, a network of Oakland neighborhood schools working in collaboration with teachers and parents to turnaround education for all Oakland students

2 team members


Nick Driver
Vice President, Strategic and Client Serv…


Jennifer Johnson
Vice President Corporate Marketing at A…

Education

University of California, Berkeley
Bachelor of Arts, Asian Studies
1985 – 1989

Leadership San Francisco

[redacted]

Search for people, jobs, companies, and more... Advanced

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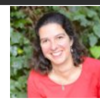
Jonathan Klein 1st
Co-Founder and Chief Executive Officer...



Elise Gresch 1st
Director of Data & Evaluation at KIPP B...

Scot Refsland, Ph.D. 1st
Chairman, Drone Sports Association, pr...

Jay Banfield 1st
Chief Officer of Innovation & Scale and ...

Brian Greenberg 1st
Chief Executive Officer at The Silicon Sc...

Pratap Mukherjee 1st
CEO at Kinetix Technology Services Inc.

Next >

Groups

National Charter Sch...
11,915 members
+ Join

Charter Schools Insi...
3,998 members
+ Join

Charter School Auth...
3,026 members
+ Join

California Charter Sc...
1,660 members
+ Join

Charter School Finan...
1,364 members
+ Join

Following

News

Pulse
1,370,290 followers
+ Follow

Companies

Global Citizen Year
Nonprofit Organization Management
+ Follow

Education for Chang...
Education Management
✔ Following

Educate Our State
Nonprofit Organization Management
+ Follow

The Bookworm
Events Services
+ Follow

Full Circle Fund
Philanthropy
+ Follow

California Charter Sc...
Education Management
+ Follow

CSMC - Charter Scho...
Education Management
+ Follow

See 2 more >

University of Californ...
San Francisco Bay Area
Following

Paul Byrd

3411 East 12th St Apt 205│ Oakland, CA 94601
paulbyrdjr@gmail.com |Tel: 510-866-5221
Online Portfolio: http://www.coroflot.com/paulbyrdjr

OBJECTIVE	Print, Illustration, Graphic Design, Motion Graphics/ Film / Video, Marketing, in the Entertainment or Advertising Agency
TECHNICAL QUALIFICATIONS	(see table below)
SKILLS	Technical Skills Include: Hand Illustration: sketching, pencil, pen and ink, color pencil, marker, watercolor, Storyboarding, Painting and other mixed medias. Graphic Design Skills Include: Adobe CC / Photoshop / Illustrator, Painter, Photo Restoration and Manipulation, Logo design, Page layout, Info Graphics, Banners & posters etc. Video Post Production Skills: Shooting Video / Film, Photography, Lighting, Green Screen Shooting. Video Post Production Skills Include: Adobe After Effects, Adobe Premiere, Final Cut Studio, Green Screen Video Compositing Sound Production Skills: Audio Cleanup / Restoration, Royalty free Music Creation Other Skills I have some web experience with Adobe Dreamweaver and Adobe Flash Banner creations. DVD Authorizing done with DVD Studio Pro. Some 3d with Cinema 4d for 3D Logo Design and modeling.
EXPERIENCE	D.P.W Cleaner greener campaign, D.P.W Pick it up campaign 06/ 14/01 to 07/10/01 and 03/ 06/02 to 04/12/02 The objective to both of these projects were to create print ads that show a cleaner city thru character design mixed with images of schools and landmarks located in San Francisco. The main goal for the designs were to create fun looking but eco conscious characters that will pull junior highand high school students into a program to help keep the streets of San Francisco clean. This project comprised of various print work from bookmarks, Book covers, D.P.W card, posters, banners, bus ads and billboard layouts. My role in this project was to create concepts for characters also handle all print aspects such as design layout and typography. Methods used

Technical Qualifications:

Skilled	Proficient
Adobe CC	Photoshop CC / Illustrator CC
Apple Final Cut Studio / X	Adobe After Effects CC
Microsoft Word / IWorks	Final Cut Pro / Adobe Premiere CC

for both projects were a combination of hand illustration, Adobe Photoshop, Adobe Illustrator and Adobe Indesign.

Def Con 3 Energy Drink
06/ 04/02 to 11/01/02

Def Con 3 is an energy drink created by Russell Simmons Beverages; the project consisted of design and print work. The first part was to create labels for the packaging of the beverage Logo was created with Adobe Illustrator and packaging design was done in Adobe Photoshop and Adobe Indesign. For the project I had to make Ads that went into magazines,
Different Print materials and in store displays.

Def Jam and the Hip Hop Summit
02/ 11/03 to 03/11/03

Main responsibility was to create and design concepts for logo and do print work for the hip-hop summit. The programs used were Adobe Illustrator and Adobe Photoshop.

San Francisco All About The Arts Campaign
09/ 07/03 to 09/14/03

The main objectives for this project was to take images provided by the team and graphically enhance them with effects and color correction for ad spaces and television spots.

P.H.A.T Promoting Healthy Activities together Campaign for CANFit Organization.
02/ 01/04 to 03/10/04

Main goal was to create characters to identify with demographics in area to promote healthy eating. I had to create character concepts and then once approved do poster, mailers, cards and package design for video.

Team X
03/ 12/04 to 05/12/04
Responsibilities for Team X were to come up with a logo and do print material for the project. The logo was done in freehand Illustration and then traced and cleaned up in Adobe Illustrator. Once done in Illustrator I
took it into Cinema 4d to make it into 3d.

U.S.G Clothing
05/ 20/04 to Present
My goals were to first design the logos for the clothing brand and then come up with concept designs that would be used for merchandise. My other task consisted of doing all print and web work from flyers, web
banners to in store ads.

Pursuit of Equality
06/ 12/04 to 10/20/06

My many responsibilities for this project included logo concept and design, print material such as banners, posters, mailers, business cards and all media packets and so on.

Youth Uprising
07/ 06/06 to Present
My responsibilities for this project included logo design, character design and such as banners, posters, mailers, flyers.

MAMAS BOY Clothing
02/ 01/ 09 to Present
My role in this clothing line is to create various designs for shirts, hoodies, jackets etc. Besides that I am responsible for all print and web materials.

Dolby
Design the Future FY14 Worldwide Sales and Marketing Conference
Creating Graphics, Motion Graphics and Video Edit for video highlight of event.

Sony 4K Napa Valley Film Festival Challenge 2013
Film Is Hey Mickey
https://vimeo.com/80116000
Password is: MONKEYBUSINESS
https://vimeo.com/80183906

Brad Thorson was the lead for sony on the festival

Doritos Sample Commercials 2014
1 Chip or 1 Bag Kids Compilation
https://vimeo.com/80183906

Herbalife
05/ 10/ 09 to Present
Video Production and print materials for various shows and conferences.

References

Enough Said Productions
Michael Shaw
Owner
enoughsaidproductions@yahoo.com
415 867 2200

Project Description: Contract work
Projects done for Enough Said Productions were for print, video and web. Working on such projects ranging from the city of San Francisco's Cleaner Greener and Pick it up campaign, Def Jam and the Hip Hop Summit to entertainment, non-profit and corporate identity. My main task for Enough Said Productions was to create designs in print, web and video that have high impact visuals that produce results for a project and its product

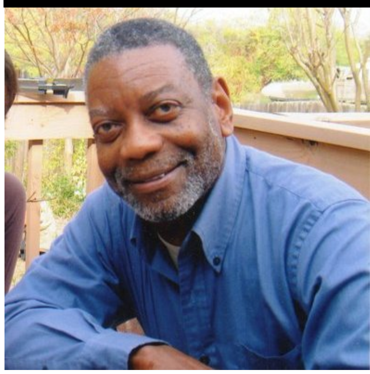
Herbalife

Lisa Wonson
Event Manager North America
Herbalife International of America, Inc. 310-410-9600 x22916 | Direct 310-258-7116
Lisawo@herbalife.com

	Project Description: Contract work Video production & presentations for various vacation trips Main task was motion graphics and editing pieces for quick turnaround with high quality and impact to viewers. Jacky Johnson Public Relations / Project Manager The National Action Network jackyjohnson@gmail.com 510 717 2260 Project Description: Contract work Project was for contract to make print work and logo design for a program towards youth empowerment and education for a facility in Oakland. My role was to create animated characters that fit their demographic of participants that would sign up for their programs. I also did print work for various projects and events for Youth Uprising. Recently working on print material to be put in the Youth Uprising center focused on Oakland musicians, actors etc. Sciortino Design Group Rich Sciortino Owner 510 824 6960 Rich@sciortino.com Project Description: Contract work Projects done for Sciotino Design Group were for print, video and web. Allot of the design work done was for manufacturing and apparel websites. Print work such as cards, flyers posters etc.	
EMPLOYMENT	**Enough Said Productions,** San Francisco, CA Graphic Design, Video production, Post production Independent Contractor **Sciortino Mfg,** West Oakland, CA Graphic Design, Video production, Post production Independent Contractor Samples of Motion graphic editing work. My Motion Graphic / Video Demo Here is a project I did for RAVN a social outing site. I did the photoshop composition and Animation http://youtu.be/nJiF8V_Uiag Uncle Junior (EXTENDED) Trailer Editing and Mostion graphics http://youtu.be/ECWNUnRHfQU Hey Mickey Sony 4K Film Challenge Napa Valley Fim Festival I did the editing.	

	http://vimeo.com/80116000Video for Herbalife Video, editing, photoshop layout and Motion Graphics https://www.youtube.com/watch?v=t272v_AMk_I LifeBotanica Presentation (WIP) photoshop layout and Motion Graphics http://youtu.be/k6D1yFjgrHQ Sample Motion graphic Connect Marketing photoshop layout and Motion Graphics http://www.youtube.com/watch?v=-MqRVqhWMt8 Motion graphic video for Canyon Beachwear photoshop layout and Motion Graphics https://www.youtube.com/watch?v=5RdAN4i-1Rw Pipe Spy logo graphic https://www.youtube.com/watch?v=_8wyLy22Ev8	

[redacted]



Roy Benford

2nd PREMIUM

Experienced Bay Area Real Estate Consultant Helping Clients Buy,Sell and Manage Real Estate

San Francisco Bay Area | Real Estate

Current Benford & Associates LLC, RE/MAX Accord

Previous Network for Teaching Entrepreneurship, American Red Cross Bay Area, Organizing For America - 2008 Obama Campaign

Education College of Marin

Follow

687 followers

https://www.linkedin.com/in/roybenford

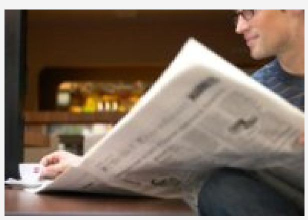
Contact Info

Posts

Published by Roy

See more

Home Ownership Workshop in SF
November 1, 2016



Education For Change Sponsors Home Ownership...
September 29, 2016

Justice Antonin Scalia's Quote Is An Affront to...
December 13, 2015

[redacted]

Background

Summary

Living and working in the San Francisco Bay Area since 1970 has provided Roy with a broad perspective on lifestyles and demographics of the most desirable communities in which to buy and sell real estate. His enthusiasm for his work as a real estate professional and his civic activities have made him a favorite son in his East Bay community. Roy is widely known and respected by his colleagues and clients alike for his calm demeanor, his win-win negotiating and keen problem solving skills.

Roy's involvement in community issues affecting his community is well known. He is often seen at city council meetings, or conversing with joggers walking around Lake Merritt. His quality of character and cooperative energy gives his clients assurance that their transaction will close successfully.

Roy knows real estate! He has sold properties from San Leandro in the East Bay to San Anselmo in Marin County, and just about every city in between. Whether it’s a hard-to-sell listing, or a hard-to-find jewel of a dream home, let Roy be your first choice for knowledgeable representation.©2013 Benford & Associates, LLC

He is founder and CEO of Benford & Associates LLC, a real estate consulting company located in Oakland, California. He has worked as a full-time real estate professional since 1990. He ranked in the top 10 percent of the 11,000 RE/MAX Sales Associates in the California/Hawaii Region in 2004, 2005 and 2006. He was the top listing agent in September 2006 in an office of 110 agents at RE/MAX In Motion, Castro Valley California. Roy has two sons and 4 grandsons. They motivate him to rise and shine each and every day to help others reach their goals and objectives.

[redacted]

Skills

Top Skills

- 32 Sellers
- 27 Real Estate
- 23 Investment Properties
- 20 Real Estate Transactions
- 15 Residential Homes
- 12 Property
- 12 Referrals
- 11 Foreclosures
- 9 Selling
- 8 First Time Home Buyers

Roy also knows about...

8 Investors · 7 Buyers · 6 Short Sales · 6 Relocation · 6 Leadership

5 Real Estate Development · 5 Single Family Homes · 5 Sales

4 Contract Negotiation · 4 Relocation Buyers · 4 Property Management

4 Commercial Real Estate · 3 Market Analysis · 3 Social Networking · 3 Luxury

See 18+ >

Experience

Realtor/CEO
Benford & Associates LLC
August 2007 – Present (9 years 5 months) I 2070 Mountain Blvd, Oakland CA

Duties and responsibilities include actively listening to buyers and sellers to determine their goals and objectives for purchasing, selling or managing residential and commercial property, pre-qualifying buyers to help them determine their affordable price range. Answering questions and finding solutions to real estate problems. Generate Comparative Market Analysis to determine a property's value. Show homes that are currently for sale to prospective buyers. Negotiate purchase prices, and Listing Agreements. Prepare disclosures and net sheets.

Confer with title and escrow companies, lenders, attorneys, home inspectors, contractors, other agents, and pest control companies. Establish and maintain good communications between all parties to a transaction. Coordinate escrow closings. Keep in contact with past clients. Prospect for new buyers and sellers. Preview homes that are newly listed for sale by other agents to see if any of them meet my clients' needs and wants. Participate in office meetings, workshops and coaching sessions.

1 recommendation

Joel Freid
Deputy Attorney IV, Caltrans, Legal Division

To whom it may concern: Roy Benford is a principled and dedicated leader who would be a valuable asset for any client or organization lucky enough to have him. I've worked closely with Roy for several years on an interfaith non-profit... View↓

[redacted]

[redacted]

RE/MAX Accord

October 2011 – Present (5 years 3 months) | Montclair Village Oakland, CA 94611

Full service listing and buyers' agent. Real Estate Sales,Comparative Market Analysis, Property Management, Marketing Presentations, Contract Negotiations, Escrow Cordinating.

7 recommendations, including:

Igor Tregub
Engineer/Deputy Operations Team Lead…

Roy is a community-oriented broker who uses his experience to not only help his clients cut through red tape to get a square... View↓

Majett Whiteside
Real Estate Professional

Roy is an experienced real estate professional. He helped to identify several investment opportunities, but more... View↓

5 more recommendations↓

Volunteer
Network for Teaching Entrepreneurship

2009 – 2015 (6 years)

As a business plan coach, I am responsible for helping students to
develop their business ideas and fine-tune their business plans by focusing on specific areas, including the plan review, market analysis and segment, competitive advantage, economics of one unit, and presentation of the business plan to judges for state,regional,, and national competition.

1 organization

External Realtions Committee
American Red Cross Bay Area

2012 – 2013 (1 year)

As a member of the External Relations Committee my activities included building relationships with local business leaders, faith based organizations and City of Oakland officials in order to help the Red Cross utilize local resources more efficiently to prepare for, prevent and respond to disasters.

Precinct Captain
Organizing For America - 2008 Obama Campaigh

2007 – 2012 (5 years) | Oakland CA

Served as communication source between assigned Precinct and local campaign headquarters. The primary objective: Increase voter turnout.

Realtor
RE/MAX In Motion

2002 – 2007 (5 years) | Castro Valley, CA

Full service listing and buyers' agent. Real Estate Sales, Market Analysis, Contract Negotiations, Property Management,
Marketing Presentations,Contract Negotiations, Escrow Cordinating.

1 recommendation

Winnie Wang
San Francisco Bay Area Real Estate Consultant/ Property Manager, CCRM

It was a pleasure to work with Roy in the real estate business. Roy is a dedicated and trustworthy real estate professional that I would highly recommend to anyone! View↓

Past Co-Chair Public Ministry Committee
Allen Temple Baptist Church

2002 – 2004 (2 years)

Past Vice Chair Youth Services for ARCBA

[redacted]

experiences young people need to become leaders. ARCBA covers six of the nine Bay Area counties. My responsibilities included chairing monthly meetings, planing and coordinating youth activities and maintaining communications between the six Youth Services Coordinators - one for each county: Alameda, Contra Costa, Marin, San Francisco, San Mateo, and Sanoma.

Realtor

RE/MAX of Central Marin
1996 – 2001 (5 years) | San Rafael, CA

Real Estate Sales, Listing Agent, Property Management, Marketing Presentations, Contract Negotiations,Escrow Cordinating.

Computer Systems Analyst

Bank of America
1980 – 1984 (4 years) | San Francisco, CA

System Analyst on project team that automated Bank of America's Remittance Accounting Procedures for world-wide wire transfers.

Education

College of Marin

Real Estate License, Real Estate Principles, Ethics
1988 – 1990

Prairie View A&M University

Industrial Education/Business, Industrial Education/Business
1963 – 1967

Activities and Societies: Prairie View A&M University National Alumni Association

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Additional Info

- **Interests**

Real estate consulting services, social networking, progressive politics, reading, writing, volunteering with the American Red Cross. Racquetball, fishing. Working with buyers, Sellers, Investors, in Oakland, Berkeley, Emeryville, San Leandro, Montclair, Piedmont. Church, Family. Dating. Marketing, Referrals, Networking, Commercial Real Estate, Residential Real Estate, Property Management, Strategic Planning, Foreclosures, Real Estate Development, REOs, CMA, Relocation. Referral Network, Facebook, LinkedIn, Twitter.

- **Personal Details**

Birthday December 30

- **Advice for Contacting Roy**

Call 510.860.6008 or
Email roy@benfordproperties.com
www.roybenford.com

Honors & Awards

Additional Honors & Awards

[redacted]

Top Listing Agent for the month of September, 2006 in an office of 110 agents at RE/MAX In Motion.

Community Service Award, Oakland Coalition of Congregations in 2006

Organizations

Burbank Elementary School, Oakland CA

Founder and President of Burbank PTA

2001 – 2003

This opportunity came about when an issue arose on the playground at Burbank where my grandson attended Elementary school. I suggested to the principal that we take the issue to the PTA (Parent Teacher Association), and was surprised to learn that there was no PTA at the school. My first thought was to enroll my grandson in another school where there was a PTA. And then this thought occured to me:... **more**

Network For Teaching Entrepreneurship

Business Plan Coach/Judge

2008 – 2015

The Network for Teaching Entrepreneurship inspires young people from low-income communities to find their paths to success.

We work closely with educators in high-need schools to re-engage students in learning, introduce them to business concepts, and open up their possibilities for the future.

As a volunteer with NFTE, my roll is to use my business expertise to help students turn their... **more**

Allen Temple Baptist Church

Co-Chair Public Ministry Committee

2002 – 2004

The Public Ministry Committee at Allen Temple Baptist Church is on standby to respond to ad hoc issues and other requests made by the Pastor. We host and serve the Community Thanksgiving Dinner, Children’s Christmas Party, local political candidates' Mixers, and publish recommendations for balloting on local measures and propositions. The Public Ministry Committee continues to work on economic... **more**

Additional Organizations

Oakland Association of Realtors, California Association of Realtors, National Association of Realtors, American Apartment Owners Association. Prairie View A&M University National Alumni Association, American Red Cross Leadership Council, American Red Cross Bay Area External Relations Committee. Education For Change; member, board of directors.

Languages

English

Native or bilingual proficiency

Publications

Bay Area Housing Market: Trends For 2016

[redacted]

Network For Teaching Entrepreneurship (NFTE)
2008 – Present (8 years) | Science and Technology

The Network for Teaching Entrepreneurship inspires young people from low-income communities to find their paths to success.

We work closely with educators in high-need schools to re-engage students in learning, introduce them to business concepts, and open up their possibilities for the future.

As a volunteer with NFTE, my roll is to use my business expertise to help students...

Causes Roy cares about:

- Arts and Culture
- Civil Rights and Social Action
- Economic Empowerment
- Education
- Environment
- Health
- Human Rights
- Disaster and Humanitarian Relief
- Science and Technology
- Affordable Housing

Recommendations

Received (9) Given (2)

Realtor/CEO
Benford & Associates LLC

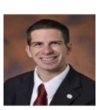
Joel Freid
Deputy Attorney IV, Caltrans, Legal Division

“To whom it may concern:

Roy Benford is a principled and dedicated leader who would be a valuable asset for any client or organization lucky enough to have him. I've worked closely with Roy for several years on an interfaith non-profit organization board of directors of which he was President, and on several political campaigns over a period of more than a decade. Roy... **more**

January 25, 2013, Joel worked indirectly for Roy at Benford & Associates LLC

Realtor
RE/MAX Accord



Igor Tregub
Engineer/Deputy Operations Team Lead, Department of Energy; Commissioner, City of Berkeley

“Roy is a community-oriented broker who uses his experience to not only help his clients cut through red tape to get a square deal, but is passionate about topics of neighborhood stability and homeownership. If you get Roy as your real estate specialist, you will be fortunate you did. He is experienced, passionate about the work, and compassionate when it comes to his clients!

May 5, 2013, Igor was with another company when working with Roy at RE/MAX Accord

Majett Whiteside
Real Estate Professional

“Roy is an experienced real estate professional. He helped to identify several investment opportunities, but more importantly he stopped me from making some poor decisions.

February 13, 2013, Majett was Roy's client

Dr J Alfred Smith
Seminary, Professor, Mentor, <, Guest Preacher and Lecturer,Author

Renata Rollins
Writer, Yogi, Spark

" Roy is trustworthy, knowledgeable and genuinely cares about every individual he works with. These attributes combined with years of experience make him a fantastic realtor. I give him my highest recommendation.

January 21, 2013, Renata was with another company when working with Roy at RE/MAX Accord

See More

Connections

Shared (1)

Lauren Weston 1st
Non Profit Leader and Strategist; Fund …

Groups

Institute of Real Esta…
23,613 members
+ Join

Leadership: A Maste…
19,949 members
+ Join

Bay East Associatio…
987 members
+ Join

Leadership Think Tank
211,555 members
+ Join

Real Estate Investor
118,487 members
+ Join

Social Media Today
198,742 members
+ Join

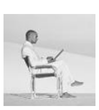
The Real Estate Netw…
574,915 members
+ Join

See 10 more >

Following

News

Leadership & Manag…
22,796,723 followers
+ Follow



Entrepreneurship
15,112,005 followers
+ Follow

Economy
14,209,354 followers
+ Follow

Companies

Redfin
Real Estate

Allen Temple Baptist …
Religious Institutions

Richmond American …
Construction

Move, Inc
Internet

Nonprofit Organization Management
+ Follow

A Showcase Page by Google
+ Follow

Real Estate
+ Follow

Schools

Prairie View A&M Uni...
Houston, Texas Area
+ Follow

[redacted]

Sudhir Aggarwal

2nd

Managing Director at TransitionCo

San Francisco Bay Area | Internet

Current Earth Mama Angel Baby, Cruiser Customizing, Inc., TransitionCo

Previous Mercury Media, Cruiser Customizing, Ancora

Education Stanford University Graduate School of Business

Follow

549 followers

https://www.linkedin.com/in/sudhir-aggarwal-763b311

Contact Info

[redacted]

Background

Experience

Board Member
Earth Mama Angel Baby
2014 – Present (2 years) | Portland, Oregon Area

Member of the Board
Cruiser Customizing, Inc.
2013 – Present (3 years) | San Francisco Bay Area

Managing Director
TransitionCo
2013 – Present (3 years) | San Francisco Bay Area

Advisor to the CEO for a number of growing companies. Providing management guidance and access to resources, helping these first time CEO's become outstanding managers and assisting their companies to scale.

Board Member
Skyline Construction
2011 – Present (5 years) | San Francisco Bay Area

Chairman
Zuca Inc
2007 – Present (9 years) | Milpitas, CA

Interim CEO
Mercury Media
2013 – 2013 (less than a year)

CEO
Cruiser Customizing
2010 – 2013 (3 years) | Livermore, CA

CEO
Ancora
January 2001 – December 2004 (4 years)

[redacted]

CEO (Turnaround)
National Pen Corporation
January 2000 – May 2001 (1 year 5 months)

Senior Vice President
Bank of America/Bank of Boston
1990 – 1998 (8 years)

Banking Associate
J.P. Morgan
1986 – 1989 (3 years)

[redacted]

Skills

Top Skills

- 43 Management
- 35 New Business Development
- 33 Start-ups
- 28 Business Strategy
- 21 Entrepreneurship
- 19 Mergers & Acquisitions
- 18 Bankruptcy
- 18 Strategic Planning
- 17 Venture Capital
- 15 Strategy

Sudhir also knows about...

- 12 Business Development
- 11 Private Equity
- 10 Corporate Development
- 10 Strategic Partnerships
- 8 Executive Management
- 5 E-commerce
- 5 Restructuring
- 3 Mergers

Education

Stanford University Graduate School of Business
Master of Business Administration (MBA)
1984 – 1986

Dartmouth College
AB, Economics and Engineering Sciences
1979 – 1983

Board Member
Education for Change Public Schools
October 2014 – Present (2 years 3 months) | Education

Board Member
Unity High Charter School
September 2005 – September 2008 (3 years 1 month) | Education

Languages

English

Spanish

Hindi
Native or bilingual proficiency

French

Recommendations

Given (2)

Ramsey Ackad
Financial Controller

"Ramsey has worked with me for a number of years. His diligence, practical sense and technical accounting skills and managerial abilities are admirable. He is an asset to any company that he supports.

January 28, 2016, Sudhir managed Ramsey at Cruiser Customizing, Inc.

Karl Pearson
Director and Operating Partner

"Karl has been a dedicated and valuable contributor to Copia's portfolio companies. He brings a broad range of skills to the task and his enthusiasm and boundless energy allow him to support an array of projects and activities. He works well in a team environment and is willing to adapt to the needs of the project. Karl is an asset to any company or team he joins.

March 18, 2009, Sudhir managed Karl at Copia Associates

Connections

Shared (4)

Mike Barr 1st
Chief Financial Officer at Reading Partn...

Hae-Sin Kim Thomas 1st
CEO at Education for Change Public Sc...

Paul Byrd 1st
Creative Consultant at Oakland Unified ...

David Castillo 1st
Head of School at Urban Montessori Ch...

Groups

Workout/Restructuring
9,593 members

News

Pulse
1,370,287 followers
+ Follow

Companies

Dartmouth College
Higher Education
+ Follow

ZÜCA, Inc.
Consumer Goods
+ Follow

Stanford University ...
Higher Education
+ Follow

Skyline Construction
Construction
+ Follow

Earth Mama Angel B...
Health, Wellness and Fitness
+ Follow

Cruiser Customizing,...
Automotive
+ Follow

Transition Managem...
Construction
+ Follow

Schools

Dartmouth College
Greater Boston Area
+ Follow

Stanford University ...
San Francisco Bay Area
+ Follow

MICHAEL P. BARR, CMA

4046 Waterhouse Road ♦ Oakland, California 94602 ♦ Cell: (415) 613-2277 ♦ barr.mike@gmail.com

Finance executive with over 25 years of increasingly responsible positions leading financial teams to partner with key stakeholders in achieving successful and rapid growth. Experience includes leadership roles in companies ranging from multi-national to start-ups in both the private and public sectors. Executed key transactions including IPO, secondary offering, mergers & acquisitions, debt restructuring and public bond issuance.

PROFESSIONAL EXPERIENCE

Reading Partners, Oakland, CA — April 2014 - Present

Chief Financial Officer

Nation-wide non-profit focused on addressing childhood literacy by engaging community volunteers to provide one-on-one tutoring to elementary school students.

- *Reported to*: CEO; *Revenue*: $23m; *Managing Team of*: 10.
- Oversaw completion of FY15 budget.
- Oversaw completion of FY14 tax returns.
- Negotiating lines of credit to support expansion.
- Overseeing FY14 year-end close and working with external auditors to address previous year audit issues.

Independent Consultant — July 2011 – May 2014

Providing executive-level Finance consulting to early-stage and high-growth clients, with a focus on planning for successful and predictable growth. Selected engagements include:

College Track, Oakland, CA (Interim CFO) — April 2013 – May 2014

- Upon departure of former CFO, overseeing a seamless transition to a new organizational structure that consists of a COO and a Director of Finance
- Completely revamped monthly reporting tools to increase the value of the data while dramatically decreasing the effort required to prepare
- Completely revamped monthly cash flow tool to better project future balances
- Oversaw complete overhaul of organization's benefits plans, yielding $150k in annual savings
- Overseeing implementation of online timesheet tool that will dramatically improve accuracy while dramatically decreasing the level of effort required

Envision Education, Oakland, CA (Interim CFO) — April 2013 – December 2013

- Upon departure of former CFO, oversaw a seamless transition to a new organizational structure that consists of a COO and a Controller
- Revised monthly forecasting tool to better meet needs of schools and departments
- Created monthly cash flow tool to better project borrowing needs
- Re-negotiated line of credit to ensure access to cash for organizational needs
- Oversaw successful completion of annual audit

Great Oakland Public Schools, Oakland, CA — February 2013 - Present

- Worked with the Executive Director and Managing Director to implement a new financial structure
- Providing high-level strategic financial guidance, including board communications
- Revamped monthly forecast tool to meet needs of organization
- Currently covering for Director of Finance & Operations who is on maternity leave
- Identifying process improvements within the finance, accounting, and operations areas

Oakland Schools Foundation, Oakland, CA (Interim VP of Finance & Ops) June 2012 – March 2013

- Brought in by Board of Directors to serve in a turnaround role as Vice President of Finance and Operations and Co-Executive Director overseeing all finance, administrative and operations functions
- Identified and implemented multiple efficiency in tools and processes, including:
  - Revised budget reports to clients to provide accurate and timely information
  - Redesigned internal documents and processes to ensure sufficient controls are in place for all transactions
  - Revamped HR processes and employee handbook to ensure compliance with regulations
  - Converted from outdated, inefficient email solution to a true corporate email solution
- Oversaw annual audit and tax return for 2011-12 fiscal year

Learning Matters Educational Group, Glendale, AZ April 2012 – August 2013

- Provided deep financial analysis of affiliated school in San Bernardino for client's founder
- Negotiated settlement of disputed contractual amounts with affiliated school in San Bernardino, generating over $500k of upside to client
- Created budgets for charter petitions for two new affiliated schools in California
- Providing ongoing updates on charter funding in California

Fortune Schools, Sacramento, CA January 2012 – March 2012

- Designed and conducted 2-day retreat of Cabinet-level staff retreat to plan for future growth.
- Provided insight into a road map for the organization's growth plans as they expand from 2 schools to 10 or more over the next few years.
- Working with staff to prepare a 3-year organizational budget that will serve as a model for affordability of home office staffing costs.

StudentsFirst, Sacramento, CA (Interim CFO) September 2011 – March 2012

- Served as organization's first CFO on an interim capacity during length of project
- Established policies and practices to meet the organization's complex 501c3 and 501c4 reporting requirements.
- Implemented fully automated solutions for Payroll and Time & Attendance (using ADP)
- Implemented fully automated, paperless expense reporting solution using Concur
- Selected and developed implementation plan for financial and accounting system.
- Oversaw completion of organization's first audit and first tax returns.

Harlem Village Academies, New York, NY August 2011 – February 2012

- Established matrix of responsibilities and job definitions for HVA's Finance team to support organization's two current schools and expansion to four schools.
- Assisted with interviewing of senior-level Finance position.
- Provide guidance to senior staff about best practices for a growing charter organization.
- Assisted with long-term financial modeling.

***Aspire Public Schools*,** Oakland, CA March 2004 – June 2011

Chief Financial Officer / Treasurer

Aspire is a non-profit that is widely recognized as one of the leading Charter Management Organizations in the country, providing educational choice to underserved communities. Responsible for all Finance, Accounting, Payroll and Treasury and Legal functions.

- *Reported to*: CEO; *Revenue Growth*: $22m to $90m; *Managed Team of*: 7 to 15
- Oversaw growth from 10 schools serving 3,000 students to 30 schools serving over 9,800 students.

- In April 2010, led a $93m tax-exempt bond issuance to finance permanent homes for 10 Aspire schools. This deal is the largest charter school bond issuance to date in the U.S. and was rated investment grade.
- Worked closely with banks and other lenders on loans and lines of credit to navigate through significant cash deferrals implemented by the state of California. In August 2010, Aspire became the first statewide charter operator in California to issue Revenue Anticipation Notes, commercial paper with the flexibility of a revolving loan.
- Conservative approach to budgeting at the school site level helped avoid staff layoffs during the state financial crisis which led to a 17% reduction in per-student funding over 3 years.
- In conjunction with Aspire's Facilities staff, oversaw the on-time and on-budget construction of 10 schools.
- In 2005, refinanced tax-exempt bonds, resulting in lowered interest rate from 7.25% to 4.64%.
- Led implementation of MIP Fund Accounting (G/L Software) and Payroll.
- Led efforts to revamp and improve forecasting, budgeting and reporting tools.
- Board Activity (service was in conjunction with my role at Aspire)
    - Served as member of the Board of the **California Charters Schools Association's Insurance Joint Powers Authority** from January 2007 to June 2011; served as Board Chairman from November 2007 June 2011.
    - Served on the board of **St. HOPE Public Schools** in Sacramento from December 2006 to September 2009

NightFire Software, Oakland, CA Jan 2001–Oct 2003

Vice President, Finance and Administration / Controller / Treasurer

Responsible for all Finance, Accounting, Treasury, Legal, Administration and Human Resources functions for a venture-backed telecommunications software company.

- *Reported to*: CFO, then President/CEO; *Revenue Growth*: $6m to $20m; *Managed Team of*: 4 to 6
- Supported revenue growth of 68% in 2001 and 158% in 2002; profitability was reached temporarily in early 2002 and on a sustained basis in 2003.
- Completed sale of NightFire's assets to NeuStar, Inc., in August 2003.
- Simultaneously closed a restructuring of a long-term loan facility ($3.6m), senior credit arrangement ($5.0m), and Series D funding ($11.7m).
- Implemented a cash management system that provided an early-warning system that led to pro-active cost reductions.
- Reduced close process from 25 days to 7 days and audit process from 9 months in 2001 to 4 months in 2003.
- Moved the HR function beyond start up mode by revamping internal performance review process, providing NightFire's first management training classes, and publishing first employee handbook.
- Structured deal pricing in to align with corporate objectives and ensure compliance with Revenue Recognition guidelines (SOP 97-2).

Scient Corporation, San Francisco, CA

Apr 1998 – Dec 2000

Global Systems Controller / Controller

As first member of finance team, established: all Finance and Accounting policies and procedures; Banking, Insurance, and Audit relationships; internal budgeting, reporting, and analysis procedures; and vendor selection for Payroll, Relocation, Stock Transfer, and Travel.

Reported to: CFO, then SVP-Finance; *Revenue Growth*: $0 to $400m run-rate; *Managed Team of*: 8

Built and led an F&A team to support Scient's growth from 40 to 1,900 employees.

Led the hands-on work to complete Scient's IPO (May 1999) and secondary offering (December 1999), including SEC documentation and reporting, S-1 preparation, and interface with auditor and bankers.

Managed ongoing SEC reporting, including 10-Q and 10-K filings, financial press releases, and preparation for analyst calls.

Implemented Leadership Team Dashboard, which was used by executive management to manage the business on a daily basis and was used as an early-warning reporting system.

Led implementation of PeopleSoft financials and two subsequent upgrades to the software, including the integration of new Scient entities in UK, Singapore, France, Hong Kong, and Japan.

Electronic Data Systems, Inc. Pleasanton, CA and Dallas, TX — Sep 1985 – Feb 1998

Business Unit Controller, Pleasanton, CA — Aug 1991 – Feb 1998

Helped launch the Hi Tech Business Unit, which became one of the fastest growing and highest margin units within EDS.

- *Reported to*: Business Unit President (dotted line) & Group Controller (direct line); *Revenue Growth*: $40m to $440m; *Managed Team of*: 13
- Worked closely with Sales, Business Development, Marketing and Operations managers to ensure Business Unit goals were set, measured, and achieved.
- Managed team of New Business Analysts who were responsible for building detailed 5- to 10-year cost projections. Closed business with total contract value over $2.5b; 95% of deals performed at or above cost model projections.
- Managed team of Financial Analysts who were responsible for all budgeting, monthly close, invoicing, collections, and reporting functions for the accounts they supported.
- Managed team that was responsible for all FP&A functions for the Business Unit and ensured integration with up-stream consolidations.

Financial Manager/Financial Supervisor/Financial Analyst, Dallas, TX — Sep 1985 – Jul 1991

Held a series of increasingly responsible positions, moving up the management chain within EDS's financial organization.

Provided financial support for two subsidiaries and two joint ventures in the telecom business unit; led team of five Financial Analysts.

Led due diligence and financial integration of two acquisitions.

Provided competitive analysis within EDS's International, Commercial, and Consumer Services Group, leading a team of two Financial Analysts.

Served as group lead during implementation and integration of new corporate-wide budgeting system, and led corporate-wide budgeting process for two years.

Other major projects included FP&A, Account Support, Stock Tracking, and development of automated invoicing procedure.

EDUCATION

Oregon State University
B.S., Financial Planning & Analysis

DIRK TILLOTSON, Esq.
2618 Monticello Ave
Oakland, CA 94619
Dirk.tillotson@charterschoolincubator.org

EDUCATION

DEPARTMENT OF JURISPRUDENCE AND SOCIAL POLICY, UC BERKELEY

Jurisprudence and Social Policy, M.A. December 2004

Fields: Law and Economics, Constitutional Law

Thesis: Charter Schools and the "Market" in Urban Education

Awards: Graduate Opportunity Fellowship 1994-95, Olin Fellowship 1997 and 2000, Mentored Research Fellowship 1998-99

BOALT HALL SCHOOL OF LAW, UNIVERSITY OF CALIFORNIA, BERKELEY

Juris Doctor, May 1995

STATE UNIVERSITY OF NEW YORK AT ALBANY

Political science, Sociology minor, B.A. (1991)

STATE UNIVERSITY OF NEW YORK AT BROCKPORT (1987-1989)

PROFESSIONAL EXPERIENCE

NEW YORK CHARTER SCHOOL INCUBATOR,

Founder and Executive Director (Sept 2008-present)

*Designed, founded, and led program to incubate community based charter schools catering to underserved students

*Successfully incubated and opened 17 community based charter schools in NYS encompassing a variety of innovative models, including the first autism-inclusion charter, first college prep charter that targeted students with mental health challenges, first Montessori charter, and a range of other models

NEW YORK CITY CENTER FOR CHARTER SCHOOL EXCELLENCE

Chief Operations Officer (Jan 2007-Sept. 2008), Interim Chief Executive Officer (March 2007-Sept. 2008)

*Responsible for providing comprehensive support to 60 current NYC charter schools and new schools and development groups

*Oversight of $41 million organization, responsible for program development and implementation of initiatives to support the range of NYC schools

TILLOTSON AND ASSOCIATES, Oakland, California

President (Aug. 2005-Jan. 2007)

*Provided comprehensive charter school development and program implementation consulting services for primarily independent, community-grown charter schools

*Served as senior advisor for the National Alliance for Public Charter Schools during 5 month residency in New Orleans for comprehensive support structures for charter school reform post-Katrina

RAND EDUCATION, Doha, Qatar

Senior Independent School Advisor (Jan. 2004- Aug. 2005)

*Served as senior policy advisor for comprehensive education reform in the Middle Eastern state of Qatar

*Developed charter law and regulations, reviewed applicants, and assisted in selecting school operators

*Served as senior policy advisor on national school facilities plan for independent schools

*Guided new school operators through all stages of development and implementation

*Developed and implemented school and contractor evaluation protocols

OAKLAND CHARTERS TOGETHER, Oakland, California

Founder, School Governance Specialist (2001-2003)

*Served as primary program staff for federally-funded urban charter school collaborative

*Doubled number of charter schools during program, with charters showing the highest student gains and highest overall achievement at particular levels

*Coordinated and directed school collaborative, conducted trainings, disseminated best practices, conducted needs assessments and delivered technical assistance

AMERICAN INDIAN PUBLIC CHARTER SCHOOL, Oakland, California

President, Board of Directors (2000-2003)

*Defended school in revocation procedures and oversaw restructuring that led to extremely successful education outcomes and naming as a "National Charter School Success Story" school, http://www.ncsc.info/newsletter/may2003/american_indian.htm

*Greatest Academic Performance Index (API) gain of any middle school in California 2000-2002

*Reviewed and revised all major policies, oversaw all aspects of school operation

DIRK TILLOTSON, ATTORNEY AT LAW, Oakland, California

Solo Practitioner, Consultant (1996-Present)

*Manages solo practice focusing primarily on education and non profit corporation law

*Provides comprehensive charter school organizational and operational consulting services

UNIVERSITY OF CALIFORNIA AT BERKELEY, LEGAL STUDIES DEPARTMENT

Graduate Student Instructor (1993-1998)

*Taught undergraduates in the subject areas of law and economics and courts and social policy

*Taught law students in academic support program constitutional law and torts

MORRISON & FOERSTER L.L.C., San Francisco, California

Law Clerk (1994)

*Drafted memoranda on numerous litigation issues

PUBLIC ADVOCATES INC., San Francisco, California

Law Clerk (1993)

*Wrote memoranda on wide-ranging civil rights issues including arguing for affirmative action in the San Francisco Police Department and implementation of sufficient bilingual programs in the Oakland Unified School District

*Developed suggestions for preliminary contract language for guidelines to promote cultural competency in managed health care

NORTHEAST PARENT AND CHILD SOCIETY, Schenectady, New York

Counselor (1989-1992)

*Counseling of emotionally disturbed adolescents

PRACTICAL SKILLS

Trained extensively, and wide range of experience, in conflict resolution and third party mediation

Familiarity with broad range of school startup and implementation issues

Legislative drafting and policy promulgation

Extensive experience working with and organizing underrepresented communities around educational opportunities

Successful grant writer and fundraiser

References available upon request

Latitude 37.8 High
Engagement and Enrollment Plan

Goal:
By January 2018, we will have collected at least 100 applications from a diverse community for our charter petition as measured by applicant zip code.

To meet this goal, we will…

1) Participate in at least 20 community engagements to present or share about Latitude to generate diverse interest.
2) Hold at least 3 Latitude Open Houses to build community and deepen commitment to attending Latitude by learning more about our approach.
3) Complete at least 25 home visits with interested families focusing on underrepresented groups
4) Develop professional marketing collateral in multiple languages to communicate the Latitude vision, mission, and program to diverse communities

Community Engagement Mapping

District 1	• NOCCS • Aspire BMA • Yu Ming Charter School • Hillcrest
District 2	• Roosevelt • La Escuelita • Community School for Creative Education
District 3	• KIPP • Vincent Academy
District 4	• Bret Harte
District 5	• Brewer • Lazear

	• EPIC • ASCEND • UPA
District 6	• UMCS • Greenleaf • Roots • Carl B Munck • Unity Middle
District 7	• Parker • ECP • Burkhalter • East Oakland Boxing Association
City-Wide	• Julia Morgan School for Girls • East Bay School for Boys • Covenant House • Montclair Swim Club • Girls Garage • Galileo • Homeschool Communities • St. Paul's • Boys and Girls Club • Ile Omede • Park Day School • Redwood Day School • Various farmers markets and community fairs

Calendar:
August

- Finalize marketing collateral
- Initiate contact of schools and organizations

September

- Continue communication with schools and organizations
- Begin community engagements
- Attend community fairs and farmers markets

October

- Continue communication with schools and organizations
- Continue community engagements
- Attend community fairs and farmers markets
- Hold first Latitude Open House

November

- Continue communication with schools and organizations
- Continue community engagements
- Attend community fairs and farmers markets
- Hold second Latitude Open House
- Begin home visits with underrepresented groups

December

- Continue communication with schools and organizations
- Continue community engagements
- Attend community fairs and farmers markets
- Hold third Latitude Open House
- Continue home visits with underrepresented groups

January

- Continue communication with schools and organizations
- Finalize community engagements
- Continue home visits with underrepresented groups

Diverse Charter Schools

Can Racial and Socioeconomic Integration Promote Better Outcomes for Students?

Richard D. Kahlenberg and Halley Potter

May 2012

Published by

PRRAC
Poverty & Race Research Action Council

The Century Foundation

ABOUT THE POVERTY & RACE RESEARCH ACTION COUNCIL

The Poverty & Race Research Action Council (PRRAC) is a civil rights policy organization convened by major civil rights, civil liberties, and anti-poverty groups in 1989–90. PRRAC's primary mission is to help connect advocates with social scientists working on race and poverty issues, and to promote a research-based advocacy strategy on structural inequality issues. PRRAC sponsors social science research, provides technical assistance, and convenes advocates and researchers around particular race and poverty issues. PRRAC also supports public education efforts, including the bimonthly newsletter/journal *Poverty & Race*, and the award-winning civil rights history curriculum guide, *Putting the Movement Back Into Civil Rights Teaching* (co-published with Teaching for Change). At the present time, PRRAC is pursuing project-specific work in the areas of housing, education, and health, focusing on the importance of "place" and the continuing consequences of historical patterns of housing segregation and development for low income families in the areas of health, education, employment, and incarceration. PRRAC's work is informed by an extensive national network of researchers, organizers, attorneys, educators, and public health and housing professionals.

ABOUT THE CENTURY FOUNDATION

The Century Foundation is a progressive nonpartisan think tank. Originally known as the Twentieth Century Fund, it was founded in 1919 and initially endowed by Edward Filene, a leading Republican businessman and champion of fair workplaces and employee ownership strategies, all with an eye to ensuring that economic opportunity is available to all. Today, TCF issues analyses and convenes and promotes the best thinkers and thinking across a range of public policy questions. Its work today focuses on issues of equity and opportunity in the United States, and how American values can be best sustained and advanced in a world of more diffuse power.

Cover photo: **Aaron (left), Jaiden (center), and Jayla (right), first graders at Community Roots Charter School in Brooklyn, New York, enjoy a book together. Photo by Sahba Rohani.**

CONTENTS

EXECUTIVE SUMMARY

The education policy and philanthropy communities to date have placed a premium on funding charter schools that have high concentrations of poverty and large numbers of minority students. This report asks: Might it make more sense for foundations and policymakers to embrace a variety of approaches, including efforts to demonstrate the feasibility and value of racially and economically integrated charter schools?

I. The Current Priority on High-Poverty, Racially Isolated Schools

As a result of the current focus of public policies and philanthropic priorities, the nation's charter schools are more likely than traditional public schools to be high poverty (51–100 percent of students receiving free and reduced-price lunch), extremely high poverty (76–100 percent free and reduced-price lunch), or racially isolated for minorities (90–100 percent of students are racial minorities).

- In theory, charter schools, as schools of choice, could be far more integrated than traditional neighborhood public schools and could achieve this integration through voluntary parent choice.
- Public policy, however, generally does not encourage the creation of socioeconomically and racially diverse schools. In fact, to the contrary, many state charter laws provide an incentive to create high-poverty charter schools. Plus, current federal law requires charters to use blind lotteries for admissions in order to qualify for start-up funds; this takes away some tools (such as income-based lotteries and geographic weighting) that could aid the creation of racially diverse and mixed-income schools.

II. Rationales for Creating Socioeconomically Diverse Charter Schools as Well

While focusing charter school efforts on high-needs students has merit, there is strong evidence to suggest that the current tilt in the policy and philanthropic communities toward supporting charter schools that educate low-income and at-risk children in high-poverty settings results in an overly narrow approach. Widening the focus so that it also supports charter schools that provide high-needs students with a racially and economically diverse educational setting makes sense for a number of reasons:

- *Civic, Social, and Cognitive Benefits for All Students.* Socioeconomically and racially integrated schools are beneficial to all students who attend them, because integration in public schools is important to fostering tolerant adults and good citizens. Students educated in diverse settings have been shown to develop higher-level critical thinking and cognitive skills. And when low-income students graduate and search for jobs, those in economically mixed schools have access to valuable networks that facilitate employment.
- *Resources for Improving Academic Performance.* Integrated charter schools hold particular promise for students currently in low-performing schools. Data show that many of the nation's charter schools, which on the whole are disproportionately high-poverty and racially isolated, still struggle to post significant academic gains for students. Numerous studies have shown that low-income students generally perform better in middle-class schools. Investing more heavily in socioeconomically and

racially integrated charter schools would provide low-income students with the documented benefits of peer-to-peer contact with a more diverse group of students, along with other resources related to school quality that, at least in the traditional public school context, are associated with increased school diversity.

- *A Chance to Experiment and Broaden the Base.* Socioeconomically and racially diverse charter schools would foster experimentation with new pedagogical approaches for addressing the needs of diverse groups of students under a single roof. For charter school supporters, socioeconomically integrated schools would broaden the political constituency for charters to include middle-class suburban parents.

III. Successful Examples of Integrated Charter Schools

Today, some innovative charter schools already have pursued efforts consciously to integrate students from different racial and economic backgrounds. This report highlights the experiences of seven academically successful charter schools that educate substantial numbers of low-income students and students of color in diverse student bodies, revealing a variety of approaches to making racial and economic integration work.

- *Intentional Location.* Some charter schools we studied increased their chances of attracting a diverse student population by locating in an area accessible to parents of different incomes and races.

- *Targeted Student Recruitment.* In order to create racially and economically diverse student bodies, most of the schools that we identified use recruitment strategically, targeting underrepresented populations.

- *Weighted Admissions.* Most of the charter schools we studied use weighted lotteries based on family income or geography to ensure diverse enrollment.

- *Thoughtful Pedagogies and Academic Success.* The schools that we studied employ a variety of curricula and pedagogies, showing that diverse schools are not limited to one educational model. Common among them, however, is a focus on academic quality.

- *School Cultures That Embrace Diversity.* The charter schools we identified instituted community programs, classroom practices, and staff training to ensure that all students have equitable educational opportunities and all cultures or backgrounds are respected.

IV. Proposed Policy and Funding Changes

To expand the presence of integrated charter schools, we need to explore the possibility of stronger federal and state policies, as well as increased private funding.

- *Federal Policy.* Federal policy could do more to encourage diversity in charter schools. Possible policy changes include creating incentives for locating charter schools strategically to combat racial and socioeconomic isolation, increasing the funding priority in the U.S. Department of Education's Charter Schools Program for schools that promote diversity, and making federal start-up funds, which currently are limited to charters that use a blind lottery, available to schools that use a variety of methods (such as income-based lotteries) to create diverse student bodies.

- *State and Local Policy*. A number of states currently have laws that make it more difficult to form integrated charter schools because they provide priority for schools with high concentrations of low-income or at-risk students. Proposed changes to state laws that could encourage diversity include allowing for regional or inter-district charter schools in states that currently restrict charters to a single district, and creating incentives for racially and economically integrated schools comparable to the priority currently given in some states to schools with concentrations of at-risk or low-income students.

- *Foundation Support*. Foundations should consider supporting a diverse portfolio of charter schools, including not only those that serve only high-poverty student populations, but also those that serve low-income children by educating them in socioeconomically and racially integrated student bodies.

INTRODUCTION

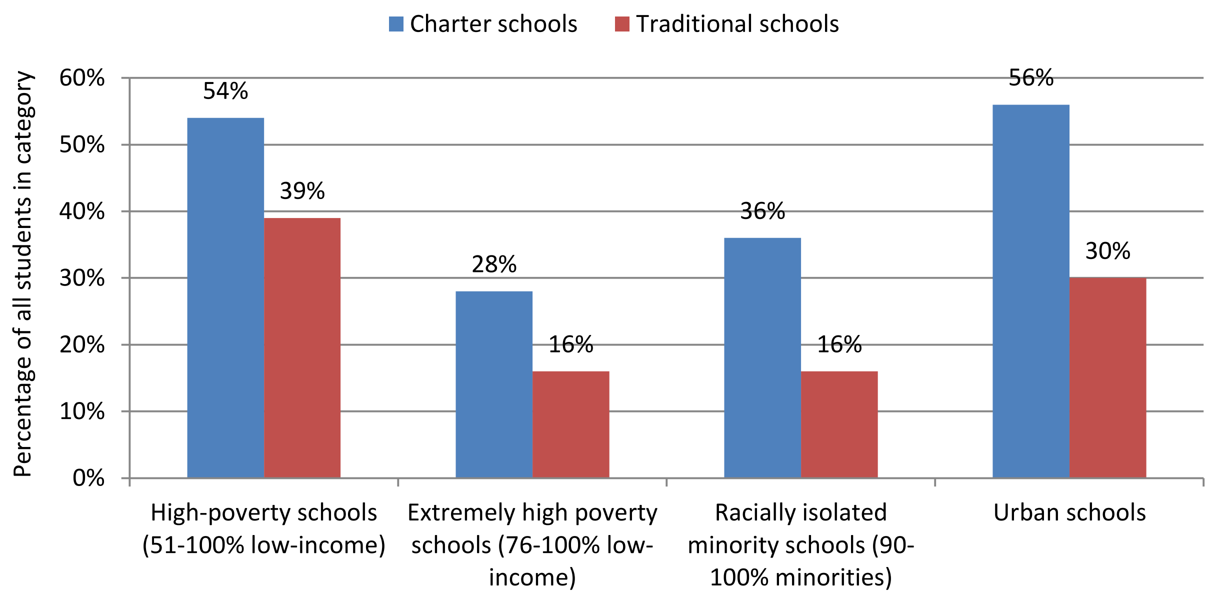
The education policy and philanthropy communities, to date, have placed a premium on funding charter schools that have high concentrations of poverty and large numbers of minority students. On one level, this is understandable. Focusing on efforts to maximize the number of at-risk children served in charter schools would seem to yield the greatest bang for the buck. And yet, questions about the educational effects of concentrated poverty and racial isolation remain. High-performing, high-poverty charter schools demonstrate beyond a doubt that low-income children, given the right environment, can learn at high levels. However, many other high-poverty charter schools still struggle academically.

This report starts with the premise that racial and economic diversity is an important value in education, and that traditional public schools have largely failed to achieve this goal, for a variety of reasons. The charter school movement is uniquely positioned to lead innovation in this area and demonstrate both the feasibility and benefit of an integrated learning model—even in areas where public schools are constrained by residential segregation. At the same time, we believe there is value in trying different approaches to innovation in charter schools, rather than pursuing a one-size-fits-all approach. This report (1) outlines the current priority given to high-poverty charter schools in public policy and among funders; (2) considers rationales for adding to this approach charter schools that explicitly seek diversity; (3) provides examples of successful integrated charter schools; and (4) sketches some proposed policy and funding changes.

I. THE CURRENT PRIORITY ON HIGH-POVERTY, RACIALLY ISOLATED SCHOOLS

As a result of a combination of public policies and philanthropic priorities, the nation's charter schools are more likely than traditional public schools to be urban, high poverty (51–100 percent of students receiving free and reduced-price lunch), extremely high poverty (76–100 percent free and reduced-price lunch), or racially isolated for minorities (90–100 percent of students are racial minorities). A majority (56 percent) of the nation's charter school students attend schools that are located in cities, compared to 30 percent of traditional public school students. Using the above definitions, 54 percent of charter school students are in high-poverty schools compared with 39 percent of public school students. Meanwhile, 28 percent of charter school students are in extremely high poverty schools, compared with 16 percent of traditional public school students. Similarly, 36 percent of charter school students are enrolled in schools where at least 90 percent of students are racial minorities, compared to 16 percent of traditional public school students. (See Figure 1.)

Figure 1. Concentration of Poverty in Charter Schools, 2007–08



Source: Erica Frankenberg, Genevieve Siegel-Hawley, and Jia Wang, ***Choice without Equity: Charter School Segregation and the Need for Civil Rights Standards*** (Los Angeles, Calif.: The Civil Rights Project at UCLA, January 2010), Table 20, p. 58, Table 22, p. 62, and Table 30, p. 72. Data are from the 2007–08 National Center for Education Statistics Common Core of Data.

The data on poverty and race cited in Figure 1 are not without controversy. Some argue that the proper comparison should be between charter schools and urban public schools, which also have relatively high concentrations of school poverty and racial isolation.[1] Indeed, as Figure 1 shows, charter school students are almost twice as likely as traditional public schools to attend schools located in cities. But this begs the larger point: policymakers could allow charter schools to be located anywhere; it is a choice to favor those in urban areas, prioritizing what turns out to be a concentration of at-risk students. In theory, charter schools, as schools of choice, could be far more integrated than traditional neighborhood public schools and could achieve this integration through voluntary parent choice rather than compulsory measures that involve mandatory assignment. They consciously could be placed in economically and racially mixed neighborhoods. Inter-district charters could draw upon urban and suburban students at once. Oversubscribed schools could recruit and provide an admissions priority to students from geographic areas that are likely to enhance diversity.[2] These are all options not available to traditional neighborhood schools.

Renaya (fourth grade) and Ella (first grade) work together as part of the buddy program at Community Roots Charter School in Brooklyn, New York. Ella (left) shows her buddy the work she has done in art. Photo by Sahba Rohani.

Public policy, however, generally does not encourage the creation of socioeconomically and racially diverse schools. Laws in roughly a dozen states, including Illinois, North Carolina, and Virginia, prioritize charter school funding for at-risk or low-income students or, in Connecticut's case, students in districts in which members of racial or ethnic minorities constitute 75 percent or more of enrolled students.[3] If these laws were coupled with an emphasis on diversity, they could encourage charter schools that would provide low-income students with high-quality education in a racially and socioeconomically diverse setting. However, without special consideration of diversity, state laws are likely to continue to favor funding for high-poverty charter schools over charter schools serving diverse student bodies.

Similarly, the recently proposed All-STAR Act, sponsored by Senators Dick Durbin (D-IL) and Mark Kirk (R-IL) along with Representatives Jared Polis (D-CO) and Erik Paulsen (R-MN), would prioritize federal charter school funding for low-income students currently enrolled in underperforming schools. Prioritizing resources for low-income children is an admirable goal that need not be incompatible with promoting diversity; however, the All-STAR ACT would explicitly favor applications from schools that, among other criteria, serve a greater percentage of low-income students, making it unlikely that charters serving low-income students as part of diverse student bodies would receive funding.[4]

Other state laws restrict attendance zones for charter schools, making it more difficult for charters to attract a diverse population from a wide geographic area. New Jersey law, for example, encourages the formation of charter schools in urban areas, and New York requires charter schools to grant a lottery preference to students living within the district lines already in place for traditional public schools.[5] Current federal law requires charters to use blind lotteries for admissions in order to qualify for start-up funds, which takes away some other tools (such as income-based lotteries and geographic weighting) that could aid the creation of racially diverse and mixed-income schools. In addition, the Obama administration has not supported positive incentives to encourage integration in charter schools (other than allowing for a small competitive funding preference—up to 4 points added to a base maximum of 100—for schools that promote diversity).[6]

Finally, philanthropists often prioritize funding for education projects in high-poverty locations, providing incentives for charter school creators to maximize the proportion of low-income students in a school in order to gain funding. The Walton Family Foundation, for example, focuses specifically on selected "Market Share Demonstration Sites," which are all districts with high concentrations of low-income students, and the Broad Foundation focuses generally on urban school districts.[7] Some of the charter school chains that have received the most generous philanthropic support pride themselves on their ability to educate pupils in schools with high concentrations of low-income and/or minority students. KIPP schools, for example, boast that "Eighty percent of our students are from low-income families and eligible for the federal free and reduced price meals program, and 90 percent are African American or Latino."[8]

This focus by policymakers and philanthropists on high-poverty and sometimes racially isolated charter schools seems to stem from the belief that such a strategy is the best way to help at-risk students and close the achievement gap. Given scarce federal, state, and philanthropic dollars, funding a racially and economically mixed school that includes not only substantial numbers of low-income and minority students but also substantial numbers of middle-class and white students may be seen as diluting funding for at-risk students. Based on similar logic, charter school authorizers may choose to prioritize applications for schools located in the areas with fewest high-quality educational opportunities, which are often communities with concentrated poverty.

Those who advocate keeping low-income students isolated may believe that many of these students need a different set of pedagogical approaches than middle-class students. If that is true, it might be more efficient to educate them in separate environments from middle-class students. Highly routinized, "no excuses" schools set rigorous academic standards but also emphasize "non-cognitive skills," such as self-discipline, and seek to develop an all-encompassing school climate to combat the culture of poverty and the streets from which their students come. Paul Tough, author of a book about the Harlem Children's Zone, describes the philosophy behind "no excuses" secondary schools that target at-risk students: "The schools reject the notion that all that these struggling students need are high expectations; they do need those, of course, but they also need specific types and amounts of instruction, both in academics and attitude, to compensate for everything they did not receive in their first decade of life."[9]

It makes sense that charter schools began with a focus on improving the prospects of high-needs students. However, thus far, this focus has resulted in prioritizing high-poverty charter schools over all others, which research suggests may not be the most effective way of serving all at-risk students. Educating low-income students in high-poverty settings may provide the opportunity to implement pedagogies and structures specifically designed for at-risk students, but there are reasons to be concerned about the effects of concentrated poverty on student outcomes. It may be time to broaden our approach to consider other models that have proven to work in educating low-income children.

II. RATIONALES FOR CREATING SOCIOECONOMICALLY AND RACIALLY DIVERSE CHARTER SCHOOLS AS WELL[10]

There is strong evidence to suggest that the current tilt in the policy and philanthropic communities toward charter schools that educate low-income and at-risk children in high-poverty settings results in an overly narrow approach. Part of the rationale for charter schools has always been to explore different ways to address educational challenges. There is a large body of research suggesting that socioeconomic and racial integration provide educational benefits for all students—especially at-risk students—that are worth pursuing.

Civic, Social, and Cognitive Benefits for All Students

It is essential to emphasize that all students—middle class and poor, of all races and ethnicities—benefit from diversity. Numerous studies have shown that integration in public schools is important for fostering tolerant adults and good citizens.[11] Children are at risk of developing stereotypes about racial groups if they live in and are educated in racially isolated settings. Diverse schools, however, can help prevent bias and counter stereotypes.[12] When school settings contain students from multiple racial groups, students become more comfortable with people of other races, which leads to a dramatic decrease in discriminatory attitudes and prejudices.[13] Research also has shown that students who attend racially diverse high schools are more likely to live in diverse neighborhoods five years after graduation.[14] As Justice Thurgood Marshall noted in one desegregation case, "unless our children begin to learn together, then there is little hope that our people will ever learn to live together."[15]

Racial isolation in American schools extends beyond charter schools, and it includes concentrations of students from racial minorities as well as concentrations of white students. Not only do 36 percent of charter school students (and 16 percent of traditional public school students) attend schools at which 90–100 percent of students are racial minorities, 21 percent of traditional public school students (and 7 percent of charter school students) attend schools at which 90–100 percent of students are white.[16] However, charter schools could play a large part in the effort to break up this isolation and create diverse communities, given some flexibility in where they locate and which students they recruit.

Integrated schools also can help position students to succeed in a twenty-first-century economy. At the college level, students educated in diverse settings have been shown to develop higher-level critical thinking and cognitive skills.[17] Recent studies also have confirmed academic achievement gains associated with racial and economic integration in K–12 settings.[18]

In addition, when low-income students graduate and search for jobs, those in economically mixed schools have access to valuable networks that facilitate employment. Research confirms the adage that who you know matters as much as what you know, and studies find that one of the greatest benefits to blacks of attending desegregated schools came when seeking employment.[19] Indeed, University of California–Berkeley researcher Claude Fischer and colleagues found that, even after controlling for individual ability and family home environment, attending a middle-class school reduced the chances of adult poverty by more than two-thirds (4 percent versus 14 percent).[20]

As part of their Photography unit in art at Community Roots Charter School in Brooklyn, New York, Oliver, Kaya, and Arielle (fifth grade, left to right) edit the photographs they took on the computer. Photo by Sahba Rohani.

RESOURCES FOR IMPROVING ACADEMIC PERFORMANCE

In addition to offering these benefits for all students, socioeconomic and racial integration hold particular promise for students in low-performing schools. Data show that many of the nation's charter schools, which on the whole are disproportionately high-poverty and racially isolated, still struggle to post significant academic gains for students.[21] Investing more heavily in socioeconomically and racially integrated charter schools would provide low-income students with resources even more important than money that have been shown to increase achievement: academically engaged peers, an actively involved parental community, and strong teachers with high expectations.

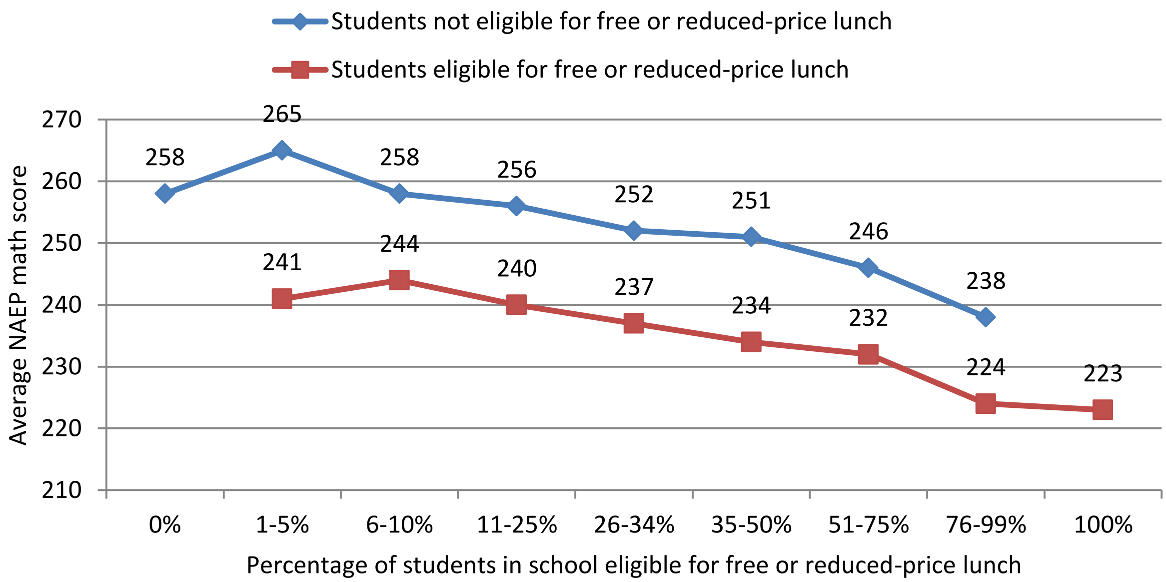
Research suggests that students learn a great deal from their peers, so it is an advantage to have classmates who are academically engaged and aspire to go on to college. Peers in middle-income schools are more likely to do homework, attend class regularly, and graduate—all of which have been found to influence the behavior of classmates. Middle-class schools report disorder problems half as often as low-income schools, so more learning goes on. Students at lower-poverty schools also are more likely on average to have the advantage of learning alongside high-achieving peers, whose knowledge is shared informally with classmates all day long. Middle-class peers come to schools with twice the vocabulary of low-income children, for example, so any given child is more likely to expand his vocabulary in a middle-class school through informal interaction.[22]

Parents are also an important part of the school community. Research shows that when parents are actively involved, volunteer in the classroom, and hold school officials accountable, the average achievement of all students in the school increases, regardless of their own parents' level of involvement. There is some evidence that charter schools have greater levels of parental involvement than traditional public schools with similar demographics, due to both institutional differences—such as smaller sizes—and a selection bias for parents with above-average participation.[23] However, numerous studies have shown that socioeconomic status is a main predictor of parental involvement. Middle-class parents are less likely to face some of the challenges that make school involvement difficult, such as inflexible work schedules, lack of transportation, or unreliable phone and Internet access. Middle-class parents are four times as likely to be members of the PTA. As a result, having a sizable population of middle-class parents can produce positive effects for all students in the school.[24] Thus, high-poverty charter schools—even those with greater parental involvement than demographically similar traditional public schools—might be able to further improve parental involvement and increase achievement for students of all income levels by expanding to serve a socioeconomically mixed population.

Likewise, while high-achieving charters have placed a premium on attracting excellent teachers with high expectations and have had considerable success in doing so, many charters continue to struggle in attracting and retaining high-quality teachers in high-poverty environments.[25] Research finds that the best teachers, at least as measured by traditional criteria, tend to be attracted to schools with a significant number of middle-class students. Teachers in schools without high concentrations of poverty are more likely to be licensed, to be teaching in their field of expertise, to have high teacher test scores, to have more teaching experience, and to have more formal education. Moreover, teachers in schools with lower levels of poverty are more likely to have high expectations. Research has found that the grade of *C* in a low-poverty school is the same as a grade of *A* in a high-poverty school, as measured by standardized test results. Economically mixed schools are also more likely to offer AP classes and high-level math.[26] Those charter schools that currently struggle to attract high-quality teachers might have more success if they were to serve a socioeconomically mixed student body.

It is possible to create an environment with academically engaged peers, involved parents, and strong teachers in a high-poverty school, but high-poverty schools that achieve these goals—and the ultimate goal of high academic achievement—are the exception rather than the rule. Data show that low-income students generally perform better in middle-class schools. On the 2011 National Assessment of Educational Progress (NAEP) given to fourth graders in math, for example, low-income students attending more-affluent schools scored substantially higher (244) than low-income students in high-poverty schools (224). This twenty-point difference is the equivalent of roughly two years' learning. Indeed, low-income students given a chance to attend more-affluent schools performed more than half a year better, on average, than middle-income students who attend high-poverty schools (238).[27] (See Figure 2.)

Figure 2. National Assessment of Educational Progress 2011, Fourth Grade Math Results



Source: **U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessments of Educational Progress (NAEP), 2011 Math Assessment, Grade 4.**

Of course, the NAEP results may in part reflect self-selection (motivated low-income parents may find ways to have their children enrolled in middle-class schools), but studies seeking to control for this phenomenon still show favorable outcomes. For example, in 2005, University of California professor Russell Rumberger and his colleague Gregory J. Palardy found that a school's socioeconomic status had as much impact on the achievement growth over time of high school students as a student's individual economic status.[28] In addition, a 2010 Century Foundation study of public schools in Montgomery County, Maryland, found that low-income elementary students randomly assigned to public housing units in lower-poverty neighborhoods and who attend low-poverty schools perform far better than those assigned to higher-poverty neighborhoods and schools, despite extra investments in the latter for smaller class sizes, extended learning time, and better professional development for teachers.[29]

A Chance to Experiment and Broaden the Base

Socioeconomically and racially diverse charter schools also would foster experimentation with new pedagogical approaches for addressing the needs of diverse groups of students under a single roof. They could provide important lessons for public schools on how to make diverse schools work, without degenerating into rigid tracks for different ethnic, racial, or socioeconomic groups.

For charter school supporters, socioeconomically integrated schools also would broaden the political constituency for charters to include middle-class suburban parents.

III. SUCCESSFUL EXAMPLES OF INTEGRATED CHARTER SCHOOLS

While it is true that creating socioeconomically and racially integrated charter schools is logistically and politically challenging, it is not impossible to do. For one thing, the old stereotype of low-income urban areas surrounded by middle-class suburbs is giving way to a new reality: more poor people now live in suburbs than in cities.[30]

Moreover, charter schools, like public magnet schools, are uniquely suited to create integrated student bodies. As schools of choice, they are not as constrained by residential segregation as are most public schools. And as schools created from scratch, with particular visions, they have the potential to draw interest from diverse income, racial, and ethnic groups. Indeed, charter schools could draw upon the experience of magnet schools, which have learned to successfully recruit parents across a wide range of communities and create schools that meet the demands of diverse consumers.[31]

Today, some innovative charter schools have pursued efforts to consciously integrate students from different racial and economic backgrounds. The examples that we highlight in this report include elementary, middle, and high schools, schools from the east coast, the west coast, and in between.

Each of these schools is striving to serve diverse student bodies that include large numbers of low-income students and students of color. Their racial/ethnic and socioeconomic demographics vary considerably, but all of the schools we studied avoid the extremes of very low poverty, very high poverty, or racial isolation. For example, all of the flagship campuses are within plus or minus 20 percentage points of a 50 percent low-income, 50 percent middle-class mix, and four of the seven flagships have over 40 percent of students receiving free or reduced price lunch. Six of the seven flagships we studied are over 50 percent nonwhite, and no single racial/ethnic group at any of the seven exceeds 51 percent of the student body.

Furthermore, we specifically chose schools that are high-achieving. DSST: Stapleton High School, for example, was selected as one of three top finalists from a pool of over one thousand schools in the 2010 national Race to the Top Commencement Challenge. E. L. Haynes has won three EPIC awards, granted by the New Leaders' Effective Practice Incentive Community (EPIC) to urban schools showing the greatest student achievement gains. High Tech High boasts a 100 percent college admittance rate for their graduates and 99 percent college enrollment rate during the fall after graduation.

The experiences of these academically successful charter schools with diverse student bodies reveal a variety of approaches to making racial and economic integration work.[32] (Additional data on each of the schools are available in the school profiles in the Appendix at the end of the report.)

Intentional Location

Some of the charter schools we studied laid the foundations for diversity in the locations they chose. By locating in an area accessible to parents of different incomes and races, charter schools can increase their chances of attracting a diverse student population. Capital City Public Charter School in Washington, D.C., and Community Roots Charter School in Brooklyn, N.Y., were both intentionally planned for mixed-income neighborhoods. Capital City's current campuses lie at the nexus of three Washington, D.C., neighborhoods—Adams Morgan, Mt. Pleasant, and Columbia Heights—with diverse socioeconomic and racial makeup. In order to serve all grades in one campus, Capital City will move in fall 2012 to a new location near the neighborhoods of Brightwood and Takoma, which also is a racially and economically diverse area. Similarly, founders of Community Roots Charter School specifically pitched their charter proposal for Fort Greene, a mixed-income neighborhood in Brooklyn, because of its economic and racial diversity.

High school students at DSST Public Schools: Green Valley Ranch in Denver, Colorado. Photo by Megan Helseth, 2011.

Blackstone Valley Prep Mayoral Academy—the flagship network of the Rhode Island Mayoral Academies, a nonprofit organization that designs socioeconomically diverse charter schools—offers another example of how intentional location can facilitate diversity. Rather than targeting a particular neighborhood, founders of Blackstone Valley Prep planned their location on a broader scale, choosing an attendance zone with considerable socioeconomic and racial diversity. As a regional charter school network, Blackstone Valley Prep serves students from four Rhode Island communities: two higher-income suburban communities (Cumberland and Lincoln) and two lower-income urban communities (Pawtucket and Central Falls). Blackstone Valley Prep's three schools are currently located in Cumberland, but each one offers seats evenly to urban and suburban students, resulting in diverse student bodies. Executive Director Jeremy Chiappetta said that he expects Rhode Island Mayoral Academies to add additional urban locations as they expand. Achievement First Mayoral Academy has been approved to open in fall 2013.

Targeted Student Recruitment

In order to create racially and economically diverse student bodies, most of the schools that we identified use recruitment strategically, targeting underrepresented populations.

Since its founding, E. L. Haynes Public Charter School in Washington, D.C., has conducted extensive recruitment drives at a variety of neighborhood locations. "When we first got started, we recruited from in front of grocery stores, to coffee shops, to preschools," said Jennifer Niles, the school's founder and head of school. "If there was a community organization that I could find, I would go to it." Now that E. L. Haynes is a top-ranked charter school in the city and receives many applications from families who hear about the school through its reputation, E. L. Haynes focuses all of its recruitment efforts on low-income and non-English-speaking families, who may have less access to information about local schools.

Karen Dresden, head of school at Capital City Public Charter School, described her school's successful efforts to increase the number of Latino families, a demographic that was underrepresented during the school's first few years. Capital City partnered with community organizations that provide other services, such as health care or after-school programs, and capitalized on the trust that these organizations had already built with members of the Latino community.

At the Larchmont Charter Schools, a pair of schools in Los Angeles, school leaders adjust their recruitment strategies on a monthly basis. With two schools and campuses in three neighborhoods—Hollywood, Koreatown, and West Hollywood—the Larchmont Schools are located in some of the most diverse communities in Los Angeles. But despite the diversity of these communities, few schools in the area serve diverse student bodies, according to Larchmont Schools' senior academic officer, Brian Johnson. A group of parents from Hollywood started the first Larchmont School in 2005, with the hope of making a public school that was as diverse as their community at large. School leaders at each school look at census and Nielsen data for the school's surrounding neighborhood and set the goal of having their student bodies mirror that diversity. Students are not chosen based on their individual race or ethnicity. Rather, each school designs a recruitment plan at the beginning of the year outlining their strategies and the community groups with which they plan to partner. Every month, school leaders look at the racial, ethnic, and socioeconomic breakdown of the lottery pool to measure their progress and adjust strategies if needed.

Weighted Admissions

In addition to targeted recruitment, most of the charter schools we studied use weighted lotteries to ensure diverse enrollment. This strategy of achieving diversity is complicated by a number of factors. The 2007 Supreme Court ruling in *Parents Involved in Community Schools v. Seattle School District No. 1* raised questions about individualized admissions policies targeting race. Recently released federal guidelines from the U.S. Department of Justice and the U.S. Department of Education outline ways in which schools may consider race in student assignments in order to promote diversity and avoid racial isolation; however, the guidelines also state that "school districts should consider approaches that do not rely on the race of individual students before adopting approaches that do."[33] As a result, lotteries that rely on an individual student's race or ethnicity may not be an option for charter schools. Furthermore, some states prohibit charter schools from using weighted lotteries, and even in states where they are permitted, charter schools using weighted lotteries are not eligible for federal startup funds, an important funding source for many charter schools during their first three years of operation.[34] Still, lotteries not based on individual race—that weight students based on family income, geography, parents' educational status, or the racial makeup of a neighborhood, for example—can be a powerful tool for creating a diverse student body.

Several of the charter schools we studied have lottery preferences based on family income. Blackstone Valley Prep simply reserves the first 60 percent of seats in their lottery for low-income students. At Larchmont Charter School, the lottery mechanism is more complicated, but the outcome is similar. School leaders use a carefully designed algorithm that is updated each year, depending on what percentage of that year's lottery pool qualifies for free and reduced-price lunch. The algorithm adjusts the weight given to qualifying students in order to help reach the school's target of 42 percent free and reduced-price lunch students.[35]

Other charter schools use geographic markers in their lottery to ensure diversity. High Tech High, a network of eleven elementary, middle, and high schools in San Diego, California, uses a lottery that weights only by zip code, seeking an even distribution of students from across the area. Because of the residential segregation in the area, the result of the zip code lottery is a socioeconomically and racially diverse student body. Community Roots Charter School also recently added an address-based preference in the school's lottery. As the popularity of the school has grown, Community Roots has seen a decrease in the percentage of low-income students. In particular, students living in three large public housing complexes near the school have had a slimmer chance of getting into the school as the lottery pool has grown. Starting with enrollment for 2012–13, Community Roots will reserve 40 percent of the spaces in their incoming kindergarten class for students living in public housing.

DSST Public Schools, a network of charter middle and high schools in Denver, Colorado, uses a hybrid of income- and geography-based preferences. DSST works with the school district to determine the enrollment preference at each campus based on the communities in which the schools are located and with the goal of having diverse student bodies at each school. Some DSST schools then hold a separate lottery for students who are eligible for free and reduced-price lunch or who reside in a particular geographic region.

THOUGHTFUL PEDAGOGIES AND ACADEMIC SUCCESS

Although targeted recruitment and lottery preferences can help create diverse student bodies, in a system of school choice, successful recruitment ultimately relies on having a high-quality school that attracts parents' attention. The schools that we studied employ a variety of curricula and pedagogies, showing that diverse schools are not limited to one educational model. Common among them, however, is a focus on academic quality and in-demand content specialties.

Third grade students at E. L. Haynes Public Charter School in Washington, D.C. Photo by James Roy.

Capital City Public Charter School, for example, uses a model called Expeditionary Learning—for which they were recently named as a mentor school—that engages students through in-depth investigations in science and social studies topics. In addition, the school emphasizes its social curriculum and has strong arts and fitness programs. "Our school values a whole child approach and offers a broad range of programs and supports for students, and that is valued by families of all demographics," said Karen Dresden, describing the school's decision to offer a variety of arts and physical education classes as well as an array of after-school activities. In 2009, Capital City was named the top charter school in Washington, D.C., by the Fight for Children Quality Schools Initiative, a nonprofit organization dedicated to improving education in Washington, D.C.

DSST Public Schools and High Tech High each focus on STEM (science, technology, engineering, and math) and offer project-based, applied learning. Larry Rosenstock, CEO and founding principal of High Tech High, describes his network's method as "bringing the pedagogy of voc ed [vocational education] to academics." High Tech High students create projects covering a wide range of subjects—from an alphabet book about ancient Egypt written by sixth graders to essays by high school juniors reflecting on internship experiences—that they publish on websites and in books. DSST Public Schools has also been extremely successful with its own variety of project-based, STEM-focused learning. DSST: Stapleton High School, the first DSST school to open, was the only high school to receive a "Distinguished" rating from Denver Public Schools in 2011 and was selected as one of three top finalists from a pool of over one thousand schools in the 2010 national Race to the Top Commencement Challenge.

E. L. Haynes Public Charter School offers a rigorous curriculum that Jennifer Niles describes as "a combination of curricular resources and instructional methods drawn from outstanding schools to provide our students with a rigorous, joyful, engaging program typically found only in schools serving our America's wealthiest families. We're not tied to a specific philosophy or approach—we use whatever works for our students." The school uses an "AP for All" model that requires students to complete eleven AP courses in order to graduate. E. L. Haynes operates with a year-round calendar and year-round programming. Through optional intersession programs that occur during the breaks in the regular academic calendar, students can attend educational programs at the school for 47 out of 52 weeks in the year. Like Capital City, E. L. Haynes was a winner of the Fight for Children Quality Schools Initiative. For three years in a row, E. L. Haynes has also earned EPIC awards, granted by the New Leaders' Effective Practice Incentive Community (EPIC) to urban schools showing the greatest student achievement gains.

School Cultures That Embrace Diversity

Creating a successful diverse charter school requires more than ensuring diversity of students who walk through the front door. In order to reap the academic, social, and cognitive benefits of diversity, schools must ensure that all students have equitable educational opportunities and all cultures or backgrounds are respected. As Larry Rosenstock explained, "It's not just diversity in admissions. It's also integration in practice once they've arrived." In order to make sure that the school is integrated at the classroom level, High Tech High uses a full immersion special education model, supporting special education students in regular classroom settings and only pulling them out for specialized instruction during non-academic times. In addition, rather than separating honors students and regular students, High Tech High offers classes with a two-tiered syllabus: all students take the class together, and those opting for honors complete extra assignments.

Leaders at the Larchmont Schools use data to monitor how well they are serving all segments of their student body. The administration looks at data on academic achievement as well as a variety of other measures—retention of families, satisfaction survey results, and volunteerism rates, for example. For each of these datasets, the school breaks down data into racial, ethnic, and socioeconomic subgroups. "Everything that we do, we are constantly breaking it down and saying, are we serving all kids of all backgrounds equally well and are we serving all families equally well?" said Brian Johnson, senior academic officer at Larchmont Schools. "That's just been an overall obsession."

Creating a school culture that fosters respect for all voices requires getting teachers and parents involved. E. L. Haynes Public Charter School requires all new staff to participate in race and equity training seminars. At Blackstone Valley Prep, the Family Leadership Council (similar to a PTO) is co-led by one urban and one suburban parent to help ensure that voices from across the community are heard and to encourage parents of different backgrounds to interact. "I believe that a lot of our cross-cultural family conversations and connections that happen are the beginning of what could be a really great positive social influence," said Jeremy Chiappetta.

Community Roots Charter School hired a director of community development who is specifically charged with making sure that the school is serving all parts of the school community. Co-director Allison Keil said that failing to put someone in charge of making sure that all voices in the school community are heard is a "common pitfall" in diverse schools. "We can bring people together, and it can look like a really nice picture, and then when you don't push on it, certain parts of the population feel like they have more access or less access," Keil said. "We have lots of programming here specific to pushing on that." The school also offers a number of programs designed to facilitate interaction between students and parents of all backgrounds outside of school hours. For example, PALS (Play and Learning Squads) organizes small, teacher-selected groups of Community Roots students and parents to go on weekend or afternoon excursions.

Middle school students at E. L. Haynes Public Charter School in Washington, D.C., collaborate on a computer-based project. Photo by James Roy.

Expansion

Many of the schools on our list have expanded significantly since their founding. Their growth suggests that there is strong demand for high-quality, diverse charter schools and that expanding this model is possible.

After starting with a single campus in 2000, Capital City now has two campuses that together serve grades Pre-K–12 and will increase enrollment at a new campus starting in fall 2012. Likewise, the success of the original Larchmont Charter School inspired a second school, Larchmont Charter School–West Hollywood, to open in 2008, three years after the opening of the first school.

DSST Public Schools and High Tech High are even further along in the process of expanding. After starting with one school in 2000, the High Tech High network now includes eleven elementary, middle, and high schools across San Diego as well as an in-house teacher certification program and a new Graduate School of Education.

The original Denver School of Science and Technology (now DSST: Stapleton) opened in 2004. DSST Public Schools now contains five middle and high schools, with plans to expand to ten schools on five campuses. Most recently, DSST took on a new challenge by opening a school in a building formerly occupied by a public school that was notorious for its low performance. In fall 2011, DSST: Cole Middle School opened in the old Cole Middle School building, enrolling students from the low-income, high-crime neighborhood surrounding the school as well as additional students from across Denver. “It’s one thing to open a school in a middle-upper-income neighborhood that low-income kids come to. It’s another to open it in a really challenging neighborhood that then middle- and upper-income families come to," said Bill Kurtz, CEO of DSST Public Schools. Kurtz sees the school's success thus far as a testament to the strength of DSST's model. "I think it demonstrates the brand that we've been able to establish and that people want what we have to offer and are willing to do things they may not otherwise have done because of the promise of great education and the promise of a really vibrant learning community."

The schools we studied all provide an intriguing alternative to the charter school model that seeks to make only high-poverty schools work. Diverse schools provide the opportunity, as E. L. Haynes' Jennifer Niles phrased it, "to demonstrate that all students can achieve at high levels all together." And, as American society becomes increasingly diverse and globally connected, the experience of learning in a diverse school setting is more important than ever. In the words of Brian Johnson of Larchmont Schools, "In order to prepare our kids to participate and lead in the twenty-first century diverse society, we've got to be giving them opportunities to learn from and with children who have different experiences than they do, from the very beginning." We think the playing field should be leveled so that diverse charter schools attract the support of the policy and philanthropic communities alongside high-poverty charters.

IV. PROPOSED POLICY AND FUNDING CHANGES

Some charter schools are already succeeding in educating diverse student bodies, but we need to explore the possibility of stronger federal and state policies, as well as increased private funding, that would help expand the presence of integrated charter schools.

Federal Policy

Current federal law does little to encourage diversity in charter schools or prevent charter schools from increasing socioeconomic and racial isolation. Starting in FY2011, the U.S. Department of Education's Charter Schools Program application includes a competitive preference for schools that "promote student diversity, including racial and ethnic diversity, or avoid racial isolation."[36] While this is a step in the right direction, federal policy could do more to encourage socioeconomically and racially diverse charter schools. The following proposed changes are drawn largely from recommendations by the National Coalition on School Diversity:[37]

- Any new federal law should provide incentives for locating charter schools strategically to combat racial and socioeconomic isolation and incentives for charter schools, regardless of location, to recruit a racially and economically diverse student body.

- The Charter Schools Program of the Elementary and Secondary Education Act of 1965 (ESEA) should include among the criteria for determining which charter schools are "high-quality" consideration of whether the school promotes diversity.

- The competitive preference priority in the Charter Schools Program for schools that promote diversity, currently up to 4 points out of 100, should be increased to equal the weight of the priority given to schools serving a low-income demographic, which is currently 9 points out of 100.

- Federal start-up funds, which are currently limited to charters that use a blind lottery, should be made available to schools that use income- or geography-based lotteries to create socioeconomically and racially diverse student bodies.

- The U.S. Department of Education should remind charter schools that they fall under the "Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools," released jointly by the U.S. Departments of Education and Justice in December 2011. This guidance emphasizes that socioeconomic options are legal and that the careful consideration of race is also permitted.

State and Local Policy

A number of states currently have laws that make it more difficult to form integrated charter schools because they provide priority for schools with concentrations of low-income or at-risk students. The following changes to state laws could encourage diversity in charter schools:

- States with laws that currently require charter schools to operate within a district could create provisions for regional or inter-district charter schools.

- States could create incentives for racially and economically integrated schools comparable to the priority currently given in some states to schools with concentrations of at-risk or low-income students.

- Charter school authorizers could work to close failing high-poverty charter schools and apply heightened scrutiny to applications for new charter schools from operators of high-poverty schools that struggle academically.

Foundation Support

Foundations should consider supporting a diverse portfolio of charter schools, including not only those with pedagogies targeted specifically at low-income students, but also those that serve low-income children in socioeconomically and racially integrated student bodies.

- A consortium of foundations might consider supporting a pilot initiative to fund applications for charter schools committed to socioeconomic and racial diversity coupled with a rigorous evaluation component to study the outcomes for low-income students.

APPENDIX: PROFILES OF DIVERSE CHARTER SCHOOLS

NOTES ON METHODOLOGY

The sources for demographic and achievement data and the most recent year of data available vary depending on the charter school and state in which it is located. We have preserved the demographic classifications used in the original data sources, including minor variations in the labeling of groups.

In cases where charter school operators run more than one school or campus, we have chosen to highlight the original school/campus in our data, with the rationale that these flagship campuses have been operating for the longest time and thus have the best data available.

We have provided achievement data that factor in as many grade levels as possible. When composite results across grade levels were not available, we have chosen data from the highest grade level available, with the rationale that, usually, students in upper grades have spent more time at that school than those in the lower grades.

BLACKSTONE VALLEY PREP MAYORAL ACADEMY

Cumberland, Rhode Island
http://www.blackstonevalleyprep.org/

The flagship of the Rhode Island Mayoral Academies, a nonprofit organization that designs socioeconomically diverse charter schools, Blackstone Valley Prep is a regional network of charter elementary and middle schools. Blackstone Valley Prep uses a "high expectations" educational model. The schools in the network implement a strict discipline system, have a longer school day and longer school year, offer summer and Saturday school programs, and label student cohorts for their projected college graduation year (for example, current kindergartners are the class of 2028). Blackstone Valley Prep also has strong fine arts and music programs. In 2011, 100 percent of Blackstone Valley Prep's kindergarten and first grade students met the benchmark for proficiency on the Developmental Reading Assessment—a test required for a subset of elementary schools in Rhode Island—which was unprecedented in the state.

Blackstone Valley Prep's lottery is open to students from four communities in Rhode Island that span both urban and suburban districts. The school enrolls equal numbers of urban and suburban students, and the first 60 percent of seats in the lottery are reserved for low-income students. As a result, Blackstone Valley Prep serves a socioeconomically and racially diverse group of students. In addition, 40 percent of students speak a language other than English at home.

Enrollment

For the 2011–12 school year, Blackstone Valley Prep enrolled 522 students in three schools: Elementary School 1 consists of kindergarten through second grade, Elementary School 2 has kindergarten, and Middle School 1 serves fifth and sixth graders. Each of these schools is in the process of expanding, and the network plans eventually to grow into a feeding pattern of two elementary schools, two middle schools, and one high school.

Source: **2011–2012 October Enrollment for Blackstone Valley Prep, a RI Mayoral Academy—All Schools, School and District Statistics, Rhode Island Department of Elementary and Secondary Education, http://www.ride.ri.gov/applications/statistics.aspx.**

Demographic and Achievement Data

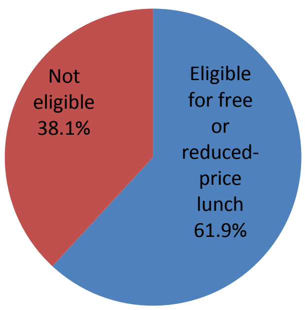


Figure A-1. Free or Reduced-Price Lunch Eligibility

Source: **"2011–2012 October Enrollment for Blackstone Valley Prep, a RI Mayoral Academy—All Schools," School and District Statistics, Rhode Island Department of Elementary and Secondary Education, http://www.ride.ri.gov/applications /statistics.aspx.**

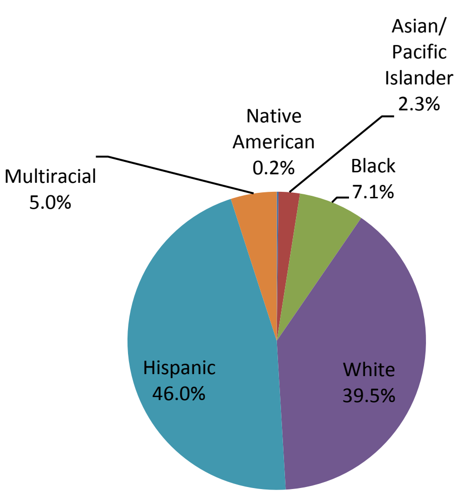


Figure A-2. Race and Ethnicity

Source: **"2011–2012 October Enrollment for Blackstone Valley Prep, a RI Mayoral Academy—All Schools," School and District Statistics, Rhode Island Department of Elementary and Secondary Education, http://www.ride.ri.gov/applications /statistics.aspx.**

Table A-1. Percentage of Students with Classifications

Limited English Proficient	12
Students with Individualized Education Programs	8

Source: **"2011–2012 October Enrollment for Blackstone Valley Prep, a RI Mayoral Academy—All Schools," School and District Statistics, Rhode Island Department of Elementary and Secondary Education, http://www.ride.ri.gov/applications/statistics.aspx.**

Figure A-3. Grade 6 Reading Scores, New England Common Assessment Program, Fall 2011

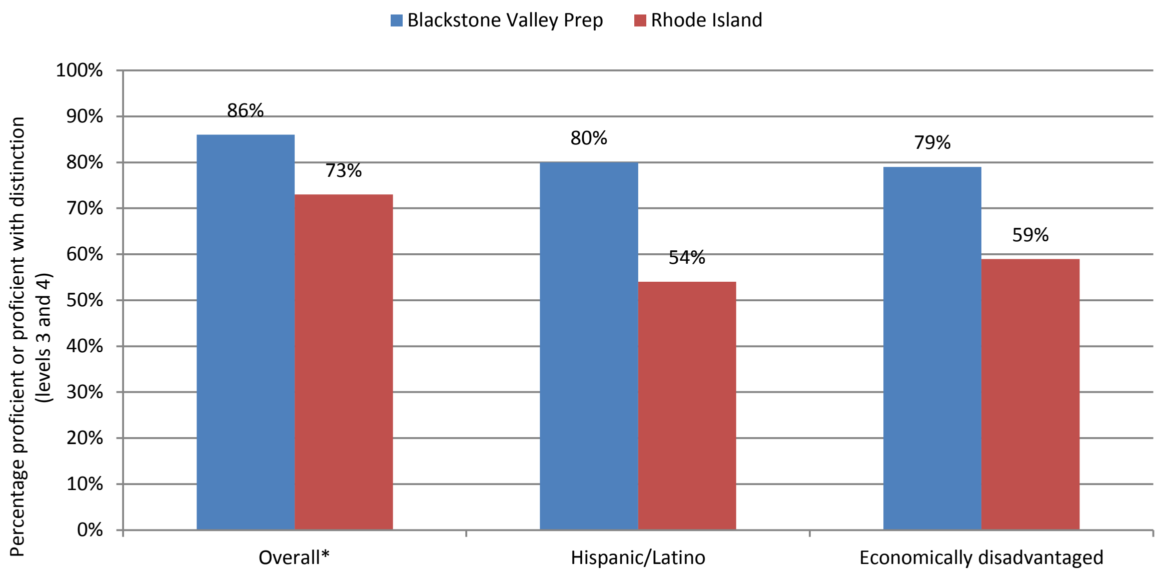
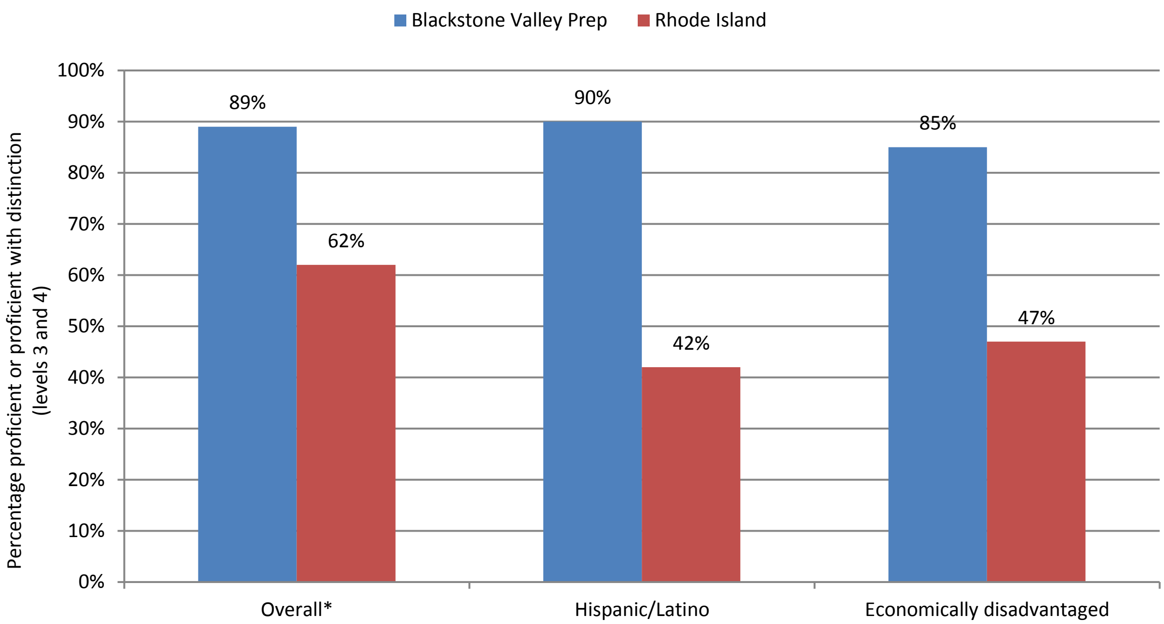


Figure A-4. Grade 6 Math Scores, New England Common Assessment Program, Fall 2011



***62 percent of sixth grade students tested at Blackstone Valley Prep in fall 2011 were economically disadvantaged, compared to 47 percent of sixth graders tested in the state of Rhode Island.**

Note: **Sixth grade was selected because it was the highest grade level at Blackstone Valley Prep in 2011–12 and the only grade for which test results reflecting student learning at Blackstone Valley Prep are currently available. The data for Blackstone Valley Prep include only those sixth graders who were enrolled at the school as fifth graders the previous year (2010–11), the first year that Blackstone Valley Prep offered fifth grade. The data for Rhode Island include all sixth graders in the state enrolled in fall 2011. Subgroup data is not available for 2010–11 fifth grade students in the following subgroups at Blackstone Valley Prep because the cohorts were too small: black or African American, not Hispanic or Latino; current LEP students; and students with an IEP.**

Source: **"Fall 2011 Beginning of Grade 6 NECAP Tests, Grade 5 Students in 2010–2011, Blackstone Valley Prep," and "Fall 2011 Beginning of Grade 6 NECAP Tests, Grade 6 Students in 2011–2012," Office of Instruction, Assessment, and Curriculum, Rhode Island Department of Elementary and Secondary Education, http://www.ride.ri.gov/assessment/results.aspx.**

CAPITAL CITY PUBLIC CHARTER SCHOOL

Washington, D.C.

http://www.ccpcs.org/

A charter school serving Pre-K through twelfth grade students, Capital City uses the project-based Expeditionary Learning model, offers strong art and fitness programs, and emphasizes the importance of both social and academic curricula. Capital City was recently named an Expeditionary Learning "Mentor School," an honor that recognizes the school as one of the highest performing Expeditionary Learning schools and gives it the chance to showcase best practices to other Expeditionary Learning schools. In 2009, President Obama, along with Mrs. Obama, visited Capital City and called the school "an example of how all schools should be." That same year, the school won the Fight for Children Quality Schools Initiative award, granted each year to outstanding schools in Washington, D.C. In 2011, the District of Columbia Public Charter School Board ranked Capital City as a "Tier 1" (highest performance) charter school.

The student body at Capital City is remarkably diverse. As the first parent-founded charter school in Washington, D.C., Capital City was strategically located between the Adams Morgan, Mt. Pleasant, and Columbia Heights neighborhoods as a way of producing racial and economic diversity. The school has a long waiting list and makes aggressive efforts to recruit a diverse applicant pool, including reaching out to Spanish-speaking families. Capital City will move to a new location in fall 2012 in order to house all grades in one campus and expand enrollment in the elementary grades. The school's new campus, near the neighborhoods of Brightwood and Takoma, is also in a racially and economically diverse area.

ENROLLMENT

Capital City has a Lower Campus, which was founded in 2000, as well as an Upper Campus, which opened in 2008. In 2010–11, the Lower Campus served 244 students in grades PreK–8, while the Upper Campus served 294 students in grades 6–11. As of 2011–12, the Upper Campus has expanded through grade 12.

Source: **District of Columbia Public Charter School Board, "School Performance Report 2010–2011: Capital City PCS Lower School," http://www.dcpubliccharter.com/data/images/capcity_lower_esms10-11.pdf and "School Performance Report 2010–2011: Capital City PCS Upper School," http://www.dcpubliccharter.com/data/images/capcity_high_hs10-11.pdf**

DEMOGRAPHIC AND ACHIEVEMENT DATA

Note: The data below are for Capital City Public Charter School Lower Campus only, since that is the founding campus.

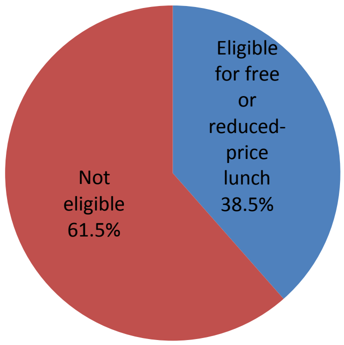


Figure A-5. Free or Reduced-Price Lunch Eligibility

Source: **District of Columbia Public Charter School Board, "School Performance Report 2010–2011: Capital City PCS Lower School," http://www.dcpublic charter.com/data/images/capcity_lower_esms10-11.pdf.**

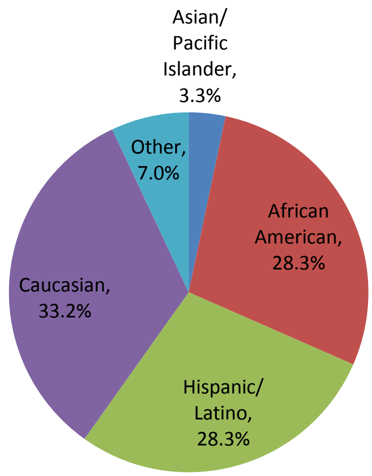


Figure A-6. Race and Ethnicity

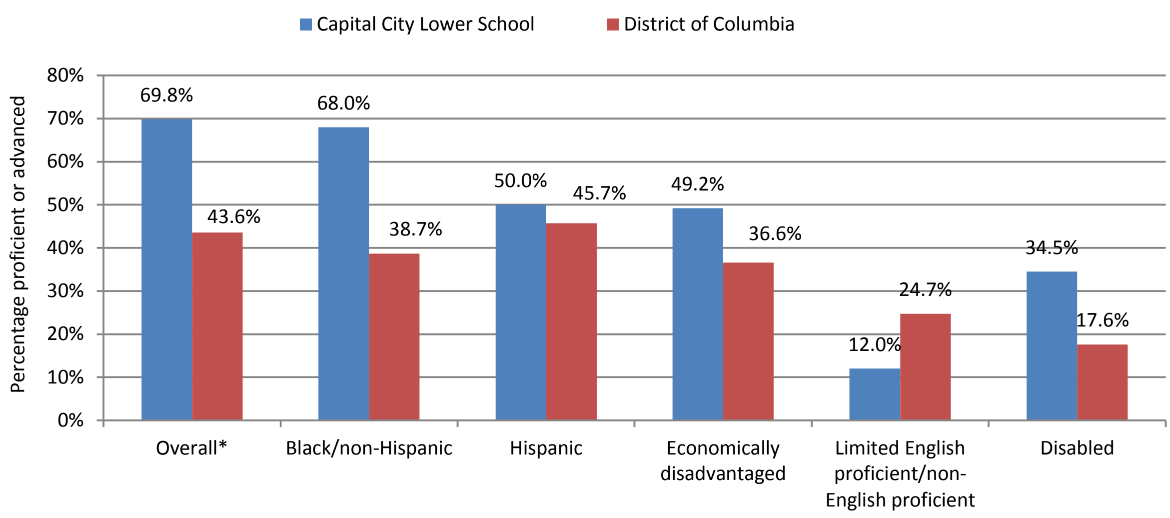
Source: **District of Columbia Public Charter School Board, "School Performance Report 2010–2011: Capital City PCS Lower School," http://www.dcpubliccharter. com/data/images/capcity_lower_esms10-11.pdf.**

Table A-2. Percentage of Students with Classifications

Limited English Proficient	18.4
Special Education	14.3

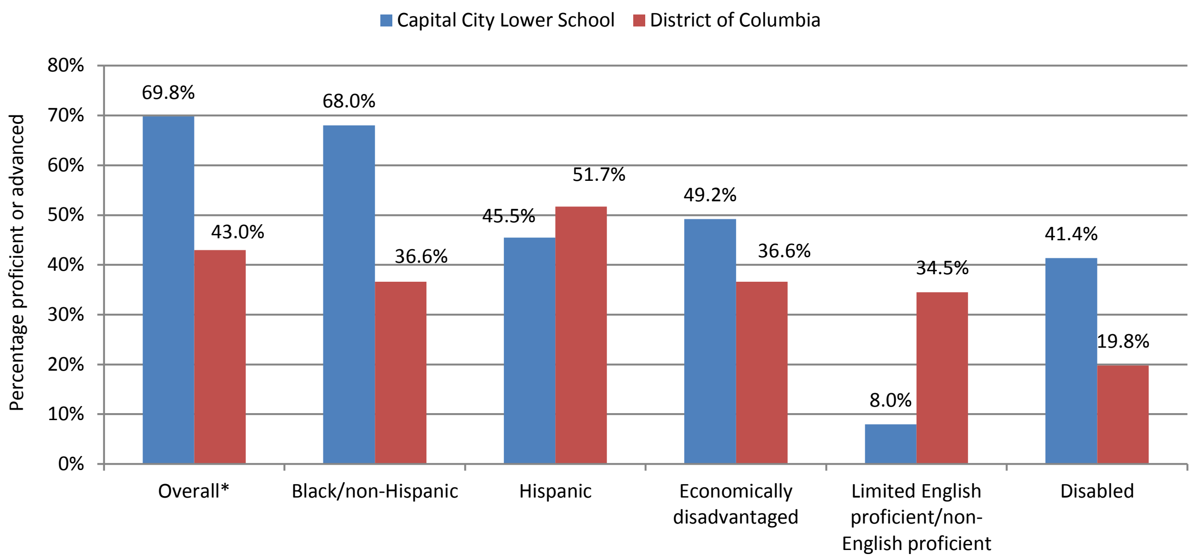
Source: **District of Columbia Public Charter School Board, "School Performance Report 2010–2011: Capital City PCS Lower School," http://www.dcpubliccharter.com/data/images/capcity_lower_esms10-11.pdf.**

Figure A-7. Grades 3–8 Reading Scores, D.C. Comprehensive Assessment System, 2010–11



***41 percent of students tested at Capital City Lower School in 2010–11 were economically disadvantaged, compared to 72 percent of elementary school students tested in the District of Columbia.**
Source: **"Capital City PCS – Lower School, 2011," and "State Report Card - Elementary, 2011," District of Columbia Assessment and Accountability Data Reports, http://nclb.osse.dc.gov/.**

Figure A-8. Grades 3–8 Math Scores, D.C. Comprehensive Assessment System, 2010–11



***41 percent of students tested at Capital City Lower School in 2010–11 were economically disadvantaged, compared to 72 percent of elementary school students tested in the District of Columbia.**
Source: **"Capital City PCS – Lower School, 2011," and "State Report Card - Elementary, 2011," District of Columbia Assessment and Accountability Data Reports, http://nclb.osse.dc.gov/.**

COMMUNITY ROOTS CHARTER SCHOOL

Brooklyn, New York
http://www.communityroots.org/

Strategically located in the mixed-income neighborhood of Fort Greene and drawing students from across Brooklyn, Community Roots is a racially and socioeconomically diverse K–5 charter school. Community Roots uses an integrated studies approach to instruction, placing social studies at the center of the curriculum and offering rich arts and music programs. Community Roots also considers students with special needs an important part of their diversity and uses an inclusive model for delivering special education services, pairing a general-education teacher and a special-education teacher in each classroom.

Community Roots targets recruitment efforts on Head Start, public housing, and special needs preschool programs. As popularity of the school has grown, Community Roots has seen a decrease in the percentage of low-income students. In particular, students living in three large public housing complexes near the school have had a slimmer chance of getting into the school as the lottery pool has grown. Starting with enrollment for 2012–13, Community Roots will reserve 40 percent of the spaces in their incoming kindergarten class for students living in public housing.

ENROLLMENT

Community Roots enrolled 250 students in grades K–4 in 2009–10. The school has now expanded through fifth grade and has plans to add a middle school. The first class of sixth graders will enroll in fall 2012.

Source: Common Core of Data, 2009–10 school year, Community Roots Charter School, National Center for Education Statistics, http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=community+roots&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=360015905898.

DEMOGRAPHIC AND ACHIEVEMENT DATA

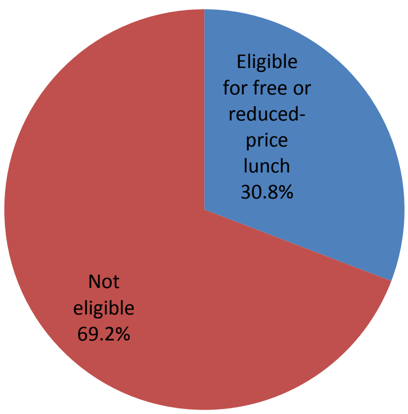


Figure A-9. Free or Reduced-Price Lunch Eligibility

Source: Common Core of Data, 2009–2010 school year, Community Roots Charter School, National Center for Education Statistics, http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=community+roots&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=360015905898.

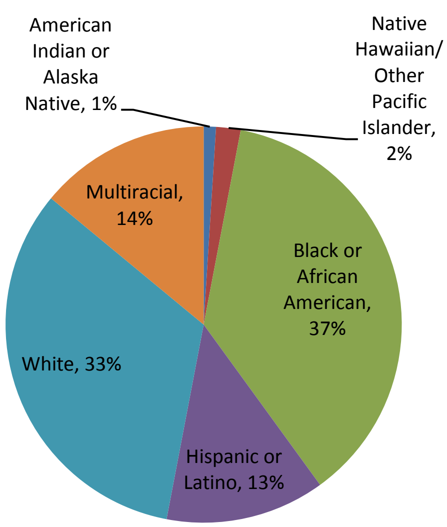


Figure A-10. Race and Ethnicity

Source: New York State Education Department, The New York State School Report Card, 2009–10, Community Roots Charter School, https://reportcards.nysed.gov/files/2009-10/AOR–2010-331300860893.pdf.

Table A-3. Percentage of Students with Classifications

Limited English Proficient	1
Special Needs	15–20

Source: Data for English proficiency from New York State Education Department, The New York State School Report Card, 2009–10, Community Roots Charter School, https://reportcards.nysed.gov/files/2009-10/AOR–2010-331300860893.pdf; data for special needs was not publicly available on the New York State Education Department website, but came from Allison Keil, co-director of Community Roots Charter School, e-mail to Halley Potter, February 25, 2012.

Figure A-11. Grade 4 English Language Arts Scores, New York State Assessment, 2009–10

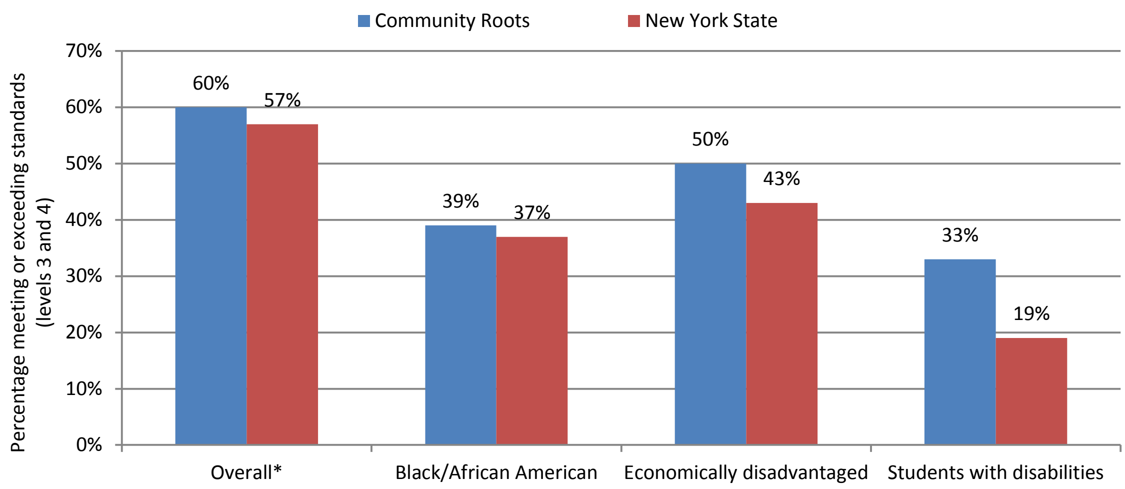
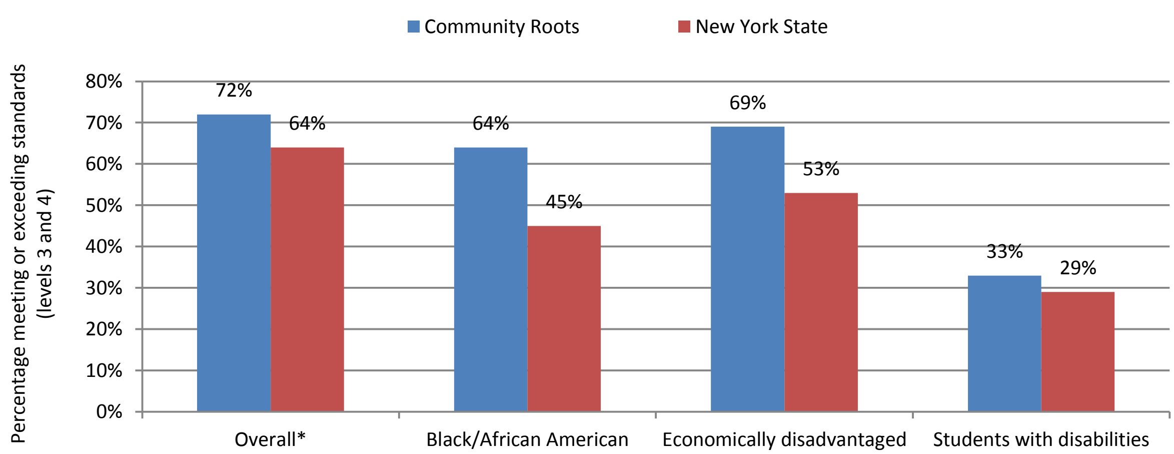


Figure A-12. Grade 4 Math Scores, New York State Assessment, 2009–10



*32 percent of fourth graders tested at Community Roots in 2009–10 were economically disadvantaged, compared to 54 percent of fourth graders tested in the State of New York.

Note: Fourth grade was selected because it was the highest grade at Community Roots Charter School in 2009–10. Subgroup data is not available for Hispanic or Latino fourth grade students at Community Roots Charter School in 2009–10 because the cohort was too small. There were no Limited English Proficient fourth graders tested at Community Roots Charter School in 2009–10.

Source: New York State Education Department, The New York State School Report Card, 2009–2010, Community Roots Charter School, https://reportcards.nysed.gov/files/2009-10/AOR–2010-331300860893.pdf, and New York State, https://reportcards.nysed.gov/statewide/2010statewideAOR.pdf.

DSST PUBLIC SCHOOLS

Denver, Colorado

http://dsstpublicschools.org/

A network of five public charter middle and high schools, DSST Public Schools educates over 1,500 students in a values-driven environment with a focus on STEM (science, technology, engineering, and math). Thus far, 100 percent of DSST graduates have been accepted to four-year colleges. DSST: Stapleton High School, the first DSST school to open, was the only high school to receive a "Distinguished" rating from Denver Public Schools in 2011 and was selected as one of three top finalists from a pool of over 1,000 schools in the 2010 national Race to the Top Commencement Challenge.

Integration and diversity have been part of the guiding philosophy at DSST Public Schools since its founding. DSST Public Schools has been very successful attracting families of all economic backgrounds to its lottery and has a goal that at least 50 percent of students be eligible for free or reduced-price lunch. DSST works with the school district to determine the enrollment preference at each campus based on the communities in which the schools are located and with the goal of having diverse student bodies at each school. Some DSST schools then hold a separate lottery for students who are eligible for free and reduced-price lunch or who reside in a particular geographic region. Currently, over 50 percent of students across five schools are economically disadvantaged. DSST Public Schools is planning to expand to ten schools on five campuses with the socioeconomic integration model intact.

ENROLLMENT

In 2011–12, DSST Public Schools operated two middle schools and three high schools. DSST: Stapleton includes a high school, opened in 2004 as the Denver School of Science and Technology, and a middle school, added in 2008. The Stapleton campus enrolled 874 students in grades 6–12 in 2010–11.

Source: **2010–11 student data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, http://www.schoolview.org/performance.asp.**

DEMOGRAPHIC AND ACHIEVEMENT DATA

Note: The data below are for DSST: Stapleton Middle and High Schools only, since those two schools make up the founding campus.

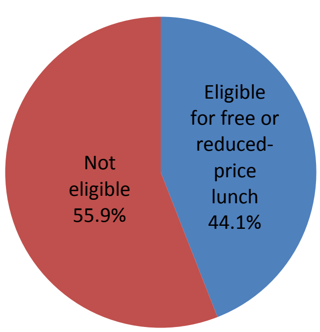


Figure A-13. Free or Reduced-Price Lunch Eligibility

Source: **2010–11 student data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, http://www.schoolview.org/performance.asp.**

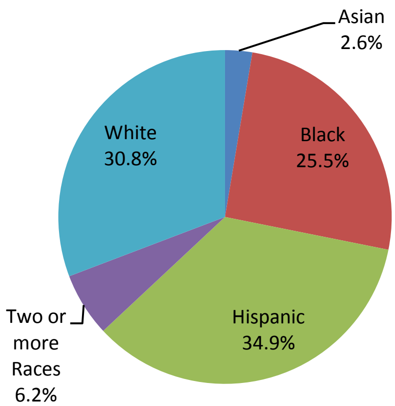


Figure A-14. Race and Ethnicity

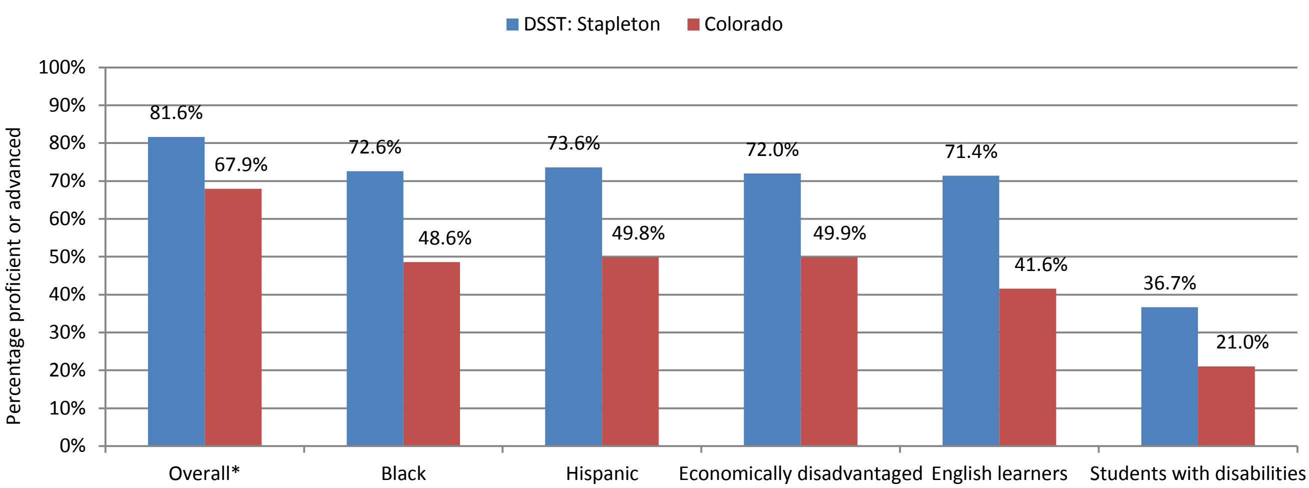
Source: 2010–11 student data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, http://www. schoolview.org/performance.asp.

Table A-4. Percentage of Students with Classifications

Limited English Proficient	26
Students with Disabilities	4

Source: 2010–2011 student data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, http://www.schoolview.org/performance.asp.

Figure A-15. Grades 6–10 Reading Scores, Colorado Student Assessment Program, 2011



*44.05 percent of students enrolled at DSST: Stapleton in 2010–11 were economically disadvantaged, compared to 40.22 percent of all students in the state of Colorado. In 2009–10, DSST: Stapleton was 47.25 percent economically disadvantaged, compared to 38.62 percent in Colorado.
Source: Performance data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, http://www.schoolview.org/performance.asp.

Figure A-16. Grades 6–10 Math Scores, Colorado Student Assessment Program, 2011

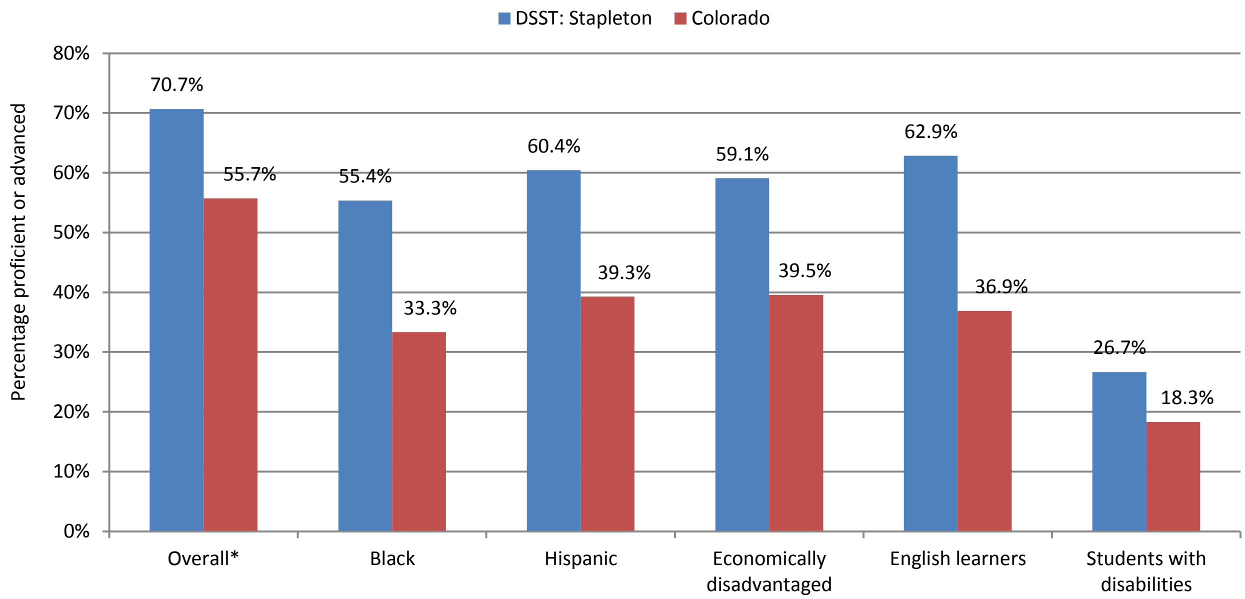
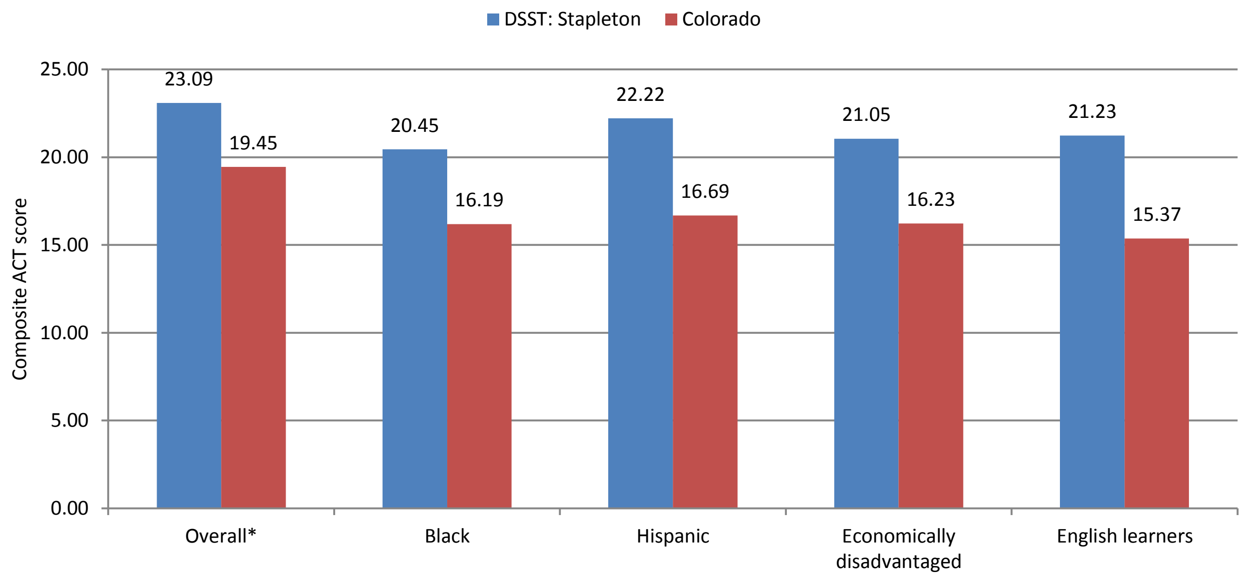


Figure A-17. Grade 11 Composite ACT Scores, 2011

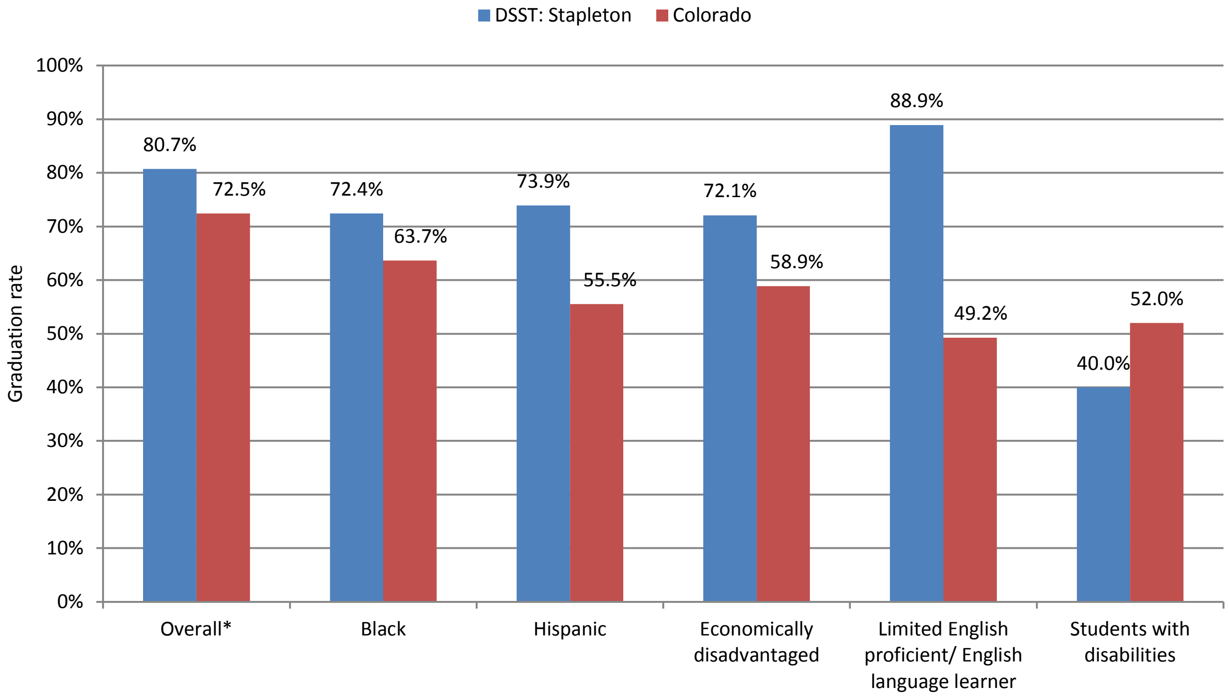


***44.05 percent of students enrolled at DSST: Stapleton in 2010–11 were economically disadvantaged, compared to 40.22 percent of all students in the state of Colorado. In 2009–10, DSST: Stapleton was 47.25 percent economically disadvantaged, compared to 38.62 percent in Colorado.**

***Note:* The Composite ACT Score is the average of scores on the English, math, reading, and science sections of the test, each scored on a scale of 1–36. In Colorado, the ACT is administered to eleventh graders statewide. Data is not available for ACT scores of students with disabilities at DSST: Stapleton in 2011.**

***Source:* Performance data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, http://www.schoolview.org/performance.asp.**

Figure A-18. Graduation Rates, 2010



*44.05 percent of students enrolled at DSST: Stapleton in 2010–11 were economically disadvantaged, compared to 40.22 percent of all students in the state of Colorado. In 2009–10, DSST: Stapleton was 47.25 percent economically disadvantaged, compared to 38.62 percent in Colorado.

Note: Colorado calculates graduation rates using an "on-time" methodology that includes as graduates only those students who graduate high school within four years or fewer.

Source: Performance data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, http://www.schoolview.org/performance.asp.

E. L. HAYNES PUBLIC CHARTER SCHOOL

Washington, D.C.

http://www.elhaynes.org/

Located in the Petworth neighborhood in Washington, D.C., E. L. Haynes Public Charter School offers a rigorous, standards-based curriculum to students in preschool through grade 9 (with plans to expand through grade 12). Through the school's "AP for All" program, all students must complete eleven AP courses in order to graduate. E. L. Haynes uses a year-round calendar, spacing breaks throughout the year rather than having one long summer break. During the intersession weeks, E. L. Haynes offers optional enrichment programming—which charges tuition on a sliding scale that is free for students who qualify for free and reduced-price lunch—on topics ranging from ancient Egypt to filmmaking. In 2008, E. L. Haynes was the first-ever charter school winner of the Fight for Children Quality Schools Initiative, and in 2010 it won the inaugural Strong Schools Award from the CityBridge Foundation. Both awards are granted each year to outstanding schools in Washington, D.C. For three years in a row, E. L. Haynes also earned EPIC awards, granted by the New Leaders' Effective Practice Incentive Community (EPIC) to urban schools showing the greatest student achievement gains. According to Jennifer Niles, the school's founder and head of school, E. L. Haynes has increased student achievement on the D.C. Comprehensive Assessment System by 47 percentage points in math and 23 percentage points in reading over six years. In 2010–11, 75 percent of the school's eighth graders scored proficient or advanced in reading and 90 percent scored proficient or advanced in math. In 2011, the District of Columbia Public Charter School Board ranked E. L. Haynes as a "Tier 1" (highest performance) charter school.

Diversity has been central to E. L. Haynes since its founding. Niles said that one of the school's goals is "to demonstrate that all students can achieve at high levels all together." The student body at E. L. Haynes is extremely diverse in terms of race, income, and home language. Since E. L. Haynes is a top-ranked charter school in the city and receives many applications from families who hear about the school through its reputation, E. L. Haynes focuses all of its recruitment efforts on low-income and non-English-speaking families, who may have less access to information about local schools.

Enrollment

In 2009–10, E. L. Haynes served 460 students in grades Pre-K through 7. In 2011–12, the school has expanded through grade 9 and nearly doubled in enrollment. It will continue expanding by one grade each year through grade 12, reaching an enrollment of 1,100 students.

Source: **Common Core of Data, 2009–10 school year, E. L. Haynes PCS, National Center for Education Statistics, http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=e.l.+haynes&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=110004300274.**

Demographic and Achievement Data

Note: The most recent whole-school demographic data available for E. L. Haynes from the Common Core of Data is from 2009–10. Because E. L. Haynes' student body has grown significantly since that year, we have used demographic data provided by the school in their Annual Report.

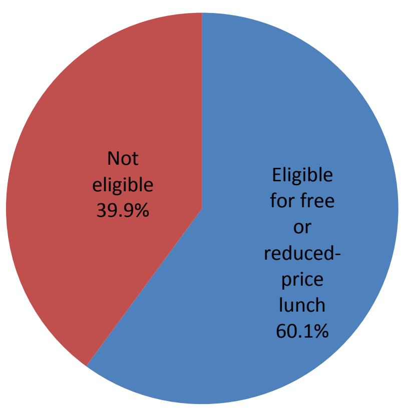
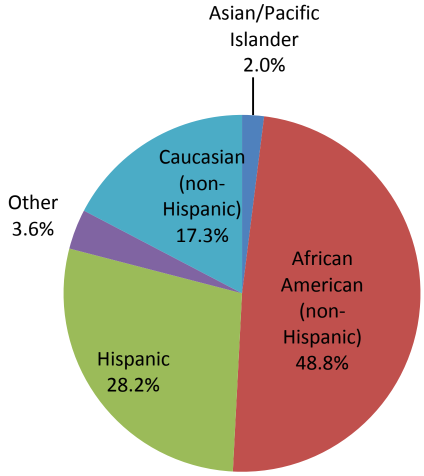


Figure A-19. Free or Reduced-Price Lunch Eligibility

Source: **E. L. Haynes Public Charter School, "Annual Report 2010–2011," e-mailed by Richard Pohlman to Halley Potter on February 24, 2012.**

Figure A-20. Race and Ethnicity



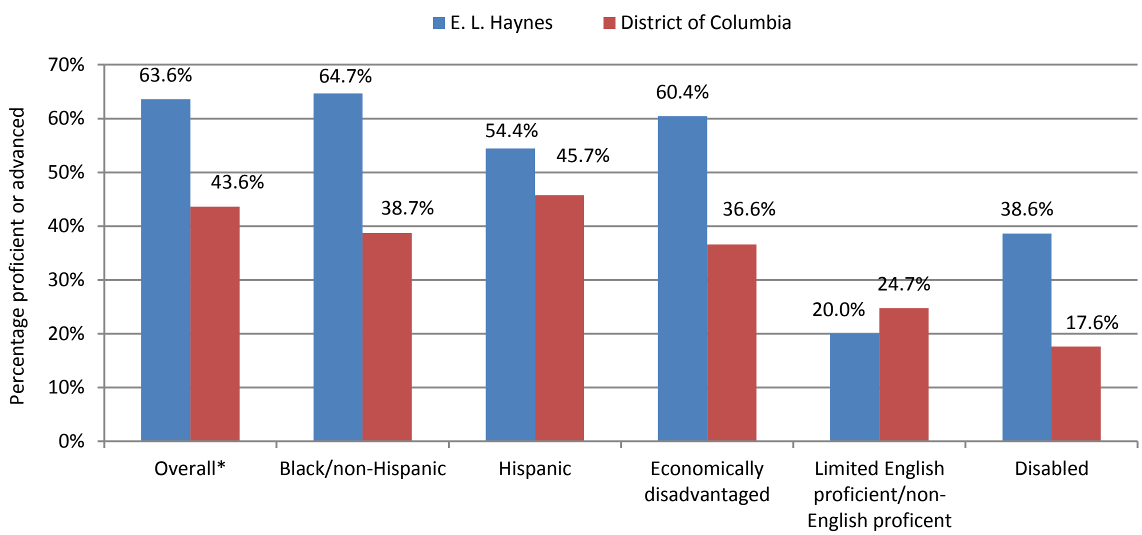
Source: E. L. Haynes Public Charter School, "Annual Report 2010–2011," e-mailed by Richard Pohlman to Halley Potter on February 24, 2012.

Table A-5. Percentage of Students with Classifications

Limited and Non-English Proficient	15.64
Individualized Education Programs	12.21

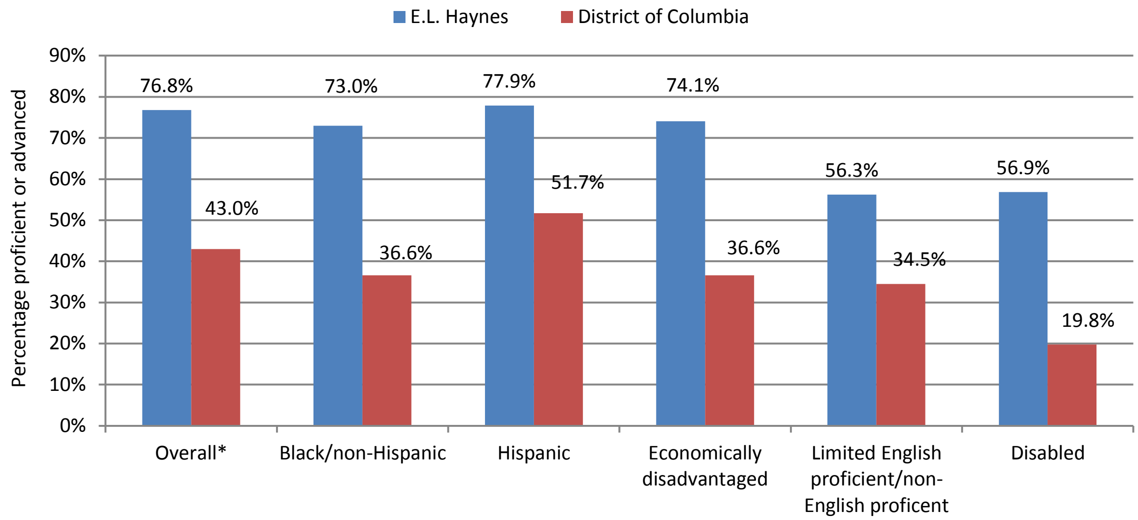
Source: E. L. Haynes Public Charter School, "Annual Report 2010–2011," e-mailed by Richard Pohlman to Halley Potter on February 24, 2012.

Figure A-21. Grades 3–8 Reading Scores, D.C. Comprehensive Assessment System, 2010–11



Note: The District of Columbia Assessment and Accountability Data Report for DC-CAS reading scores at E. L. Haynes contains errors that the Office of the State Superintendent of Education of the District of Columbia acknowledged. This above graph uses the corrected scores, supplied by E. L. Haynes administrators.
Source: Richard Pohlman, e-mail to Halley Potter, February 28, 2012.

Figure A-22. Grades 3–8 Math Scores, D.C. Comprehensive Assessment System, 2010–11



***69 percent of students tested at E. L. Haynes in 2010–11 were economically disadvantaged, compared to 72 percent of elementary school students tested in the District of Columbia.**
Source: **"E. L. Haynes PCS, 2011," and "State Report Card - Elementary, 2011," District of Columbia Assessment and Accountability Data Reports, http://nclb.osse.dc.gov/.**

HIGH TECH HIGH

San Diego, California
http://www.hightechhigh.org/

A network of eleven elementary, middle, and high schools, High Tech High serves an ethnically and socioeconomically diverse population. Focusing on math, science, and engineering, the school teaches through an experiential method employing expeditionary, applied, group learning. One hundred percent of High Tech High's graduates have been admitted to college, and 99 percent of students attend college in the fall after graduation. About 35 percent of these graduates are first-generation college students. In 2007, High Tech High was the first California public school organization to open its own Graduate School of Education to train and credential teachers.

Larry Rosenstock, CEO and founding principal of High Tech High and dean of the High Tech High Graduate School of Education, says that integration is the network's "number one objective." High Tech High schools use a lottery that weights only by zip code, seeking an even distribution of students from across the area. Because of the residential segregation in the area, the result of the zip code lottery is a socioeconomically and racially diverse student body. In order to make sure that the school is integrated at the classroom level, High Tech High uses a full immersion special education model, supporting special education students in regular classroom settings and only pulling them out for specialized instruction during non-academic portions of the daily schedule. In addition, rather than separating honors students and regular students, High Tech High offers classes with a two-tiered syllabus: all students take the class together, and those opting for honors complete extra assignments.

ENROLLMENT

The High Tech High network includes eleven elementary, middle, and high schools. The Gary and Jerri-Ann Jacobs High Tech High, the first High Tech High school, enrolled 549 students in grades 9–12 in 2009–10.

Source: Common Core of Data, 2009–10 school year, High Tech High, National Center for Education Statistics, http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=high+tech+high&City=san+diego&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=063432008599.

DEMOGRAPHIC AND ACHIEVEMENT DATA

Note: The data below is for The Gary and Jerri-Ann Jacobs High Tech High only, since that is the original High Tech High school.

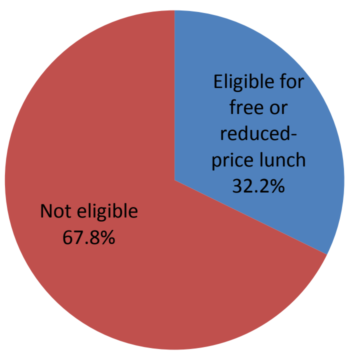


Figure A-23. Free or Reduced-Price Lunch Eligibility

Source: Common Core of Data, 2009–10 school year, High Tech High, National Center for Education Statistics, http://nces.ed.gov/ccd/school search/school_detail.asp?Search=1&InstName=high+tech+high&City=san+diego&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=063432008599.

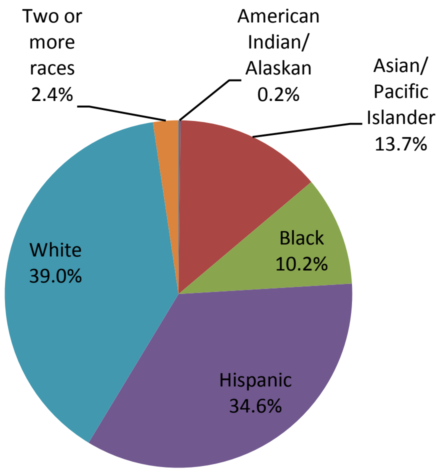


Figure A-24. Race and Ethnicity

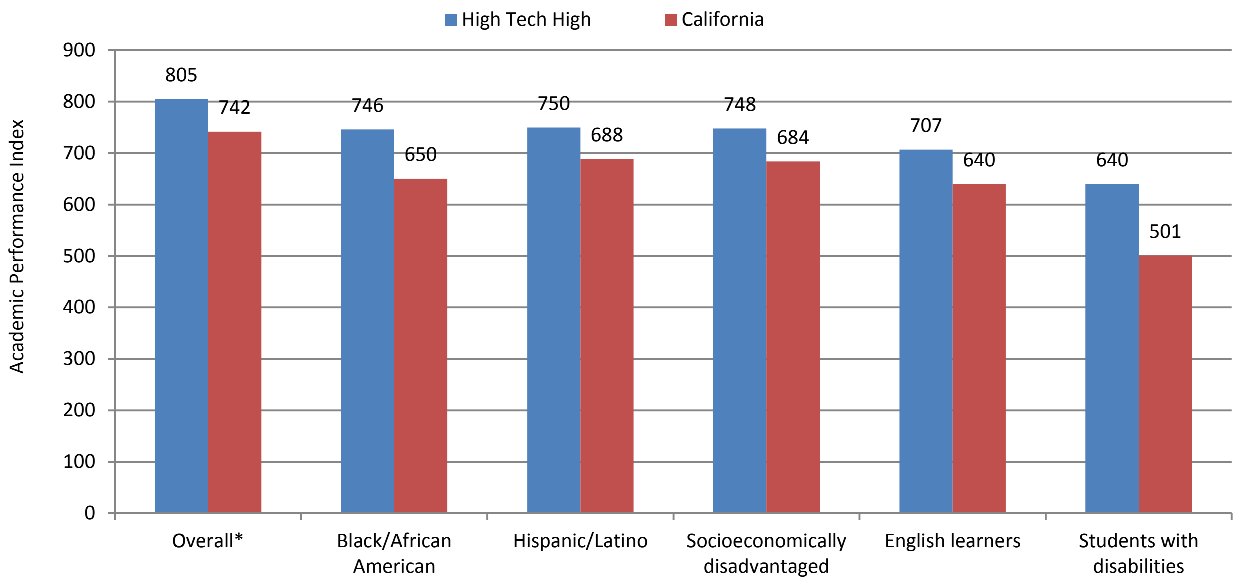
Source: Common Core of Data, 2009–10 school year, High Tech High, http://nces.ed.gov/ccd/schoolsearch/school_ detail.asp?Search=1&InstName=high+tech+high&City= san+diego&SchoolType=1&SchoolType=2&School Type=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=063432008599.

Table A-6. Percentage of Students with Classifications

English Learners	11
Disabilities	11

Source: "2011 High Tech High School Report – API Growth and Targets Met," 2010–11 Accountability Progress Reporting, State of California Department of Education, http://api.cde.ca.gov/Acnt2011/2011GrowthSch.aspx?allcds=37683383731247 (data is for grades 9–11 in 2010–11).

Figure A-25. Grades 9–11, Academic Performance Index (API), 2010–11

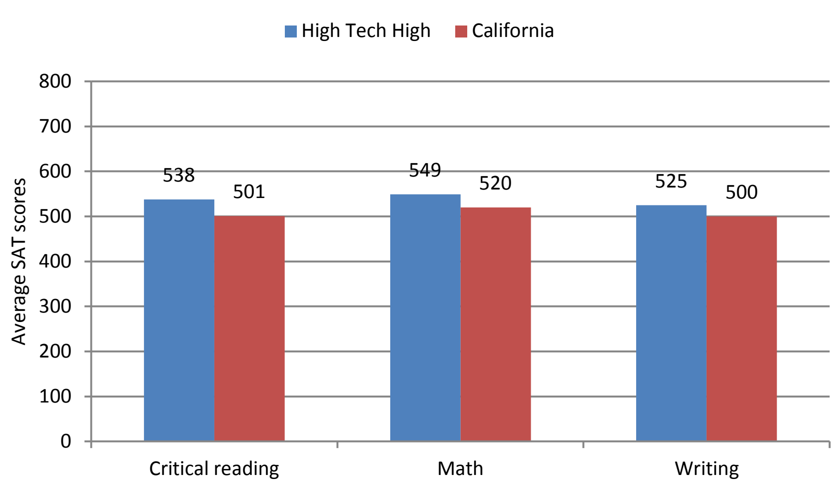


*34 percent of students included in the 2010–11 API score for High Tech High were socioeconomically disadvantaged, compared to 53 percent of students included in the grades 9–11 API score for the state of California.

Note: The State of California assigns each school, Local Education Agency, and subgroup an Academic Performance Index (API) from 200 to 1000 to reflect the overall academic performance and growth of that group. The API is calculated using student performance data from statewide assessments across different subjects. The state uses the API to measure improvement as well as to rank schools. In 2010, The Gary and Jerri-Ann Jacobs High Tech High ranked in the eighth decile (seventy-first to eightieth percentiles) out of all high schools in California and the third decile (twenty-first through thirtieth percentiles) out of a group of 100 schools with similar student demographics, teacher credentials, and organizational characteristics.

Source: "2011 State Report – Growth API," http://api.cde.ca.gov/Acnt2011/2011GrthStAPI.aspx, "2011 High Tech High School Report—API Growth and Targets Met," Accountability Progress Reporting, State of California Department of Education, http://api.cde.ca.gov/Acnt2011/2011GrowthSch.aspx?allcds=37683383731247, and "2010 Base High Tech High Similar Schools Report," http://api.cde.ca.gov/Acnt2011/2010BaseSchSS.aspx?allcds=37-68338-3731247&c=R, 2010-11 .

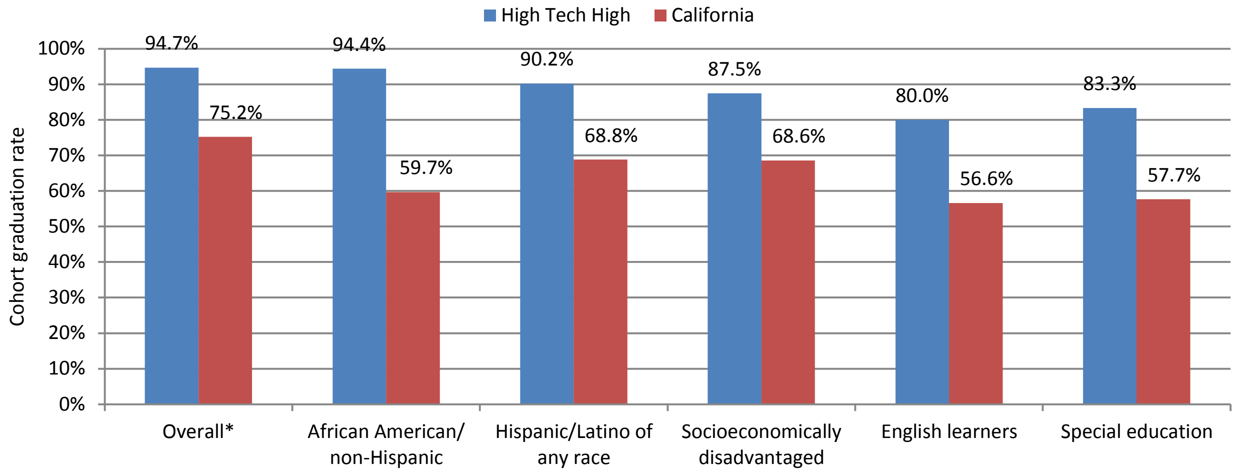
Figure A-26. SAT Scores, 2009–10



Note: 89.92 percent of students at High Tech High took the SAT in 2009–10, compared to 33.36 percent of students across the state of California. SAT scores for student subgroups were not available.

Source: SAT Test Results, 2009–10, State of California Department of Education, http://www.cde.ca .gov/ds/sp/ai/.

Figure A-27. Graduation Rates, 2010



*30 percent of students in the 2009–10 cohort at High Tech High were socioeconomically disadvantaged, compared to 59 percent of students in the cohort for the state of California.
Note: California counts only those students who graduate in four years or less in their cohort graduation rates.
Source: Student Demographics—Graduates, Cohort Outcome Data, 2009–10, State of California Department of Education, http://dq.cde.ca.gov/dataquest/.

LARCHMONT SCHOOLS

Los Angeles, California
http://www.larchmontcharter.org/ and http://www.larchmontcharterweho.org

The Larchmont Schools family includes two successful charter schools in Los Angeles, California: Larchmont Charter School (LCS) and Larchmont Charter School–West Hollywood (LCW). The Larchmont Schools use constructivist teaching methods, providing children with highly differentiated instruction, small class sizes, and project-based learning. Both schools are among the thirty highest-performing public schools in the Los Angeles Unified School District (out of over 800). In 2009, Larchmont Schools was handpicked by Chez Panisse restaurateur Alice Waters to be one of the founding sites for the new Edible Schoolyard Program. In 2010, one of LCS's teachers was a winner of the "Teacher of the Year" award from the Los Angeles Unified School District.

With two schools and campuses in three neighborhoods—Hollywood, Koreatown, and West Hollywood—the Larchmont Schools are located in some of the most diverse communities in Los Angeles. But despite the diversity of these communities, few schools in the area serve diverse student bodies, according to Larchmont Schools' senior academic officer, Brian Johnson. A group of parents from Hollywood started the first school, LCS, in 2005 with the hope of making a public school that was as diverse as their community at large. School leaders at each school look at census and Nielsen data for the school's surrounding neighborhood and set the goal of having their student bodies mirror that socioeconomic and racial/ethnic diversity. Each school designs a recruitment plan and weights the admissions lottery using a carefully designed algorithm that adjusts the weight given to low-income students in order to help reach the school's target percentage of free and reduced-price lunch. At LCS, for example, school leaders estimated that 42 percent of families in the area earn an income that would qualify for free or reduced-price lunch, so they set that as their school's target.

Enrollment

Founded in 2005, LCS served 448 students in grades K–6 in 2009–10 and expanded through eighth grade for the 2011–12 school year. LCW opened in 2008 and enrolled 114 students in grades K–2 in 2009–10. It has grown to serve students through fifth grade in 2011–12 and plans to continue expanding into a full K–8 school.

Source: **Common Core of Data, 2009–10 school year, Larchmont Schools, National Center for Education Statistics, http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=larchmont+charter&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=062271010870 and http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=larchmont+charter&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=062271012307.**

Demographic and Achievement Data

Note: The data below is for Larchmont Charter School only, since that was the first school in the Larchmont Schools family. Because the student demographics of Larchmont Charter School have changed significantly since 2009–10, the most recent year available from the Common Core of Data, we have used demographic data provided by school administrators.

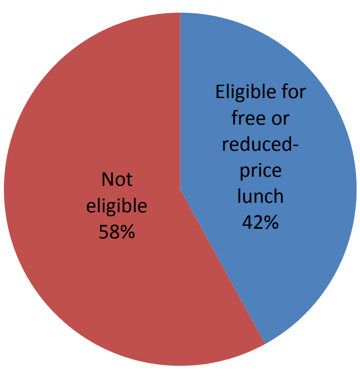


Figure A-28. Free or Reduced-Price Lunch Eligibility

Source: **"Larchmont Charter School Diversity Update November 2011," e-mailed by Brian Johnson to Halley Potter on November 28, 2011.**

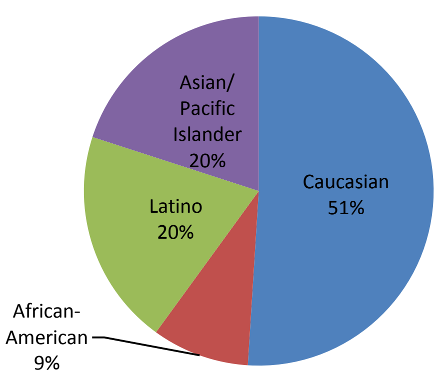


Figure A-29. Race and Ethnicity

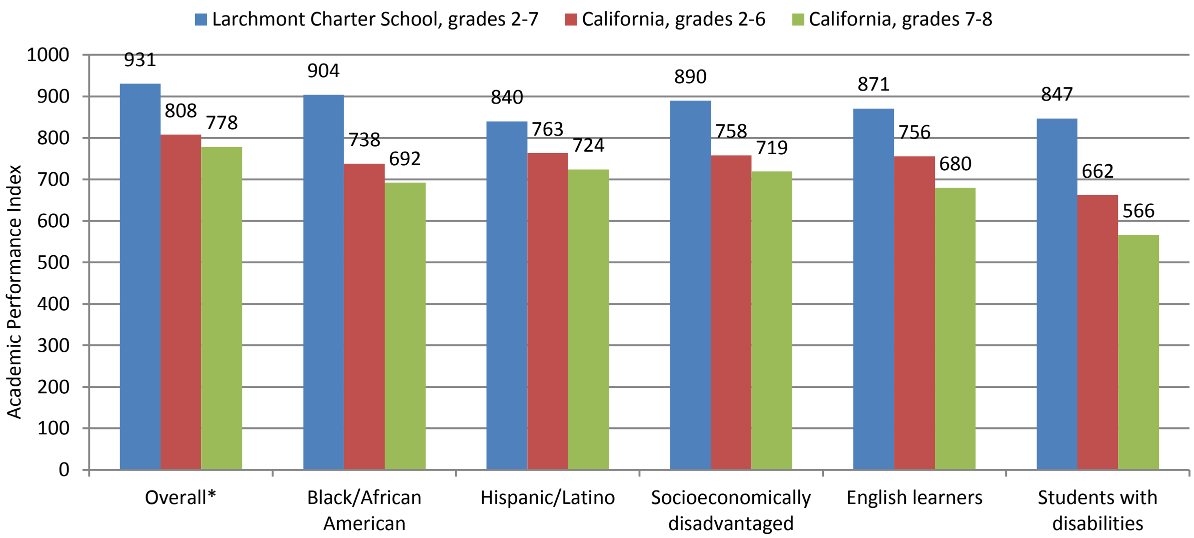
Source: **"Larchmont Charter School Diversity Update November 2011," e-mailed by Brian Johnson to Halley Potter on November 28, 2011.**

Table A-7. Percentage of Students with Classifications

English Language Learners	8
Individualized Education Programs	10.5

Source: "Larchmont Charter School Diversity Update November 2011," e-mailed by Brian Johnson to Halley Potter on November 28, 2011.

Figure A-30. Grades 2–7, Academic Performance Index (API), 2010–11



*34 percent of students included in the 2010–11 API score for Larchmont Charter School were socioeconomically disadvantaged, compared to 61 percent of students included in the grades 2–6 API score and 58 percent of students included in the grades 7–8 API score for the state of California.

Note: The State of California assigns each school, Local Education Agency, and subgroup an Academic Performance Index (API) from 200 to 1000 to reflect the overall academic performance and growth of that group. The API is calculated using student performance data from statewide assessments across different subjects. The state uses the API to measure improvement as well as to rank schools. In 2010, Larchmont Charter School ranked in the ninth decile (eighty-first to ninetieth percentiles) out of all elementary schools in California and in the tenth decile (ninety-first to ninety-ninth percentiles) out of a group of 100 schools with similar student demographics, teacher credentials, and organizational characteristics.

Source: "2011 State Report—Growth API," Accountability Progress Reporting, State of California Department of Education, http://api.cde.ca.gov/Acnt2011/2011GrthStAPI.aspx, "2011 Larchmont Charter School Report—API Growth and Targets Met," http://api.cde.ca.gov/Acnt2011/2011GrowthSch.aspx?allcds=19-64733-0108928, and "2010 Base Larchmont Charter School Similar Schools Report," http://api.cde.ca.gov/Acnt2011/2010BaseSchSS.aspx?allcds=19-64733-0108928&c=R, 2010-11.

NOTES

[1] Gary Ritter, Nathan Jensen, Brian Kisida, and Joshua McGee, "A Closer Look at Charter Schools and Segregation," *Education Next*, Summer 2010.

[2] *Parents Involved in Community Schools v. Seattle School District #1*, 551 U.S. 701 (2007), endorsed a variety of constitutionally permissible approaches to achieve the "compelling government interest" in creating school diversity and reducing racial isolation. See also The National Coalition on School Diversity, "Federally Funded Charter Schools Should Foster Diversity," Issue Brief 2, March 2010, http://www.school-diversity.org/pdf/DiversityIssueBriefNo2.pdf.

[3] The Education Commission of the States, "School or Student Preference" database, 2010, http://mb2.ecs.org/reports/Report.aspx?id=79. States that prioritize charter school funding for at-risk, low-income, or minority students include:

- Arkansas—"The state board of education must give preference to applications for charters schools: (1) Located in school districts where the percentage of students who qualify for free or reduced price lunches is above the state average."
- California—"Priority in the approval process must be given to schools designed to serve low-achieving students."
- Colorado—"Greater consideration must be given to charter school applications designed to increase the educational opportunities of at-risk pupils."
- Connecticut—"The state board of education must give preference to applicants that will serve students who reside in a priority district or in a district in which 75% or more of the enrolled students are members of racial or ethnic minorities."
- Illinois—"In evaluating submitted charter school proposals, the local school board is required to give perverse to proposals that: . . . (3) Are designed to enroll and serve a substantial proportion of at-risk children."
- Missouri—"Priority must be given to charter school applicants proposing a school oriented to high-risk students and to the re-entry of dropouts into the school system."
- New York—"Applications that demonstrate the capability to provide comprehensive learning experiences to students identified by the applicants as at risk of academic failure may be given preference in the application process."
- North Carolina—"The state law encourages chartering entities to give preference to applications focused on serving students at risk of academic failure."
- Rhode Island—"Charter schools designed to serve at-risk students must be given preference in the application process."
- Tennessee—"Charter schools may only serve students who . . . (2) Were assigned to, or previously enrolled in a school failing to make adequate yearly progress (AYP), as defined by the state's accountability system, giving priority to at-risk students."
- Virginia—"Local school boards must give priority to charter school applications designed to increase the educational opportunities of at-risk students, and at least 1/2 of the charter schools per division must be for at-risk students."
- Wisconsin—"Charter school authorizers must give preference in awarding charters to charter schools that serve children at risk."

(Quotations are taken from the Education Commission of the States database, paraphrasing state laws.) Without added consideration of whether or not a school encourages diversity, these laws are likely to prioritize funding for high-poverty charter schools.

[4] *All-STAR Act of 2011*, S. 809, 112th Cong., 1st sess., introduced April 13, 2011. See section (e)(1)(D)(ii)(II)(aa), prioritizing funding for schools serving a greater percentage of low-income children.

[5] The Education Commission of the States and Article 56 New York State Law 2854(2)(b).

[6] "Application for New Awards; Charter School Program (CSP); Grants for Replication and Expansion of High-Quality Charter Schools," *Federal Register* 77, no. 44 (March 6, 2012): 13304–11, http://www.gpo.gov/fdsys/pkg/FR-2012-03-06/pdf/2012-5427.pdf.

[7] "Market Share Demonstration Sites," The Walton Family Foundation, http://www.waltonfamilyfoundation.org/educationreform/market-share-demonstration-sites; and "Mission and Overview," The Broad Foundation—Education, http://broadeducation.org/about/overview.html.

[8] Knowledge Is Power Program (KIPP) website, available at http://www.kipp.org/about-kipp.

[9] Paul Tough, "What It Takes To Make a Student," *The New York Times,* November 26, 2006. See also David Whitman, *Sweating the Small Stuff: Inner-City Schools and the New Paternalism* (Washington, D.C.: Thomas B. Fordham Institute Press, 2008). See also George F. Will, "Where Paternalism Makes the Grade," *Washington Post*, August 21, 2008.

[10] In addition to the rationales based on student performance and political viability provided in this section, there are also compelling legal reasons to review educational equity and diversity practices in charter schools. For an overview of the concept of equal educational opportunity in the law and its application to charter schools, see Julie F. Mead and Preston C. Green III, *Chartering Equity: Using Charter School Legislation and Policy to Advance Equal Educational Opportunity* (Boulder, Colo.: National Education Policy Center, 2012), http://nepc.colorado.edu/files/PB-CharterEquity_0.pdf.

[11] See e.g., Amy Stuart Wells and Robert L. Crain, "Perpetuation Theory and the Long-Term Effects of School Desegregation," *Review of Educational Research* 64, no. 4 (1994): 531–55.

[12] Rebecca Bigler and L. S. Liben, "A Developmental Intergroup Theory of Social Stereotypes and Prejudices," *Advances in Child Development and Behavior* 34 (2006): 67; and Thomas F. Pettigrew and Linda R. Tropp, "A Meta-Analytic Test of Intergroup Contact Theory," *Journal of Personality and Social Psychology* 90, no. 5 (2006): 751–83. See also Greg J. Duncan et al., "Empathy or Antipathy? The Consequences of Racially and Socially Diverse Peers on Attitudes and Behaviors," Working paper, Joint Center for Policy Research, Northwestern University, 2003, http://www.ipr.northwestern.edu/jcpr/workingpapers/wpfiles/Duncan_et_al_peer_paper.pdf, looking at the behaviors and attitudes of white college students with roommates from different socioeconomic and racial backgrounds.

[13] Melanie Killen and Clark McKown, "How Integrative Approaches to Intergroup Attitudes Advance the Field," *Journal of Applied Developmental Psychology* 26 (2005): 618, 620; Adam Rutland, Lindsey Cameron, Laura Bennett, and Jennifer Ferrell, "Interracial Contact and Racial Constancy: A Multi-site Study of Racial Intergroup Bias in 3–5 Year Old Anglo-British Children," *Journal of Applied Developmental Psychology* 26 (2005): 699–713; and Heidi McGlothlin and Melanie Killen, "Children's Perceptions of Intergroup and Intragroup Similarity and the Role of Social Experience," *Journal of Applied Developmental Psychology* 26 (2005): 680–98.

[14] Kristie J. R. Phillips, Robert J. Rodosky, Marco A. Muñoz, and Elisabeth S. Larsen, "Integrated Schools, Integrated Futures? A Case Study of School Desegregation in Jefferson County, Kentucky," in *From the Courtroom to the Classroom: The Shifting Landscape of School Desegregation,* ed. Claire E. Smrekar and Ellen B. Goldring (Cambridge, Mass.: Harvard Education Press, 2009), 239–70.

[15] *Milliken v. Bradley*, 414 U.S. 717, 783 (1974) (Marshall, J., dissenting).

[16] Erica Frankenberg, Genevieve Siegel-Hawley, and Jia Wang, *Choice without Equity: Charter School Segregation and the Need for Civil Rights Standards* (Los Angeles, Calif.: Civil Rights Project at UCLA, January 2010), 62, Tables 22 and 23. Data are from the 2007–08 NCES Common Core of Data.

[17] Brief of 553 Social Scientists as Amici Curiae in Support of Respondents, *Parents Involved v. Seattle School District,* No. 05-908, and *Meredith v. Jefferson County,* No. 05-915 (2006), http://www.aera.net/uploadedFiles/News_Media/553SocialScientistsBrief.pdf; see also Patricia Marin, "The Educational Possibility of Multi-Racial/Multi-Ethnic College Classrooms," in *Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms*, ed. American Council on Education & American Association of University Professors (Washington, D.C.: ACE & AAUP, 2000): 61–68, http://www.aaup.org/NR/rdonlyres/97003B7B-055F-4318-B14A-5336321FB742/0/DIVREP.PDF, a qualitative study of multi-racial/multi-ethnic college classrooms; and Anthony Lising Antonio, et al., "Effects of Racial Diversity on Complex Thinking in College Students," *Psychological Science* 15, no. 8 (2004): 507–10, an experimental study showing positive effects on the integrative complexity of white college students' discussion contributions when they were in racially integrated discussion groups and when they reported having diverse friends and classmates.

[18] See e.g., Mark Berends and Roberto V. Penaloza, "Increasing Racial Isolation and Test Score Gaps in Mathematics: A 30-Year Perspective," *Teachers College Record* 112, no. 4 (2010): 978–1007. See also the "Research Briefs" series published by the National Coalition on School Diversity, www.school-diversity.org.

[19] Richard D. Kahlenberg, *All Together Now: Creating Middle-Class Schools through Public School Choice* (Washington, D.C.: Brookings Institution Press, 2001), 61.

[20] Claude S. Fischer et al., *Inequality by Design: Cracking the Bell Curve Myth* (Princeton: Princeton University Press, 1996), 84.

[21] "Multiple Choice: Charter School Performance in 16 States," Center for Research on Education Outcomes (CREDO), Stanford University, Stanford, California, June 2009, 44, Table 9; and *The Nation's Report Card: America's Charter Schools. Results from the NAEP 2003 Pilot Study* (Washington, D.C.: U.S. Department of Education, Institute of Education Sciences, December 2004), http://nces.ed.gov/nationsreportcard/pdf/studies/2005456.pdf.

[22] Kahlenberg, *All Together Now*, 50–58.

[23] Robert Bifulco and Helen F. Ladd, "Institutional Change and Coproduction of Public Services: The Effect of Charter Schools on Parental Involvement," *Journal of Public Administration Research and Theory* 16, no. 4 (2006): 553–76.

[24] Kahlenberg, *All Together Now*, 62–64.

[25] See Gary Miron and Brooks Applegate, *Teacher Attrition in Charter Schools* (Tempe, Ariz: Education Policy Research Unit, Arizona State University, 2007), http://epsl.asu.edu/epru/documents/EPSL-0705-234-EPRU.pdf; Celeste K. Carruthers, "Do Charter Schools Attract Better Teachers than Traditional Public Schools?" National Center for Analysis of Longitudinal Data in Educational Research, Working Paper no. 27, June 2010, http://www.urban.org/uploadedpdf/1001285_thequalifications.pdf; David Stuit and Thomas M. Smith, *Teacher Turnover in Charter Schools: Research Brief* (Nashville, Tenn.: National Center on School Choice, Vanderbilt University, Peabody College, 2010), http://www.vanderbilt.edu/schoolchoice/documents/briefs/brief_stuit_smith_ncspe.pdf; Marisa Cannata, *Charter Schools and the Teacher Job Search: Research Brief* (Nashville, TN: National Center on School Choice, Vanderbilt University, Peabody College, 2010), http://www.vanderbilt.edu/schoolchoice/documents/briefs/brief_teacher_job_search.pdf; Xiaoxia A. Newton, Rosario Rivero, Bruce Fuller, and Luke Dauter, "Teacher Stability and Turnover in Los Angeles: The Influence of Teacher and School Characteristics," Los Angeles School Infrastructure Project Working Paper (Berkeley, Calif.: Policy Analysis for California Education, 2011), http://www.stanford.edu/group/pace/cgi-bin/wordpress/2563 (accessed July 28, 2011).

[26] Kahlenberg, *All Together Now*, 67–74.

[27] National Center of Education Statistics, NAEP Data Explorer, 2008; and Christopher Lubienski and Sarah Theule Lubienski, "Charter, Private, Public Schools and Academic Achievement: New Evidence from NAEP Mathematics," National Center for the Study of Privatization in Education, Teachers College, Columbia University, January 2006, p. 5.

[28] R. W. Rumberger and G. J. Palardy, "Does Segregation Still Matter? The Impact of Student Composition on Academic Achievement in High School," *Teachers College Record* 107, no. 9 (2005): 1999–2045.

[29] Heather Schwartz, *Housing Policy Is School Policy* (New York: The Century Foundation, 2010), http://tcf.org/publications/2010/10/housing-policy-is-school-policy.

[30] Carol Morello, "Suburbs Taking On More Diverse Look," *Washington Post,* May 9, 2010, C1.

[31] See, for example, the 29 regional magnet schools overseen by the Regional School Choice Office in Hartford, http://www.choiceeducation.org/.

[32] Some of the examples are drawn from Michael J. Petrilli, *The Progressive Parents' Dilemma* (forthcoming). Additional information on the charter schools highlighted in this paper comes from interviews with the schools' leaders: Jeremy Chiappetta (executive director of Blackstone Valley Prep, a Rhode Island Mayoral Academy), e-mail to Halley Potter, November 26, 2011, and phone interview with Halley Potter, November 30, 2011; Karen Dresden (head of school at Capital City Public Charter School), phone interview with Halley Potter, November 16, 2011; Brian C. Johnson (senior academic officer at Larchmont Schools), phone interview with Halley Potter, November 23, 2011; Allison Keil (co-director of Community Roots Charter School), phone interview with Halley Potter, December 15, 2011; Bill Kurtz (chief executive officer of DSST Public Schools), phone interview with Halley Potter, December 13, 2011; Jennifer Niles (founder and head of school at E.L. Haynes Public Charter School), phone interview with Halley Potter, December 19, 2011; and Larry Rosenstock (chief executive officer and founding principal of High Tech High and dean of the High Tech High Graduate School of Education), phone interview with Halley Potter, December 5, 2011.

[33] *Parents Involved in Community Schools v. Seattle School District #1*, and U.S. Department of Justice, Civil Rights Division, and U.S. Department of Education, Office for Civil Rights, "Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools," December 2, 2011, http://www.justice.gov/crt/about/edu/documents/guidanceelem.pdf. Like the *Parents Involved* decision on which it

is based, in addition to generally discouraging the use of individual student race as a factor in assignment, the Guidance also lists a number of different approaches that can be used to achieve racial and economic diversity without using the race of individual students. In discussing these approaches, the guidance goes slightly beyond the *Parents Involved* plurality, by suggesting that districts model or test race-neutral policies (such as purely socioeconomic factors) to see if they would achieve racial diversity, before moving on to use more race-conscious measures (like geographic weighting of neighborhoods based on their racial demographics, and so on).

[34] For example, Georgia prohibits the use of weighted lotteries in charter schools. “Frequently Asked Questions about Charter Schools,” State of Georgia Department of Education, http://www.doe.k12.ga.us/pea_charter.aspx?PageReq=CIIAPCharterFAQS. The federal Charter Schools Program does not allow charter schools to use weighted lotteries except “when they are necessary to comply with title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the equal protection clause of the Constitution, or applicable State law” or when used to give preference to “students seeking to change schools under the public school choice provisions of title I, part A of the ESEA for the limited purpose of providing greater choice to students covered by those provisions.” Charter Schools Program, Title V, Part B of the ESEA, Nonregulatory Guidance, U.S. Department of Education, April 2011, section E-3, http://www2.ed.gov/programs/charter/nonregulatory-guidance.doc.

[35] See the school profiles at the end of the report for information on how leaders at Larchmont Charter School set 42 percent as the school’s target.

[36] “Application for New Awards; Charter School Program (CSP); Grants for Replication and Expansion of High-Quality Charter Schools,” *Federal Register* 76, no. 133 (July 12, 2011): 40890–98, http://federalregister.gov/a/2011-17490.

[37] See The National Coalition on School Diversity, “Federally Funded Charter Schools Should Foster Diversity,” Issue Brief 2, March 2010, http://www.school-diversity.org/pdf/DiversityIssueBriefNo2.pdf.

ACKNOWLEDGMENTS

The authors would like to thank Philip Tegeler at the Poverty & Race Research Action Council; Saba Bireda, formerly at the Poverty & Race Research Action Council and now at EducationCounsel; Rachel Godsil at Seton Hall University School of Law; and James Ryan at the University of Virginia School of Law for their thoughtful contributions and feedback.

ABOUT THE AUTHORS

Richard D. Kahlenberg is a senior fellow at The Century Foundation and writes about education, equal opportunity, and civil rights. He is the author of books such as *All Together Now: Creating Middle-Class Schools through Public School Choice* (Brookings Press, 2001) and *Tough Liberal: Albert Shanker and the Battles Over Schools, Unions, Race, and Democracy* (Columbia University Press, 2007) and is the editor of *The Future of School Integration: Socioeconomic Diversity as an Education Reform Strategy* (The Century Foundation Press, 2012), *Affirmative Action for the Rich: Legacy Preferences in College Admissions* (The Century Foundation Press, 2010), *Rewarding Strivers: Helping Low-Income Students Succeed in College* (The Century Foundation Press, 2010), and *Improving on No Child Left Behind: Getting Education Reform Back on Track* (The Century Foundation Press, 2008).

Halley Potter is a policy associate at The Century Foundation, specializing in education policy. She graduated summa cum laude from Yale University with a bachelor's degree in religious studies. Prior to joining The Century Foundation, Halley taught at a public charter elementary school in northeast Washington, D.C.

PRRAC
Poverty & Race Research Action Council

1200 18th St. NW #200, Washington, DC 20036 • 202.906.8023 • 202.842.2885 (fax)

info@prrac.org • www.prrac.org

THE CENTURY FOUNDATION

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D.C. Office: 1333 H Street, NW • 10th floor • Washington, DC 20005 • 202.387.0400 • 202.483.9430 (fax)

info@tcf.org • www.tcf.org

Latitude 37.8 High School is a new, innovative public high school planning to open for the 2018-2019 school year.

Spanish Version

Please join us to learn more about this opportunity!

Spanish Version

Friday March 10, 2017
Viernes 10 Marzo 2017
1:30-2:30pm

Monday March 13, 2017
Lunes 13 Marzo 2017
8:45-9:30

?Location?

37.8°
Latitude
HIGH SCHOOL

Latitude 37.8 High School is a new, innovative public high school planning to open for the 2018-2019 school year.

Latitude 37.8 High School es una escuela pública nueva e innovadora que planea abrirse para el año escolar 2018-2019.

Please join us to learn more about this opportunity!

¡Únase a nosotros para aprender más sobre esta oportunidad!

Thursday April 13, 2017
Jueves 13 Abril 2017
6:00pm

EPIC FLC Meeting

37.8° Latitude HIGH SCHOOL

Design Principles

Personalization

Relevance

Integration

Creativity

JOIN US TO LEARN MORE

SATURDAY, MAY 6
and
SATURDAY, JUNE 3

9:30-11:30AM

JUNIOR CENTER OF ART AND SCIENCE

LAKESIDE PARK
385 BELLEVUE AVE
OAKLAND, CA 94610
www.juniorcenter.org

Education for Change

37.8°
Latitude
HIGH SCHOOL

Starts with the Student

Latitude High School 37.8 is a high school model in which students leverage the assets and resources in their city to design and secure the experiences, education and network they need to be prepared for a meaningful and productive life.

Vision

Latitude High School 37.8 graduates have the personal agency, essential competencies, and integrated identity necessary to be prepared for a meaningful and productive life.

Mission

Latitude High School 37.8 facilitates self-directed, passion driven learning that leverages the assets and resources of the city to provide students a personalized and authentic learning experience.

More information about Latitude High School 37.8, go to:

https://sites.google.com/a/efcps.net/latitude/home

Education *for* Change
Public Schools

Latitude 37.8 High School

VISION AND MISSION

VISION

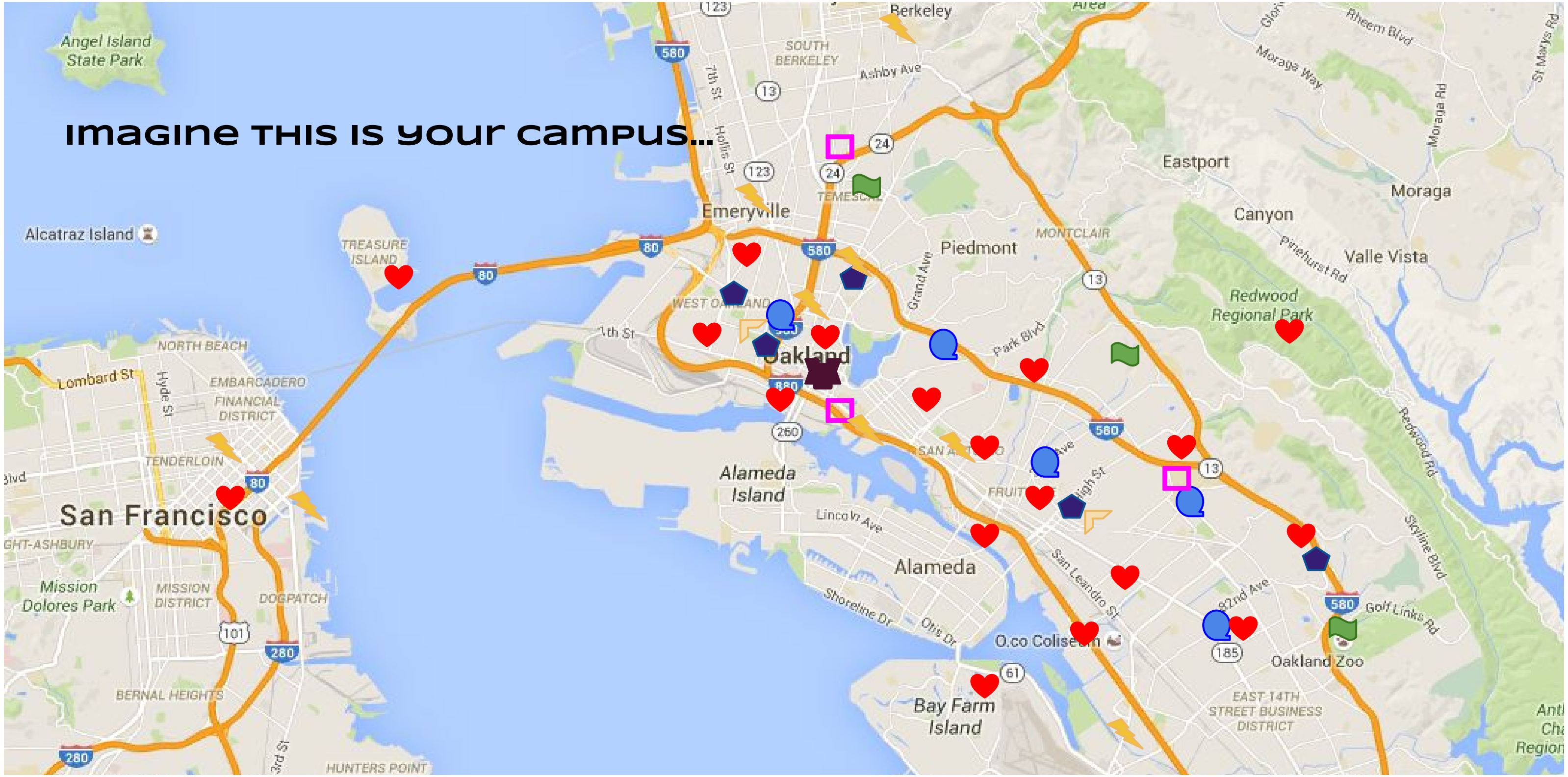
Latitude High School students have the personal agency, essential competencies, and integrated identity necessary to be prepared for a meaningful and productive life.

MISSION

Latitude High School facilitates self directed, passion driven learning that leverages the assets and resources of the city to provide students a personalized and authentic learning experience.

37.8°
Latitude
HIGH SCHOOL

Imagine this is your campus...



Learning HUB

Design/makerspaces

College counseling

Private schools

CBO partners

College counseling

Public school partners

Internship sites

37.8° Latitude HIGH SCHOOL

At Latitude, the City is Our School

Latitude students put their communication, design, and analytical skills to the test by doing authentic work in the Oakland community. Studios engage students in **real world projects, field experiences**, and opportunities to **work with professionals**.

Learning Experiences @ Latitude

CORE ACADEMIC CURRICULUM

COMMUNITY-BASED EXPERIENCES
(*"Oakland & Me"*)

Studio

Real World Projects
Field Experiences
Work with Professionals

Workshop

Literacy & Oracy
Mathematical Fluency
College Preparedness

Extended Learning

Shadowing
Internships
College Courses
Entrepreneurship

Advisory

Community-Building
College & Career Exploration
Health & Wellness
Self-Discovery

Progression Through Latitude

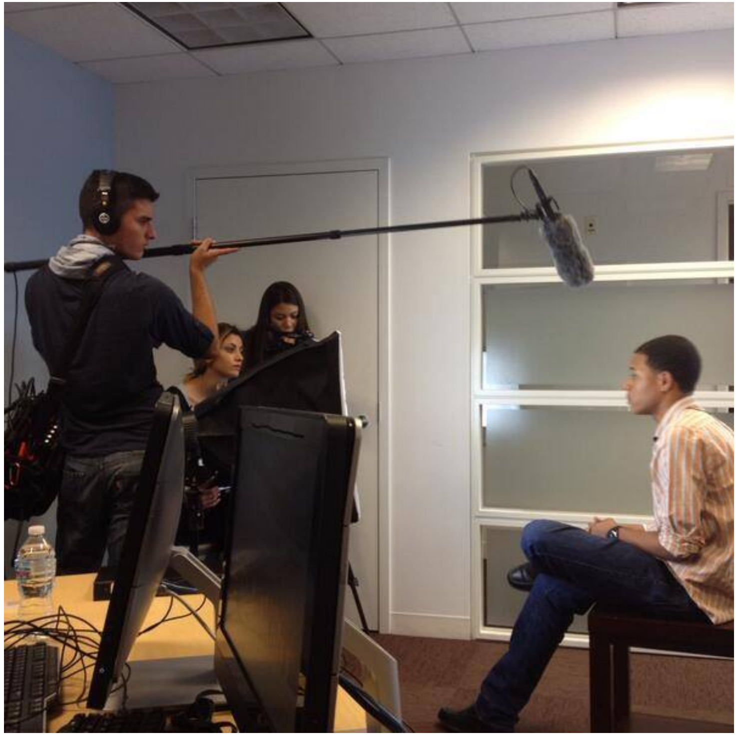
THE STUDIOS

Humanities Studio

Math-Science Studio

Design Studio

Real World Projects



HIGH TECH HIGH

Field Experiences in the Community

Working with Professional Partners

Extended Learning @ Latitude

Internships

Entrepreneurship

College Coursework

Shadowing & Site Visits

Extended Learning Opportunities (ELOs) throughout Oakland are a cornerstone of the Latitude experience. As students progress through their high school career at Latitude, they will gradually take on more ELOs that support their college and career goals.

College & Career

Health & Wellness

Advisory @ Latitude

Self-Discovery

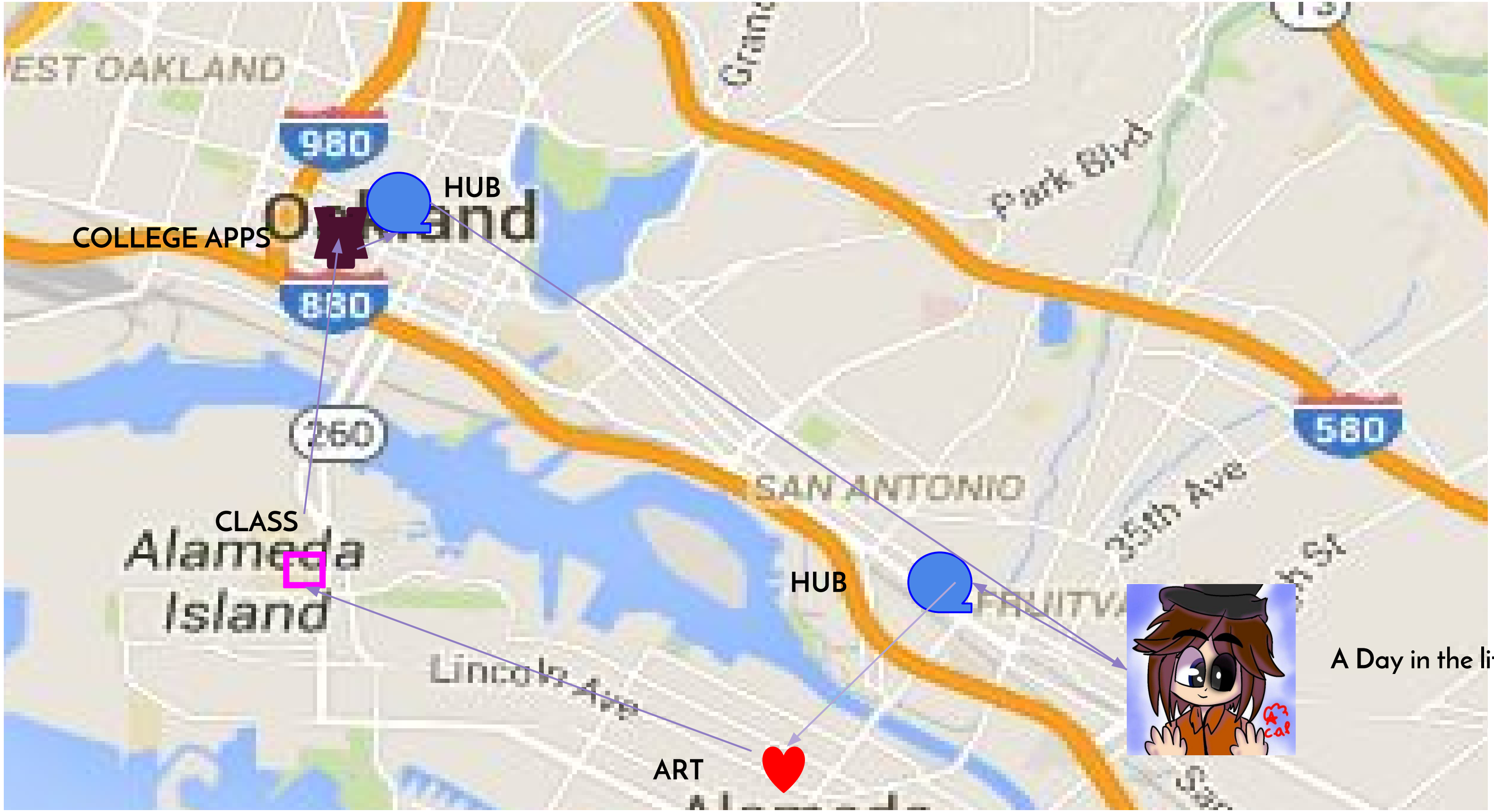
Community

A Day in the life of TOMAS

Thursday 11/5

GMT-08

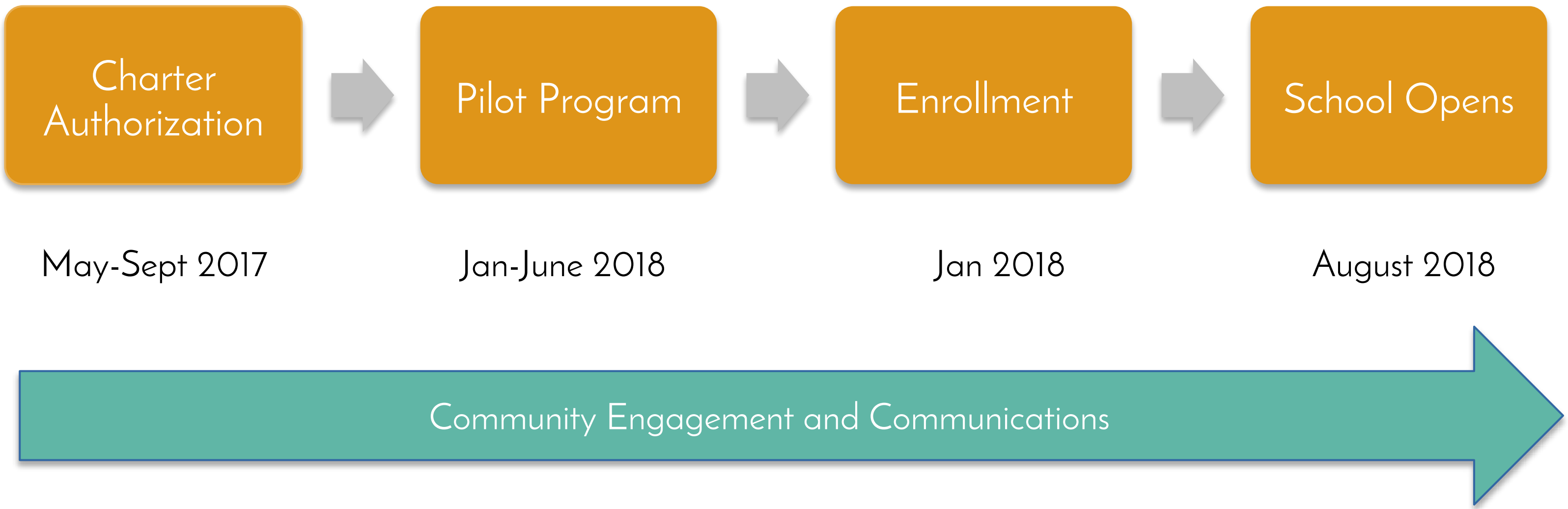
Time	Event
9 – 10:30	Chemistry reading, wrap Penn essay
10:30	Walk for steps
11 – 12p	Art Class
12p – 1p	Art studio time
2p – 4p	Chemistry
5p – 6p	Feedback on Penn essay
6:30p – 8p	Dinner meeting with Project Team



A Day in the life TOMAS

37.8°
Latitude
HIGH SCHOOL

TIMELINE



37.8°
Latitude
HIGH SCHOOL

Community	Captain	Status/Notes	Prioritization
ASCEND	Jeff		
EPIC	Francis	Tuan will assist and work with Francis at EPIC	
Lazear	Jen, Rocio	Aaron to follow up. Lillian having coffee with Jen 4/28	
UMCS	Pamela	Lillian also meetin with Taima 4/27	
NOCCS	Aaron	Sent forms; no response	
CSCE	Lillian	Ida and Lillian are now connected	
UPA	Aaron	Presented to parents 5/3; will attend and table at expo 5/31	
Elmhurst Community Prep	Aaron	Met on 4/21; scheduling parent engagement	
Edna Brewer	Aaron	Sent forms; no response	
Roots	Jeff	Shared info; Jeff to follow up	
Roosvelt	Lillian	work with Shelley; Lillian following up	
Girls Garage	Christina	Sharing materais	
EBSB	Aaron	Scheduling engagement	
Montclair Swim Team	Pamela	Only 1 7th grader;	
Friends of Sausal Creek	Jeff	Meeting later this week	
Yu Ming Charter School	Hae-Sin	Will engage in fall	
Hillcrest	Aaron		
Gaileao	Pamela		
Navtive American Health Center	Lillian		
Homeschool Communities	Tuan/Randy?	Tuan's Comment (5/22) -- It seems that Lillian has contacted Homeschool folks. Will check with Lillian and see what we can do.	
Carl B Munck	Robert		
Burckhalter	Robert		
Unity Middle	Lillian		
Vincent Academy	Greg	Greg emailed Drew S. about a connection	
MOCHA	Louise		
Apple Store--Bay Street	Josh		
St. Paul's	Aaron		
Covenant House	Louise	Louise introduced Ambrosia Shapiro to Lillian	
Crucible	Robert	Alexis as main contact	
ARTEsteem	Louise		
Oakland public Library	Louise		
Boys and Girls Club	Robert		
Boys and Girls Club	Louise		
Ile Omede	Robert		
East Oakland Boxing Association	Greg		
Charles Cole	Greg	Entreprenuer Residence at GO	
Park Day School	Aaron		
Redwood Day School	Aaron		
Lakeesha and Mirella	Lillian	GO Community Organizers; Lakeesha in particular has West Oakland contexnt	
OCO--Katy and Emma	Lillian		
Claire Shorall	Greg	Comp Sci lead for OUSD	
Seth--Tech Exchange	Greg	New ED for former OTX West org	
Zach Bell	Pamela	Camp Common Ground--former Gaileo and Lazear staff	
Holly Sheehan	Loren	Native Youth connection	
Mark Salinas	Lillian		
Kennan Scott	Greg	West Oakland Middle Engineering Teacher; Redwood Heights parent; DSX board member	

Community	Captain	Status/Notes	Prioritization
BJ Allen	Pamela	Director of Student Services; Outward Board Nor Cal	
Connie	Tuan	Patent Lawyer; Albany resident	
Innovate Public Schools Commun	Sundar	5/31 - Lupe is going to reach out to Lillian. She can take Latitude materials to Innovate mtg to start & she has some other connections in the OUSD parent community to potentially introduce Lillian too.	

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Spanish Version

Please join us to learn more about this opportunity!

Spanish Version

Tuesday February 16, 2017
Martes 16 Febrero 2017
4:30-6:30pm

?Location?

galileo

Galileo Learning
10213rd Street, Oakland, CA 94607
800.854.3684
www.galileo-camps.com

August 15, 2017

To Whom It May Concern:

Galileo Learning (Galileo) is pleased to provide a letter of support for Latitude 37.8° High School.

Headquartered in Oakland, Galileo creates and operates innovation camps for kids with the mission “to develop innovators who envision and create a better world.” This mission comes to life each summer at nearly 70 imagination-sparking locations (42 in the Bay Area (including 2 programs in Oakland), 21 in SoCal and 8 in Chicagoland) where Galileo delivers over 50,000 weeks of camp annually to preK-8th grade campers. Galileo also trains and employs approximately 2,000 educators and aspiring educators as summer staff.

In Galileo’s programs, the culture, curricula and instructional practices center around the Galileo Innovation Approach, a pedagogical framework for developing innovators. With this approach, Galileo programs aim to create a world of fearless innovators—those who will be the changemakers of tomorrow, innovating on the world stage and taking control of their own lives to make their visions reality.

Each year, thrilled with their camp experience and the impact this type of education has on their children, countless parents and staff reach out to our team and encourage us to start a school or ask what they can do to make their schools more like our camps. While Galileo has neither the capacity nor the motivation to start a school, we are ecstatic to support the creation of Latitude High School, a model that is aligned with Galileo’s project-based learning approach and practices innovation with its visionary charter while aiming to instill an innovator’s mindset and 21st century skills in its students. Further, Latitude’s commitment to diversity by design will ensure that it’s unique offering is accessible to a student population that represents the city of Oakland across all vectors.

As partners in the work to develop innovators (or in Latitude’s terms, “create graduates with the personal agency, essential competencies, and integrated identity necessary to be prepared for a meaningful and productive life”) and as co-denizens of Oakland, Galileo is ready to support Latitude’s teachers and students. Whether this means creating authentic internships for students or collaborating with staff on innovation education practices or curriculum, Galileo is excited to work with Latitude to support the educational program, to help build an innovation education ecosystem in Oakland and to create more opportunities for Oakland’s youth to build the skills and identity they’ll need to lead productive, fulfilling lives. Further, Galileo looks forward to growing as an organization by learning from and with the high functioning and inspiring Latitude Leadership Team.

Oakland (and our country) need more examples of schools that are not only successful in providing students with the academic capacity to succeed in life, but that support each student to discover their own identity and purpose, and then help them to unlock their city’s resources and assets to pursue their passions

On behalf of Galileo, I urge the Oakland School Board members to support Latitude High School’s charter petition. Please do not hesitate to contact me if you require further information.

In innovation,

Pamela Briskman
Director of Curriculum
650.520.0228
pamela@galileo-learning.com

GYROSCOPE INC
283 4th Street Suite 201 Oakland, CA 94607
510.986.0111 www.gyroscopeinc.com

August 14, 2017

To Whom It May Concern:

We are honored to write this letter of support for Latitude High School. Gyroscope has been on the design team for this new Oakland High School since the beginning of the design process. We firmly believe that Latitude will offer a much needed and exceptional model of learning for Oakland High School Students.

Gyroscope is an Oakland based, international design firm, with a focus on informal learning environments. In the past few years we have been involved in four of the most talked about new Children's Museums in the country. The most recent museum we opened in February was ranked by Fodors among the top ten new museums in the world. We are very proud of this recognition and also to call Oakland our home.

We believe in the power of new models of learning and especially those in our own home town that aspire to connect businesses like Gyroscope to our local community.

Please consider this an official letter of support for Latitude's charter petition.
Please do not hesitate to contact me at 510 986 0111 for further information or any questions.

Yours truly,

Maeryta Medrano, AIA LEED®AP
President & Founder
Gyroscope, INC.

August 4, 2017

To Whom It May Concern:

We are proud to partner with Latitude High School as the founding team works to provide a new educational opportunity for the students in Oakland. Big Picture Learning will partner with and support the Latitude leadership and staff to provide an engaging curriculum with real-world, interest-based learning opportunities for it's students.

Big Picture Learning will work with the school leadership and staff by providing access to high-quality professional development and materials customized for Big Picture Learning Schools. The Latitude High School staff will join a vibrant network of over 60 schools in the United States, and more than 70 schools internationally, implementing the Big Picture design elements. We are excited about moving forward to assisting the school leadership and faculty as they embark on this new project to develop Latitude High School in Oakland.

Please consider this our official letter of support, with a formal Memorandum of Understanding to be completed in the next few months.

If you require any further information, please do not hesitate to contact me at at 401.378.1808 or via email at carlos@bigpicturelearning.org.

Sincerely,

Carlos R. Moreno
Co-Executive Director

Big Picture Learning
325 Public Street
Providence, RI 02905
www.bigpicture.org
@bigpiclearning

Big Picture Netherlands
KPC Groep
www.kpcgroep.nl
@kpcgroep

Big Picture Education Australia
www.bigpicture.org.au
@bigpic_educaust

KQED

August 11, 2017

To Whom it May Concern:

KQED is pleased to support the visionary work of Latitude High School as a community partner on the school design team and resource provider to bring Latitude's vision to life.

At KQED, public media in the San Francisco Bay Area, we are committed to using the tools of journalism and media production to serve up free and open educational resources for public schools in service to our mission. KQED provides citizens with the knowledge they need to make informed decisions; convenes community dialogue; brings the arts to everyone; and engages audiences to share their stories. We help students and teachers thrive in 21st century classrooms, and take people of all ages on journeys of exploration—exposing them to new people, places and ideas.

Aligned with the mission and vision of Latitude High School, KQED will enhance the school's inquiry-based real-world learning model. Through media-rich curriculum and tools developed by us and our colleagues throughout the PBS network, we will support the school in inspiring their students to delve into civic issues relevant to their own lives, connect them to their peers outside of their own communities, and amplify their voices.

We look forward to the next steps of our partnership as Latitude High School moves from design to implementation.

Sincerely,

Robin Mencher
Executive Director, Education

PUBLIC TELEVISION
PUBLIC RADIO
INTERACTIVE
EDUCATION

2601 Mariposa Street
San Francisco CA
94110-1426

kqed.org

Graduate School of EDUCATION

August 10, 2017

To Whom it May Concern:

It is with immense pleasure that I write this letter of unequivocal and enthusiastic support for Latitude High School. When I first met the founding director Lillian Hsu eight years ago, she had moved to San Diego to embed herself in a High Tech High high school, learning to lead through apprenticeship to a director while earning her M.Ed. in School Leadership. Her dream was to take her learning from this experience, and those to come, to return to Oakland and open a school that would provide transformational learning experiences for underserved students and disrupt inequitable opportunity gaps for this community.

As director of High Tech High Chula Vista following the program, she was hands down the most inspiring, innovative, and equity-focused leader I have ever had the honor to work with. Her passion and relentless drive to reach every student was grounded in relationships, authentic learning and relevance to both the students and the community. The model she and her team have designed for Latitude High School draws from their collective and deep experience with project-based learning at High Tech High and pushes the boundaries by integrating further opportunities for fieldwork, internships and community-based learning. As alumni from the program, the founding team members are well situated to implement this vision, integrating theory and practice with artful facilitation of learning for both students and the adults.

As a school leader, Lillian was known across the 13 High Tech High schools for her intellectual curiosity, instructional leadership, equity lens and focus on continuous improvement. While many school leaders get sucked into putting out fires and reacting to all that comes up in a day through this role, Lillian intentionally carved out time to be in classrooms and set up deliberate coaching cycles with all of her teachers. She also created conditions that built deep collegial relationships between her teachers, where difficult questions and issues were explored, teachers were supported in cycles of inquiry, action and reflection regarding important problems of practice and safety and trust allowed for deeper equity-focused work to occur.

Lillian and her team have the collective knowledge, experience, skills, habits and dispositions needed to realize the vision of Latitude High School if given the opportunity. While they will draw on their deep experience at High Tech High and receive continued support, their innovations and iterations in response to the needs of the local context will make a difference not only for the lives of these students, but also the broader community. Please do not hesitate to reach out if you have further questions about my deep and committed support for the school.

Kelly Wilson
Dean, High Tech High Graduate School of Education
kwilson@hightechhigh.org; 619.398.4905

NATIONAL EQUITY PROJECT

March 15, 2014

Tom Malarkey
Director of Design and Northwest Region
National Equity Project
1720 Broadway, 4th Floor
Oakland, CA 94612

We are honored to write this letter in support of Latitude 37.8 High School. We have high regard for the school's leadership, their aspirations for Oakland youth and families, and for the educational model (High Tech High in San Diego) that the school is based upon. As an organization committed to educational equity, we believe the Oakland community will benefit tremendously from the presence of Latitude in Oakland.

We will be supporting the school's leadership in the design and implementation of their model school in Oakland.

The National Equity Project has a long history in Oakland, based on our organization's 20 years of experience supporting school, district, and community partners to develop conditions, culture, and competencies among leaders at all levels to meet the needs of every student. Our mission is to transform the achievement, experiences and life trajectory of students who have been historically underserved. We focus on transforming the ways adults work together to create education systems where every child can succeed. Our coaching, leadership development, and design approach helps leaders and educators align their everyday practices with their values and intentions. We support leaders to design creative and transformative solutions to their own equity challenges, and implement those solutions in ways that empower and liberate their communities.

We strongly recommend approval of Latitude and full endorse Lillian Hsu's leadership of the school. We are happy to talk further about our support of Latitude.

Sincerely,

Tom Malarkey
Director, National Equity Project

UCHICAGO CCSR
THE UNIVERSITY OF CHICAGO CONSORTIUM ON CHICAGO SCHOOL RESEARCH

CONCEPT PAPER FOR RESEARCH AND PRACTICE JUNE 2015

Foundations for Young Adult Success

A Developmental Framework

Jenny Nagaoka, Camille A. Farrington, Stacy B. Ehrlich, and Ryan D. Heath
with David W. Johnson, Sarah Dickson, Ashley Cureton Turner, Ashley Mayo, and Kathleen Hayes

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

This project would not have been possible without the support and expertise of numerous people. We would like to thank all of the experts who graciously shared their time and knowledge with us to help shape this work. In particular, we are grateful for the feedback we received on this report from Abigail Baird, Ron Berger, Jiffy Lansing, and Jane Quinn. We would also like to thank our Steering Committee readers, Kim Zalent and Erin Unander for their insightful comments and feedback. Liz Duffrin conducted interviews with youth, parents, and program providers, resulting in the profiles presented in this report. Many colleagues supported us throughout this work. Thank you to David Stevens helping us create engaging and meaningful conversations at our convenings; to Elaine Allensworth, Emily Krone, Jessica Puller, Melissa Roderick, and Sue Sporte for numerous readings and feedback as we progressed through our conceptualizations; and to Bronwyn McDaniel, who helped manage all aspects of communication and outreach related to this project. This project has been generously funded by the Wallace Foundation. We are extremely grateful for the ongoing support, flexibility, and positive guidance of Hilary Rhodes, Senior Research and Evaluation Officer at The Wallace Foundation. Finally, we also acknowledge the Spencer Foundation and the Lewis-Sebring Family Foundation, whose operating grants support the work of UChicago CCSR.

The Wallace Foundation®

This report was produced by UChicago CCSR's publications and communications staff: Emily Krone, Director for Outreach and Communication; Bronwyn McDaniel, Senior Manager for Outreach and Communication; and Jessica Puller, Communications Specialist.

Graphic Design: Jeff Hall Design
Infographics: Tremendousness
Photography: Cynthia Howe
Editing: Ann Lindner

06.2015/2500/jh.design@rcn.com

UCHICAGOCCSR

Foundations for Young Adult Success: A Developmental Framework

Download the full report at ccsr.uchicago.edu and wallacefoundation.org

This framework synthesizes decades of research evidence, practice wisdom, and theory to capture a holistic view of children's developmental needs from early childhood to young adulthood. Whether at home or school, in an afterschool program, or out in their community, young people are always developing. Broader societal contexts, systems, and institutions shape youth development—often creating big disparities in opportunities and outcomes. Adults also play a pivotal role, and can give young people a better chance at successful lives by understanding and intentionally nurturing their development.

Developmental Experiences Can Happen in All Settings

Children are shaped by their interactions with the world, the adults around them, and how they make meaning of their experiences no matter where they are.

Developmental Experiences Require Action and Reflection

*Children learn through developmental experiences that combine **Action** and **Reflection**, ideally within the context of trusting relationships with adults.*

Developmental Experiences Build Components and Key Factors of Success

Over time, through developmental experiences, children build four foundational components, which underlie three "key factors" to success.

Foundational Components

Self-Regulation includes awareness of oneself and one's surroundings, and managing one's attention, emotions, and behaviors in goal-directed ways.

Knowledge is sets of facts, information, or understanding about self, others, and the world. **Skills** are the learned ability to carry out a task with intended results or goals, and can be either general or domain-specific.

Mindsets are beliefs and attitudes about oneself, the world, and the interaction between the two. They are the lenses we use to process everyday experience.

Values are enduring, often culturally-defined, beliefs about what is good or bad and what is important in life. Values serve as broad guidelines for living and provide an orientation for one's desired future.

Key Factors

Being successful means having the **Agency** to make active choices about one's life path, possessing the **Competencies** to adapt to the demands of different contexts, and incorporating different aspects of oneself into an **Integrated Identity**.

Continued on reverse.

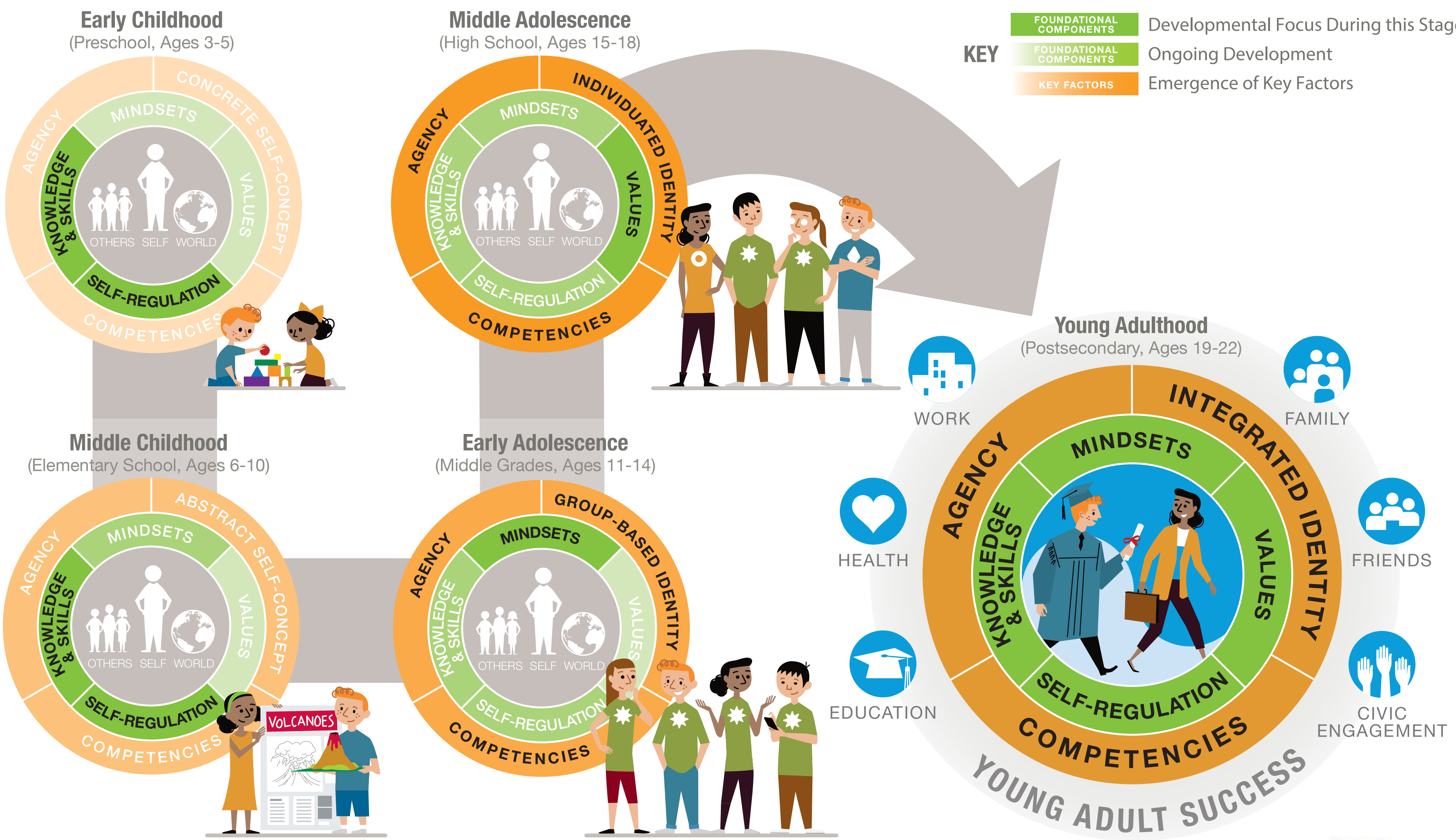
Funded by The Wallace Foundation®

UCHICAGO CCSR

Focus of Development Changes as Children Grow Older

Download the full report at ccsr.uchicago.edu and wallacefoundation.org

Providing the right experiences for growth requires knowledge of child and youth development. The development of the four foundational components, along with agency, integrated identity, and competencies, occurs at different stages throughout childhood and adolescence. Development into a successful young adult entails growth of the *self* and one's abilities to interact with *others* and navigate the broader *world*. We define success beyond education and employment to include healthy relationships, a meaningful place within a community, and contributing to a larger good.



Funded by The Wallace Foundation®

Executive Summary

Every society in every age needs to grapple with the question of what outcomes it hopes to produce in raising its young. What exactly do we hope our children will be able to accomplish as adults? What vision guides our work? How do we make that vision a reality for all children? How do we better harness what is known in the research, practice, and policy arenas to ensure that all youth have what they need to successfully meet the complex challenges of young adulthood? Preparing all youth for meaningful, productive futures requires coordinated efforts and intentional practices by adults across all the settings youth inhabit on a daily basis.

To address these questions, this report aims to build a common understanding of young people's developmental needs from early childhood through young adulthood and proposes a developmental framework of the Foundations for Young Adult Success. The framework is the result of synthesizing research, theory, and practice knowledge from a range of disciplines and approaches. This work is influenced by ideas spanning the last century, from Dewey's theory of learning from nearly a century ago to cutting-edge findings in neuroscience on how the brain works. It integrates these perspectives into an accessible framework designed to guide the efforts of all adults who are responsible for raising, educating, or otherwise working with children and youth.

In the past several years, a large number of frameworks and standards have been created to provide guidance on what young people need to learn. The Foundations for Young Adult Success developmental framework describes how to enact these frameworks and standards across the settings in school, out of school, and at home. It characterizes the experiences and relationships youth need to develop into young adults who have agency, an integrated identity, and the requisite competencies to successfully meet the complex challenges of young adulthood and become thriving, contributing members of their communities. The approach described in this report: (1) identifies three key factors of young adult success (agency, an integrated identity, and competencies) and four foundational components (self-regulation, knowledge and skills, mindsets, and values) that underlie them, (2) takes into account what we know about how children develop, (3) considers how the backgrounds of and contexts in which young people live affect their development, and (4) makes the intentional provision of opportunities for young people to experience, interact, and make meaning of their experiences the central vehicle for learning and development.

What Do We Mean by "Success" in Young Adulthood?

Most policy efforts attempt to address socioeconomic gaps in youth outcomes by focusing on educational attainment as the central investment in preparing youth for adulthood. However, while building an educated workforce is one of the core goals of our investments in young people, it is far from the only goal. Success also means that young people can fulfill individual goals and have the agency and competencies to influence the world around them. This broader definition of success is based on the synthesis of literature from various fields, as well as interviews with practice experts and youth service providers (**see box entitled *Project Overview and Methodology* p.3**), who articulated their larger role as helping young people develop an awareness of themselves and of the wide range of options before them, competencies to pursue those options, and the ability to make good future choices for their lives as engaged citizens in the world. This larger focus is inseparable from goals related to college and career.

Context Plays a Crucial Role in Providing Equal Opportunities to All Youth

The picture of young people as self-actualized masters of destiny is complicated by persuasive research on the role of context in shaping youth outcomes, specifically, structural forces that govern socioeconomic life in the United States (e.g., segregation, discrimination, joblessness).[1] From this perspective, a young person is fundamentally the product of experiences and social interactions, within and across a range of contexts, from the immediate setting to larger institutions to cultural norms, all of which collectively shape the developing individual.[2] Larger contextual factors of society, the economy, and institutions (such as schools) play a central role in the inequitable opportunities afforded to young people, as well as in their ability to see opportunities as viable options and take advantage of them. The obstacles to following a successful path to adulthood and the opportunities available to young adults vary greatly by the contexts they inhabit. Thus, there is a fundamental tension between preparing children to live in the world that is often cast as a tacit acceptance of a profoundly unjust status quo and equipping them to face, navigate, and challenge the inequitable distributions of resources and access that so often limit their opportunities and constrain their potential. It is within these tensions that we explore broad multidisciplinary evidence from research and practice about the underlying constructs that support a successful transition into young adulthood.

Ingredients of "Success" that Comprise the Developmental Framework for Young Adult Success

What are the ingredients necessary for young adults to succeed? Building a common set of objectives and having a clear understanding of how to foster development is a critical step in eliminating the silos that adults working with young people often operate within. To this end, the report provides a framework of foundational components and key factors for success in young adulthood. The report organizes the definition of young adult success around three **key factors**; these are *agency, integrated identity,* and *competencies.* These factors capture how a young adult poised for success interacts with the world (agency), the internal compass that a young adult uses to make decisions consistent with her values, beliefs, and goals (an integrated identity), and how she is able to be effective in different tasks (competencies). The three key factors allow a young adult to manage and adapt to changing demands and successfully navigate various settings with different cultures and expectations. However, a person can have strong agency, identity, and competencies in one setting without being able to automatically transfer those to a new setting; having an *integrated identity* means that a person has consistency and coherence across different roles in different settings.

The Three Key Factors

Agency is the ability to make choices about and take an active role in one's life path, rather than solely being the product of one's circumstances. Agency requires the intentionality and forethought to derive a course of action and adjust course as needed to reflect one's identity, competencies, knowledge and skills, mindsets, and values.

Integrated Identity is a sense of internal consistency of who one is across time and across multiple social identities (e.g., race/ethnicity, profession, culture, gender, religion). An integrated identity serves as an internal framework for making choices and provides a stable base from which one can act in the world.

Competencies are the abilities that enable people to effectively perform roles, complete complex tasks, or achieve specific objectives. Successful young adults have sets of competencies (e.g., critical thinking, responsible decision-making, ability to collaborate) that allow them to be productive and engaged, navigate

1 Bowles & Gintis (1976, 2002); Duncan & Murnane (2011); Lewis (2011); Massey & Denton (1993); Putnam (2015); Wilson (1990, 2012).

2 Neal & Neal (2013); Bronfenbrenner (1977, 1979, 1986).

Project Overview and Methodology

In November 2013, the University of Chicago Consortium on Chicago School Research (UChicago CCSR) was awarded a competitive grant from the Wallace Foundation to build a conceptual framework that articulates what is needed to guide children and youth to become successful young adults. The charge was to analyze and synthesize the best of research evidence, theory, expert opinion, and practice wisdom in the service of identifying the broad range of factors critical for young adult success. We consolidated current understanding of how these factors can be fostered in schools, communities, and homes from early childhood to young adulthood. In addition to a thorough grounding in published research, the project included interviewing and holding convenings and meetings with experts in research, policy, and practice across a range of fields and disciplines. To further ground the synthesis in real-world problems, we also interviewed a diverse selection of nine youth and the adults who work with them in schools, community programs, and agencies in Chicago and developed youth profiles. We sought to find the points of agreement across disparate perspectives, raise the points of contention, and leverage the collective wisdom to best understand the full scope of factors essential to young adult success and how to develop them.

The Three Phases of the Project

To achieve a cohesive and comprehensive framework, the project team undertook three phases of information-gathering. Each successive phase built upon the work of the previous phase, and each phase was defined by a different goal and set of questions:

- **Phase I:** We focused on defining *"success"* and identifying the factors that are critical for success in young adulthood, particularly in college and at the beginning of a career.
- **Phase II:** Building on the critical factors identified in Phase I, we sought to understand how each factor developed over the course of early life, from the preschool years through young adulthood. We focused on the identification of leverage points for best supporting children's holistic development, keeping in mind that child and youth development occurs in multiple settings.
- **Phase III:** We aimed to consolidate current understanding of how critical factors of young adult success can be fostered in a holistic, coordinated way across schools, community organizations, and homes, from early childhood to young adulthood. We focused on a ground-level, practitioner perspective in considering how to best organize adult efforts to promote the development of children and youth.

Each phase of work culminated in internal working documents to help us consolidate our progress and thinking. The white paper that resulted from Phase I, *A Framework for Developing Young Adult Success in the 21st Century: Defining Young Adult Success*, is available at **http://ccsr.uchicago.edu/sites/default/files/publications/Wallace%20Framework%20White%20Paper.pdf**. The current report is a culmination of the three phases of work outlined above, with an emphasis on our learnings from Phases I and II. Findings from Phase III will be explored in future work.

across contexts, perform effectively in different settings, and adapt to different task and setting demands.

The Four Foundational Components

Underlying the capacity for the three key factors are four **foundational components** that span both cognitive and noncognitive factors. These four foundational components are *self-regulation, knowledge and skills, mindsets,* and *values.* The foundational components are developed and expressed in multiple spheres—within the self, in relation to others, and in the broader world(s) one inhabits.[3] The role of each component is threefold. First, when young people have experiences and make meaning of those experiences, each component interacts to promote the development of the other foundational components and the three key factors. Second, they enable healthy and productive functioning at every stage of life. Finally, they directly contribute to young adult

3 The notion that positive youth development requires skills in both the interpersonal (or social) and intrapersonal (or self) domains has been put forth by other models and frameworks of skills necessary for success in the 21st century (e.g., Pellegrino & Hilton, 2012; Weissberg & Cascarino, 2013).

success. The foundational components were chosen because they are malleable; that is, they can be changed by experiences and the efforts of and interactions with other people, in both positive and negative ways, and then be internalized. As young people engage in ongoing experiences that help them develop the foundational components, these components can become internalized as automatic responses (or habits) that become a core part of their identity; this automatic behavior allows them to then be transferred across contexts. While all of the foundational components develop throughout every stage of a young person's life, the development of specific components is more salient during some stages than others. Young people develop the foundational components and key factors through experiences and relationships, and these are always embedded within larger societal, economic, and institutional contexts that influence how youth perceive the opportunities and obstacles posed by their environments.

Self-Regulation is the awareness of oneself and one's surroundings, and the ability to manage one's attention, emotions, and behaviors in goal-directed ways. Self-regulation has numerous forms, including cognitive, emotional, behavioral, and attentional regulation. Self-regulation is a key developmental task during early and middle childhood.

Knowledge is the sets of facts, information, or understanding about oneself, others, and the world. Skills are the learned abilities to carry out a task with intended results or goals. Building academic knowledge and skills is a key developmental task during early and middle childhood, although it occurs through all stages of development.

Mindsets are beliefs and attitudes about oneself, the external world, and the interaction between the two. They are the default lenses that individuals use to process everyday experiences. Mindsets reflect a person's unconscious biases, natural tendencies, and past experiences. Though mindsets are malleable, they tend to persist until disrupted and replaced with a different belief or attitude.

Values are enduring, often culturally defined beliefs about what is good or bad, and what is important in life. Values include both the moral code of conduct one uses in daily activities (e.g., being kind, being truthful) and long-term *"outcomes"* of importance (e.g., getting an education, having a family, contributing to the community) that may not necessarily have a right or wrong valence. Values develop through a process of exploration and experimentation, where young people make sense of their experiences and refine what they believe in. Values are a key developmental task during middle adolescence and young adulthood.

Developmental Experiences and Relationships Support Success

Development is a natural, ongoing process that happens as young people observe the world, interact with others, and make meaning of their experiences. Regardless of the degree of adult guidance, children will still *"develop"* in some way, learning how to do things and coming to conclusions about themselves, their prospects, and their paths forward. They will develop some skills and preferences, and they will likely figure out what they need to know to get by. And yet, the developmental benefit of children's experiences can be enhanced and directed by others to help youth best formulate and internalize the developmental *"lessons"* from these experiences.[4] However, the nature and number of children's opportunities for development vary significantly by race and socioeconomic class.

The foundational components and key factors of young adult success are mutually reinforcing, helping young people to both learn from and proactively shape their worlds. The core question for practice is how these foundational components and key factors can be intentionally developed. How do children learn knowledge, skills, values, mindsets, and the complex processes of self-regulation, as well as develop competencies essential to success in the 21st century? The essential social context for this process is what we term **developmental experiences.** Developmental experiences are most supportive of youth's needs when they occur within what the Search Institute calls **developmental**

4 Vygotsky (1978).

relationships.[5] Development is nurtured in the context of strong, supportive, and sustained developmental relationships with adults and peers. Developmental experiences offer opportunities for young people to engage in various forms of *action* and *reflection*. It is through ongoing cycles of age-appropriate action and reflection experiences that young people build the four foundational components (self-regulation; knowledge and skills; mindsets; and values), and develop agency, an integrated identity, and competencies.

Developmental Experiences

Developmental experiences are opportunities for action and reflection that help young people build self-regulation, knowledge and skills, mindsets, and values, and develop agency, an integrated identity, and competencies. These experiences are *"maximized"* in the context of social interactions with others. Experience must be assigned meaning and be integrated into one's emerging sense of identity if it is to have lasting or transferrable benefit. Mediating young people's thinking about their experience is one important way that adults aid in learning and development.

When young people have the opportunity to make contributions that are valued by others, they gain self-confidence and come to see themselves as capable and able to effect change in their own lives and in the larger world. What matters most for development is not the intentions of adults, but their actual enactment of practices in relation to young people, how young people experience those practices, and the meaning young people make of those experiences. This has training and professional development implications for teachers, parents, childcare providers, and youth workers.

Developmental Relationships

Critical to the process of making meaning out of developmental experiences are strong, supportive, and sustained relationships with caring adults who can encourage young people to reflect on their experiences and help them to interpret those experiences in ways that expand their sense of themselves and their horizons. The iterative and fundamentally relational processes of experiencing, interacting, and reflecting represent a critical engine for children's development and as such are the core of the conceptual model linking experiences and relationships with outcomes.

Strong, supported, and sustained relationships with caring adults provide an important space for youth to experiment, try out roles and behaviors, and receive feedback that helps to build an integrated identity. However, in order to provide the best experiences for youth, it is imperative to understand where youth are *developmentally* throughout their young lives. This understanding allows for more appropriate interactions between adults and youth. A contextual understanding of children's development offers guidance on how to design direct experiences in ways that provide the right kinds of support and challenges to growth at various stages of early life. Each component develops at different rates over the life course. So when is the most crucial time to be focusing on supporting the maturation of each of our four components? Do they all hold equal weight at different stages of development?

Developmental Progression toward Young Adulthood

Development is multifaceted (social, emotional, attitudinal, behavioral, cognitive, physical) and each aspect of development is inextricably connected to the others. This report takes a developmental perspective because, in order to design and deliver the most effective experiences for youth, it is imperative to understand where youth are developmentally throughout their young lives. This understanding makes it possible for adults to match more appropriate experiences and interactions to the developmental needs of young people.

The practices of adults are more effective when they are intentional, are focused on the foundational components and key factors that support the ability to transition successfully into young adulthood, and are based on an understanding of where youth are developmentally. The development of the key factors of young adult success (competencies, identity, and agency) and

5 Search Institute (2014).

the four foundational components that underlie them (self-regulation, knowledge and skills, mindsets, and values) occurs at different rates from early childhood through young adulthood. Consistent and supportive interactions with caregivers provide the greatest opportunity for cognitive stimulation, and in ways that can have long-lasting impacts on children's development. Whereas appropriate stimulation supports continuing development, a lack of stimulation can create barriers to later development, potentially requiring more intensive intervention later.

Different factors develop at different rates over the course of life. So when is the most crucial time to be focusing on supporting the maturation of each of the four components or three key factors? Do they all hold equal weight at different stages of development? Below, we highlight the most salient areas of growth during each stage of development, with an eye toward **(1)** which foundational components or key factors are most influenced by input, experiences, and interactions with others; and **(2)** which components or key factors need to be developed during the earlier stages to facilitate positive development at later stages. However, it is crucial that adults not exclude other areas of development when engaging with children and youth; nearly every aspect of the foundational components and key factors is forming, or is at least being influenced by the experiences youth encounter, at every stage of life.

In brief, the key developmental tasks during early stages of development are:

- Early childhood (ages 3 to 5): Self-regulation; interpersonal (social-emotional) knowledge and skills
- Middle childhood (ages 6 to 10): Self-regulation (self-awareness and self-control); learning-related skills and knowledge; interpersonal skills
- Early adolescence (ages 11 to 14): Group-based identity; emerging mindsets
- Middle adolescence (ages 15 to 18): Sense of values; individuated identity
- Young adulthood (ages 19 to 22): Integrated identity

What happens as adolescents transition into young adulthood is strongly shaped by the ways in which and degrees to which earlier developmental tasks were met. They draw upon the foundation laid in each preceding stage or the interventions that have successfully compensated for prior developmental lapses. To meet the development tasks as one embarks on young adulthood, a young person should be able to draw upon strong relationships with adults and peers; the foundational components of self-regulation, knowledge and skills, mindsets, and values; and the agency, an integrated identity, and competencies to take an active role in shaping their life course.

Implications for Practice, Policy, and Research

The vision behind the Foundations for Young Adult Success developmental framework is about building a society where all children grow up to reach their full potential, regardless of which side of the economic divide they were born. Currently, opportunities for rich and varied developmental experiences through K-12 schooling and informal education are largely determined by family resources; to address these inequities, it will not be enough to simply expand options by adding more well-run programs, providing a few more resources, or reforming a subset of schools. It will take a transformation of adult beliefs and practices within the existing institutions and structures that shape children's learning and development. It will mean building a collective sense of responsibility for expanding the possibilities for all young people, not just for our own children. It means integrating afterschool providers' lens of youth development with educators' knowledge of learning theory with families' deep understanding of the unique needs and circumstances of their children. By drawing from the knowledge, approaches, and experience of many different adults from many different settings, we can give the next generation of young people the opportunities they need to meet their full potential.

The Foundations for Young Adult Success developmental framework has clear implications for schools, youth organizations, and families; but without larger transformations in the policy landscape and larger societal and economic context, there are limits to what can be achieved. Many questions remain about how to more effectively support the development of young people and what policies and structural changes are needed; these form the basis for the research agenda needed to guide these transformations. Along with parents and families, the world we envision for the next generation of young people will require the joint efforts of educators and youth practitioners, policymakers, and researchers. Below we provide implications for teachers, youth practitioners, parents and families, policymakers, and researchers.

Implications for Educators, Youth Practitioners, and Parents and Families

1. A narrow focus on content knowledge in isolation from the other foundational components undermines learning and development. Learning and development are holistic processes dependent on interactions among all of the foundational components (self-regulation, knowledge and skills, mindsets, and values). There may be conceptual reasons for distinguishing between *"cognitive"* and *"noncognitive"* factors, but this distinction has no functional meaning. Cognition, emotion, affect, and behavior are reflexive, mutually reinforcing, and inextricably associated with one another as a part of development and learning. Adults will make little headway if they target only one particular component or subcomponent in isolation.

2. Taking a developmental lens is essential to ensuring that structures and practices meet the developmental needs of the young people being served. Although a lot is known about development, too often, there is a mismatch between the structures or practices in a youth setting and the developmental needs of the young people being served. Schools, youth programs, and even families are too often oriented to adult needs and goals (e.g., maintaining classroom discipline) instead of taking a youth-centered approach.

3. Ensuring all young people have access to a multitude of rich developmental experiences is imperative to their success. Growing up in marginalized communities adds to the complexity of developing into a young adult who is poised for success. While having agency equips young people to make choices and take action, their ability to successfully pursue a desired path also depends on social relationships, financial resources, and countless other external factors that are inequitably distributed. Further, the task of *"integrating"* one's identity is vastly more complicated for low-income youth and youth of color than it is for children who grow up within the social and behavioral norms of the dominant white, middle-class culture.[6] Responding to this reality requires a careful balance of pragmatism and aspiration. The Foundations for Young Adult Success developmental framework is designed to strike a balance between helping youth thrive in the world as it is, and develop the skills and dispositions they need to challenge a profoundly unjust status quo.[7]

Implications for Education and Youth Policy

1. The current policy emphasis on content knowledge and test-based accountability undermines practitioners' ability to provide developmental experiences. Content knowledge is an essential part of what young people need to learn for the future, whether in school, at home, or in afterschool programs, but it is far from the only thing that matters. Policies that put too great an emphasis on content knowledge and standardized tests create incentives for practitioners to see the teaching of content knowledge as the sole outcome of interest. As this report has shown, the other foundational components not only facilitate engagement and learning of content knowledge, but they also are important developmental outcomes in and of themselves. Policies that promote these other foundational components would help to create conditions that foster both the learning of academic content and the development of young people more holistically.

6 Deutsch (2008); Fedelina Chávez & Guido-DiBrito (1999); Phinney (1989); Phinney & Rosenthal (1992).

7 This report does not directly address how development of the key factors and foundational components may play out differently for different groups (e.g., by gender, sexual orientation, immigrant status, involvement in the juvenile justice system) and what specific barriers, assets, and needs each subgroup may have. This is a critical area of investigation that should be pursued.

2. Proceed carefully with incorporating *"noncognitive"* measures into accountability systems. The policy window for a more holistic approach to the development and learning of young people is opening; there is growing discontent over standardized testing. Recently, a movement to integrate alternative measures of student success into school accountability systems has gained some momentum, exemplified by the California *"CORE"* districts that have received No Child Left Behind waivers allowing them to include social-emotional factors and school climate measures in place of test scores as accountability metrics. This holistic approach to evaluating students is in alignment with the Foundations for Young Adult Success developmental framework; however, some caution is necessary when using these new measures for accountability purposes. Many important questions remain about measuring noncognitive or social-emotional factors and about their suitability for an accountability system that was developed around standardized tests.[8]

3. Policy needs to provide the *"safe space"* for schools and out-of-school programs to become learning organizations. The ambitious vision given in the Foundations for Young Adult Success developmental framework does not provide a clear roadmap of specific practices, strategies, or programs to implement. Moving from the current approach to schooling to a more holistic and developmentally aligned approach will require trial and error. Just as young people need opportunities to tinker and practice in order to learn, practitioners also need opportunities for tinkering and practicing, as well as making mistakes, as they learn new ways of teaching and working with young people. In an age when accountability is a dominant way of managing schools, and increasingly out-of-school programs as well, the space to make mistakes is very small. For real shifts to happen in practice, schools and out-of-school programs need to become learning organizations that provide opportunities for adults to learn, and policy needs to provide the *"safe space"* to do so.

Gaps in the Research

1. What practices and strategies promote the development of identity and agency? While researchers have learned a tremendous amount about development in the last several decades, many questions remain unanswered. In this report, we provided a developmental trajectory for the key factors for young adult success—agency, an integrated identity, and competencies. However, this relied on piecing together a number of existing theories; rarely if ever has the development of agency, for example, been studied longitudinally from early childhood through young adulthood. Theory has provided guidance on how an early sense of *"self"* underlies later identity formation, but this area is understudied in empirical research. While there is converging evidence that supports each of the developmental experiences we identify in this report, as well as the importance of developmental relationships, we do not know which specific combination of experiences would best promote the formation of an integrated identity and agency. We also still lack a strong understanding of how all of the foundational components outlined here link directly to the development of agency, an integrated identity, and competencies.

2. What can be done to intervene with young people after developmental windows close? The Foundations for Young Adult Success developmental framework includes four foundational components—self-regulation, knowledge and skills, mindsets, and values—which are all crucial factors in a person's development toward optimal capacity. What happens if youth do not grow each of these foundational components in the developmental period during which they are most malleable? What types of interventions should we invest in—and for whom and at what period in their lives—if children seem to be falling behind? And for the youngest children, how can we even be sure that a child is falling outside of *"normative"* development, given how very wide the range of development is during the early years?

8 See Duckworth & Yeager (2015) for a discussion of the uses and limitations of existing measures.

3. What is the interaction of experiences in different settings? This report also raises a number of questions about the experiences youth encounter in the various settings they inhabit on a daily basis. We know quite well that what youth experience in school often varies from their experiences with friends, at home, or even in other educational settings. What we do not know is the extent to which those experiences need to be coordinated and supportive of each other, even if they are not teaching the same skills. How much do practices at home support or inhibit what teachers, youth workers, and others aim to do with youth? How aligned do those practices need to be? And can effective practices in one setting ameliorate negative experiences in another setting?

4. How can the key factors and foundational components best be measured for different purposes? Measurement is a core part of evaluating needs and gauging progress in any field. With the growing interest in factors other than academic content knowledge and skills, the number of assessments created to measure these factors has also grown. As discussed in the policy implications section, a number of questions about these factors and the assessments complicate their immediate implementation into practice. Some key questions include: Is this factor best conceived as an individual characteristic that can be cultivated over time or as a situational response to particular settings, opportunities, or expectations? How can we disentangle young people's prior capacities from changes induced by setting factors such as adult practice, opportunities for developmental relationships and developmental experiences, or the culture and climate of the place? What is the developmental trajectory on these measures and what are thresholds for what young people need?

In short, the demand for measures of noncognitive or social-emotional factors has far outpaced the state of the field of measurement for these same constructs. In a case such as this, there is great potential for measurement instruments to be misused, to produce faulty data, to conflate statistical significance with meaningfulness, or to otherwise lead practitioners down a fruitless path. We strongly urge caution in the use of measurement tools until the science of measuring these important constructs catches up with the interest in and demand for them.

Conclusion

The Foundations for Young Adult Success developmental framework is a first step in guiding practitioners, policymakers, parents, and researchers in working together around a vision of building a society where all children grow up to reach their full potential regardless of differences in their backgrounds. Ensuring that young people grow into successful young adults requires investments in their learning and development from birth to young adulthood so that all of them have ongoing opportunities to truly reach their potential.

Making this vision a reality will require a collective responsibility for all young people. It means asking practitioners to question their own beliefs about what is possible and rethink how they work with young people on a day-to-day basis. It means asking policymakers to focus on a bigger picture and broader set of outcomes and to consider policies that would support the efforts of practitioners in developing young people. It means asking researchers to provide accessible, meaningful, and actionable answers to core questions of policy and practice. It means asking families to understand the needs of their children and work with the institutions they cross everyday so that these needs are met. It means asking for change within existing institutions and structures while also asking what new institutions and structures might better serve our vision. Addressing the inequities of opportunities facing young adults will require more than equipping young people with the capacity to navigate the world as it exists now, it will mean that they are also able to envision and create a better world for future generations.

INTRODUCTION

Defining Success in Young Adulthood

Every society in every age needs to grapple with the question of what outcomes it hopes to produce in raising its young. This seems particularly critical for adults who devote their lives to improving children's education and development. What exactly do we hope our children will be able to accomplish as adults? What vision guides our work? How do we make that vision a reality for all children?

As a nation we make enormous investments in our youth. But for many young people, inequities in the distribution of resources and social and economic barriers mean that they will not reach their full potential. How do we better harness what is known in the research, practice, and policy arenas to ensure that all youth have what they need to successfully meet the complex challenges of young adulthood and become thriving, contributing members of their communities?

To address these questions, this report aims to build a common understanding of young people's developmental needs from early childhood through young adulthood. Preparing *all* youth for meaningful, productive futures requires coordinated efforts and intentional practices by adults across the many settings youth inhabit on a daily basis—whether in school, at home, or in organized community programs.[9] Building off of previous frameworks and literature reviews,[10] this report provides a new synthesis of knowledge gathered through a review of the literature and interviews of experts from youth development, psychology, sociology, pediatrics, economics, education, and the cognitive sciences to generate the Foundations for Young Adult Success developmental framework (**see Figure 1**), which depicts what youth need to be prepared for adulthood. It utilizes ideas from well-established theorists such as John Dewey and Erik Erikson to cutting-edge findings from neuroscience about how people learn. This report incorporates a wide array of evidence to highlight the types of experiences adults should provide for youth to help them in developing to their full potential.

In this report we focus on the key role that developmental experiences and developmental relationships play in supporting a child's long-term success, while keeping in mind variations in children's individual development over time. Young people's needs and capabilities change as they grow up, and attending to their ongoing development is an essential part of supporting youth. In bringing all of these pieces together, this report recognizes that young people inhabit a multitude of settings on a daily basis where they develop, grow, and learn, and that broader societal contexts, systems, and institutions also shape youth development—often creating big disparities in opportunities and outcomes. Our focus here is on the experience of children growing up in the United States in the early 21st century.[11] We

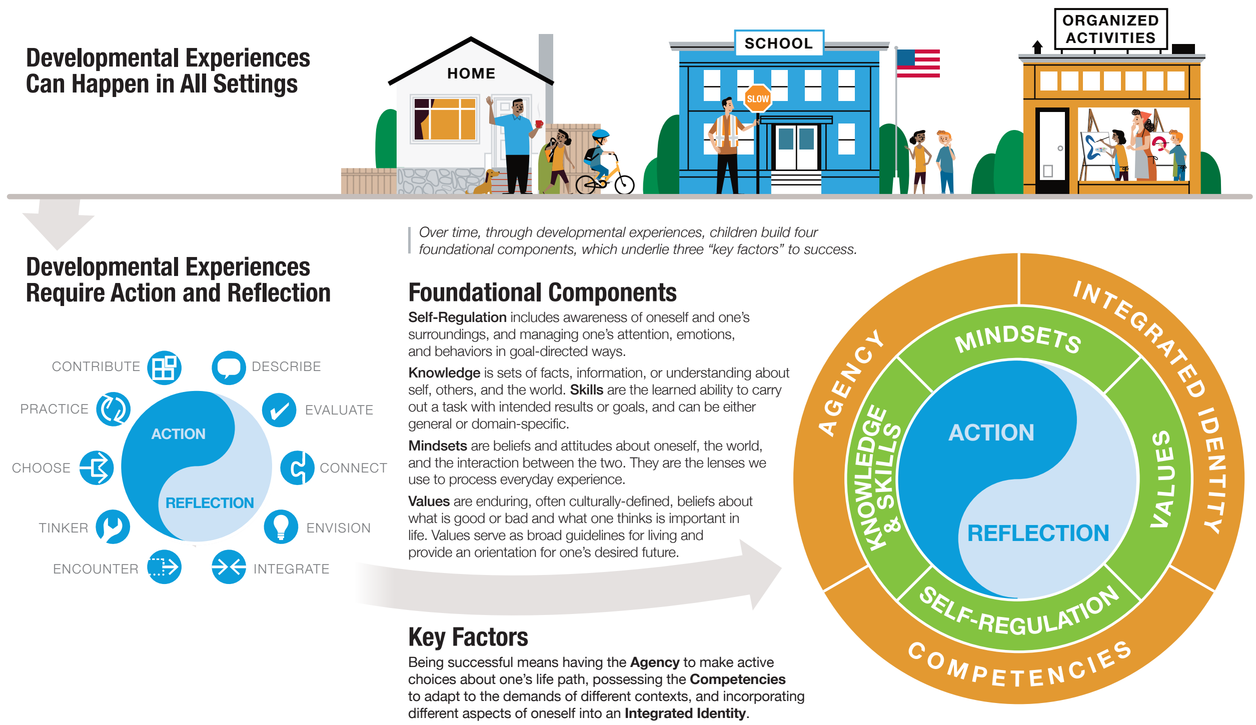
9 Hill, Campbell, & Harvey (2000); Irby, Pittman, & Tolman (2003).

10 For example, Farrington et al. (2012); National Research Council and Institute of Medicine (2002); Pellegrino & Hinton (2012).

11 While some aspects of child and adolescent development may be common across different countries, cultures, or time periods, we are not making claims that the findings or framework apply outside of the experience of young people in the United States in the early 21st century.

FIGURE 1

UChicago CCSR Framework for What Youth Need to Make a Successful Transition to Adulthood



hope that a common understanding of the needs and strengths of young people will encourage coordinated efforts and intentional practices by adults across settings, enabling a more cohesive system of supports for healthy development, better preparing young people from all walks of life for productive futures.

Defining "Success" in Young Adulthood

With rising income inequality, the gap in the investments that families of differing income levels are able to make in their children has widened.[12] As a result, the experiences and opportunities young people have to grow and develop vary greatly by the circumstances they are born into. Most policy efforts attempt to address socioeconomic gaps in outcomes by focusing on educational attainment as the central investment in preparing youth for adulthood. This approach has yielded some gains; national high school completion rates have risen to 80 percent, but there continue to be gaps by race/ethnicity and income. Eighty-six percent of white students complete high school compared to 73 percent and 69 percent, for Latinos and African Americans, respectively, and 72 percent for economically disadvantaged students.[13] Furthermore, having a high school diploma does not ensure employment, and the economic prospects are dim for those without a post-secondary degree or training. Disparities in higher education, combined with the effects of economic inequality, disadvantaged neighborhoods, unstable labor markets, and troubled K-12 schools, mean that a large percentage of youth—particularly those in low-income and racial/ethnic minority communities—face a future with starkly diminished economic opportunities.[14]

Given the harsh economic prospects facing youth with limited education, school reformers and policymakers have argued that it is not enough for American students to earn a high school diploma; they must be prepared to continue their education to and through college.[15] College completion has become the marker not just for individual success, but for the country as a whole. In the context of waning American advantage in a competitive global marketplace, the education policy narrative is

12 Chetty et al. (2014a), Chetty et al. (2014b); Reardon (2011).
13 Stetser & Stillwell (2014).
14 Bureau of Labor Statistics (2013); Duncan & Murnane (2011).
15 Achieve, Inc. (2012); Education Trust (2012).

often framed in terms of developing workers for 21st century jobs. In President Obama's words, *"America cannot lead in the 21st century unless we have the best educated, most competitive workforce in the world."* [16]

Building an educated workforce is one of the core goals of our investments in young people, but it is far from the only goal. Our investments shape the contributions future adults can make to their families and communities, their ability to engage in civic life, and how they view their role in society. Particularly when we move from the perspective of the policymaker to that of a parent, we would define success for our children beyond just college and career. We want our children to be happy, healthy, and confident in themselves, and to have whatever preparation they need to become caring adults with meaningful work, family and friends who love them, and a strong connection to the community. This broader developmental perspective is often shared by teachers, counselors, afterschool providers, coaches, ministers, scout leaders, arts educators, and other youth workers. We interviewed many of these practice experts as part of this report (**see box entitled *Project Overview and Methodology* on p.17**), and found that people in these professions generally value the unique gifts that youth bring to the world and want to help children and teenagers realize their own potential across multiple spheres. This belief was articulated by many of the experts we talked with as we began this project:

> Our ultimate goal for the students we serve is simple. By age 25, we expect [them] to be capable of making real choices to pursue the life and career they want to lead. In other words, the end goal is agency. It's what I—as a parent—want for my daughter. We want the same exact thing for the students we work with today. We don't care if our alumni choose to be doctors, or teachers, or politicians, but we do intend to ensure they have the capacity to do what they independently want to do. —Jeff Nelson, CEO, OneGoal[17]

Educators and youth service providers recognize that getting an education and a job are critically important outcomes; however, they generally have a much broader conception of the goals of their work—and what the measures of success ought to be. Regardless of the specific mission of the organization in which they work, these adults often articulated their larger role as helping young people develop an awareness of themselves and of the wide range of options before them, competencies to pursue those options, and the ability to make good future choices for their lives as engaged citizens in the world. This larger focus is inseparable from goals related to college and career. Thus, young adult success potentially encompasses different meanings for different people and background, culture, values, and geography shape an individual's definition of a successful life.

Going to college or other post-secondary training, particularly for students with no other access to well-paying work, has a core role in young adult success for many people, but self-advancement is only part of the story of young adult success. *"Success"* goes beyond fulfilling individual goals and extends to having the agency and competencies to influence the world. We need to develop facile thinkers, inventors, and problem-solvers with not only deep content knowledge, but also the creativity and flexibility to apply their knowledge to novel situations.[18] We need to prepare young people to address global challenges and alleviate human suffering.[19] So too do we want to develop thoughtful and informed citizens who can continue to pursue the ideals of democracy that have led our country for almost 250 years. From this perspective, preparing adolescents for adulthood means cultivating young people's critical thinking skills, building their knowledge of democratic institutions and processes, and nurturing in them a sense of service to their communities and engagement in the political process.[20] The conception of success we use in this report thus has both an individual and a societal element. It is not simply about meeting one's own goals; success is also about contributing to a larger good, having a meaningful place within a community, and working toward a positive change in the world.

16 The U.S. White House, Remarks on Higher Education, April 24, 2009.
17 UChicago CCSR interview with Jeff Nelson, CEO, OneGoal, January 14, 2014.
18 Pellegrino & Hilton (2012).
19 Wagner & Compton (2012).
20 Gould (2011); U.S. Department of Education (2012).

What Leads to Adult Success?

A Set of Key Factors and Foundational Components is Necessary for Youth to be Poised for a Successful Transition into Adulthood

To fulfill this broader definition of success, the question is not only what courses students should take in school, what test scores they need, or what facts or formulas they ought to know, but also what kinds of experiences young people need to prepare them to meet both inward-looking goals for creating a meaningful life and more outward-facing goals such as getting a good job or contributing to their communities.

In this report, we define a person who is ready to make a successful transition into young adulthood as having three key factors: the **agency** to take an active role in shaping one's path, the ability to incorporate different aspects of oneself into an **integrated identity**, and the **competencies** needed to effectively navigate a range of social contexts. Having agency means having the ability to make choices and take an active role in managing one's life path, rather than being solely the product of one's circumstances. This definition of agency acknowledges that external factors form very real constraints, and also that people have the will and the power to influence external factors and can make choices about how to respond to constraints. Having an integrated identity means having a core sense of who one is, including a sense of continuity with one's past and future possibilities. Competencies are the abilities that enable people to effectively perform roles, complete complex tasks, or achieve specific objectives to achieve success. Young adults require competencies in order to adapt to the demands of different settings and be productive and effective within them.

Developing the three key factors of agency, an integrated identity, and competencies in multiple contexts is likely to be a lifelong endeavor, but their foundations lie in childhood and adolescence. Adolescence is the last stage of major developmental growth and is often the time of the last interaction with the education system; as young people enter young adulthood they begin to navigate the larger world and meet milestones such as entering the workforce, getting married, having children, or moving to a new community. Thus the development of these three key factors is the central task of raising and educating young people to prepare them for the life changes that can begin in young adulthood.

What are the components that underlie the development of agency, integrated identity, and competencies? Through a review of the literature and interviews with experts, we have identified four foundational components that are precursors to the key factors of young adult success. We have included both cognitive and noncognitive factors in the foundational components. James Heckman's initial conceptualization of the role of noncognitive factors in adult outcomes greatly furthered our understanding of what contributes to young adult success.[21] However, emphasizing a separation between cognitive and noncognitive factors does little to illuminate *how* to effectively prepare young people for future success; cognitive and noncognitive factors interact with each other to contribute to learning and growth.

Many frameworks of competencies and cognitive and noncognitive factors have been put forth in recent years. The foundational components presented here provide broad categories that organize and underlie the elements of these existing frameworks. Thus, the Foundations for Young Adult Success developmental framework is designed to help translate these different elements into an action plan for development, rather than to supplant other frameworks.

The four foundational components are: **self-regulation, knowledge and skills, mindsets, and values.** Self-regulation includes awareness of oneself and one's surroundings, and the management of one's attention, emotions, and behaviors in goal-directed ways. Knowledge comprises sets of facts, information, or understandings about the self, others, and the world. Skills are the learned ability to carry out a task with intended results or goals, and can be either general or domain-specific. Mindsets are beliefs and attitudes about oneself and the external world; they are the default lenses we use to process everyday experience. Values are lasting

21 Heckman & Rubinstein (2001).

ideas or principles, often culturally defined, about what is good or bad and what one considers important in life. Values serve as broad guidelines for living and provide an orientation for one's desired future.

Each of the foundational components plays an important role in the development and enactment of an integrated identity, agency, and competencies.

Context Plays a Crucial Role in Providing Equal Opportunities to All Youth

The inspiring picture of young people as self-actualized masters of destiny is complicated by persuasive research on the role of context in shaping youth outcomes, specifically, structural forces that govern socioeconomic life in the United States (e.g., segregation, discrimination, joblessness).[22] From this perspective, a young person is fundamentally the product of his experiences and social interactions; he is subject to cultural norms, within and across a range of contexts, from the immediate setting to larger institutions, all of which collectively shape the developing individual and the options before him.[23] These larger contextual factors of society, the economy, and institutions (such as schools) play a central role in the inequitable opportunities afforded to young people, as well as in their ability to see opportunities as viable options and to take advantage of them. While having agency equips young adults to make choices and take action, the ability to pursue a desired path also depends on social relationships, financial resources, and countless other external factors that are inequitably distributed. Thus, youth growing up in marginalized communities have grossly different opportunities to build skills and competence, and their options for the future may be severely constrained. Further, the task of *"integrating"* one's identity is vastly more complicated for low-income youth and youth of color as they interact with the cultural and behavioral norms of a dominant white, middle-class culture than it is for children who grow up within that culture.[24] The obstacles to following a successful path to adulthood and the opportunities available to young adults vary greatly by the contexts they inhabit; these limitations are a critical part of the story of education and development.

Thus, there is a fundamental tension between preparing children to live in the world that is—which is often cast as a tacit acceptance of a profoundly unjust status quo—and equipping them to face, navigate, and challenge the inequitable distributions of resources and access that so often limit their opportunities and constrain their potential. While adults need to be pragmatic in their work with kids and acknowledge the inequities in opportunities afforded youth, they should also be aspirational. How can we design and enact practices with schools, youth organizations, families, and communities that not only prepare young people for the *"real world,"* but that also inspire and equip them to create a better world? How can we ensure that *all* youth develop a repertoire of competencies that would enable them to confront injustice and work toward a more inclusive society? At the heart of this project has been the vision of young adults with an integrated identity, with the agency to actively shape their life path, and the competencies that allow them to pursue both individual and larger social goals, and who have developed deep relationships with friends, family, and the community. While teachers, parents, and other youth workers must recognize and prepare young people for the real constraints they will face in society, we should not be content to merely prepare youth to fill a slot in the world that is.

It is within these tensions that we explore a rich theoretical tradition and broad multidisciplinary evidence from research and practice about the underlying constructs that support a successful transition into young adulthood. We approach this by considering how well the key factors for young adult success would equip young people from under-resourced communities to navigate complex institutional environments and confront structural inequalities.

To that end, Chapter 1 provides an extensive overview of the key factors for young adult success and the foundational components underlying them. The

22 Bowles & Gintis (1976, 2002); Duncan & Murnane (2011); Lewis (2011); Massey & Denton (1993); Putnam (2015); Wilson (1990, 2012).

23 Neal & Neal (2013); Bronfenbrenner (1977, 1979, 1986).

24 Deutsch (2008); Fedelina Chávez & Guido-DiBrito (1999); Phinney (1989); Phinney & Rosenthal (1992).

chapter starts with an in-depth discussion of *agency, integrated identity,* and *competencies*, and addresses *why* these factors are crucial to creating and maintaining a productive and satisfying adult life; these three factors serve as our *"north star"* throughout the report. We then describe and review each of foundational component that underlies these key factors, making a case for why each component is considered foundational in the development of agency and integrated identity as well as in supporting competency development. In Chapter 2, we focus on *how* these foundational components can be nurtured in childhood and adolescence, with an emphasis on *developmental experiences* set within the context of *developmental relationships*. Chapter 3 addresses the question of *when* the foundational components and key factors develop, as we look at key developmental tasks from early childhood to young adulthood (ages 3 to 22). In the final chapter, we summarize the implications of this framework for practice, policy, and research. Throughout the remainder of this report, we open each chapter with the key points of the chapter.

Project Overview and Methodology

In November 2013, the University of Chicago Consortium on Chicago School Research (UChicago CCSR) was awarded a competitive grant from the Wallace Foundation to build a conceptual framework that articulates what is needed to guide children and youth to become successful young adults. The charge was to analyze and synthesize the best of research evidence, theory, expert opinion, and practice wisdom in the service of identifying the broad range of factors critical for young adult success. We were to consolidate current understanding of how these factors can be fostered in schools, communities, and homes from early childhood to young adulthood. In addition to a thorough grounding in published research, our work involved talking to experts in research and practice across a range of fields and disciplines. We sought to find the points of agreement across disparate perspectives, raise the points of contention, and leverage the collective wisdom of diverse lines of research, practice, and theory to best understand the full scope of factors essential to young adult success.

The Three Phases of the Project

To achieve a cohesive and comprehensive framework, the project team undertook three phases of information-gathering, with each successive phase built upon the work of the previous one. Each phase was defined by a different goal and set of questions:

- **Phase I:** We focused on defining "success" and identifying the factors that are critical for success in young adulthood, particularly in college and at the beginning of a career. Questions included:

  1. What does a successful young adult look like?

  2. What characteristics, attitudes, skills, and behaviors help people succeed in typical young adult settings?

  3. What institutional, societal, and economic forces should we consider as we develop a framework for the critical factors needed to promote young adult success?

- **Phase II:** Building on the critical factors identified in Phase I, we sought to understand how each factor developed over the course of early life, from the preschool years through young adulthood. We focused on the identification of leverage points for best supporting children's holistic development, keeping in mind that child and youth development occurs in multiple settings. Questions included:

  1. How do the critical factors identified in Phase I develop from early childhood through young adulthood?

  2. What are the most salient areas of development during each stage of early life based on research and practice knowledge of *"normative"* development?

  3. What do we know about the roles that youth's environments and important others (including caregivers and other adults) play in supporting successful development during each stage of development?

- **Phase III:** We aimed to consolidate current understanding of how critical factors of young adult success can be fostered in a holistic, coordinated way across schools, community organizations, and homes, from early childhood to young adulthood. We focused on a ground-level, practitioner perspective in considering how to best organize adult efforts to promote the development of children and youth. Our work during this phase focused on the following key questions:

  1. What are the key setting components and experiences youth need to support the development of each factor in each stage of life?

  2. What should adults consider as they are designing effective practice with developing youth?

  3. How do intentional practices interact with youth experiences to lead to positive development and learning?

Methods

During each phase, the team used several modes of information-gathering. First, we analyzed and synthesized the best theory and empirical evidence, focusing on highly-cited research and recommended publications. As part of this work, we reviewed over 20 existing models and frameworks that focus on *"noncognitive"* factors, inter- and intra-personal competencies, and social-emotional skills in adolescence and young adulthood. Second, we interviewed and held meetings with research and practice experts with specific knowledge in areas related to each phase of our work (**see Appendix** for a list of names). These experts included researchers from different fields and disciplines (e.g., psychology, business, education, sociology, economics) as well as policymakers and practitioners from a range of organizations (e.g., programs and providers focusing on college access and support, workforce development, K-12 education, after-school and extended learning time, community connections with schools, early childhood, and family support services). These experts were identified through our literature review, as well as through our professional networks in academia and the practice realm. We also interviewed experts who were recommended to us by our original interviewees. Third, we continuously synthesized research and interview data in weekly group meetings to determine the points of agreement and points of contention across disparate perspectives. Fourth, we held a number of meetings throughout the project, including two larger convenings of research and practice experts to evaluate and offer feedback to advance our work. We incorporated this feedback to improve the framework and our synthesis. Fifth, we interviewed nine diverse youth and the adults who work with them in schools, community programs, and agencies in Chicago. We used these interviews to highlight developmental experiences and surface real-life challenges young people are facing as they navigate across contexts. We also wrote biographical profiles from these interviews to illustrate how youth create narratives about their experiences. The youth profiles further informed our model.

Each phase of work culminated in internal working documents to help us consolidate our progress and thinking. The white paper that resulted from Phase I, *A Framework for Developing Young Adult Success in the 21st Century: Defining Young Adult Success*, is available at **http://ccsr.uchicago.edu/sites/default/files/publications/Wallace%20Framework%20White%20Paper.pdf**

The current report is a culmination of the three phases of work outlined above, with an emphasis on our learnings from Phases I and II. Findings from Phase III will be more fully explored in future work. We present here our conceptualization of *"success"* in young adulthood, our resultant conceptual framework of foundational components and key factors for success in young adulthood, implications for practice in a range of settings in which children and youth spend their time, gaps in the existing knowledge and literature, and future directions for research. We designed this final report as an actionable document that can organize and guide the strategic direction and inform the daily work of practitioners and policymakers.

CHAPTER 1

What are the Ingredients of "Success"?

Key Points

- Success in young adulthood depends on more than *"college and career"* success; a definition of success should include the multi-faceted ways individuals may seek meaning in life and contribute to the world.
- We organize the definition of young adult success around three **key factors**; these are *agency, integrated identity,* and *competencies*—and four **foundational components** that underlie them: *self-regulation, knowledge and skills, mindsets,* and *values.*
- The role of the foundational components is threefold: when young people have experiences and make meaning of those experiences, each component interacts to promote the development of the other foundational components and the three key factors; they enable healthy and productive functioning at every stage of life; and they directly contribute to young adult success.
- The four foundational components and three key factors are closely interrelated in supporting how young people act in the world and make meaning of an experience. Understanding this interrelationship can help adults provide integrative opportunities for youth to act and reflect in ways that make the most of developmental experiences, rather than targeting only one particular component or factor in isolation.
- Noncognitive and cognitive factors should not be considered independently; they interact with each other to promote and mutually reinforce development and learning. Both are a core part of how students learn.
- The experiences that youth encounter are always embedded within larger societal, economic, and institutional contexts that influence how youth perceive the opportunities and obstacles posed by their environments.

What are the ingredients necessary for young adults to succeed? Building a common set of objectives and having a clear understanding of how to foster development is a critical step in eliminating the silos that adults working with young people often operate within. This project proposes a framework of foundational components and key factors for success in young adulthood. Drawing from a review of the literature, both empirical and theoretical, and the knowledge of a wide range of expert contributors, this report organizes the definition of young adult success around three **key factors**; these are *agency, integrated identity,* and *competencies*. These factors capture how a young adult poised for success interacts with the world (agency), the internal compass that a young adult uses to make decisions consistent with her values, beliefs, and goals (integrated identity), and how she is able to be effective in different tasks (competencies). The three key factors allow a young adult to manage and adapt to changing demands and successfully navigate various settings with different cultures and expectations. While recognizing the economic imperative of going to college, particularly for youth with no other access to well-paying work, we define success in young adulthood beyond the more narrow notion of *"college and career"* success to acknowledge and embrace the multi-faceted ways individuals may seek meaning in life and contribute to the world. Adolescent psychiatrists Hazen, Schlozman, and Beresin have described the successful culmination of adolescence as resulting in *"a biologically mature individual equipped with a sense of an independent self, the capacity to form close peer and group relationships, and the cognitive and psychological resources to face the challenges of adult life."* [25]

25 Hazen, Scholzman, & Beresin (2008, p. 167).

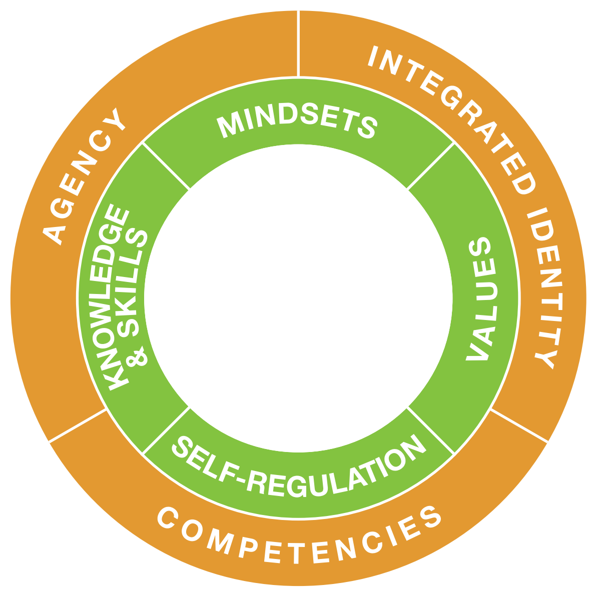
At the core of this project is a vision of young adults who, regardless of where they grow up, meet the challenges and joys of life with agency, possess an integrated identity that gives them a core sense of who they are, and have the competencies that allow them to pursue both individual and larger social goals. These three key factors allow a young adult to accomplish a wide range of goals, including achieving success in school or work, maintaining a physically and psychologically healthy lifestyle, and having deep relationships with friends, family, and other community members. In this chapter, we focus on the transition from adolescence into young adulthood. We explore both these key factors of young adult success and the foundational components that underlie them, which are the outcomes of interest in our Foundations for Young Adult Success developmental framework (**see Figure 2**).

As this chapter will articulate, a successful transition into young adulthood will be supported by the three key factors outlined above. We want to clarify, however, that a person can have agency, integrated identity, and competencies in one setting without being able to automatically transfer those to a new setting. A young woman might enter young adulthood with a strong identity and a set of competencies that allow her to act with agency in one role or setting (for example, as a songwriter who performs at regular open-mics), but lack the identity and competencies to act with agency in another role or setting (for example, as a college student). High school students might likewise exhibit persistence and strong academic performance in a high school setting and then essentially fall apart when they go off to college. Indeed, educators in successful urban high schools have often expressed frustration at the difficulty of getting students' confidence and good habits developed in high school to transfer to post-secondary settings. Ultimately, then, the task at hand for adults who work with youth is to help young people not only build their agency, identity, and competencies in specific domains, but also help them to leverage these strengths from one arena and transfer them to tackle challenges in new contexts.

Underlying the capacity for the three key factors are four **foundational components**—a set of both cognitive and noncognitive factors. The four foundational components are *self-regulation, knowledge and skills, mindsets,* and *values*. The role of each of these foundational components is threefold. First, when young people have experiences and make meaning of those experiences, each component interacts to promote the development of the other foundational components and the three key factors. Second, they enable healthy and productive functioning at every stage of life. Finally, they directly contribute to young adult success. The foundational components develop as they are used. Over time, self-regulation, knowledge and skills, mindsets, and values can become internalized as lenses for seeing the world or as automatic responses (or habits) that become a core part of one's identity; this automatic behavior supports the transfer of these foundational components across contexts. We elaborate on the four foundational components later in this chapter.

FIGURE 2

Key Factors and Foundational Components for Young Adult Success



Key Factors

Agency

At the heart of successful young adulthood is the concept of agency. **Agency** means taking an active and intentional role in making choices and shaping and managing the course of one's life rather than being at the mercy of external forces. Agency is reliant on having an internal locus of control—the belief that you have control over what happens to you in life.[26] Having agency also requires having the competencies to be able to manage one's environment, a sense of what one values, the ability to manage one's emotions and behavior, as well as a belief that conscious self-directed action is possible. Philosopher Isaiah Berlin further elucidated this concept:

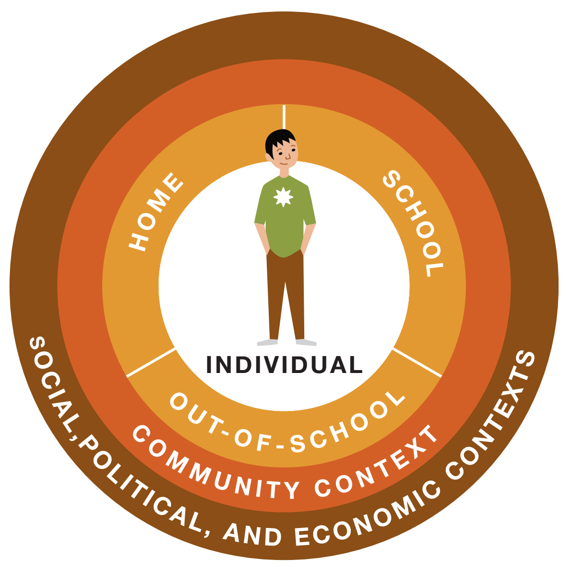
> [To be a rational agent is] to be a subject, not an object; to be moved by reasons, by conscious purposes, which are my own, not by causes which affect me, as it were, from outside. I wish to be somebody, not nobody; a doer—deciding, not being decided for, self-directed and not acted upon by external nature or by other men as if I were a thing, or an animal, or a slave incapable of playing a human role, that is, of conceiving goals and policies of my own and realizing them.... I wish, above all, to be conscious of myself as a thinking, willing, active being, bearing responsibility for my choices and able to explain them by reference to my own ideas and purposes.[27]

When young people, particularly those from marginalized communities, engage with the world, their capacity to act with agency is constrained and shaped by a number of factors, from the opportunities that are presented to them, to how others react to them, to their own competencies. Agency allows one to confront the challenges and barriers that are encountered in life, not as fixed limits to what is possible, but as obstacles that can be overcome.

The individual expression of agency is shaped by cultural background and personal experiences.[28] In particular, the strong valuing of independence in the United States emphasizes the importance of personal agency and self-determination. This is not necessarily the case in non-Western cultures.[29] Beyond varying cultural interpretations of agency, a wide range of cultural traditions, values, and expectations can play a constraining or enabling role to the development of agency. Young people's experiences are always embedded within larger societal, economic, and institutional contexts (**see Figure 3**), which influence how they perceive the opportunities and obstacles posed by their environment.[30] Many young people in the United States face significant, very real challenges to developing agency because of a range of factors stemming from these broader structures and contexts; for example, exposure to violence and high levels of stress, or limited access to experiences and opportunities that allow children and adolescents to explore, learn, and try on different roles and identities.[31] This means that for adults working with young people—many of whom are facing obstacles to developing agency—being intentional about the development of agency takes on greater significance in helping youth reach their maximum potential as young adults.

FIGURE 3

Development Occurs Within and Is Influenced by Various Settings and Contexts



26 Rotter (1990).
27 Berlin (1969, p. 131) cited in Moshman (2005, p. 92).
28 Heron (2008); Markus & Kitayama (1991).
29 Hernandez & Iyengar (2001). Agency can have a different focus in different cultures. In cultures that stress interdependence, people tend to define agency in terms of their relationships and perceive their behavior as being contingent on others.
30 Bronfenbrenner (1979); Markus & Kitayama (1991).
31 Emirbayer & Mische (1998).

Psychologist Albert Bandura expands our understanding of agency by defining four things it is comprised of: (1) intentionality that includes having an action plan and strategies for realizing it; (2) forethought to set goals and anticipate likely outcomes in order to guide and motivate actions; (3) self-reactiveness so that one has the self-regulation, skills, and knowledge to carry out a course of action; and (4) self-reflectiveness so that individuals are able to reflect on their personal efficacy, examine the effectiveness and meaning of a course of action, and make adjustments if necessary.[32] Agency thus depends on a range of self-regulatory processes (awareness of the self, metacognition, self-control) as well as knowledge and skills across multiple domains, mindsets such as self-efficacy, and a set of values to guide decision-making. Each of these is included as foundational components in the Foundations for Young Adult Success developmental framework, described in more detail later in this chapter. Agency also depends on having a set of competencies that allow one to navigate and make informed choices in a complex world, a concept we explore below. Finally, agency is aided by having a strong sense of identity across time and multiple social identities. We turn to this idea next.

Integrated Identity

The process of coming to know oneself starts early in life and continues throughout adulthood. Figuring out who one is and developing one's identity is a process of internally integrating various aspects of the self (e.g., beliefs, values, goals, roles, experiences) to create a stable and consistent sense of one's *"wholeness."* This integration process aims toward a sense of continuity with what one has experienced in the past and future possibilities for who one may grow to be.[33] The most active years for identity development fall during adolescence and the transition into young adulthood.[34] Erik Erikson, a developmental psychologist and psychoanalyst who developed one of the most widely applied theories of child and adolescent personality development, described identity formation in adolescence and commitment to an identity in young adulthood as central tasks of development. It is the process of an individual linking childhood with adulthood in a way that situates choice and agency within the individual.[35] Ultimately, a person with a strong identity is able to commit to all facets of the self. Identity, then, is *"not just an attempt to* describe *one's typical behavior; an identity is an account of the core beliefs and purposes that one construes as* explaining *that behavior."*[36]

There is much disagreement among identity theorists as to whether identity formation is a process of discovery, construction, or creation. That is, to what extent is there is a true, innate self to be discovered vs. identity being forged from external forces of environment, experience, and culture vs. the extent to which we actively create our own identities through conscious action and interpretation.[37] A reasonable read of the literature is that it is some of each, and we see this process unfolding through the stages of adolescence and young adulthood, when identity is both a matter of determining who one is and a matter of deciding who one will be.

Much about the formation of identity appears to have changed over the last several decades, as the available options for the person one will become have increased significantly. Historically, youth transitioned directly from adolescence into full adulthood as a function of how society was organized, reaching milestones such as entrance to the full-time workforce and entrance into marriage and starting a family by one's early 20s. As described by James Côté, a sociologist who studies identity formation, young people were expected to enter ready-made roles in adult society; the transition to adulthood was highly normatively structured by gender roles, religious beliefs, and socioeconomic status.[38] Career pathways were more defined and decisions about and the timing of marriage and childbearing were more

32 Bandura (2006).
33 McAdams and Adler (2010) refer to this as a narrative identity or authorship.
34 In this paper, we use the term *"young adulthood"* to refer to young people in the transitional *"post-secondary"* period, roughly ages 19 to 22—while acknowledging that, for many, adulthood is still emerging at this age.
35 Erikson (1950/1963, 1968).
36 Moshman (2005, p. 86).
37 Moshman (2005).
38 Côté (1996); Schwartz, Côté, & Arnett (2005).

constrained than they currently are. Thus, previously, the identity challenge for young adults was to find ways to adapt to fixed roles. However, changes in Western industrialized societies have delayed young people's entrance into many of the markers of adulthood that helped to define the self. Researchers studying this new phase of *"emerging adulthood"* (from the late teens into the 20s) have argued that the delay into adulthood has led to greater role ambiguity.[39] In the absence of clear adult roles and social guidelines, making choices about relationships, education, work, values, and commitments is now viewed as a set of individual decisions rather than expected progressions into pre-defined adult roles.[40] This ambiguity surrounding the transition to adulthood adds to the difficulty young people experience in developing a coherent and stable identity.

Adult identity has multiple antecedents across time and context. Children and youth develop many *"selves"* as they grow. They may take on different behaviors, linguistic styles, interests, styles of dress, and even sets of values and self-perceptions in different settings. This is a very normal and important part of growing up. Background characteristics such as race/ethnicity, sexual orientation, gender, and social class also are critical dimensions of identity formation, particularly for young people from marginalized communities.[41] Eventually, however, these different selves can become reconciled into a more coherent identity.

We refer to this process as developing an **integrated identity**—that is, having a sense of internal consistency of who one is across time, across place, and across multiple social realms. An integrated identity provides an internal framework for making sense of how one's choices and actions are related to one's past, one's current social identities, and one's desired future. An integrated identity provides a stable base from which a young person can act in the world. If adolescents *"do not form a coherent sense of self and values, they will lack a consistent sense of identity as they progress into adulthood,"*[42] making the task of navigating multiple contexts particularly complex. Identity development is a lifelong process, but the transition to adulthood is a critical juncture that positions young people for their future; being able to draw one's various strengths and experiences into a more integrated sense of self helps focus skills and efforts more effectively toward setting clear goals, pursuing opportunities, and achieving aims that one sets. As young people are entering into new environments and settings, an integrated identity helps to make this transition more successfully.

Addressing conflicts that may exist between various identities can be a critical struggle for youth throughout adolescence and young adulthood. Context plays a critical role through every stage of this story.[43] In some cases, the contexts in which youth live may vary from the contexts in which they strive to succeed.[44] While developing an integrated identity is a complex process for anyone, for young people growing up in marginalized communities, the task of reconciling different aspects of the self across multiple contexts may be particularly challenging. For example, a youth can have a well-developed identity and set of competencies to navigate difficult terrain with peers in the neighborhood (for example, acting tough or avoiding eye contact), but those strategies may be in direct conflict with expectations in the workplace. One youth profiled in this project, Jermaine, a 20-year-old senior at an alternative high school, has struggled to keep a job because of conflicts with supervisors (see box ***Youth Profile: Jermaine*** on p.24). Being a worker under someone else's rules did not fit with the identity he had developed on the streets. Through an experience at a local community center, he began to forge an alternative identity. He has been playing the drums for pay at local churches for years, but until recently this was not something he shared with peers. His mentor at this community center invited him to play at a spoken word poetry event, and he found himself thriving when interacting with kids his age who shared his artistic talents.

39 Arnett (2000, 2007).
40 Arnett (2000); Mayseless & Keren (2014).
41 Côté (2009); Phillips & Pittman (2003); Phinney (1989); Phinney & Rosenthal (1992).
42 Hazen, Scholzman, & Beresin (2008, p. 163).
43 Bronfenbrenner (1977, 1979, 1986).
44 Patton (2012).

YOUTH PROFILE

Jermaine

Jermaine, 20, has been kicked out of three Chicago public high schools for fighting. The most recent time was a year ago when another youth came up behind him in the lunchroom.

"He balled up his face and got too close," Jermaine recalls. *"I felt threatened."* Jermaine hit him, explaining that if he hadn't, the other guy would have got him first. *"If you don't do it, then they will get you. That's how the streets go."*

Now a senior at an alternative school, he is trying to turn his life around. Seeing some of his friends and relatives head off to college made him want to go, too. So he began doing his homework, going to class, and raising his hand to ask for help when he needed it. Where his prior grades were Cs and Ds, in the fall semester of his senior year he earned a 4.0.

Unfortunately, he is undermining his school success by using strategies for handling conflict with authority figures similar to those he uses to maintain his safety and status on the streets.

For instance, when a teacher recently reprimanded him for talking in class, he cursed her out. *"I'm older now, so I don't take the disrespect,"* he explained. *"If you disrespect me, I'm going to disrespect you back."*

Jermaine, a tall, African American youth, can be disarmingly polite, even charming, when he chooses. But a mentor at the community center in the housing development where Jermaine lives observes, *"Like most teenagers that I run across, Jermaine looks at any form of authority initially as a threat to his manhood or to his perception of what being a man is. So a lot of time when he is in new situations, he rebels."*

That attitude toward authority has gotten him fired from two of the three jobs he's held so far. In one, a summer grounds-keeping job at his housing development, the crew was directed to climb ladders and clean gutters. Jermaine objected to the strenuous work in the hot weather, especially since he hadn't dressed for it that day. He seems to have interpreted the directions to perform the unwanted task as an attempt to dominate him. *"I was like, 'I'm not you-all slave.'"*

Jermaine has at least one aspect of his identity that he keeps separate from his street persona. Since the age of five, he's played the drums and now performs at local church services for pay. *"He's the type of guy [that] would never want any of the other guys from the neighborhood to know he goes to church,"* his mentor notes, *"let alone plays the drums at church."*

His mentor recently invited him to a spoken word poetry event organized by two community youth groups. *"Can I bring my drums? Can I play?"* Jermaine wanted to know. As his mentor explained, the experience of performing with his peers *"made it easier for him to say 'this is what I do.' He is coming into his own identity and being comfortable with it."*

Competencies

The third key factor for young adult success is competencies. **Competencies** are abilities that enable people to successfully perform roles, complete complex tasks, or achieve specific objectives. Young adults require sets of competencies in order to be productive and effective in different settings and adapt to various demands. The last decade has seen an abundance of literature, models, and frameworks (e.g., CASEL, Four Keys for College and Career Success, 4C's) identifying sets of core competencies that are crucial for adolescents transitioning into their young adult lives.[45] Since the start of the new millennium, scholars, youth advocates, and others have been calling attention to the skills demanded by the globalized economy in the 21st century, emphasizing that youth need a broader set of K-12 learning outcomes than content knowledge. Others have noted the need for schools and other youth-serving institutions and programs to develop social-emotional competencies[46] or creativity and innovation[47] as a complement to academic knowledge and skills. There is much evidence to support these calls. Interpersonal skills have been associated with positive academic and developmental outcomes, as seen in the literature on high school engagement[48] and on cooperative studying and student integration in college.[49] Collaboration and positive communication are also highly valued in the workplace, as employers consistently state that communication is one of the most valued traits in workers.[50] Other types of behaviors, such as help-seeking, taking initiative, and getting involved in activities, can also play crucial roles in supporting youth's attainment of their goals.[51]

Across the myriad frameworks identifying the competencies youth need for a successful transition into college or the workplace, there is a great deal of overlap conceptually (even if the terminology is not always consistent). And while some competencies vary across educational, professional, and personal arenas, others are similarly valued across settings.[52] Depending on the paths a young adult chooses to pursue, different competencies will have different saliency, though many such competencies (e.g., the ability to communicate, interact, and think critically) are likely to be necessary for most everyone.

What is the difference between competencies and skills? In the current report, we distinguish these in the following way: Skills refer to the discrete, learned ability to carry out a task with pre-determined results or goals. Competencies, on the other hand, are the abilities to adapt and enact skills in an applied way while drawing on foundational components (self-regulation, knowledge, mindsets, and values) to carry out a task. For example, under our definition, being able to write is a skill. However, being able to write a persuasive letter to the editor about a contentious issue is a competency—it draws on knowledge about the topic, an understanding of one's values and the message one wants to convey, an awareness of the audience, and a belief that one can persuade others. It requires organizing these various components in a particular combination and applying them to meet the demands of a specific task for a specific purpose, making it a competency rather than a skill.

While existing frameworks have value for identifying particular competencies necessary for various settings, they largely overlook the set of foundational components that these competencies rely upon. This is an important gap, as these underlying skills and beliefs need to be attended to and recognized for their critical role in youth development. To take one example, the Partnership for 21st Century Skills created an influential framework focused on the competencies needed to engage in a post-industrial knowledge economy, centering on the 4C's: Communication, Collaboration, Critical Thinking, and Creativity.[53] The term *"21st century skills"* has indeed become shorthand for what young people need in order to succeed in today's world and serves as new end goals in education and youth development. What the 4C's framework does not describe, however, is what underlies and enables these competencies.

45 The Collaborative for Building After-School Systems (2013); Conley (2014); Hewlett Foundation (2013); MHA Labs (2014); Pellegrino & Hilton (2012); Partnership for 21st Century Skills (2009); Savitz-Romer & Bouffard (2012); Weissberg & Cascarino (2013).
46 Weissberg & Cascarino (2013).
47 Wagner & Compton (2012).
48 Fredricks, Blumenfeld, & Paris (2004); Pellegrino & Hilton (2012).
49 Astin (1993); Tinto (1997).
50 Pritchard (2013); International Youth Foundation (2013); Casner & Barrington (2006).
51 Conley (2012).
52 Lippman, Atziena, Rivers, & Keith (2008).
53 Partnership for 21st Century Skills (2009).

The many available frameworks and models that focus on core competencies for college and career often skip over the basic foundational components introduced in this report—components that will be described in detail in the next section. This represents a major distinction between the Foundations for Young Adult Success developmental framework and other frameworks; our focus is on the basic ingredients other competencies depend upon. For example, collaboration—one of the 4C's—consists of working with others effectively and respectfully toward a common goal. Being able to interact with others in a productive manner requires social awareness to be able to read and interpret social cues, strategies to communicate appropriately, and the ability to self-regulate in order to collaborate despite possibly disagreeing with others' viewpoints. Collaboration requires both the flexibility to make compromises as well as the ability to share responsibility for tasks and recognize the value of others' contributions. In these respects, collaboration builds upon a set of skills around working with others, but also requires particular mindsets—such as openness—that allow for an acceptance of ideas that are not self-generated and a valuing of others' contributions. The 4C's heavily rely on knowledge, mindsets, and self-regulation for skills to be implemented appropriately and effectively—all of which are articulated as foundational components in our framework.

The remainder of this chapter expands upon these foundational components that underlie a range of competencies. The Foundations for Young Adult Success developmental framework can be used in conjunction with other existing frameworks to help practitioners better understand not only the higher-level competencies necessary for success, but also the foundational skills and beliefs that are critical to supporting growth and learning in children and youth over the first two decades of life.

Foundational Components

As described above, what lies at the core of the Foundations for Young Adult Success developmental framework is the task of helping youth develop agency, an integrated identity, and competencies that allow a young adult to navigate across multiple contexts in life. Acting with agency requires competencies to manage one's environment, as well as the mindset that this is possible. Building an integrated identity positions young adults for success and supports the utilization of their knowledge and skills toward their tangible goals that reflect their values. All three key factors rely on the strong development of four foundational components described here: self-regulation, knowledge and skills, mindsets, and values.

These foundational components were derived from an extensive review of literature and ongoing conversations with researchers and practitioners from a range of fields. The focus was on both cognitive and noncognitive factors; as pointed out in the earlier UChicago CCSR report, *Teaching Adolescents to Become Learners*,[54] the division between cognitive and noncognitive is extremely fluid, and each category of factors is dependent on the other.[55] For example, being able to collaborate with co-workers to plan an effective meeting is considered a *"noncognitive"* competency, but it relies on a range of factors from having the social skills to get along with others in the planning process and the knowledge of the culture of one's co-workers and workplace (*"cognitive"* capacities).

In addition, the foundational components were chosen because they are malleable. In other words, the foundational components in this framework can be changed by experiences and the efforts of and interactions with other people, in both positive and negative ways and then be internalized. This attention to malleability was

54 Farrington et al. (2012).

55 The Foundations for Young Adult Success developmental framework similarly aligns with UChicago CCSR's Noncognitive Framework for Academic Success (Farrington et al., 2012). The 2012 report focuses on foundational skills and beliefs that are critical to supporting growth and learning in the classroom setting. The new framework presented in this report shows how the noncognitive factors highlighted in 2012 fit into a broader set of factors and a broader definition of success. This broader Foundations for Young Adult Success developmental framework also provides more detailed guidance on how adults and contexts can support youth in achieving their goals.

intentional; ultimately, the goal of this work is to help practitioners, parents, program leaders, and other adults who work with children better understand how they can best support development. The process of being changed by experiences and interactions, and internalizing them is core to identity development. We excluded factors such as temperament that, while influential on children's experiences and identity development, are believed to be biologically based and relatively stable over time.[56]

By clearly defining the malleable foundational components that underlie agency, an integrated identity, and competencies, the current framework is intended to be used in conjunction with other work focused on social-emotional learning, deeper learning competencies, noncognitive factors, and 21st century skills. The foundational components are developed and expressed in multiple spheres—within the self, in relation to others, and in the broader world(s) one inhabits.[57] The definitions of each are provided in **Table 1** as a quick reference. We also describe how each foundational component supports the key factors for success, and present evidence of the links between each component and later outcomes in young adulthood. Each foundational component enhances a young person's ability to perceive experiences in ways that encourage positive meaning-making and hence learning.

Self-Regulation

Self-regulation is a set of internal processes that enable one to manage one's own behavior, emotions, attention, and cognition while engaging with the world toward a goal. One comprehensive definition in the literature describes self-regulation as *"the ability to flexibly activate, monitor, inhibit, persevere, and/or adapt one's behavior, attention, emotions, and cognitive strategies in response to direction from internal cues, environmental stimuli, and feedback from others, in an attempt to attain personally relevant goals."*[58] For young adults, this means being aware of oneself and one's surroundings and managing one's own emotions and behaviors in ways that help move a young person closer to her goals. Various forms of self-regulation include cognitive (including attentional), emotional, social, behavioral, and physiological regulation.[59] There is a growing consensus that these various forms of self-regulation are central to adaptive development[60] —development that allows for adjustment as one proceeds through life—and necessary for both social and cognitive success.[61] Self-regulation allows a person to manage his focus toward an objective, a core part of being able to act with agency.[62] Because of the central role self-regulation plays in almost everything a person does, it not only underlies agency but also supports the ability to develop competencies that can be applied to various settings. Achieving any goal a person sets for himself, successfully interacting with others, and ultimately being able to manage the integration of multiple selves involves self-regulatory processes.

The process of self-regulation requires a multitude of skills; some are more physiological or cognitive in nature (requiring the development of particular areas of the brain), while others are more intentional. Literature suggests that there are two aspects of self-regulation that support successful interactions with others and the world: *self-control*, which is cognitively controlled by executive function (EF) skills, and *awareness*—of oneself, other people, and one's surroundings.

Elements of Self-Regulation

Self-control and the role of executive function skills.

Self-regulatory processes *"include the ability to delay gratification, control impulses, pay attention, and stay on task."*[63] In particular, a set of cognitive functions called EF skills—attentional control, response inhibition,

56 Although these are not things that adults directly change easily, this does not mean that adults should not attend to these traits and consider them as they interact with youth. While temperament is biologically based—something you are born with, rather than something that develops over time—some aspects of temperament are more apt to interact with environments to lead to personality traits (Chess & Thomas, 1977; Goldsmith et al., 1987).

57 The notion that positive youth development requires skills in both the interpersonal (or social) and intrapersonal (or self) domains has been put forth by other models and frameworks of skills necessary for success in the 21st century (e.g., Pellegrino & Hilton, 2012; Weissberg & Cascarino, 2013).

58 Moilanen (2007, p. 835).

59 See Bronson (2000) for a review.

60 Morrison, Ponitz, & McClelland (2010).

61 Flavell (1979); National Research Council and Institute of Medicine (2000).

62 Zimmerman & Cleary (2006).

63 The Committee for Children (2011).

TABLE 1

Definitions of Key Factors and Foundational Components of Young Adult Success

Key Factors		
These three factors support a successful transition into young adulthood and capture how one interacts with the world, sees and understands oneself, and is able to apply one's capabilities to effect change.		
Agency is the ability to make choices about and take an active role in one's life path, rather than solely being the product of one's circumstances. Agency requires the intentionality and forethought to derive a course of action and adjust course as needed to reflect one's identity, competencies, knowledge and skills, mindsets, and values.	**Integrated Identity** is a sense of internal consistency of who one is across time and across multiple social identities (e.g., race/ethnicity, profession, culture, gender, religion). An integrated identity serves as an internal framework for making choices and provides a stable base from which one can act in the world.	**Competencies** are the abilities that enable people to effectively perform roles, complete complex tasks, or achieve specific objectives. Successful young adults have sets of competencies (e.g., critical thinking, responsible decision-making, collaboration) that allow them to be productive and engaged, navigate across contexts, perform effectively in different settings, and adapt to different task and setting demands.

Foundational Components			
These are a set of cognitive and noncognitive components that underlie the three key factors. Each of the four components directly fosters learning and growth, while also reinforcing and enhancing the other foundational components. Each component and subcomponent has corollaries that apply to self, others, or the world.			
Self-Regulation is a set of internal processes that enable one to manage one's behavior, emotions, attention, and cognition while engaging with the world toward a goal. Self-regulation has numerous forms, including cognitive, emotional, behavioral, and attentional regulation. Literature suggests that there are two aspects of self-regulation that support successful interactions with others and the world: *self-control*, which is cognitively controlled by executive function skills, and *awareness*—of oneself, other people, and one's surroundings.	**Knowledge** is sets of facts, information, or understanding about oneself, others, and the world. **Skills** are the learned abilities to carry out a task with intended results or goals. Skills can be general or domain specific, and can be academic, technical, professional, cultural, or institutional in nature. **Knowledge and Skills** are developed over a lifetime, and individuals draw on them in everyday experiences, which help sustain other foundational components and build key factors.	**Mindsets** are beliefs and attitudes about oneself, the external world, and the interaction between the two. They are the default lenses that individuals use to process everyday experiences. Mindsets reflect a person's unconscious biases, natural tendencies, and past experiences. Though mindsets are malleable, they tend to persist until disrupted and replaced with a different belief or attitude.	**Values** are ideals or beliefs about what is good or bad and what is desirable or undesirable. They are important, enduring, and often culturally defined. Values develop through a process of exploration and experimentation, where young people make sense of their experiences and refine what they hold as important ideals. Values serve as broad guidelines for roles and relationships, and provide an orientation for one's desired future.

cognitive flexibility, and working memory—are important for all types of self-regulation.[64] In fact, self-regulation can be thought of as the enactment of EF skills through behaviors.[65] Take, for example, two young men in a verbal disagreement. In an effort to end the disagreement, it takes a great amount of emotional and behavioral regulation for one of those young men to hold back from responding in an angry way. As observers, we are able to see self-regulation play out through his (restrained) behaviors. But what underlies his ability to enact those behaviors is his self-control—the cognitive ability to suppress his natural response, in this case, the strong desire to continue arguing with someone. In the moment, he is capitalizing on his

64 Jones & Bailey (2012); Ponitz, McClelland, Matthews, & Morrison (2009).

65 Howse, Calkins, Anastopoulos, Keane, & Shelton (2003).

underlying executive function skills—his ability to inhibit automatic responses and think flexibly about ways to improve the situation at hand. Without strong EF skills, it is nearly impossible to self-regulate, leading to a host of struggles for children, adolescents, or adults trying to develop agency, integrated identity, or competencies.

Awareness. Awareness is the conscious focusing of attention. Awareness can be directed toward different objects, resulting in a greater understanding of oneself, one's interactions with others, and one's environment. Awareness is the first step in the ability to self-regulate; to conduct appropriate, positive, and productive behaviors; and ultimately to help bridge the gap between identity building and goal completion. In situations where a young person is intentionally working toward a goal, self-regulation requires *self-awareness* so that she can self-monitor and constantly reassess where she is in relation to that goal.[66] Not only does self-regulation require that we focus our attention on some aspect of either ourselves or our environment, but it also requires *reflecting* on what we are attending to. The absence of reflection results in lost opportunities to understand one's experiences and integrate them into a larger (meta) understanding of oneself in multiple contexts—a topic that is discussed in greater detail in Chapter 2. In these ways, developing the ability to objectively attend to one's actions and reflect on them supports agency; it gives people the insight to adapt their efforts and ultimately achieve their goals.

Metacognition is one specific type of self-awareness that seems to be particularly critical for academic success. Metacognition consists of the ability to be aware of or control one's thinking and understanding so that one can develop strategies to direct thinking toward appropriate goals.[67] For example, a high school student who is studying for a test needs to be able to monitor her level of understanding to know when she has studied enough, or to recognize which parts of the material she needs to spend more time with.

In social contexts, self-regulation requires being *aware of others* (other people and their emotions, other settings/contexts and their social rules); this awareness helps individuals determine appropriate behaviors for the particular social situation they are in (e.g., being empathetic toward someone who is struggling), and supporting the ongoing development of interpersonal competencies. As a person takes stock of his actions and the influence they have on others, it also helps him to consider the type of person he is—both in specific situations and more globally—feeding into an ongoing development of identity. Self-regulation, as a process, is key to identity development among young people because it forms a critical link between thinking about oneself and one's goals and preferences, thinking about one's interaction with others, seeking out and reflecting on feedback, and making choices about one's current and future behavior.

Self-Regulation and Its Relationship to Young Adult Outcomes

It is important to note that in the literature and in existing frameworks, there are many terms used interchangeably with *"self-regulation."* Some refer to constructs similar to the ones described above (e.g., *"emotional competency,"* which includes awareness and identification of one's own emotions[68]), some refer to cognitive capabilities that underlie self-regulation (e.g., executive function abilities such as inhibitory control), and still others combine our notion of self-regulation with other skills and dispositions (e.g., *"self-management"*).[69] Regardless of the various terms used, there is evidence that better self-regulation skills are related to a host of learning and development outcomes from early childhood through young adulthood.

In UChicago CCSR's earlier monograph, *Teaching Adolescents to Become Learners,* the authors noted that in adolescence, self-regulated learners *"monitor the process of their learning, ascertain how effectively they are addressing a given learning task, and adjust their efforts accordingly."*[70] For these older students, self-regulated learning is a goal-oriented process in which adolescents focus awareness on their understanding and select strategies and environments that promote their learning.[71] Indeed, researchers find that

66 Gestsdottir & Lerner (2008).
67 Flavell (1979); Hacker, Dunlosky, & Graesser (2009).
68 Philliber Research Associates (2013).
69 Gottfredson & Hirschi (1990); Moroney, Newman, Smith, McGovern, & Yohalem (2014).
70 Farrington et al. (2012, p. 39).
71 Zimmerman (2002).

students of all ages who are more self-regulated display more positive academic outcomes, including grade promotion, higher test scores, and better course grades.[72]

Self-regulation is also related to many social and behavioral outcomes. In one study, college students who had higher levels of self-control (defined by the researchers as a key aspect of self-regulation) exhibited or indicated fewer problems with impulse control, more secure (*"good and stable"*) relationships, better perspective-taking or empathy, and more constructive responses to anger.[73] In other research, those with higher levels of self-control reported being in more satisfying relationships, exhibited lower levels of juvenile delinquency and alcohol abuse, and were more successful supervisors in their jobs.[74]

Most of the current evidence has established *correlations* and *not causality* between self-regulation skills and outcomes. In other words, it has been demonstrated that self-regulation is related to these outcomes (e.g., more self-regulation coincides with better outcomes), but it is not known whether young people's ability to self-regulate actually causes these better outcomes. However, there is early evidence that interventions focusing on self-regulation with adolescents do lead to decreases in violence and crime and increases in academic outcomes.[75] This emerging evidence has important implications for practice. Regardless of the direction of causality, if intentional practices that influence self-regulation also lead to changes in outcomes that matter for youth success, this should be an area of focus for interventions and ongoing supports for youth.

Knowledge and Skills

The role of knowledge and skills for success in young adulthood is commonly recognized. Different types of knowledge and skills play a central role in many of the influential frameworks of core competencies that have emerged in recent years.[76] Broadly speaking, knowledge is the possession of a certain set of facts, information, or understanding. Skills can be defined as having the learned ability to carry out a task with pre-determined results or goals, which can be general or domain-specific. Most of the knowledge and skills that someone has—those that relate to oneself and to interacting with others—are more transferable across contexts; once you have them, you are likely to adapt them to new settings. Knowledge and skills that are related to a person's interaction with *"the world"* are often more specific to a given setting (e.g., having the skill to operate a fork lift).

Academic content and skills are the most obvious set, as they are the primary focus of education in the United States.[77] Indeed, they also are one basis for higher-order competencies that are required for the types of jobs available in the 21st century (for example, science knowledge or computer skills in STEM fields). However, there are a range of other types of knowledge and skills that are crucial for supporting success in young adulthood, yet are generally not an explicit part of formal education. For example, as youth are preparing to enter into the variety of new and different settings that come with the entrance to adulthood, having an understanding of various cultures, contexts, and institutions becomes critical. This includes gaining institutional knowledge—an understanding of how institutions such as universities, workplaces, or communities function and what the norms are for participating in those institutions. Specific institutional knowledge may include knowledge of how to dress appropriately (e.g., a suit for a business job) or of the set of expectations for behavior (e.g., not showing up late for a work meeting), which often vary across different institutions. This type of knowledge and skills are essential to navigate across institutions and allow young adults to act with agency to successfully overcome obstacles and accomplish goals within those institutions.[78]

All children learn the knowledge and skills needed to navigate their cultural environments. However, because institutional knowledge and skills tend to mirror the

72 Agostin & Bane (1997); McClelland, Cameron, Connor, Farris, Jewkes, & Morrison (2007); Mischel, Shoda, & Peake (1988); Raver & Knitze (2002); Shoda, Mischel, & Peake (1990); Tangney, Baumeister, & Boone (2004).
73 Tangney, Baumeister, & Boon (2004).
74 Fitzsimons & Finkel (2011).
75 University of Chicago Crime Lab (2012).
76 Conley (2012); MHA Labs (2014); National Center for O*NET Development (2014); Partnership for 21st Century Skills (2009); Pellegrino & Hilton (2012); Weissberg & Cascarino (2013).
77 For example, see the Common Core State Standards (National Governors' Association and Council of Chief State School Officers, 2010).
78 Stanton-Salazar (2011).

cultural norms of the dominant culture, this poses an additional set of skills and knowledge that low-income and minority youth need to learn in order to more easily navigate schools, workplaces, and other institutions. People from low-income and minority backgrounds are often expected to *"code-switch"* so that their behaviors match the norms of a given institution (e.g., a college classroom), rather than their own cultural norms. This requires having an additional set of knowledge and skills, as well as other foundational components such as self-regulation.

Interpersonal knowledge and skills represent another important subset of this foundational component. Interpersonal knowledge is specific to knowing the norms for interacting with other people in a given setting or from a particular culture. Having the skills to implement this well is evidenced by the ability to act according to those norms. For example, interpersonal knowledge may help a person to understand the appropriate topics to raise with work colleagues versus close friends, and interpersonal skills allow a person to enact those rules in the applicable situations. Often, enacting interpersonal skills according to social rules also relies on emotional or behavioral self-regulation—an example of how the foundational components support each other while also underlying the key factors for success and later young adult outcomes.

Knowledge and skills and their relationship to young adult outcomes. A 2012 National Research Council (NRC) report argued that there are three domains of knowledge, skills, and dispositions that are necessary for success in education, work, and other areas of adult responsibility: the cognitive domain (cognitive processes and strategies, creativity, and knowledge), the intrapersonal domain (intellectual openness, work ethic and conscientiousness, and positive core self-evaluation), and the interpersonal domain (teamwork and collaboration and leadership).[79] In their report, the NRC committee provided an overview of the existing literature on the links between all of these types of knowledge and skills and more successful outcomes for young adults. As with self-regulation, they note that most of the evidence is correlational rather than causal. Nonetheless, there is ample correlational evidence that academic achievement is related to a host of positive outcomes. The NRC committee found that there are modest associations between early achievement (related to knowledge) and later outcomes; interestingly, the strongest relationships exist when looking at youth who have *"persistent deficits"* in their knowledge and skills. Those with achievement deficits have a much lower likelihood of graduating from high school and attending college than those without achievement deficits.[80]

The NRC committee also found that greater levels of knowledge and skills are related to outcomes once out of school. Investments in education (which primarily focus on the acquisition of content knowledge and skills) produce the largest returns through higher levels of income. The more years a person is in school, the greater the benefits and satisfaction a person receives through her job. It is important to note that some research suggests that this relationship occurs because of better ongoing educational opportunities that are afforded to higher-scoring students, and is not due to a direct link between knowledge and income. Nonetheless, greater acquisition of knowledge and skills begets better opportunities for an individual over time, regardless of socioeconomic status.[81]

Mindsets

Mindsets are psycho-social beliefs and attitudes about oneself, the external world, and the interaction between the two. Mindsets are the brain's way of efficiently organizing our interpretation of the world. They are the default lenses we use to process everyday experience. Mindsets are malleable, but unless something challenges them—or challenges a conclusion we arrived

79 Pellegrino & Hilton (2012).
80 Duncan & Magnuson (2011).
81 Currie & Thomas (1999).

at because of them—we will continue to use these interpretive lenses as a shortcut method of attributing motives, construing cause and effect, interpreting how we fit in, anticipating likely consequences, and approaching new experiences, among other things. Mindsets are mutually reinforced by one's knowledge and awareness, as people use what they already think to make sense of new experience. As one recognizes and interprets new experiences and information through one's default mindsets, this new, interpreted knowledge in turn *"justifies"* the existing mindsets. In essence, people see what they are looking for. Mindsets also interact with self-regulation by coloring one's awareness, which in turn guides one's selection of strategies and behaviors. It is crucial that in practice, adults attend to the developing mindsets of youth. There is a danger that if positive mindsets are not intentionally supported, negative or otherwise detrimental or maladaptive mindsets may arise. Youth may then be susceptible to ongoing, reinforcing negative interpretations of themselves and the world, ultimately interfering with their achievement of positive outcomes. For illustrative purposes only, we briefly examine three mindsets—self-efficacy, openness, and a growth mindset—to demonstrate how mindsets operate across contexts to support young adult success.[82]

Self-efficacy is the belief that one is able to succeed at a given task.[83] As Bandura wrote, *"Among the mechanisms of agency, none is more central or pervasive than people's beliefs about their capabilities to exercise control over their own level of functioning and over events that affect their lives. Efficacy beliefs influence how people feel, think, motivate themselves, and behave."*[84] Self-efficacy seems to play a particularly important role in supporting the key factor of agency in young adulthood. The research on self-efficacy consistently finds that individuals are more likely to engage in tasks they feel confident they can successfully complete and to withdraw from tasks for which they lack such confidence.[85] The belief that one will succeed at a task is associated with the level of effort one expends as well as one's likelihood to persist in the face of challenges.[86] Most of the literature agrees that self-efficacy is domain specific and even task specific, meaning that the belief one can succeed is limited to specific cases (e.g., the belief that one can complete a particular set of difficult math problems) rather than being broadly generalized, even within a domain. It is unclear whether self-efficacy might spread over time or *"spill over"* to become a more generalized expectation about one's performance in life. Another open question is how the development or importance of self-efficacy might vary for different subgroups in different contexts. These remain areas in need of further research.[87]

Openness is a broad set of attitudes that encompass an individual's receptiveness to new and unfamiliar ideas, feelings, and experiences as well as interest in new people and places.[88] Though openness is counted as one of the *"Big Five"* personality traits, which are viewed as relatively fixed characteristics of a person, there is a general understanding that openness can be developed through exposure to new experiences, particularly in the context of a secure base from which to venture forth. Individual openness increases over childhood through young adulthood[89] and is associated with a general flexibility in thinking.[90] Openness is more than a passive psychological trait, but rather also includes the motivation and actions to seek out new experiences and the ability to adapt to new experiences, whether or not they have been sought out.[91]

82 This list of mindsets differs slightly from the four academic mindsets we reviewed in our earlier report, *Teaching Adolescents to Become Learners* (Farrington et al., 2012). From that earlier list, we could just as easily have included relevance and belonging here, as these mindsets could also provide strong supports for success in young adulthood. Because we have broadened our focus in this report to outcomes beyond academic performance and are considering multiple contexts beyond the classroom (e.g., family, community, out-of-school programs), we add here the mindset of openness, which has evidence of playing a particularly important role in supporting young adult success.

83 Bandura (1986).
84 Bandura (1993, p. 118).
85 Bandura (1986).
86 Bandura & Schunk (1981); Bouffard-Bouchard (1990); Pajares (1996); Schunk & Mullen (2012).
87 Lennon (2010); Schunk & Meece (2006).
88 Dignan (1990); McCrae & Sutin (2009).
89 McCrae et al. (2002).
90 McCrae & Sutin (2009).
91 McCrae & Costa (1997).

A **growth mindset** is the belief that ability and skill are malleable and will increase in response to one's effort rather than being fixed and outside of one's control. Similar to self-efficacy beliefs, having a growth mindset is advantageous because it affects how one interprets and responds to struggle and failure and makes a person more likely to persevere in the face of challenge.[92] People with growth mindsets are more self-motivating and persistent than people with fixed mindsets, and they expend effort to build their competence rather than withdrawing from difficult tasks.[93]

Mindsets are inextricably related to the other foundational pieces of the framework—self-regulation, knowledge and skills, and values. The extent to which individuals are aware of themselves and others and able to harness that awareness to propel themselves forward may be closely associated with their beliefs and attitudes. Likewise, we expect mindsets to be recursively influenced by other aspects of the framework.[94] For example, being able to engage in effective behaviors or to self-regulate may affect one's sense of self-efficacy, openness, and belief in one's ability to grow. Further, maintaining a sense of purpose and a belief that *"I matter"* is only possible if the world one apprehends feels within one's control and responsive to one's actions. Mindsets such as openness, growth, and self-efficacy are likely to support young people in cultivating a larger sense of purpose and taking action to achieve that purpose. Given the roles mindsets play in perseverance, they are also intricately related to agency. Adaptive mindsets can provide the positive beliefs a person needs to go after her ambitions and push through obstacles that may stand in her way.

Mindsets and Their Relationship to Young Adult Outcomes

All three mindsets illustrated here (as well as those reviewed in our 2012 report) have been linked to higher levels of achievement and other outcomes for young adult success. High self-efficacy has been linked to greater commitment to goals, use of more effective strategies, and a better response to negative feedback.[95] As summarized by Lennon (2010), students with high academic self-efficacy set academic goals, commit to those goals, and view problems as challenges to be mastered. When they experience failure or receive critical feedback, they redouble their efforts to improve their performance rather than interpreting failure as diagnostic of their capabilities. Because strong self-efficacy beliefs affect how one construes and responds to setbacks, self-efficacy increases one's likelihood for success, regardless of actual ability level;[96] thus, self-efficacy is an important ingredient for young adult success.

Due to its diffuse and multi-faceted nature, researchers have historically had more difficulty isolating the beneficial effects of openness.[97] Despite these limitations, openness has been associated with a number of important outcomes, including healthy relationships,[98] academic test scores,[99] and job performance.[100] The role of openness (or its mechanism of association) in other psychological or social outcomes has yet to be thoroughly explored. It is possible, for example, that openness might allow individuals to be more flexible in coping with difficult situations, or that being open to and seeking new experiences might allow an individual to take better advantage of resources and opportunities. As will be shown in Chapter 3, openness to a range of new adult roles (rather than prematurely narrowing one's options) seems to have long-term benefits for young adults.

92 Dweck (1975).
93 Cury, Elliott, Da Fonseca, & Moller (2006); Dweck & Leggett (1988).
94 Farrington et al. (2012).
95 Locke & Latham (2002).
96 Farrington et al. (2012).
97 McCrae et al. (2002).
98 McCrae (1996); Ozer & Bennet-Martinez (2006).
99 Noftle & Robbins (2007).
100 Barrick & Mount (1991); Tett, Jackson, & Rothstein (1991).

Growth mindsets have been found to be influential for success in school as well as across a variety of other contexts.[101] Interventions designed to build growth mindsets have tended either to use explicit instruction on neuroplasticity—teaching students that the brain is *"like a muscle"* that gets stronger with use—or to focus on giving process-oriented feedback that emphasizes student effort or strategy use rather than innate ability, e.g., *"You did very well; you must have worked hard on that"* rather than *"You did very well; you must be really smart at this."* Interestingly, even brief, targeted comments such as these can be enough to *"switch off"* a more fixed mindset and *"switch on"* a more growth-oriented mindset, at least temporarily—and experimental studies show that students who receive *"growth-mindset feedback"* tend to perform better than control subjects on subsequent experimental tasks.[102] The belief that hard work pays off seems to have obvious benefits across a variety of domains, beginning most notably in early adolescence when young people begin to differentiate between ability and effort and begin forming a stronger sense of their own competencies.[103]

Although most of the literature focuses on relationships between mindsets and academic outcomes, the extrapolation to other sectors of a person's life is not difficult. Believing that new opportunities are worth pursuing, that one has the capabilities to be successful at something, and that more effort will result in growth are likely to serve a young adult well. Such an adaptive belief can be directed toward one's home life, work life, college life, or other interests.

Values

One of the major influences on how young adults approach their life path and interact with others and the world is based on their *values*, the fourth foundational component of our framework. Values are lasting beliefs, often culturally defined, about what is good or bad and what is important in life, which serve as broad guidelines for living and provide an orientation for the future.[104] Values include both the moral code of conduct one uses in daily activities (e.g., being kind, being truthful) and long-term *"outcomes"* of importance (e.g., getting an education, having the respect of friends, contributing to the community) that may not necessarily have a right or wrong valence.[105] Having a sense of one's values is one of the core components of identity formation and can be used to guide the commitments young adults make to roles, beliefs, and relationships as they try to find a place in the larger society.[106] Values motivate how one engages with the world, whether it is with a specific behavior or something broader such as an occupation or role.

As youth develop, the internalization of experiences and relationships shapes their values, consciously and unconsciously. The development of agency and identity is shaped by whether youth have a clear *sense* of their values, whatever those values are. Being able to articulate those and focus on aligning their efforts with those values helps youth and young adults to go after a set of cohesive goals that align with the person they want to be. Having a sense of values also helps a person distinguish between something that is morally right or wrong, or between something that would have a positive or a negative effect on one's community. As young children mature, there is a realization that morality is not black and white, and one's values tend to provide some shading for those morals.

Values and Their Relationship to Young Adult Outcomes

Values, such as caring about whether something has social value, shape how young adults engage in roles. For example, observational studies of individuals in low-status occupations found that motivation and performance are strongly connected to the perception of that work as having larger social value.[107] Individuals in a wide range of occupations and professional settings, including hospital orderlies, prison guards, telemarket-

101 Dweck (2006).
102 Dweck (2002); Mueller & Dweck (1998).
103 Eccles et al. (1993); Farrington et al. (2012).
104 Braithwaite & Law (1985); Weber (1993).
105 Rokeach (1971) distinguishes between terminal values, which are the end-state goals an individual would like to achieve during his or her lifetime, and instrumental values, which are the behaviors and code of conduct that can get one there.
106 Hazen, Scholzman, & Beresin (2008).
107 Yeager et al. (2014); see also Ashforth & Kreiner (1999); Dutton, Roberts, & Bednar (2010); Hughes (1958, 1962); Wrzesniewski, Dutton, & Debebe (2003); Olivola & Shafir (2013).

ers,[108] and medical professionals,[109] all demonstrate greater commitment to performing their jobs at a high level when that work is explicitly linked to serving a larger social purpose, such as helping the poor or eliminating disease and improving others' health.[110] One's values and commitments also *"provide resources for emerging adults to counteract the anomie and lack of collective support associated with identity formation and the transition to adulthood in the United States."* [111]

Implications

The foundational components include having the self-regulation to plan, manage, and follow through on a given set of actions; knowledge and skills to navigate various situations; positive mindsets about the opportunities available and the ability to capitalize on those opportunities; and a strong sense of values. Together, these make an individual more likely to attain her goals. However, these foundational components do not *directly* lead to young adult success. It is through the development of the foundational components that young adults are able to effectively act with agency, build an integrated identity, and have strong competencies.

Additionally, it is important to note that although the foundational components are depicted here as four separate components, they are intricately interrelated and mutually reinforcing (much like agency, integrated identity, and competencies). By the time an individual reaches adolescence, these components have developed alongside one another *and* influenced the development of each other. Having strength in any one component is likely to strengthen the other components, and deficits in one component can hinder the development of other components. Ultimately, strong connections among these four foundational components make possible a wide range of competencies and processes, including critical thinking, problem-solving, collaborating, responsible decision-making, network-building, constructing an integrated identity that brings together one's past and future, and having the agency to navigate fearlessly through different social worlds. In turn, it is experiences and relationships within a person's social worlds that reciprocally develop these foundational components. It is these very developmental experiences and developmental relationships that we address next.

108 Grant (2008).
109 Grant & Hoffman (2011).
110 Feiler, Tost, & Grant (2012); Grant & Rothbard (forthcoming); Sansone, Weir, Harpster, & Morgan (1992).
111 Schwartz, Côté, & Arnett (2005, p. 223).

CHAPTER 2

The Importance of Developmental Experiences and Relationships

Key Points

- Developmental experiences are opportunities for *action and reflection* that help young people build self-regulation, knowledge and skills, mindsets, and values, and develop agency, integrated identity, and competencies.
- Developmental experiences are *"maximized"* in the context of social interactions with others.
- Experience must be assigned meaning and be integrated into one's emerging sense of identity if it is to have lasting or transferrable benefit. Mediating young people's thinking about their experience is one important way that adults aid in learning and development.
- When young people have the opportunity to make contributions that are valued by others, they gain self-confidence and come to see themselves as capable and able to effect change in their own lives and in the larger world.
- Strong, supported, and sustained relationships with caring adults provide an important space for youth to experiment, try out roles and behaviors, and receive feedback that helps to shape how they ultimately construct an integrated identity.
- Educators, parents, childcare providers, and youth workers need opportunities and support to develop the knowledge and skills to create meaningful experiences for youth.
- Children's opportunities for development vary significantly by race and socioeconomic class. Providing more equitable opportunities is critical to achieving a just society and realizing the potential of young people in the United States.

In the introduction and Chapter 1, we presented a set of key factors (agency, integrated identity, and competencies) and the foundational components that underlie them (self-regulation, knowledge and skills, mindsets, and values) that would be emblematic of a young person who is able to succeed in the educational, economic, social, and civic tasks of young adulthood. We touched briefly upon the way these foundational components and key factors are mutually reinforcing, helping young people to both learn from and proactively shape their worlds. We turn now to the question of *how* these foundational components and key factors can be intentionally developed. How do children learn knowledge, skills, values, mindsets, and the complex processes of self-regulation? How do they develop agency, an integrated identity, and competencies essential to success in the 21st century? In this chapter, we focus on what is known about the transformation of children's daily experience into *learning and becoming*. We explore how adults might help youth develop a set of navigational tools for exploring the world, an adaptive orientation toward life, and the habitual positive behaviors associated with *"good character."* We begin with a focus on what we are terming **developmental experiences**, drawing from key principles of how youth learn, and then turn to the importance of **developmental relationships** as essential social contexts for these experiences.

Development is a natural, ongoing process as young people observe the world, interact with others, and make meaning of their experiences. Regardless of the degree of adult guidance, children will still *"develop"* in some way, learning how to do things and coming to conclusions about themselves, what they value, their prospects, and their paths forward. They will develop some skills and preferences, and they will likely figure out much they need to know. And yet, the developmental benefit of children's experiences can be enhanced and directed by others to help youth best formulate and internalize the developmental *"lessons"* from these experiences.[112] Participating on a Little League team can simply be the experience of having fun playing baseball (perhaps an important goal in itself), but it can also be a rich opportunity for children to build social skills for interacting with adults and peers, learn to regulate behavior in line with shared rules, visit other communities and gain cultural awareness, develop athletic competencies and habits of physical fitness, learn strategies for dealing with setbacks, or figure out how to do batting practice even when friends want to play video games.

Young people's daily lives are a continual stream of experiences and social interactions; intentional adult practices can alter the nature and substance of these experiences and interactions to guide them toward important developmental goals. As young people grow, adults should give them increasing responsibility for making choices about and ascribing meaning to the experiences and relationships they pursue.

Developmental Experiences

We define developmental experiences as those activities that provide children and youth with the necessary conditions and stimuli to advance their development as appropriate to their age. Developmental experiences provide rich opportunities for youth to build the foundational components of self-regulation, knowledge and skills, mindsets, and values; to practice competencies; and to foster the capabilities to have agency and an integrated identity in young adulthood. As will be clear throughout this chapter, developmental experiences are *"maximized"* in the context of social interactions with others—in strong, supported, and sustained relationships with adults and peers that are set within caring communities. For developmental experiences to have a lasting and transferrable impact, the insights, developing skills, or other lessons generated by these experiences must be integrated into one's larger sense of self in a way that expands a young person's competencies and agency in the world. We describe developmental experiences in full before moving to a discussion of developmental relationships, but it should be emphasized that, in practice, development flourishes in the context of social relationships and community.

How Humans Learn and Develop

Our understanding of human learning has significantly improved over the past several decades, fueled in part by technological advances that enable much more intricate observations of the human brain at work. Learning is no longer understood as amassing facts in card-catalog fashion, or as trained behavioral responses to stimuli, but rather as changes in the complex neural interconnections in the brain; these neural connections are then *"felt"* as changes in our sense of understanding, or in our subjective experience of ourselves in the world. We focus here on broad lines of work that depict learning as experiential and social, as well as work that examines the underlying neurological components of learning. Though there are still many unanswered questions in the human cognitive sciences, existing research suggests compelling courses of action for adults working with and on behalf of children and youth.

Drawing from research on how children learn and how habits are developed,[113] we offer a model for developmental experiences as including both *active ("building")* and *reflective ("meaning-making")* aspects. As depicted in the Foundations for Young Adult Success developmental framework (see Figure 1), these experiences help strengthen the foundational components and key factors as youth grow up. The active aspects provide opportunities for children and youth to become more sophisticated in their self-regulation and to build knowledge and skills, mindsets, values, and to foster agency, an integrated identity and competencies. Building the foundational components and key factors for success in young adulthood depends on active opportunities to *encounter, tinker, practice, choose,* and *contribute.* Youth cannot build their capacities or develop expertise without these opportunities. However, though these active aspects of developmental experiences are necessary, they are not sufficient for learning.

112 Vygotsky (1978).

113 Bransford, Brown, & Cocking (2000); Ericsson & Charness (1994); Lally, Van Jaarsveld, Potts, & Wardle (2010).

Young people also require opportunities to make meaning of their active participation and of the competencies they are building. The reflective aspects of developmental experiences provide opportunities to *describe* one's growing understanding of the world and *evaluate* various aspects of one's performance or one's choices; to *connect* experiences to other things youth know, experience, and care about; and to *envision* possibilities for the future. Over time, a key part of reflective activities is to *integrate* developmental experiences into one's self-concept and the *"story"* of oneself; this is the path to building agency and an integrated identity. Below, we describe in more detail the dual aspects of developmental experiences—acting and reflecting. In Chapter 3, we consider how knowledge of child and adolescent development can be used to best tailor developmental experiences for young people at various developmental stages, from early childhood through young adulthood.

The Action Reflection Cycle

The Active Aspects of Developmental Experiences

A long tradition of work in philosophy, psychology, and education emphasizes the critical role of experience in learning.[114] Educational theorist David Kolb defined learning as *"the process whereby knowledge is created through the transformation of experience."*[115] This kind of direct experience—*"the concrete, tangible, felt qualities of the world, relying on our senses, and immersing ourselves in concrete reality"*—is one of the primary ways children perceive new information and develop an understanding of the world.[116] But certain types of experiences provide richer opportunities for development than others (**see Figure 4**). Generally speaking, children need active opportunities to observe models, to tinker, to practice, to make choices, and ultimately to contribute work of value to others. Rich developmental experiences include those that put children in interaction with peers and adults; build strong and supportive relationships; and provide opportunities to play and explore, try on new roles and perspectives, publicly demonstrate new skills and competencies, and contribute to endeavors that are personally and socially meaningful. Below, we examine each of these experiences further.

Encountering. For children to develop awareness of themselves, others, and the world, they need access to new people, new ideas, new roles, and new places. To develop self-regulation, skills, and competencies, they need clear models of behavior, of skilled performance, and of high-quality products. Many of the practitioners we interviewed for this project emphasized the importance of exposing children to novel things and situations. Crystal Elliott-O'Connor, associate director of early childhood development at Family Focus, emphasized that the educators she worked with were *"really making sure that children have very, very rich and very many experiences...to just play in novel ways, with materials and supplies and equipment that maybe they would not normally get or see outside of the classroom."*[117] Another interviewee, Blair Root, the director of a neighborhood club that serves school-aged children, noted that it is important to offer *"different hands-on learning activities...to introduce [children] to activities they may not have had the opportunity to [try], whether just playing football, doing some science with them, or art, or a fencing program."*[118] For older youth to develop a sense of who

FIGURE 4

Building Foundations for Young Adult Success Through Developmental Experiences

114 Dewey (1938); James (1912); Freire (1970/ 1993); Kolb (1984); Mezirow (1985, 2000).
115 Kolb (1984, p. 41).
116 Kolb (1984).
117 UChicago CCSR Interview with Crystal Elliott-O'Connor, Associate Director, Family Focus (September 24, 2014).
118 UChicago CCSR interview with Blair Root, director, Hyde Park Neighborhood Club (October 29, 2014).

they want to be and the kind of work they want to do when they enter adulthood, they need opportunities *"to learn about (and more selectively, to experience) the range of adult roles—the kinds of technical, scientific, artistic, social, and civic tasks that adults devote themselves to, and the range of roles in particular vocational arenas."*[119]

Encountering also means watching others and examining models or exemplars. Many young people engage in *"reflective observation"* as their primary means for taking in information about the world.[120] They carefully watch adults or other youth and incorporate their behaviors, their speech patterns, and their preferences. Young people also look to others to learn new skills and influence their values. Healthy relationships with adults are critical for youth development, as it is from adults that young people learn *"how one listens, thinks, relates to other people, responds, formulates questions, handles conflict, provides feedback, and reconciles differences in perspective."*[121] Vygotsky pointed to the role of *"more capable peers"* and adult guides in demonstrating how to do things children cannot figure out or execute alone.[122] Role models can demonstrate behaviors and language appropriate to a given situation or setting—for example, how to engage with adults in a professional workplace, how to advocate for oneself at a doctor's office, or how to chop logs into firewood. As Halpern, Heckman, and Larson write in their report on adolescent learning, young people learn best when they are immersed in a *"community of practice"* that *"allows its newest members to watch, listen to, and emulate...more experienced members. It provides models of action. It gives less experienced learners opportunity to see all the steps in addressing a problem before they are ready to accomplish these steps independently."*[123]

Encountering models is essential in situations where youth are expected to deliver some kind of performance or create a final product, whether writing a research paper, playing a sonata, preparing a lasagna dinner, or changing the tire on the family car. Without clear models of what they are working toward (i.e., what it would look, feel, sound, or taste like if it were done well), young people have a difficult time directing their efforts. Seeing both the final product and the process for creating it aids in developing competencies and potential identities. Not only can adults act as role models who demonstrate appropriate behaviors for specific situations, but they can also provide youth with clear examples of quality work.[124] Ron Berger, chief academic officer for the Expeditionary Learning (EL) network of schools, is a particularly strong advocate of the importance of high-quality models. He wrote,

> Models are important in all ways for youth: models of the kinds of work they need to do, but equally models of how to act in different situations, models of what they could become, models of communities they can aspire to join or create. Adults are often telling adolescents what is possible, what they can become, but unless those kids see models of what [that] actually looks like—other young adults or adults who are successful examples—it's hard to have a vision of what they are aiming for or believe it is possible. When new students enter successful EL schools, I think the power of models is what transforms them. Everywhere they look, there is student work on the walls that is a model of the quality of what is expected, there are older students who are taking their academic success seriously, treating others well and showing academic courage, there are adults who are modeling respectful communication and integrity.
> —Ron Berger, chief academic officer, Expeditionary Learning[125]

119 Halpern, Heckman, & Larson (2013).
120 Kolb (1984).
121 Halpern, Heckman, & Larson (2013, p. 15).
122 Vygotsky (1978).
123 Halpern, Heckman, & Larson (2013, p. 10).
124 Berger (2003).
125 Ron Berger, chief academic officer, Expeditionary Learning, email communication with the authors (February 2015).

Encountering new ideas, new places, and models of what is possible is one of the most important developmental experiences young people can have.

Tinkering. Providing opportunities for children and youth to actively discover, design, puzzle, build, experiment, create, play, imagine, test, and generally jump in and *do* is essential to their developing knowledge about the physical world and how things work. Participating in activities together also gives young people opportunities to negotiate ideas with others, take on different perspectives, and practice self-regulatory skills (e.g., focusing attention, inhibiting impulses, taking turns). Physical engagement also helps children test (and learn) their limits and challenges them to stretch past the edge of their comfort and existing abilities to expand their capabilities.

Many practitioners emphasized the importance of providing children with rich exploratory opportunities, particularly when we were talking with out-of-school providers or educators working with young children. Vanessa Schwartz, a program supervisor, explained that a goal of the home-visiting and other early childhood programs that she oversees is to *"let the child direct the play, and not have the adult try to direct how a child does things…to help develop that child's creativity and problem-solving skills, instead of being told"* how things should be done.[126] Melinda Berry, senior family support specialist with Educare Chicago, echoed this perspective even for the very youngest of children, noting the importance of balancing safety for infants and toddlers with *"enough freedom to explore and learn on their own."*[127] Providing extended and uninterrupted periods of time for children to explore their environments has been a central tenet of the Montessori approach to education for over a hundred years. Likewise, the now-widespread philosophy of early childhood education developed in Reggio Emilia, Italy, also sees children's exploration and experimentation as essential for healthy development. Both of these approaches emphasize the creation of richly stimulating environments as settings for children's exploration and imaginative play, and indeed, this is accepted practice in early childhood environments around the country.

Unfortunately, much of the emphasis on play and exploration seems to disappear as soon as children enter formal schooling. As Expeditionary Learning's Ron Berger noted about traditional school transitions, preschoolers and kindergartners get *"play areas and block areas and toys and drama centers and dress up centers. And then the kids go into first grade, and they're just a few months older, where there are just desks in rows, and no way to be active and creative."*[128] There is little opportunity to tinker in formal K-12 settings. This is a mistake, because opportunities to be creative are indispensable to children's learning. In a 21st century economy that prizes creativity and innovation, youth need repeated opportunities to engage in challenging, open-ended tasks that require them to think *"outside of the box"* and grapple with difficult problems. They also need opportunities for imaginative play. UC Berkeley psychology professor Alison Gopnik notes:

> Conventional wisdom suggests that knowledge and imagination, science and fantasy, are deeply different from one another—even opposites. But…the same abilities that let children learn so much about the world also allow them to change the world—to bring new worlds into existence—and to imagine alternative worlds that may never exist at all. Children's brains create causal theories of the world, maps of how the world works. And these theories allow children to envisage new possibilities, and to imagine and pretend that the world is different.[129]

126 UChicago CCSR interview with Vanessa Schwartz, program supervisor, Metropolitan Family Services (October 3, 2014).
127 UChicago CCSR interview with Melinda Berry, senior family support specialist, Educare Chicago (September 18, 2014).
128 UChicago CCSR interview with Ron Berger, Chief Academic Officer, Expeditionary Learning (September 19, 2014).
129 Gopnik (2009, p. 21).

Gopnik and her colleagues believe that imaginative play helps prepare children for serious adult activities, such as setting goals, anticipating challenges, and planning for contingencies. They argue that *"counter-factual reasoning,"* the ability to imagine an alternative representation of reality, *"is a crucial tool that children need to plan for the future and learn about the world."* This is a basic component of *"design thinking,"* an approach to creating solutions that is increasingly valued in business, engineering, architecture, urban planning, and education. As design science theorist John Chris Jones wrote, designers *"are forever bound to treat as real that which exists only in an imagined future and have to specify ways in which the foreseen thing can be made to exist."* [130] While school may provide fewer opportunities for tinkering and creative play as children get older, young people continue to need exploratory experiences to lay the tracks for handling adult responsibilities[131] and developing competencies for the 21st century.

For older adolescents, tinkering often takes the form of a more grown-up version of early childhood role play. Teenagers try on different personas as a way of test-driving potential adult roles. Older adolescents who are presented with and encouraged to explore a wide variety of opportunities, roles, and life possibilities before prematurely deciding on one course have more agency and are better able to achieve an integrated identity in young adulthood.[132] Continuing to provide opportunities to play, explore, and tinker for children and youth of all ages, across all contexts, strongly supports the development of the foundational components and the key factors of young adult success.

Practicing. While children learn by encountering and tinkering, they also need opportunities to practice in order to build competencies over time. There is strong empirical support for practice as a major factor in developing expertise.[133] However, just doing something repetitively does not lead to improvement.[134] In fact, repeated practice can reinforce bad habits or incorrect approaches if one doesn't have a way to recognize what one is doing wrong. Instead, *"deliberate practice"* emphasizes the importance of motivation, adequate strategies, and accurate feedback, as well as repeated and focused effort over time to push oneself and develop expertise.[135] Comparing one's performance against an explicit outcome or a mental model[136] is an essential component of effective practice. Knowledgeable teachers, coaches, or tutors who observe young people's practice and provide immediate feedback ensure that errors are caught early and corrected before they become engrained. Repeated physical or mental actions established through practice can strengthen neural pathways across the parts of the brain that are engaged in the repeated activity. Advances in neuroscience support the benefits of motivated, deliberate practice—and point to the inextricable connections between emotion and learning. Neuroscientists *"now know that in order for practice to induce learning-dependent brain changes it must be meaningful, motivating, skillful, challenging, and rewarding."* [137]

Practice not only builds expertise over time, but also reinforces motivation for continued learning. Intrinsic motivation develops as youth *"learn more about a topic, experience competence in it, and connect with others who share this interest"* and gain practice applying *"the tools of a discipline in creative and generative ways...[and] make them their own."* [138] As young people practice their skills in a community that values expertise in a given area, they become better able to manage the tedious parts of practice and to sustain their interest in improving their craft.[139] For example, in the popular *"School of Rock"* music schools that have sprung up around the country, children and youth engage in a performance-based approach to learning music that has them almost immediately practicing in a band with their peers. Youth who are experienced musicians play together

130 Jones (1992).
131 Weisberg & Gopnik (2013, p. 1368).
132 Berzonsky (1989); Kroger (1993); Marcia (1966); Savitz-Romer & Bouffard (2012); Schwartz, Côté, & Arnett (2005).
133 Ericsson & Charness (1994).
134 Kolb & Kolb (2009).
135 Ericsson, Krampe, & Tesch-Römer (1993).
136 Keeton, Sheckley, & Griggs (2002).
137 Winstein (2014).
138 Halpern, Heckman, & Larson (2013, p. 12).
139 Hidi & Renninger (2006).

with newcomers as they prepare for a live performance in an established music venue. Ultimately, whether in music, sports, academics, or any number of other endeavors, practice prepares children and youth to be successful in future performances. Opportunities for practice take on particular importance in the teenage years. *"If development is 'rehearsals' for becoming an adult,"* says developmental psychologist Abigail Baird, *"then adolescence is the final 'dress rehearsal' before you have to take the stage, and you need as much experience—with both success and failure—as possible."* [140]

Choosing. As children learn and grow, an important developmental experience involves the opportunity to make choices for themselves. Psychologists have long noted that human beings need to feel in control of their own destiny; many see autonomy as a basic psychological need.[141] But how do young people achieve autonomy in a world that necessarily imposes all kinds of restrictions on their actions? One psychological theory, called self-determination theory, defines *"autonomous acts"* as those that are consciously chosen by a coherent self. This does not imply that autonomous choices are not constrained by outside circumstance, but rather that the human actor recognizes those constraints or influences and makes a conscious choice within them.[142]

At every age, making choices fosters cognitive, moral, and social development.[143] For very young children, choices are likely to be highly structured and posed by adults—*"Would you rather play outside on the swings or stay inside and read books this morning?"*—while older youth often have to figure out for themselves what their options are in a given situation before choosing what to do. For adolescents, choosing may involve complex decision-making about how to act with integrity amidst competing social pressures or how to act morally by weighing conflicting values. Young people need to experience increasing autonomy over their lives in order to build toward agency in young adulthood. This means being increasingly able to choose their activities, their companions, how they spend their time, the ways they present themselves, and decisions that will affect their future.

The importance of choosing is reflected in the inclusion of *"responsible decision making"* in CASEL's model of social-emotional learning core competencies. CASEL defines responsible decision-making as *"the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others."* [144] Taken together, there is a wide range of evidence that providing opportunities for children and youth to make increasingly meaningful choices is critical to the development of self-regulation, values, and agency.[145]

Contributing. Ultimately, developmental experiences enable young people to contribute—to solve problems or bring into the world works of value to the self and others. Contributing is not only important because of its altruistic aspects and its value to a community. Contributing is also important developmentally. When young people have the opportunity to make meaningful contributions that are valued by others, they gain self-confidence and come to see themselves as capable.[146] Contributing to others gives our lives meaning. In a study of meaningfulness and happiness, researchers found that *"meaningfulness is associated with doing things for others,"* and that people who rated themselves as *"givers"* rather than *"takers"* had more meaningful lives.[147] Further, creating and contributing give young people the opportunity to practice agency. Contributing requires one to act with purpose, or to borrow John Dewey's words, to translate an *"original impulse and desire…into a plan and method of action"* to achieve one's desired end, based on *"observation, information, and judgment."* [148]

140 Abigail Baird, email communication with the authors, February 2015.
141 Deci & Ryan (1985); Ryan & Deci (2000).
142 Ryan & Deci (2006).
143 Erikson (1950/1963).
144 CASEL website (2015): http://www.casel.org/social-and-emotional-learning/core-competencies/.
145 Deci & Ryan (1985); Ryan & Deci (2000); National Research Council and Institute of Medicine (2004); Stefanou, Perencevich, DiCintio, & Turner (2004).
146 Hattie & Yates (2014).
147 Baumeister, Vohs, Aaker, & Garbinsky (2013, p. 512).
148 Dewey (1938, 1963, p. 69).

Contributing also makes clear that young people are not merely passive recipients of experience, nor are they powerless in the face of external forces that affect their lives. Schools and youth programs across the country are providing opportunities for young people to make genuine contributions that change material conditions in the world, for themselves and others. For example, youth leaders on Mikva Challenge's Juvenile Justice Council in Chicago saw the devastating effects that past arrest records had on young people's opportunities, particularly in communities of color. They learned that fewer than one-tenth of 1 percent of juvenile offenders got their records expunged when they became adults.[149] The Mikva youth leaders created an app—Expunge.io—that links youth who have juvenile records to pro bono lawyers who help them through the legal process to get their records erased at age 18. In another example, sixth-graders at Genesee Community Charter School in Rochester, New York, engaged in a year of research about the economic impacts that revitalized waterways had in four U.S. cities. They then successfully lobbied for a bond measure to restore the dry Erie Canal waterway that runs through downtown Rochester, based on their policy argument that the revitalized waterway would support restoration of a vibrant commercial district.[150] In yet another example, youth from Kids First! Oakland organized a multi-year campaign to win free or reduced-fare transit vouchers for low-income students so they could get to and from school.[151] The contributions of young people not only improve the lives of others, but also build critical competencies and develop agency for the young people themselves. Providing opportunities for these experiences is essential for youth development and learning.

The Reflective Aspect of Developmental Experiences: Making Meaning

John Dewey said, *"We do not learn from experience. We learn from reflecting on experience."*[152] As they move through their daily lives, children and youth engage in an ongoing process of interpretation and meaning-making, learning from a complex array of ideas, experiences, and interactions with others, and incorporating new information into their existing understanding of the world. It is through experience that youth develop the foundational components for success and a set of competencies. But if experience is to have lasting benefit, it must be assigned meaning and be integrated into one's emerging sense of identity. Psychologists as far back as William James in 1890 have noted that we can enhance learning by focusing our attention and reflecting on our experience. Research has consistently shown that learning is accelerated and more readily transferred to other situations when people reflect on what happened, what worked, and what needs improving.[153]

Critical to this process are strong, supportive, and sustained relationships with caring adults who can encourage young people to reflect on their experiences and help them to interpret those experiences in ways that expand their sense of themselves and their horizons. In this way, making sense of experience is an *"unrelentingly social"* process.[154] Mediating young people's thinking about their experience is one of the important ways that adults aid in learning and development.[155] Researchers have found that even young children are able to engage in metacognitive reflection and strategic thinking,[156] and benefit from adults and others who can help them reflect on their experience. In our conception of developmental experiences, we identify five particular types of reflection and meaning-making that support youth development: *describing, evaluating, connecting, envisioning,* and *integrating.*

Describing and Evaluating. Providing opportunities for young people to talk about and assess their lives, feelings, thoughts, and experiences is crucial to their overall development. Talking about an event or activity helps children to *"own"* the experience and define

149 Mikva Challenge (2014).
150 Expeditionary Learning (2014).
151 Kids First Oakland (2008).
152 Dewey (1938, p. 78).
153 Palincsar & Brown (1984); Scardamalia, Bereiter, & Steinbach (1984); Schoenfeld (1983, 1985, 1991).
154 Weick (1995, p. 79).
155 Bransford, Brown, & Cocking (2000); Vygotsky (1978).
156 Branford, Brown, & Cocking (2000); Brown & DeLoache (1978); DeLoache et al. (1998).

it for themselves. By putting words to experience, they can examine, categorize, evaluate, and decide what the experience means to them.

From the moment babies are born, adults facilitate language development by putting words to children's experience. We put names to things in the outside world (puppy, dump truck, pine tree) and to internal sensations and emotions (hungry, frustrated, silly). Adults' ongoing narration of the world has clear neurological and educational consequences for children. Differences in the variety and complexity of early caregivers' speech predict young children's future language development,[157] which in turn predicts self-regulatory ability and later academic achievement.[158] The richer the language children have to describe their experience, the more control they are able to exercise over themselves and the better able they are to articulate their needs and aspirations. Ultimately, *"we all make sense of the world with the discourses we have access to,"* [159] and this starts with infants' very first exposure to language.

As children get older, they play a more active role in narrating their experience. A practitioner in the Afterschool All-Stars program, William "BJ" Lohr, made this point when talking about the kids he works with. Beyond creating a physically and emotionally safe environment that invites children to participate, the next step is *"finding ways for [youth] to share their voice and engage and interact with the program in a meaningful way."* [160] Talking about the world is also how children build knowledge—and the more knowledge they build, the more able they are to participate in discussions about how things work. Describing the world and developing knowledge and awareness are reciprocal activities in a virtuous cycle.

Describing and evaluating one's experience also has important implications for developing mindsets. Social and developmental psychologists have studied the role of *"self-talk"* and attributions in shaping young people's attitudes about learning. If children conclude from their early experiences that life is erratic and outside of their control, they can develop a mindset of *"learned helplessness"* [161] and refrain from exerting effort to improve their situation. If children conclude from their experiences that they are not smart enough to do well in school (what Carol Dweck and colleagues have called a *"fixed mindset"*), they will seek to avoid risk and withdraw effort, thus creating a self-fulfilling prophecy of poor performance.[162] Helping children and adolescents to reframe such experiences is critical for their long-term achievement in school, as mindsets tend to become self-reinforcing,[163] thus shaping young people's interpretations of their subsequent experiences.

Older youth have a particular need to talk about their ideas and feelings as they encounter more diverse points of view and develop abilities for more complex thought. Adolescents can begin to decipher better and worse options and to evaluate their own behaviors or performance. Dialogue not only fosters close social relationships and helps youth figure out their values and perspectives, it also creates the conditions for making change and exercising agency. This is at the heart of Paulo Freire's pedagogical philosophy. He pushed against the idea of simply narrating the world for young people (as happens in the traditional model of education), insisting instead that people *"achieve significance as human beings"* by *"naming the world [for themselves].... Dialogue is thus an existential necessity."* [164]

Connecting. One of the key insights to emerge from the last few decades of research in cognitive science is that the human brain thinks in terms of *relationships*. To really understand something, young people have to see how it connects to other things they know. By *"relating a new item to an already known piece of knowledge, or otherwise...making an association with it,"* children make a *"major advance"* in their ability to commit information to memory.[165] This has important implications for developing knowledge—one of the foundational com-

157 Huttenlocher, Waterfall, Vasilyeva, Vevea, & Hedges (2010).
158 Petersen, Bates, & Staples (2015).
159 Smyth & Hattam (2001, p. 411).
160 UChicago CCSR interview with William "BJ" Lohr, consultant, After-School All Stars program (October 15, 2014).
161 Seligman (1972).
162 Dweck & Leggett (1988).
163 Yeager & Walton (2011).
164 Freire (1970/1993, p. 88).
165 Hattie & Yates (2014, p. 161).

ponents in the present framework. As children learn to group similar things together and organize information in larger conceptual frameworks, they also increase their ability to retrieve facts when needed. In a comprehensive review of *How People Learn,* John Bransford and his colleagues noted that a key distinction between experts and novices is that experts see patterns and relationships among the ideas in a field that the novice cannot see.[166] Understanding how things are connected allows experts to amass a huge volume of knowledge and quickly retrieve relevant information. Not only do novices know fewer facts, but they have more difficulty locating them when needed. Providing children with opportunities to connect new experiences and new ideas to things they already know is critical for building usable knowledge.

Creating connections not only helps to build cognitive understanding, but it also allows youth to direct their attention. As children grow, their developing brains utilize a complex network of synaptic connections linking cognition, emotion, and behavior. Perhaps out of self-preservation in a world that bombards us with continual stimuli, the brain only pays attention to things we see as interesting, relevant, or important. Researchers have found that the value individuals perceive in a given activity is directly related to their motivation to engage in and their ability to focus on that activity. For instance, the degree to which students perceive an academic task as having value is strongly linked to their choice, persistence, and performance of the task.[167] In an experiment in ninth-grade science classes, students completed monthly writing assignments about the science topics they were studying. One group was asked to write about how the science topic related to something they valued, and the control group was asked to write a summary of the science topic. At the end of the year, researchers compared the grades of the two groups. Among students who had low expectations for success at the beginning of the year, those in the group that connected science to something they valued earned almost a full letter grade higher (0.8 grade points) than low-expectation students who wrote summaries.[168] The importance of connecting work to things people care about holds true in the workplace as well. A number of studies find that individuals are not only more motivated, but also more disciplined when their work is connected to pursuing personally meaningful goals.[169]

The opportunities that young people have to discover and develop a sense of the connection between their own interests and a larger social purpose reinforce related processes of motivation and self-regulation. Individuals who see tasks or activities as being connected to a larger social purpose are likely to engage with increased discipline, diligence, and persistence in pursuit of their objectives. Young people who are motivated and engaged in this way are more likely to succeed at the tasks and activities they undertake, perhaps underscoring a sense of self-efficacy as well as reinforcing the underlying value of what is accomplished. The recursive links between interest, purpose, value, motivation, self-regulation, and accomplishment are a potential basis for developing a durable, integrated identity over time. In the absence of connection to something they value, young people's commitments become brittle and difficult to sustain, particularly in the face of challenges, setbacks, or failures.

Envisioning. One of the most critical reflective experiences for young people is the act of envisioning themselves in the future. The precursor to this process can be seen in very young children engaged in imaginative play as they don a firefighter's hat, push a miniature grocery cart, care for dolls, or build with wooden hammers. Though young children may talk of being an astronaut or a veterinarian when they grow up, they have yet to develop the capacity for abstract thought that underlies the notion of *"becoming"* an adult. Toddlers are aware of daily routines, and by the age of four or five, typically developing children will

166 Bransford, Brown, & Cocking (2000).
167 Atkinson (1957); Damon (2008); Eccles et al. (1983); McKnight & Kashdan (2009); Wigfield (1994); Wigfield & Eccles (1992).
168 Hulleman & Harackiewicz (2009).
169 Yeager et al. (2014); see also, Fishbach & Trope (2005); Fishbach, Zhang, & Trope (2010); Mischel, Cantor, & Feldman (1996); Rachlin, Brown, & Cross (2000); Thaler & Shefrin (1981); Trope & Fishbach, (2000); Eccles (2009).

understand that time is a continuum, that some events have happened in the past and others will happen in the future.[170] But it is later in childhood and into early adolescence that a young person develops the ability to reflect on his or her thoughts, feelings, goals, and experiences in the past, present, and future—and recognize that there is the same and yet changing *"self"* across time. This awareness of the continuity of the self is key to understanding that actions at one point in time have consequences at another point in time.

Creating developmental opportunities for youth to envision their futures requires adults to understand the psychological processes underlying identity development. Human beings have a need for a sense of consistency and predictability that leads us to experience the self as relatively stable, but in fact psychological research shows self-concept to be changeable and sensitive to external cues.[171] In essence, we have many *"selves"* that develop in different contexts, with different social groups. Each of a young person's important social groups may have its own explanatory paradigm for making sense of the world and assigning one's place within it. Social groups act powerfully on young people's ability to envision their future and their sense of *"how high to aim."*[172] Berger and Luckmann refer to social groups as *"subuniverses of meaning"* because of their power to cue particular frames of reference, ideas of normative behavior, and an understanding of who one is and who one might become.[173] Psychologically speaking, particularly in early and middle adolescence, *"we can become the kind of person that people of our group can become [and] we fear disappointing important groups by failing to attain group norms and standards."*[174]

Research on "possible selves" suggests that, by itself, envisioning a positive future image of oneself is not enough to motivate behavior. Psychology professor Daphna Oyserman and her colleagues argue that particular conditions must be in place in order for envisioning to lead to improved outcomes for youth. First, young people not only need positive images of what they want to become, but also negative visions of what they want to avoid becoming.[175] Second, these positive and negative *"future possible selves"* must be linked to specific behaviors or strategies that will either bring about or prevent the realization of such selves in the future.[176] Young people are most likely to regulate their current behavior when they know what is likely to move them toward their positive future vision and what kinds of behaviors are likely to derail them. In order for adolescents to embark on positive paths toward their envisioned future, possible selves and the behaviors that lead to them need to be reconciled with young people's important social identities.[177] Social inequalities and stereotypes can create significant hurdles for low-income minority youth, making it difficult to picture themselves as academically successful or to engage in behaviors that would bring about such success.[178] Adults can play a critical developmental role by helping young people to envision a concrete, positive future that *embraces* their important social identities.

Two additional notes are important in helping young people to envision and pursue positive futures. First, the multiple social identities that youth maintain (e.g., daughter, point guard on the girls' basketball team, future pediatrician, younger sister, good science student, retail sales clerk at the mall, friend in a group of outspoken girls) and the associated norms of thought and behavior associated with each identity make it impossible to keep all of this autobiographical information *"on line"* simultaneously. Oyserman explains that what is present in one's working memory at any given point is likely to be what is *"cued"* or called forth by the present context.[179] The self-concept a girl experiences on the basketball court may be very different from her self-concept when encountering her big brother's friends in the neighborhood. Second, across contexts, humans seek to maintain a sense of positive regard for the self.[180] This means that youth will interpret situations in a way that allows them to feel

170 Curtis (1998).
171 Markus & Kunda (1986); Swann (1997).
172 Harvey & Schroder (1963).
173 Berger & Luckmann (1966); Oyserman & Markus (1998).
174 Oyserman & Fryberg (2006, p. 21).
175 Oyserman & Markus (1990).
176 Oyserman, Terry, & Bybee (2002).
177 Oyserman & James (2011).
178 Espinoza-Herold (2003); Labov (1982); Oyserman (2008); Oyserman, Bybee, & Terry (2006).
179 Oyserman (2001).
180 Rogers (1959); Weick (1995).

competent and keep their self-esteem intact. When they find themselves in a context in which they are performing poorly (e.g., in a school setting in which they are not being academically successful), children and youth are likely to *"subvert"* that setting in some way to restore a positive sense of themselves, creating *"counter-definitions of reality and identity."*[181] For example, a poorly performing student may discount the importance of academic success or of the particular task at hand (*"This is a stupid assignment anyway!"*) to protect his self-concept. Alternatively, he may reframe the classroom not as an academic setting in which he performs poorly, but as a social setting in which he is popular and has desirable status.

If an envisioning activity is conducted in a context that does not cue the kinds of self-conceptions that would lead to positive behaviors—for example, in a high school classroom where teenagers have imposed their own social reality—then the envisioning activity is likely to be unsuccessful. For envisioning to be a productive developmental experience, adults need to pay attention to creating a supportive context that will embrace young people's important social identities and integrate those identities with positive future visions.

Integrating. Ultimately the goal of any developmental experience is to integrate the insights, developing skills, or other lessons the experience generates into one's larger sense of self in a way that expands a young person's competencies and agency in the world. This is particularly important throughout adolescence, as young people engage with the task of constructing a cohesive identity. While younger children can make connections to feelings, experiences, or potential roles, adolescents can integrate these into a sense of themselves. For example, as teenagers experience success in one arena, particularly after some amount of struggle, integration means applying that success to inform a larger sense of who they are and what they are capable of. Integration moves a young person from a stance of *"I did that"* to embrace a larger implication for one's identity: *"I'm the kind of person who can..."* Again, adults play an important role in helping young people incorporate their experiences and accomplishments into a cohesive vision of themselves.

Integration of one's social identities can have specific performance advantages. When different social identities are not integrated, a person might not have access to bodies of knowledge or modes of behavior that she possesses, if such knowledge and behavior are associated with a social identity that is not being cued in the present situation. For example, researchers found that the performance of Asian women on academic tests depended on whether their gender identity or their cultural identity was cued at the time of the test. Activating their gender identity resulted in lower math scores and higher verbal scores, while activating their Asian identity resulted in higher math scores and lower verbal scores.[182] This line of research suggests that *"even though one might theoretically possess the expertise or know-how to solve a problem, certain knowledge systems may not be accessible at a given time because the relevant social identity is not activated."*[183] Some researchers theorize that individuals with higher levels of identity integration should be better at activating multiple social identities simultaneously, which should then give them simultaneous access to the different knowledge systems associated with each social identity.[184] Following this line of thought, young people who are able to integrate various experiences and the lessons learned from those experiences into an integrated sense of self should be better able to draw on the full range of their experience to inform their actions in a wide range of settings.

The box entitled *Youth Profile: Ana* illustrates what the process of developmental experiences, including the processes of meaning-making, can look like for a high-school aged youth. In a youth theater group, Ana encountered new ways of being in the world, was able to connect her own life experience with larger social issues, had opportunities to tinker and practice as part of preparing a theater production, and came to envision new possibilities for herself.

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181 Berger & Luckmann (1966, p. 153).
182 Shih, Pittinsky, & Ambady (1999).
183 Cheng, Sanchez-Burks, & Lee (2008, pp. 1178-1179).
184 Cheng, Sanchez-Burks, & Lee (2008).

YOUTH PROFILE

Ana

At age 13, Ana was a studious and sensitive girl, talkative around people she knew well, but not a natural performer. But the summer before her eighth-grade year, encouraged by a friend, she walked to a nearby park field house and signed up for a series of free workshops led by Chicago Youth Theater.

Right from the start, she encountered new ways of interacting with other people. At first, the physical contact required by many of the theater exercises intimidated Ana. She recalls one that required pairs to sit back-to-back on the floor with their arms hooked and try to stand up. But she observed how uninhibited the older students who were long-time ensemble members seemed. *"Everyone seemed OK with holding hands or locking arms and stuff,"* she says. *"Everyone seemed comfortable with each other."*

In school, she was shy. She says, *"I just wasn't good at working with people. I just kind of kept to myself a lot."*

But the theater workshops gave her a chance to experiment with new ways of expressing herself through her body and voice and to collaborate with peers in improvising a scene.

As she observed and experimented, the daring of the ensemble members began to rub off on her. She says, *"It was a lot of putting yourself out there, being yourself, and being really goofy. In school people hold themselves back a lot, and people here just let themselves go. It was weird but comforting at the same time."*

The company creates original productions based on true stories gathered from cast members, their families, and neighbors in the multi-ethnic community. She joined when she was a freshman in high school, and the theme for that year's production was immigration.

As a first step, the company members sat in a circle and shared their own knowledge of the topic.

Ana's parents are Mexican immigrants and her father is in danger of deportation, which is a constant source of stress in her own life. But as the company shared their stories, interviewed neighbors, and then traveled around the city to hear other stories from immigration activists, Ana realized that she was not alone. She was able to reflect on her experience and connect her family's situation to larger social and public policy issues. With the directors, she and other students attended rallies as participants, like one to stop a deportation center from being built.

During the rallies and the interviews, she listened to adults who were immigrants or activists describe and evaluate their own experiences with immigration.

She integrated what she learned into her own belief system. *"You slowly find out what you believe in and what you don't,"* she says. *"Immigration is an issue I'm always going to be passionate about. If it wasn't for Chicago Youth Theater, I wouldn't know how strongly I feel about it."*

As the interviews progressed, the directors selected the most compelling material from the transcripts for the company to read through and discuss. Next came improvisation assignments based on the transcripts. Company members tinkered for months with staging, characters, movement, and sound. The improvisations were video recorded and later incorporated by the directors into a final script.

Mounting a full-scale production required a tremendous amount of practice with feedback from the directors, continuing even after opening night. This was especially true for Ana as her tenure in the company grew and she took on more demanding roles.

At the end of her junior year, she played a woman who, with her husband, rescues a niece from an abusive home. The role was a pivotal one, as the aunt and uncle's love is what transforms the young girl's life.

"I've never been one who exposes my feelings," Ana explains. *"It was hard. I just had to strip away that shell and be open."*

A sense of a higher purpose motivated her to persevere, despite her frustration with the challenging emotional content, until she finally broke through. *"It was for the story,"* she says, *"not how comfortable I felt hugging people or looking in people's eyes showing emotions. It was for the audience members to really get this."* Ana's desire to contribute to the audience's understanding allowed her to transcend her own discomfort.

Beginning her sophomore year, the directors began to encourage Ana to think about college. Although a strong student, Ana, whose parents left school at a young age, had never considered it. But her encounters with college through college tours with the company, college counseling with the directors, and talking with ensemble members who were becoming first generation college students, she began to envision a different future for herself. *"When you're in a group of friends and they get all excited for college and they're ready for it, it influences you,"* says Ana, who applied to college this fall. *"It assured me I'm capable of doing it."*

Summary of Developmental Experiences

In summary, developmental experiences that provide young people with opportunities to act and reflect constitute the raw material from which the foundational components and key factors of young adult success are built. Developmental experiences are those that expose young people to new ideas, people, and perspectives; provide opportunities to engage in hands-on learning; include demonstrations of expert performance and models of high quality work to emulate; offer extended time to practice and develop competencies; and ultimately allow young people to contribute their unique gifts to the world. Further, developmental experiences offer opportunities to reflect upon one's learning, to *"name the world,"* to evaluate ideas, and to make connections between one's actions and other things one cares about. Finally, developmental experiences support young people in integrating disparate occurrences into a larger sense of themselves in a way that propels them forward. Developmental experiences thus set the stage for acting with agency in the world in an ongoing cycle.

Importantly, although each type of experience has been presented one-by-one in this chapter, in reality, youth often engage in numerous types of experiences simultaneously and there is no hierarchy of complexity or suggested ordering for the types of experiences. **The box entitled *Developmental Experiences Align with the Connected Learning Approach*** illustrates an alignment between the framework of Connected Learning and the concept of developmental experiences.[185] Indeed, *"when a concrete experience is enriched by reflection, given meaning by thinking, and transformed by action, the new experience created becomes richer, broader, and deeper."*[186] Developmental experiences often occur in the context of youth's interactions with adults and other children, and these social relationships are the instruments through which adults can guide and shape development.

Developmental Experiences Align with the Connected Learning Approach

This chapter discusses a range of action and reflection opportunities that help youth feel connected to their experiences and make meaning of them. Although each of these opportunities has been presented as distinct (e.g., opportunities to encounter, and then to tinker, and then to practice, and then to choose), in practice, high-quality experiences for youth entail combinations of actions and reflections every day. Youth programs and school-based interactions should be built around providing multiple, ongoing opportunities for such experiences.

One approach that supports this idea is called *"connected learning."*[187] Connected learning brings together adolescents' learning experiences across in-school and out-of-school spaces, purporting that youth learn best when learning is *"socially embedded, interest-driven, and oriented towards education, economic, or political opportunity."*[188] Ito and her colleagues argue that youth are engaged in their own learning only when it is driven by their interests. Such experiences and learning can then be connected to educational or career opportunities or civic engagement.

The connected learning approach suggests that youth need spaces to make contributions and share their work with peers; to be driven in their work by their individual interests and build expertise in areas they value as significant to themselves; and to have people around them who can make the necessary connections between their interests and academic domains/institutions. Connected learning *"seeks to integrate three spheres of learning that are often disconnected and at war with each other in young people's lives: peer culture, interests, and academic content".*[189] These experiences can help make youth's experiences hold more meaning and relevance for them, and connect these interests and experiences with future-orientated images of themselves.

The design principles identified in a recent report on Connected Learning align closely with the notion of developmental experiences for youth. They highlight the need for active participation by youth; learning by being given the opportunity to *do* (or practice); having adults who provide appropriate challenges to push youth in areas in which they have deep interest; and support in making connections between what youth are experiencing within their interest-driven activities and other external academic and cultural experiences.

185 Ito, Gutiérrez, Livingstone, Penuel, Rhodes, & Salen (2013).
186 Kolb & Kolb (2009, p. 309).
187 Ito et al. (2013).
188 Ito et al. (2013, p. 42).
189 Ito et al. (2013, p. 63).

Developmental Relationships as Critical Contexts for Learning

Cutting across the literature on child and youth development is a consistent emphasis on the importance of social relationships. Social interactions provide children with opportunities to enact behaviors, elicit feedback, and reflect on what happens. To the degree that activity and reflection are consistently guided in strong, supportive, and sustained relationships with adults, they provide critical opportunities for children to experiment, learn, and grow within and across the various contexts they inhabit every day. Where those opportunities are lacking—where children have few chances to interact or experience the world, where feedback is poor, where reflection is hampered in one fashion or another—children's ability to integrate novel experiences and increasingly complex learning into their identities is often blocked. The iterative and fundamentally relational processes of experiencing, interacting, and reflecting represent a critical engine for children's development and as such are the core of the conceptual model linking experiences and relationships with young adult success.

Developmental experiences offer multiple opportunities for adults to play important supportive roles in building youth's self-regulation, knowledge and skills, mindsets, and values. Social relationships are important not only in supplying broader access to opportunity, but also as a means through which young people learn about themselves and their place in the wider world. One well-adopted theory, called situated learning theory, argues that learning does not happen in an abstract sense; rather, it always emerges as part of a transaction between a young person and his or her social environment.[190] In this way, knowledge does not so much reside *"in the head"* of an individual, but rather within a *"community of practice"* into which young people can be apprenticed. This notion of apprenticeship provides a helpful metaphor for thinking about developmental relationships.

The developmental role of social relationships starts from the earliest moments of life. Interactions between infants and early caregivers form the basis for infants' emotional experiences and set the stage for future relationships. The level of attachment security set in infancy (secure versus insecure attachments) remains largely stable through adolescence.[191] A stable and responsive caregiver strengthens an infant's developing agency and self-efficacy by allowing for exploration in a stable and safe environment.[192] Learning how to manage brief and moderate stress, such as hunger or discomfort, is a part of healthy development, and attachment to stable and responsive adults ameliorates the distress a young child experiences with such stressors.[193] As children mature, relationships grow in sophistication and variety, becoming both more important and more complex. The centrality of family relationships gives way somewhat as children enter school and spend increasing amounts of time with peers. Non-familial adults also become increasingly important. The character and quality of relationships can vary substantially across the life course as young people's inclination and capacity to engage socially with others deepen and become more central to their growing sense of self.

Drawing from Bronfenbrenner's[194] description of optimal relationships, Li and Julian define four criteria for *developmental relationships*—attachment, reciprocity, progressive complexity, and balance of power—that they argue *"consistently promote positive development*

190 Lave & Wenger (1991); Vygotsky (1978).
191 Center on the Developing Child (2004); Hamilton (2000); National Research Council and Institute for Medicine (2000); Thompson (2008).
192 National Research Council and Institute for Medicine (2000).
193 In the absence of secure attachments with stable and responsive adults, strong, frequent, or prolonged exposure to stress in the early years can have damaging effects on learning, behavior, and health for years to come (Center on the Developing Child, 2012; Fox, Almas, Degnan, Nelson, & Zeanah, 2011; Shonkoff, 2011). Neural circuits for responding to stress and threats are particularly susceptible to early experiences (Davis et al., 2007; Huizink, Robles de Medina, Mulder, Visser, & Buitelaar, 2003; Weinstock, 2005). Prenatal experiences and early exposure to stress can result in a person being overly reactive or completely shutting down in reaction to stressful situations throughout the lifespan (Loman & Gunnar, 2010; Shonkoff, 2011). These long-term consequences also have important implications for executive functioning and working memory in older children and adolescents (Shonkoff, 2011; Evans & Schamberg, 2009).
194 Bronfenbrenner (1979).

for children and youth across diverse developmental settings." [195] Building upon this work, researchers at the Search Institute have laid out a framework describing developmental relationships as a locus not only for communicating and providing care and support to youth as they grow, but also as a critical site for expressing challenge and expanding opportunities.[196]

The Search Institute framework highlights five elements of developmental relationships to serve as guideposts for adults in schools and other youth-serving organizations—and that dovetail with the key components of developmental experiences outlined above. First, developmental relationships create opportunities for adults to **express care**—to be present, warm, invested, interested, and dependable. Second, developmental relationships are a key site in which to **challenge growth**—to inspire, to express clear expectations, to stretch thinking, and to set and enforce appropriate boundaries and limits. Third, developmental relationships provide a space in which to communicate and **provide support**—to encourage, to guide, to model, and to advocate on youths' behalf. Fourth, developmental relationships represent an important venue in which to **share power**—to demonstrate respect, to give voice and listen carefully, to respond thoughtfully, and to collaborate openly with youth. Finally, developmental relationships provide a key avenue through which to **expand possibilitie**s—to explore new ideas and experiences, to connect youth to helpful others, and to navigate challenging experiences or barriers that deflect youth from their goals.

Blair Root, the director of a youth neighborhood club, emphasized the importance of children having developmental relationships with multiple adults that provide opportunities to act and reflect. *"I think it's important that kids have different role models in their lives for different reasons. Maybe they think their art teacher is so cool because she introduced them to so many neat things, and their dad at home, maybe he's a cool engineer and they're able to share different experiences together."*

Connected to this view of developmental relationships is a vision of those relationships as being reciprocal. In being so, youth not only passively receive or access the various kinds of resources and opportunities created by virtue of their social relationships, but also have opportunities to participate actively in the larger contexts within which those relationships occur and to contribute positively to them. UChicago CCSR's review of noncognitive factors in school performance noted that the belief that one is recognized and valued as a member of an academic community is key to engaging and succeeding in that context.[197] This sense of *"belonging"* has been associated with success in school,[198] while feeling unwelcome or threatened has been associated with poorer performance, as seen in the literature on stereotype threat[199] and bullying.[200]

Research by Scales, Benson, and Roehlkepartain addresses how the reciprocal path of developmental relationships relates to the concept of thriving.[201] Thriving, particularly during adolescence, focuses attention on young people's self-identified *"sparks"*—passions, interests, skills—and creates opportunities to support, develop, and nurture them over time.[202] The nurturing of one's passions is key to the development of a *"confident and secure idealized personhood,"* [203] similar in many respects to our concept of integrated identity. The focus on thriving illustrates the reciprocal nature of developmental relationships, with an emphasis on nurture and support, on the one hand, and on the creation of opportunities for participation and contribution, on the other. Reciprocal relation-

195 Li & Julian (2012, p. 157).
196 Search Institute (2014).
197 Farrington et al. (2012).
198 Osterman (2000).
199 Steele (1997); Steele & Aronson (1995).
200 Elias & Zins (2012).
201 Scales, Benson, & Roehlkepartain (2011).
202 See also Benson (2008); Benson & Scales (2009). The notion of attending to youth's own interests is also in line with the Connected Learning theory (Ito et al., 2013); see box *Developmental Experiences Align with the Connected Learning Approach* on page 51.
203 Scales, Benson, & Roehlkepartain (2010, p. 264); Lerner, Brentano, Dowling, & Anderson (2002).

ships may be especially critical during developmental transitions, such as the transition from middle grades into high school, when the task of negotiating the shifting boundaries between connection and autonomy can leave youth more vulnerable.[204]

Social relationships provide important opportunities for youth to sharpen their awareness of themselves, others, and the larger environment. Strong, supported, and sustained relationships with caring adults provide an important space for youth to experiment, try out roles and behaviors, and receive feedback that helps to shape how they ultimately construct an integrated identity. As youth work toward an understanding and articulation of their goals and values, the feedback and opportunities for reflection provided by social relationships with adults provide a key avenue for the development and integration of identity, as well as the formation and support of mindsets, the development of competencies, and the building of agency. Creating a social context that supports the development of the foundational components and key factors for young adult success requires not only careful and intentional planning by adults, but also long-term commitment to young people in their care.

Enactment of Developmental Practices

The cumulative theory and evidence on developmental experiences and developmental relationships means that educators, mentors, and program staff would do well to extend their attention beyond design and planning, and to focus on understanding youth experience. Within any given setting that children and youth inhabit, adults generally have positive intentions and want to act in the best interests of the young people with whom they work. In formal settings such as schools and youth-serving organizations, adult practices are largely planned in order to effect positive change in kids' lives. Despite these intentions, a key consideration is how practices actually get delivered by the teachers, program staff, parents, or other caregivers—in other words, the *enactment* of the plans and intentions via the practices of adults in the setting. What actually occurs in the moments when adults and youth interact may or may not align with either best intentions or the description of practices as set forth by planners.

Any time an adult puts a practice in place, it is influenced by a plethora of adult-, youth-, and situation-specific characteristics. How an adult actually enacts a practice can be shaped by the adult's personal orientations, how well the adult is able to interact with particular youth, and even the adult's *own* development of the foundational components we highlight for youth (e.g., self-regulation, knowledge and skills, mindsets, or values). Enactment can also be shaped by the training, experience, assumptions, capacities, and *"working theories"* that adults in a setting bring individually to their work. For example, some teachers might believe that young people in urban environments will benefit most from a *"tough love"* approach that prepares them for the harsh realities of the outside world, so they are particularly strict in enforcing policies around attendance or late work. Other teachers in the same school might believe that these same young people most need nurturance and warm relationships with trusted adults, so they enforce school-wide tardy and late work policies much more leniently. Some parents might believe that young children benefit most from unstructured play and opportunities to be creative, while other parents believe it is critical to take a strict, disciplined approach to academics as soon as possible with young children. Sometimes conflicting beliefs are held by caregivers within the same organization or the same family, and these individual biases or preferences come through regardless of the pedagogical or childrearing approach the caregivers might have mutually agreed to.

The *"official"* orientations and practices endorsed by a school, a youth program, or even a family may have less influence on a child's development than the ways practices are actually enacted "in the moment" by the adults in those settings and experienced by the child. A daycare program may endorse the practice of modeling positive

204 Scales, Benson, & Roehlkepartain (2011, p. 265); Collins & Steinberg (2006).

problem-solving for young children, but the daycare provider may (unintentionally) raise her voice and become harsh when she feels stressed. A harried father might put great value on punctuality, but in practice he might often be late to pick up his child from school. It is therefore critical that adults pay close attention to how intended practices are actually enacted within a given setting. Ultimately, it is not the intention but the enactment that influences the experiences young people have and the meaning they make of those experiences.

Differences in Developmental Opportunities and Needs

Daily life provides no end of experiences that help children exercise self-regulation, develop knowledge and skills, shape their mindsets, and build their values. But we know that *"daily life"* can vary substantially for young people across race and class. Children in the United States are afforded different access to experiences and opportunities in their homes, schools, and communities, depending in large part on differences in financial resources. An extensive body of prior research documents the negative effects of child poverty, which extend well beyond low socioeconomic status and include a wide array of associated conditions, including heightened social isolation, greater levels of parental and child stress, limited parental investment (of both money and time) in children's development, less access to health care, higher exposure to environmental toxins, and lower academic achievement.[205] As of 2012, one out of five children ages 5 to 17 in the United States was living in poverty. Roughly one-third of all African American, Latino, and Native American children grow up in poor households.[206] While families in poverty are often rich in other developmental assets (e.g., strong familial ties, dual languages, strong narrative traditions, entrepreneurial skills, and other valuable *"funds of knowledge"*[207]), we know that differences by income in parental investment in children's informal education—for example, through sports clubs, summer camp, travel, and computers and books in the home—show evidence of contributing to gaps in academic achievement that are observed upon entry to formal schooling and widen as students advance through school.[208]

Children who grow up in more affluent families do not necessarily have *"better"* developmental experiences, just more of them. It is important to emphasize that *"high culture"* activities that are more readily available to the children of upper-middle-class families may not be developmentally superior to activities more easily accessed by low-income urban or rural children. Looking for frogs in a drainage ditch can meet a child's need for exploration, discovery, and knowledge-building just as well as a trip to the science museum. Still, compounded differences in the availability of high-quality early childhood programs, effective and engaging K-12 schools, books in the home, after school activities, libraries, music and arts programs, sports and recreational activities, and museums and other cultural institutions end up significantly favoring children from wealthier families.[209] Ensuring that *all* young people have access to a multitude of rich developmental experiences—from early childhood through adolescence—is imperative to helping youth develop the key factors for success in young adulthood and the foundational components that underlie those factors.

A further advantage that accrues to the children of wealthier families has to do with their early acculturation into dominant cultural norms and settings. All children grow up learning cultural navigation skills that allow them to move with relative ease around their own neighborhoods and communities,[210] but those skills do not always readily transfer to new contexts. A white child from the wealthy Chicago suburb of Winnetka would be just as out of place and ill-equipped to make his way through the violence-plagued streets of Chicago's Roseland neighborhood as would the Roseland native in Winnetka. The difference is that the child from Winnetka can go his whole life without having to learn how to navigate Roseland, but the child from Roseland cannot gain access to *"cultures of power"* in American life[211] without figuring out how to navigate Winnetka.

205 Berliner (2009); Yoshikawa, Aber, & Beardslee (2012).
206 Aud et al. (2012).
207 González, Moll, & Amanti (2005).
208 Kaushal, Magnuson, & Waldfogel (2011).
209 Lareau (2003).
210 Lareau (2003); Patton (2013).
211 Delpit (1988, 1995).

Children who grow up learning dominant conventions and behavioral norms that are also in operation in schools and workplaces have more ready access to these institutions. In this way, low-income and minority youth have to learn additional skills—the ability to navigate other social contexts—and have to integrate more disparate identities to be on equal footing with children who were born into the dominant social culture.

In light of children and youth's differing needs and developmental opportunities, adults are challenged to figure out how best to support the development of each child and coordinate this development across settings. Critical to achieving this goal is providing teachers, parents, childcare workers, program providers, and other caregivers with both knowledge about *what matters* at each developmental stage and strategies for creating thoughtful and intentional developmental experiences. Though experiences are the fields within which children develop, they aren't enough to ensure that children are building the foundational components for future success. One of the objectives of this project is to help program developers, practitioners, and caregivers think more intentionally about how the practices they are implementing are, or can be, aligned with the developmental outcomes they are trying to support in children and youth, given their individual needs. It is in the context of strong and supportive social relationships with adults and peers that children learn to make meaning of their experience, come to understand themselves in relation to others, and situate themselves in the world.

CHAPTER 3

Developmental Progression Toward Young Adulthood

Key Points

- Development is multifaceted (social, emotional, attitudinal, behavioral, cognitive, physical), and each aspect of development is inextricably connected to the others.
- To provide the most appropriate and supportive developmental experiences for youth, adults need to understand development itself as well as how to match the right supports and sets of challenges for growth to the particular developmental stage of the youth they work with.
- The practices of adults are more effective when they are intentional, are focused on the foundational components and key factors that support the ability to transition successfully into young adulthood, and take a developmental perspective. The development of the key factors of young adult success (agency, integrated identity, and competencies) and the four foundational components that underlie them (self-regulation, knowledge and skills, mindsets, and values) occur at different rates for different individuals from early childhood through young adulthood.
- Consistent and supportive interactions with caregivers provide the greatest opportunity for cognitive stimulation in ways that can have long-lasting impacts on children's development. Whereas appropriate stimulation supports continuing development, a lack of stimulation can create barriers to subsequent development, potentially requiring more intensive intervention later.
- Key tasks of each developmental stage are listed below. However, it is crucial that adults not *exclude* other areas of development when engaging with children and youth; nearly every aspect of the foundational components and key factors is forming, or is at least being influenced by the experiences youth encounter, at every stage of life.
- In brief, the key developmental tasks during early-life stages of development are:
  - Early childhood (ages 3 to 5): Self-regulation; interpersonal (social-emotional) knowledge and skills
  - Middle childhood (ages 6 to 10): Self-regulation (self-awareness and self-control); learning-related skills and knowledge; interpersonal skills
  - Early adolescence (ages 11 to 14): Group-based identity; emerging mindsets
  - Middle adolescence (ages 15 to 18): Sense of values; individuated identity
  - Young adulthood (ages 19 to 22): Integrated identity
- A successful transition into young adulthood relies on a firm footing of the foundational components: an awareness of self and others to support self-regulation and planning; knowledge and skills about self and the world, developed at home and through school and other learning activities; mindsets that project a self-belief and support one's agency to achieve goals; the values a person holds for self and society; and the identity choices one makes, hopefully based on a broad sampling of possibilities.

The Foundations for Young Adult Success developmental framework includes four components (self-regulation, knowledge and skills, mindsets, and values) that provide the foundation for three key factors in young adulthood (agency, integrated identity, and competencies). The framework highlights the crucial role played by developmental experiences and developmental relationships within the larger contexts that young people inhabit. It is important to note that development is *always* occurring, whether with intentional support and carefully constructed opportunities for positive growth or not. Individual, contextual, and larger structural forces continually interact to shape the course of one's development across all stages of childhood and adolescence.[212]

Developmental relationships help stretch young

212 Bronfenbrenner (1979).

people to be the best versions of themselves. When interactions between caregivers and children are intentional and informed, as well as organized to provide experiential opportunities for growth, they are more likely to support positive learning and development and lead to a young adulthood with agency, an integrated identity, and a set of competencies that enable success. However, in order to design and deliver the most effective experiences for youth, it is imperative to understand where youth are *developmentally* throughout their young lives. This understanding makes it possible for adults to match experiences and interactions to the developmental needs of young people.

In considering what we know about how children develop, this chapter focuses on how each of the foundational components and key factors matures over time. As documented in the literature, different skills develop at different rates over the life course. Below, we highlight the most prevalent areas of growth during each stage of development, with an eye toward **(1)** which foundational components or key factors are most influenced by input, experiences, and interactions with others at each stage; and **(2)** which components or key factors need to be developed during the earlier stages to facilitate positive development at later stages. The chapter provides an overview of current knowledge based on a review of the literature and discussions with experts from a range of backgrounds.[213] This overview is not meant to be a comprehensive or exhaustive discussion of development. Rather, the goal is to provide practitioners with access to a common description of how the foundational components and key factors develop over time and which ones are the primary foci during each stage of development.[214]

We start our examination of development at the preschool years, at age three, when children begin to be exposed to institutions outside their families and homes. We then present the most salient and malleable areas of development during four life stages leading up to young adulthood: early childhood (ages 3 to 5), middle childhood (ages 6 to 10), early adolescence (ages 11 to 14), and middle adolescence (ages 15 to 18). For each stage, we ask four questions:

1. What internal or external changes are taking place that influence development in this stage?
2. What are the primary areas of development in this stage?
3. How do experiences shape development in this stage?
4. How is development in this stage related to development in other stages?

We conclude by discussing how development in these four stages culminates in preparing youth for a successful transition into young adulthood (between the ages of 19 to 22), highlighting how effective supports throughout the years increase the likelihood of a youth having agency, an integrated identity, and strong competencies. We pay particular attention to identity development and integration. This chapter specifically touches on how identity matures from one stage to the next, even if it is not a *key* developmental task during a particular stage. As a preview, the serious development of identity does not begin to take place until adolescence, but the antecedents are there from the earliest days of life:

> A mature understanding of identity requires being able to connect and find patterns in one's actions and beliefs across time and situations, actively associating with these underlying traits, and viewing the self as purposefully creating such continuity in behavior. Given the complex nature of these cognitions, identity development disproportionately takes place during adolescence. However children begin to form concepts of the self and agency much earlier in life, and these serve as precursors to identity.[215]

213 A more extensive discussion of the key areas of development across stages of early life can be found in a memo drafted by UChicago CCSR, which can be obtained from the authors by request.

214 Admittedly, the quantity and quality of evidence around each of these life stages is uneven; one of the main tasks in reviewing the research evidence to date has been to identify areas in which broad understanding is yet incomplete.

215 Rote & Smetana (2014, p. 438).

Each of the following sections describes the primary developmental tasks as they relate to the foundational components and key factors, and explores the implications of those tasks for supporting youth development. Although we highlight key tasks in each developmental stage, it is crucial that adults not *exclude* other areas of development when engaging with children and youth; nearly every aspect of the foundational components is forming, or is at least being influenced, at every stage of life.

Early Childhood

(Preschool-Aged Children; Ages 3 to 5)

Early childhood—roughly ages 3 to 5—is a stage of tremendous growth and development. It is during this period that young children build upon their earliest interactions with parents and other caregivers and begin to feel a sense of independence, while learning how to identify and regulate their emotions and behaviors. According to Erikson's stages of psychosocial development, young children struggle with initiative vs. guilt.[216] In other words, children want to start setting their own goals and deciding their own actions. When adults around them give support and guidance, young children likely achieve a sense of purpose and some degree of agency, at least within the small sphere of their influence. However, when adults do not allow children to develop their own initiative, children may have a deep sense of guilt about their desires to act.

Key Questions

What Internal or External Changes Are Taking Place that Influence Development in Early Childhood?

The grounding for children's expansion of abilities lies within the brain as it changes and develops in response to children's experiences. The growth and molding of young children's brains are responsible for the more basic elements of coordination, movement, and alertness, as well as higher-order activities such as abstraction, inhibition, and planning.[217] Because of the neurological advances taking place during early childhood, including rapid development of the prefrontal cortex, preschool-aged children often experience newfound capabilities in writing, physical coordination, memory, regulation and inhibition, and even metacognition; they become able to explain why they took a series of actions, for example.[218] Though the prefrontal cortex does not fully develop until an individual's mid-20s, the foundation created in early childhood is critical for ongoing development.[219]

In addition to the development of cognition, young children are learning about emotions and how to interact with other people. Crucial to later identity development, preschool-aged children are developing a sense of self; they understand that they are different from others and are able to define themselves as such in increasingly concrete terms. In addition to an increasingly concrete sense of self, young children also develop gross and fine motor skills during this period. Often in parallel with an emerging sense of identity, children manifest an increasingly sophisticated sense of their own agency, which began in infancy. They know that they can invoke actions that will lead to something else happening, particularly around using objects. As we will see, the *"world"* in which a child exercises agency will continue to broaden as he or she gets older.

What Are the Primary Areas of Development in Early Childhood?

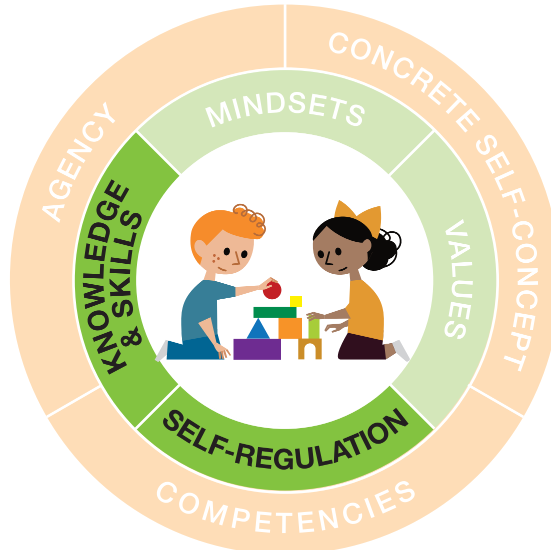
Researchers and practitioners who work with young children suggest that there are two key areas of development on which to focus support during the early childhood years: self-regulation and social-emotional skills—or the ability to interact well with other children (overlapping with our notion of interpersonal skills). (**See Figure 5**). Barbara Abel, a curriculum manager for Educare Chicago, an early education program, highlights how focusing on these areas is crucial, as young children can only begin to learn content once their social and emotional needs have been addressed:

216 Erikson (1950/1963).
217 Berk (2007).
218 Diamond (2000).
219 Diamond & Lee (2011).

For me, the main thing I've been working on is children's capacities to self-regulate. And when I say self-regulation I mean self-regulation in terms of emotional regulation, behavioral regulation, and attention regulation...I lead with the emphasis on the social-emotional in order to get to the point of being able to access the cognitive processes. —Barbara Abel, curriculum manager, Educare Chicago[220]

FIGURE 5

Early Childhood (Preschool, Ages 3-5)



Self-Regulation. Early childhood represents an important opportunity to help children develop self-regulation, including behavioral, attentional, and emotional regulation.[221] Self-regulation enables a young child to begin acting independently within her personal and social context and to have greater success with learning.[222] Underlying the development of self-regulation is an improvement in executive function (EF) skills (see section in Chapter 1 entitled *Self-Regulation* for further description). The emergence and early development of EF skills correlate closely with the early development of the prefrontal cortex, described in the previous section; the brain continues to refine these new neural connections and EF skills into adolescence.[223]

Developing control over emotions, behaviors, and attention early in life is the basis for engaging in increasingly complex thinking and more multifaceted interactions as children develop. Among young children, self-regulation—particularly emotion regulation—is related to a more successful transition into schooling,[224] an early indicator for later academic success. Children who are able to monitor and manage their emotions and behaviors are better able to follow directions, cooperate with other children, and attend to what they are learning. Research also links early EF skills to later success in the workforce, in health, and in social relationships.[225] Conversely, the lack of early emotion and behavior regulation is linked to adult crime, violence, and other negative behaviors.[226]

Interpersonal Knowledge and Skills. The other key developmental task during early childhood is the development of knowledge and skills that support young children's abilities to relate to, cooperate with, and form relationships with other people, particularly other children. During the preschool years, children further develop their earlier understanding that there is a *"self"* and can distinguish their own from others' emotions. Children begin to understand that others can have

220 UChicago CCSR interview with Barbara Abel, curriculum manager, Educare, Chicago (April 21, 2014).

221 Alternatively, in our conversations with several experts, they suggested that the focus on self-regulation and executive function skills may actually be overstated. They argue that the attention these developmental skills receive in practice may simply be due to the research attention it has received in more recent years. However, much of the literature does suggests that self-regulation is central to school achievement and is a marker of adaptive development (e.g., Blair, 2002; Blair & Razza, 2007; Morrison, Ponitz, & McClelland, 2010), a perspective that was supported by interviews with early childhood practitioners and research on the perspectives of kindergarten teachers (Foulks & Morrow, 1989; McClelland, Morrison, & Holmes, 2000; Rimm-Kaufman, Pianta, & Cox, 2000).

222 Morrison et al. (2010).

223 Center on the Developing Child (2011).

224 Eisenberg & Fabes (1992).

225 Diamond & Lee (2011); Moffitt et al. (2011).

226 Caspi, Henry, McGee, Moffitt, & Silva (1995); Liu (2004).

different thoughts, beliefs, and feelings than the self does, and that those beliefs and desires lead people toward particular actions.[227] As children's general understanding of other people advances, so does their relationship with other children. They acquire the ability to interact with multiple peers, often while engaging in pretend play.

The social interactions that preschool children have with peers lay the groundwork for learning an array of skills that will be necessary for successful social interactions when they are older. For example, play not only requires but also helps to support all kinds of critical aspects of self-regulation, including attentional, behavioral, social, emotional, and cognitive regulation.[228] The back-and-forth communications that young children engage in during play help children learn how to take turns and listen (inhibiting their own desire to interrupt), begin to understand their own feelings and beliefs and those of others, and understand that those different feelings and beliefs influence the behaviors of each individual. Early interactions with peers (and the support young children get from adults in successfully negotiating these interactions) help to shape how children interpret the world (e.g., thinking that people are pleasant or hostile).[229] And as children get better at understanding their peers, they begin to develop a sense of self-efficacy about their ability to be socially engaged.[230] Thus, the origins of some of the mindsets (e.g., openness, self-efficacy) that are crucial during the transition from adolescence into young adulthood seem to first emerge in young children's interactions with peers. Early social and emotional development, accompanied by supportive interactions with adults, produces the earliest signs that children can distinguish *"right"* from *"wrong"*; having these emotional and cognitive abilities to distinguish between the two and act on that knowledge can be considered some of the earliest foundations of morality—an important component of the values that a young adult will ultimately embrace.

How Do Experiences Shape Development in Early Childhood?

Nothing about early childhood development can be thought of as existing in a vacuum. A reciprocal influential nature exists between the rapid neurological development that infants and young children experience and their opportunities for interactions. These opportunities are in turn shaped by several layers of children's ecosystem,[231] including the immediate environment in which they interact and learn (their parents, peers, early education program) and larger ecosystems that may include local politics, social services, and even larger attitudes, values, and beliefs of the culture they live within.

The most crucial way adults provide supports for a young child is by being consistently responsive to that child's needs.[232] This enables children to feel secure so that they can comfortably explore new facets of their world. Children with secure attachments will reference the adults around them during their preschool years to gain feedback on whether their emotional or behavioral reactions are appropriate in a given context. One aspect of adult-child interactions that are especially important in the early years is language. Being exposed to linguistically-rich interactions helps support the development of a child's own language and ultimately their overall development. However, there are great disparities in how much language young children hear from their caregivers.[233] Children from low-income families hear as many as 30 million words fewer than their higher-income peers[234] and these differences are related to differences in early language development.[235]

227 Wellman, Cross, & Watson (2001).
228 Berk, Mann, & Ogan (2006); Bodrova, Germeroth, & Leong (2013).
229 National Research Council and Institute of Medicine (2000).
230 Harter (1982); Ladd and Price (1986).
231 Bronfenbrenner (1979).
232 Bowlby (1982).
233 Hart & Risley (1995).
234 Hart & Risley (1995).
235 Hoff (2003); Huttenlocher, Waterfall, Vasilyeva, Vevea, & Hedges (2010); Rowe (2008).

Children's own language development, in turn, influences a variety of other areas of development, including children's ability to recognize, understand, and manage emotions and behaviors. Between the ages of two and five, several lines of research suggest that language development is a critical component of developing and understanding thought and emotions[236] and self-regulation of emotions.[237] Recent work suggests that targeted interventions with parents can help create a more language-rich environment for their young children.[238]

Conditions created by poverty and inequality—particularly neglect and toxic stress—have an especially large impact on early neurological development, potentially producing lasting challenges to be overcome, such as a child's later ability to succeed in educational or learning activities.[239] Specifically, traumatic experiences in childhood can lead to an over-development of the midbrain and brainstem, producing hyper-reactive and aggressive behaviors.[240] Alternatively, neglect can lead to an under-development of the limbic and cortical regions, which can cause difficulty in cognitive processing.[241] Together, trauma and neglect represent a toxic combination for young people, associated with lower levels of self-regulation and social-emotional skills in later years. Especially when working with underserved children, adults need to create spaces and experiences that are both safe and cognitively stimulating.

Adults best meet children's needs when these contextual factors are taken into account. Barbara Abel, the early childhood curriculum manager at Educare Chicago introduced earlier in the report, describes this nuance in working on self-regulatory processes with young children, many of whom come from very impoverished backgrounds:

> You know that day when you oversleep and you wake up and you're an hour late for an important meeting or it's your first day at work on a new job and you realize that you've overslept? What do you feel like? Dysregulated kids feel like that much of the time. So imagine, with your adrenaline constantly flowing, your cortisol levels elevated, with your heart beating a little too fast, not knowing which way to turn—how do you expect someone to learn? And so if some children have all these factors that can compromise their capacity to self-regulate, then we have to look at classrooms and we have to say, 'How do we create a place that makes all the children feel safe so that they can attend?'—Barbara Abel, curriculum manager, Educare Chicago[242]

Indeed, laying the groundwork for positive development in future years requires careful and intentional support from adults, but also recognition that young children have a great number of capabilities. Decades of research in developmental psychology support the notion that even children as young as three years old benefit from the types of developmental experiences and developmental relationships laid out in Chapter 2. Adults can provide children with varied experiences and options for how they would like to spend their time, which encourages children's love for exploration and learning. Providing limits to opportunities, likewise, helps young children grow to respect boundaries and exercise self-regulation. They need experiences that allow them to *"tinker"* or experiment and they benefit from positive role models. Young children flourish when they have adults in their lives who help them put

236 Luria (1961); Vygotsky (1962).
237 Cole, Armstrong, & Pemberton (2010).
238 Leffel & Suskind (2013).
239 Shonkoff et al. (2012).
240 Perry (2006).
241 Perry (2006).
242 UChicago CCSR interview with Barbara Abel, curriculum manager, Educare Chicago (April 21, 2014).

language to their experiences and link what they are learning to things they already know (*"connecting"*). For example, high quality preschool classrooms are structured in ways that allow children to make many of their own choices, such as which center they want to spend their time in during free play. They can feed the interest they are having in the moment and, with support from teachers, can *"tinker"* with all sorts of objects. Effective teachers do not tell children explicitly how to make something work; rather they let children explore, experiment, and fail, and then help them make sense out of that failure so they can try something again, ultimately achieving what they set out to do.

How Is Development in Early Childhood Related to Development in Other Stages?

The benefits of investing in early development have become increasingly clear in recent decades; long-term studies following high-risk children who attended high-quality early education programs show great advantages for them compared to similar children who did not attend such programs.[243] Economic models estimating returns on investment show that early childhood programs (birth through preschool) have a larger rate of return than programs implemented at any other point during the life cycle.[244] James Heckman and his colleagues have attempted to understand the ways in which early interventions lead to greater adult outcomes; they find that it is not an increase in IQ, but rather the development of noncognitive factors that accounts for most of the positive effects.[245] Children who attended the Perry Preschool, who were the basis for this analysis, spent a considerable amount of time learning social skills and self-control (i.e., interpersonal knowledge and skills, and self-regulation)—the two primary developmental tasks highlighted here.

The links between early development and later development suggest that a focus on early interpersonal skills and self-regulation can help set children on a positive course of development, whether it is in an academic setting, in their social lives, or at home. Through the use of scaffolding—or supporting children in their current stage of development in preparation for the next stage—adults can help structure the environment for young children so they can gradually learn how to plan, focus their attention, and achieve goals with fewer and fewer supports.[246, 247]

Middle Childhood

(Elementary School-Aged Children; Ages 6 to 10)

Children in elementary school, ages 6 to 10, are in the developmental stage known as *"middle childhood."* This represents a period during which children establish a growing sense of competence, independence, and self-awareness upon which later identity development will build.[248] The changes children experience during this stage are driven by three factors: increased cognitive advances that allow for greater and more abstract thinking, self-regulation, and reflection; social changes that reflect an expanding set of relationships with both adults and peers; and institutional changes that expose children to comparison and competition across multiple domains (e.g., social relationships and academic achievement).[249] These cognitive, social, and institutional changes define the substantial, if often underappreciated, challenge of middle childhood: learning how to navigate multiple contexts in transition while establishing a more stable sense of self.

243 For example, Schweinhart, Montie, Xiang, Barnett, Belfield, & Nores (2005); Campbell & Ramey (1995).
244 Heckman (2008).
245 Heckman, Pinto, & Savelyey (2013).
246 While early childhood is a critical period of development, it is also a difficult time in which to identify those who may need intervention. Children develop at very different rates, and because so much of what is changing in the early childhood years requires maturation of the brain, it is easy to misdiagnose a child as having behavior problems when he is simply physiologically behind. This is an especially precarious time to make strong statements about which children will need severe interventions and which ones just need a bit more scaffolding in early stages of regulatory development (National Research Council and Institute of Medicine, 2000; K. Magnuson, personal communication, June 4, 2014).
247 Center on the Developing Child (2011).
248 Eccles (1999).
249 Eccles (1999).

Key Questions

What Internal or External Changes Are Taking Place that Influence Development in Middle Childhood?

Cognitively, children in middle childhood develop and refine the ability to think in increasingly abstract ways, including the capacity for systematically handling more complex representational ideas.[250] In early childhood, children may be able to perform simple tasks that require the coordination of one or two discrete ideas; the ability to think abstractly and systematically about things that are not immediately present begins to develop around ages 6 to 7, culminating in children's ability to understand the logic of concrete objects and events.[251] This ability to understand concepts more theoretically helps to grow children's understanding of themselves; during this stage, they expand the ways in which they understand who they are to include more psychological aspects of themselves, including their capabilities and emotional states.[252]

Children frequently make multiple institutional transitions during middle childhood, including the entry into formal education (elementary school) around age six. This transition presents children of this age range with a new challenge: the need to regulate their behavior *across different settings*. As they enter a formal school setting for the first time, children face new expectations that they adapt their behavior appropriately for this new setting—a setting that could be very unlike other places they have experienced. One of our interviewees, Sara Rimm-Kaufman, a researcher at the University of Virginia who focuses on applied work, describes the kinds of changes children face in this new setting:

> We asked over 3,000 kindergarten teachers from around the country about what they, as teachers, see as the most critical skills for students to have when they make the transition into school. Our initial hunch was that teachers would talk about the importance of early reading skills or other academic competencies. Instead, most teachers deemed following directions as the skill that they believed was the most important. Consider the nature of activities in kindergarten—students need to listen to their teachers, engage in self-directed and small group work, get into line, make transitions between activities. Engaging in any of these activities successfully requires self-regulatory abilities. —Sara Rimm-Kaufman, professor of education, Curry School of Education, University of Virginia[253]

As Rimm-Kaufman describes, children are challenged in many new ways as they enter formal schooling environments, and are expected to exhibit extensive self-regulation in ways they were never expected to before. At the same time, children have increasing exposure to peers and other (nonfamilial) adults, and decreased time spent with families. Thus, while children in the elementary grades are learning to manage their behaviors, they are also using interpersonal skills to negotiate new friendships and managing increasingly independent interactions with peers.

What Are the Primary Areas of Development in Middle Childhood?

As with younger children, those in middle childhood are continuing to develop their self-regulation and interpersonal knowledge and skills. On top of that, there is a large emphasis on developing learning-related, or academic, knowledge and skills (**see Figure 6**).

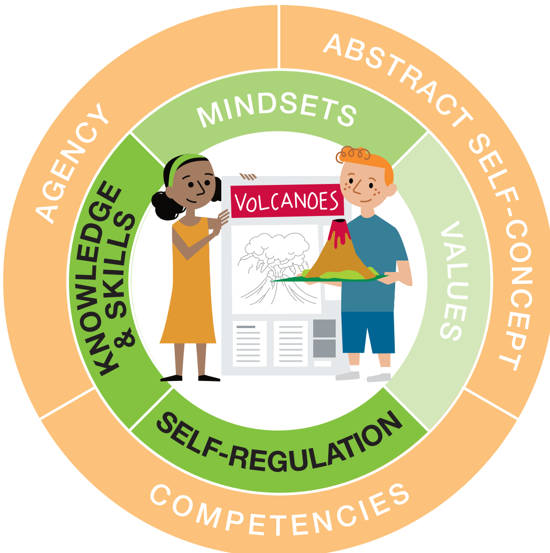
Self-Regulation: Self-awareness and self-control.

Children's cognitive development is evident not only in advances in their formal reasoning, but also in their capacity for self-reflection—in both academic and social settings. During these years, brain development allows children to hold onto more information at a single point in time and to

250 National Research Council (1984).
251 Piaget (1952; 1946/1951; 1970).
252 Rote & Smetana (2014).
253 UChicago CCSR interview with Sara Rimm-Kaufman, professor of education, Curry School of Education, University of Virginia (May 22, 2014).

FIGURE 6

Middle Childhood (Elementary School, Ages 6-10)



reflect on internal and external stimuli as they become less egocentric.[254, 255] In fact, children's abilities to engage in all aspects of self-regulation expand—in perceiving stimuli, planning, managing, and reflecting. The further development of executive function skills and more abstract thinking enables greater awareness and meaning-making in the increasingly social settings in which they spend time.

General cognitive developments also support another type of awareness during middle childhood: metacognitive awareness—that is, thinking about one's own thought processes. Metacognition allows children to reflect on and adapt their use of concrete, specific learning skills and strategies (e.g., study habits).[256] With the start of formal education, middle childhood is an especially important time for parents and educators to be thinking about ways to develop children's self-regulatory skills, including various types of awareness; these skills underlie many of the behaviors and attributes that are associated with successful school adjustment,[257] a predecessor to continued success in school.

Learning-related skills and content knowledge. The aforementioned growth in self-regulation and metacognitive abilities has ramifications for strengthening learning-related skills. When children enact learning-related skills, they exhibit behaviors like self-control, staying on task, organizing work materials, working independently, listening and following directions, and participating appropriately in groups.[258] As children progress through middle childhood, the ability to plan, evaluate, and modify their use of strategic learning behaviors develops further. This improvement in learning-related skills helps to support the influx of new knowledge obtained during these years. And indeed, a primary focus within elementary schools—particularly in the earlier grades—is on the acquisition of the content knowledge needed to succeed academically in future years. There are good reasons for this emphasis. First, this is a time period when children's cognitive abilities expand and allow for more effective learning and increased understanding of more complex concepts. Second, when children do not acquire early content knowledge, they are likely to fall behind their peers academically; this follows children throughout the elementary school years and beyond.[259]

Interpersonal skills. Middle childhood is a time when children spend increasing amounts of time with other children, and their growing cognitive capabilities combine with these new experiences to help strengthen their interpersonal skills. Children's growing capacity for self-reflection also manifests in increasingly complex perspective-taking, whereby children become able to handle others' perspectives and to coordinate multiple social categories.[260] Adult support is vital to helping children build healthy peer relationships and negotiating these new tasks; the ability to develop positive friendships with peers through the use of interpersonal skills and behaviors will facilitate positive outcomes later in life. Conversely, the devel-

254 The term *"egocentric"* is commonly used in the development literature, as it marks a transition from children seeing the world and themselves from their own perspective to seeing them from multiple perspectives.
255 Markus & Nurius (1984).
256 Eccles (1999).
257 Blair (2002).
258 McClelland, Acock, & Morrison (2006).
259 e.g., Clotfelter, Ladd, & Vigdor (2009); Fryer & Levitt (2006).
260 Flavell (1977); Watson (1981).

opment of poor relationships during this period puts children at risk for emotional and behavioral issues in adolescence and in adulthood.[261] For those children who struggle with peer acceptance, there is also an increased likelihood in adolescence of dropping out of school and encounters with police.[262]

How Do Experiences Shape Development in Middle Childhood?

As the increase in cognitive function facilitates an increase in self-reflection and perspective-taking, children begin making sophisticated social comparisons, including comparing and contrasting their own behavior with that of their peers.[263] A supportive environment is vital to the development of a child's self-concept, and in middle childhood, a child's sense of self becomes both more stable and more abstract.[264] There is a great emphasis on the need for developing a strong sense of oneself as capable and independent. As children gain the capacity to compare themselves to others, it is notable that children are likely to think about themselves in a manner that highlights the way they are different or how they stand out from others.[265] They use this information to evaluate themselves as being good at something or not; as such, they begin to develop early mindsets related to self-efficacy and the roles that ability and intelligence play in performing well.[266] While middle childhood remains an important period for developing greater independence, children still rely substantially on adults and institutional settings to provide consistent structure and feedback on their performance, thereby exerting substantial influence on the judgments children reach about themselves, their peers, and their developing identity.

Many of the components articulated in the Foundations for Young Adult Success developmental framework begin or continue to develop in middle childhood, laying the foundation for later success. Our review of the literature indicates a heavy emphasis on cognitive development during these years; indeed, practice—especially in schools—often hones in on cognitive development and content knowledge. However, a deeper look expands this perspective and highlights that several other foundational components are maturing during this stage of life as well. These include self-regulatory processes; knowledge and skills beyond content knowledge, including learning and social skills; and early mindsets about a person's capabilities to accomplish their aspirations. As adults consider the range of developmental experiences and interactions they provide for elementary school-aged children, it would behoove them to consider the varied needs of youth in this age group.

While the current literature on this developmental stage does examine children in new social situations, the focus is primarily on children in the context of the classroom. In particular, researchers have made great strides recently in identifying the ways self-regulation in middle childhood is associated with adaptive classroom behaviors, the ways and means by which children form friendships based in the classroom during middle childhood, and the ways in which middle childhood is a time of cognitive development. However, less research has focused on children in family and community contexts; the goal of very little research has been to understand how the cognitive, social, emotional, and physical development that occurs during middle childhood happens in the multiple domains of the child's life. Such research is undoubtedly needed, since middle childhood is a time where many different aspects of a child's development must fall into place to support the rapid growth and development that will occur in adolescence.

How Is Development In Middle Childhood Related to Development in Other Stages?

Development in middle childhood builds directly off of the advances children make in early childhood. As children transition from early childhood into middle childhood, their cognitive capabilities continue to expand greatly. The general cognitive changes that take place enable children to think more abstractly, rather

261 National Research Council (1984).
262 Kupersmidt & Coie (1990); Parker & Asher (1987).
263 Ruble (1983).
264 Bannister & Agnew (1976); Guardo & Bohan (1971); Livesley & Bromley (1973); Montemayor & Eisen (1977); Rosenberg (1979).
265 McGuire, McGuire, Child, & Fujioka (1978); McGuire & Padawer-Singer (1976).
266 Gecas (2003); Stipek & Gralinski (1996); Zimmerman & Ringle (1981).

than in very concrete ways. This includes a child's sense of self. For example, most children in middle childhood view their self-identity as stable, and do not believe they can become a completely different person.[267] Although frequently conceptualized as a developmental plateau by earlier theorists (e.g., Freud, Piaget), middle childhood represents a critical transitional period during which children establish a growing sense of competence, independence, and self-awareness upon which later identity development during adolescence builds.[268]

A reliance on self-regulation also continues to be crucial in the middle childhood years. As children get older, however, the manifestations of self-regulation begin to change from what they once were. In early childhood, self-regulation largely focuses on the management of emotions and of interactions with peers. As children progress through middle childhood, the goals of self-regulation become broader. They expand to include how to set goals and develop organizational skills, such as remembering to bring a textbook home from school to complete homework. This transition into more advanced types of self-regulation sets the stage for early adolescence when more responsibilities are placed on youth.

Early Adolescence

(Middle School-Aged Children; Ages 11 to 14)

The middle grades roughly overlap with the period of development known as *"early adolescence,"* between ages 11 to 14. This developmental phase is a time of great physiological, psychological, and social change, including entrance into puberty. Also occurring during this period are drastic changes and reorganization in the brain, particularly in the prefrontal cortex, resulting in significant cognitive developments.[269] Early adolescents begin to capitalize on their previous knowledge, skills, and self-regulatory abilities to build toward high-level thinking and more coordinated social activities. They show marked improvements in their deductive reasoning, cognitive flexibility, efficiency and capacity for information processing, and expertise in a variety of domains,[270] including *"improvements in various aspects of executive functioning, including long-term planning, metacognition, self-evaluation, self-regulation, and the co-ordination of affect and cognition."*[271] Kelly Dwyer, chief knowledge officer of Spark, an out-of-school program for middle school students, describes the plethora of changes taking place for youth of this age:

> Middle school is such an intense time period for kids; they're growing older in every way you could possibly grow, and they bring that to everything they do...First of all, in their prefrontal cortex all these synapses from childhood get pruned away—things that they're not really using as much—and the synapses that are in their brain start to become more solid...And then also in their limbic system, their hormones are basically like lighting that up, right? And that system is in charge of how a person assesses risk and how willing they are to take risk...The other big thing is, from a personality development standpoint, they're thinking about who they are in the world for the first time. —Kelly Dwyer, chief knowledge officer, Spark[272]

Amidst these changes, literature has identified the major developmental task during adolescence as the search for identity.[273]

Key Questions

What Internal or External Changes Are Taking Place that Influence Development in Early Adolescence?

Since the foundational components and the key factors for young adult success can only be developed through interactions with others, or psychological reciprocity, young people in this stage will seek a peer group to help advance their development.[274] In particular, early adolescents are using peers to explore some sort of identity.

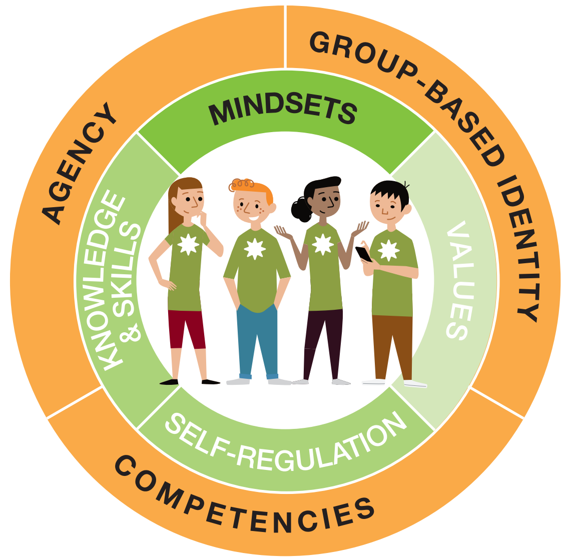
267 Guardo & Bohan (1971).
268 Eccles (1999).
269 Blakemore & Choudhry (2006).
270 Blakemore & Choudhry (2006).
271 Steinberg (2005, p. 70).
272 UChicago CCSR interview with Kelly Dwyer, chief knowledge officer, Spark (April 25, 2014).
273 Erikson (1950/1963).
274 Erikson (1950/1963).

The peer social context becomes much more influential during this stage of life, and young adolescents are preoccupied with trying to find where they fit. The increased executive function skills and awareness also enable an acute attention to social status among peers.

As with youth in middle childhood, early adolescents enter a very different institutional environment as they move from elementary school into middle school and/or the start of high school. Overall, early adolescence represents a great time of change, and young people's experiences during this period can set them on a trajectory that will continue to influence their development through middle adolescence and young adulthood.

FIGURE 7

Early Adolescence (Middle Grades, Ages 11-14)



What Are the Primary Areas of Development in Early Adolescence?

Youth in early adolescence continue to develop their self-regulation and interpersonal knowledge and skills, but the most salient areas of development during these years are group-based identity development and a number of mindsets (**see Figure 7**).

Group-based identity development. As young teens enter the middle grades, they are very concerned with *"developing a sense of group cohesion"* with peers,[275] much more so than in previous stages. The peer group affiliation drives development of foundational components such as mindsets and an awareness of self, as well as values derived from their peer group. Teens *"look to their peers for acceptance, importance, and unity. Within the context of building peer relations, adolescents learn loyalty, empathy, criticism, and rejection."*[276] The sense of belonging they seek shapes adolescents' early identity, particularly their social identity as being autonomous from their parents and family. During this time, youth are learning to establish more intimate friendships and staking out some degree of independence from their parents and families by identifying with a crowd. This identification provides clear developmental benefits and influences on early adolescents: crowds contribute to identity development by connecting teens to a social network and establishing norms of behavior for their members.[277] These changes help adolescents build narratives of themselves separate from their family unit, and apply agency toward new interests outside of the home.

Emerging mindsets. As young teens seek out peers who dress, look, and behave like they do to find acceptance in a peer group[278] (and simultaneously change their dress, look, and behavior to fit in), a number of mindsets are being developed. Here, the onset of puberty and the development of sexuality during early adolescence add complexity to social bonds with same-age peers. Any physical features that seem to differentiate one from the crowd have a considerable impact on a middle school student's view of self, and even a negative psychological impact.[279] In particular, the focus on peer acceptance affects young adolescents' self-efficacy and self-esteem.[280] As they enter early adolescence,

275 Hazen, Scholzman, & Beresin (2008, p. 163).
276 Gutgesell & Payne (2004, p. 80).
277 Susman et al. (1994).
278 Akers, Jones, & Coyl (1998); Gutgesell & Payne (2004); Hogue & Steinberg (1995).
279 Gutgesell & Payne (2004); Hazen, Scholzman, & Beresin (2008).
280 Self-esteem refers to the general valuing of one's worth. Whereas self-concept describes the content of the self, self-esteem places a value on that content and is thus associated with positive (pride) or negative (shame, disgust) emotions that coincide with a positive or negative judgment.

teens experience more day-by-day fluctuations in self-esteem than they did in childhood, though these eventually stabilize over time.[281] Important influences on self-esteem in adolescence include parental approval, peer support, adjustment, and success in school.[282] When early adolescents have greater self-esteem, they are more likely to feel a sense of self-efficacy about different activities and relationships they are engaged in.

As youth transition into the middle grades in early adolescence, a change in academic attributions also occurs. Recall that in middle childhood, children begin to sense that they are *"good"* or *"not good"* at something; in early adolescence, this materializes into a more articulated distinction between ability and effort, or *"not working hard enough"* and *"not being smart enough."*[283] Over time, young teens begin to develop a *"fixed"* mindset (as opposed to a growth mindset); that is, they tend to attribute performance increasingly to ability, or at least to see ability as a more formidable constraint on their performance.[284] These emerging mindsets have implications for students' success as they navigate the transition into high school. For a significant number of students, their performance attributions, coupled with their doubts about the malleability of intelligence, cause them to withdraw effort just when the academic context requires both more effort and better use of appropriate strategies for learning. The emphasis on social comparison in the middle grades also sets up a context in which less prepared or lower performing students do not want to call attention to their learning struggles and *"may adopt behaviors and strategies to avoid failures—devaluing challenging tasks, self-handicapping, and withdrawing effort altogether."*[285]

How Do Experiences Shape Development in Early Adolescence?

The fact that early adolescents are grappling with these new ways of seeing themselves—in terms of both identity and self-efficacy—has implications for how they react to the school settings in which they spend much of their time. Jacqueline Eccles and her colleagues have shown how cognitive and social behavior changes in early adolescence collided with school environments and instructional practices in a way that undermined students' engagement and performance; in essence, they described a lack of *"fit"* between early adolescents' developmental stage and the middle school environment.[286] These findings are summarized in an earlier UChicago CCSR report:

> Paradoxically, at a time when adolescents are becoming developmentally ready to assert increasing personal autonomy and assume greater responsibility for their learning, middle grades classrooms become more (not less) restrictive, placing greater emphasis on teacher control and diminishing opportunities for student choice and independence. Second, at a time when early adolescents become increasingly sensitive to social comparison, instructional practices in middle grades classrooms tend to reward ability over effort and highlight social comparison. Third, at a time when adolescents develop the ability to engage in more complex, abstract forms of problem-solving, the academic demand of class assignments declines during the middle grades—schoolwork often becomes less (not more) challenging.[287]

281 Alasker & Olweus (1992).
282 DuBois, Bull, Sherman, & Roberts (1998); Luster & McAdoo (1995); Steinberg & Morris (2001),
283 Nicholls & Miller (1984).
284 Covington (1984); Dweck & Leggett (1988); Nicholls & Miller (1984).
285 Farrington et al. (2012, p. 56).
286 Eccles, Lord, & Midgley (1991); Eccles & Midgley (1989); Eccles, Midgley, & Adler (1984).
287 Farrington et al. (2012, p. 57).

Creating successful contexts for early adolescents—whether inside or outside of schools—would require that we meet their developmental needs for increasing independence from adult control, extended interaction with peers, exploration with things they have interest in, and opportunities to engage in increasingly complex forms of thinking, communicating, and problem-solving. It also calls for attending to the various foundational components that are in play during every experience an adolescent has. One example of a program that is helping to support youth in these ways is Spark, an out-of-school apprenticeship program that works with middle grade students to address the issue of disengagement that occurs in middle school. Their executive director of Spark, Chicago describes:

> Students in middle grades don't find a direct link between what they're doing in school and their life. Classroom learning is not tied to their personal interests and it's not hands-on. So they're bored by the way they're learning... Spark is trying to make those connections for students. One example is a student, Jeffrey, who was struggling in math but loves to skateboard. We paired him with a mentor at an architecture firm for his apprenticeship. For his Spark project, he actually got to build a skate park because, of course, that ties to his interests, and he was super excited. But then, Jeffrey starts to understand why geometry is important and how he might relate math to something that he likes and is interested in. —Kathleen St. Louis Caliento, executive director, Spark, Chicago[288]

This example highlights how developmental experiences—in this case, in-school learning vs. an apprenticeship aligned to Jeffrey's interests—can either hinder or facilitate youth engagement with exploration and learning. Indeed, scholars have argued that the more rigid structure, decreased individual attention, and evaluative environment of middle and high schools constitute a mismatch between developmental stage and the environment, which exacerbates many problem behaviors.[289] By attending to Jeffrey's interests and adapting his experiences to those interests that he holds (a key aspect of developmental relationships), Jeffrey is more likely to engage in learning; the experiences presented to him support a higher level of connection between his apprenticeship and school, and thus an expansion of his existing skills.

How Is Development in Early Adolescence Related to Development in Other Stages?

As the focus moves from middle childhood to early adolescence, there is a distinct shift in the literature from an emphasis on the development of self-regulation and early social interactions toward the development of identities—particularly adolescents' social and academic identities. During these early adolescent ages, youth are continuing to develop abstract thinking and focusing more on the comparison of the self to others. These developments allow for further refinement of self-awareness and executive function skills, including self-regulation, metacognition, setting goals for oneself, and the application of learned strategies, all of which support the achievement of academic, social, and personal success. Youth in early adolescence are also laying the groundwork for later identity development, particularly the various identities and opportunities for agency that will emerge in different parts of their lives as they move into their later teen years.

In short, the middle grades may be best understood as a time of intense transition as young teens begin to pull away from family and seek to establish themselves in the world of their peers, grappling with the meaning of the self in relation to others. As researchers Gutgesell and Payne observe, *"the teen is finding self-expression and forming moral thought while struggling with an emerging image of self in society."*[290] Peers clearly have a powerful, ongoing influence on early adolescents' conceptions of themselves, their psychological development, and their daily behaviors, all of which contribute to their emerging senses of identities.

288 UChicago CCSR interview with Kathleen St. Louis Caliento, executive director, Spark, Chicago (February 13, 2014).

289 Eccles et al. (1993); Halpern, Heckman, & Larson (2013).

290 Gutgesell & Payne (2004, p. 80).

Middle Adolescence

(High School-Aged Youth; Ages 15 to 18)

Youth in high school, roughly ages 15 to 18, are in what is known as middle adolescence, the developmental stage that follows the drastic physical and neurological changes of puberty. Middle adolescence brings more physiological stability and better adjustment—psychological and social—to the changes that occurred during the previous stage of adolescence. However, this is also a time associated with greater risk-taking and experimentation as adolescents advance their various senses of identity and agency. In fact, the fundamental developmental task in this stage is for teenagers to sample widely the broad range of roles and experiences available to them, while not jeopardizing long-term health and safety.

Key Questions

What Internal or External Changes Are Taking Place that Influence Development in Middle Adolescence?

Several factors support greater identity formation in the high school years, including continued increases in cognitive capacity and changes in adolescents' social relationships. Entrance to high school brings with it a wide variety of new opportunities and experiences, as well as increased academic demands. Though not all teens engage in or have opportunities for all experiences, it is during this developmental stage that young people generally begin dating and entering into sexual relationships, driving a car (opening up new opportunities for independence), working in paid employment, and experimenting with drugs and alcohol; each of these experiences contributes to further development of various identities in the multiple facets of their lives (e.g., as a romantic partner, as an employee). Middle adolescents also begin having to make decisions with both high-stakes and long-term consequences.

Cognitive developments during this phase support teenagers' ability to appreciate, learn from, and value different viewpoints. The thinking of teens in the high school years is less confined to absolutes (black and white), giving them a higher level of comfort with ambiguity. This corresponds with a greater acceptance of others' individuality and less emphasis on conformity to group norms that characterized their social relationships in early adolescence.[291] Their cliques expand to include peers of the opposite sex, and they spend increasing amounts of time in mixed-sex groups.[292] High school-aged adolescents also tend to have somewhat broader and/or more numerous social groups than they had in the middle grades, and they are more willing to step out of their comfort zone to experiment with different aspects of the self.

What Are the Primary Areas of Development in Middle Adolescence?

During the high school years, the major developmental tasks include discovering a sense of values and an individuated identity (**see Figure 8**). These rely on developing positive mindsets and knowledge of the self that is differentiated from others.

Values. In contrast to earlier stages, having a sense of personal values emerges as a self-defining characteristic for middle adolescents. Whereas young children define themselves in terms of concrete attributes and middle-schoolers define themselves by a peer group, high school-aged youth form a much more independent sense of the things they place value in. Teenagers in this age range experience a higher level of cognitive functioning, which gives them greater capacity to identify and reflect on what they value about themselves, their peers and family members, and the world writ-large. They *"begin to view themselves in terms of personal beliefs and standards, and less in terms of social comparisons."*[293] This is important for future endeavors because when an individual determines what holds value, he is more motivated to harness his knowledge and skills toward that end; in this way, values play a crucial role in exercising agency toward realizing one's potential. Additionally,

291 Shulman, Laursen, Kalman, & Karpovsky (1997).
292 Brown (1990).
293 Steinberg & Morris (2001, p. 91), with additional reference to Harter (1998).

establishing a clear set of individual values can help link past experiences with current and future motivations and behaviors, and thus will be central in forming an integrated identity.[294]

Individuated identity. In contrast with early adolescence, when youth define themselves by the norms and interests of their peer groups, middle adolescents begin asking *"big questions"* about themselves, their values, and their place in the world.[295] They are seeking an individuated identity—a sense of who they are independent of others around them. Young people in this age range *"are beginning to find their own voice, beliefs, and values; and they are beginning to set and act on personal goals. They are learning to invest in their own learning experiences, productivity, and creativity; and they are forging the enduring motivational structures that will carry them into adulthood."*[296] These developments play a crucial role in how youth begin to define their individuated identities, and ultimately how well they are able to consolidate their various *"selves"* into an integrated identity.

FIGURE 8

Middle Adolescence (High School, Ages 15-18)

How Do Experiences Shape Development in Middle Adolescence?

Neurological changes during middle adolescence lead to lower levels of self-regulation, resulting in a time of increased risk-taking. Some adolescents are wired to seek pleasure and excitement without the benefit of adequate compensatory regulatory control. As Lawrence Steinberg described it, there is a mismatch between *"the gas pedal and the brake."* Particularly in the early years of high school, there is an increase in the activity and development of the areas of the brain associated with pleasure-seeking and rewards, while development in the areas of the brain associated with behavior regulation is not complete until later in life.[297] Combine this developmental mismatch with adolescents' search for individuated identity and this stage of life becomes a time when many teens experiment and put themselves in new situations to try out various potential *"selves."* These experiences provide the essential raw material from which they will be able to form a more mature integrated identity. In all these cases, the experience of trying on new roles, exploring the self, and considering one's place amongst others drives identity integration. Lila Leff, founder of Umoja Student Development Corporation, encapsulates how natural it is for adolescents to tinker, practice, and choose different roles:

> I think one important part of building out an identity is that you practice and play around in things and think about who you want to be in them. And you try on different roles. Think about all the different personalities you can take on when you're babysitting, or you're working at the movie theater with kids you don't go to school with, or you're doing whatever. Kids need time and room to do that and to figure out: How do I see myself? Can I still be true to myself and

294 Côté (2009).
295 Halpern, Heckman, & Larson (2013).
296 Halpern, Heckman, & Larson (2013, p. 8).
297 Casey, Getz, & Galvin (2008); Steinberg (2007).

talk differently in different situations? It's practicing code switching; not because somebody told it to you, but because you really experienced it. —Lila Leff, founder, Umoja Student Development Corporation[298]

As a practitioner, it can sometimes be difficult to distinguish between harmless experimentation and *"enduring patterns of dangerous and troublesome behavior."*[299] Many adolescents exhibit a pattern of problem behaviors that are adolescence-limited and developmentally normative.[300] It turns out that most serious problems observed in middle adolescence actually had their start at an earlier age. Accordingly, predicting long-term behavioral problems is best assessed by looking at behaviors *before* entry to adolescence, which places additional importance on monitoring social-emotional behaviors in middle childhood. Most problems that present themselves for the first time in adolescence are *"relatively transitory in nature and are resolved by the beginning of adulthood, with few long-term repercussions."*[301]

Like the mismatch between early adolescents and middle schools described in the previous section, we see evidence of a similar lack of fit between the developmental needs of older adolescents and many high schools. Studies often find that adolescent students exhibit decreased interest and motivation to learn and seem unwilling to take on the challenging academic tasks of high school.[302] Researchers Halpern, Heckman, and Larson argue that this is largely because high schools afford young people *"little opportunity to experience a sense of ownership [or] deepening participation in a goal-oriented community"*[303] aligned with their developing capacities and interests. When students enter high school, they experience a decline in emotional support for learning from teachers and peers,[304] along with a high-stakes assessment environment that amounts to a *"motivational framework based on fear,"* often resulting in young people's *"intellectual and psychological withdrawal."*[305]

Despite this misalignment, the high school context is one setting that drives the development or reinforcement of foundational components during this period. The knowledge students gain through high school education—particularly the knowledge they gain relative to their peers—will affect future success, both by directly affecting the acquisition of further knowledge and through changes in self-efficacy caused by self-awareness of their relative academic standing. Their ability to overcome self-regulation challenges will inform the extent to which they are able to develop and exhibit important competencies, and high school performance will inform mindsets about the self and the self as a student. In the process of identity development, adolescents need to experiment with new roles and responsibilities and try on new images of the self. They need to be exposed to and explore *"future possible selves"* that they might not have previously imagined for themselves,[306] and these opportunities will be fostered or constrained by the school context they are in.

Middle adolescents need opportunities to generate data about the self in response to the questions that most motivate them: *"Who am I?" "What do I have to offer to others?"* and *"What can I do in the world?"* Without support for this kind of exploration, adolescents in the high school years are not able to fulfill the developmental tasks before them. The challenge is in finding productive outlets and opportunities for their developing capacities, such as opportunities in out-of-school activities, work, and community settings.

How Is Development in Middle Adolescence Related to Development in Other Stages?

Early development of mindsets continues to influence how youth in this stage interact with others and respond to their experiences. It remains crucial that as middle adolescents seek out an understanding of their values and identity, adults encourage youth to be open to new experiences. When adolescents engage with a

298 UChicago CCSR interview with Lila Leff, founder, Umoja Student Development Corporation (January 30, 2014).
299 Steinberg & Morris (2001, p. 86).
300 Moffitt (1993, 2003).
301 Steinberg & Morris (2001, p. 87).
302 Marks (2000); Stipek (2004); Vedder-Weiss & Fortuc (2011).
303 Halpern, Heckman, & Larson (2013, p. 6); see also Certo, Cauley, & Chafin (2003); DeWit, Karioja, & Rye (2010); Smith (2003).
304 DeWit, Karioja, & Rye (2010).
305 Halpern, Heckman, & Larson (2013, p. 7).
306 Oyserman & Fryberg (2006).

wide array of experiences, it lays the groundwork for future decisions post-high school.

High school adolescents recognize seeming discrepancies in the self, and may describe themselves in terms of behavior that can differ according to differing social contexts (for example, being shy at school, gregarious with friends, and respectful toward parents). As teenagers continue to mature, they report fewer such discrepancies and a more consistent view of themselves across contexts.[307] Studies also show that *"adolescents evaluate themselves both globally and along several distinct dimensions—academics, athletics, appearance, social relations, and moral conduct."*[308] The ability to recognize these various *"selves,"* and understand that they can both be distinct from one another and still contribute to a single identity, is the basis for what happens in the next stage of development: developing an integrated identity.

Transitioning into Young Adulthood (Ages 19 to 22)

Late adolescence is a culmination of all the growth and development that has transpired from birth to this stage. Youth ages 19 to 22 are transitioning from adolescence into young adulthood—a time when individuals begin to make their own decisions about the path they will take as an independent adult. The primary developmental task of young adulthood is integrating different social roles into a coherent identity with a stable set of commitments to roles, values, and beliefs. Compared with early and middle adolescence, young adults show increasing maturity in their selection of and participation in social groups. Whereas early adolescents had a strong drive to belong to same-age social groups to foster their evolving identity, for young adults *"the goal of independence dominates thinking; vocational, educational, and personal issues are major decisions."*[309] Belonging to a *"crowd"* grows continually less important as young people display *"increasing comfort with [their] capacity to choose among many different groups and to endorse selectively the values that have particular relevance"* to them.[310] Sexual orientation and gender identity become consolidated in middle and young adulthood. The primary social development in young adulthood is the entry into romantic and longer-term sexual relationships. Sexual experimentation is normal and expected.[311]

Throughout the adolescent years, youth are working toward their own notions of identity. By young adulthood, a person with an integrated identity has *"an explicit theory of oneself as a person,"*[312] what Northwestern University professor Dan McAdams calls a *"narrative identity,"* with explanatory power to make the many plot twists of one's life cohere around an organized, singular, and agentic sense of self.[313] To achieve this notion of rational agency requires a process of holistic development: integrating the various domains of one's personhood into one integrated sense of self, with all the parts working in conjunction to achieve one's individual and social purposes.

Primary Area of Development in the Post-High School Years: Integrated Identity

Erik Erikson postulated that the key task of adolescence was to develop a viable sense of identity that links childhood with adulthood and that situates choice and agency within the individual.[314] Adolescents who *"do not form a coherent sense of self and values…will lack a consistent sense of identity as they progress into adulthood."*[315] According to a further articulation of Erikson's theory of identity development espoused by James Marcia, as adolescents get closer to adulthood, they experience more pressure to make choices about their future. Individuals are either able to make commitments to particular values and beliefs and integrate their multiple social roles into their identity, or they adopt a ready-made identity handed to them by others without really considering a wider range of options, or they simply give up on making such commitments and return to a state of identity diffusion.[316]

307 Harter & Monsour (1992); Harter, Waters, & Whitesell (1998).
308 Steinberg & Morris (2001, p. 91), with additional reference to Masten et al. (1995).
309 Gutgesell & Payne (2004, p. 81).
310 Hazen, Scholzman, & Beresin (2008, p. 163).
311 Gutgesell & Payne (2004); Hazen, Scholzman, & Beresin (2008).
312 Moshman (2005, pp. 89-91).
313 McAdams & Adler (2010).
314 Erikson (1950/1963).
315 Hazen, Scholzman, & Beresin (2008, p. 163).
316 Marcia (1966).

FIGURE 9

Young Adulthood (Post-Secondary, Ages 19-22)

Young adulthood is a critical time period in determining the future of one's life. The process of integrating identity is best supported by exposing young people to a variety of opportunities and possibilities—of roles, perspectives, educational and career paths, and future possible selves—and encouraging them to explore these options, rather than constraining their choices or pushing them to quickly choose a long-term path. Success in the developmental task of this stage rests on the foundation built in earlier stages of life, but it is fundamentally determined by the approach older adolescents take to making choices and commitments for their future. In young adulthood, many youth are continuing to build upon the foundational components depicted in the Developmental Framework for Young Adult Success (**see Figure 9**); they possess stronger reasoning capacities and the ability to anticipate long-term outcomes. They have the ability to set goals with a narrative that helps support their planfulness and select strategies to achieve them. Their cognitive growth also enables young adults to overcome the risk-taking behavior of middle adolescence, and enact better self-regulation over their emotions and behaviors. All of this depends on a firm footing of the foundational components shown previously: awareness of self and others and self-regulatory control, the knowledge and skills one has developed through school and other learning activities, the mindsets one has cultivated, and the values one is committed to. Finally, though, they depend on the identity choices one makes, and the extent to which those choices are based on a broad sampling of possibilities.

With positive and varied experiences throughout early development, young adults are bound to have the physiological and cognitive capacities they will need to embark on a life that is both independent yet connected to important others. If all has gone well up to that point, or if adults intervened at key points when help was needed, the young adult will most likely be able to integrate her various life experiences, roles, and group memberships into a coherent and autonomous sense of self. The ultimate goal of positive youth development is to support children, adolescents, and young adults to set their own aspirations and have the agency and competencies to attain their goals. As so clearly stated by one of our interviewees who works with adolescents and young adults, Leslie Beller, the goal is to develop youth into individuals who exhibit the following:

> The ability to make active choices over their own future, and make legitimate choices grounded in an understanding of who they are, grounded in an understanding of the social realities which they face, understanding how to actually overcome those barriers if desired, and to feel confident that the choices they make are grounded in their own understanding of themselves and their understanding of their own context, which would allow systems to not manipulate them as [they do] often based on the economic needs. —Leslie Beller, Chicago Public Schools, and director and founder, MHA Labs[317]

317 UChicago CCSR interview with Leslie Beller, director and founder, MHA Labs (January 29, 2014).

What happens as adolescents transition into young adulthood is strongly shaped by the ways in which and degrees to which earlier developmental tasks were met. They draw upon the foundation laid in each preceding stage or the interventions that have successfully compensated for prior developmental lapses. To meet the development tasks as one embarks on young adulthood, a young person should be able to draw upon a basis of secure attachment/trust; the core components of self-regulation, including awareness and reflection; a sense of their own agency and ability to take initiative; and a robust sense of possibility based on exploration. An integrated identity is best achieved when youth are presented with and encouraged to explore a wide variety of opportunities and life possibilities and develop key competencies before prematurely deciding on one course or inadvertently limiting their options by failing to act. Integrated identity draws on experiences and opportunities, incorporating them into memory to shape future behavior patterns and self-concept.

CHAPTER 4

Conclusion and Implications for Practice, Policy, and Research

In the United States today, youth are coming of age amidst substantial and widening economic inequality, coupled with diminishing access to opportunity for huge segments of the population.

This delivers a *"one-two"* punch for far too many children: they experience the extra burdens of being on the wrong side of the economic divide—food insecurity, unstable housing, exposure to community violence, toxic stress—compounded by stark differences by income, race/ethnicity, and geography in access to high-quality educational opportunities, access to preventative health care, and parental and community investments in experiences that foster learning and growth. Inequality is reproduced in part by limiting young people's opportunities to develop assets that are valued in society. The stark reality is that, whether we think in terms of traditional domains of academic knowledge and skills, *"21st century"* competencies (e.g., problem-solving, critical thinking, and communication), or individual artistic or intellectual passions, young people face clear and significant gaps in opportunity to reach their full potential. This plays out in a number of ways. For example, as payoffs to advanced education are rising,[318] post-secondary opportunities that can lay the groundwork for successful young adulthood are increasingly constrained by gaps in earlier opportunities to develop basic knowledge and skills from early childhood through high school. The sad fact is that, in the United States today, large swaths of the population are denied the opportunities to develop the competencies, knowledge, skills, and self-regulatory capacities that are essential for productive adult functioning, or the mindsets, values, agency, and integrated identity that would enable them to set and achieve goals of personal importance and direct their own lives.

The good news is that there is a strong convergence of evidence about how young people develop and learn, with a growing number of examples of this knowledge applied in practice. This report draws upon the research, theory, and practice knowledge base from a range of disciplines and approaches, spanning Dewey's theory of learning from nearly a century ago to recent findings from neuroscience on how the brain works, and synthesizes it into an accessible framework designed to guide the efforts of all adults who are responsible for raising, educating, or otherwise working with children and youth. In the past several years, a large number of frameworks and standards have been created to provide guidance on *what* young people need to learn. The Foundations for Young Adult Success developmental framework describes *how* to enact these frameworks and standards. It characterizes the experiences and relationships youth need to develop into young adults who have agency, an integrated identity, and the requisite competencies to successfully meet the complex challenges of young adulthood and become

318 Goldin & Katz (2008, 2009).

thriving, contributing members of their communities.

The vision behind the Foundations for Young Adult Success developmental framework is about building a society where all children grow up to reach their full potential regardless of which side of the economic divide they are born on. Currently, opportunities for rich and varied developmental experiences through K-12 schooling and informal education are largely determined by family resources; to address these inequities, it will not be enough to simply expand options by adding more well-run programs, providing a few more resources, or reforming a subset of schools. Expanding and improving options only improves access for the subset of young people who are more motivated or fortunate enough to live nearby; it still leaves many young people behind. More systematic change will be necessary to address the underlying inequities that shape the life chances of young people. It will mean building a collective sense of responsibility for expanding the possibilities for all young people, not just for our own biological children.

It will also take a transformation of adult beliefs and practices within the existing institutions and structures that shape children's learning and development. It means integrating afterschool providers' lens of youth development with educators' knowledge of learning theory with families' deep understanding of the unique needs and circumstances of their children. By drawing from the knowledge, approaches, and experience of many different adults from many different settings, we can give the next generation of young people the opportunities they need to meet their full potential.

The approach described in this report **(1)** identifies key factors and foundational components of young adult success, **(2)** considers how the backgrounds of and contexts in which young people live affect their development, **(3)** uses a developmental lens, and **(4)** makes the intentional provision of opportunities for young people to experience, interact, and make meaning of their experiences the central vehicle for learning and development. The Foundations for Young Adult Success developmental framework has clear implications for schools, youth organizations, and families, but without larger transformations in the policy landscape and larger societal and economic context, there are limits to what can be achieved. Many questions remain about how to more effectively support the development of young people and what policies and structural changes are needed; these form the basis for the research agenda needed to guide these transformations. The world we envision for the next generation of young people will require the joint efforts of educators, youth practitioners, parents and families, policymakers, and researchers. In this concluding chapter, we highlight implications for each group.

Implications for Educators, Youth Practitioners, and Parents and Families

A Narrow Focus on Content Knowledge in Isolation from the Other Foundational Components Undermines Learning and Development

Learning and development are holistic processes dependent on interactions among all of the foundational components (self-regulation, knowledge and skills, mindsets, and values). There may be conceptual reasons for distinguishing between *"cognitive"* and *"noncognitive"* factors, but this distinction has no functional meaning. Cognition, emotion, affect, and behavior are reflexive, mutually reinforcing, and inextricably associated with one another as a part of development and learning. Adults will make little headway if they target only one particular component or subcomponent in isolation. A lesson or activity might focus on a particular foundational component or key factor—be it content knowledge, emotion regulation, a growth mindset, interpersonal skills, or self-awareness—but creating an effective developmental experience rests on being intentional about the contributions each component makes to the learning experience and the ways young people are making meaning of that experience. In schools, for example, teachers are not effectively supporting optimal growth and understanding if they attend solely to teaching content knowledge. If the directions in an algebra lesson are unclear, a student may make meaning of this experience by believing that he cannot do algebra, thus undermining his self-efficacy in the class. The student may also decide that algebra does not matter and is not worth any effort, preferring this interpretation to believing he is not capable of doing algebra. In addition, if the teacher does not establish clear routines and expectations for students, the process of self-regulation necessary for learning becomes more complicated. If there are unresolved interpersonal issues among kids in a classroom, their minds might be on their peers rather than on quadratic equations. In short, the task of ensuring that students learn algebra is dependent on every other dimension of learning.

Teachers, youth workers, and parents can ask themselves questions to ensure they are taking a holistic approach to learning. Am I making sure that failure is not punished and that my child is encouraged to take risks and is open to trying new skills? Do youth have multiple chances to improve so they can develop a growth mindset? Am I helping my students develop metacognitive strategies by giving them time to reflect on the steps they took to do a lesson and consider how to improve their performance? Have I provided an opportunity for young people to think about how they might apply this content to things they care about in the world? By intentionally attending to the foundational components, teachers and other adults can guide how young people make meaning and internalize learning experiences.

Taking a Developmental Lens Is Essential to Ensuring That Structures and Practices Meet the Developmental Needs of the Young People Being Served

Although a lot is known about development, too often, there is a mismatch between the structures or practices in a youth setting and the developmental needs of the young people being served. Schools, youth programs, and even families are too often oriented to adult needs and goals (e.g., maintaining classroom discipline) instead of taking a youth-centered approach. For example, during the early and middle adolescent years, school settings become increasingly structured, less social, and less reflective at a time when youth need ample opportunities to engage with each other, explore their varied interests, and have support in evaluating events in relation to who they are and who they want to become.

Adults should have a solid understanding of the developmental needs of the young people they work with and should tailor the developmental experiences and supports they provide to the age of the youth. Although all aspects of the developmental experiences described in this report are relevant at all stages of childhood and adolescence, they vary considerably in practice depending on children's age and their cognitive and emotional development. For example, a reflective experience might consist of helping a young child understand a hurtful interaction that occurred during free play. By helping that child remember a time when she was in a similar situation, adults can play a crucial role in supporting that child's understanding of others' feelings. For an adolescent, developmental experiences would look more sophisticated and be more closely aligned with a youth's ongoing formation of her identity and vision for who she could be in the future. For example, a teacher might debrief a disciplinary incident with a student, reflecting on how others have solved a similar disagreement, and how the student's actions may or may not align with her values and identity. In either case, the most effective developmental experiences will focus on the foundational components and key factors most malleable and salient in that individual's developmental stage. Taking into consideration differences across age ranges and across individual children is crucial for creating experiences that are developmentally appropriate.[319]

Ensuring All Young People Have Access to a Multitude of Rich Developmental Experiences Is Imperative to Their Success

Growing up in marginalized communities adds to the complexity of developing into a young adult who is poised for success. While having agency equips young people to make choices and take action, their ability to successfully pursue a desired path also depends on social relationships, financial resources, and countless other external factors that are inequitably distributed. Further, the task of *"integrating"* one's identity is vastly more complicated for low-income youth and youth of color than it is for children who grow up within the social and behavioral norms of the dominant white, middle-class culture.[320]

319 Bredekamp (1987); Copple & Bredekamp (2009).

320 Deutsch (2008); Fedelina Chávez & Guido-DiBrito (1999); Phinney (1989); Phinney & Rosenthal (1992).

Responding to this reality requires a careful balance of pragmatism and aspiration. The Foundations for Young Adult Success developmental framework is designed to strike a balance between helping youth thrive in the world as it is, and developing the skills and dispositions they need to challenge a profoundly unjust status quo.[321] On one hand, school-based educators, staff in youth development organizations, and parents must prepare children to succeed in the current economy. For example, in addition to good grades and good test scores, young people from marginalized groups often need to learn to decipher and navigate unfamiliar social and institutional norms to access post-secondary opportunities. Adults do a disservice, particularly to underserved youth, if they do not recognize such realities. On the other hand, educators, practitioners, and parents can equip youth with the skills to challenge cultural norms and inequitable distributions of resources that can limit their opportunities and constrain their potential. In addition to laying out how to prepare young people for the world that is, the report provides guidance on some core questions about the world that could be: How can we design and enact practices within schools, youth organizations, families, and communities that inspire young people to not only reach their own potential, but also to create a better world? How can we help youth develop the knowledge, skills, mindsets, competencies, and agency that would enable them to confront injustice and work toward a more inclusive society?

Young people experience events, interact with others, and undergo a constant process of making observations and connections to their prior experiences to help them make meaning. They develop preferences, figure out strategies for managing relationships and determine whether an experience is something they would like to repeat. But if we hope to direct the development of young people toward positive mindsets and values and having self-regulation and skills and knowledge, adults need to structure experiences to enhance positive development and help young people internalize the lessons from these experiences. Ensuring that all young people have access to a multitude of rich developmental experiences—from early childhood through adolescence—is imperative to helping youth develop the key factors for success in young adulthood and the foundational components that underlie those factors.

Implications for Education and Youth Policy

The Foundations for Young Adult Success developmental framework provides an ambitious vision of how youth-serving adults could think holistically about development and provide rich experiences that allow young people to grow into successful young adults. This is not an endeavor that can be undertaken by heroic adults acting alone; it will require parallel efforts to rethink what policies and structures are needed to provide opportunities to children and youth; support adults who raise, teach, or care for young people; and facilitate coordination and learning across sectors. An understanding of the need for collaboration across settings and agencies to support holistic development of young people has been gaining traction; efforts such as the Strive Network and the Harlem Children's Zone have been spreading across the nation. However, one big obstacle to holistic youth development resides in the focus of current policy in the United States. To become more aligned with knowledge about youth development and learning, policy should: **(1)** shift away from a policy focus on content knowledge and standardized tests to a broader set of outcomes and measures, **(2)** proceed carefully with incorporating new measures into school accountability systems, and **(3)** provide the *"safe space"* for schools to become learning organizations.

The Current Policy Emphasis on Content Knowledge and Test-Based Accountability Undermines Practitioners' Ability to Provide Developmental Experiences

Policymakers have long been concerned about what preparation young people need for the future to become productive members of society. *"College and career readiness"* is the current mantra of the education policy

321 This report does not directly address how development of the key factors and foundational components may play out differently for different groups (e.g., by gender, sexual orientation, immigrant status, involvement in the juvenile justice system) and what specific barriers, assets, and needs each subgroup may have. This is a critical area of investigation that should be pursued.

world, where making students *"college ready"* is often narrowly defined as building their content knowledge and academic skills. The broad adoption of the Common Core State Standards is a testament to how widespread this view is; 43 states and the District of Columbia have signed on to replace their previous state standards with the new Common Core to better prepare students for college. The prevailing narrative is one of *"gaps"* between what students know—particularly what low-income youth of color know—and what they need to know in the new economy. Within this narrative, preparing adolescents for young adulthood depends on broadening access to advanced coursework and implementing rigorous academic standards to ensure that all students graduate ready for college.

Because content knowledge and skills are seen as the pathway to a college degree and productive work, test scores that purport to measure such knowledge and skills have taken on an outsized importance in the educational landscape. Teachers are increasingly evaluated on their ability to produce high test scores, a metric that has become synonymous with *"effectiveness."* Even out-of-school programs are pressured to prove their worth by demonstrating impact on school achievement tests. Test scores have become the measure against which almost all educational interventions, pedagogical approaches, and curricular programs are currently judged. The emphasis on academic content knowledge, coupled with an expansion of accountability metrics based on standardized test scores, has led to a narrowing of the types of experiences practitioners are providing to young people. Arts, music, physical education, and other *"non-core"* subjects are eliminated to make instructional minutes for more math and reading, for example. Afterschool programs are asked to have a more academic focus to better prepare students for college and career. Teachers are reluctant to devote time to relationship-building in the classroom or otherwise addressing students' psycho-social needs because of the intense pressure to stay focused on content delivery.

Content knowledge is an essential part of what young people need to learn for the future, whether in school, at home, or in afterschool programs, but it is far from the only thing that matters. Policies that put too great an emphasis on content knowledge and standardized tests create incentives for practitioners to see the teaching of content knowledge as the sole outcome of interest. As this report has shown, the other foundational components not only facilitate engagement and learning of content knowledge, but they are also important developmental outcomes in and of themselves. Policies that promote these other foundational components would help to create conditions that foster both the learning of academic content and the development of young people more holistically.

Proceed Carefully with Incorporating *"Noncognitive"* Measures into Accountability Systems

The policy window for a more holistic approach to the development and learning of young people is opening; there is growing discontent over standardized testing. Recently, a movement to integrate alternative measures of student success into school accountability systems has gained some momentum, exemplified by the California *"CORE"* districts that have received No Child Left Behind waivers allowing them to include social-emotional factors and school climate measures in place of test scores as accountability metrics. This holistic approach to evaluating students is in alignment with the Foundations for Young Adult Success developmental framework; however, some caution is necessary when using these new measures for accountability purposes.

Many important questions remain about measuring noncognitive or social-emotional factors and about their suitability for an accountability system that was developed around standardized tests. When measuring a particular construct—for example, student self-efficacy—it is difficult to disentangle a student's prior level of self-efficacy from their gain or loss of self-efficacy as a result of being in a particular school or classroom or being taught by one teacher or another. Students make judgements about their self-efficacy based on their prior experiences and may have a different baseline sense of what their efficacy is. Further, self-efficacy seems to vary considerably from one task or content area to another. Likewise, there is much murkiness as to whether measured changes in noncognitive or social-emotional factors in a school context will be transferable to other contexts. Standards for the developmental trajectory on measures of noncognitive performance do not exist; also, it is not clear what constitutes a strong vs. weak performance. The development of innovative and more traditional measures of noncognitive factors is a growing field, but further studies validating and better understanding the properties of these measures and how they are related to their intended use are needed before consolidating them into school accountability systems.

Policy Needs to Provide the *"Safe Space"* for Schools and Out-Of-School Programs to Become Learning Organizations

The ambitious vision given in the Foundations for Young Adult Success developmental framework does not provide a clear roadmap of specific practices, strategies, or programs to implement. Moving from the current approach to schooling to a more holistic and developmentally aligned approach will require trial and error. Just as young people need opportunities to tinker and practice in order to learn, practitioners also need opportunities for tinkering and practicing, as well as making mistakes, as they learn new ways of teaching and working with young people. In an age when accountability is a dominant way of managing schools, the space to make mistakes is very small. For real shifts to happen in educational practice, schools need to become learning organizations that provide opportunities for adults to learn, and policy needs to provide the *"safe space"* to do so.

For the Foundations for Young Adult Success developmental framework to become a guide for parents, caregivers, educators, and youth workers, we will need an equivalent effort to support these adults in building their capacity to create quality developmental experiences for youth, a strong identity as experts in supporting the growth of young people, and the agency to enact the framework in their daily work. To make this a reality, we need a policy focus on high-quality professional development that utilizes the developmental experiences outlined in the report. Parents and families can also benefit from having the opportunity to learn more about development and how children learn. Like the youth whom they serve, adults need opportunities to encounter, tinker, practice, choose, and contribute, and to make meaning through describing, evaluating, connecting, envisioning, and integrating. This means providing the resources and time needed to support deep professional communities and foster developmental relationships that promote good practice. It also means breaking down the siloes that exist between practitioners who work in the school and out-of-school settings so that learning can be shared.

Gaps in the Research

This report has drawn on the rich body of research evidence, theory, and practice wisdom and synthesized it into the Foundations for Young Adult Success developmental framework. Through this process we have identified knowledge gaps in what is needed to promote more effective policies and practices. One is in identifying specific developmental tasks that might have a *"critical window,"* after which it would be very difficult to achieve optimal development. Other gaps in knowledge surround the types of positive supports youth need for optimal development from early childhood through adolescence, or the *"dosage"* of particular kinds of experiences necessary to produce lasting and transferrable results.

What Practices and Strategies Promote the Development of Identity and Agency?

While researchers have learned a tremendous amount about development in the last several decades, many questions remain unanswered. In this report, we provided a developmental trajectory for the key factors for young adult success—competencies, agency, and an integrated identity. However, this relied on piecing together a number of existing theories; rarely if ever has the development of agency, for example, been studied longitudinally from early childhood through young adulthood. Theory has provided guidance on how an early sense of *"self"* underlies later identity formation, but this area is understudied in empirical research. While there is converging evidence that supports each of the developmental experiences we identify in this report, as well as the importance of developmental relationships, we do not know which specific combination of experiences would best promote the formation of integrated identity and agency. We also still lack a strong understanding of how all of the foundational components outlined here link directly to the development of competencies, integrated identity, and agency.

What Can Be Done to Intervene with Young People After Developmental Windows Close?

The Foundations for Young Adult Success developmental framework includes four foundational components—self-regulation, knowledge and skills, mindsets, and values—which are all crucial factors in a person's development toward optimal capacity. What happens if youth do not grow each of these foundational components in the developmental period during which they are most malleable? What types of interventions should we invest in—and for whom and at what period in their lives—if children seem to be falling behind? And for the youngest children, how can we even be sure that a child is falling outside of *"normative"* development, given how very wide the range of development is during the early years?

What Is the Interaction of Experiences in Different Settings?

This report also raises a number of questions about the experiences youth encounter in the various settings they inhabit on a daily basis. We know quite well that what youth experience in school often varies from their experiences with friends, at home, or even in other educational settings. What we do not know is the extent to which those experiences need to be coordinated and supportive of each other, even if they are not teaching the same skills. How much do practices at home support or inhibit what teachers, youth workers, and others aim to do with youth? How aligned do those practices need to be? And can effective practices in one setting ameliorate negative experiences in another setting?

How Can the Key Factors and Foundational Components Best Be Measured for Different Purposes?

Measurement is a core part of evaluating needs and gauging progress in any field. With the growing interest in factors other than academic content knowledge and skills, the number of assessments created to measure these factors has also grown. As discussed in the policy implications section, a number of questions about these factors and the assessments complicate their immediate implementation into practice. For example, it is very unclear whether a particular factor is best conceived as an individual characteristic that can be cultivated over time (analogous to a skill), or as a situational response to particular settings, opportunities, or expectations (similar to the concept of *"engagement,"* which can wax and wane from one moment to the next). Where it might make sense to measure growth over time in the first case, a different approach to measurement might be called for in the latter case. Further, it can be difficult to disentangle young people's prior capacities—what they walked into a setting with—from changes induced by the setting itself related to adult practice, opportunities for developmental relationships and developmental experiences, or the culture and climate of the place. In addition, neither are there standards for the developmental trajectory on these measures, nor are there thresholds for what young people need to have in order to attain a college degree, hold a family-sustaining job, or achieve any other markers of success in young adulthood.

Finally it will be important to clarify how these different assessments will be used and whether they are appropriate for the intended use.[322] Practitioners may want to be able to assess young people diagnostically prior to the beginning of the school year or program to determine how to best structure their practice in response to individual needs. They may also want assessments to measure progress in a formative way throughout their interactions with young people and adjust their practice as needed, in response to individual students and for the whole classroom or program. Finally, for both the student and classroom or program level, practitioners, administrators, and policymakers will want to have some means of making a summative judgment about performance and progress. Each of these uses will require a different type of assessment, and research has an important role to play in better understanding these assessments and shaping the discussion around their use.

In short, the demand for measures of noncognitive or social-emotional factors has far outpaced the state of the field of measurement for these same constructs.

322 See Duckworth & Yeager (2015) for a discussion of measures and their suitability for different purposes.

In a case such as this, there is great potential for measurement instruments to be misused, to produce faulty data, to conflate statistical significance with meaningfulness, or to otherwise lead practitioners down a fruitless path. We strongly urge caution in the use of measurement tools until the science of measuring these important constructs catches up with the interest in and demand for them.

Conclusion

We began this report by asking: What exactly do we hope our children will be able to accomplish as adults? What vision guides our work? How do we make that vision a reality for all children? The Foundations for Young Adult Success developmental framework is a first step in guiding practitioners, policymakers, parents, and researchers in working together around this vision, whether in reimagining how to coach a basketball team, reshaping policies in a local school district, selecting an afterschool program for one's child, or developing a study on measuring agency. Ensuring that young people grow into successful young adults requires investments in their learning and development from birth to young adulthood so that all of them have ongoing opportunities to truly reach their potential.

Making this vision a reality will require a collective responsibility for all young people. It means asking practitioners to question their own beliefs about what is possible and rethink how they work with young people on a day-to-day basis. It means asking policymakers to focus on a bigger picture and broader set of outcomes and to consider policies that would support the efforts of practitioners in developing young people. It means asking researchers to provide accessible, meaningful, and actionable answers to core questions of policy and practice. It means asking families to understand the needs of their children and work with the institutions they cross everyday so that these needs are met. It means asking for change both within existing institutions and structures while also asking what new institutions and structures might better serve our vision. Addressing the inequities of opportunities facing young adults will require more than equipping young people with the capacity to navigate the world as it exists now, it will mean that they are also able to envision and create a better world for future generations.

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Appendix

TABLE A.1

List of Experts Who Provided Input and Feedback Throughout This Project

Name	Organization	Title
Barbara Abel	Educare of Chicago/Ounce of Prevention Fund	Birth to Five Curriculum Specialist
Rashida Abuwala	Boys Clubs of NYC	Chief Program Officer
Stephanie Alyward	University of Chicago	Child Assessor
Dana Ansel		Research and Evaluation Consultant
Melissa Authement	Polaris Charter Academy	Founding Teacher; Instructional Guide
Abigail Baird	Vasser College	Associate Professor of Psychology
Sara Bartolino	Transforming Education	Co-Founder and Executive Director
Rhonda Bell	Gary Comer Youth Center	Director
Sanee Bell	Katy (TX) Independent School District	Principal
Leslie Beller	MHA Labs	Director and Founder (MHA)
Ron Berger	Expeditionary Learning	Chief Academic Officer
Harry Berman	Illinois Board of Higher Education	Executive Director
Melinda Berry	Educare of Chicago/Ounce of Prevention Fund	Senior Family Support Specialist
Jessica Besser-Rosenberg	One Million Degrees	Director, Research and Communications
Suzanne Bouffard	Harvard Graduate School of Education	Researcher
Sarah Bowie	SGA Youth and Family Services	Check & Connect Manager
Daniela Boykin	CUNY ASAP	Deputy Director
Betsy Brand	American Youth Policy Forum	Executive Director
Chris Broughton	Cristo Rey Network	Senior Director of College Initiatives
Chris Brown	Elev8 Chicago	Director of Education and Engagement
Kat Bryant	Capitol Hill Day School	Middle School Teacher
Amanda Cage	Chicago Cook Workforce Partnership	Director of Strategic Initiatives and Policy
Dan Cardinali	Communities in Schools	President
Barbara Cervone	What Kids Can Do	Founder and President
Sandra Christenson	University of Minnesota	Professor
Tonya Cody-Robinson	Chicago Cook Workforce Partnership	Project Coordinator
Deloria Collins	SGA Youth and Family Services	Check & Connect Monitor
Lauren Collins	The Lab School, University of Chicago	Early Childhood Education Administrator
Denise Conkright	PACT	Executive Director
David Conley	University of Oregon, College of Education	Professor; Director, Center for Educational Policy Research
James Côté	University of Western Ontario	Professor, Department of Sociology
Philip Courtney	Urban Arts Partnership	Founder
Rachel Cytron	Harlem RBI	Associate Executive Director
Greg Darnieder	U.S. Department of Education	Senior Advisor
Joyce Debrah-Sheppard	Chicago Public Schools	Social and Emotional Learning Specialist
Regina Deil-Amen	University of Arizona	Associate Professor, Center for the Study of Higher Education

Name	Organization	Title
Aarti Dhupelia	Chicago Public Schools	Chief Officer, College and Career Success
Angela Diaz	Mount Sinai Hospital	Jean C. and James W. Crystal Professor, Departments of Pediatrics and Preventive Medicine; Director, Adolescent Health Center
Larry Dieringer	Engaging Schools	Executive Director
Jessica Donner	Every Hour Counts	Director
Michael Driscoll	Changing Worlds	Manager of After-School and Community Outreach Programs
Mark Duhon	HighSight	Founder and Executive Director
Kelly Dwyer	Spark	Chief Knowledge Officer
Jacquelynne Eccles	University of California-Irvine	Distinguished Professor of Education
Brenda Eiland-Williford	Ounce of Prevention Fund	Director of Program and Curricula
Crystal Elliott-O'Connor	Family Focus, Inc.	Associate Director, Early Childhood Development Programs
Sandra Escamilla	Youth Development Institute	Executive Director
Susan Farrugia	University of Illinois at Chicago	Assistant Vice Provost, Undergraduate Affairs
Ron Ferguson	Harvard Graduate School of Education	Senior Lecturer in Education and Public Policy
Connie Flanagan	University of Wisconsin-Madison	Professor, School of Human Ecology
Ernestine Fleming-Jones	Kenwood Academy	Attendance Coordinator
Nilda Flores-Gonzalez	University of Illinois at Chicago	Associate Professor, Department of Sociology
Ellen Galinsky	Families and Work Institute	President and Co-Founder
Kathleen Gallagher	University of North Carolina at Chapel Hill	Clinical Assistant Professor
Ruth Genn	Bottom Line	Executive Director, NYC Office
Fakelia Guyton	Family Focus, Evanston	Program Manager
Reginald Halbert	Dunbar High School	Teacher
Lucy Hall	Jumpstart	Site Coordinator
Robert Halpern	Erikson Institute	Professor
Bridget Hamre	University of Virginia, Curry School of Education	Associate Director and Research Associate Professor, Center for Advanced Study of Teaching and Learning
Marcia Hanlon	Associated Colleges of Illinois	Director, College Readiness & Completion
Colleen Harvey	Playworks	Program Director
Keith Hefner	Youth Communication	Executive Director
Carrie Heller	Circus Arts Institute	Founder and Executive Director
Mary Louise Hemmeter	Vanderbilt University	Professor, Department of Special Education; Faculty Director of the Susan Gray School for Children
Lucy Herz	Student Success Network	Program Director
Lori Hill	University of Michigan	Assistant Professor
Harry Holzer	Georgetown University	Professor, Public Policy
Stephanie Jones	Harvard Graduate School of Education	Marie and Max Kargman Associate Professor in Human Development and Urban Education
Kasumi Kato	CircEsteem	Coordinator
Leeandra Khan	Bronzeville Scholastic Institute	Principal
Michael Kristovic	University of Chicago School of Social Service Administration, Network for College Success	Adjunct Lecturer and Social and Academic Supports Facilitator
Jiffy Lansing	Chapin Hall	Researcher
Lila Leff	UMOJA Student Development Corporation	Founder

Name	Organization	Title
Frank Levy	MIT/Harvard Medical School	Rose Professor Emeritus/Lecturer, Department of Health Care Policy
Laura Lippman	Child Trends	Director for Education and Senior Research Scientist
Lori Littleton	63rd St. Corridor Center for Working Families, Metropolitan Family Services Calumet	Program Supervisor
Amy Lloyd	Jobs for the Future	Program Director, Pathways to Prosperity Network
William "BJ" Lohr	After-School All Stars Chicago	Program Manager
Katherine Magnuson	University of Wisconsin-Madison	Professor, School of Social Work
Dan McAdams	Northwestern University	Professor of Psychology; Department Chair
Michael McPherson	The Spencer Foundation	President
Beth Miller	Expeditionary Learning	Managing Director of Research and Communications
Patrick Milton	Chicago Public Schools	Senior Manager, GEAR UP
Melissa Mitchell	Illinois Federation for Community Schools	Executive Director
Alex Molina	Providence After School Alliance (PASA)	Deputy Director
Amanda Moreno	Erikson Institute	Assistant Professor
Fernando Moreno	BUILD, Inc.	Special Projects Manager
Lauri Morrison-Frichtl	Illinois Head Start Association	Executive Director
Richard Murnane	Harvard Graduate School of Education	Juliana W. and William Foss Thompson Professor of Education and Society
Jeff Nelson	OneGoal	Chief Executive Officer
Gil Noam	Harvard University, Program in Education, Afterschool and Resiliency (PEAR)	Associate Professor and Director
Jeannie Oakes	Ford Foundation	Director of Educational Equity and Scholarship programs
Daphna Oyserman	University of Southern California	Dean's Professor, Department of Psychology: Professor of Education and Communications
Kune Park		Former Middle School Teacher
Elizabeth Partoyan	Forum for Youth Investment	Senior Fellow
Desmond Patton	Columbia University	Assistant Professor, School of Social Work
Rosha Pearson	Carter G. Woodson Elementary School	Teacher
Jim Pellegrino	University of Illinois at Chicago	Co-Director, Learning Sciences Research Institute
Carla Peterson	Iowa State University	Professor and Dean
Jan Phlegar	Former Executive Director of Learning Innovations at WestEd	Education Consultant
Paige Ponder	One Million Degrees	Chief Executive Officer
Jane Quinn	Children's Aid Society	Vice President for Community Schools
Leticia Ramirez	SGA Youth and Family Services	Director of Early Childhood Services
Darryl Rattray	Beacon, Cornerstone & Service Learning Programs, NYC Department of Youth & Community Development	Assistant Commissioner
Cybele Raver	New York University	Vice Provost for Research and Faculty Affairs; Former Director, Institute of Human Development and Social Change
John Rico	Rico Enterprises	Founder, President, and CEO
Sara Rimm-Kaufman	University of Virginia, Curry School of Education	Professor of Education
Magen Rodriguez	Brooklyn School for Collaborative Studies	Teacher

Name	Organization	Title
Lori Roggman	Utah State University	Professor
Blair Root	Hyde Park Neighborhood Club	Director
Michael Rothman	Eskolta	Executive Director
Jessica Ruiz	Educare West Dupage Project	Site Coordinator
Sheila Rutter	SGA Youth & Family Services	Program Coordinator
Mandy Savitz-Romer	Harvard Graduate School of Education	Senior Lecturer on Education; Director, Prevention Science and Practice Program
Sara Sayigh	DuSable High School	Librarian
Vanessa Schwartz	Metropolitan Family Services	Program Supervisor
Robert Sherman	Former Program Officer at Novo Foundation	Independent Consultant
Chris Smith	Boston Afterschool and Beyond	President and Executive Director
Andrea Soonachan	New York City Department of Education, Office of Postsecondary Readiness	Associate Director, College and Career Planning
Brian Spittle	DePaul University	Assistant Vice President, Center for Access and Attainment
Kathleen St. Louis Caliento	Spark, Chicago	Executive Director
Wendy Stack	Chicago GEAR UP	Director
Erin Starkey	SGA Youth and Family Services	Clinical Social Worker
James R. Stone III	University of Louisville	Professor and Director, National Research Center for Career and Technical Education
Wonju Suvatne	Alexander Graham Bell Elementary School	Teacher
Vincent Tinto	Syracuse University	Distinguished Professor Emeritus
Timothy Turner	100 Black Men of Chicago	Volunteer Coordinator
Joanna Vena	Changing Worlds	Program Director
Alexandria Walton-Radford	RTI International	Associate Program Director, Postsecondary Education
Sarah Watamura	University of Denver	Associate Professor
Carolyn Webster-Stratton	University of Washington	Professor Emeritus and Founder of the Incredible Years Series
Chris Whipple	The After School Corporation	Vice President of Programs
Michael Wiggins	Urban Arts	Director of Education
Phoebe Williams	Year Up	Director of Special Projects, National
Alicia Wilson-Ahlstrom	Forum for Youth Investment	Senior Program Manager, Research and Development
Alfonso Wyatt	Fund for the City of New York	Vice President
Noreen Yazejian	Frank Porter Graham Child Development Institute	Research Scientist
Shoshanah Yehudah	Elev8 Coordinator	Southwest Organizing Project

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ABOUT THE AUTHORS

JENNY NAGAOKA is the Deputy Director of the University of Chicago Consortium on Chicago School Research, where she has conducted research for over 15 years. Her research interests focus on policy and practice in urban education reform, particularly using data to connect research and practice and examining the school environments and instructional practices that promote college readiness and success. She has co-authored numerous journal articles and reports, including studies of college readiness, noncognitive factors, the transition from high school to post-secondary education, and authentic intellectual instruction. Nagaoka is currently leading a project that is building a framework that seeks to create a common understanding of young people's developmental needs from early childhood through late adolescence and how they can be supported through developmental experiences and relationships. Her current work includes examining how networks of schools can be used to develop the capacity of practitioners to effectively use data to address issues in their schools. Nagaoka received her BA from Macalester College and her master's of public policy degree from the Irving B. Harris School of Public Policy at the University of Chicago.

CAMILLE A. FARRINGTON is a Senior Research Associate at the University of Chicago Consortium on Chicago School Research (UChicago CCSR). Her work focuses on policy and practice in urban high school reform, particularly classroom instruction and assessment, academic rigor, and academic failure. Dr. Farrington is a national expert on the role of *"noncognitive"* factors in academic performance and the role of *"developmental experiences"* in child/youth development. She is the lead author of *Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance* (2012), a comprehensive research review that illustrates how noncognitive factors interact with school and classroom contexts to affect students' academic achievement. She is Principal Investigator on three studies, the national *Becoming Effective Learners (BEL)* Survey Development Project, the Chicago 8/9 Teacher Network, and the *BEL* Partner Project, all focused on better understanding the relationship between teacher practice, student noncognitive factors, and school success. The latter project involves deep work with school and district partners around the country in using surveys and other data to support teacher practice for noncognitive development and improve students' opportunities for learning. Her 2014 book, *Failing at School: Lessons for Redesigning Urban High Schools* (Teachers College Press), documents how high schools systematically construct widespread student failure for the most socially vulnerable students, and offers practical recommendations for restructuring secondary education to serve goals of equity and excellence rather than selection and stratification. Dr. Farrington received a BA from the University of California at Santa Cruz, teacher certification from Mills College, and a PhD in Policy Studies in Urban Education from the University of Illinois at Chicago.

STACY B. EHRLICH is a Senior Research Analyst at UChicago Consortium on Chicago School Research. She is a developmental psychologist with expertise in the areas of children's early conceptual development. Ehrlich has led the development of the early childhood education research agenda at UChicago CCSR. Her work at UChicago CCSR focuses on a range of topics affecting students in Chicago including studying the reasons for, and impacts of, early chronic absenteeism; developing a deeper understanding of how noncognitive factors develop over childhood and adolescence across a variety of contexts; and partnering with the Ounce of Prevention Fund to develop surveys that capture the strengths of organizational supports and structures for effective teaching and learning in early education settings. Prior to joining UChicago CCSR, Ehrlich worked at Education Development Center, Inc. as a research associate with the IES-funded Regional Education Laboratory-Northeast and Islands, where she examined questions that responded to states' educational policy concerns. Ehrlich holds a PhD in developmental psychology from the University of Chicago and a BS from the University of Wisconsin-Madison.

RYAN D. HEATH is a research assistant at University of Chicago Consortium on Chicago School Research, and a doctoral student in the School of Social Service Administration (SSA) at the University of Chicago. Previously, Heath facilitated a variety of school and community-based youth development and experiential education programs. He is also a clinical social worker with experience in cognitive-behavioral therapies, mindfulness-based approaches, adventure therapy, and anti-oppressive practices. His general areas of study include adolescent development, school experience, youth development programs, and organized out-of-school activities. His current research and dissertation examine the association of out-of-school organized activities with noncognitive factors and academic outcomes. Heath earned his BS from Brown University and an MA in clinical social work from SSA.

This report reflects the interpretation of the authors. Although UChicago CCSR's Steering Committee provided technical advice, no formal endorsement by these individuals, organizations, or the full Consortium should be assumed.

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Code	Type	Descriptor	Guiding Question	Statement
ELA.1	Competency	Reading Literature		Read and comprehend appropriately complex literary texts independently and proficiently.
ELA.1.1	Skill	Cite evidence	How well do I use evidence to support my interpretation of the text?	I can read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or spea
ELA.1.2	Skill	Choose and apply reading strategies	How well can I apply reading strategies to make meaning of texts?	I can apply reading strategies independently to make meaning of texts.
ELA.1.3	Skill	Identify central theme	How well can I analyze the central theme?	I can determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
ELA.1.4	Skill	Analyze word and phrases	How well can I analyze the words and phrases used by the author?	I can interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and I can analyz
ELA.1.5	Skill	Analyze purpose and point of view	How well do I account for point of view and its role in shaping the text?	I can read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or spee
ELA.1.6	Skill	Analyze developments	How well do I analyze the ways in which people, events, and ideas develop in the text?	I can analyze how and why individuals, events, or ideas develop and interact over the course of a text.
ELA.1.7	Skill	Analyze text structure	How well can I analyze the way that the author structures the text and connects each part to the whole?	
ELA.2	Competency	Reading Informational Texts		Read and comprehend appropriately complex informational texts independently and proficiently.
ELA.2.1	Skill	Cite evidence	How well do I use evidence to support my interpretation of the text?	I can read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or spea
ELA.2.2	Skill	Choose and apply reading strategies	How well can I apply reading strategies to make meaning of texts?	I can apply reading strategies independently to make meaning of texts.
ELA.2.3	Skill	Identify central idea	How well can I analyze the central idea of a text?	I can determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
ELA.2.4	Skill	Analyze words and phrases	How well can I analyze the words and phrases used by the author?	I can interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and I can analyz
ELA.2.5	Skill	Analyze purpose and point of view	How well do I account for point of view and its role in shaping the text?	I can assess how point of view or purpose shapes the content and style of a text.
ELA.2.6	Skill	Analyze developments	How well do I analyze the ways in which people, events, and ideas develop in the text?	I can analyze how and why individuals, events, or ideas develop and interact over the course of a text.
ELA.2.7	Skill	Analyze text structure	How well can I analyze the way that the author structures the text and connects each part to the whc	I can analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or
ELA.2.8	Skill	Evaluate arguments and claims	How well do I evaluate an author's argument?	I can delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficienc
ELA.2.9	Skill	Compare and contrast topics and texts	How do I make sense of how different authors address the same topic in different ways?	
ELA.3	Competency	Writing Evidence-based Arguments		Write evidence-based arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and su
ELA.3.1	Skill	Introduce claims	How well do I introduce my claim?	I can introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims,
ELA.3.2	Skill	Use evidence to develop claims and counterclaims	How well do I develop my claim and counterclaims?	I can develop claim(s) and critique counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strength
ELA.3.3	Skill	Use words and transitions to create cohesion	How well do I use transitions to connect my ideas?	I can use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships be
ELA.3.4	Skill	Use a formal style, objective tone, and advanced vocabulary	How well do I use vocabulary and maintain a formal style and objective tone?	I can establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
ELA.3.5	Skill	Provide a compelling conclusion	How effectively do I conclude my argument?	I can provide a concluding statement or section that follows from and supports the argument presented.
ELA.3.6	Skill	Strengthen writing through revision	How well do I strengthen my writing through a revision process?	I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is m
ELA.4	Competency	Writing Informational Texts		Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective se
ELA.4.1	Skill	Introduce the topic	How well do I introduce my topic?	I can introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a un
ELA.4.2	Skill	Develop the subtopics with facts	How well do I develop my subtopic with facts?	I can develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other inf
ELA.4.3	Skill	Use words and transitions to create cohesion	How well do I use words and transitions to create cohesion?	I can use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among co
ELA.4.4	Skill	Use a formal style, objective tone, and advanced vocabulary	How well do I use vocabulary and maintain a formal style and objective tone?	I can establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
ELA.4.5	Skill	Provide a compelling conclusion	How effective is my conclusion?	I can provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implication
ELA.4.6	Skill	Strengthen writing through revision	How well do I strengthen my writing through a revision process?	I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is m
ELA.5	Competency	Writing Narrative Texts		Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured eve
ELA.5.1	Skill	Engage and orient the reader in the opening	How well do I engage and orient my reader in my opening?	I can engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of vie
ELA.5.2	Skill	Develop the story and characters	How well do I develop my story and characters?	I can use narrative techniques to develop experiences, events, and/or characters and to sequence events so that they build toward a particular tone
ELA.5.3	Skill	Use words and phrases, details, and sensory language	How well do I use words to "paint a picture" for my audience?	I can use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or chara
ELA.5.4	Skill	Use words and transitions to create cohesion	How well do I use words, phrases, and transitions to create cohesion?	I can use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among co
ELA.5.5	Skill	Provide a compelling conclusion	How well does my conclusion flow from the story?	I can provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
ELA.5.6	Skill	Strengthen writing through revision	How well do I strengthen my writing through a revision process?	I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is m
ELA.6	Competency	Engaging in Text-based Discussions		Initiate and participate in collaborative discussions, listen critically, and respond appropriately as individuals or in a group setting.
ELA.6.1	Skill	Demonstrate preparedness	How well do I participate in the discussion?	I can come to discussions prepared, having read and researched the topic of discussion, and I can refer to evidence from research on the topic or is
ELA.6.2	Skill	Pose and respond to questions	How well do I pose and respond to questions?	I can propel conversations by posing and responding to questions that challenge all participants to use sound reasoning and evidence in order to cla
ELA.6.3	Skill	Integrate evidence from sources	How well can I reflect on the content of the discussion?	I can integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, eva
ELA.7	Competency	Giving Presentations		Give effective presentations in formal settings, making purposeful decisions about content, language use, and discourse style based on t
ELA.7.1	Skill	Introduce presentation	How well do I introduce my presentation?	I can hook the audience using a powerful story, provocative question, or interesting reference that engages the audience both emotionally and intell
ELA.7.2	Skill	Present findings and supporting evidence	How well do I organize, present, and support my ideas?	I can present a central message that is compelling, precisely stated, and memorable, using transition words effectively and integrating strong suppo
ELA.7.3	Skill	Customize the presentation for the specific purpose, context, a	How effectively do I customize my presentation for my specific purpose, context, and audience?	I can adapt my presentation by anticipating audience interests, perspectives, and background knowledge and making purposeful choices about lang
ELA.7.4	Skill	Use presentation aids	How effectively do I use different media to communicate my ideas?	I can strategically use digital media in my presentations to enhance my audience's understanding, illustrate my most important points, and keep my
ELA.7.5	Skill	Use language and body movement effectively	How well do I use my words, voice and body language to engage my audience?	I can demonstrate command of formal English and present myself in a poised and confident manner, making eye contact with the audience, using g
ELA.7.6	Skill	Give an effective conclusion	How well do I conclude my presentation?	I can provide a succinct and compelling synthesis of my central message(s) or claim(s) and supporting ideas or evidence, and I can explain the con
ELA.8	Competency	Conducting Research		Frame and advance an inquiry to investigate topics, build knowledge, and analyze and integrate information.
ELA.8.1	Skill	Construct a research question	How well do I construct my primary question?	I can define a compelling, knowledgeable, and focused research question that reflects an enduring issue in the field and that requires challenging ar
ELA.8.2	Skill	Identify and select credible, diverse sources	How well can I identify and select credible, diverse sources?	I can identify and evaluate diverse sources, assessing the credibility and accuracy of each source by considering a broad range of important factors
ELA.8.3	Skill	Use systems to organize information gathered	How well do I organize information from my sources?	I have a specific and efficient system for note-taking, citing sources, and organizing all of my research materials.
ELA.8.4	Skill	Evaluate findings and draw conclusions	Evaluate findings and draw conclusions	I can synthesize my research findings and draw logical, evidence-based conclusions about my primary research question drawing on multiple, diver

Code	Type	Descriptor	Statement	ER	Grade Level	Course Map	Source	Note	
HOS.1	**Competency Statement**	**Growth Mindset**	**I can demonstrate a growth mindset in my approach to challenges, learning, and new oppo**	3	**HS**	ALL			HOS.1 Growth Mindset,
HOS.1.1	Skill	Approach challenges with confidence	I strategically and independently seek academic challenge and takes risks to pursue learning.	3	HS	ALL			HOS.1.1 Approach challenges with confidence,
HOS.1.2	Skill	Deal with obstacles effectively	I can independently persevere through significant academic and non-academic setbacks on a consistent ba	3	HS	ALL			HOS.1.2 Deal with obstacles effectively,
HOS.1.3	Skill	Develop a love for learning	I am motivated to work hard because I know that serious effort and practice will help me improve my skills a	3	HS	ALL			HOS.1.3 Develop a love for learning,
HOS.1.4	Skill	Accept criticism and feedback	I actively and regularly seek out feedback from people I trust and respect, and I can use it to improve my wo	3	HS	ALL			HOS.1.4 Accept criticism and feedback,
HOS.1.5	Skill	Get support from others	I actively seek out help and support from others when I need it.	3	HS	ALL			HOS.1.5 Get support from others,
HOS.2	**Competency Statement**	**Decision making**	**I can demonstrate effective decision-making skills to help me achieve my academic and pe**	3	**HS**	ALL			HOS.2 Decision making,
HOS.2.1	Skill	Approach decisions with purpose and clarity	I can clearly articulate the specific problem I am trying to solve and determine the scope of the problem.	3	HS	ALL			HOS.2.1 Approach decisions with purpose and clarity,
HOS.2.2	Skill	Choose and use decision-making strategies	I can choose the most appropriate decision making strategy in any situation or context, and I can ask for adv	3	HS	ALL			HOS.2.2 Choose and use decision-making strategies,
HOS.2.3	Skill	Consider consequences and personal respon	I can predict the consequences of decisions and take personal responsibility for the outcomes.	3	HS	ALL			HOS.2.3 Consider consequences and personal responsibility,
HOS.2.4	Skill	Communicate decisions to others	I can communicate my decisions effectively to others.	3	HS	ALL			HOS.2.4 Communicate decisions to others,
HOS.2.5	Skill	Reflect on decisions made	I can reflect on the decisions I have made and consider how I can improve my decision-making process in tl	3	HS	ALL			HOS.2.5 Reflect on decisions made,
HOS.3	**Competency Statement**	**Work and Time Management**	**I can demonstrate effective work and time management skills to help me achieve my acad**	3	**HS**	ALL			HOS.3 Work and Time Management,
HOS.3.1	Skill	Set and prioritize goals	I can set and prioritize my personal and academic goals.	3	HS	ALL			HOS.3.1 Set and prioritize goals,
HOS.3.2	Skill	Manage schedules and meet deadlines	I can manage my schedule effectively and meet deadlines.	3	HS	ALL			HOS.3.2 Manage schedules and meet deadlines,
HOS.3.3	Skill	Stay focused on tasks	I can stay focused on my tasks.	3	HS	ALL			HOS.3.3 Stay focused on tasks,
HOS.3.4	Skill	Prepare for upcoming activities and events	I can purposefully prepare for upcoming activities and events.	3	HS	ALL			HOS.3.4 Prepare for upcoming activities and events,
HOS.3.5	Skill	Stay organized and take care of belongings	I can stay organized and take care of my belongings.	3	HS	ALL			HOS.3.5 Stay organized and take care of belongings,
HOS.4	**Competency Statement**	**Self-Regulation**	**I can develop a healthy self-concept while demonstrating the skills necessary for self-dire**	3	**HS**	ALL			HOS.4 Self-Regulation ,
HOS.4.1	Skill	Build and maintain a healthy self-concept	I can build a healthy self-concept and actively work to develop it.	3	HS	ALL			HOS.4.1 Build and maintain a healthy self-concept,
HOS.4.2	Skill	Physical and emotional self-control	I can show emotional and phsical self-control in a range of situations and environments.	3	HS	ALL			HOS.4.2 Physical and emotional self-control,
HOS.4.3	Skill	Monitor and manage learning progress	I can monitor and manage my own learning progress independently.	3	HS	ALL			HOS.4.3 Monitor and manage learning progress,
HOS.4.4	Skill	Make improvements to work	I can use feedback and the continua to improve my work.	3	HS	ALL			HOS.4.4 Make improvements to work,
HOS.5	**Competency Statement**	**Social Skills and Awareness**	**I can demonstrate the ability to communicate and work well with others, show empathy, ar**	3	HS	ALL			HOS.5 Social Skills and Awareness,
HOS.5.1	Skill	Recognize the feelings and perspectives of ot	I can use listening skills and observation skills to recognize the feelings and perspectives of other	3	HS	ALL			HOS.5.1 Recognize the feelings and perspectives of others,
HOS.5.2	Skill	Interact effectively with others	I can cooperate with others, build positive relationships, and show respect for others' belongings,	3	HS	ALL			HOS.5.2 Interact effectively with others,
HOS.5.3	Skill	Manage and resolve conflicts	I can independently use strategies to manage or resolve a conflict in a way that ensures the inter	3	HS	ALL			HOS.5.3 Manage and resolve conflicts,

Code	Type	Descriptor	Statement
Health.1	Competer	Apply Knowledge of Health Concepts	Apply knowledge of concepts related to health promotion and disease prevention to enhance health.
Health.1.1	Skill	Analyze the four dimensions of health	I can analyze the interrelationships of physical, mental/ intellectual, emotional and social health.
Health.1.2	Skill	Explain causes of health problems and solutions for prevention and reduction	I can explain causes of common diseases, disorders, and other health problems and propose ways to reduce, prevent or treat them.
Health.1.3	Skill	Analyze key factors that impact health	I can analyze and describe how the environment, genetics, family history, and access to health care, are interrelated and can impact personal health.
Health.1.4	Skill	Analyze developmental stages of life	I can describe and analyze the characteristics of human growth and development through the various stages of life.
Health.2	Competer	Analyze Health Promotion and Risk Reduction	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Health.2.1	Skill	Evaluate health information, products, and services	I can identify and evaluate the validity and accessibility of health information, products and services.
Health.2.2	Skill	Demonstrate healthy practices and behaviors	I can demonstrate healthy practices/behaviors to maintain or improve the health of self and others in each of the following areas: healthy eating; physical activity; tobacco, alcohol and other drug use prevention; and prevention of STDs, HIV and unintended pregnancy.
Health.2.3	Skill	Demonstrate health risk reduction practices and behaviors	I can demonstrate a variety of behaviors to avoid or reduce health risks to self and others including first aid for personal, family and community health.
Health.2.4	Skill	Evaluate the impact of cultural norms, public policy, and government regulatior	I can analyze and evaluate how multiple factors such as norms, culture and values influence health and health behaviors, and investigate how public health policies and government regulations can influence health promotion and disease prevention.
Health.2.5	Skill	Evaluate the impact of technology on health	I can evaluate the impact of technology, including medical technology, on personal, family, and community health.
Health.3	Competer	Engage in Health Advocacy	Demonstrate the ability to use interpersonal communication and advocacy skills; make decisions; and set goals to enhance personal, family and community health.
Health.3.1	Skill	Demonstrate effective communication skills to promote health	I can utilize effective communication skills with family, peers and others to enhance health.
Health.3.2	Skill	Influence and support others in healthy decision-making	I can demonstrate the ability to influence and support others to make positive health choices.
Health.3.3	Skill	Enhance personal health through positive decision-making	I can apply effective decision-making processes to enhance health.
Health.3.4	Skill	Develop and analyze a personal health plan	I can develop and analyze a plan to attain a personal health goal.

Code	Type	Descriptor	Guiding Statements	Statement
HIS.1	Compete	Analyze Historical Outcomes		I can apply historical literacy to demonstrate knowledge of major eras, enduring themes, turning points, and historic influences by analyzing the causes and effects of events and developments in the modern world.
HIS.1.1	Skill	Evaluate historical outcomes in context	How well can I evaluate historical outcomes in context?	I can evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
HIS.1.2	Skill	Analyze causes and triggering events	How well can I analyze long-term causes and triggering events?	I can analyze complex causes and effects of events in the past and distinguish between long-term causes and triggering events.
HIS.1.3	Skill	Analyze effects of historical events	How well can I analyze the short and long term effects of a historical event?	I can analyze the short and long term effects of a historical events and distinguish between intended and unintended conseq
HIS.1.4	Skill	Evaluate the importance of people's actions in shaping outcomes	How well can I evaluate the importance of people's actions in shaping historical events?	I can assess the impact of individual and group actions in shaping historical events and outcomes.
HIS.1.5	Skill	Analyze outcomes as either change, continuity, or both	How well can I make sense of the outcome as either change, continuity, or both?	I can evaluate historical outcomes as either change, continuity, or both.
HIS.2	Compete	Analyze Historical Perspectives		I can analyze the motives, actions, values, and attitudes of individuals and groups in order to understand the significance of events and developments from a range of perspectives, using diverse historical sources.
HIS.2.1	Skill	Analyze factors that shaped perspectives of people in the past	How well can I analyze factors that shaped perspectives of p	I can analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
HIS.2.2	Skill	Analyze historical sources	How well can I analyze historical sources?	I can analyze primary source documents to evaluate secondary interpretations of the past.

Code	Type	Descriptor	Guiding Question	Statement
MATH.1	Competency Statem	Mathematical Problem Solving		I can apply mathematical problem solving strategies to create efficient and high quality solutions to challenging problems.
MATH.1.1	Skill	Gather and organize information	How well can I gather and organize information when solving a problem?	I can gather, extract, and organize important information to formulate the main problem to solve.
MATH.1.2	Skill	Model the problem	How well can I model the problem?	I can visualize and translate a situation or context into an appropriate mathematical framework or model
MATH.1.3	Skill	Choose and apply strategies	How well can I choose and apply one or more problem-solving strategies?	I can choose and apply appropriate mathematical problem solving strategies
MATH.1.4	Skill	Test possible solutions	How well can I test my solution to determine whether it makes sense and is free from errors?	I can identify, analyze, and implement one or more possible solutions to the problem with the goal of achieving the most efficient and effective combination of steps and processes.
MATH.2	Competency Statem	Mathematical Argumentation and Reflection		I can build, defend, and critique mathematical arguments while reflecting on my own problem-solving processes and solutions.
MATH.2.1	Skill	State my solution	How well can I state my solution to the problem?	I can state my solution and explain my process using mathematical language and correct mathematical notation.
MATH.2.2	Skill	Defend my solution	How well can I defend my solution and explain my process?	I can build a logical progression of statements that draw on mathematical ideas, definitions, adn assumptions in order to justify my solution.
MATH.2.3	Skill	Critique mathematical reasoning	How well can I critique my mathematical reasoning and the reasoning of others?	I can critique mathematical reasoning – that of mine or others – by identifying incorrect assumptions or variables and computational errors, and by distinguishing correct logic or reasoning from that which is flawed
MATH.2.4	Skill	Reflect on my process and solution	How well can I reflect on what I learned through the problem-solving process?	I can evaluate my problem-solving process and come up with ideas for how I might use more efficient or effective processes in the future.

Sources: *Common Core,Standards for Mathematical Practice*

Cuoco, Goldenberg, & Mark, 1996. Habits of Mind: An Organizing Principle for Mathematics Curricula

Google, Computational Thinking.

reDesign, Math Learning Strategies Rubric

Code	Type	Descriptor	Guiding Questions	Statement
SCI.1	**Competency Statement**	**Lead Scientific Investigation**		**Plan and carry out a scientific investigation.**
SCI.1.1	Skill	Ask a scientific question	How well can I ask a scientific question?	I can pose a testable scientific question.
SCI.1.2	Skill	Formulate a hypothesis	How well can I formulate a hypothesis?	I can frame my question as a hypothesis based on a model or theory, with an accurate and specific explanation of the relationship between variables.
SCI.1.3	Skill	Define and analyze variables	How well can I define the variables?	I can identify independent and dependent variables, and I can intentionally manipulate variables in different ways to collect data about their individual effects on the outcome.
SCI.1.4	Skill	Plan and organize an investigation	How well can I plan an investigation?	I can plan an investigation independently and collaboratively to produce data to serve as the basis for evidence as a part of building and revising models, supporting explanations for phenomena, or testing solutions for problems.
SCI.1.5	Skill	Organize & strengthen plan	How well can I strengthen my plan using feedback?	I can effectively organize my research plan and integrate feedback to strengthen its design.
SCI.1.6	Skill	Test the prediction	How well can I test my prediction by carrying out my plan?	I can carry out an investigation in order to test my prediction by making observations or performing na experiment that relates to my prediction.
SCI.1.7	Skill	Iterate using results	How well can I reflect on my findings and think about next steps?	I can reflect on my results and use them to guide my next steps.
SCI.2	**Competency Statement**	**Analyze and Interpret Data**		**Analyze and interpret data to construct evidence-based explanations.**
SCI.2.1	Skill	Make meaning of data	How well do I identify relationships and patterns?	I can make meaning from my data by using appropriate and systematic methods to identify and explain patterns and outliers, and by determining the significance of my findings as it relates to my initial hypothesis and to relevant scien
SCI.2.2	Skill	Explain and represent relationships between variables	How well do I use mathematics to represent relationships between variables	I can make quantitative and/or qualitative claims about the relationships between independent and dependent variables, and I can use mathematics to represent the relationships between variables with accuracy.
SCI.2.3	Skill	Construct evidence-based explanations	How well do I communicate my findings and use data to support my claims?	I can construct an explanation based on valid and reliable evidence obtained from a variety of sources, and I can use multiple representations - such as words, tables, diagrams, graphs, and/or mathematical expressions - to communic
SCI.2.4	Skill	Follow writing conventions	How well did I follow writing conventions?	I can consistently follow the norms and conventions of scientific writing, including accurate use of scientific and technical terms, proper formatting of text, tables, and graphics, and proper citing of my sources and relevant research the
SCI.3	**Competency Statement**	**Develop and Use Models**		**Develop and use models to make predictions about phenomena, analyze systems, and communicate ideas.**
SCI.3.1	Skill	Create a model to represent a system	How well can I create a model to represent an event or system?	I can develop, use, and synthesize models of natural and designed systems that are based on empirical evidence and that accurately represent the scale of the system I am modeling.
SCI.3.2	Skill	Use the model to communicate ideas	How well can I use a model to predict outcomes or test a hypothesis?	I can provide a detailed explanation for how my model illustrates three or more applications of scientific principles or concepts and how they are related, using scientific vocabulary, clear and concise language, and substantial evidenc
SCI.3.3	Skill	Evaluate and refine models	How well can I use my understanding of the limitations of the model to make	I can select or refine a model in light of empirical evidence or critique/feedback in order to improve the quality and explanatory power of the model.
SCI.4	**CONCEPTS**	**Apply Cross-cutting Concepts**		**Apply knowledge of cross-cutting concepts in science and engineering to investigate, model, and explain observations of the world**
SCI.4.1	Concept	Identify & analyze patterns	How well can I identify and analyze patterns?	I can identify, analyze, and construct explanations for observed patterns and for the similarity and diversity within them.
SCI.4.2	Concept	Evaluate cause & effect	How well can I evaluate cause and effect?	I can use knowledge of cause and effect to differentiate between causation and correlation and predict behaviors in complex natural and designed systems.
SCI.4.3	Concept	Apply knowledge of scale, proportion, and quantity	How well do I understand the significance of scale, proportion, quantity?	I can apply knowledge of scale, proportion, and quantity analyze relationships between quantities, develop mathematical and statistical models to represent relationships, and apply algebraic thinking to examine data and predict the c
SCI.4.4	Concept	Model transfers & cycles of energy and matter	How well do I understand the principles of energy and matter?	I can examine, characterize, and model transfers and cycles of matter and energy.
SCI.4.5	Concept	Apply knowledge of structure & function	How well can I apply my knowledge of the relationships between structure a	I can apply knowledge of structure and function to lead investigations that build knowledge and understanding.
SCI.4.6	Concept	Analyze stability & change	How well do I understand principles of stability and change?	I can use my knowledge of stability and change to analyze how systems function and change over time, identify factors that impact stability, and model changes in systems over short and long periods of time.

NOTES:

**Competency statements are based on the NGSS "cross-cutting concepts" and "scientific & engineering practices"*

**Revisions for SCI.1 skills are drawn from Khan Academy's Intro to Scientific Method curriculum*

Code	Type	Descriptor	Statement	ER	Course	Source	Note	
VA.1	**Competency Statement**	**Create Visual Art**	**Conceive and develop new artistic ideas and work.**			**NCAS**		VA.1 Create Visual Art,
VA.1.1	Skill	Generate ideas for a visual art project	I can visualize and hypothesize to generate plans for ideas and directions for creating art	3		**NCAS**		VA.1.1 Generate Ideas for visual art projects,
VA.1.2	Skill	Organize and develop a project plan	I can experiment, plan, and make multiple works of art and design that explore a personal	3		**NCAS**		VA.1.2 Organize and develop a project plan,
VA.1.3	Skill	Demonstrate understanding of the responsibilities that come	I can demonstrate understanding of the importance of balancing freedom and responsibili	3				VA.1.3 Demonstrate understanding of the responsibilities that come with the freedom to
VA.1.4	Skill	Refine and improve the work	I can reflect on, re- engage, revise, and refine works of art or design considering relevant	3		**NCAS**		VA.1.5 Refine and improve the work,
VA.2	**Competency Statement**	**Present Visual Art**	**Interpret and share visual artwork.**			**NCAS**		VA.2 Present Visual Art,
VA.2.1	Skill	Analyze, interpret, and select artistic work for presentation	I can critique, justify, and present choices in the process of analyzing, selecting, curating,	3		**NCAS**		VA.2.1 Analyze Interpret and select artistic work for presentation,
VA.2.2	Skill	Use artistic techniques to present artwork effectively	I can investigate, compare, and contrast methods for preserving and protecting art.	3		**NCAS**		VA.2.2 Use artistic techniques to present artwork effectively,
VA.2.3	Skill	Convey meaning through the presentation of artistic work	I can curate a collection of objects, artifacts, or artwork to impact the viewer's understandi	3		**NCAS**		VA.2.3 Convey meaning through the presentation of artistic work,
VA.3	**Competency Statement**	**Evaluate Visual Art**	**Evaluate how the arts convey meaning.**			**NCAS**		VA.3 Evaluate Visual Art,
VA.3.1	Skill	Analyze visual artwork and its impact on audiences	I can analyze how responses to art develop over time based on knowledge of and experie	2		**NCAS**		VA.3.1 Analyze visual artwork and its impact on audiences,
VA.3.2	Skill	Interpret meaning and intent in artistic work	I can analyze differing interpretations of an artwork or collection of works in order to select	2				VA.3.2 Interpret meaning and intent in artistic work,
VA.3.3	Skill	Use criteria to critique artwork	I can construct evaluations of a work of art or collection of works based on differing sets o	2		**NCAS**		VA.3.3 Use criteria to critique artwork,
VA.3.4	Skill	Relate artistic ideas and works with societal, cultural and hist	I can appraise the impact of an artist or a group of artists on the beliefs, values, and behav	2		**NCAS**		VA.3.4 Relate artistic ideas and works with societal cultural and historical contexts,

Code	Type	Descriptor	Guiding Questions	Slate Statement	ER
WL.1	Competency	Speaking and Listening			
WL.1.1	Skill	Interpersonal Communication	How well do I communicate and participate in conversations		4
WL.1.2	Skill	Interpretive Listening	How well do I understand when someone is speaking to me?		4
WL.1.3	Skill	Presentational Speaking	How well do I present information?		4
WL.2	Competency	Reading and Writing			
WL.2.1	Skill	Presentational Writing	How well do I write prases and sentences about a topic?		4
WL.2.2	Skill	Interpretive Reading	How well do I understand the main idea of a text?		4
WL.3	Competency	Cultural Engagement			
WL.3.1	Skill	Analyze Practice, Products, and Perspectives	How well do I identify cultural practices, products, and perspectives?		2
WL.3.2	Skill	Participate in Communities	How well do I participate in authentic cultural expereinces?		2

BIG PICTURE LEARNING

The Role of Noncognitive Skills for Student Success

Building and Implementing Noncognitive Competencies in School Design

Acknowledgements

We wish to thank the Stuart Foundation based in San Francisco, California for its generosity and support in making this work possible. We also thank Professor William Sedlacek for pioneering work that allows us to look at individual students in a more holistic way. The Big Picture Learning model of Noncognitive student development is based on Dr. Sedlacek's decades of research and development. Along with a wide range of higher education institutions and programs, we use his eight noncognitive variables labeled by us as "Noncognitive competencies." In addition to acknowledging the framer of the theoretical base of our model, we want to thank Bonnie Lathram and Loren Demeroutis whose work at Highline Big Picture High School in Burien, Washington serves as the foundation for implementing the eight competencies in our schools. Most importantly, we thank our students. They are the cornerstone of our work and our constant reminder of the breadth of human qualities that contribute to individual success and collective flourishing.

Why "Noncognitive?": Purpose and Terminology

How we think and what we know are essential elements for success in school and beyond. Intellectual functioning and content knowledge are far from the only determinants of achievement in education, work, and relationships, however. The term "noncognitive" describes the vital skills, strategies, and mindsets that play a role in student success. Researchers continue to study these qualities under the label "Noncognitive Factors." Employers and the media refer to them as "soft skills" that students need in order to be successful in college or the workplace. "Soft" skills, the term implies are different, less real, or less important than the "hard" skills that presumably have to do with direct cognition.

A 2012 literature review by the University of Chicago Consortium for Chicago School Research (CCSR) titled "Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance," argues that "noncognitive" is an "unfortunate" term, "[reinforcing] a false dichotomy between what comes to be perceived as weightier, more academic 'cognitive' factors and what by comparison becomes perceived as a separate category of fluffier 'noncognitive' or 'soft' skills (p. 4)." Ultimately, the CCSR opted reluctantly to use the term "noncognitive" because it was so pervasive in other research.

David Conley, a professor at the University of Oregon and an expert in the field of college and career readiness provided one possible alternative that we explored. In A 2013 article in EdWeek "Rethinking the Notion of 'Noncognitive'," Conley argued that we should instead call these skills, conditions, and mindsets "Metacognition." In the initial pilots and drafts of this work, we referred to Metacognitive Variables (MCVs) but after further research, analysis and reflection, we come to a similar conclusion as CCSR and have decided to use the terminology of Noncognitive Competencies (NCCs).

Our definition of noncognitive in this context includes all learning processes and behaviors involving any degree of reflection, learning-strategy selection, and intentional mental processing that can result in a student's improved ability to learn." We apply it here to describe a subset of all its facets, just as cognitive content knowledge represents a subset of cognition. We use the word "competencies" because it elucidates the way in which we hope to develop them in our students. However, we also refer to the 8 interchangeably as skills, variables, factors, elements, or qualities. In any case, as the word "competency" suggests, we emphasize that they are not static personality traits. On the contrary, NCCs are mutable characteristics that individuals can develop and strengthen over time through reflection and awareness of their own language, learning processes, academic and personal mindsets in the presence of supportive adults and intentional learning environments.

As described above, researchers and practitioners employ several labels to the Noncognitive Competencies. CASEL refers to their set of competencies as social-emotional skills, while Conley prefers metacognitive, and the i3 program literature and Sedlacek refer to them as noncognitive abilities. Others, such as Duckworth, label them as dispositions. In BPL's just-completed development project supported by the Stuart Foundation, we employed a combination of the CASEL and Sedlacek competencies, and were influenced by Conley's metacognitive development strategies. We intend to use our learning from the Stuart Project in this proposed study. For this project, we will use the label Noncognitive Competencies to emphasize the combination of knowledge, skills, and dispositions that is needed for actually implementing the NCCs in real-world settings and contexts.

Overview

As educators deeply invested in the effectiveness of public education, we often find ourselves measured against outcomes determined by political, media, and social influences. Public policy, large businesses, federal and state mandates, and district and school leaders influence what "students need to know" and how to measure these outcomes. A stream of buzzwords surrounds this discourse: 21st Century Skills, academic mindsets, critical thinking skills, Common Core Standards, noncognitive variables, social-emotional intelligence, STEM, STEAM, character development. Each of these terms carries political and social implications, different understandings of the purpose of public education, and an array of implications for what we do in the classroom and how the public holds teachers, schools, and districts accountable to student outcomes. We have seen too many reform efforts focus more on the alignment and accountability components of student outcomes and less on the ways in which we make these outcomes relevant to our students and educators. Further, many reform initiatives fail to make research-based connections between the outcomes they propose and how students perform after high school.

This guidebook serves as an attempt to share our experiences at clarifying and developing a focused set of Noncognitive Competencies (NCCs) as school-wide outcomes, designed to make learning more relevant to student and educators and grounded in research tying these outcomes to student success in post-secondary education and career. In Big Picture Learning (BPL)[1] tradition and practices, we view the NCCs discussed in this guide as another vehicle for connecting learning taking place in the classroom to real world learning that takes place outside of school. Young people worldwide are engaging in deep learning and achieving great success outside of school. We've all heard the stories of exceptional endeavors that occur entirely outside of formal schooling: The young Dutch girl who sets sail across the Atlantic on her own; the young high school student who assists in multiple animal surgeries as an intern at the local veterinary hospital; the first-generation student who serves as an interpreter for his non English speaking parents. Abundant and varied, self-motivated, out-of-school experiences contribute to the healthy social and emotional development of young people by helping them build confidence, awareness, and real-life skills. Yet, they are neither recognized nor validated in school. Through our work on the Noncognitive Competencies, we argue for the importance of supporting students in their social and emotional development, at the same time as we call for school reform that enriches the lives of students by aligning learning in and out of school. Each student brings a set of interests, passions, and skills that we must honor and validate in the classroom. Each student desires to incorporate these personal qualities into success after high school.
For students across categories of race, gender, socioeconomic status, and ability/special needs, we believe that this educational and life success is largely attributable to the supports that have helped them develop a core set of Noncognitive skills, conditions, and mindsets. The eight essential Noncognitive Competencies, (described in greater detail in section one) are: positive self-concept, realistic self-appraisal, navigating systems, preference for long term goal setting, availability of a strong support person, community involvement, leadership experience, and knowledge acquired in a field.

The implementation of instruction related to these competencies is the focus of this guidebook. As described in this guide, Noncognitive factors are more powerful predictors of high school, post high school, and career success than the traditionally measured standardized test scores and grade point averages. Sections three and four outline teacher and school leader implementation strategies while the rest of the guidebook gives examples of assessments and case studies. Appendix B includes additional resources such as sample action plans and agendas, examples of NCC use in other schools, community organizations, colleges and universities, as well as a call for ways to further our collective understanding.

We do not claim that this guidebook represents the only or the best way to implement this work. Nor do we intend Noncognitive factors to replace the myriad of other important outcomes. Rather, this is

1. Big Picture Learning (BPL) is a not-for-profit organization dedicated to a fundamental redesign of schools and schooling in the United States. Big Picture's mission is to catalyze vital changes in American education by generating and sustaining innovative, personalized practices in schools that work in tandem with the real world of their greater community. At the core of Big Picture's mission is a commitment to equity for underserved students, and the expectation that these students can achieve college success. Big Picture designs innovative public schools, researches and replicates new models for learning, and trains educators to serve as leaders in their schools and communities (www.bigpicture.org). For more information about BPL, please see Appendix A.

a guide to inform educators working to bring more relevance to the classroom by helping them to develop Noncognitive strengths in their students and by demonstrating the use of NCCs as a set of outcomes that can work alongside of federal, state, and local measures to specify the connection between educational practices, secondary school outcomes, and post high school success. Throughout this work, it is important that we honor each student's individual experiences as unique to him or her in applying and addressing the Noncognitive Competencies.

Beyond their use as powerful predictors of post-school success, NCCs are as much a reflective tool in the lives of adults as they are in the lives of students. If something is not going well for one of us, it could be because one of these 8 conditions, mindsets, or skills needs to be honed or cultivated further. These NCCs are not only a great tool for students, but, as they are related to success in life, for all of us. We know our students learn through adult modeling. The NCCs are not a rite of passage that ends with high school and they certainly do not apply only to high school students. The NCCs certainly apply to adult experiences such as sustaining thriving and loving relationships, contributing our workplace and communities, participating in ongoing education, taking care of our own parents, rearing our children, or dealing with divorce, illness, or other losses and setbacks. We hope this guide is a helpful tool for guiding and measuring our success and quality of life as adults.
The guide's main emphasis, however, is on our primary duty as educators preparing students for success after high school. We strongly believe that our work on developing student Noncognitive qualities serves this end. Along with informing others, we hope to expand our own understanding and us of these competencies by articulating and sharing our experiences with other schools and educators.

1

Descriptions of Noncognitive Competencies

Descriptions of Noncognitive Competencies

Overview

In our work with the NCCs we have found that students and educators describe NCCs in a different way than the competencies are discussed in the research literature. Our goal is not to require staff and students to memorize and regurgitate definitions of the eight competencies. Instead, we have spent considerable time observing staff and students, listening to the language they use, and articulating the competencies in the vernacular of the schools. In this way, we have worked toward our primary goal of embedding the Noncognitive Competencies in the culture of our work. We are not trying to use the NCCs as traditional schools might use externally imposed standards. Instead, we are trying to integrate the NCCs so deeply into the work and culture that students and staff refer to the 8 NCCs in the same way somebody might refer to a deeply held and shared set of beliefs or norms. In the same way a student might hold another student accountable to a norm about respecting somebody else's property, we hope students and staff hold themselves and each other accountable to the NCCs. This section outlines general descriptions of each competency and provides a quick overview of lessons we've learned thus far in our journey.

Case Studies

As this section is intended to illustrate, we believe the NCCs must be learned through a student's work and reflections rather than as isolated lessons. For example, it is hard for us to imagine teaching an isolated lesson on one of the NCCs in which the lesson fails to connect to a student's other project or content work. We doubt the efficacy of "stand alone" lessons unconnected to student's other work. Students are less likely to learn deeply and make developmental change in such a decontextualized approach. An example of a more thoughtful integration of NCCs is combining NCC assessment with project assessment, which we will discuss in further chapters. Authentic assessment is another arena for embedding NCCs. At BPL schools, students typically present their work in student-led exhibitions three to four times a year. The exhibitions and ensuing reflections are a excellent time to discuss the NCCs. Just as noncognitive factors are learned most deeply when learned within authentic contexts, they are best understood when embedded in student examples. We have therefore chosen to include case studies with student work at the end of the description of each competency. You can find a full listing of all case studies as well as a tool for utilizing case studies in professional development and with students in Chapter 7.

While we hope our community could describe each competency when prompted, we believe that better evidence for successful implementation occurs in the ways that students embed the NCCs into their project work, reflections, conversations, and choices. Each of these descriptors is explored further in this guide, along with recommended activities. In the process of honing our practice, we continually refine our descriptions, add to our growing list of lessons learned, and produce an increasingly robust database of activities.

Finally, we cannot emphasize enough the need to take these competencies "out of the black box" of learning. We encourage you to share these descriptions, lessons learned, and activities with your staff, students, and families.

General Description of the Eight Noncognitive Competencies

As described earlier, these eight competencies are a research-backed and powerful set of learning characteristics that have been shown to predict a student's performance in high school, college, and career. We think of these competencies as a web of important experiences and ways of thinking. Each competency is vitally important to integrate into our work with students and into our school culture and community. What we talk about, think about, measure, and pay attention to becomes a part of our conversations and choices. We encourage you to think about as many ways to integrate these eight competencies into your instruction, from posters and literature promoting the competencies to deeper conversations about realistic self-appraisal (competency #2) or navigating systems of discrimination (competency #3) in our society.

See the table below for a quick overview of the 8 NCCs and their descriptions. This information is adapted from William Sedlacek (see www.williamsedlacek.info and Chapter 2: Research and FAQs for more information).

From Sedlacek, William. Beyond the Big Test. (2004). San Francisco: Jossey-Bass.

Competency #1: Positive Self Concept
A Positive Self Concept refers to an individual's level of confidence, strength of character, determination, and independence. We think about this competency in terms of how students refer to and think about themselves in the past, present, and future. While these temporal domains are related, we think it is essential for students to see themselves positively in each of these areas. Further, while a student may come across as upholding a positive self concept, probing into how the student speaks of or writes about him/herself in the past or future may reveal deeper connections that the student is making in the development of his or her own self concept.
Competency #2: Realistic Self-Appraisal
A Realistic Self-Appraisal refers to an individual's ability to recognize and accept his or her strengths and deficiencies, especially academic, and the individual's determination to work hard at self-development. In addition, it looks at how well an individual recognizes the need to broaden his/her individuality. This competency extends to a student's understanding of his/herself with regard to patterns of choice, recognizing and approaching struggles within and beyond the student's control, as well as how the student connects his/her learning to realistic goals and long-term vision.
Competency #3: Skills at Navigating Systems and Understanding and Dealing with Discrimination
Navigating Systems and Understanding and Dealing with Discrimination refer to how well the individual understand the "system" based upon personal experience and how committed he/she is to improving the existing system. The individual takes an assertive and active approach to dealing with existing wrongs, but is not hostile to society, nor is a "cop-out." Skills related to this competency include self-advocacy, social reasoning, and skills related to ethical development.
Competency #4: Preference for Long-Range Goals over Short-Term or Immediate Needs
Preference for Long-Range Goals over Short-Term or Immediate Needs refers to how well an individual is able to respond to deferred gratification, while planning ahead and setting goals. This can include quarterly or yearly learning goals, daily work goals, and post high school goals and long-term vision.
Competency #5: Availability of a Strong Support Person
Availability of a Strong Support Person refers to how well an individual seeks and takes advantage of a strong support network or has someone to turn to in a crisis or for encouragement. This extends to a student's definition of strong support.
Competency #6: Successful Leadership Experience
Successful Leadership Experience refers to how well an individual demonstrates strong leadership in any area of his/her life (e.g. church, sport, non-educational groups, family, community, etc.). Leadership has many definitions and not limited to traditional definitions based on roles, hierarchy, or in-school leadership. Leadership includes out-of-school involvement at home or in the community. This competency extends to understanding of successful leadership.
Competency #7: Demonstrated Community Service and Involvement
Demonstrated Community Service and Involvement refers to an individual's participation and commitment to his/her communities. This includes in-school and out-of-school communities. This competency extends to the students cultural community.
Competency #8: Knowledge Acquired in or about a Field
Knowledge Acquired in or about a Field refers to an individual's ability to learn from experiences outside of the classroom, using less traditional methods that are outside of the education system. Examples include internships and career and interest exploration.

Competency #1: Positive Self Concept

Lessons Learned

Put simply, the best way to promote a positive self-concept is through “mastery activities” or experiences that allow the students to see that they can demonstrate and learn strong skill sets. Like all of the 8 NCCs, we encourage you to embed activities in the work that is relevant to the students. Workshops or teacher-led activities on the importance of self-concept may help a few students but the learning is much more powerful when it is connected to an experience relevant to students. Whenever we hear a student saying things like “I’m not good at math” or, even worse, “I’m stupid” we must stop what we are doing and use these moments as opportunities for the student to reflect and deepen his/her sense of awareness. We become what we tell ourselves we are. For young people who are still in a very vulnerable period in their physical, physiological, and emotional development, constructive or self-deprecating language can have a lasting psychological effect. We constantly promote growth mindset ways of thinking by focusing on effort rather than labels of “good at” or “bad at.”

Competency #2: Realistic Self-Appraisal

Lessons Learned

We think it is vitally important that a staff member never tell a student what is “realistic” for two reasons: 1) this practice is one of the most often student-cited killers of dreams and, as research suggests, discouraging words from a teacher are far more powerful than words of encouragement, and 2) we cannot know precisely what skills are necessary for the student to develop based on their life goals. We strongly maintain that it is important for a student to discover—rather than be told--what skills they need. Even if we do have a good sense of what is “realistic,” we need to be extremely careful how we communicate this to students.

Another powerful learning regarding realistic self-appraisal relates to students who seem over-confident or arrogant about their skills. We hear students say things like “I got this,” or “I’ll be fine,” or who try to hide their deficiencies through smoke and mirror exhibitions[2] or a projected cloud of over-confidence. Numerous one-on-one interviews have led us to believe that the students who most often say, “I got this” are the ones who may indeed have a fairly realistic self-appraisal but have a relatively under-developed positive self-concept. Observations of teacher/student interactions have led us to believe the realistic self-appraisal and positive self-concept are often confused. Many times we have observed a teacher perceiving a student to have an overly positive self-concept and an unrealistic self-appraisal when it is, in fact, the

[2]Oral presentations where students demonstrate what and how they have learned and mastered established core objectives.

opposite. When this is the case, as tends to be the case with some particularly 'showy' male students, engaging in power struggles or trying to surface the student's conceptions of self-appraisal in front of other students will nearly always distance the student from the teacher. Instead we encourage teachers to take students for individual walk-and-talks out of the classroom or to connect the student with an upperclassman they respect. We have found powerful results from this approach. Specifying the behavioral evidence of achievement for any of the Noncognitive Competencies offers guidance for structuring educational experiences and assessing development. For this competency, ways in which students could show evidence of realistic self-appraisal include:

Student evaluates personal and academic skills, abilities, and interests and uses this appraisal to establish appropriate educational plans

Student makes decisions and acts in congruence with personal values and other personal and life demands

Student focuses on areas of academic ability and interest and mitigates academic weaknesses

Student seeks opportunities for involvement in co-curricular activities

Student seeks feedback from teachers and staff

Student learns from past experiences

Student seeks services for personal needs (e.g. writing labs and counseling)

Student opens up about life and learning outside of school

Competency #3: Skills at Navigating Systems and Understanding and Dealing with Discrimination

Lessons Learned

It is difficult for some adults and students to talk about oppression, privilege, classism/racism, and other forms of discrimination. Opportunities for learning present themselves all the time, but this is often an uncomfortable area for adults to talk about. Discussion about discrimination, power, and privilege need to be embedded in adult conversations. This kind of conversation is risky but incredibly rewarding. School leaders invite discussions about discrimination and oppression to take place in classrooms and all-school settings. We also encourage students and staff to carry these conversations to their peers and community. Opportunities to consider ethical dilemmas and Socratic seminars around race and privilege can be a good start. One of the most surefire ways to turn a student off, in contrast, is to claim that we "understand his or her situation." We cannot fully understand a student's experience or what it is like to be a member of a different group, race, sexual identity, or class. We can understand other's situations better, however, through close, respectful listening. The most powerful means to help students understand themselves within systems of privilege and oppression is to give them opportunities to self-advocate. Students tend to feel empowered when they are able to articulate their needs and find adults (and/or peers) who can advocate for them. This skill is strongly associated both with success in college and also with helping students learn that they have the power to change and influence their surroundings and communities.

Competency #4: Preference for Long-Range Goals over Short-Term or Immediate Needs

Lessons Learned

This is difficult, especially in a YOLO (You Only Live Once!) era where there is immense focus on immediate gratification. Socratic seminar discussions around delayed gratification, the "marshmallow test,"[3] daily goal setting, and reflections are tools for helping students build their ability to set long-range goals and make the immediate choices that promote their best interests. Even if a student doesn't achieve a goal, it is important to reflect on the choices and circumstances that led to that result. Perhaps a better goal arose or maybe the student can identify unhelpful or self-sabotaging patterns and consider different ways of responding. Goals that connect to post high school planning and internships/career are vital.

Competency #5: Availability of a Strong Support Person

Lessons Learned

We need to help students understand and develop their own definitions of friend, advocate, and mentor. A strong support person helps guide the student's social, emotional, and intellectual growth. It is not our responsibility as educators to act as the "strong support person" for each student who crosses our path—we would only be setting ourselves up for failure. Rather, it is our responsibility to help ensure that every student has someone who can help steer him/her and to whom the student can turn to during difficult times. In our Big Picture schools, this is often an advisor or a mentor who has earned the student's trust. As important as it is for the student to have a strong support person or network, it is important for the student to also learn how to manage these relationships effectively to ensure that they continue to evolve in healthy and mutually beneficial ways.

[4]The "marshmallow test" refers to a Stanford University psychology experiment in which researchers determined that ability to delay gratification is associated with success later on in life. There are some excellent TED talks online at www.ted.com about the marshmallow tests which we've showed in professional development settings and with students.

We also work to strengthen the capacity of family members as strong support figures for their students, including talking to our families about the NCCs. All families want their children to do well, and sharing this kind of research can help families to be a better support. Just make sure you don't do so in a "we are the experts way" but instead as a partnership. At our school, students are involved in Learning Through Internships (LTIs), so this involves students having a mentor or some adult support outside of school. Even if that's not the case at your school, you can help students identify and understand the difference between friends, buddies, advocates, and mentors.

Competency #6: Successful Leadership Experience

Lessons Learned

It is important that students are seen as authentic leaders in school. Give them leadership opportunities such as peer mentoring and restorative justice. We have found that involving students in peer and staff recruiting, hiring, and interviewing to be ripe areas for developing leadership. This cannot include only students who have already stood out and are clearly "ready" for leadership. We need to provide all students with opportunities to learn about leadership by active doing. These opportunities extend to experiences and learning outside of school, and include non-traditional leadership roles at home and in the community. For instance, translating for non English speaking parents, taking care of younger siblings, and completing an internship are powerful out-of-school arenas for the development of leadership capacities. It is important to create a school environment and culture where all leadership roles, both in-school and out-of-school, are recognized and validated in school.

- Ways students show leadership include:
- Student articulates leadership philosophy or style
- Student serves in a leadership position in student, community, or professional organizations
- Student comprehends the dynamics of a group
- Student exhibits democratic principles as a leader
- Student exhibits ability to visualize a group purpose and desired outcome

Competency #7: Demonstrated Community Service and Involvement

Lessons Learned

Our students and staff all belong to multiple communities defined by different interests, background experiences, race, ethnicity, sexuality, gender, national and linguistic commonalities, political orientation, ways of thinking about the world, and diverse skills and abilities. Promote these communities in your school. In BPL schools, advisories are our strongest communities, but we also foster student groups based on the identities listed above, particularly at all-school meetings. We do not embrace gangs or drug subcultures, which often exist in a pervasive way in the communities in which students live. But it is important to openly discuss these aspects of our broader community so as to civically engage students. We want students to have a deep awareness and understanding of their communities in order for them to become actively engaged in creating better communities. The NCCs are as much about the self as they are about community.

Competency #8: Knowledge Acquired in or about a Field

Lessons Learned

As mentioned previously, the Learning Through Internships (LTI) curriculum is a central element of Big Picture Schools. Students conduct informational interviews, develop interests, and explore these interests in the real world. Beginning in the 9th grade in high school, our students have internships two days a week in their community. We occasionally hear that a particular student "isn't ready for an internship." We question the term "ready" in that sentence. What does it mean to be internship ready? We have found that our students who may "slack" at school really "up their game" when they are at their internship. We have many examples of students who may not have been living up to their potential at school but, after finding an internship that connects to the student's interests and passions, we find that the student becomes more deeply engaged in and out of school. If a student truly isn't "ready," we look at what other conditions might be behind the judgment. Is it student apprehension or adult-based fear about how the student might do out in the real world? Sometimes a student might not want to take the bus to a faraway place, try something new, or leave his or her comfort zone. In that case, we might partner the student with an adult to scaffold the process. This is where peer shadowing at internships and adult/student field trips can help assist in building a student's confidence to get out of his/her comfort zone. We have found that when the adult mentor is in place and when the internship is clearly and genuinely related to a student's interest or passion, the internship becomes a very powerful learning experience for the student. In fact, research on Big Picture students shows that students consistently point to their series of internships as representing their most important learning and best preparation for success in their post-high school life.

2

Research and Background

Research and Background

Frequently Asked Questions

Over the past year, we have talked to many educators, business people, college admissions directors, families, and students about NCCs. We developed this list of FAQs as we are often asked these questions about NCCs. In addressing these questions, we have identified research that deepens our understanding of the NCCs.

Why are the Noncognitive Competencies important? Why should we invest time developing them?

As educators, we are aware of the grim statistics around college completion. Across all racial and ethnic groups, just over half of students who enroll in college actually graduate (CCSR, p. 67). This number varies by institution, but this means that many of our young people start college, likely incurring debt, only to never graduate with a college degree. Many others simply never even make it out of high school, let alone start college. Asian American and white students graduate from high school and attend college at much higher rates than African American and Latino students. Girls graduate from high school and attend college at higher rates than males (CCSR, p.102). There are large and persistent gaps in educational attainment by students' race, ethnicity, and gender.

William Sedlacek, an education professor at the University of Maryland, partnered with the Gates Millennium Scholars (GMS) program, a program that provides students of color from low-income households with a comprehensive financial, leadership, and academic support system. In the Institute of Higher Education Policy's report on noncognitive factors and the GMS program, the author writes, "One way to better understand how such measures can prove effective is to examine their use in a specific context. Since its inception, the GMS program has used noncognitive criteria to select students who demonstrate great promise for academic success and leadership ability. In the few years [now more than 10 years] since GMS began, the noncognitive measures used have shown signs of being strong predictors of student success (Ramsey, p. 3)."

Further, the case of the GMS program suggests the importance of these factors for students of color and first-generation college students. "Noncognitive measures evaluate such characteristics as adjustment, motivation, and student perceptions, which are not measurable using typical standardized tests. These measures are viewed as strong predictors of success for students who are not traditionally represented in higher education. These students often need to work during high school, which restricts time spent on academic and extracurricular pursuits, and they may also have parents with lower levels of education and less involvement in their children's educational plans. Noncognitive assessment helps account for the different experiences of such students rather than treating all students as though they come from similar environments (Ramsey, p.2)."

Focusing on Noncognitive Competencies actually helps students in two specific ways. First, when students are actively building Noncognition, they are working on the skills, conditions, and mindsets that will support them in college. Second, by focusing on the NCCs, we can actually increase the engagement of students in their work, thus making it more likely that they will graduate from high school.

Because the structure and design of our school supports students taking on leadership roles, obtaining internships, and pursuing their passions, students can and do build NCCs. For example, we have a student who is a leader of a student-led elective class, has an internship working with drug-impacted babies at a local non-profit, and has actively worked on her own self-esteem through teaching others about cyber bullying. This student has not only developed significantly in the area of NCCs, she understands and can articulate her learning in terms of the competencies. In the past two years, we have focused on informing students explicitly when they are working on NCCs and teaching them to self-reflect about how they are doing in their own lives.

By investing in explicit structures to implement and build NCCs with your students, you are not only better preparing your students for college and college degree completion, you are also successfully increasing the engagement level of your students. You are also teaching your students how to be more self-reflective and more aware of their mindsets, skills, and the conditions that are around them, empowering them to make positive choices and be more mindful about how they learn, what they want to do, and who they want to become.

How are Noncognitive Competencies connected to 21st century skills?

Because the term "21st century skills" can mean different things to different people, we generally avoid using it. We've talked to other educators who feel the same way. The difficulties in defining the term are apparent in consulting www.edglossary.org, which is an online tool for education writers that provides definitions and quick summaries of "edu-speak" terms. When we looked up "21st century skills," a list of over 40 different skills was represented! Different non-profit organizations, schools, school districts, and researchers certainly have different lists of what 21st century skills are and how to define them. Generally speaking, they are the skills that students need in order to be prepared for college, work, and life in the 21st century.

If you want to look at several well-developed "21st century skills" lists, we recommend the work of David Conley and the Educational Policy Improvement Center, and the work of the Partnership for 21st Century Skills (see Appendix G for additional resources). We believe that by focusing on the 8 NCCs, we are also focusing on many skills needed for success in the 21st century.

The Noncognitive Competencies are much clearer constructs and have a strong research base than the loose "21st century skills" idea. The two are not mutually exclusive: the 8 NCCs actually embed in them many of the other 21st century skills. For example, a student is working at an internship (knowledge acquired in a field) at a large Seattle-based corporation. That student has to prepare a presentation on his or her work utilizing technology and present it in front of mentors and the CEO. Through the internship, the student has incorporated many of the 21st century career skills by demonstrating acquired knowledge acquired and navigating system in the workplace.

How will focusing on the NCCs going to close the achievement gap?

The achievement gap can generally be defined as the disparity between different racial groups on measures of achievement. There are significant gaps between white students and African-American and Hispanic students in virtually every measure of achievement including test scores, high school completion rates, college enrollment, and college completion.[4]

We would argue that there is also what we would call a "relevance" gap. The K-12 curriculum is not relevant to students' lives. In our experience this gap is particularly pronounced at the middle and high school levels, resulting in sharply diminished student engagement. We want schools that mirror the kind of world we live in. How does a school's design promote educational activities and learning that are relevant to the student's own passions and interests?

The 8 NCCs represent one way to think about eradicating the achievement gap and the relevance gap that we are currently experiencing in education. Focusing on students' interests in the real world and creating a curriculum in which the 8 NCCs are the foundation for the positive student outcomes you are seeking can yield positive and exceptional results. If the 8 NCCs are embedded into the design of the school, we can address the "relevance" gap and create a much higher level of engagement. Across the BPL network, there is a graduation rate of 92%, which cuts across all racial and socio-economic groups. We credit this success to the robust learning environment in BPL schools that allows students to connect learning that happens in the classroom to the real world through internships, flexibility in allowing students to pursue and explore

[4]This data is from the Achievement Gap Initiative which can be found online at www.agi.harvard.edu

their own interests, and mentors and advisors that help guide the student through self and career exploration. As more attention is given to the holistically integrated academic and personal development of students through the use of NCCs and other similar approaches, we are beginning to see an impact in the number of first-generation and low-income youth who are enrolling in college. However, there is still much work to be done in expanding access and increasing retention. Focusing on the NCCs and other approaches is only one part of the equation. Colleges and universities also have to step up to make learning more engaging and relevant for all students.

How do the NCCs connect to other research?

We have read other research that is related to William Sedlacek's work with the Gates Millennium Scholars program. We encourage you to dig deeper and read the additional resources available in Appendix G of this guide. The research studying NCCs and skills associated with college degree attainment and labor market success is ongoing, and many people within education are now working to determine how to build these NCCs with students. It is easy to remain up-to-date as new research is published.

The University of Chicago Consortium on Chicago School Research (CCSR)

The University of Chicago Consortium on Chicago School Research (CCSR) published a comprehensive literature review of research about noncognitive factors. The report, published in 2012 and titled *Teaching Adolescents To Become Learners: The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review*, concluded that cognitive factors alone do not predict a student's likelihood for success in college, the labor market, or social-emotional wellness. The authors challenge the belief that "students' readiness for high school or college depends almost entirely on the mastery of content knowledge and academic skills through the courses they take (p. 4)." The CCSR authors maintain that students with an academic mindset are more likely to earn a college degree than those who do not have an academic mindset.

The CCSR authors define academic mindsets as "the psycho-social attitudes or beliefs one has about oneself in relation to academic work" (p. 9). The researchers found that having an academic mindset can have a significant impact on academic performance and learning. These academic behaviors include positive study habits, attending class, managing time effectively, asking for help, and participating in class.

The CCSR group identified four key components to academic mindsets. They are:

1) "I belong in this community." In a school setting, this is the degree to which a student feels connected and engaged with peers, teachers, and school-based staff.
2) "I can succeed at this." This refers to the degree to which a student feels like they are capable of succeeding at a specific task.
3) "My ability and my competence grow with my effort." This refers to the degree to which students believe that intelligence is malleable and hard work produces effort.
4) "This work has value for me." There is a strong association between a student's perception of value in doing the work and persistence in completing the work.

The CCSR authors summarized this by writing, "When a student feels a sense of belonging in a classroom community, believes that effort will increase ability and competence, believes that success is possible and within his or her control, and sees school work as interesting or relevant to his or her life, the student is much more likely to persist at academic tasks despite setbacks and to exhibit the kinds of academic behaviors that lead to learning and school success. Conversely, when students feel as though they do not belong, are not smart enough, will not be able to succeed, or cannot find relevance in the work at hand, they are much more likely to give up and withdraw from academic work, demonstrating poor academic behaviors which result in low grades (p. 10)."

Researchers have identified academic mindsets as important contributors to academic outcomes. Educators can help develop academic behaviors by teaching students to understand that it is possible to improve academically if they work hard. Carol Dweck's work on developing growth mindsets has become widely recognized among educators and the general public. Her work underlines the growing consensus that academic performance in many ways has to do with how students view their own intelligence and capabilities.

A psychologist and author, Carol Dweck's research demonstrating that students can move from a fixed to a more malleable mindset appears in her book *Mindset: The New Psychology of Success (2007).* Teaching growth mindset theories to students and making sure they attribute their success to factors that can be changed can be influential, according to Dweck. For example, a teacher can praise a student for trying really hard or comment about the student's process in completing an assignment. This allows the student to recognize behaviors that contribute to academic and personal success.

Another leading researcher in this field, Angela Duckworth, is a psychologist and researcher at the University of Pennsylvania. Her research on why some students succeed and others do not was motivated by her work in underperforming schools throughout her 20s. In Paul Tough's (2012) book *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character,* Duckworth as saying that, "True, learning is fun, exhilarating and gratifying- but it is also often daunting, exhausting and sometimes discouraging. To help chronically low-performing but intelligent students, educators and parents must first recognize that character is at least as important as intellect (p. 61)."

Duckworth has found that both motivation and volition play an important role in achievement. As Tough writes, "Most of us are familiar with the experience of possessing motivation but lacking volition: You can be extremely motivated to lose weight, but unless you have the volition-the willpower, the self-control- to put down the cherry Danish and pick up the weights, you are not going to succeed (p.64)." Duckworth developed something she called a Grit Test, a self-assessment tool with statements such as "New ideas and projects sometimes distract me from previous ones"; "Setbacks don't discourage me;" "I am a hard worker"; and "I finish whatever I begin." (Tough, 74-75).

Duckworth found that the Grit Test was a strong predictor of success. For example, at University of Pennsylvania, "high grit scores allowed students who had entered college with relatively low college-board scores to nonetheless achieve high GPAs. At the National Spelling Bee, Duckworth found that children with high grit scores were more likely to survive to the later rounds (p. 75)."

Underlining the implication of mindset research findings, CCSR authors conclude their study with this call to action: "Teaching adolescents to become learners requires more than improving test scores; it means transforming classrooms into places alive with ideas that engage students' natural curiosity and desire to learn in preparation for college, career, and meaningful adult lives. This requires schools to build not only students' skills and knowledge, but also their sense of what is possible for themselves as they develop the strategies, behaviors, and attitudes that allow them to bring their aspirations to fruition." (p. 77)

CCSR's, Dweck's, and Duckworth's findings support the NCC's emphasis on looking at students in a holistic approach in order to reinforce positive behaviors and mindsets, while pushing for more relevance and engagement in schools. The typical way we do school in the United States public education system doesn't strongly support collaboration, problem solving skills, and other social skills. As a result, schools don't measure these skills. In an era where what is measured is what matters, we certainly don't spend time trying to build them in our students since they aren't being measured.

The CCSR Report notes, "In our model of noncognitive factors, social skills have the weakest evidence of a direct relationship with grades, in part because measures of social skills or social-emotional competencies overlap extensively with other noncognitive factors. Without more concise boundaries delineating the concept of social skills, the existing evidence cannot distinguish the effects of social skills from other effects. Social skills are important for adolescents as they prepare for future work and interacting in the "real world," but social skills are less utilized in the way classrooms are currently structured where independent tasks and assignments largely determine a student's individual grade. The exception to this may be when the context of the classroom focuses on collaboration and group work; in this situation, stronger social skills may prevail as having a stronger, direct relationship with grades. More research is needed which takes school and classroom context into consideration in examining how social skills may contribute to grades and learning for adolescents across a variety of school settings (p.52-53)." Within our current "traditional" public education school structure, a student doesn't really need "social skills" to do well in school even though they are "important for adolescents as they prepare for future work and interacting in the 'real world.' (p. 53)."

With new research demonstrating our education system's deficiencies in preparing students for the real world, it is becoming increasingly clear that working with students to help them develop effective social and personal skills needs to be an important part of education.

As you read through the guide, we ask that you keep these basic questions in mind:

- What skills do students need to prepare for future work in the real world?
- How can these skills be reflected inside the classroom, in the school structure, and as a part of the culture of the school?
- How do we communicate this to stakeholder groups, including students, parents, mentors, and educators?

In conclusion, there is significant overlap between the work conducted by other researchers and the 8 NCCs identified by William Sedlacek. As we continue to do this work with our students, we will stay up to date on research. We are particularly interested in outcome measures of success beyond grade point average: college degree attainment, labor market success, civic engagement, and adult happiness indicators.

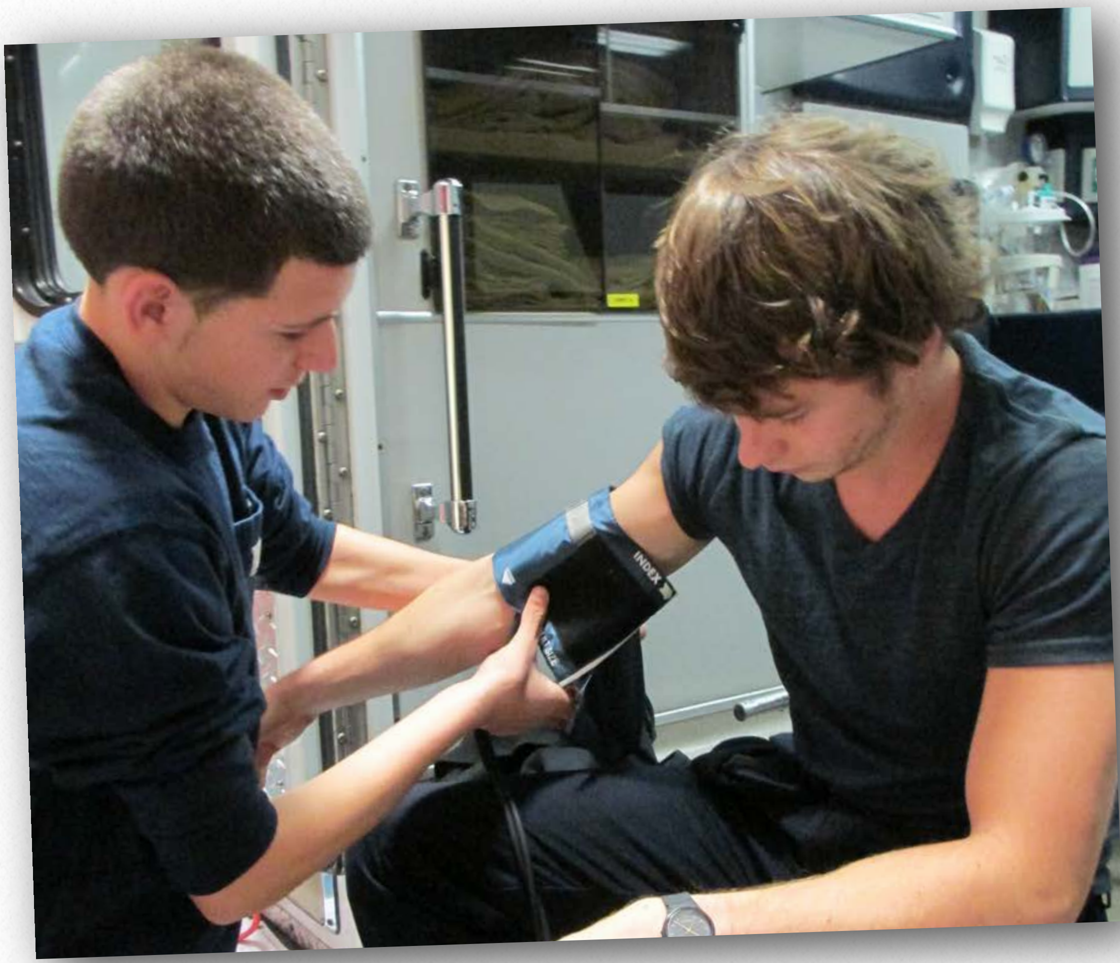
What's missing from what's out there?

While conducting research, we read hundreds of pages of briefs, research papers, books, and white papers by education thought leaders, scholars, doctoral candidates, authors, and journalists. We found unequivocal, robust support for the main contention of this guide: NCCs are incredibly important for student success in college and career. Throughout our research, however, we were unable to find specific strategies for implementing educational practices to build Noncognitive qualities. In other words, we read a lot about the "why" and very little about "how" to actually build these conditions, mindsets, and skills with students. One of the reasons that the "how" piece may not be as easy to find is that researchers are working on determining exactly what educators can do to help build these competencies, and also how to measure effectiveness. Ultimately, we are focused on student outcomes, so the other question in our mind pertains to assessing how the NCCs improve student outcomes.

This guide is a template to how NCCs are currently being implemented in BPL schools. It is not intended to establish a set of prescribed experiences that are directly tied to each NCC. It is important to take a personalized approach to working with individual students, while allowing for each individual to have a genuine and unique response to personal experiences that can potentially lead to a deeper awareness and understanding of how the student connects the experience to an NCC. It is not the scope of this guide to provide specific lesson plans, although that could be the focus of future materials. In the meantime, this guidebook represents all of our best thinking, so far, around the development, implementation, and assessment of NCCs in working with middle and high school students.

3

School Wide Implementation of NCCs



School Wide Implementation of NCCs

Real-World Learning

The NCCs emphasize real-world learning and experiences, something we have come to value as the single most important part of our curriculum in preparing students for life after high school. We know this because in longitudinal studies, our students cite their LTIs as important in preparing them for life after high school. In a study conducted by MPR Associates, Inc. in 2012 that looked at BPL graduates from 2006 to 2010, nearly all respondents reported that working with adults at their internships (94%) and building self-confidence through work-based learning (95%) were important or very important. For more information about the study, please visit http://www.bigpicture.org/wp-content/uploads/2013/05/BPL-Report-Final-Jan-2013_2.28.13.pdf.

We also strongly affirm student experiences outside of school that demonstrate NCC growth. Think of the high school student who goes home after school and cares for her aging grandmother. Picture the student who is homeless, lives in a homeless shelter alone, and is able to reach out and seek help, embraces having a wrap-around team, and then moves in with a foster family, all while staying in school. Imagine the 9th grade student who has a baby, comes back to school after the baby is born, and writes a book about her reflections on life as a teenage mom and dedicates that book to her baby in the 10th grade. These are real examples of the NCCs in action. As educators, we value (and give credit for) those as experiences that help our students as they progress through their lives.

Leading School Change

Overview

Focusing on strategies designed to increase the development of NCCs across a school, this section presents an overview of a multi-year change effort specifically focusing on a three-year action plan (see Appendix B). Adapted from the frameworks of Patterson et al (2008) in *Influencer: The New Science of Leading Change* we discuss our effort in terms of three categories of change: 1) supportive structures, 2) cultural supports, and 3) personal development. For the purposes of this guidebook we have oversimplified the vast research of Patterson et al. and highly recommend investing in a copy of their book to develop a more sophisticated understanding of how their research has influenced measurable and significant global and organizational change. A key finding from their work suggests successful leadership must specifically address each of the three categories mentioned above. Further, to influence behavior, leadership must both *motivate* stakeholders and provide the supports necessary to ensure the development of effective *skills* related to the change goals. Without both motivation and skill, behavioral change is not possible.

As a side-note, in well-intentioned attempts to generate change, we have found ourselves creating complex lists and rubrics, meeting about meetings, endlessly word-smithing plans, and designing complicated frameworks while often losing sight of the real work. Patterson et al encourage leaders to narrow focus through the three categories mentioned above (structures, culture, and personal supports) to 2-3 vital behaviors necessary for change to occur. In this light, Appendix B includes a sample three-year action plan, which represents nearly a decade of work and input from students, staff, and families. Despite our efforts to narrow our focus to 2-3 vital behaviors, we continue to struggle with overly complex planning processes and implementation strategies. We constantly remind ourselves not to let the plan overshadow or become the work and encourage others to do the same. Additionally, we continue to tailor our plan to our emerging contexts, attempt to individualize our work to the unique strengths, interest, and struggles of our stakeholders, and push ourselves to build from our collective strengths rather than focus on our struggles.

Category I: Designing and Implementing Structures for Change

Role of the principal/leader: In short, we recommend the principal or leadership team focus on the following structures for change:

1) the plan

2) professional development and collaboration

3) the monitoring of progress

Ideally, all three of these structures serve to motivate behavior and increase the skills necessary to implement change.

1) **The plan.** The plan should include a clear vision connected to the school mission, describe a set of measurable outcomes, clearly define the who/what/when/where of the projects and next actions related to the outcomes, and articulate vital behaviors for successful implementation. This plan needs to stay at the front of the work, publicized to important stakeholders, and central staff and leadership decisions.
2) **Professional development.** Professional development includes staff meetings, leadership letters, collaborative time, feedback and observation, reflective practice, and formal and informal conversations. The principal or leadership team needs to ensure professional development opportunities are well planned, clearly aligned with the vision and goals, and differentiated according to the needs of the staff. We recommend spending some time in the beginning of the implementation process arriving at a shared language around NCCs or the "what" of the work and then moving quickly into the "how." With a clear and measurable plan, we have found well-facilitated discussions or protocols tend to generate ideas from within the staff more efficiently and effectively than outside presentations. Occasionally, however, outside presentations/facilitation and literature can help move staff through difficult conversations or roadblocks.
3) **The monitoring of progress.** The principal plays an important role through the monitoring of progress. Just like any data-informed leadership practice, NCC development can be measured, reflected upon, and used to inform next actions and as a way to hold the staff and school accountable to the work. We recommend using the rubrics (found in Chapter 5 of this guidebook), in part or whole, as a framework for observations, to generate self-reflection, as part of professional development to generate ideas for next actions, and for the principal to assess the strengths and struggles across the school. Additionally, we are using an inquiry process to test hypotheses about NCCs. We are currently digging into our school's data to determine if NCC growth can predict attendance rates, gains in test scores, and discipline data. Last year we found NCC growth was a strong predictor of student exhibition (student-led conferences) scores. Not only did this serve to bolster interest in NCCs, but it also helped us generate opportunities to reflect on adult practice contributing to growth.

Category II: Implementing Cultural Supports for Change

Role of the principal/leader:

To influence the culture of a school in relation to a change effort, the principal needs to: 1) constantly communicate the importance of the work, 2) target key early adopters, and 3) create opportunities for positive experiences related to the work.

Messages surrounding the work should maintain consistency, be shared across stakeholder groups (families, community, students, mentors, and staff), connect to multiple forms of communication including newsletters, classroom posters, and one-to-one conversations, and should work toward creating a shared language around NCCs. Effective communication will keep NCCs at the front of the school's work.

In our initial work with the NCCs, we identified and targeted a group of students and staff who seemed likely to be early adopters for the work. This included students and staff who were already integrating NCCs (intentionally or not) into their practice, staff members who were asking for leadership opportunities, and stakeholders with whom we had already developed close and trusting relationships. By identifying early adopters we were able to pilot different iterations of tools such as the rubrics, tune our language and understanding of NCCs, and create the foundation for cultural change when we brought the work to the entire school.

We are in the process of ramping up our efforts to share positive NCC experiences with the school. We have already shared video interviews with students, planned classroom NCC retreats, and included students and staff in our presentations about NCC work outside of the school. As this work moves forward, we plan to recognize NCC growth at school assemblies, publicly post our data, and celebrate NCC development in the same way we would honor exemplary projects or achievement such as perfect attendance or the attainment of college scholarships.

Category III: Personal Development for Change

Role of the principal/leader:

This work focuses primarily on creating the conditions both to motivate and to provide skills for individuals to enact desired change. To do this, the principal or leader needs to take into account the individual strengths, struggles, and attitudes of the stakeholder group, in this case, teachers. We are still engaging this effort, primarily through the use of feedback and observation cycles, professional growth plans, and individual conversations with staff members. By sorting the work into motivation and skills, we are able to target individual teachers accordingly. For some teachers this means troubleshooting about a particular student or lesson plan, and for other teachers it means helping students prioritize NCC work. Each teacher is on his/her own learning curve and while professional development should benefit the development of NCCs, successful implementation also needs to happen on a personal level. Data from the NCC rubric can surface trends in a classroom or particular growth areas, but the real work (once a teacher is motivated to effect change) is helping the teacher develop the skills to take action. This requires patience, trusting relationships, and individualized approach. We recommend assessing the motivation and skills of each teacher in relation to NCCs and then creating individual or group action plans.

4

Teacher, Advisor, and Counselor Implementation

Teacher, Advisor, and Counselor Implementation

A Note on Wellness

The NCCs encompass competencies that not only are related to academic success, but that also promote whole student wellness. We know our students will continue to face obstacles in their lives, and we want them to have the skills to overcome those challenges, long after they have graduated from our school. We care about our students' well-being. We love when we hear from former students that they are doing well, feel happy, sustain healthy connections to their families and communities, and still enjoy learning.

As educators, we must not only focus on academic skills, but on a student's own sense of self and healing. Often a student's family life, stress, and previous or current trauma stand in the way of reaching his or her academic potential. The NCCs show us that although academics are important, being "smart" or "doing well in school" doesn't always show the whole picture. Academic labels or grades might result from wellness rather than precede it. Regardless, we want wellness for all of our students. The NCCs certainly matter for students from disadvantaged backgrounds: however, we strongly want to make the point that they are important for students (and adults) from all walks of life.

Overview

This section includes each of the 8 NCCs, with a list of activities, school structures, questions, and what to look for when helping your students build each competency. The implementation ideas here are not meant to be inclusive of all the activities, questions, or school structures that can and do support NCC development. As you read this, you will likely come up with your own ideas in addition to these below. In many cases, activities and lesson plan ideas are suggested without a descriptor of each activity. Appendix G of this guidebook includes links to resources that can help with implementation. Additionally, we encourage you to look online, as there are a vast array of free lesson plans and activities that can foster and support NCCs. Finally, part of your work could be holding meetings with other staff members to share innovative ideas as the work grows within your school.

Giving students feedback

Giving students positive feedback about their NCCs can certainly help to foster and build NCCs. It is also clear that at times, we need to give our students critical feedback. Our own experience suggests that it can be challenging to give students critical feedback about any of the NCCs without a strong relationship. We recommend that you ask students for permission before giving any critical feedback. You can simply say, "Can I give you some critical feedback right now?" Students often will say yes if they have formed a trusting and strong relationship with you, and also if you yourself have already modeled a sense of vulnerability with your students. By talking to your students about some of your challenges, and by modeling the NCCs and your own growth in them, you are more likely to be truly heard by your students when giving critical or positive feedback about each of the competencies.

Student Language

As we've developed a school culture around the NCCs, we've tried to capture examples of what students actually say about themselves, their work, and their choices related to the NCCs. When applicable, we include examples of student language that we have heard with regard to particular competencies. We encourage you to listen for student language that showcases students using the NCCs in ways that demonstrate growth or reflect the need for further work.

Competency#1: Positive Self-Concept

Activities Reflective Journaling Teambuilding activities that promote positive self-identity such as Appreciation Taps, Compliment Circles, and Crossing the Line (these are community building exercises/activities that can be utilized in advisories or classrooms) Socratic seminars topics including "Fixed vs. Growth Mindset," You Are What You Tell Yourself, and The Brain that Changes Itself (these are text-based topics that are based on articles that can be found about growth mindset; we recommend checking out the work of Carol Dweck in particular for texts regarding growth mindset) Writing an autobiography- many students say how it helped them make sense of self and identify patterns of behavior, good and bad **School structures** Identity-based student groups (Example: Gay-Straight Alliance) No tolerance norms for self-bullying (Example: A student says, "I am just stupid.") Autobiography and reflective journaling as grade level and graduation requirements Professional development around fixed vs. growth mindset, effective journaling, and autobiography instruction
Questions to ask students Describe an experience, project, or situation that left you feeling accomplished. Describe an experience, project, or situation that you would have done differently. How are you making sense of that now? Describe a time you have failed. How do you feel about where your life is heading? How has that changed since the beginning of the year? Since last year? Explain. What set of skills are you most proud of? How did you develop those skills? What is your best work? Why is this your best work? Where do you see yourself in 5-10 years? What is going to contribute to the likelihood of that vision? What are some of your struggles? How could you lessen the struggle? What has contributed to the struggle? How would you lessen the struggle?
Helpful hints Teach students about self-bullying and how to recognize when they are making self-deprecating statements. Have zero tolerance for it. For example, if a student says, "I am not smart," you could say, "I'm not going to let you insult yourself around me." Encourage students to use language indicative of a growth mindset ("I can with effort") instead of fixed mindset ("I'm smart" or "I'm dumb" or "I'm just not good at that."). Encourage students to be comfortable talking about their strengths and growth areas. You can model this by talking about your own strengths and growth areas too. Teach students that failure is part of learning. Encourage students to be reflective about their work. Ask students about their best work. Encourage them to see that their best work often reflects the amount of interest and effort they put into the work. Instead of making generalizations about their work ("I have never been good at math") encourage students to be more specific. They could say, "I'm not good at linear equations yet but I'm working hard to get better." Feedback statements could include: • You've demonstrated growth in ______. You must've put a lot of effort into this, • Don't tell me you're not good at _______. Let's talk about how you can get better. • Failing is a part of learning. What kind of choice can you make differently next time?

Competency#2: Realistic Self-Appraisal

Activities
Discussions about healthy ways of thinking about standardized testing
Activities related to career pathways and essential knowledge
Socratic seminar topics including college knowledge, the value of self-appraisal
Student-created rubrics

School structures
Authentic assessment such as exhibitions with "expert" panelists such as alumni, mentors, and outside panelists
Mentor training on how to give students effective feedback
Professional development around giving effective feedback
Professional development around effective use of rubrics (resources include Project Based Learning through Buck Institute)

Statements and questions to pose to students
Tell me about some of your strengths and explain why you see this as a strength.
Tell me about some of your weaknesses and explain why you see this is a weakness.
Tell me about a time somebody believed you were more skilled in something than you actually were. How did you respond to this?
Tell me about a time somebody believed you were less skilled in something than you actually were. How did you respond to this?
What are some of the most important skills you would like to develop before you leave high school?
What parts of yourself, your learning, or your habits have you worked at overcoming in your life?
What are you currently working at improving in order to grow into a better person?
What kind of skills do your mentors think you need to develop?
How do you measure the quality of your work? How do you measure the quality of your academic skills? Who could you ask for opinions about your work?

Helpful hints
Make time for students to self-reflect and use those self-reflections to guide future goals.
Help students to formulate goals and work toward goals that will prepare them for what they want to do after high school.
Encourage students to ask for feedback from peers and adults, especially mentors. Encourage students to use that feedback for further growth.
Create time for students to reflect and then check in with students to see that they are learning from past experiences.
Encourage students to seek services for personal needs, such as counseling, tutoring and peer help.
Teach students that it is important they learn to self-advocate and ask for help in areas of academic weakness.

Competency#3: Navigating systems and understanding and dealing with discrimination

Activities

Reflections on self-advocacy and dealing with discrimination

Data digs into demographics and census data, classism, proportional representation of different groups in politics, business, or prison, relative to demographics of region

Socratic Seminars on topics such as privilege, racism, classism, homophobia, sexism, discrimination, oppression, and ethical dilemmas

Allowing for choice in classroom activities and grade level requirements

School structures

Student groups based on identities and interests

Learning through Internships or interest exploration activities as an opportunity for self-advocacy and learning adult systems

Professional development and school framework around undoing oppression and racism

Robust college preparation and career curriculum that encourages students to navigate systems

Questions to ask students

What systems are we a part of, and how do you navigate those systems (school, work, family, church, community, government, financial aid, military, police)?

When you have a strong opinion about something, how do you ensure that your own voice is heard?

What experiences have you had dealing with discrimination (e.g. racial, gender, religious, sexual orientation, class structure, or other)?

How did you approach discrimination when you experienced it?

Have you witnessed others being discriminated against, and what did you do about it?

What role do you play in improving the existing system and standing up for the rights of all individuals?

What is an example of a time when you navigated a system successfully? Unsuccessfully?

Helpful hints

Look for opportunities to congratulate students when they successfully navigate a system.

Encourage students to bring their own identities, cultures, race, gender, class, religious affiliation, and/or sexual orientation to their work.

Create time for students to share with one another, and ensure that the classroom environment is safe.

Have zero tolerance for bullying or discrimination in the classroom, and when you hear it, talk with students about it. Don't avoid it.

Competency#4: Preference for Long-Range Goals over Short-Term or Immediate Needs

Activities
Peer mentoring
Hosting college and alumni panels
Interest exploration and development
Informational interviews, shadow days, and internship process
Student designed goals through learning plans
Vision boards
SMART goals (See Additional Resources for SMART Goal Template)
Socratic Seminars on topics such as "What color is your parachute?," the "Marshmallow test" (see Appendix G), the "Grit Scale" (see Additional Resources) and delayed gratification

School Structure
Learning plans connected to exhibitions, students held accountable to goals
Professional development around SMART goals (See Additional Resources for SMART Goal Template)
Staff learning plans with staff vision, SMART goals, and task lists

Questions to ask students
What are your academic, personal, and career goals? Why are these important to you?
What steps are you currently taking to achieve these goals?
Describe a situation in which you had to forgo an immediate pleasure in order to achieve a goal?
How are your goals tied to your internship, interests, academics, and personal life?
How often do you reevaluate and reassess your goals?
Have you wavered in any of your goals? Why?

Helpful hints
Foster opportunities for one-on-one time to talk with students about their long-term goals.
Share with students some of your own goals and how you achieved them. Invite speakers and mentors to share their own stories of goal setting and attainment paths.
Check in to see if students are able to defer gratification and focus on longer term goals that last over multiple months (i.e. "I plan to take the SAT in November, so I will take a prep course over the summer to help me prepare.")
Help students take on increasingly greater challenges that are developmentally appropriate and academically challenging.

Competency#5: Availability of a Strong Support Person

Activities Defining advocate, friend, buddy, and positive role models Peer mentoring programs across grade levels Modeling vulnerability with students Team building with adult participation Socratic Seminars on the power of mentors, building relationships with adults, and self-advocacy Guest adult speakers Bringing community-based organizations into the classroom or to work with students on specific projects as “expert mentors”
School structures Mentor training Professional development around mentor support Professional development around mentor recruitment and retention Adults sharing how mentor relationships were powerful
Questions to ask students Who are the adults that you turn to for guidance and support in life? Describe your relationship and the type of guidance and support that these adults provide you with? What value do you see in having a strong support person or network? What characteristics and personal qualities do you look for in a support person?
Helpful hints Be aware that students need different support people and systems for different aspects of their work. Be conscious of your own ability to be a support person. Ask yourself if you are the best support person for this student at the school. If not, is there someone else at the school or outside of the school that could work with this student? Encourage students to contact potential mentors to support authentic project work. Help students identify supports they might need and help them seek those out in the community. Work with your school administrator and staff to build capacity for wellness supports (counseling, social workers, etc.) as needed. Utilize your own connections and friendships to build more involved adult mentors at the school.

Competency#6: Successful Leadership Experience

Activities
Definitions of leadership
Youth Engaged in Leadership and Learning (YELL!) Curriculum on leadership (see Additional Resources)
Advisory or classroom-based leadership roles
Leadership style inventories
Socratic Seminar topics including leaders we admire, definitions/styles of leadership, student voice, examples of what students can do
Authentic projects with community value

School Structures
Student-led clubs and electives
Student leadership organizations (such as Student Council and Student Leadership Forum)
Family leadership
Shared staff leadership
Students involved in hiring, recruiting, and real work of school leadership
Professional development around increasing student voice
Restorative Justice practices
Student groups with opportunities for leadership
Student facilitated workshops and teaching opportunities
Peer mediation work

Questions to ask students
Who is a leader you admire and why?
What are the personal qualities of a leader?
What leadership skills do you have? How do you know?
What is a time when you wanted to take on a leadership role? Did you? Why or why not?
In what ways are you showing leadership at school? Home? Church? In your neighborhood?

Helpful hints
Look for ways to incorporate leadership into daily routines with students.
Encourage students to think about their experiences at home, with siblings or other family, as leadership experience.
Help students expand their view of leadership by reading and learning about different types of leaders across a variety of interests/careers.
Create opportunities for older students to lead younger students in authentic activities (peer mentoring groups, student led clubs and electives).
Create opportunities for students to present their work to one another and teach something of value to their peers.

Competency#7: Demonstrated Community Service and Involvement

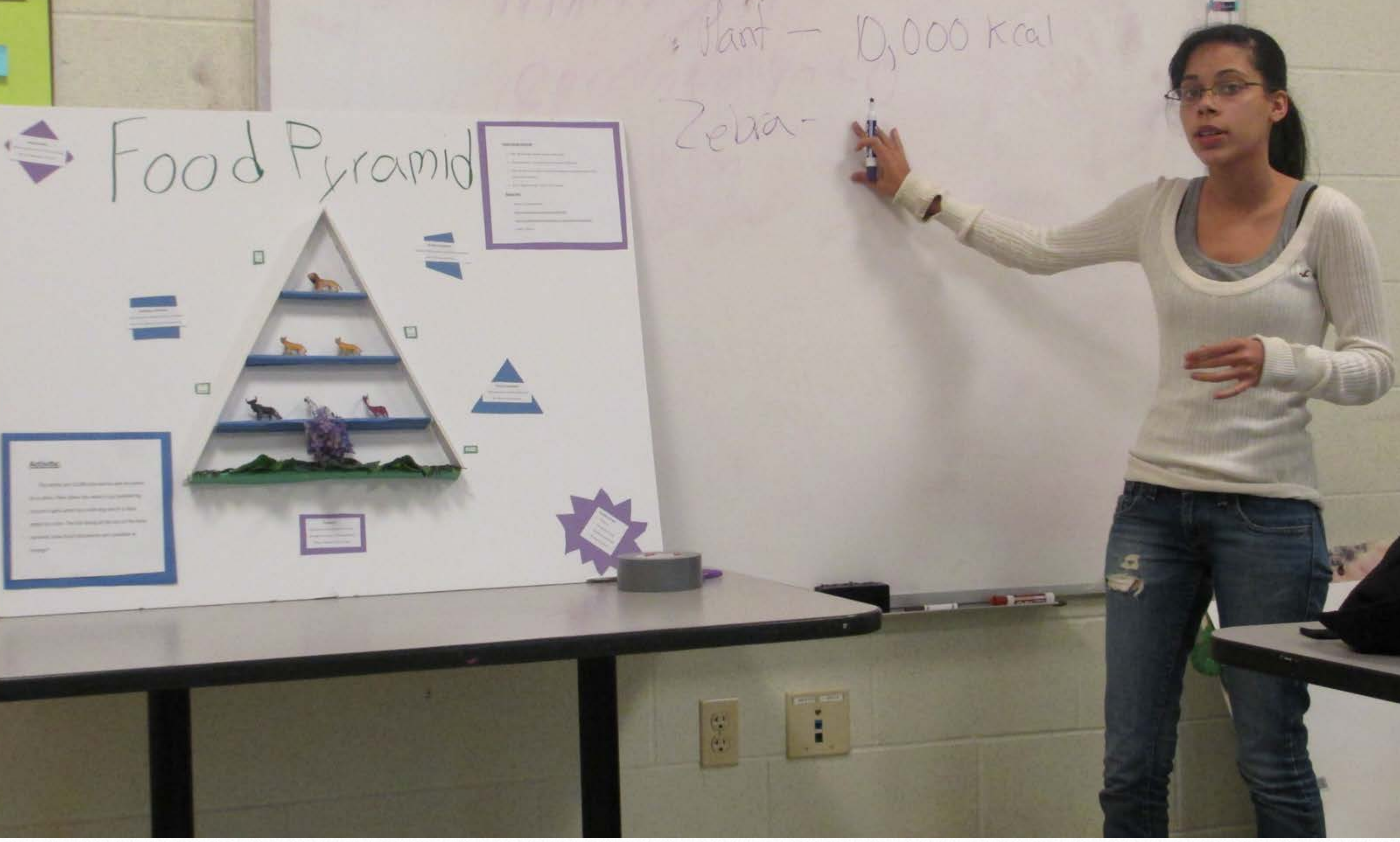
Activities Home visits as funds of knowledge (See Appendix G for more information on Moll's "Funds of Knowledge" work) Defining community Discussions around which communities we belong to, and whether these are chosen or forced upon us School credit for work outside of school School improvement projects in classroom Community improvement projects in classroom Youth Engaged in Leadership and Learning (YELL!) curriculum on community issues and assets Socratic Seminars on local community issues, articles based on student groups and interests, and "What is your third place?" (See Appendix G for more information on "Third Place") Linking student learning to families and communities
School Structures Professional development around parent education and training to increase parent and community members' involvement in school Regular parent contact and communication beyond calling home or writing notes (i.e. home visits and student-led conferences and exhibitions with parent attendance) School-wide celebrations and/or meetings (Pick Me Ups/Send Me Offs) Partnerships with outside organizations to spark student interests Interest cluster groupings Field days Internships Mentor training Professional development on recognizing "funds of knowledge" (see Appendix G)
Questions to ask students How do you define community? Why is it important for you to be engaged in your community? What communities are you a part of? What communities do you feel like you belong to? What communities have been forced on you? Where do you feel most at home? What communities are the most accepting of who you are?
Helpful hints Create opportunities for real world learning experiences when possible. Bring in adult mentors from outside of the community. Build a strong classroom or advisory community, and encourage students to support one another and form supportive bonds. Recognize and give credit for student work being done outside of school, in their neighborhoods, at home, and with other community organizations.

Competency#8: Knowledge Acquired in or about a Field

Activities Internship process (informational interviews, shadow days, and internships) Sharing and publicizing student work Guided field trips Show-and-tell activities Socratic Seminar topics include "What can kids do?" and *Leaving to Learn* (See Additional Resources for both)
School Structures Mentor training Professional development around authentic projects Professional development around mentor support
Questions to ask students Describe experiences outside of the classroom where you acquired knowledge about a specific topic or field of study. If you could study something over multiple days that we have discussed in class/advisory, what would it be? How have you used knowledge you gained in a field setting (i.e. outside of school) to teach others?
Helpful hints Encourage students to pursue something of interest in an in-depth way. Create opportunities for students to teach what they have learned from their field-based experiences. Share student project work visually in classrooms, advisories, and hallways of the school, or in online websites or blogs.

5

Assessments



Assessments

In its first two years, our work has relied on rubrics, seminar style retreats, and interviews to gauge progress students and staff are making towards building a culture around the NCCs.

NCC STUDENT/INDIVIDUAL RUBRIC (see Appendix C)

Directions: As a formative assessment, we ask that the student complete the rubric by him/herself with feedback from an advisor/teacher/mentor to reflect upon NCC growth in relation to project work and personal growth. This rubric can be used during a project to influence next steps, for reflection after a project completion, or periodically throughout the year to assess NCC growth and facilitate growth/learning plans. The questions listed in the top row can help facilitate the reflective and learning plan process.

The rubric can be used in a variety of ways, including student self-assessment and peer-to-peer assessment. The rubric can also be used in one-on-one meetings and as a way for adults to have a conversation with students to push students to go deeper into their work. We find this works best when a strong relationship has been established between the adult and the student.

NCC TEACHER/ADVISOR RUBRIC (See Appendix D)

Directions: As a formative assessment of instructional practice, we ask that teachers complete the rubric by him/herself with feedback from a colleague/coach/administrator to reflect upon NCC growth in relation to instruction. This rubric can be used after an observation, for reflection after a unit or lesson plan, or periodically throughout the year to assess evidence of NCC instruction and facilitate growth/learning plans. The questions listed in the top row can help facilitate the reflective and learning plan process. While this rubric addresses some "look-fors" in teacher practice, the reflections, conversations, professional development, or coaching it generates should address the effectiveness of implementation. We suggest using the "NCC Student/Individual Rubric" to measure classroom trends and student outcomes. Together, these two rubrics can inform professional development.

NCC Retreat (See Appendix E)

The purpose of the NCC Retreat is to immerse students and staff in an event where we could include activities, conversation, and reflection so that we could build a stronger culture at the school around the NCCs. In this appendix, you will find our specific NCC Retreat Agenda and Objectives.

Our major objectives were to hold the space for deep reflection and conversation about each of the NCCs and their connections to one another. We also wanted students to reflect on how the NCCs are embedded in personal and academic work. The final objective was connecting students with staff and peers in meaningful ways in order to give one another feedback about the NCCs. The following is a case study of an NCC retreat hosted by Highline Big Picture in Washington:

We began planning for the NCC Retreat a month before it was held. There were three staff members and five students on the planning committee. The students helped in all aspects of the planning and structure of the retreat, including the setting of objectives and goals, planning the agenda, obtaining lunch and snacks, booking the location at a nearby community center, and planning activities while there. The eight people on the planning committee also each chose one video that highlighted one of the NCCs. We showed all eight videos throughout the course of the day and then held discussions about each of the videos.

At the retreat, the largest time allotted was spent on NCC Interviews. Students interviewed one another utilizing the NCC Interview questions (described in more detail in the next section). The students then gave one another feedback on the NCCs. After students completed interviews, the school principal led a debriefing session in which students shared what they learned about one another and themselves through the interview process. Students then created a visual presentation to illustrate the individual 8 NCCs and their interconnections.

At the end of the retreat, the participants debriefed and reflected on what we had discussed about the NCCs. Specifically, we wanted to know if we were successful in embedding the NCCs more thoroughly into the culture at our school. During the debriefing and reflection time, one staff member captured student quotes about the day. One student said that the NCCs gave her a chance to "know where my strengths and weaknesses are and how to better myself." When asked what they took away from the retreat, one student said, "The NCCs have given us a chance to reflect on ourselves and our advisors." Another student replied, "A mentor is important because they provide feedback." As mentioned previously, during the retreat, students worked in partners to interview each other about the NCCs. At the debriefing session, one student said, "When people struggle in their personal life, they sometimes quit their obligations. But my partner did not and was able to keep doing stuff in her community. It is key to be a part of a positive community." Finally, one student summed up the day speaking about how the NCCs related to research about post high school outcomes. He said, "Research has been done to show that the NCCs are related to life contentment, positive life outcomes, college and other post high school settings." The NCC Retreat or similar events are one way to help students and staff reflect more deeply about the NCCs and embed them further into the culture of the school.

NCC Interview Process (See Appendix F)

NCC interviews can be conducted by staff interviewing students, students interviewing other students, students interviewing staff, or staff interviewing staff.

Staff interviewing students:
Staff from Highline Big Picture school have been interviewing students about NCCs for the past two years. The purpose of these interviews is to learn directly from students about their experiences at school, at their internships, at home, and in their communities and the impact those experiences have on developing the NCCs. For example, if we as a school can identify high leverage activities that we know are helping students in building the NCCs, how can we work more deeply to ensure all students have similar access to those same high leverage activities or experiences? We have learned a lot about our students and their experiences from listening to them. There is much truth to the expression, "If you want to learn something, shut up and listen." Sometimes staff might think they know and understand what is leading to positive and/or negative behavior in students, but when a staff member begins to probe and ask, without judgment, and simply listens, amazing things can happen. From listening to our students and capturing their experiences, we have learned about the value that adult relationships can have on student outcomes, and also the importance of real world learning experiences and validating non-traditional forms of learning. Listening to students without judgment and hearing their stories is very powerful.

In Appendix F you will find a page dedicated to each NCC with reflection questions for each competency. Staff members conducting interviews used these questions to learn more about each of the NCCs. Some of the interviews were video recorded, which means that students need to sign a release form in advance. Make sure to obtain an informed consent form if you plan to record any interviews.

Typically, interviews take between 15 and 20 minutes and focus on just one NCC. At our school, we chose to interview a wide range of students at random to learn more about their experiences in and outside of school and understand more clearly what structures we have in place to help support and build NCCs in our students. In some cases, the videos were used in professional development settings so that educators could hear from students about the NCCs.

Students interviewing students:
Students between 7th and 12th grade have participated in activities where they interviewed one another about the NCCs. The purpose of this activity is to have students sharing more deeply with one another about their own experiences, building a stronger community, and providing a mechanism for students to give one another feedback about NCCs. Typically, one student will interview another student for approximately twenty minutes, and then provide feedback based on the simple rubric at the bottom of the NCC Interview page. Then the students switch roles, with the one who was recently interviewed now in the role of interviewee. The total process takes approximately 45 minutes. After the activity is complete, the advisor or teacher can lead a debriefing conversation with the larger group about the interview process, asking questions to prompt students to think about what they learned about one another and themselves through the process.

Some scaffolding may be needed for students to conduct other student interviews, which could include interview practice and trust and community building activities. As always, you know your students and your class/school environment, so you can decide ways that student-to-student interviews could work well in your context and what sort of scaffolding may be needed in order to make this successful. Our students have enjoyed the opportunity to talk about their own experiences, share more deeply with someone that they trust, and obtain honest feedback from their peers.

Staff interviewing staff:
The NCC interview process can be completed in a professional development setting. In this case, the purpose is to help staff become more familiar with the NCCs and also to reflect on their own experiences with the NCCs. It is also important that staff be able to give each other feedback about the NCCs. Typically, the staff members take approximately 45 minutes to interview each other and provide feedback. This also models an activity that staff can conduct with students.

Students interviewing staff:
In order to model vulnerability and build a stronger relationship with students, a staff member may be willing to be interviewed by students about his/her NCCs. This could be a fun way to model the interview process and give a staff member the opportunity to receive feedback from his/her students. How adults model receiving feedback is really powerful for students to see. If an adult is open and receptive to both positive and constructive feedback, students will see that it is safe to also receive both positive and constructive feedback. Trust is developed, and students are more willing to receive the constructive

feedback from adult that they trust and that has modeled that it is safe to be in an environment in which all people are challenged to be their best selves. Being interviewed by an individual student or a group of students can be a great way for a staff member and students to get to know one another better, a reflective process for both the staff and the students, and an opportunity for both staff and students to reflect more deeply about feedback mechanisms specifically and the NCCs in general.

6

Education, Training, and Support

Education, Training, and Support

Structure

The learning system has three components: education, training, and support. The components are based on an understanding that simple conceptualizations of training are inadequate to support ongoing learning and its application to significant work. Often training (i.e., skills development) is provided before participants have had an adequate opportunity to form clear images of what specific changes the new behaviors require in their current practice. These images help participants to determine what competencies they need to develop.

Once these images and a clear understanding of the gap between their vision and reality are established, attention can be given to developing new competencies and building new knowledge, skills, and dispositions. Moreover, research and experience indicate that transfer of the learning to actual work practices does not take place unless there are structured, guided opportunities for practice and feedback.

> The **education component** is devoted to building a shared foundation of knowledge and understanding about the use of the competencies in authentic work contexts. The education component helps learners form individual and collective images of the ways that the competencies can enhance effectiveness and productivity. It helps learners get ready for more formal skills development (i.e., training) and includes such activities as readings, discussions, visits to exemplary organizations, and viewing and discussing videotapes and presentations by experts and expert practitioners.
>
> The **training component** is devoted to developing skills in using the competencies in a wide variety of work contexts. Special attention is given to modeling the effective use of the skills. The training component includes such activities as workshops, seminars, hands-on practice addressing specific competencies, and self-study.
>
> The **support component** includes a variety of assistance activities to provide ongoing help to learners as they apply their new knowledge and skills. This component includes such activities as demonstrations and modeling, coaching, peer feedback, action research, peer tutoring, and informal exchanges.

Process

The learning support system provides a variety of learning opportunities within each component to accommodate differing learning styles and interests. Figure 1 provides an illustration of these opportunities. During the “education” phase, each staff member will prepare a personal learning plan.

Figure 1: Examples of Learning Opportunities

Education	Training	Support
Visits to organizations with exemplary programs and practices	Introduction to and practice of specific skills in workshops	Opportunities for networking and sharing with others working on similar programs or practices
Forums for staff discussion and presentation of staff projects and action research	Establishment of quality performance criteria	Structured and open-ended feedback about performance in practice
Access to electronic networks to learn about successful approaches	Modeling and demonstration of skills	Coaching for application of specific skills, using “critical friends” as well as experts
Viewing and discussing videos of exemplary practice	Opportunities for guided practice of new skills and behaviors in simulated settings	Peer teaching and assistance
Demonstration and critique of new approaches and applications	Opportunities for reflective writing about new learning	Informal discussions and brainstorming with colleagues
	Job shadowing	Teaming

The education, training, and support sequence is cyclical rather than linear. Staff should have time to develop a preliminary understanding of how the new or enhanced competencies will look in practice before participating in formal skill development. Moreover, support should be provided as new skills are being used in day-to-day work.

Much of our work to date has focused on educating and training staff and students on the use of the NCCs. For this, we have focused on "Deep Dive" workshops, webinars, and cross-pollination of exemplary programs across our schools:

"Deep Dive" Workshop: Noncognitive Competencies as a Framework for Student Success

Description: In this "Deep Dive," get ready to reflect on your own experiences, share deeply with others, and design a change project for your school related to NCCs. At BPL schools, we are using NCCs as a frame to increase academic performance and design curriculum. NCCs are also used in professional development, interventions, student learning plan meetings, exhibitions, family meetings, and for post high school planning. Research has shown that these competencies are strongly correlated to college degree attainment and success in post high school endeavors.

"Deep Dive" Framing Questions

- What mindsets, habits, behaviors, conditions, and skills do you want to help your students cultivate?
- What mindsets, habits, behaviors, conditions, and skills do you possess?
- How can you build Noncognitive Competencies with students?
- How can you measure the NCCs?
- What do individual, structural, and cultural changes look like within your class, school, and district related to this work?
- How can you share this across stakeholders? (families, mentors, students)

Sample Agenda for NCC Workshop

10:00: Welcome & Introductions – Share who you are
10:10: Warm Up Activity – "Take a Step Forward IF"
Participate in a "warm up" activity to get us grounded in the work
10:30: Overview & Research – PowerPoint presentation, "Noncognitive Competencies as a Framework for Student Success"
10:50: Group Discussion and Group Projects – Dive into one of the NCCs, discuss, and create
11:30: Mini-Presentations – Present your work in teams and develop plan for data collection
12:00: LUNCH – Eat and devote time to data collection
12:30: Share Data Digs – Data Digs Group Presentation
12:45: Implementation Overview – Brainstorming and Discussion on how do we build on what we are already doing at our schools (cultural, structural, and individual strategies)? How might we share these across stakeholder groups?
1:30: Student Videos – Hear from some students. What do students say about the NCCs? What do you hear? What structures, culture, and individual supports are in place for student success? What structures, culture, or supports are needed?
1:45: Chalk Talk – Get grounded in the work at your school/organization; share across the room to see common connections
2:00: Action Plans – Work together or individually to design strategies for implementation and measurement of NCCs
2:45: Debrief, Next Steps, Appreciations, and Survey – What happens next? Share next steps, appreciate someone in the group, and complete a super quick survey to give us feedback
3:00: Depart

Webinar Description:

This year, BPL introduced a series of educational and training webinars as a way of reaching new schools and providing ongoing support to existing schools. This required developing content for the webinars and training staff on using the webinar tools and conducting effective webinar training. We introduced a precursor webinar that takes place one week prior to the on-site training and serves as a brief introduction to the content. This allows us to make better use of our on-site professional development time with staff in schools. We are currently in the process of developing webinar training that will serve as ongoing support to staff, in schools where on-site training has taken place, to assist them with implementing the work in their schools. The introductory webinar helps provide a common knowledge base for participation in the Deep Dive on-site workshop.

Webinar Framing Questions

- What do our students need to be successful in college and career?
- What are the Noncognitive Competencies (NCCs)?
- How are NCCs related to 21^{st} century skills?
- How can we be more intentional about helping students build "personal qualities"?
- Who else is using the NCCs?

Cross-Pollination:

By cross-pollination, we are simply referring to the process of benchmarking across our different schools to learn about best practices. This approach allows us to better understand how the NCCs can be implemented and cultivated in different learning communities, some with varying levels of resources. Throughout the second and third years of this project, we hosted a series of workshops with all of our schools at different school sites. In the third year, we expanded to include district staff and schools outside of the BPL Schools Network as a way of reaching larger and more diverse audiences. At each workshop training, we used the Deep Dive model described above to educate and train staff and students.

7

Student Case Studies

Student Case Studies

Overview

Our last chapter is intended to provide living examples of how the NCCs are helping to strengthen the understanding that students have of themselves and their success in school and in life. The following case studies illustrate our students' development around the Noncognitive Competencies. We believe that these case studies can be an inspiring view into individual students' experience and outcomes as a result of improvement in their Noncognitive Competencies over time.

We want to give you an opportunity to read about students whose work embodies the Noncognitive Competencies and give you an opportunity to "hear" from students in their own words. We have chosen to feature seven Big Picture graduates. Each student's case includes a description of their background, followed by a portion of their story and their post-high school plans.

A snapshot of featured students:

> 6 student stories of Highline Big Picture High School graduates
>
> Demographics: 5 female, 1 male; 3 African American students, 2 Caucasian students, 1 East Asian student
>
> All 1st generation college students: None of these students had parents who graduated from college
>
> All qualified for free/reduced lunch program
>
> 1 student emigrated from India and did not begin to learn English until 6th grade; 1 student emigrated from Haiti in the 1st grade
>
> 2 students were Special Education designated students

Why Case Studies?

We strongly believe in the power of telling someone's story, in personal narrative form, as a way of understanding an individual student's experience. Generalizations can be extrapolated from these student experiences to build a collective understanding of what our school does to build noncognitive skills, conditions, and mindsets.

We value case studies as an inspiring look into what can be accomplished by students when they are actively pursuing meaningful real world experiences, receiving the support of caring adults, engaging in leadership activities, providing service in their communities, and gaining deeper understanding of their own goals, strengths, and growth areas (among other NCCs). We hope these stories are as inspiring to you as they have been to us. We know each one of these students very well, and we are continually inspired by their accomplishments, their drive, and their ability to overcome mighty challenges with grace.

We believe these case studies are strong teaching tools. The examples featured here can be utilized by principals, teachers, and counselors in their work with their students. The following table illustrates some ideas about how to use these case studies in an instructional context.

Instructional value of case studies:
("How could we use these case studies at our school?")

Audience	Instructional Value/Ideas for Utilization of Case Studies
School Leadership (District leadership, school leaders including principals, deans, curriculum and instruction leaders)	In Professional Development with staff, assign individuals to read a particular case study. Questions for discussion include: • What individual supports were present that allowed this student to move forward? • What cultural (school) supports or structures were present that created student growth? • What structural supports, programs, and/or curriculum and instruction/best practices were present that created student growth? • What specific interventions helped this student move forward? • As a result of reading this, what does it make you wonder about your own work as an educator? • What short-term next steps could you envision that could help move students forward in the development of the NCCs? • What longer-term goals could you envision that could help move students forward in the development of NCCs? In Professional Development with staff, assign individuals to read all case studies. Questions above apply to this, but additional discussion question could be: • What overall trends do you see in the development of students' NCCs? In Professional Development with staff, assign individuals to read one of the 6 case studies. Ask each person (or team of people) to present the assigned case study to other staff. Have the person (or team) address the following questions: • What significant challenges did the student overcome? • What individual, structural, and/or cultural supports led to student growth in NCCs? • What stood out to you in terms of this student's experience? • Relate this student's experience to one at your school or organization. • With regards to this case study, what did this student's experience make you wonder?
Teachers and Counselors	Teachers could use these case studies with students in advisory and/or Socratic Seminar discussions. Please refer to above list for some questions. Additional questions for discussion include: In reading this, what do you wonder or want to know more about? • What helped this student grow as a person? Cite examples from the text to support your answer. • What supports were in place that moved this student forward? • What stood out to you? • What would you want to say to this student if you were to meet him or her? • What advice might this student give to you or another classmate about school? Work? College and career? Teachers could also use Insight Resumes and College Essays as examples in working with students on college-readiness, college applications, and scholarship essays. Counselors could use these case studies in one-on-one or small group discussions as stories and examples of persistence in the face of adversity.

All students presented here have given their permission to use their names and stories for the purpose of providing case studies around the NCCs.

Daniel

Background

Daniel was born in Haiti and moved to the U.S. as a young child. His parents had to work multiple jobs to keep food on the table. Daniel had an Individualized Education Plan in math and reading and came to Big Picture with academic insecurities around his ability to succeed.

Daniel chose to come to Big Picture because he wanted the opportunity to learn about business in real world settings. Daniel's internship experience at Big Picture illustrates clearly his passion and drive to succeed. He applied to the Starbucks Corporate Headquarters Internship as a freshman with the full understanding that freshmen rarely got that internship. He did not get it his freshman year, but he came back with a vengeance the following year. He sought feedback and he went to the interview prepared - he knocked it out of the park. Daniel became a valuable member of the Starbucks Corporate intern team. Not only did he do real work for them - tracking and logging invoices from the U.S and U.K., working with the IT team and investigating real estate in the business world, but he grew into a confident young man with his dreams clearly in sight.

In his sophomore year Daniel decided he wanted to enter the Running Start Program the following year, a program that allowed him to earn college credit while in high school. He attacked this with the same vigor he displayed at Starbucks. He took on a full fifteen credits in the fall quarter of his junior year. He set his sights high and he achieved them. Daniel currently has a 3.33 G.P.A. in his college classes. Daniel has been an excellent Running Start student. He has taken initiative, sought out resources on his own and kept a strong connection to his high school community.

Not only is Daniel succeeding academically, he has also succeeded at becoming an important part of the community at South Seattle Community College. In his first year there, he joined the Black Student Union and helped put on a big campus event for them. During his senior year, he was elected as president of the B.S.U. Daniel is a charismatic leader and a determined learner.

Post High School Plan

Daniel is a sophomore at Western Washington University, where he is studying business and entrepreneurship. He now works at Starbucks corporate headquarters as a paid intern in the accounting department.

In His Own Words…

The following is a letter Daniel wrote to the Big Picture community at the time of his graduation.

To Big Picture Community:

Throughout my four years enrolled at Highline Big Picture I have triumphed over the hardships, and overcame the obstacles and challenges that would both stop me from reaching my maximum potential both academically, personally, and spiritually.

I have come a long ways from being the insecure, cocky dreamer that I once was. I always had an interest for business and over time that interest grew and developed through attending Running Start. I had the pleasure in doing Running Start at South Seattle Community College for two consecutive years. The first year being full-time and this year mostly part-time, but the time spent over there has helped me grow as a leader student advocator, and as a businessman. I had the chance to take a public speaking, sociology, Anthropology, English 101 class etc. that would help me acquire the necessary knowledge that would develop me to be this great student that you all see in front of you now.

This year I have the honor in being elected as the president of the Black Student Union at SSCC campus. I learned more about myself and my leadership capabilities than I would sitting in a classroom learning general subjects. A couple things I learned was that the only way I was going to become a great educator was first becoming an excellent student and being able to learn new things each and every day so that could become a great leader and story teller. Another thing was delegating and facilitating meetings. Believe me when I say it wasn't easy leading a team of 15 students who are all older than you. It took the respect, trust, and a certain amount of passion to be where I'm standing now.

Starbucks Headquarters has also played a big part in my success. I remember the first time I applied and interview for the accounting internship I was denied, but I didn't let that stop me. My persistence lead to me applying for the internship again my sophomore year and this time around I received it, following a second term my junior year. Being there has increased my knowledge on finance and has given me the skills and qualities that would make me an effective leader and business owner. I now have a clear vision in what I would like to pursue after high school.

Overall the past four years has been great and I wouldn't take back anything because it has some way shaped who I am and where I will be going after high school. This upcoming fall I hope to be going to Western Washington University in hopes of transferring the following year to Seattle U to finish up my undergraduate.

My success at South Seattle Community college has given me the confidence to advance my knowledge and further my education rather it be the pursuit of my Master's degree or PhD. Regardless I know I will be well prepared to take on the challenges and obstacles college has for me because of what I learned personally and academically during my time enrolled at Big Picture.

Mahkayla

Background

Mahkayla joined the school at the beginning of her junior year. During her first two years of high school, she felt alienated from her large impersonal school, and this is reflected in her grades. At Big Picture, however, she immediately engaged in the community and brought startling leadership skills, which elevated the culture of our school for many students. In addition, her academic performance deepened, reflecting her true potential.

Mahkayla became a leader through her student-led projects and organizations she was a part of at the school. All of the students knew her, liked her, and respected her. Her motherly leadership was reflected in her nickname, "Mama Big Picture." She mentored younger students through her work here. She was instrumental in starting the Student Leadership Forum, which is the governing student body at our school. She was the co-president of the organization during her senior year. Her work has made a great impact on our school, including her revision of our school's admission policy through the creation of a new questionnaire for our student interviews. Additionally, she created a matrix to help our administrator's evaluate student interview responses. Mahkayla also coordinated all the middle school visits to help recruit our incoming 9th graders.

Perhaps the biggest compliment that could be paid to Mahkayla is that she was one of two students chosen to represent the entire Big Picture network (a network of over 80 schools) at a national conference in Tulsa, Oklahoma. Mahkayla spoke in front of teachers, administrators, and students about how the Big Picture model profoundly affected her own view of her learning and challenged her thinking about what she is capable of.

During her senior year, Mahkayla interned at United Way, where she used her leadership skills to help community members in need. She organized a clothing drive and spoke in high schools in our community to collect clothes and also to raise awareness about the problems of homelessness.

Mahkayla's own self-esteem suffered particularly around academics. She had been labeled with a learning disorder in middle school and this affected her own view of how "smart" she was. Her two years at Big Picture were spent un-learning her diagnosis and pushing through the academic challenges. She learned that it was ok to ask for help, and that learning required effort.

Mahkayla possessed a sense of self-awareness, as demonstrated through the writing of her 75-page autobiography. Mahkayla brought a unique perspective on diversity, as her experience as a bi-racial teenager. During her junior year, she led a thought provoking Socratic Seminar on the death penalty, in which she was able to challenge other people's points of view. Mahkayla, asserting that the death penalty is unjust, appropriately questioned students about racial equality, and was able to play devil's advocate to challenge those who already were in agreement with her own beliefs. She was also able to maintain a calm demeanor in the face of challenges to her own point of view.

Although Mahkayla came into the school in her junior year, she was able to express her under-utilized talents of leadership and community building. At the same time, she was also able to work on skills that were much tougher for her. For example, she had to process the death of her stepbrother, who died during the summer between her junior and senior year. She grieved much of the entire senior year, but was able to persevere through school with assistance from adults and actively working on Noncognitive Competencies, particularly her own ability to set long term goals and achieve them.

Post High School Plan

Mahkayla is currently working at a retail store near Seattle. She plans to re-enroll at Bellevue College to earn her AA, and then transfer to a four-year university to study social work. Mahkayla was enrolled at Bellevue Community College, where she was succeeding, but had to take a break due to family and health considerations. She looks forward to being back in school soon.

In Her Own Words…

The following is Mahkaya's Insight Resume for her college application to Washington State University.

Leadership/group contributions: Describe examples of your leadership experience and share how you have significantly influenced others, helped resolve disputes, or contributed to group efforts over time. Consider responsibilities you have taken for initiatives in or out of school.

As a student at Big Picture High School, I am deeply involved in the Student Leadership Forum (SLF), and was an intern for the assistant principal. While in SLF last year I had many leadership responsibilities, including planning our school's first Senior Brunch and leading the school's recruiting committee, which successfully recruited a class of incoming 9^{th} graders. While leading this committee, I was in charge of creating a slide show, contacting principals so we could present at each middle school in our district, and planning the presentation. During my internship, I was fortunate to meet with the superintendents of the school district about the creation of a new Big Picture middle school.

Knowledge or creativity in a field: Describe any of your special interests and how you have developed knowledge in these areas. Give examples of your creativity: the ability to see alternatives, take diverse perspectives, think of original ideas, or willingness to try new things.

As of right now I am currently interning at United Way in Seattle 12 hours a week. I am planning and organizing a clothing drive for the Community Research Exchange event in April. In addition to the clothing drive, I am also going to educate youth about homelessness. During this project, I have had to research homelessness, have meetings with my advisor and mentor and I had to make a time line on every step I needed to take to complete this project. I have used the time line as a guide; I have followed the steps and also made changes to reflect new next steps.

Dealing with adversity: Describe the most significant challenge you have faced and the steps you have taken to address this challenge. Include whether you turned to anyone in facing that challenge, the role that person played, and what you learned about yourself.

The biggest challenge I have faced is that this past year my stepbrother, Mario, passed away. He was the closest person to me. Lately I have gone to counseling but it's been a very hard issue to deal with. Through this difficult time, it has made me realize that we all only have one life to live. Time really is precious. His death was an accident and he expected to have a long life, but we never know what may happen in our lives.

His death was a reality check for me to make sure that I live my life to the fullest. This has translated into me pushing myself harder to accomplish what I want in life.

Community service: Explain what you have done to make your community a better place to live. Give examples of specific projects in which you have been involved over time.

I transferred to Big Picture High School right after my sophomore year. Since my transition to Big Picture, I have taken many opportunities to better my own community. I have had two internships that helped people in my community. The best project I was a part of was the Day of Caring event that United Way of King County puts together to help people who are on the verge of being homeless and people who are homeless. The event helps them get connected with resources. During that project I was able to connect with a lot of people and help them gain access to the resources that they need.

Handling systemic challenges: Describe your experiences facing or witnessing discrimination. Tell us how you responded and what you learned from those experiences and how they prepared you to contribute to the WSU community.

During high school, I had a very good friend, an African American male, who was incarcerated during my 11th grade year. Since then, I have known four more African American males, including my father, who have been incarcerated. From this, I've come to realize that for many African Americans, the criminal justice system can be very unjust and can lead to unfair circumstances. At WSU, I plan to be involved in organizations that further justice, especially for African Americans. I would also like to join the Black Student Union to help advocate for racial equality, especially in our criminal justice system.

Goals/task commitment: Articulate the goals you have established for yourself and your efforts to accomplish them. Give at least one specific example that demonstrates your work ethic/diligence

During my junior year, I set my sights on having a summer job. I learned that Youth Source, a program based in Renton, Washington, was hiring youth. I applied for and found an amazing summer job working with United Way of King County, which led to my current work around issues of homelessness. This work was not only important to my present success but has greatly helped me decide that I would like to go into social work. I have realized that I am the happiest when helping others. Social workers generally have a very strong desire to help improve people's lives, and that is exactly what I want to do after I graduate from high school.

Marrisa

Background

Marrisa was diagnosed with childhood leukemia at age five. She never lived in a home with a mother or father. Her father is in jail in Nevada, and her mother left her with her father's sister. Marrisa has no contact with her parents now. During her senior year, she was left homeless when she had to leave her aunt's house (where she lived for years) because of serious safety concerns. Marrisa was homeless for two months during the beginning of her senior year.

Through assistance from her advisor, the school principal, and a wrap-around team from Catholic Charities, Marrisa was able to find two caring adults that were able to take her in. This stability helped Marrisa continue to grow both academically and personally.

During her senior year, Marrisa took on significant academic challenges, including enrolling in college classes at the local community college. She earned an A in a college writing class. Marrisa has a desire to use her writing as an opportunity to heal from past trauma. Marrisa has demonstrated ability to overcome challenges, and she has the kind of grit and tenacity that will not only allow her to be successful in college, but will lead to positive life outcomes.

Marrisa is innately curious. She absolutely loves to laugh. If she is around others who are joyful, it's as if she is literally trying to "latch on" to the joy of others because it was something she was missing for so long. I have been around students who do the opposite. Because they are sad, they want others to be sad also. The exact opposite is true with Marrisa and this is what makes her so extraordinary. Despite the sad world she lived in for so long, she actively seeks to surround herself with love and laughter. She's goofy; she's funny. She warms up easily to adults. She wants to be around adults who like to laugh and like to be around her. She missed that growing up. Rather than be bitter about that, she's discovered herself and the kind of person she is, and the kind of people she wants to be around.

Marissa actively participated in school clubs and electives. During her senior year, she ran a girls' group at the school with another senior. Approximately 10 students regularly attended this group that met after schools on Monday. The group discussed wellness and stress reduction techniques for students who have faced trauma.

Post High School Plan

Marrisa is enrolled at Eastern Washington University, where she is studying to become an elementary school teacher.

In Her Own Words…

The following is Marrisa's college essay about her own private and personal struggles.

When I was seven, I traded my neighbor two cans of coke for the first book I ever owned. It was my prized possession. The book was called *The Secret Garden,* and I devoured every word. Every time I finished reading it, I would simply start again. I remember instantly resonating with the protagonist, Mary. We both wanted so desperately to be loved by our parents, but instead we were simply ignored. We loathed everything, especially ourselves.

Before I found *The Secret Garden,* there was "Him." He was the darkness that plagued my life, like creeping weeds destroying any laughter or enchantment in their path. He would lead me to his bedroom, a foul wicked place that existed far away from hope, or joy, or innocence. When finally I was allowed to leave, I would be left with a kind of filth I could never wash off. To escape from the wretched darkness, like Mary and her garden, I created an entire world all in my head. From the moment I woke up, throughout my school day, to the last time I blinked before finally giving into an often restless sleep, I would invest myself fully into this world. It was my sanctuary.

It wasn't until I was 17 and just beginning my senior year that I decided to leave the environment I was living in and move away from the man who raped me. I was finally taking control of my own garden, fighting the infesting weeds. It was a long fight, and I spent a lot of my time surfing couches and jumping shelters. Things began to look bleak and hopeless after a while. But I pushed through it, feeding the soil and watering the seeds all in the hopes that my garden would one day bloom; finally it did! I found a wonderful home, and I'm once again thriving in school. I have an entire army of people supporting me, and I'm working with my therapist to face the darkness and to keep those weeds from infesting my life again. My work isn't done. In fact, I work every day to keep my garden lively and radiant. Soon I will be a college student, and on my way to becoming a successful, confident adult.

I still have my copy of *The Secret Garden,* the one that brought me so much joy as a child. I often think of the scene in the book where Mary and her cousin, Collin, are in the garden: He says to her, "I shall live forever and ever! I shall find out thousands and thousands of things...and I shall never stop making magic! I'm well, I'm well!"

Olivia

Background

Olivia joined the school in the 9th grade. Until age 6, she lived with her biological mother in a negative home environment. She was then adopted by her mother's sister, where she still lives. Olivia continued to struggle throughout high school, largely because, by her own reflection, she lacked love and attention when she was so young. She chose to endure years of counseling to examine her past and the impact it has had on her. That she has been willing to do this work shows her maturity, and should serve her well as she transitions to adulthood. Of course, many students have negative home environments and instead choose to ignore their feelings, leading to anger and a pervasive sense of shame.

Post High School Plan

Olivia is enrolled in the military and is currently stationed in South Carolina.

In Her Own Words

The following is a letter Olivia wrote at the time of her graduation from our school.

Dear Panelists:

I have experienced so very much personal growth here at Big Picture over the last year. I have really refined my communication skills through the work I have been doing in my internship alongside Nancy Pappas. In terms of personal qualities, I believe I have developed my sense of self-awareness, I am learning how to appropriate express my opinion on things. I have gained many newfound leadership skills through my time with Nancy and the research I have conducted.

Through the end of course math testing I have become the type of student who can and will be successful in college. I have learned how to push myself to go above and beyond, what I had thought I was capable of beforehand. I have a different view on the things in life I do not understand; I now have a drive to learn even more about those things. I feel so much more confident in not only my mathematical abilities but also in my long-term study habits. I feel as though I will be able to accomplish so much more in university this fall than I would have ever been able to accomplish before.

I am so excited to be beginning a brand new chapter in my life. College is going to open up so many wonderful possibilities for me. I plan on joining the student government at Washington State University in the fall. I want to specifically help plan the school-wide events as well as assist with the internship program at WSU. I think it would be amazing if I could implement some of the Big Picture internship model into the WSU setting.

I plan to continue my work alongside [my advisor] into my post high school years through weekly updates and communication. I want to continue to help make the Big Picture internship model reach its full potential.

There are so many people I would like to thank for their help throughout my high school years. I would like to thank Dan for all that he has done for me. Dan has helped me become a more motivated and dedicated student. He has helped me through my struggles in math as well as allows me to explore my interests in the science department. This only scratches at the surface of everything this amazing teacher has done for me. One of the things I appreciate the most about Dan is the ample amount of times that Dan has dropped whatever he was working to simply answer one of my questions or help me out with a task.

I would also like to thank Stan, my advisor for the last 3 years. You have taught me so very much, throughout these last few years. I want to thank you so much for being so dedicated to helping me even throughout the toughest of times. Stan has helped me to become a less reactive person. One of the phrases that he taught me has become a daily mantra of mine, "Fast to listen, slow to speak."

I'd like to thank Lee, although I haven't known you for that long, these last several months we have been working on the end of course math test. It has substantially changed my life and I honestly feel that I owe a large part of that to you. You helped me to understand mathematics in a whole new way, a more exciting way. I don't think I would have passed math let alone placed into college level math for next year. So thank you Lee for all that you have done for me.

I'd like to thank Bonnie. Bonnie you have done so very much for me. You pushed me when I felt so lost and alone, you showed me that I could be doing better than I was and you were beyond right. Thank you so much, Bonnie, for getting me out of the whole I was digging for myself. Without your words of encouragement and your ample amount of time you invested in me I do not think I would be attending Washington State University in the fall, let alone attending any university.

I would like to thank my Starbucks mentors John, Jacquelyn and Kimberly. You guys have taught me many key skills for being a professional in the business field. John, thank you for pushing me to work as hard as I possibly could on the accounting work. You told me to always try your very hardest on the things in life that seem the most complex and the outcome will be even more desirable than it might have been had I given 50 percent of myself to the work. Jacquelyn, you taught me the importance of my questions.

Before you I would have thousands of questions forming in my head day by day that I would never ask all because I was too afraid that the question would make me appear unintelligent. You taught me that there is no such thing as a stupid question, all questions are smart and valid no matter whom they are coming from. Kimberly, you helped me to learn the importance of conducting yourself professionally. You taught me how to carry myself in the company of business professionals, how to dress the part of a business professional, and ultimately how to be that business professional even as a high school student. Thank you so much for the lessons you taught me during my time at Starbucks, I will always cherish the time we spent together.

I could go on and on about all the wonderful people who have impacted my life here at Big Picture High School and also in my everyday life. The truth is it takes a village to raise a child. My journey towards adulthood is still far from complete, but thanks to all of these amazingly wonderful individuals the transition should be simple.

Pawan

Background

Pawan was born in India and moved to the United States when she was ten years old. She speaks three languages (Hindi, Punjabi, and English). Although Pawan was in an ELL (English Language Learning class for a few years upon arrival in the United States), by the time she was a senior in high school, she was taking college classes while in high school. She earned an A in a University of Washington in the High School Pawan Biology class. Pawan was co-president of our school's governing body, Student Leadership Forum. Her leadership skills are one of her strongest assets.

Post High School Plan

Pawan is enrolled at Highline Community College and is working towards an AAS degree, and plans to transfer to a 4-year university where she will major in pre-med.

In Her Own Words

Pawan wrote the following letter to all panelists at her exhibition near the time of her graduation from our school.

Dear Panelists,

This year has been the most challenging year out of all the years I've been at Big Picture. I always thought that I could keep my life problems away from my schoolwork but this year things at home got really bad. Being a senior is a very hard job but when personal problems are added to that, it gets harder.

My dad and I have never been close, but we at least talked. This year in October my dad stopped speaking to me because I asked him why he left me with my grandma for so many years. This wasn't actually a problem because I started focusing more on my schoolwork. As the months went by we treated each other like strangers. A couple of months ago someone told my mom that my dad is probably cheating on her. My mom shared this with me but I didn't know how to react to it. We didn't confront him until February. My dad was drinking and started to bring up the old problems. My mom asked him if he was seeing someone in California; he started to smile, but didn't deny it. The argument got to the point where he almost slapped my mom. We had to call the cops on him. I always feel like they argue because of me, because my dad never wants to do something for me, but my mom does. This time the argument started because my mom wanted to get me a car and my dad didn't. As long as I can remember my parents have always had the thought in their head about getting separated but this time my parents actually brought it up.

I am a very private person; I don't like sharing my personal problems with anyone. It's hard for me to go to someone and say, "I need someone to talk to." Stan usually just reads my autobiography and asks me what's going on. After all this happened I needed to go talk to someone because it all started affecting my schoolwork. I just couldn't concentrate on my work anymore. I went and talked to Sherry and Stan. That is a very big step for me. It seems like very simple, but talking and sharing my problems with someone is very hard for me, but at the same time it helped me a lot. As of now I just got to hang in there and go with the flow at home.

I have learned a lot throughout the four years I have been here. I learned to how to be independent, and I also grew my writing skills. My projects used to be what other people showed me, but now I build my own projects and learn from my mistakes. I am not afraid to make mistakes and have other people correct me because I know I am a lifelong learner. I learned that my autobiography is very therapeutic to me. The only reason I finished my autobiography was because I wrote down all the problems I was having at home.

I have grown a lot in my quantitative reasoning. I learned so much algebra this year than any other years. We all have to pass the E.O.C exam in order for us to get our diplomas. I took the test three times in the past three years but I didn't pass it, but I am not going to let that hold me back for me to graduate. We had the opportunity to submit the Collection of Evidence (C.O.E) and I worked really hard to do that. I came to every class as well as the 6-8 hour class that was offered to me. I am glad I did these math classes because I learned a lot of math during the process. I learned how to do functions, word problems, linear equations, and exponents but, most importantly, I learned how to push myself above and beyond. I learned that I am able to problem solve without asking for help. Math as always been a struggle for me, but when I want to get something done no matter how difficult it is for me I will get it done.

Doing all the projects I have done especially learning about Diabetes, has taught me a lot. I know more about diabetes than any other person my age. I can teach people the basic about diabetes. I can help people make healthy life style choices but most importantly I have learned to eat healthy.

I worked really hard on my post high school plan. I applied to Western, Evergreen, and Central Washington University. I got accepted to Evergreen and conditionally accepted to Central. I am on the waitlist for Western Washington University. By applying to all these colleges, I learned how to write college essays and scholarships. I also learned the value of deadlines, but most importantly I learned a lot of personal stuff about me. I learned that I am a survivor and not a victim.

I always knew what I wanted to do after high school, but I know that it is all right to change my decision. I know I won't be lost after high school if I changed my decision of what I want to do. Most importantly I have learned how to apply to a four-year university and how to write my essays efficiently.

The skills I learned at Big Picture throughout the years are going to help me at college. The exhibitions we were required to do three times a year helped me with public speaking, and presentation. This also helped me work with younger students and teach them how to make their presentations better. I have learned how to make my resume look more efficient. I now help my mom and dad build their resume.

Throughout the four years I have been at Big Picture I have been involved in leadership. I went from following, to leading, to letting other people lead. I have done a lot of work with the student leadership forum: I am a part of recruiting incoming students, preparing the eighth graders for high school and giving them so much insight on Big Picture Middle School. All these skills are going to help in being professional in any setting.

I used to be the student who followed other people's footsteps but I never wanted to do that. I grew out of that and started leading my own projects. I don't want students to follow other student's footsteps; I want them to build their own. Students at Big Picture need peer-mentors to help them push. Next year my sister is going to be a freshman at Big Picture. I know I will mentor her with anything she needs. I am also going to help the seniors next year with all the college essays, application, etc.

There are a lot of people in my life that I want to thank. If it weren't for all these people I wouldn't have made it through the toughest times in my life. First I want to thank my grandma for teaching me how to respect our elders. She also thought me to reach for the sky and continue my education even after high school. She also gave me the love of a mother that I didn't receive from my own mom because she wasn't there, even though she wanted to be.

I would also like to thank my mom because she taught me how to be independent. She taught me how to cook, clean, and how to financially take care of myself. Even though I hated doing all the bills it is going to benefit me in the future.

Sherry has been one of those people who have always been there for me. I remember the day she used to tell me that no matter what I do; I will succeed. She told me that every day I went to go get lunch. Sherry is the person I go to whenever I have problems. She just sat there and listened to me complain on and on about life. She is a best friend to me. I started sharing everything with her. Sherry taught me how to have fun in life and how I shouldn't care what other people think of me. She taught me that I can stand up for myself in front of my dad and that I can make my own choices. Now I go to Sherry with the good things that are happening and all the problems I am going through.

Second I will like to thank Loren Demeroutis. First of all thanks for coming to my middle school and presenting about Big Picture. If you didn't come to school that day I wouldn't now be where I am today with so many opportunities waiting for me. I always look up to Loren with everything. He gave me an opportunity in SLF to make our school better. Because of Loren I found a leader in myself that I wouldn't be able to find at a traditional school. He taught me how to push myself above and beyond. I remember when I wanted to go to Stanford University. Loren didn't say that I couldn't go, but he told me to start practicing for the SAT's and I did even though I didn't end up applying. So thanks Loren for all that you did for me.

I also want to thank Stan for always being there for me. He always knew when something was going on just by looking at me. He also helped me push myself and how to become an independent person. I don't think I have ever said thanks to my father for this: Father, you never had something nice to say about me but today I have grown as a great person. I learned how to fight for myself and how to get through tough things. You treated me like I was some kid you picked up off the street and you never wanted to take care of me. I know for sure I will never treat my children like you treated me. You always crushed my dreams and told me that I will work in a fast place restaurant, but dad I passed my CNA test. I am a Certified Nursing Assistant. Every time you crushed my dreams, it made me dream bigger.

Sandy

Background

In her own words, you will read a bit more about Sandy from her application essay to Seattle Pacific University. Throughout her time in high school, she and her family lived in a motel without any stable housing. Throughout her time at Big Picture, Sandy exemplified growth in Noncognitive Competencies. She developed a strong ability to assess her own strengths and growth areas, and she has multiple meaningful internships with strong mentors. Sandy also demonstrated an ability to manage multiple increasingly rigorous projects and was in college classes while in high school.

Post High School Plan

Sandy is currently a sophomore at Seattle Pacific University, where she is studying business and graphic design. She is currently a paid intern at Starbucks corporate headquarters.

In Her Own Words

The following is Sandy's college application essay for Seattle Pacific University.

There is a pattern in my family: the moment you abandon school you are on Welfare and Food Stamps. Every relative I can think of has had children too young, gotten addicted to a substance, or never finished high school. I refuse to follow this pattern. My cousin and I were born in the same month and year; she has dropped out of high school, is addicted to marijuana, and was a miscarriage away from being a teen mom. I am the stitch holding my family's fabric together. Being in the first generation to attend and graduate from college will fortify this mending.

Some children accept the history of their past generations as the status quo. From the moment I was old enough to understand alcoholism, narcotics, and addiction, I wanted none of it. I entered high school with a firm commitment to myself and made it clear to anyone who offered that "I don't do that stuff." I have always kept my mind clear to learn and take everything in the best way I can.

Five years ago I knew living in a motel room with my mother and stepfather was not a normal home life. Now, we have been there so long it feels like there was never anything else. We grew too comfortable too quickly and soon an apartment was far out of reach. I have become somewhat comfortable in our small room, but the lack of personal space and privacy still gets to me sometimes. I know my parents try the best they can, but I promise myself every day I will know the meaning of a *home*.

As soon as I turned sixteen I sought out a job, but found something much better with a paid internship through the Port of Seattle at Sea-Tac International Airport. My first job involved advanced work that is not typically available to high school students. I learned about the inner workings of the airport and gained project management skills. I developed confidence in my ability to take on projects that required new learning when I was asked to create an Emergency Evacuation Plan draft for the airport's Security and Driving Training Department. My initial reaction was panic. I knew nothing about evacuation strategies or safety procedures, but I took a moment to strategize my approach and calm down before I began. With a lot of research and creativity I crafted a plan worthy of the Port of Seattle's use.

Because of this new experience, I was accepted for an internship at Starbucks' Corporate Headquarters. I worked closely with my mentors to learn accounting software and systems. At seventeen, I was conducting complete vendor reconciliations for the biggest coffee company in the world to insure their major vendors were getting paid on time. Starbucks showed me what it is like to make a positive difference on a global level.

Now, I am ready to set the pace for a new generation of motivated and educated youth. I am determined to continue to grow- as a daughter, sister, student, and role model. I know pursuing a degree will allow me to continue applying my learning to the real world. I am doing everything to let nothing stand in the way of my education.

8

Conclusion

Conclusion

We strongly believe that the most effective way to teach young people is through a deeply personalized, holistic, and relevant approach that allows students to master content knowledge while acquiring skills that will propel them to succeed in life. The 8 Noncognitive Competencies support this approach to education in four significant ways:

1. **Students are more than just a GPA or standardized test score** - By focusing on self-concept, self-appraisal, navigating systems, goal-setting, adult support, leadership, community involvement, and acquired knowledge, we are providing students with a framework that allows them to better understand the implications and applications that learning has in the real world. It teaches them that learning is more than just an "A" on a test.
2. **Social, emotional, and life competencies can be taught** – Through our implementation of the 8 NCCs in schools, we have evidence and real case studies that these skills can be taught and that they do promote positive behaviors and success in and out of school. For example, there is strong evidence to support that teaching students about fixed vs. growth mindset (Carol Dweck's work) leads to increased persistence in academic coursework.
3. **Leveling the playing field** – For students from disadvantaged backgrounds or from families without a history of higher education, the 8 NCCs are important for expanding access and promoting success in college. This work, for William Sedlacek and Big Picture Learning, is about equity. We have to provide school designs that work to eliminate the achievement gap and level the playing field for all students. This is no small task.
4. **Implications for the future of our country** – The success and future of our country relies on an educated workforce. A wide array of research around the NCCs and other models that promote the development of similar skills points to the fact that students who have acquired these skills graduate college at significantly higher rates. Subsequently, research also confirms that college graduates are employed at higher rates and earn significantly more throughout their lifetime than their counterparts without a college degree.

We strongly encourage you to be in touch with Big Picture Learning as we work together to provide research-based innovations to school design work nationally. Please contact us and share your successes and your struggles. Ask questions, wrestle with the NCCs, and reflect on them in your own practice. Go forth and spread the work across stakeholder groups.

Thank you for the work that you do to support and mentor young people

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Appendix A

The 10 Distinguishers of Big Picture Learning

1. Learning in the Real World

The main component of every Big Picture student's education is the LTI (Learning through Internship/ Interest). Alongside an expert mentor in the field of the student's interest, the student completes an authentic project that benefits the student as well as the internship site. The projects both connect to the student's interests and meet the needs of the mentors, and are the main root to deepening student learning and academic growth.

2. One Student at a Time – Personalization

The philosophy of educating one student at a time expands beyond "academic" work and involves looking at and working with each student holistically. All the components that make up the student's learning experience – the curriculum, the learning environment, the use of time during the school day; the choice of workshops or college classes, the focus and depth of investigation through the Big Picture Learning Goals – is developed based on the student's individual interests, talents, and needs.

3. Authentic Assessment

Big Picture Learning views learning as a process of growth and change that is accentuated by the creation of quality products. There are high expectations for each student in a Big Picture Learning school. Assessment criteria is individualized and fit to each student based on the real world standards of the student's project and abilities. Assessments include public exhibitions, check-in meetings with advisors, journals, presentation portfolios, and transcripts.

4. School Organization

Big Picture schools use time, people, facilities, resources, and space in unique ways. We believe that all students should have the opportunity to learn in a place where people know each other well and treat each other with respect. School communities must be small and personalized to allow for every student to have genuine relationships with adults and peers. Each school is a small community of learning, is part of a system of small schools in their geographic area and is also a part of the international Big Picture school network.

5. Advisory Structure

The advisory structure is the core organizational and relational structure of a Big Picture school. It is the heart and soul of the school and is often described as the "home" and "second family" by students. Our goal is for all Big Picture Learning students to be a part of a small advisory of approximately fifteen students with one advisor who works with the students throughout their entire high school career.

6. School Culture

School culture is not a means to an end, but an end in itself. Big Picture Learning schools are small, personalized communities of learning, where students are encouraged to be leaders and where school leaders are encouraged to be visionaries. Our schools strive to create a respectful, diverse, creative, exciting, and reflective culture.

7. Leadership

In Big Picture Learning schools, leadership is shared and spread between a strong, visionary principal and a dedicated, responsible team of advisors. The leadership of the school community functions as a democracy. Principals are trained around Big Picture principal leadership criteria through mentor/mentee relationships with other Big Picture principals and coaches. Advisors and other staff members work in tandem with their school principal to share school leadership and management responsibilities.

8. Parent/Family Engagement: Adult Support

Big Picture Learning believes that parent/guardian engagement in a child's learning is essential to student success. Big Picture does not only enroll students, we enroll families – and involve them in all aspects of student learning. By bringing students out into the community and bringing the community into the school, Big Picture schools become community assets and positive, learning-rich contributors to their surrounding neighborhoods, towns, and cities. Most importantly, we are intentional about engaging families in their children's education by asking them to regularly participate in learning plan meetings and attend exhibitions.

9. School/College Partnership: College Preparation and Support

Big Picture Learning schools show deep faith in all students' abilities to make good decisions in assembling their post-high school plans. Big Picture Schools expose students to the variety of professional, academic, and social paths available to be pursued after high school; and plan students' academic course in order to maximize students' post-high school opportunities. No matter what their chosen course, Big Picture Schools require all students to develop post-high school plans that contribute to the future success of the student – be it through college, a professional internship, travel, trade school, the military, or the workforce.

10.Professional Development

At each Big Picture school, ongoing professional development takes place at staff meetings, at regular staff retreats, and conferences designed to delve deeply into various topics. Advisors and staff members participate in Big Picture Learning professional development activities, including but not limited to: our annual Big Bang conference, conferences around specific Big Picture Learning initiatives, visits to other schools, and through conference calls

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Appendix B

Appendix B [part 1]: 11th grade action plan and 3-yr action plan

Sample Implementation Schedule for NCCs with students

When	What	Description/Outcomes
November, Feb, and May Exhibitions	Use of NCC rubric to score student exhibitions.	Gather baseline data; determine areas of strength and growth areas as a school.
January	Interview 2 301students re: NCCs.	Gather data re: NCCs, learn what adult behaviors and/or school structures (school culture) can be behind success(es).
February	Presentation of NCCs to students.	Students learn common language and understanding re: NCCs. Students develop posters of each NCC for display in class as part of class-based/advisory activities.
February	All 301s self-assess with rubric and answer survey questions re: self and advisory.	Student scores are analyzed along with staff exhibition scores and advisor scores. Analysis should focus on where collective strengths lie and what growth areas are. This is used to facilitate individual conversations and incorporate in student learning plan meetings.
February and ongoing	Student intern completes data entry, data collection and analysis with BP staff.	Student involvement in higher level, competency driven, real world work with staff member as mentor.
February and ongoing	Student and staff form "NCC Learning Team." 5 students and 3 staff in team.	Team develops and leads NCC work with students through end of year. Retreat held in April identifies next steps for senior year.

March and ongoing	Advisors assess students with NCC rubric.	Advisors use this data to compare to students' self-assessments. This data is used to drive individual conversations around college readiness and skill development in learning plan meetings. Students incorporate NCCs in vision, goal and project lists in learning plan.
March and ongoing	Advisors begin using NCCs as a framework in learning plan meetings and discuss with students their self-assessments and advisor assessments in individual student: advisor meetings.	Students are able to identify their own individual strengths and growth areas (realistic self-appraisal) and can see the connection between those identifiers and academic and personal growth. Students are able to speak articulately not only about what they are learning but why and how they learn (metacognition). Students understand the relationship between NCCs and positive outcomes later in life (including college degree attainment, labor market success, etc).
March	301 students present with college counselor and principal on NCCs at __________conference.* (this is an example of involving students in adult work and acquiring knowledge in a field setting).	Increased student leadership and involvement in growing a culture of student understanding of NCCs. Conference attendees benefit from student voice at conference.

March	NCC Retreat I held at Wascowitz Outdoor Training School.	Aforementioned team of students and staff identify main goals related to NCC development.
April	NCC Retreat II held at Burien Community Center.	At the retreat, the team of 5 students and 3 staff present the data collected throughout the year (Wordle, advisory and cohort averages, strengths and growth areas as identified by staff and students, implications of data, best practices in instruction, and identify student and adult behaviors that led to successes, etc). Students interview one another using the "Chain of 8" interview questions. Students lead the conversations/ protocols and identify individual, advisory and school strengths as well as growth areas for their senior year. See Appendix in this guide for NCC Retreat Agenda.
May	Middle school and high school students and two BP staff members present on NCCs at two conferences.* (this is an example of involving students in adult work and acquiring knowledge in a field setting).	Students speak in front of 100+ audience members about their own experiences with NCCs, and can speak to both strengths and growth areas.

May/June	Student end of year exhibitions feature Noncognitive competency reflection. Final data collection of student exhibitions occurs.	The NCC team of staff and students reviews data from the year, and continues to develop/implement plan for senior year continued development of NCC in this cohort. End of year professional development focuses on larger school-wide implementation.

Appendix B [part 2]: School Implementation Sample 3 Year Change Model

<u>Highline Big Picture School Wide Implementation Summary as adapted from Influencer</u>

- Overall Highline Big Picture School Implementation involves determining current and emerging actions as well as future actions through the lens of structural, cultural, and individual frameworks.

THE THEORY OF ACTION IS THAT NCC DEVELOPMENT WILL BENEFIT ALL INDICATORS OF STUDENT PERFORMANCE. IT DOESN'T necessarily replace what we do but it enhances everything we do by showing research backed support for things most of us value, by putting us in a larger national context.

	Year 1	Year 2	Year 3
Personal	Identify early adopters (students, staff, and family) Start counting/ establish baseline Informal conversation, share work loosely (open space) Email articles Garner excitement	Professional development emerging from data Staff and student data analysis Develop a committee or thought group Intentional check-ins with staff Create opportunities for feedback and focus on making change safe	Continued data collection Publish data at school and share across stakeholder groups Committee/thought group meets regularly and leads professional development with whole staff

Cultural	All of the above Pilot "Web of 8" interviews Admin provide coverage for staff in order to pilot some ideas Pilot Chain of 8 retreat Connect with outside agencies already doing this work (colleges, scholarship committees, foster youth organization, district leadership) – start growing a network Connect to leadership letters or staff communication Connect with US! Connect with student leaders and families, show the research	9th grade retreat focus on NCCs Start of school year with a focus on NCCs, unless somebody is new, this shouldn't be new to anybody Incorporate NCCs into School Improvement Plan, staff observations/ feedback, make safe Share student interviews gathered Share network with staff and students Professional Development focused on culture building and shared language Pair interviews with NCC rubric (student and teacher) Administrator models vulnerability and is interviewed by staff and students Share school district buy-in and invite outside guests from burgeoning network	All school retreat focuses on NCCs Professional development focuses on growth of NCCs and sharing of best practices Share data collection practices and increase these practices throughout school Continued professional development on culture of NCCs including whole school meetings, orientations, parent meetings, and summer camps Host all school events and invite outside guests to join in the NCC conversations Connect with outside organizations who are pushing this work forward

Structural	Cover for teacher to pilot some of the activities or lead activities with teacher in the room. Share data with teachers! Support NCC retreat pilot Create posters highlighting and explaining the NCCs Create activities and/or copies for early adopters – make it easy for people to try	Make observation/ feedback conversations relate to NCCs Create systems for measuring at exhibitions and use the teacher rubric Professional Development ideas: • Teacher rubric pair/share (plus capturing of activities) • Create focused PD time where this is the only thing on the table • review videos • Mine research as a staff • Discuss: Where are we getting stuck? Where are we excelling	Share measurements at exhibitions with students Students self-assess on NCCs weekly and report out on NCCs at exhibitions Rubric is used throughout all classes/ advisories Interview teachers, parents, and students and share widely results across interested stakeholder groups

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Appendix C

NONCOGNITIVE COMPETENCIES (NCC) STUDENT PERSONAL RUBRIC

NCC **Noncognitive Variable**	**Needs Support** What supports are needed? What obstacles were encountered? How could this move forward? Who could support growth?	**Developing** How has this changed? What helped the development? What would strong evidence look like?	**Strong Evidence of Skills** What contributed to the evidence? How can this growth be shared with other students? What would push this into exemplary?	**Exemplary Evidence** How is this going to be shared with other students? How can this be maintained? What are further growth possibilities?
Positive Self-Concept and Growth Mindset	• Student makes self-sabotaging choices • Student makes self-derogatory or “self-bullying” comments • Student appears to have a fixed mindset about personal and academic skills	• Student inconsistently makes healthy choices to support growth • Student reflects upon mistakes and sees ways to improve • Student understands but inconsistently demonstrates a growth mindset	• Student regularly makes healthy choices to support growth • Student reflects upon and actively builds from mistakes • Student understands and regularly demonstrates a growth mindset	• Student consistently demonstrates healthy and growth-oriented choices • Student demonstrates strong reflective practice • Student demonstrates confidence, strength of character, and determination
Realistic Self-Appraisal of Strengths and Growth Areas	• Student seems to be in denial about or unaware of strengths • Student seems to be in denial about or unaware of growth areas • Student seems uninterested in self- or skill-development	• Student seems embarrassed or only somewhat aware of strengths • Student seems embarrassed or only somewhat aware of growth areas • Student seems inconsistently interested in self- or skill-development	• Student seems to embrace and identify strengths • Student seems to embrace and identify growth areas • Student seems consistently interested in self- or skill-development	• Student has a strong understanding of project or goal-specific strengths • Student has a strong understanding of project or goal-specific growth areas • Student consistently works toward self- or skill-development

Navigating Systems and Self-Advocacy	• Student seems to avoid asking for help or participating in class/school activities • When faced with challenges, student makes disrespectful, "bridge-burning", or reactionary choices • Student seems to have little understanding of institutionalized oppression, power, and privilege and/or takes little responsibility for their own choices	• Student inconsistently asks for help and occasionally participates in class/school activities • When faced with challenges, student occasionally responds with thoughtful, respectful, or productive self-advocacy • Student has an emerging understanding of institutionalized oppression, power, and privilege but focuses more on blaming these systems than their own choices	• Student regularly asks for help when needed and actively participates in class/school activities • When faced with challenges, student regularly responds with thoughtful, respectful, or productive self-advocacy • Student seems to have a strong understanding of institutionalized oppression, power, and privilege and makes choices to self-advocate within these systems	• Student consistently asks for help when needed and seeks ways to contribute to class/school activities • When faced with challenges, student consistently self-advocates to further personal goals • Students demonstrates strong understanding of institutionalized oppression, power, and privilege and actively seeks to influence and self-advocate within these systems
Preference for and Skill at Achieving Long-Term Goals	• Student makes choices favoring instant gratification over long-term goals • Student does not have a strong vision and long-term goals connected to vision • Student demonstrates ineffective or minimal project/work management skills	• Student sometimes chooses instant gratification at the expense of long-term goals • Student has post-high school vision with emerging goals connected to vision • Student demonstrates emerging skill at project/work management	• Student regularly makes choices implying a preference for long-term goals over instant gratification • Student has post-high school vision with clear long-term goals connected to vision • Student regularly utilizes effective project/work management skills	• Student consistently makes choices to work toward long-term goals at the sacrifice of instant gratification • Student has strong post-high school vision supported by long-term goals • Student consistently demonstrates effective project/work management skills

Availability of and Support from Adult Mentors	• Student does not have strong adult connections inside or outside of school • Student seems to avoid adult interactions related to work or interests • Student does not have a strong understanding of how adult mentors could support their interests	• Student has an emerging relationship with adult(s) inside or outside of school • Student occasionally engages with an adult or adults around interests, work, or post high school vision • Student has an emerging understanding of how adult mentors could support their interests and post high school plans	• Student has a strong relationship with adult(s)inside or outside of school • Student regularly engages with an adult or adults around their interests, work, or post high school vision • Student demonstrates a strong understanding of the benefits adult mentors bring to their interests and post high school plans	• Student has a strong relationship with adult expert(s) and/or mentors • Student actively works with adult(s) on their interests, work, and post high school vision • Student actively seeks and can articulate how high-quality adult mentorships benefit their interests and post high school plans
High Quality Leadership Experience	• Student actively disrupts and/or avoids taking responsibility for community, class, or school issues • Student demonstrates a lack of understanding as to how their choices affect different communities • Student has little understanding of different leadership styles and the role of leadership in society	• Student attempts to positively influence community, class, or school issues • Student demonstrates an emerging understanding of how their choices affect different communities • Student demonstrates an emerging understanding of leadership styles and the role of leadership in society	• Student regularly attempts to positively influence community, class, or school issues • Student demonstrates a strong understanding of how their choices affect different communities • Student demonstrates a strong understanding of leadership styles and the role of leadership in society	• Student actively seeks leadership roles and positively influences communities in or outside of school • Student helps others to understand how their choices affect different communities • Student can articulate a personal leadership vision and analyze the effects of leadership in society

Community Involvement	• Student seems to avoid or appears unconnected to a community, group, or activity inside or outside of school • Student does not understand how identities connect to community, demographic, or interest-based group • Student engages more in solitary rather than group activities inside or outside of school	• Student has fringe relationships with a community, group, or activity inside or outside of school • Student has emerging understanding of how community, demographic, or interest-based groups influence identity • Student sometimes engages in group activities inside or outside of school	• Student has a strong relationship within a community, group, or social activity inside or outside of school • Student has strong understanding of how community, demographic, or interest-based groups influence identity • Student appropriately and often engages in group activities inside or outside of school	• Student has a specific and long-term relationship within a community, group or social activity • Student has well develop self-identity and understands its relationship with community, demographic, or interest-based groups • Student helps others to engage in group activities inside or outside of school
Knowledge Acquired in a Field Outside of School	• Student knows little about career pathways or skills that can be acquired outside of school • Student cannot demonstrate skills, evidence of learning, or interest in learning outside of school • Student has not taken initiative to learn independently outside of school	• Student demonstrates some understanding of career pathways and/or field-based skills • Student can demonstrate evidence of learning or pursuit of interests outside of school • Student has taken some initiative to learn independently outside of school	• Student has pursued opportunities to develop field or career-based skills outside of school • Student can demonstrate significant evidence of learning or active pursuit of interests outside of school • Student can demonstrate evidence of independent project-based learning outside of school	• Student actively engages in a rigorous mentorship/internship outside of school connected to post high school interests • Student can demonstrate rigorous evidence of learning or pursuit of interests outside of school • Student consistently engages with rigorous project-based learning outside of school

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Appendix D

NONCOGNITIVE COMPETENCIES (NCC) Teacher/Educator Rubric

NCC **Noncognitive Competency**	**Needs Support** What supports are needed? What obstacles were encountered? How could this move forward? Who could support growth?	**Developing** How has this changed? What helped the development? What would strong evidence look like?	**Strong Evidence of Skills** What contributed to the evidence? How can this growth be shared with other staff? What would push this to become "Exemplary Evidence"?	**Exemplary Evidence** How is this going to be shared with staff and community? How can this be maintained? What are further growth opportunities?
Positive Self-Concept and Growth Mindset	• Teacher gives oral or written feedback implying innate ability or "natural skill" rather than effort-based feedback • Teacher seems unaware of connection between brain research and academic growth • Teacher participates in or seems to allow students to belittle, insult, or humiliate students	• Teacher gives oral and written feedback alternating between fixed and growth mindset with occasional focus on effort • Teacher occasionally integrates brain research into lesson plans or classroom structures • Teacher does not allow students to belittle, insult, or humiliate themselves or others	• Teacher uses a variety of feedback methods to consistently give praise for effort and growth mindset language • Teacher integrates brain research into classroom structures, lesson plans, and classroom norms • Teacher facilitates structures to promote a culture of self-respect, healthy relationships, and ethic of excellence	• Teacher leads and/or helps plan professional development around growth mindset and effective feedback • Teacher integrates brain research into classroom culture and shares research with families and staff • Teacher facilitates a culture of respect and excellence and regularly shares student growth with families
Realistic Self-Appraisal of Strengths and Growth Areas	• Teacher demonstrates little evidence of reflection in relation to strengths and growth areas and rarely takes responsibility for successes and mistakes • Teacher often engages in power struggles with students • Teacher rarely solicits feedback from students, staff or families about the effectiveness of instruction	• Teacher occasionally reflects on his/her own strengths and weaknesses and takes responsibility for successes and mistakes • Teacher avoids power struggles with students and focuses on choices, natural consequences, and opportunities • Teacher occasionally models realistic self-appraisal by soliciting feedback from students, families and staff	• Teacher regularly reflects upon strengths and weaknesses and takes responsibility for successes and mistakes • Teacher effectively utilizes restorative practices to help students reflect upon and make healthy choices • Teacher regularly solicits and utilizes feedback from students, families, and staff	• Teacher demonstrates strong reflective practice, takes responsibility for and shares successes and mistakes • Teacher effectively utilizes restorative practices and shares best practices with families and staff • Teacher assists colleagues in developing effective systems to utilize feedback from students, families, and staff

Navigating Systems and Self-Advocacy	• Teacher does not develop student understanding of and minimizes the influence of oppression, power, and privilege • Teacher feels "sorry" for students based on privilege and attempts to "save" students through inappropriate boundaries • Teacher does not discuss matters of privilege and race in the classroom or during professional development • Teacher does not help students develop self-advocacy skills	• Teacher understands and sometimes helps students to understand self in relation to oppression, power, and privilege • Teacher maintains healthy boundaries with students and families, avoids martyrdom, and utilizes culturally responsive practices • Teacher does not avoid difficult conversations about oppression and privilege but does not take an active role to promote related conversations • Teacher helps students develop self-advocacy skills in school	• Teacher understands and often helps students to understand self in relation to oppression, power, and privilege • Teacher is committed to improving systems of oppression, power, and privilege while maintaining healthy boundaries and work-life balance • Teacher actively participates in or leads inclusive discussions in classroom and school about power, privilege, and oppression • Teacher actively helps students practice self-advocacy in and outside of school	• Teacher actively listens to and engages students and families around developing understanding of self in relation to oppression, power, and privilege • Teacher maintains healthy boundaries and work-life balance and helps coach others to improve communities through culturally responsive practices • Teacher effectively helps staff understand issues of oppression, power, and privilege in school and community • Teacher helps staff assist students to develop self-advocacy skills and navigate systems inside and outside of school
Preference for and Skill at Achieving Long-Term Goals	• Teacher does not have a strong vision or goals and does not connect student work to post high school opportunities • Teacher does not share examples of or help students to understand the relation between personal perseverance and achieving long-term goals • Teacher tends to attempt to manipulate student behavior through external consequences and rewards	• Teacher demonstrates strong and shared personal and classroom vision and/or goals and regularly connects student work with post high school opportunities • Teacher shares examples of and helps students to understand the relationship between perseverance, delayed gratification, and long-term goals • Teacher utilizes a mix of intrinsic and external motivators to promote student growth	• Teacher demonstrates strong and shared personal and classroom vision and/or goals and consistently connects student work with post high school opportunities • Teacher scaffolds differentiated activities to help students develop an understanding of the relationship between perseverance, delayed gratification, and long-term goals • Teacher primarily focuses on intrinsic motivators with students and help students develop long-term goals	• Teacher helps staff and school to develop shared vision and/or goals and plans instruction in relation to student post high school interests • Teacher actively participates in or leads professional development to help students develop effective long-term goals and avoid instant gratification • Teacher develops and shares well-organized systems utilizing intrinsic motivators to help student develop long-term goals

Availability of and Support from Adult Mentors	• Teacher does not utilize networks or resources to help students develop support systems • Teacher rarely communicates with student families or mentors • Teacher does not facilitate activities to promote student connections to adult supports or mentors	• Teacher occasionally connects students with adult support systems or mentors outside of school • Teacher occasionally communicates with families or mentors primarily around issues of concern • Teacher occasionally facilitates activities to promotes student connection to adult supports or mentors	• Teacher regularly connects students with adult support systems or mentors outside of school • Teacher regularly communicates with families and mentors to support student growth • Teacher regularly facilitates activities to promote student connection to adult supports or mentors	• Teacher consistently connects students with adult support systems or mentors outside of school • Teacher consistently communicates with families and mentors to support student growth inside and outside of school • Teacher helps staff to practices to promote student connection with adult supports and mentors
High Quality Leadership Experience	• Teacher regularly complains about community, advisor, or school issues without taking action or proposing ideas • Teacher does not acknowledge or value the leadership experiences that students experience in and outside of school • Teacher does not demonstrate an understanding of leadership styles or social reasoning	• Teacher rarely takes leadership positions within the school and community and inconsistently takes action to affect positive change • Teacher validates student leadership experiences in and outside of school • Teacher demonstrates some understanding of effective leadership and social reasoning skills	• Teacher consistently assumes leadership within the school and community and takes responsibility for their role in community issues • Teacher facilitates activities to help students develop leadership experiences in and outside of school • Teacher designs classroom experience to develop student understanding of leadership styles and social reasoning	• Teacher leads within the school and the larger community and encourages others to develop their own leadership practice • Teacher helps develop school practices to foster student leadership development in and outside of school • Teacher develops staff practice around leadership instruction and development of social reasoning

Community Involvement	• Teacher focuses primarily on content decontextualized from student and staff communities • Teacher does not recognize or value the ways in which students may be actively engaged in communities outside of school • Teacher does little to promote classroom community, student voice, and student ownership	• Teacher connects instruction and content to different communities and perspectives • Teacher validates the ways in which student may be actively engaged in communities outside of school • Teacher occasionally facilitates team-building activities in classroom and there is little evidence of student ownership in classroom culture	• Teacher differentiates instruction and content to validate a multitude of perspectives and community experiences • Teacher incorporates and promotes student membership in different communities through lesson plans • Teacher regularly facilitates community-building activities and there is significant evidence of student voice ownership in the classroom culture	• Teacher helps staff develop differentiated instruction valuing diverse perspectives and community experiences • Teacher incorporates and promotes meaningful student participation in communities in and outside of school • Teacher helps staff develop effective community-building activities and shares ways to promote student voice and ownership
Knowledge Acquired in a Field Outside of School	• Teacher does not value or understand the skills students may develop outside of school • Teacher does not share personal, school, and classroom examples of knowledge acquired in the field • Teacher does not encourage students to participate in mentorships or internships	• Teacher values the skills and learning students may develop outside of school • Teacher consistently provides relevant examples of knowledge acquired in the field • Teacher helps students to find internships that are both rigorous and related to student interests	• Teacher helps students understand the value of learning outside of school • Teacher facilitates activities to engage student in learning outside of school • Teacher helps student develop meaningful projects and learning opportunities at internships	• Teacher helps staff, students, and families understand the value of learning outside of school • Teacher facilitates classroom and professional develop activities to engage students in learning outside of school • Teacher works with students, families, and mentors to develop meaningful and rigorous internship learning opportunities

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Appendix E

Appendix D: NCC retreat agenda

11th grade NCC Retreat
April 15, 2013

Purpose:
A team of 5 11th grade students and 3 staff identified main goals related to noncognitive skill development. The team identified specific next steps including the design of an NCC retreat for all juniors.
At the retreat, the team of 5 students and 3 staff present the data collected throughout the year via the NCC rubric. In March, students self-assessed their NCCs and teachers assessed students. A student intern evaluated and interpreted data and co-presented the data with her teacher. Students also interviewed one another using the "Chain of 8" interview questions. Students led the conversations and identified individual, class and school strengths as well as "moving towards"/growth areas for their senior year.

Objectives:

1. Students will evaluate and reflect on their own NCC strengths and areas of growth.
2. As an 11th grade cohort, we evaluate and reflect on our collective NCC strengths and areas of growth
3. Students will conduct "Chain of 8 interviews" will leave with new and interesting information about their interview partner as well as with a stronger relationship.
4. Students can define for themselves, positive life outcomes.
5. Students will have a better understanding of the correlation between NCCs and positive life outcomes.

Agenda
11:30 -11:35
Introduce video (positive self-concept) and objectives

11:35 -11:50
Ice Breaker Activity

11:50 -12:00
Student speaker, Senior Thesis Project overview: NCCs and Latino youth in the Highline School District: An Anthropological Study

12:00 -12:10
Student videos (leadership and community involvement)

12:10 -12:15
Prep for Lunch Activity

12:15 - 1:15
"Chain of 8" Interviews

1:15 - 1:30
Share out and reflection on interviews

1:30 - 1:45
Show 2 more video examples (Adult support person and Knowledge in field)

1:45 - 2:15
Student and Staff Q & A re: NCCs

2:30 - 3:00
Artwork: Draw your interpretation of the NCCs

3:00 - 3:15
Share out and reflections

3:15 - 3:30
Final Video (Long-term goals)

Note: You can find all videos listed in the Additional Resources section of this guidebook.

Student Evaluations:
How well did we meet our objectives? At the end of the retreat, we had students assess how well we met our objectives. 1= not well at all 5= extremely well.

Objective	Score
Students will evaluate and reflect on their own NCC strengths and areas of growth	4.5
As an 11th grade cohort we will evaluate and reflect on our collective NCC strengths and areas of growth	4
Students will have a better understanding of the correlation between NCCs and positive life outcomes	4.5
Students can define (for themselves) positive life outcomes	4.5
Students will leave with new and interesting information about their interview partners	4

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Appendix F

Noncognitive Competencies (NCC) Student Interview

Your name: ____________________ Your partner's name: ____________________

Date: __________________

Directions: For each section, take turns interview each other, taking notes, and then circle all the statements that you think accurately describe your partner. Feel free to ask probing questions and/or discuss your thoughts behind why you circled each statement.

Positive Self-Concept: This Noncognitive Competency examines an individual's level of confidence, strength of character, determination, and independence.

No.	Guiding Questions
1	How confident do you feel about where your life is heading?
2	How do you feel about yourself?
3	What set of skills are you most proud of?
4	How would you rate your performance in school?
5	How do you approach and handle new challenges and situations in life?
6	Are your interests tied to your goals?
7	Describe an experience, project, or a situation that left you feeling accomplished.
8	Do you feel confident that you will graduate high school successfully and are you confident about your plans after high school?

Based on what you heard in the interview, circle the statements below that you think accurately describe your partner:

• The student bullies her/himself • The student makes self-sabotaging choices	• The student reflects regularly on decision making • The student is seeking wellness help	• The student speaks confidently about strengths and struggles • The student makes healthy, future oriented choices and demonstrates confidence, strength of character, determination, and independence

Realistic Self-Appraisal: This Noncognitive Competency examines an individual's ability to recognize and accept any strengths and deficiencies, especially academic, and determination to work hard at self-development. In addition, it looks at how well an individual recognizes the need to broaden his/her individuality.

No.	Guiding Questions
1	Name a strength and explain why this is a strength.
2	Name a weakness and explain why this is a weakness.
3	Are you realistic about your abilities?
4	What positive feedback have you received most recently and how did you internalize this feedback?
5	What constructive feedback have you received most recently and how did you apply this feedback to improve your situation?
6	How have you grown and changed over time from personal experiences at school, internship, home, or other situations?
7	What parts of yourself, your learning, or your habits have you worked at overcoming in your life?
8	What have been your most important learning experiences?

Based on what you heard in the interview, circle the statements below that you think accurately describe your partner:

• The student seems to be in denial about strengths and/or struggles • The student appears to have a "fixed state" mindset about skills	• The student understands the connection between practice and improvement • The student seems aware of growth areas	• The student actively works to improve skills and seems to have a mature understanding of strengths/struggles needed to achieve their long-term vision • The student works hard at self-development and recognizes need to broaden individuality

UNDERSTANDS AND DEALS WITH [DISCRIMINATION]: This Noncognitive Competency examines how well the individual understands the "system" based upon personal experience and how committed he/she is to improving the existing system. The individual takes an assertive and active approach to dealing with existing wrongs, but is not hostile to society, nor is a "cop-out."

No.	Guiding Questions
1	What experiences, either perpetrated on your own person or others, have you had dealing with discrimination (e.g. racial, gender, religious, sexual orientation, class structure, or other)? How did you approach the situation?
2	What biases and injustices do you see in the system?
3	What is your understanding of how the system benefits conventional individuals and undermines unconventional individuals?
4	What role do you play in improving the existing system and standing up for the rights of all individuals?

Based on what you heard in the interview, circle the statements below that you think accurately describe your partner:

• The student seems to avoid asking for help or participating in advisory activities • The student often makes choices which appear disrespectful • The student regularly does not complete tasks or assignments	• The student responds positively to support • The student asks for help improving • The student seems to be growing as a self-advocate	• The student seems highly professional and respectful • The students reliably completes assignments and tasks • The student exhibits a realistic view of the system on the basis of personal experience of racism; committed to improving the system; takes an assertive approach to dealing with existing wrongs but is not hostile to society and is not a "cop-out"; able to handle racist system

PREFERS LONG-RANGE GOALS TO SHORT-TERM OR IMMEDIATE NEEDS: This Noncognitive Competency examines how well an individual is able to respond to deferred gratification, while planning ahead and setting goals.

No.	Guiding Questions
1	What are your academic, personal, and career goals? Why are these important to you?
2	What steps are you currently taking to achieve these goals?
3	Describe a situation in which you had to forgo an immediate pleasure in order to achieve a goal?
4	How are your goals tied to your internship, interests, academics, and personal life?
5	How often do you reevaluate and reassess your goals?
6	Have you wavered in any of your goals? Why?

Based on what you heard in the interview, circle the statements below that you think accurately describe your partner:

• The student seems focused on instant gratification • The student does not have a strong vision or strong goals	• The student has strong vision and/or goals • The student seems to understand the need to plan and prioritize	• The students vision, goals, projects, and next actions seem aligned • The student seems well-organized • The student is able to respond to deferred gratification

AVAILABILITY OF STRONG SUPPORT PERSON: This Noncognitive Competency examines how well an individual seeks and takes advantage of a strong support network or has someone to turn to in a crisis or for encouragement.

No.	Guiding Questions
1	Who are the adults that you turn to for guidance and support in life?
2	Describe your relationship and the type of guidance and support that these adults provide you with?
3	Describe your support network of peers?
4	What value do you see in having a strong support person or network?
5	What characteristics and personal qualities do you look for in a support person?

Based on what you heard in the interview, circle the statements below that you think accurately describe your partner:

• The students does not have strong adult connections inside or outside of the school • The student seems to avoid adult interactions	• The student is starting to connect with adults inside or outside of the school • The student seems to have a mentor relationship with an adult	• The student has at least one strong adult mentor relationship and the mentor helps the student work toward long-term goals • The student seeks and takes advantage of a strong support network

SUCCESSFUL LEADERSHIP EXPERIENCE: This Noncognitive Competency examines how well an individual demonstrates strong leadership in any area of his/her background (e.g. church, sport, non-educational groups, family, community, etc.).

No.	Guiding Questions
1	What leadership roles in a traditional (e.g. school, work, church, sports, etc.) and non traditional (e.g. family, neighborhood, etc.) environment have you had?
2	How did these experiences help you grow as a person? What set of skills did you take away from these experiences?
3	What personal qualities do you value in a leader?
4	Describe what it means to you to be a leader?

Based on what you heard in the interview, circle the statements below that you think accurately describe your partner:

• The student avoids taking responsibility for community, classroom, or school projects	• The student has attempted to take a leadership position within the advisory, school, internships, or community	• The student has exhibited strong leadership skills within the advisory, school, internships, or community

DEMONSTRATED COMMUNITY SERVICE: This Noncognitive Competency examines an individual's participation and commitment to his/her community.

No.	Guiding Questions
1	How are you involved in your community?
2	How have you most recently made a difference in your community?
3	What needs have you identified in your community? Why are these important to you?
4	How do you define community?
5	Why is it important for you to be engaged in your community?

Based on what you heard in the interview, circle the statements below that you think accurately describe your partner:

• The student seems to not belong to groups, clubs, or activities inside or outside of the school	• The student has recently joined a group, club, or community activity	• The student is actively involved in one or more groups, clubs, or community activities

KNOWLEDGE ACQUIRED IN OR ABOUT A FIELD: This Noncognitive Competency examines an individual's ability to learn from experiences outside of the classroom, using less traditional methods that are outside of the education system.

No.	Guiding Questions
1	Describe an experience(s) outside of the classroom where you acquired knowledge about a specific topic or field of study.
2	How did the experience come about?
3	Did the experience inspire you to go more in-depth in a specific topic or field of study? Explain
4	How have you used the knowledge you acquired to teach others?

Based on what you heard in the interview, circle the statements below that you think accurately describe your partner:

• The student does not have an internship or job	• The student has recently acquired an internship or the student has an internship but does not have an authentic internship project	• The student has an authentic internship project with a strong mentor • The student acquires knowledge in a sustained or culturally related way

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Appendix G

Additional Resources related to Noncognitive Competencies (NCC)

<u>Examples</u>

The following is a list of institutions and organizations that are utilizing Noncognitive Competencies in their work. This list is not exhaustive, but is meant to provide some points of entry for further research about this work.

Organization	Description	Website
Big Picture Learning	Big Picture Learning schools are utilizing Noncognitive Competencies as an embedded part of the curriculum at middle and high schools across the United States.	www.bigpicturelearning.org
College Success Foundation	College Success Foundation has been an early adopter of utilzing NCCs as one way to score scholarship essays. They have also conducted training with staff on NCCs (then referred to as MCVs).	www.collegesuccessfoundation.org
DePaul University	DePaul University (Chicago) allows for students to apply without SAT/ACT scores and with essays related to NCCs and similar to the Insight Resume.	http://www.depaul.edu/admission-and-aid/Pages/test-optional-faqs.aspx
Eastern Washington University Insight Resume	Eastern Washington University uses the Insight Resume as part of their application process to the university.	http://www.ewu.edu/undergrad/freshman/insight-resume.xml
Gates Millennium Scholars Program	The Gates Millenium Scholars Program was an early partner with William Sedlacek.	http://www.gmsp.org/
Oregon State University	Oregon State University uses the Insight Resume, featuring some NCCs, as part of their application process to the university. OSU has found that the Insight Resume is a good predictor for success for students with lower than a 3.25 GPA when applying for admissions.	http://handouts.aacrao.org/am09/finished/T0815a_M_Sandlin.pdf
Washington State University Insight Resume	Washington State University uses the Insight Resume as part of their application process to the university.	http://www.cheneysd.org/cms/lib04/WA01000473/Centricity/Domain/143/_files/Admissions_Essay_Handout.pdf

http://www.cheneysd.org/cms/lib04/WA01000473/Centricity/Domain/143/_files/Admissions_Essay_Handout.pdf

http://www.cheneysd.org/cms/lib04/WA01000473/Centricity/Domain/143/_files/Admissions_Essay_Handout.pdf

Additional Resources

Category	Description	Website
Articles/Books	William Sedlacek's homepage with links to publications, surveys, noncognitive descriptors, etc	http://williamsedlacek.info/
Articles/Books	*Mindsets* by Carol Dweck	http://mindsetonline.com/
Articles/Books	*Rethinking the Notion of 'Noncognitive'* by David Conley	http://www.edweek.org/ew/articles/2013/01/23/18conley.h32.html?tkn=QVTF0ig0B4WQVdhocP1D0iHKeFYHFYEpq2FV&cmp=clp-edweek
Articles/Books	*Metacognitive Learning Skills* by David Conley	https://www.epiconline.org/issues/metacognition/Metacog.deeper.dot
Articles/Books	*Rigor Redefined* by Tony Wagner	http://www.tonywagner.com/resources/rigor-redefined
Articles/Books	*How Children Succeed* by Paul Tough	http://www.paultough.com/
Articles/Books	*Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce*	http://p21.org/storage/documents/key_findings_joint.pdf
Articles/Books	*College and Career Ready* by David Conley	http://www.amazon.com/College-Career-Ready-Helping-Students/dp/111815567X
Articles/Books	*Noncognitive measures: The Next Frontier in College Admissions* by Eric Hoover	http://www.collegesuccessfoundation.org/document.doc?id=851
Briefs/Reports	Partnership for 21st Century Skills	http://www.p21.org/
Briefs/Reports	*Teaching Adolescents to Become Learners. The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review* by the University of Chicago Consortium on Chicago School Research	http://ccsr.uchicago.edu/sites/default/files/publications/Noncognitive%20Report.pdf
Briefs/Reports	The Grit Lab by Angela Duckworth	https://sites.sas.upenn.edu/duckworth
Briefs/Reports	From Soft Skills to Hard Data: Measuring Youth Program Outcomes	http://forumfyi.org/files/soft_skills_hard_data.pdf
Briefs/Reports	*Safe and Sound*, CASEL 2003	http://casel.org/wp-content/uploads/1A_Safe__Sound-rev-21.pdf
Briefs/Reports	*Educating for Life and Work* by National Academies Press	http://www.nap.edu/catalog.php?record_id=13398
Briefs/Reports	*The Missing Piece*, A Report for CASEL	http://casel.org/themissingpiece/

Briefs/Reports	*Achieving Diversity and Merit with Noncognitive Assessment* by William Sedlacek	http://www.ncid.umich.edu/events/DMHE%202012/William%20Sedlacek%20PPT_Forum.pdf
Briefs/Reports	*Social-Emotional Learning Assessment Measures for Middle School Youth*	http://raikesfoundation.org/Documents/SELTools.pdf
Briefs/Reports	Hewlett Foundation summary of Consortium on Chicago School Research Report	http://www.hewlett.org/uploads/documents/Academic_Mindsets_as_a_Critical_Component_of_Deeper_Learning_CAMILLE_FARRINGTON_April_20_2013.pdf
Briefs/Reports	*Equipping Every Learner for the 21st Century*	http://www.cisco.com/web/about/citizenship/socio-economic/docs/GlobalEdWP.pdf
Briefs/Reports	Institute for Higher Education's Report on Gates Millenial Scholarship and Noncognitive variables	http://www.ihep.org/Publications/publications-detail.cfm?id=116
Implementation	Guide to Student Self-Assessments	http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/studentselfassessment.pdf
Implementation	Grit Scale	https://sites.sas.upenn.edu/duckworth/pages/research
Implementation	*Youth Engaged in Leadership and Learning (YELL!)* by John Gardner Center at Stanford University	http://jgc.stanford.edu/our_work/yell.html
Implementation	*Funds of Knowledge* by Luis Moll	http://www.sonoma.edu/users/f/filp/ed415/moll.pdf
Implementation	What Can Kids Do (website resource)	http://www.whatkidscando.org/
Implementation	*Leaving to Learn* by Elliot Washor and Charles Mojkowski	http://www.leavingtolearn.org/
Implementation	SMART Goal Template	hrg.stanford.edu/documents/SMARTGOALSTemplate2012.doc
Implementation	*The Great Good Place* by Ray Oldenburg	http://www.amazon.com/The-Great-Good-Place-Bookstores/dp/1569246815

Videos	Karate Kid Video (adult support and mentorship)	http://www.youtube.com/watch?v=eWMtUDJQfYs
Videos	Shawshank Redemption Video (systems of power, priviledge, and oppression)	http://www.youtube.com/watch?v=cGo5rXUAH2o
Videos	Marshmallow test video and TED talk (deferred gratification, long term goal setting)	http://www.youtube.com/watch?v=M0yhHKWUa0g
Videos	School of Rock video (positive self-concept)	
Videos	Coach Carter (adult support systems)	http://www.youtube.com/watch?v=-jiXSizORdg
Videos	Kid collects vacuum cleaners (knowledge acquired in a field)	http://www.youtube.com/watch?v=WXnrXw1WvvA
Website	Achievement Gap Initiative at Harvard University	http://www.agi.harvard.edu/http://www.agi.harvard.edu/
Website	Resource for definitions of education-related vocabulary with useful links	www.edglossary.org
Website	PowerPoint created by DePaul University in conjunction with Oregon State University on use of Sedlacek's noncognitive variables in admissions	http://www.usc.edu/programs/cerpp/docs/BuckleyBoeckenstedtPPT.pdf

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101, 201, 301, 401

Students in Big Picture high schools are often referred to in these tern
identify which year they are in. 101's are first year students (freshmen)
on. These number delineations are also used in some network materia
identify the age/grade level they're intended for.

Related Glossary Terms

Drag related terms here

Index Find Term

Advisor

Groups of students are led by a teacher who is referred to as the advis advisor is the facilitator of each student's individual Learning Plan, anc guide the work for their advisory students. The advisor has primary res for each student's progress in his or her advisory, but also teams with advisors.

Related Glossary Terms

Advisor Narrative, Advisory

Advisor Narrative

At the end of each grading term, the advisor develops a written docur
each student in his or her advisory. This document assesses and refle
student's work and makes recommendations for the following grading

Related Glossary Terms

Advisor

Advisory

Each student is part of an advisory group. This is the student's "home
the school. Each advisory is comprised of a small group of students (r
size from 15-20 depending on the school). Students are often groupec
same grade level, but mixed grade-level advisories are also a possibil
group stays together with the same advisor for 2–4 years.

Related Glossary Terms

Advisor

Authenticity

This term is often used in the context of project work. Authentic projec real work for a real audience. Authenticity means the work connects d the student, and is designed to connect with individuals and commun outside the walls of the school, as well. Authentic work addresses a c problem, and is utilized and evaluated by adult community members, context of a Real World Learning approach.

Related Glossary Terms

Drag related terms here

Bridge

This describes the transition from one grade level to another – genera
the elementary or middle school level. The Bridge process is different
school, but contains a number of activities and processes that studen
demonstrate their learning and advance to the next level. For example
between elementary and middle school, or middle school and high sc

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Related Glossary Terms

Drag related terms here

Exhibition

Big Picture Learning schools schedule exhibitions of work at the end o
marking period. Each exhibition within a school year has requirements
the student's grade level and the status of the individual student's pro
It is through this exhibition of work that the student demonstrates his
accountability for all facets of the Learning Plan. Exhibitions are prese
panel of parent(s), student(s), advisor(s), mentor(s) and others who pro
specific feedback.

Related Glossary Terms

Drag related terms here

Gateway

Gateway generally happens in the 10th grade year and is a process th
students prepare to enter the senior institute. There are a series of pro
and academic skills that students must demonstrate in order to succe
‘Gateway’ from Junior Institute (9th/10th grade) to senior institute (11t
grade).

Related Glossary Terms

Drag related terms here

Independent Work Time (IWT)

A place for students to work independently on their Learning Plan wor
advisors meet one-on-one with students during IWT. An independent
block also often includes a reflective process, so that students can lea
manage their time better and increase their efficiency.

Related Glossary Terms

Drag related terms here

Informational Interview

One of the first steps of the LTI search process is for students to secu
Informational Interview, where they will ask questions of a potential m
work site. Informational Interviews help students learn about careers,
responsibility, and various aspects of work.

Related Glossary Terms

Drag related terms here

Intern

A student from a Big Picture school who has an LTI in the community.

Related Glossary Terms

Drag related terms here

Journal

The documentation of learning that each student does regularly to rec
thoughts, feelings, observations and plans around their education. Jou
also a key component in developing students' skills in the Learning G
Communication.

Related Glossary Terms

Drag related terms here

Knowledge Exchange (www.bplknowledgeexchange.org)

The Big Picture Knowledge Exchange is a site to share and access ma
all elements of our work. You can upload resources that have been eff
your practice, or search for and download resources from other netwo
schools.

Related Glossary Terms

Drag related terms here

Learning Goals

The five general Learning Goals provide a framework for thinking abou
depth and student learning. Expectations of Big Picture school gradua
focused around these five main areas: Communication, Empirical Rea
Quantitative Reasoning, Social Reasoning, and Personal Qualities. Ea
has detailed reasoning abilities associated with it. The Learning Goals
guideposts for all real world project work conducted by students. This
contains more information on Learning Goals in a following section.

Related Glossary Terms

Drag related terms here

Learning Plan

Each student has a personal curriculum that is delineated in his or her Plan. This incorporates the student's interests and passions and conn through project work, to the Big Picture Learning Goals. The student a develop the Learning Plan in conjunction with the parent or guardian a appropriate, the student's mentor. The Plan is updated on a regular ba student develops skills through varied experiences and project work.

Related Glossary Terms

Drag related terms here

Learning Plan Meeting

This is a meeting of student, advisor, parent and mentor to discuss th Plan. Each party contributes to the student’s individual curriculum. As progress through their years at a Big Picture school, they become mo more responsible for running these meetings and documenting the ou which are incorporated into the updated Learning Plan. Often, these n occur directly following an exhibition, since all the members of the Le Team are already together at that time.

Related Glossary Terms

Drag related terms here

Learning Plan Work

This is the detail of the Learning Plan that the student agrees to carry
work is presented at regularly scheduled exhibitions.

Related Glossary Terms

Drag related terms here

Learning Team (or Learning Plan Team)

This group is made up of the advisor, mentor, parent/guardian and stu
team works together to plan and monitor the student's Learning Plan.

Related Glossary Terms

Drag related terms here

LTI — Learning Through Internship

Based on the Big Picture Learning philosophy and pedagogy, each st
learns through pursuing his or her own interests and passions. At the
school level, the LTI is a major vehicle for that pursuit. Students pursu
interests by establishing LTI opportunities with an adult mentor, at a p
worksite in a field of their choosing. Each of these LTI opportunities co
students to adults in the community that are doing work in the area of
the student. By establishing an intern / mentor relationship with an ad
community who has the same interest or passion and who works in th
the student has the opportunity to build skills and knowledge that are
and real. The student's advisor assists the intern and mentor in develo
project work and supports that work through skills development back

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Related Glossary Terms

Drag related terms here

LTI Anthropology

In the first few weeks of a student's LTI experience, he/she conducts a
investigation into the site that provides background and understandin
context of the experience. The anthropology is conducted under the s
of the mentor around such topics as how the organization is structure
decisions are made, how people are expected to behave, and how pe
work is evaluated.

Related Glossary Terms

Drag related terms here

LTI Coordinator (LTI-C)

Many network schools have a staff person who helps to develop and
the internship program. This person is known as the LTI-C.

Related Glossary Terms

Drag related terms here

LTI Project

The authentic project a student does at the LTI site, including the proc
associated research, investigation and reflection on the project. This w
be important to the internship site and directly connect to the student
Plan.

Related Glossary Terms

Drag related terms here

Mentor

The adult guide at the LTI site who becomes a part of the student's lea
team.

Related Glossary Terms

Drag related terms here

Mentor Assessment

At the end of each LTI, mentors are asked to assess the intern's LTI ex
and performance. The mentor, advisor and student review the comple
together, which helps the student better understand their work and pr
his or her next LTI. Excerpts may be used in the advisor's narrative. Th
is further explained in the Advisor Guide on Real World Learning.

Related Glossary Terms

Drag related terms here

Mentor Guide

Big Picture Learning provides a comprehensive guide for mentors, wh
includes needed forms, addresses common concerns, and is full of tip
order Mentor Guides from the BPL website.

Related Glossary Terms

Drag related terms here

Personalized Education

The Big Picture Learning philosophy of educating each student one at
around their interests and passions. Personalization includes elements
the Learning Plan, advisor-student one-on-ones, and the individual at
mentor at the LTI site.

Related Glossary Terms

Drag related terms here

Pick-Me-Up (PMU)

PMU's are fun activities that serve to bond communities, and to build
and trust. Many schools host school-wide PMU's in the morning, or o
afternoons (sometimes called Kick-Me-Out's). Some advisors make a
daily PMU's in their advisories, as well.

Related Glossary Terms

Drag related terms here

Portfolio

Each student keeps an accumulated documentation of his or her work organized in a portfolio box, a portfolio binder, and/or digitally. Studen various methods of organizing their work based on different goals. Th is planned in conjunction with the advisor.

Related Glossary Terms

Drag related terms here

Product

When discussing project work, we identify the product as the thing th
built through the process of the work. The product may be a physical
piece of writing, or an event—any piece of original work the student c

Related Glossary Terms

Drag related terms here

Project-Based Learning (PBL)

PBL includes any type of educational approach where learning happe
an interactive process of creating a product. In Big Picture's PBL appr
students develop their own unique, individual project work.

Related Glossary Terms

Drag related terms here

Real World Learning (RWL)

Along with internships, real world learning includes any type of work a
learning that happens in authentic settings, outside of the school. Exa
RWL include: community service work, college classes, the internship
process, and apprenticeship and certification programs.

Related Glossary Terms

Drag related terms here

Reflection

The process of contemplating, assessing, evaluating, and planning tha
necessary to learn from the past to affect change and growth in the fu

Related Glossary Terms

Drag related terms here

Senior Thesis Project (STP)

A capstone project the senior year in a Big Picture Learning school. S
include a lengthy research and design process, which may start durin
student's junior year. These projects also include an authentic produc
addresses a community need.

Related Glossary Terms

Drag related terms here

Shadow Days

In the search for the appropriate LTI site and mentor, Big Picture stude part in one or more Shadow Days, which are one-day experiences at a interest to the student. The student follows a potential mentor in the re course of his or her work. Students are guided through a process of Informational Interviews to select their Shadow Day sites. The advisor collaboration with the host site, sets up the Shadow Day.

Related Glossary Terms

Drag related terms here

Student Narrative

Each marking period, the student assesses and reflects on his/her wo
goals that were established and accomplished, and the next stage of
These written narratives are combined with the advisor's narrative, wh
provided for the parents and maintained in the student's records.

Related Glossary Terms

Drag related terms here

SuperCalendar

The calendar the student uses to organize his/her plans and activities, track of important dates and deadlines. Big Picture Learning prints a SuperCalendar each year with graphic organizers, journal prompts, tip project work and internships, and relevant terminology. Big Picture Le Distinguishers.

Related Glossary Terms

Drag related terms here

Framework for High Quality Project Based Learning

Spring 2017 Draft

A Framework for High Quality Project Based Learning

The Need to Define High Quality Project Based Learning

Project Based Learning (PBL) is increasingly recognized as a powerful instructional approach, both in the United States and around the world. More and more educators are trying to use project-based methods to engage their students toward meaningful, deeper learning. Although Project Based Learning's popularity is heartening, its rapid growth is also cause for caution. Currently, there is no collectively-developed, widely-accepted Project Based Learning Framework to guide aspiring educators. This is a serious obstacle to quality PBL practice, placing instructors in the situation of workers building a house without specifications or a blueprint.

To remedy this situation, the Buck Institute for Education, a nonprofit organization dedicated to building the capacity of teachers, school leaders, and school systems to implement great projects with all students, is leading an iterative, input-rich process to articulate a common vision of High Quality Project Based Learning. Guided by a 27 member steering committee of education leaders from the U.S. and other nations, and informed by the perspectives and input of a 90 member advisory team, it will also employ a dedicated website to gather public comment and suggestions from educators worldwide. This input will lead to several cycles of critique and revision, and be informed by a review of relevant research. This document describes the content of the framework; after consensus has been reached on what should be included, a user-friendly version will be written and designed for teachers, school leaders, and other educators and organizations.

By combining a crowd-sourced development process with a research review, the project seeks to create a framework for High Quality Project Based Learning that will have wide adoption and influence on formal and informal education throughout the world. This framework will guide practitioners and can serve as the basis for PBL certification, professional development, and materials development by state departments of education and other organizations.

This effort could not be undertaken without the generous financial support of the Project

Management Institute Educational Foundation and the William and Flora Hewlett Foundation. Strategic advice is also being provided by Getting Smart, an educational advisory and advocacy service.

What is High Quality Project Based Learning?

Project Based Learning falls within the general boundaries of student-centered instruction – those ways of teaching and learning that emphasize what students are interested in, understand, and initiate, as opposed to teacher-centered approaches emphasizing the transmission of prescribed knowledge from instructor to learner. In so doing, PBL shares assumptions and techniques with other student-centered learning approaches such as personalized learning, internships, and service learning. At the same time, Project Based Learning has its own, unique aspects including an emphasis on sustained inquiry, project management, and the creation of a publicly-shared product. Students work to complete an extended project that engages them in solving a real-world problem or answering a complex question, and perhaps even making an impact on their community. PBL can be used with any age learner and in any subject area, and often introduces students to the perspectives, tools and concepts disciplines use to make sense of the world. Project Based Learning also allows students to learn about themselves, their strengths and challenges, and their own relationship to the world.

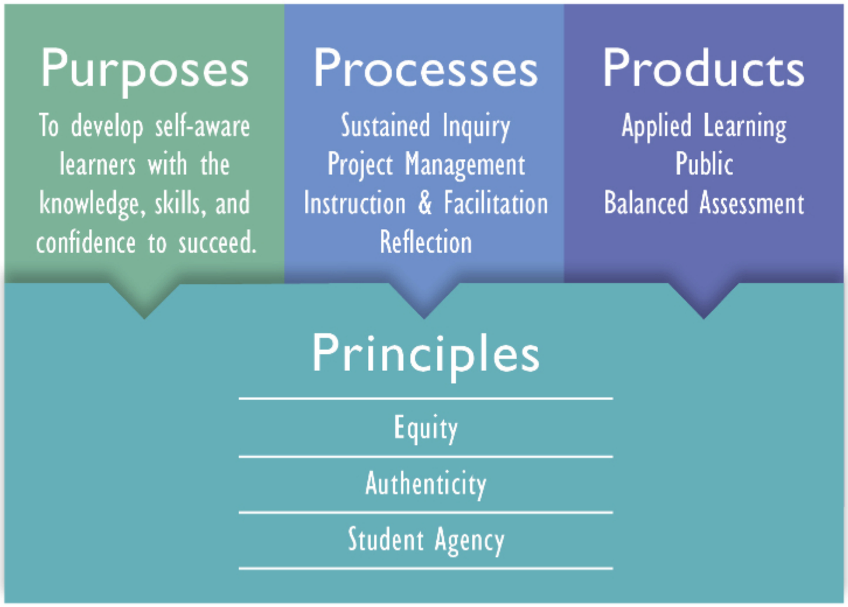
This general outline of Project Based Learning will seem familiar to many, but it does not address the question of what distinguishes *high quality* Project Based Learning from less successful implementations. This distinction will be refined over the course of this project, but thanks to the thought and creativity of the High Quality Project Based Learning steering committee, there is a starting point for review and critique. The framework below describes High Quality Project Based Learning according to four categories: the *principles* on which it rests, the *purposes* it seeks to achieve, the *processes* that contribute to student learning and growth, and the *products* that emerge. Within each of these categories, there are key components that will be described in more detail below. Other instructional approaches could be described using a similar four-category framework, but High Quality Project Based Learning is unique in the way it combines the components displayed below, and in the interplay between educational principles, processes, products, and purposes. This is the distinctive instructional signature of High Quality Project Based Learning.

The High Quality Project Based Learning Framework

The High Quality Project Based Learning Framework is not directly focused on practical project design—the concrete activities and tasks teachers and students do while creating and completing a project (conceiving a product, setting benchmarks, gathering resources, etc.). Similarly, it is not intended as a rubric to distinguish "good" and "bad" projects. There exist numerous publications, websites, and professional development organizations providing practical advice and useful examples for how to do Project Based Learning. Instead, this framework focuses on the concepts and aspirations that undergird High Quality Project Based Learning as an approach to instruction, and which must be addressed if PBL is to be considered high quality. The HQPBL Framework is the first step in developing a set of guiding questions that educators can use to assess and improve their own PBL implementation, or to develop new curriculum resources and professional development opportunities.

Framework Categories and Components

The categories and components of the HQPBL Framework are largely self-explanatory, but it may be useful to provide an overview of the framework as a whole, and then focus on individual components.



Purposes

Most teaching methods seek to **build the knowledge, skills, and confidence** needed for learners to succeed in a complex and changing world, and this is also the overarching purpose of High Quality Project Based Learning. In addition to increasing the retention of knowledge[1] and acquisition of deeper understanding, projects provide multiple opportunities for students to build skills valuable in the modern workplace: critical thinking, problem solving, communication, collaboration, and creativity/innovation. Of equal importance, however, is the explicit attention given to fostering learners' personal and social development**,** to help them become **self-aware**, and acquire the confidence needed to undertake and prevail in new challenges.

Processes

High Quality Project Based Learning prioritizes **sustained inquiry**, encouraging learners to ask questions and delve deeply into the concepts and practical strategies necessary to bring a project to fruition. In this effort, **project management** is a key tool, optimally shared between learners and teachers for achieving project goals. Like other teaching methods, research-validated **instruction** is part of High Quality Project Based Learning. This is paired with **facilitation**, where teachers take pains to support students and move them toward their goals through coaching and scaffolding. Throughout this learning process, time is given to both student and teacher **reflection** which provides opportunities for students to think deeply about the content they are learning, the skills they are developing, and the potential application of these skills and knowledge.

Products

Project Based Learning provides an opportunity for students to **apply their learning** by creating a display, performance, or construction that achieves project goals, and demonstrates learners' knowledge, skills, and understanding. This product is made **public** so that others may provide feedback, and contribute to product improvement. **Balanced assessment**, the combination of formative and summative assessment, given by students, the instructor, and the greater community, focused on understanding, project activities, and personal development – provides feedback both during the project and at its conclusion.

Principles

The principles of HQPBL are the core values of the framework; they guide the conceptualization and drive the implementation of projects. High Quality Project Based Learning is committed to **equity**, defined as the opportunity and support necessary for all students to be successful in the project. It also emphasizes **authenticity** by creating learning situations reflecting real-world issues and contexts. HQPBL strives to develop **student agency**, the internal sense that individuals can achieve their goals.

More details on the individual components of HQPBL are discussed below.

Processes

Sustained Inquiry. High Quality Project Based Learning defines inquiry as a disciplined process of asking questions and gathering data necessary to achieve project goals. Through inquiry, the act of seeking information becomes the foundation of meaningful learning.[2] Students confront problems and difficult tasks through an iterative approach of making meaning out of the information they have collected and determining if they have answered their questions or need to ask new ones. In contrast to "hands-on activities," it is the project itself, carefully planned by the instructor (and at times, by the learners themselves) that structures student inquiry and guides learning activities toward project culmination.

The presence of inquiry, however, is not a sufficient marker of High Quality Project Based Learning. Inquiry must be *sustained*. By extending the project timeline, learners have the opportunity to grapple with significant conceptual and practical issues, and persevere in a productive struggle to achieve project goals.[3] Project teams go through developmental phases as well as emotional ups and downs. Learning the collaborative skills necessary to contribute to an ongoing team may take time. Finally, if students are to develop the self-management and project-management skills that will be useful in college, career, and life, then they must be able to manage themselves and others over the course of weeks, rather than days. High Quality Project Based Learning provides opportunities for sustained inquiry over multiple working sessions.

Project Management. HQPBL projects are not simply launched and allowed to unfold, with students working on their own, without a process for completing tasks. That would be a recipe for unfocused drift, wasted time, and frustration for students and teachers. In HQPBL, projects are managed. Not just teachers but also students take on the role of project managers, to the extent appropriate for their age and experience.

Teachers and students in PBL use project management[4] practices when designing a project; setting learning goals; organizing and accomplishing tasks; setting checkpoints and deadlines, monitoring progress and testing ideas; reflecting on what is being learned; and wrapping up the project by sharing products publicly and assessing the results.

Instruction and Facilitation. Although Project Based Learning rightly emphasizes the key role of the learner, the importance of the teacher is often neglected. HQPBL explicitly addresses the central role of the teacher, and the prominence of traditional instructional practices as productive project activities. In addition to reading, writing, math, science, and other relevant academic subject content, many – if not most – projects require learners to develop specific skills. Some are practical (e.g., designing a survey, conducting an interview, using a measuring instrument, drawing a plan to scale), others are more conceptual (evaluating the reliability of a website, summarizing raw data using statistics, making suggestions for improving written work). Projects also often require students to develop new background knowledge (understanding the difference between federalism and states' rights, supply and demand, persona and author) to be completed successfully. There are different strategies students can use to develop these skills and knowledge, and it is part of effective teaching to determine when it is most appropriate for learners to master these on their own or to receive targeted instruction or scaffolding through lectures, practice exercises, selected readings or videos, and the like.

In High Quality Project Based Learning, the teacher also acts as a facilitator and coach, enabling students to work productively and providing emotional support and encouragement. As the project unfolds, teachers learn about students as individuals and show their respect for students' individuality and preferences. Teachers share students' accomplishments and listen to their frustrations as informed "guides on the side" who engage with students to advance thinking, working, and learning.

Reflection. In High Quality Project Based Learning, both learners and teachers need to reflect throughout the project on the effectiveness of their inquiry and project activities, the quality of work completed, and the obstacles to be confronted and overcome. HQPBL aims to prepare learners who, when confronted with a new problem, size it up and reflect on whether they've seen this type of problem before, and whether they've already developed knowledge and strategies they can use to address it.

When reflection is applied to one's own thinking processes (e.g., thinking about one's thinking), psychologists refer to it as metacognition. Cast outward, it enables students to progress thoughtfully through project tasks and modify their behavior as needed. This is often known as "self-regulation".[5] Cast inward, it provides awareness of the learning and problem-solving strategies they are using, and enables students to better understand and modify these strategies.

Products

Applied Learning. High Quality Project Based Learning is different from traditional instruction in that it emphasizes the active application of learning rather than the static acquisition of content. Project products provide opportunities for learners to demonstrate what they have learned, as well as what they can accomplish with these knowledge and skills. By testing new knowledge and skills through application, nuance is revealed, and knowledge and skills are deepened. These become more memorable and consequently, more accessible in the future.[6] The application process also enables learners to understand very concretely the worth of what they are learning, and how such knowledge and skills are used in the world outside of school.

Public. PBL provides the opportunity for students to create a product and share it with an audience beyond the classroom, when students display and describe their products in an exhibition, at a community meeting or other real-world setting, or online. This has several positive consequences. First, the products that result from a project are perceived as more real (i.e., authentic) and consequential than schoolwork that is only graded by the teacher and returned to students' notebooks. Since students tend to care more about work that will be made public and taken seriously by others, students are encouraged to do their best. Making project work public ups the stakes for both students and teachers.

By creating a product, students make what they have learned tangible and thus, when shared publicly, discussible. Instead of only being a private exchange between an individual student and teacher, the social dimension of learning becomes more important. This has an impact on classroom and school culture, helping create a "learning community," where students and teachers discuss what is being learned, how it is learned, what are acceptable standards of performance, and how student performance can be made better.

Balanced Assessment. Assessment in HQPBL includes many of the practices found in traditional instruction, but it requires instructors to go beyond the assignments, quizzes, tests, and other tools with which they might be most familiar. Balanced assessment[7] emphasizes the need for both *formative assessment*—used to inform the learner and teacher about progress toward a learning goal—and *summative assessment*—used to make a judgment about what has been learned. Both are important in HQPBL.

Summative assessment in HQPBL, like formative, is a combination of traditional and, for many teachers, new practices. In a traditional curriculum unit, for example, a teacher might give a test or ask students to write an essay to determine whether they have learned what the teacher intended. In a project, those tools might still have a place—especially to assess content knowledge and conceptual understanding—but so does a final evaluation of a team-created product and of students' ability to employ critical thinking/problem solving, collaboration, and project management skills.

In addition to formative and summative assessment, other kinds of "balance" apply in HQPBL. A project should include self-assessment, in which students use evidence and reflection to evaluate their own progress and achievements. Peer assessment plays a role in evaluating the quality of a piece of work or one's participation as a member of a team. In addition to assessing individual work, teachers in a project-based classroom might need to assess the work done as a group. Because a project requires students not only to gain knowledge but to apply it, traditional measures of knowledge gained must be balanced with performance assessment.

Principles

Equity. Educational equity means that each child receives what he or she needs to develop to his or her full academic and social potential.[8] High Quality Project Based

Learning is essential for a complete and effective education; therefore, in order to promote equity, each child (or learner) should have access to it. HQPBL should not be reserved only for students who are high-achieving (or low-achieving), or who gain access to it only in special programs or special schools, or by chance enrollment in a particular teacher's class. All students benefit from acquiring the deeper learning and success skills that can be taught so effectively by HQPBL.

HQPBL promotes equity by holding all students to the same high expectations for project products, an ethic that is reinforced by shared norms and accountability. Moreover, it fosters an equitable environment when students' interests, cultures, and identities are valued to inform the issues and problems projects focus on—and when students' unique gifts and talents are recognized and leveraged to improve project work.

A great project has a powerful effect on students that can help them reach their potential, and can even be transformative for young people. This is especially important for students farthest from educational opportunity. A project that makes a real-world impact can give students a sense of agency and purpose; they see that they can make a difference in their community and the world beyond it. An authentic project provides opportunities, for students who might not otherwise be exposed to them, to visit real-world settings, interact with professionals in the workplace, and develop a passion or career interest.

Authenticity. PBL educators know that authenticity enhances students' engagement in projects. Authenticity not only increases motivation, but it can also increase achievement.[9] Authenticity is a complex concept, but it's generally synonymous with making a learning experience as "real" as possible. Teachers and students can make projects authentic in multiple ways, and in varying degrees.

First, projects can have an actual *impact* on the world, as when students make a presentation to the school board proposing the redesign of a school playground, write books and create a tutoring program for younger readers, design and sell note cards picturing native animals to raise money for a local wildlife sanctuary, or conduct research projects and submit data that will be used by scientists to better understand climate change. Second, the *context* of a project can be a simulation or reflection of what happens in the world outside of school, even if students are not actually working in the real world—for example when elementary students design and create their own restaurant menus in a project, or when high school students act as advisors to the president on economic or social policies. Third, the *tasks, tools, processes, and performance standards* that students use make a project authentic when those things reflect what people do in the world outside school or the workplace. For example, students in some PBL projects today follow the process of "design thinking" used by professionals who design products and services. Finally, projects can have a *personal* authenticity because they speak to students' personal concerns, interests, or issues in their lives, or because they engage the needs, values, language, and cultural practices of students' communities.

Student Agency. Student agency is synonymous with experiencing control, autonomy, and power. It is exercised when students make decisions that affect their learning, including the way in which they learn, what they learn, and the pace at which they learn. Higher levels of student agency are associated with greater engagement and commitment to the learning process.[10] Students vary in their readiness to take on certain responsibilities and challenges, and teachers must determine how much autonomy is appropriate for each student. As a principle of High Quality Project Based Learning, however, the general goal is to help students reach the highest level of student agency they are capable of achieving. With a sense of agency, students are more likely to welcome and address new challenges, including issues in their own lives and communities.

An aspect of agency is holding a growth mindset, in which students' skills, knowledge, and interests can be developed through hard work, support and guidance, and effort. Students with a growth mindset build confidence, rebound from setbacks, and are willing to put in the time and effort it takes to make projects successful.

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Making Mastery Work

A Close-Up View of Competency Education

Executive Summary

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About The Nellie Mae Education Foundation

The Nellie Mae Education Foundation is the largest charitable organization in New England that focuses exclusively on education. The Foundation supports the promotion and integration of student-centered approaches to learning at the middle and high school levels across New England. To elevate student-centered approaches, the Foundation utilizes a strategy that focuses on: developing and enhancing models of practice; reshaping education policies; increasing the body of evidenced-based knowledge about student-centered approaches and increasing public understanding and demand for high-quality educational experiences. The Foundation's initiative and strategy areas are: District Level Systems Change; State Level Systems Change; Research and Development; and Public Understanding. Since 1998, the Foundation has distributed over $110 million in grants.

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Executive Summary

The traditional system of moving students ahead to the next grade level after nine months of school seems less relevant each year. This is a reason for the growing appeal of competency-based learning, or competency education.

Schools face unprecedented pressure to close achievement gaps and prepare all students for college or careers. The needs of the global economy, the demands of No Child Left Behind, and the requirements of the Common Core State Standards—combined with persistent educational disparities by race and class—cry out for a fundamentally new approach to K–12 education. Teachers are grappling with the need to reach each student with instruction that is more individualized than at any other time in our history. The traditional system of moving students ahead to the next grade level after nine months of school seems less relevant each year. This is a reason for the growing appeal of competency-based learning, or competency education. Today's graduates must be able to apply skills and knowledge in order to succeed in college or land a job, climb a career ladder, and earn a family-supporting income. While just going through the motions of school, getting by with "C" and "D" grades, was never optimum, it is now more than ever a dead-end for students and society as a whole. These are some of the reasons for the growing appeal of competency-based learning, or competency education, in which students progress at their own pace, based on what they can show that they know.

The idea of moving to a system built on demonstration of mastery, rather than a required amount of time in a classroom, is drawing renewed interest from educators and policy makers alike. Competency education is rooted in the notion that education is about mastering a set of skills and knowledge, not just moving through a curriculum. In competency education, students keep working on specific skills or knowledge until they can demonstrate their understanding and ability to apply them; they then move to the next material while continuing to use what they have already learned. Students cannot advance simply by showing up to class on a sufficient number of days and earning a grade just above failing. Instead they must meet standards (also known as competencies, performance objectives, or learning targets) at a pre-determined level of proficiency.

SNAPSHOT: The Project and The Schools

With support from the Bill & Melinda Gates Foundation and the Nellie Mae Education Foundation, the Proficiency-Based Pathways Project awarded grants in March 2011 to seven projects representing a range of competency education models. Two organizations were intermediaries working with more than one school, allowing a total of 11 schools to be studied.

All are small public high schools, with fewer than 600 students. They are located in rural, suburban, and urban areas, including inner-city neighborhoods of Boston and Providence. The schools are listed, with the particular focus of each, in the table below:

Schools	Focus
Big Picture Rochester in Rochester, Vt. and **Big Picture Depot Campus** in Storrs-Mansfield, Conn.	A high school model based on a highly personalized approach to learning. Known for its full-time advisory structure and careful blending of school, workplace, and community-based learning activities.
Boston Day and Evening Academy in Boston, Mass.	An alternative public charter high school serving overage Boston students; fully based on competency education. Well known in region for work on developing a competency education assessment system.
Casco Bay High School in Portland, Maine. (Supported by the Expeditionary Learning Network.)	A high school of choice for 275 Portland students, now in its seventh year, in which Learning Expeditions (in-depth projects) drive instruction.
Champion High School in Brockton, Mass.; **Charlestown High School** in Charlestown, Mass., and **E-Cubed Academy** in Providence, R.I. (Supported by Diploma Plus.)	A national alternative high school/program network designed specifically for struggling students from urban settings, typically overage and under-credited. Longtime leader in competency education-friendly technology systems.
Gray-New Gloucester High School in Gray-New Gloucester (MSAD15), Maine.	The district has been implementing competency education for over four years at the elementary and middle school levels. It is now being piloted at the high school level.
Medical Professions and Teacher Preparation Academy in Hartford, Conn. (Supported by the National Center on Education and the Economy and Capitol Region Education Council)	A dual-themed magnet school serving a diverse group of formerly struggling grade 6–10 students drawn from Hartford and surrounding areas.
Vergennes Union High School in Vergennes, Vt.	A rural grade 7–12 regional school serving 600 students. The middle school uses expeditions and exhibitions to frame student learning. The high school is creating a competency education program, building on the middle school's foundation.

In contrast to the traditional model of advancing at the end of a unit or course, students move ahead as soon as they are ready, at any point during the year. Supporters say this far more effectively promotes learning and increases achievement. It does so by allowing students to proceed at their own pace in every subject and enabling teachers to respond to individual needs, interests, and challenges in every class.

While competency-based principles have a history in vocational education, a growing number of typical high schools now are adopting competency-based programs. As is typical of any emerging field, a wide array of approaches is currently underway. This report focuses on the experiences of students, teachers, and administrators in a select, but varied, group of schools that are ahead of the curve in implementing competency education (sometimes called proficiency-based pathways).

A team of researchers spent a year and a half examining 11 high schools in New England that already had started this work and wanted to expand their efforts. (See SNAPSHOT: The Project and The Schools.) The authors provide a window into state-of-the-art strategies in New England and across the country. The report documents each school's experiences, highlighting the key components, benefits, and challenges of the work already done and the work left to do.

Key conclusions from this project include:

- Competency-based approaches have two distinguishing characteristics: 1) a clear, measurable definition of mastery, along with procedures and tools for tracking that mastery and 2) the flexible use of time.
- Many students find competency education more motivating and engaging than traditional approaches. The chance to progress at one's own pace is particularly important to struggling students.
- Time-based policies and systems from schedules to contracts to credit systems—at both the district and state level often pose challenges for those implementing competency-based designs. But educators are finding ways to create flexibility, often starting within familiar structures but looking for strategies to support more individualized pacing.
- There is no single blueprint or well-established menu of instructional products geared for competency education initiatives, so teachers often face the benefits and the drawbacks of designing their curriculum and instruction from scratch.
- The biggest logistical challenge to creating competency-based initiatives is the lack of high-quality data and technological tools to assess and monitor student progress that are tailored to each initiative's specific approach.
- The expansion of competency education is likely to benefit from a number of new favorable conditions.

What is Competency Education?

Competency-based programs can and do differ from each other in many respects, from the student populations they serve to the pedagogy they practice. However, two features distinguish competency education from other approaches: 1) A clear definition of mastery, along with systems for tracking student advancement; and 2) A commitment to flexible uses of time and individualized pacing.

In these fundamental ways, competency education challenges the traditional structure of the American school system. For more than a century, U.S. schools have relied on the concept of the "Carnegie Unit," or "credit," to determine student progress. Course credit is awarded for meeting "seat-time" requirements and earning a passing grade of "D" or higher. Students graduate upon completion of a mandated number of hours in a required set of courses aligned with state

SNAPSHOT: Key Characteristics of Competency Education

1 Students progress at own pace

- Transparent system for tracking and reporting progress
- Flexible, learner-centric use of time, often beyond standard school day and year
- Explicit methods for providing additional support or opportunities for learning

2 Graduation upon demonstration of mastery of a comprehensive list of competencies

- Courses designed around set of competencies aligned with Common Core State Standards
- "Credit" awarded upon mastery of competencies associated with course or smaller module, based on summative assessments
- Transparent system for tracking and reporting progress

3 Teachers skilled at facilitating differentiated learning environments

- Frequent formative assessments provide real-time feedback to students and teachers on progress toward competencies and help guide instruction
- Development of robust approaches to supporting students as they move through competencies, especially those who progress slowly

standards and, soon, the Common Core State Standards. Annual school calendars and daily schedules revolve around this basic idea.

In competency-based schools, by contrast, students graduate after they are able to demonstrate mastery of a comprehensive list of competencies that are aligned with state standards and/or the Common Core State Standards. Some schools offer multiple opportunities to enroll or graduate each year. Course "credit" is granted for mastering the competencies, or smaller learning targets, associated with a course. Summative assessments are aligned with competencies and may be taken whenever a student is ready to demonstrate mastery. (See SNAPSHOT: Key Characteristics of Competency Education.)

It is important to note that, in practice, competency education models can be understood as existing on a continuum. While the philosophical ideal may be for every student to advance based solely on mastery, not all schools adopting competency-based learning principles do this. Some value group learning and a sense of classroom community as much as purely individualized progression. Schools with different populations, policies, and student needs lead to distinct versions of competency education. However, all of the schools in this project are looking at mastery approaches and considering the benefits for their particular initiatives.

Motivating a Wide Range of Students

One goal of a competency-driven program is to provide an educational model that can spark interest in learning and inspire a wide range of students to reach their potential. In conversations with students at competency-based high schools, the young people were passionate, articulate advocates for their schools.

Students explained that they are engaged and motivated by competency education for a few, clear reasons: They know exactly what is expected of them, and yet exercise a great deal of control over their own learning. The freedom to set one's own pace and focus on learning gaps is particularly important for students who struggled in previous settings. At schools with highly flexible schedules, the ability to decide when and where to learn can contribute to students' commitment to do their best.

For example, **Boston Day and Evening Academy,** an alternative school for under-credited and over-age students, is designed to provide students with maximum flexibility as they set their course to graduation. Each student has a variety of options for working on learning targets—traditional coursework, online classes, independent studies—and most experiment with different paths and schedules until they find the combination that meets their needs.

The self-pacing allows students to start where they are. This has helped 19-year-old "Luis" to thrive. Taking day and evening courses, he has moved quickly through benchmarks, "testing out" of several classes. "Monique," who has learning disabilities, has been moving much more slowly, particularly in math. However, while retaking several math modules, she can continue meeting learning targets in other subjects.

SNAPSHOT: Learning How to Self-pace

Enabling each student to learn at a comfortable, yet challenging pace is essential to competency education. But it is not easy for everyone to figure out this balance. Some students find the freedom inherent in competency-based programs to be overwhelming at first. The need to self-regulate can pose a challenge to young people who never learned these skills. Several schools have established clear "Habits of Work"—to help guide students in using their time effectively and understanding what accountability looks like in the professional world.

Schools with more traditional populations stirred similar enthusiasm. At **Vergennes Union High School,** 10th graders described a great sense of pride and accomplishment that they always have time to produce work at the highest level possible. Rather than feeling stressed and then forced to stop by arbitrary deadlines, they persist at tasks until they feel they have done their best work.

Casco Bay High School students, who use an Expeditionary Learning framework, which focuses on community-based learning and "authentic" real-world experiences, are particularly excited about their "intensives." Twice a year, students complete a week-long intensive study of a single subject and then present their work to classmates in a public "exhibition." The topics are as varied as student passions and are shaped by student learning needs. Last year, one performing arts group wrote songs and performed them in their band. Another group learned about textiles, undertaking sewing, knitting, and other hand-work projects. The presentations were humorous, compelling, and connected to the real world, and emphasized the school's commitment to sharing learning experiences. The students were confident and fully engaged.

At Casco Bay, as in the other schools discussed here, students have authentic opportunities to lead, make decisions, manage their own learning, and facilitate the learning of others. The words and actions of these students reveal that competency education is not just a theory promulgated by adults, but a powerful factor in student experience, one in which they are deeply invested and engaged.

Finding Flexibility in Traditional Schedules

All of the schools have wrestled with the relationship between time and learning. Some reorganize the school year and school day. Despite their many differences from traditional schools, most competency-based programs actually work within the familiar constructs of daily bell schedules and two or three terms per year. The rigidity of district, state

Table 1: What Distinguishes Competency Education?

Competency Education	Traditional Education
Students graduate after they are able to demonstrate mastery of a comprehensive list of competencies (also broken down into learning targets or benchmarks).	Students graduate upon completion of a mandated number of hours in a required set of courses.
Courses are designed around a set of competencies or learning targets that are aligned with state standards and the National Common Core Standards.	Courses are designed to align with state standards and the National Common Core Standards.
Course "credit" is received by mastering the competencies associated with the course or a smaller module.	Course credit is received by meeting seat-time requirements.
Each competency is assessed on a rating scale (such as letter grades, or terms such as "Highly Competent," "Competent" and "Not Yet", or "Exceed", "Meets" or "Doesn't Yet Meet" the standard). Where effort or work habits are reported, they are typically maintained as a separate grade.	Course completion is assessed with a culminating grade composed of weighted averages of completed assignments (such as tests, homework, quizzes, labs), "effort" (organization, preparedness, and "attitude" are typically included in this component) and timeliness (students are typically penalized for turning in work late, arriving to class late, or missing school).
Students progress at their own pace.	Students complete coursework together.
Students are placed in courses based on the data mined from diagnostic assessments.	Students are placed in courses based on their age, grade-level and/or prior performance.
Assessments are aligned with competencies, and may be taken whenever a student is ready to demonstrate mastery.	Assessments are aligned with course calendars, and are taken when units of study are complete.

*Adapted from Boston Day and Evening Academy REAL Institute handout, 2011. *

and federal regulations on the subject, combined with the conventional wisdom that "this is how it's always been done," make it difficult to make major structural changes. However, educators at each site have figured out creative ways to use time flexibly within broader constraints.

Big Picture Learning, which provides a fully personalized program under the mission "the education of a nation, one student at a time," has developed the most flexible schedules of the schools studied. The model evolved from the belief that students learn best when they are learning about phenomena that intrigue them, and that what intrigues them should be explored where—and when—it occurs. Each student's daily schedule is unique, designed with support from a faculty Advisor, and includes out-of-school internships, independent studies, support from out-of-school mentors, and projects. The yearly school calendar also is unique, with time reserved for quarterly student exhibitions in front of a public audience in order to demonstrate mastery of learning targets.

Each grade at Casco Bay has extended block periods daily to make it possible for students to do fieldwork for expeditions (long-term, in-depth studies of a single topic that explore vital guiding

SNAPSHOT: Instant Performance Tracking

Diploma Plus has made a large investment in developing a customized learning management system. It is designed to provide both students and teachers with up-to-the-moment data about student progress on competencies: each time a teacher posts an activity or project for students, she also identifies the DP competencies that are embedded in the task. Then, as students complete work, teachers assess student mastery of each competency. Students can log on at any time to see which tasks are complete, which targets have been met, and even, what the data trends are in their mastery of each target.

questions) and other outside-the-classroom learning. The calendar is unique, organized around two or more annual expeditions that each last four to eight weeks, in addition to the twice-yearly "intensives." There is also a Mud Season School in March and a Summer School in July for students who have not successfully completed coursework to work on specific learning targets.

Staff at **Medical Professions and Teacher Preparation Academy,** which has a relatively traditional schedule, are struggling to find flexibility. They have set up structures like a daily "X" block and Saturday school for students who need extra instruction to master difficult material. They also are planning a summer component. However, the principal talks openly about the difficulty of breaking away from time-based student progression.

Designing Curriculum and Instruction From Scratch

In competency education schools and programs, administrators and teachers find themselves continually retooling both their curriculum and their practice, as they not only face the issues all teachers face, but also attempt to accommodate the specific learning needs of their students and the demands of competency education. There is no single blueprint for competency education initiatives, so it is virtually impossible to find a published curriculum that fits any individual program's often customized design needs. Rather than buying textbooks or "off-the-shelf" online courses, some teachers are designing their curriculum from scratch while others are building on existing materials. The benefit of a homemade approach is that curriculum can be customized to meet the needs of each classroom, teacher, and student. The drawback is that it requires a tremendous amount of work, especially for those committed to continuously reflecting on and improving the curricular designs.

At Boston Day and Evening Academy and Diploma Plus, teachers must develop the curriculum themselves, because it grows out of the need for self pacing and meeting the wide range of academic levels from third-grade to grade 11 or 12.

At **Expeditionary Learning** and Big Picture Learning, there is a long mission-driven tradition of teacher-created curriculum, evolving out of the specific interests of the students and the resources available in the community. But even these intermediaries with years of experience recognize their inherent limitations. Most notably, not all great teachers are great curriculum designers; the jobs require different skill sets.

Despite many variations, two things characterize successful competency-based classrooms. First, teachers explicitly teach students what the learning targets mean and provide examples of mastery. Second, teachers develop extensive formative assessment practices that they use frequently—sometimes multiple times a day—to measure each student's progress.

Assessing Mastery and Monitoring Progress

There are many logistical challenges to implementing competency-based programs. The biggest appears to be the lack of tools to assess and monitor student progress, especially anything tailored to a particular initiative's needs.

Medical Professions and Teacher Preparation Academy adopted an existing mastery framework, the Cambridge International Examinations system, as part of 21 pilot schools participating in Excellence for All. Students must meet or exceed qualification scores on a series of end-of-course exams in ELA, math, science, history, and the arts.

However, at most schools in this project, staff have invested many hours defining and refining their mastery system and building assessment and data systems from scratch, just as with their curriculum. They have created learning targets, performance-based assessment rubrics, and database applications to track progress and report to students.

Meanwhile, Big Picture Learning is just starting its efforts to introduce common proficiency-based assessments at all of its sites that will validate the quality and rigor of the work BPL students do, not just in class, but in internships, community projects, and other domains.

While competency education can be managed effectively in low-tech ways, school leaders and staff are eager for database systems to support their work. When each student is mastering competencies at their own pace, and often pursuing different pathways toward that goal, data can easily become overwhelming as teachers try to track where every student stands on each learning target. Furthermore, most schools have a commitment to ensuring that the information is transparent—available to students as well as school administrators and parents.

Some of the schools use "low-tech" methods such as wall charts, stickers, and students initialing their progress on standards, while others have developed customized database software. Competency education schools are hopeful that fast-paced improvements in technology to assess, track, communicate with other systems such as district software, and even suggest activities and curriculum modules, means that high quality solutions may not be very far away.

Coming to a School Near You?

Competency education is evolving across New England and the United States. While few models have reached maturity, educators and policy makers have much to learn from the work schools have begun. The expansion of competency-based programs is also likely to benefit from a number of new favorable conditions.

Experienced educators and intermediary organizations are providing a variety of essential training and support to newcomers to the field. The Quality Performance Assessment Initiative, for example, trains practitioners in designing Common Core-aligned, valid, performance assessments. Boston Day and Evening Academy has launched the Responsive Education Alternatives Lab, the only intermediary exclusively devoted to supporting the development of competency-based models.

The establishment of friendly policies at the federal, state, and district levels is making it possible to develop coherent competency-based programs. Thirty-six states have adopted policies that allow districts or schools to "provide credits based on students' proficiency in a subject," opting out of seat-time requirements. The adoption of the Common Core State Standards by almost every state will encourage consistency in developing competencies that are grounded in high quality college-readiness standards, and the assessment systems being developed by multi-state consortia will support the need to measure the kinds of complex knowledge and skills embedded in many competencies. It is easy to foresee that technological innovation, much of it already underway, eventually will lead to curriculum, data systems, and assessments designed around competencies, rather than class time.

Competency education has a long history, but its widespread adoption is far from certain. As personalization occurs in every aspect of modern life, it will no doubt permeate education more fully, and the idea that every student should learn at the same pace may seem as old-fashioned as typewriters do today. In the meantime, we can learn a great deal from the pioneers of competency education, including the 11 schools highlighted in this report.

1250 Hancock Street, Suite 205N | Quincy, MA 02169 | Phone: (781) 348-4200

nmefoundation.org

This project was supported by the Bill & Melinda Gates Foundation

Oakland and Me: A Human-Centered Storytelling and Design Project

Project Overview

"Oakland and Me" is an interdisciplinary project that all students will tackle in Phase I of their Latitude experience. Designed to develop strong skills in critical reading, nonfiction writing, and historical research, as well as facility with multimedia production, computer programming, and cutting edge fabrication technologies, this project will help students develop the foundational skills they need to pursue more independent projects in later phases of Latitude.

In their Humanities Studio, students will step into the shoes of professional journalists, historians, and anthropologists as they investigate local history and capture the untold stories of Oakland through writing and multimedia, including photography, audio, and video. Students will be organized into production teams, with each team investigating a different neighborhood of Oakland, conducting interviews with local historians, artists, entrepreneurs, activists, politicians, scientists, and residents. They will dig into the historical archives at the Oakland History Room and the Oakland Museum of California. They will learn from journalists and multimedia producers at KQED, as well as East Bay Yesterday, who will give critical feedback on early drafts of the students' work.

In their Design & Engineering Studio, students will develop the multimedia production skills needed to turn their research, their photography, their audio recordings, and their video footage into compelling multimedia stories. They will also learn to program drones to capture aerial footage of the neighborhoods they are studying. To curate the final stories, students will use a laser cutter and a CNC machine to design and engineer an interactive map of Oakland that they will program to display the digital media they create in Humanities. When an audience member clicks on a specific Geomarker featured on the map, they will be able to access the audio and video stories that the students produced. This "Oakland and Me" map installation, overlaid with multimedia stories, will be displayed at the Oakland Museum of California, where the final exhibition for the project will be held.

As part of their final exhibition, students will also lead a walking tour of the neighborhood they investigated, sharing the research they did into Oakland's unique history and the continued strengths and challenges of the community today.

While students work on producing their final products, they will also be digging into questions about why Oakland looks the way it does, in terms of the distribution of neighborhoods and demographics across the city. They will also explore the historical legacy of Oakland's local legends.

Essential Questions -

- How did historical redlining practices impact housing patterns in the city?
- What was the impact of the government's use of eminent domain to build the highways cutting apart neighborhoods inhabited primarily by Oaklanders of color?
- What impact did World War II have on the economy of Oakland, especially at the Port of Oakland?
- What is the legacy of the Black Panthers on the Oakland community today?

Project Deliverables and Assessment Points

Week	Humanities	Design and Engineering
1 & 2	• Nonfiction Piece-anatomy of a radio story (draft 1) • Nonfiction Piece-anatomy of a radio story (draft 2) • Field Journal with reflections of field research and homework responses to text-based prompts • Informal and formal discussion sessions • Socratic Seminar	• Photo essays showcasing a personal "Day in the Life" • Video interviews of students & Latitude staff, discussing their personal journeys • Field Journal with photos and reflections from field experiences
3 & 4	• Nonfiction Piece-anatomy of a radio story (draft 3) • Nonfiction Piece-anatomy of a radio story (final draft) • Field Journal with reflections of field research and homework responses to text-based prompts • Written response to excerpts from *Legendary Locals of Oakland* and *Black Against Empire: The History and Politics of the Black Panther Party*	• Graphic design & Photoshop: stylized self-portraits. • Web Design (HTML & CSS): Initial digital portfolios website templates • Field Journal with photos and reflections from field experiences
5 & 6	• Interview preparation and documentation • Ethnography cards • Photo narrative draft 1 • Annotated bibliography • Field Journal with reflections of field research and homework responses to text-based prompts • Written response to excerpts from *American Babylon: Race and the Struggle for Postwar Oakland*	• Group deliverable: short film / trailer introducing the Oakland & Me Project to the extended Latitude community • Aerial footage of Oakland captured via drones • Podcasts or Vimeo channel with collection of audio interviews • Field Journal with photos and reflections from field experiences
7 & 8	• Research proposal • Annotated bibliography • Photo narrative draft 2 • Field Journal with reflections of field research and homework responses to text-based prompts • Test on Oakland history 1945-2017	• Web design: Basic website with Oakland & Me project. • Digital fabrication: laser-cut and/or 3D printed representation of the Oakland & Memap. • Graphic design: digital representation of the same map on the new Oakland & Me website. • Field Journal with photos, videos, and reflections from field experiences
9 & 10	• Story pitch writing assignment • Story map and story board • Draft 1 of story transcript	• Field Journal documenting user needs and design process • Group deliverable: An interactive ("clickable") website,

Preparatio Field Work:

1. Introduction to Field Journals & Ethnography
2. Professional Interview Skills

Field Research Experiences:

1. Walking tour of East 14th Street Through the Eyes of a Local Historian, a Civil Engineer, an Economist, and a Landscape Architect

2. Studio Tour of KQED and In-Person Interview with "Bay Curious" reporters on surfacing strong research questions and methods of inquiry for journalists

Grounding Text: excerpts from Oakland: The Story of a City

Additional texts, differentiated by reading skills, on Urban Studies & Ethnography

Reading Focus: Skills, practices and routines that support close reading
Introduction to Socratic Seminars

Writing Focus: Nonfiction Writing - The Anatomy of a Radio Story. Students will deconstruct the structure of a journalistic narrative and analyze the narrative strategies used by the journalists who crafted the "Bay Curious" audio podcasts.

Latitude Competencies Targeted:
ELA: Conducting Research, Engaging in Text Based Discussions
History: Analyzing Historical Perspectives

Common Core Competencies (unbound ed curriculum)
RL. 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL. 9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ntroductory Activity: Redesigning the School Lunch

Multimedia & Design Focus:

- Students create photo essays showcasing a personal "Day in the Life"
- In pairs, students conduct, film, and edit video interviews of each other & Latitude staff, discussing their personal journeys

Model Analysis:

- Students view and analyze existing media featuring Oakland, including documentaries, photography, podcasts, written media, as well as virtual and augmented reality (VR & AR) experiences

Field Experiences:

1. Students visit multimedia-based museum exhibits and participate in "Escape Room" experiences to analyze multimedia-enhanced immersive learning experience models.

Media Literacy Competencies:
Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Creating Media

- Basic Photography
- Basic Videography

Design Competencies:

Navigate ambiguity

Introducti Chalk Talks, For A's Text Protocol Deepening work with Socratic Seminars **Writing Focus:** Nonfiction Writing - The Anatomy of a Radio Story. Students will deconstruct the structure of a journalistic narrative and analyze the narrative strategies used by the journalists who crafted the "Bay Curious" audio podcasts. **Latitude Competencies Targeted:** **ELA:** Conducting Research, Engaging in Text Based Discussions **History:** Analyzing Historical Perspectives **Anchor Writing Focus Competencies** Writing piece: 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, re ection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **Social Justice Standard** IDENTITY	ostering an Inclusive Computing Culture Building an inclusive and diverse computing culture requires strategies for incorporating perspectives from people of different genders, ethnicities, and abilities. Incorporating these perspectives involves understanding the personal, ethical, social, economic, and cultural contexts in which people operate. Considering the needs of diverse users during the design process is essential to producing inclusive computational products. Developing and Using Abstractions Abstractions are formed by identifying patterns and extracting common features from specific examples to create generalizations. Using generalized solutions and parts of solutions designed for broad reuse simplifies the development process by managing complexity. Creating Computational Artifacts The process of developing computational artifacts embraces both creative expression and the exploration of ideas to create prototypes and solve computational problems. Students create artifacts that are personally relevant or beneficial to their community and beyond. Computational artifacts can be created by combining and modifying existing artifacts or by developing new artifacts. Examples of computational artifacts include programs, simulations, visualizations, digital animations, robotic systems, and apps.

<table>
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<td>
Latitude Competencies Targeted
ELA: Conducting Research, Engaging in Text Based Discussions

History: Analyzing historical themes and trends. Understanding post-war United States history. Understanding geopolitical trends

Common Core Competencies
RI.9-10.1a Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).

RI. 9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Social Justice Standard
DIVERSITY
</td>
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.earn from others (People and Contexts): “This means empat g with and embracing diverse viewpoints , testing new ideas with others, and observing and learning from unfamiliar contexts.”

Synthesize information: “This is the ability to make sense of information and find insight and opportunity within.”

Communicate deliberately: “This is the ability to form, capture, and relate stories, ideas, concepts, reflections, and learnings to the appropriate audiences.”
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WEEKS 7 and 8:

Goal: Dig deeper into the history of Oakland since the turn of the 20th century. This is designed to help students explore specific research threads they are more interested in pursuing.

Preparation for Field Work:

The post-World War I urbanization of Oakland
Post-WWII changes in Oakland

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WEEKS 7 and 8: Digital Fabrication

Goal: Use digital creation and digital fabrication to start combining the Oakland & Me multimedia assets into a physical and digital artifact.

Preparation for Field Work:

Students use their initial website creation skills to put together a template website for the Oakland & Me Project
Students gain introduction to digital fabrication tools:

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sources oı subject, demonstrating understanding of the subject under investigation. W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. RI.9-10.1.a Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).	

Phase 3: Podcast Creation/ Sound Design and Production

Overview – The drafting, location writing, and the photography will take place during this phase of the project. Students will spend a great deal of time working through their scripts, documenting the evidence they captured and turning all of that material into a media package for various media channels it will be used for when published.

Humanities Studio & Workshop	Design & Engineering Studio
WEEKS 9 & 10: Story Pitch. Story Mapping and Writing Sound Design and Production (KQED) **Goal:** Learn how to pitch a radio story, and the various ways of producing media for that genre. **Preparation for Field Work:** • How to pitch a story • Storyboarding and interview preparation • Additional research for their topic	**WEEKS 9 & 10:** Wiring Things Up **Goal**: Use digital tools and programming to turn digital Oakland & Me map into an interactive ("clickable") website, where clicking on different "geomarkers" plays student-created audio or video related to that location. **Model Analysis:** • Studying students' favorite and go-to applications and websites to analyze for usability, aesthetic appeal, and functionality • Interview potential users of Oakland & Me website and map to map out key design requirements **Design & Engineering Focus**

Social Just tandard DIVERSITY	his is the ability to form, capture, and relate stories, ideas, cc pts, reflections, and learnings to the appropriate audiences. Design your Design Work This meta ability is about recognizing a project as a design problem and then deciding on the people, tools, techniques, and processes needed to tackle it.
WEEKS 11 & 12: Recording and Refinement **Goal:** Begin to develop the skills necessary to produce a high quality new story and audio package. **Preparation for Field Work:** • Reviewing this American Life and other podcast examples • Speaking and performance tutorials **Field Research Experiences:** • Speaking exercises led by Gritty City Youth Repertory Theater **Grounding Text:** Excerpts from *Acting One* by Robert Cohen **Writing Focus:** Refinement for scriptwriting **Oracy and Performance Focus** Integrate multiple sources of information presented in diverse media format **Latitude Competencies Targeted** **ELA:** Oracy- Recording high quality audio for a podcast **History:** Research to build present knowledge. Production and distribution of writing. RI.9-10.1a Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**WEEKS 11 & 12: Wiring Things Up, Part 2** **Goal**: Use digital tools and programming skills to connect the audio and video Oakland & Me assets to the physical and digital maps of Oakland. **Model Analysis:** • Studying students' favorite and go-to applications and websites to analyze for usability, aesthetic appeal, and functionality • Interview potential users of Oakland & Me website and map to map out key design requirements **Design & Engineering Focus** • Building interactive hardware: Introduction to Arduino • Internet of Things: How the future (and present) consists of interconnected everyday devices **Group Deliverables:** Students turn physical Oakland & Me map into an ***interactive physical device***, where **pressing** different "geomarkers" plays student-created audio or video related to that location. **Computing Competencies** Recognizing and Defining Computational Problems The ability to recognize appropriate and worthwhile opportunities to apply computation is a skill that develops over time and is central to computing. Solving a problem with a computational approach requires defining the problem, breaking it down into parts, and evaluating each part to determine whether a computational solution is appropriate. Collaborating Around Computing

Phase 4: Exhibition Preparation

Overview- During this final phase of the project, students will prepare the location for their exhibition. Exhibitions of learning are a powerful way for students to engage with an authentic audience for their work. Students will have the opportunity to study exhibition spaces in the community to learn how to create a semi-permanent installation at our school site. By working in groups, students will prepare the spaces (virtual and on-site) with the various multimedia packages they create for the project.

Weeks 13 & 14 Product Completion and Package Upload
Weeks 15 & 16 Audience Critique, Exhibition and Reflection

Goal: Prepare for exhibition of student learning and documenting the project to archive on project webpage as well as the students' individual digital portfolio.

Preparation for Field Work:

Depending on the final product deliverable that students are assigned to, they will have an opportunity to visit any of a number of locations:

Field Research Experiences:

Oakland Heritage Room
Oakland History Room
Pochino Press

Humanities Studio & Workshop	Design & Engineering Studio
Writing Focus Preparing copy for the various online and in-person exhibition spaces **Latitude Competencies Targeted** Web/blog writing Social media writing and photography Exhibition of learning oracy strands Reflection of learning W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	**Engineering and Design Focus** Prepare the physical and digital Oakland maps for exhibition and display. Resolve technical issues and craft a beautiful, friendly end-user experience. **Computing Competencies** Testing and Refining Computational Artifacts Testing and refinement is the deliberate and iterative process of improving a computational artifact. This process includes debugging (identifying and fixing errors) and comparing actual outcomes to intended outcomes. Students also respond to the changing needs and expectations of end users and improve the performance, reliability, usability, and accessibility of artifacts. Communicating About Computing Communication involves personal expression and exchanging ideas with

Work that matters

The teacher's guide to project-based learning

"This guide is an unusually thoughtful and valuable resource for teachers. It is distinguished by a powerful focus on the integrity and quality of projects – not just doing them, but doing them well."

RON BERGER
CHIEF PROGRAM OFFICER – EXPEDITIONARY LEARNING SCHOOLS

"There are always those adventurers in education who are wanting to push the frontiers of what is possible and are driven by a passionate belief in what schooling should and could be like. Here is a guide that can help and inspire others to try too. It is such people who have always found ways to unlock the future for many youngsters who would otherwise spend their lives realising only a fraction of their potential."

PROFESSOR TIM BRIGHOUSE
EX-CHIEF ADVISOR TO LONDON SCHOOLS

This guide has grown out of the partnership between the High Tech High schools in San Diego, California, and the Learning Futures project, in England.

High Tech High

High Tech High is a group of 11 public charter schools in San Diego. It is non-selective: applicants are chosen by lottery according to postcode, using an algorithm to ensure that the school populations mirror the demographics of San Diego County.

When High Tech High began in 2000, its founders decided that rather than focusing on a range of metrics and test scores, they would measure their success by how many of their graduates went on to university. Since then, 99% of High Tech High students have gone on to two-year colleges or universities. 35% of these are the first generation of their family to do so.

High Tech High has achieved this remarkable success by building the entire school culture around a carefully designed project-based curriculum.

For more information about High Tech High, visit: www.hightechhigh.org

Learning Futures

In 2008, the Paul Hamlyn Foundation (a charity) and the Innovation Unit (a social enterprise) launched the Learning Futures project in order to find ways to improve educational outcomes in secondary school by increasing young peoples' engagement in learning.

The project has worked with over 40 schools on developing innovative methods of teaching and learning aimed at increasing students' engagement in learning.

Learning Futures has found that well-designed project-based and enquiry-based learning gets young people engaged, and leads to positive learning outcomes. As a result of this finding, Learning Futures formed close links to High Tech High – this guide is one of the results of that relationship.

For more information about Learning Futures, visit: www.learningfutures.org

Work that matters

The teacher's guide to project-based learning

Words **Alec Patton**
Illustrations **Jeff Robin**

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Contents

How to use this guide

This guide is for teachers. It explains how to design and run projects for students that begin with an enquiry and end with a tangible, publicly exhibited product.

There are six main sections:

Section 1: Introduction
Explains what project-based learning is, and why more and more teachers are doing it.

Section 2: Inspiration
Shows the work that students created in five real life projects, with some information about how the projects worked.

Section 3: Foundations
Introduces the three keys to successful project-based learning: multiple drafts, critique, and exhibition.

Section 4: Execution
A guide to planning and running projects.

Section 5: Integration
Explains how to build a 'culture of excellence', which will encourage students to do great work of lasting value.

Section 6: Conculsion
The final section wraps it all up.

In the back of the guide you can find recommended further reading, advice on connecting with like-minded teachers around the world, examples of project documents, and protocols for critique.

In project-based learning, teachers design the curriculum, rather than just 'delivering it'. In that spirit, we hope you will treat this guide as a toolkit that you can draw on, rather than as a prescription.

Understanding the icons

This guide is marked with a set of icons that will help you find what you are looking for.

QUESTIONS: Questions, concerns, and anxieties from teachers about project-based learning

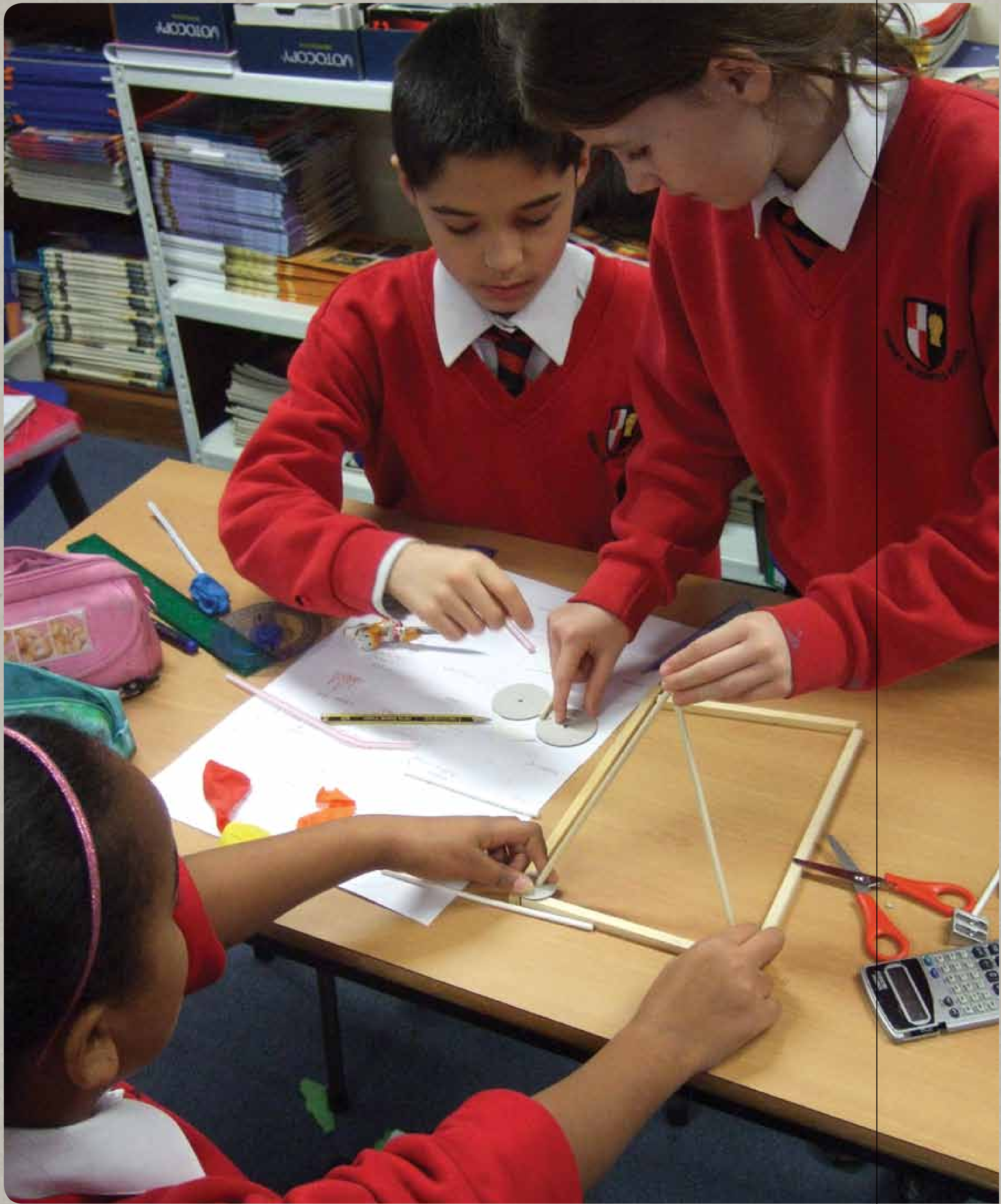
STORIES: Stories of project-based learning in schools

TIPS: Tips and strategies that other teachers have found useful

PROTOCOLS: Protocols for conducting workshops and activities

QUOTES: Comments from students and teachers

LEARN MORE: Where to find extra resources to learn more



SECTION 1

Introduction

Introduction

It's Saturday morning, and Cramlington Learning Village, in Northeast England, is buzzing with activity. In the courtyard, students stand proudly beside an enormous birdhouse that they built themselves, and submitted to the Guinness Book of World Records for consideration. In a tent nearby, more young people are performing music that they spent the week perfecting in impromptu gigs on the streets of Newcastle.

Inside, students offer samples of food cooked to recipes developed with help from professional chefs, using seasonal produce grown in the school's own garden. The students have tested and refined their recipes all week, until they reached a professional standard. They have also self-published a combined gardening guide and cookbook. Another group shows off their guide to birdwatching in the local area, complete with meticulously hand-drawn maps and pictures of local birds.

Today is Cramlington's annual Festival of Learning, and the school's halls are packed with students, parents, siblings, teachers, volunteers, local historians, musicians, amateur birdwatchers – all the people who have helped make the students' projects possible.

In one room, the audience climbs into a boat to experience a multimedia tour of the River Tyne's history. Another room is full of the picture books that students wrote, illustrated, and then read aloud to pupils in a local primary school.

The work on display today has not been specially-selected: the whole school is putting their accomplishments on show. Some students have produced work that exceeds everyone's expectations. Some are only now becoming conscious of the disparity between the quality of their work and that of their peers. Nobody is thinking about the marks they hope to receive – they are all worrying about how the audience will respond.

In preparation for today, students have been conducting research both online and throughout their town. They have produced draft after draft of their work, had it critiqued by their classmates, and refined it until it was ready for presentation. Their work with local people and local businesses has broadened their horizons at the same time that it deepened their understanding of the place they come from.

Teachers are no longer their students' primary sources of information. Instead, they are the designers of learning who created the conditions for the students to conduct their own enquiries, and advisers to whom learners can come as they create their product.

For both students and teachers, this is work that matters.

What project-based learning is, and why more and more teachers are using it

'Project-based learning' refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation.

It is related to enquiry-based learning (also known as inquiry-based learning), and problem-based learning. The distinctive feature of project-based learning is the publicly-exhibited output. We have chosen to focus on project-based learning because it incorporates enquiry, and because, in our experience, public exhibition is a tremendously powerful motivator for both students and staff.

The Recent Resurgence of Project-based Learning

Project-based learning isn't a new phenomenon – it was popular at the beginning of the 20th century (most notably championed by John Dewey) and again in the 1970s. During the 1970s, it picked up a bad reputation (in some circles) for being unstructured and lacking rigour.

However, since then there have been two key shifts that have reignited teachers' interest in project-based learning and helped it to shake off its stigma.

Firstly, and most obviously, digital technology makes it easier than ever before for students to conduct serious research, produce high-quality work, keep a record of the entire process, and share their creations with the world.

Secondly, we now know much more about how to do good, rigorous project-based learning, and we can evaluate its effectiveness. This guide draws upon a substantial (and growing) body of knowledge, bringing together tried-and-tested strategies and protocols that all teachers can use.

Today, teachers around the world are designing projects for their students because they ignite a shared passion for learning in both students and staff; they foster a wide range of skills (such as time management, collaboration, and problem solving) that students will need at college, university, and in the workplace; and they can be tailored to suit students with a wide range of abilities and learning needs.

In addition, teachers who are frustrated by narrow standardised tests are finding that students can acquire the curriculum content they need through projects, without letting the test dictate the curriculum.

This is a very exciting time to begin doing projects with your students – and this guide will give you everything you need to get started!

SECTION 2

Inspiration

The Blood Bank Project

The Blood Bank Project came about when the San Diego Blood Bank commissioned High Tech High students to create video installations for San Diego's JETT gallery, in order to educate the public about blood diseases and the importance of blood banking. The students also sold the work in order to raise money for the blood bank.

HIGH TECH HIGH, SAN DIEGO, CALIFORNIA

Designers:
Jeff Robin (art teacher) and Blair Hatch (biology and multimedia teacher)

Students:
50 students, 17–18 years old

Time:
15 weeks (15–20 hours per week)

Exhibition venue:
JETT Art Gallery, San Diego

Examples of content covered:
human anatomy, cellular biology, diseases and treatment, history of medicine, history of art, history of cinema, world religions

Working in pairs, students began the project by researching 'bloody' topics such as leukemia, sickle cell anemia, the role of blood in religion, and the difference between how blood responds to injuries in real life and in films. This entailed gaining a detailed understanding of blood on a chemical, anatomical, and cellular level.

The students produced an animated video illustrating the key information about their topic, and made a painting on plywood, which housed the video.

See more examples here (click on the paintings to watch the videos): bit.ly/xuH9Fm

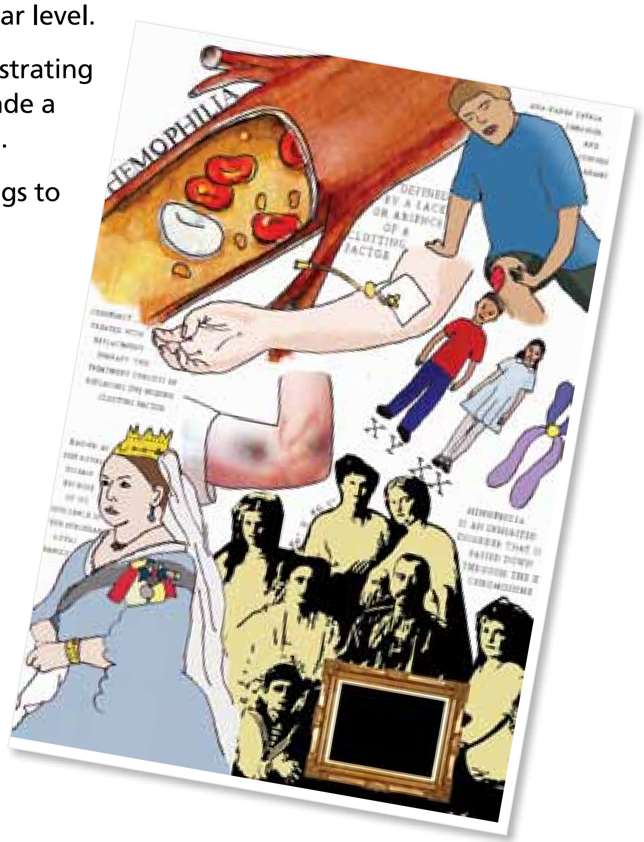


Image: Design Poster for 'Haemophilia', by Ana-Karen Zavala Zimmerer and Stephen Adams

Should the US government apologise for the 'genocide' of the Native Americans?

This project happens every year as part of a unit on the American West in preparation for national examinations.

COPLESTON HIGH SCHOOL IPSWICH, UNITED KINGDOM

Designer:
Neal Watkin (history teacher), with help from academics at University Campus Suffolk and University of East Anglia

Students:
Approximately 160 students each year, 14–15 years old

Time:
5 weeks (approximately 2 hours per week)

Exhibition venue:
Lecture Hall at local university

Examples of content covered:
overview of American West 1830–1900, nature of change on the plains, roles of US government and army in destruction of plains tribes

Students work in groups to create an answer to the big question 'Should the US Government apologise for the "genocide" of the Native Americans?' They work with local historians and learn from experts online in order to develop a thoroughly-researched, persuasive argument to be presented at a local university.

The first incarnation of this project involved creating imaginary emails to send to the American Embassy, but in recent years students have instead split into two 'teams' (for and against the US apologising) and travelled to a local university to publicly debate the issue with academics who hold the opposing view.

Photo: Copleston students have their work critiqued by a Holocaust survivor

Wild About Cramlington

Wild About Cramlington took place during 'sustainability week', when the regular timetable is suspended for five days so that students can pursue intensive projects.

Students worked with local birdwatchers and learned map-making techniques in order to make a guide to the wildlife in green spaces near the school (including a section about the school grounds).

Darren Mead, who designed this project, originally intended to use photographs in the guides, but after students started doing sketches, the group decided that it would be better to use drawings.

See the full 'Wild About Cramlington' guide here:
bit.ly/wIPiWA

CRAMLINGTON LEARNING VILLAGE
NORTHUMBERLAND,
UNITED KINGDOM

Designer:
Darren Mead (science teacher), with help from birdwatchers Phil Allott and Cain Scrimegour

Students:
28 students, 13–14 years old

Time:
1 week (working full time on the project)

Exhibition venue:
Whole-school exhibition day (on a Saturday)

Examples of content covered:
zoology, ecology, mapmaking, desktop publishing, nature drawing

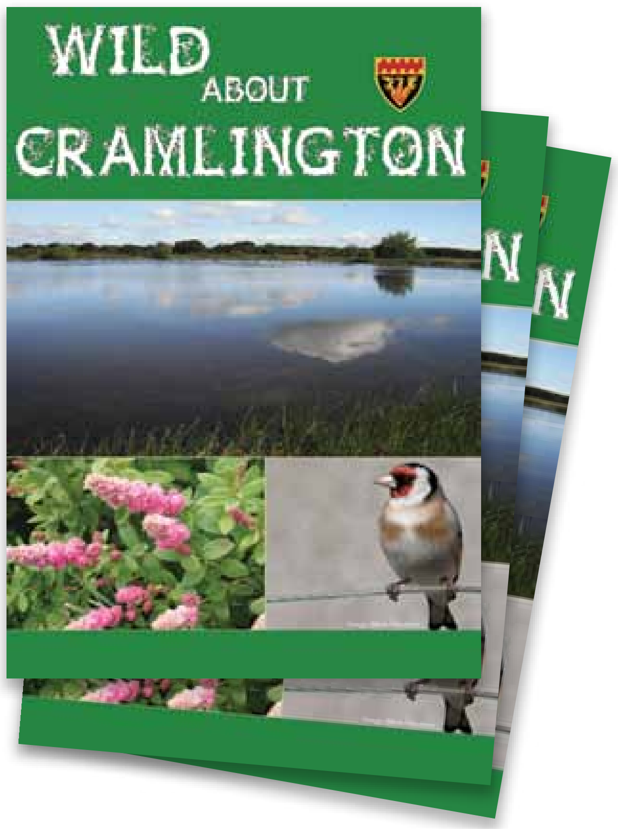


Image: 'Wild about Cramlington' guide

SECTION 2: INSPIRATION

Field guide to San Diego Bay

Students conducted an environmental assessment of the fauna along the intertidal zone of San Diego Bay, which included analysing species' abundance and diversity, and assessing human impact upon different sites within the Bay.

To provide a complete picture of their fieldwork, the students produced a Field Guide, which included scientific studies, creative writing, photographs, histories of human development, and maps of human impact on the bay.

Since the project was carried out in 2004, the students' research has been used by organizations including the City of San Diego and the State of California in order to evaluate the health of the Bay and seek solutions to improve its ecology.

Read more about this project here:
www.sdbayguide.com

HIGH TECH HIGH
SAN DIEGO, CALIFORNIA

Designer:
Jay Vavra (science teacher) and Tom Fehrenbacher (humanities and sociology teacher)

Students:
50 students, 16–17 years old

Time:
16 weeks (15–20 hours per week)

Exhibition venue:
book-signing events at the Scripps Institution of Oceanography, San Diego Natural History Museum, and San Diego Maritime Museum

Examples of content covered:
biology, US history, American literature, pre-calculus

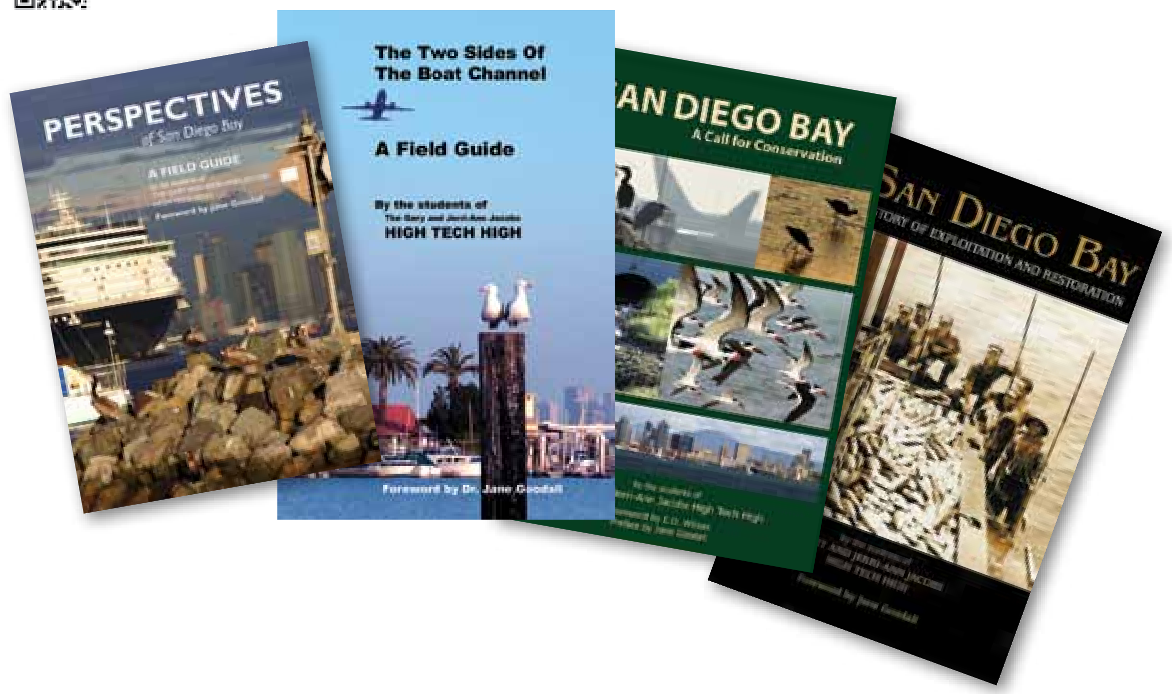


Image: Field Guides produced by students of High Tech High

Kindergarten tools

Each student in Kelly Flahive's kindergarten class became an expert in a carpentry tool of their choice, and produced a drawing and a written description of their tool for a book on tools produced by the class.

This project took place within an extended unit on tools, in which students interviewed adults from within and beyond the school about the tools that they used in their jobs, engaged in fieldwork research to interview workers about their tools, learned woodworking techniques, and designed, built, and painted their own wood sculptures. For the students, tools became a way of connecting to the adult world. The tools also gave them a way to understand their new school – by taking tours in which teachers, secretaries and janitors showed them the tools that they use in their work.

Read more about the project here: bit.ly/pb1NH0

ALICE B. BEAL ELEMENTARY MAGNET SCHOOL, SPRINGFIELD, MASSACHUSETTS

Designer:
Kelly Flahive (kindergarten teacher), with support from Expeditionary Learning

Students:
21 students, 5–6 years old

Time:
Three weeks

Exhibition venue:
School exhibition night

Examples of content covered:
descriptive writing, identifying and using titles and tables of contents, interviewing, critiquing, public speaking, identifying and drawing two-dimensional shapes, sorting and categorizing objects

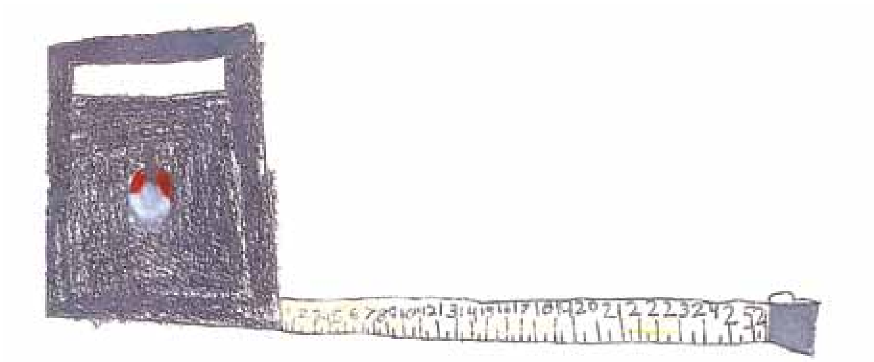


Image: 'Measuring Tape', by Breanna

SECTION 2: **INSPIRATION**

SECTION 3

Foundations

The three keys to successful projects: exhibition, multiple drafts, critique

The five projects in the previous section were done with different age groups, for different lengths of time, in different subjects – the ages range from five to eighteen, the lengths vary from one week to 15 weeks, and the subjects span the curriculum. But there are three components that all five projects share: they culminate in a public exhibition or presentation, they require students to produce multiple drafts, and they incorporate frequent peer critique. These are the three keys to a successful project.

If you're new to project-based learning, it's probably tempting to regard multiple drafts, peer critique, and public exhibition as 'advanced' project methods – stuff to move on to once you've got the basics right. But these are the basics.

Certain things can be jettisoned when you plan your first project – perhaps don't go off-site, keep it single-subject, and make it last less than a week. But if your students get a taste of multiple-draft working and peer critique early on, it will make a huge difference later, when you are doing big projects. Public exhibition will also have a big impact: it drives up the standards of student work, gets teachers talking to each other, and creates a sense of healthy competition between both teachers and students.

Even if you decide never to do big projects, these three 'keys' will have a huge impact on the culture, and particularly the work ethic, within your classroom – and your students will take this ethic with them when they leave at the end of the year.

This section will address each of these 'keys' in turn:

1. Exhibition
2. Multiple drafts
3. Critique

Because critique is the most complicated of the three keys, we've included a special section on how to do it (see page 28)

Key 1: Exhibition

When students know that the work they are creating in a project will be displayed publicly, this changes the nature of the project from the moment they start working – because they know they will need to literally 'stand by' their work, under scrutiny and questioning from family, friends, and total strangers.

This inspires a level of ambition and commitment much greater than is fuelled by the incentive of 'getting good marks'. In addition, students' families, as well as other people from the local community, get to see what is going on in the school, providing an opportunity to strengthen the relationship between the school and community.

You can read more about exhibition on page 66.

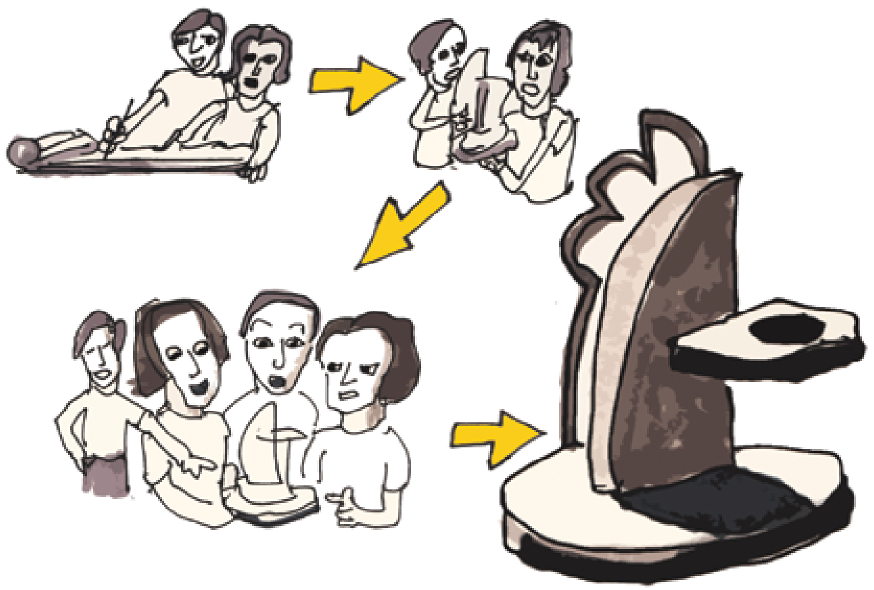
Key 2: Multiple drafts

Ron Berger, Chief Programme Officer at Expeditionary Learning, gives an eloquent explanation of the value of multiple drafts:

> *"In most schools, students turn in first drafts – work that doesn't represent their best effort and that is typically discarded after it has been graded and returned. In life, when the quality of one's work really matters, one almost never submits a first draft. An ethic of excellence requires revision."*
>
> RON BERGER, CHIEF PROGRAMME OFFICER AT EXPEDITIONARY LEARNING

The case for giving students time to make multiple drafts of their work is hard to refute – the trouble is that it's difficult to make time for more than one draft, which is one reason why it is so important to produce a realistic project timeline when you are designing your project.

Multiple drafts are also valuable for personalising assessment, because they provide you with the means to assess, not only a student's final product, but also the extent to which they have improved their work since the first draft. This can be valuable for all students, but it is particularly helpful for students with special educational needs, and students for whom English is not a first language.



Key 3: Critique

Getting into the habit of creating multiple drafts of work has a huge impact on how students regard their assignments, their learning, and themselves. It is especially effective when students are critiquing each other's drafts, rather than just handing in drafts to a teacher.

Formal critique sessions give students the opportunity to learn from each other's work and from each other's feedback in a structured, safe context – this can include critique of the process ('how I made this thing') as well as product ('the thing I made'). Critique sessions can become lessons in their own right, because they provide the opportunity for teachers to introduce concepts and skills at a point when students will be eager to learn them. Equally importantly, they bring students' misconceptions about the project to the surface, so that the group can respond to them.

On the following pages, you can find some more information about how to run critique sessions.

Critique: How to do it

The three ground rules of critique

These are the basic rules that students at High Tech High follow when they are holding critique sessions (teachers also use them when they are tuning a project). They were developed by Ron Berger:

1. Be kind

Presenting your work for critique puts you in an incredibly vulnerable position. For the critic, on the other hand, it's easy to get carried away when you're critiquing work, especially when you feel like you know exactly what a piece of work would benefit from, and inadvertently say very hurtful things. Thus, this ground rule cannot be stressed enough.

2. Be specific

Even if you are being kind, you are not doing anybody any favours if you are vague. 'I think Melanie's writing is really good' does not cut it in a critique. 'I like the way Melanie uses lots of different verbs in her writing so that you feel like you're a part of the action' is much better.

3. Be helpful

Critique is not just about naming what is strong and weak in a piece of work, it is also about working out how to go about improving that work.

The first critique session: introducing the model

Whatever students are making for a project, they are likely to be making it for the first time, so it will be difficult for them to know what they are aiming for.

Thus, before they start a project, students should be shown what Ron Berger calls 'examples of excellence' – high-quality work made by previous students, by professionals, or by you. The whole class can then discuss the attributes that make the 'model' so good. This way, students not only know what they are aiming for, they understand its characteristics.

It's important to stress to students that their task is not to replicate this model, but to use what they learn from their discussion of its attributes in order to make something unique of their own.

There is another reason that models are important: if you aren't sure what a model of a successful project would look like, you probably haven't thought the project through well enough!

For more about introducing and critiquing the model, see page 62.

TIPS: Suggest to students that they use the following questions in their critique

- What strikes you about this piece?
- What strengths do you see?
- If you didn't know the topic, what extra information would you need to fully understand the topic from this piece?
- How do the visuals/graphics/sounds help you understand the concept? If parts are unclear, what could be changed to help you understand the concept better?
- What questions do you have for the presenter?
  — Clarification: What do you mean?
  — Elaboration: Tell me more about…
- What suggestions would you offer as the work moves to the next draft?

When to hold critique sessions

The best rule of thumb is to hold critiques whenever you want students to revise a draft. It is valuable to hold a few 'formal' critique sessions, but it's good to also have informal critique sessions that feel like less of a 'big deal', because it is this informal critique that will embed the rhythm of critique and revision into your class's culture.

If you are working with experts from outside the school, it can be very rewarding to invite one of them to take part in a critique session. For an example of this, see the text box entitled Working with local experts (below).

STORIES: Working with local experts

Copleston High School, in Ipswich (UK), took on the challenge of staging the Remembrance Day Service at their Church. In recent years attendance at the service had fallen, so Copleston's students were asked to create a unique exhibition and experience to be held on 11 November at the church.

The vicar and community youth worker from the church were invited to offer advice and to critique the developing work of the students. After visiting the church, grand ideas involving light shows and dry ice machines began to flow and thoughts of troops of actors playing out the Christmas Truce were conjured up.

Once the students had formed relatively tight drafts, the vicar was invited in. He was able to stimulate thinking on the congregation's expectations, and how to deal with space limitations. He had the expertise of building a coherent church service and was able to help students move closer to shaping their event around keywords (something he does every Sunday). From this, students were able to gain a stronger sense of what tone they wanted to achieve.

Once exposed to authentic expertise, the students asked for more. A professional art curator was invited to critique the design of the space and the exhibition; professional photographers, contemporary dancers and computer programmers all helped them realise their visions of commemoration. They all worked within the local community and were generous with their time. National expert historians, from the National Army Museum, Imperial War Museum and local archivists also assisted in gathering the necessary background information.

Involving experts from the local community has transformed the way Copleston operates: it is not only a dynamic and exciting way to teach, but is raising standards to levels we would never have anticipated. Experts expect work of a professional standard, and students are now starting to aspire to meet this expectation.

NEAL WATKIN, COPLESTON TEACHER

Instructional critique and peer critique

There are two basic types of critique session: instructional critique, and peer critique.

PROTOCOLS: Instructional critique

Instructional critique is led by the teacher, and usually involves the entire class. You will conduct an instructional critique when you introduce the model at the start of a project (see page 62).

You can find an instructional critique protocol on page 98.

Peer critique

Peer critique is what students use in order to get feedback on their drafts. Peer critiques are usually carried out in pairs or small groups, though they can also be carried out by a full class. Types of peer critique include the following:

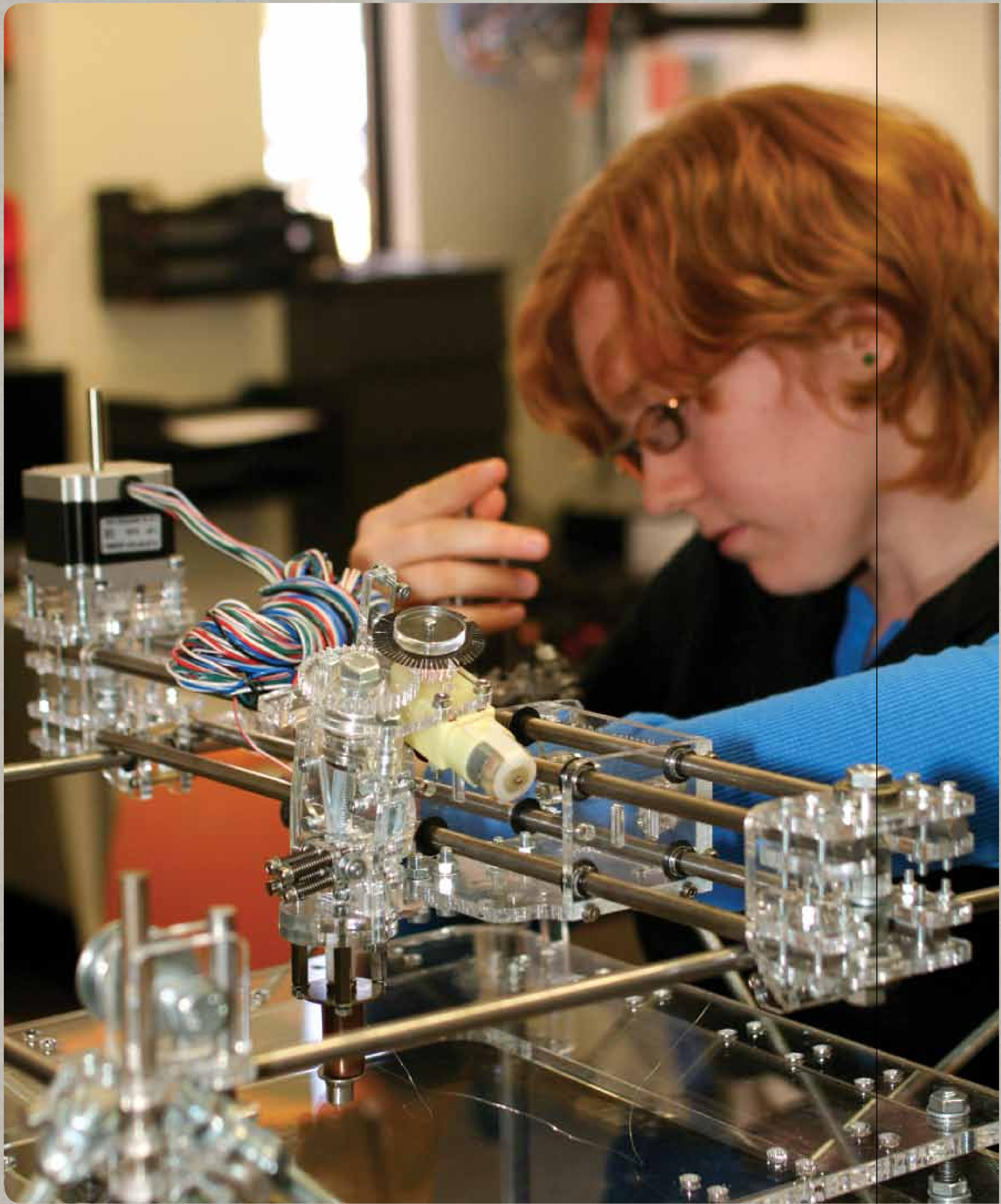
Gallery walk: Students display their drafts around the classroom. The class then wanders the room taking notes on the drafts and affixing post-its offering general impressions and suggestions. Allow about 20 minutes. Monitor to make sure every product is being critiqued.

You can find a full gallery critique protocol on page 99.

Dilemma protocol: Students are placed in groups of four (five can work too if necessary). Students share something they're struggling with on their product, share their draft, answer clarifying questions, and then allow remaining students to discuss possible solutions while the sharer remains silent (only taking notes) for about 6–7 minutes. The sharer then rejoins the group's conversation, restates helpful suggestions, and asks for clarification. The next student does the same until all students have had a chance to pose a dilemma and get feedback.

Workshop-style critique: Students are in groups of three with specific teacher-generated questions about the product in hand. Students take turns presenting their product to the two other students and then discussing the questions as a way to improve product quality. Each student spends about 10–15 minutes on presenting and receiving feedback/critique.

Pair critique: This allows for deeper critique with critical friends really digging into the product, evaluating the work, and pushing each other. 15–20 minutes per student usually works well for this. This is often a good final critique to do before the product is to be turned in for final assessment.



SECTION 4

Execution

1. Get an idea
2. Design the project
3. Tune the project
4. Do the project
5. Exhibit the project

1. Get an idea

Look for project ideas everywhere

I started thinking about projects while doing all sorts of things I love to do. Checking out music at local venues, I thought about starting a music magazine to teach writing, photojournalism, editing and advertising. On hikes, I thought about nature reflections, the history of parks and the history of nature conservation. It seemed that every time I was doing something I truly enjoyed, a new idea for a potential project sprang into my head. Some of the project ideas had been done before, but somehow, this new revelation made them feel fresh, pristine.

ANGELA GUERRERO, TEACHER

Different professions have different ways of seeing the world: writers see a world full of stories, architects see a world of structures to be imitated and spaces to be built on, and teachers who do project-based learning see a world full of projects.

This is where the initial spark for a project comes from: from your passions, or from a colleague's passion, or, indeed, from a student's passion. The important thing is that somebody is very excited about the idea, and that person's excitement is infectious. Of course, there is much more to projects than excitement, but if you don't start with something that you feel passionate about, the project won't be much fun, and the quality of the work will suffer.

A project's initial spark may take many forms: it could be a question, such as 'why don't more people like contemporary art?', or it could be a product that you'd like students to make, or it could even be an exhibition venue that you want to take advantage of (for example, a local museum that would be interested in displaying student work).

TIPS: Find project ideas online

Not all successful projects grow out of a teacher's moment of inspiration. It can be a good idea to try out a project that a colleague has done in the past that you find interesting.

You can find a list of websites with project examples on page 82.

The importance of products

The final outcome of a project, which might be a product (such as a machine or an artwork), a performance (such as a theatre piece or a debate), or a service (such as giving a lesson to younger students), creates a focus for the project that gives it a feeling of purpose from day one. Think about your own work – you probably carry out tasks with much more confidence when you have a clear idea of what you are meant to produce at the end of it than you do when the final output is vaguely defined.

It is also important that the outcome be something that students (as well as other people) value. A good test for this is whether students' work is being kept at the end of a project, or thrown away.

Designing a project based on curriculum content

Wherever you are in the world, whatever age you teach, chances are there is specific content that that your students are required to learn each year.

Fortunately, you can design projects so that they help students to master the content that they are required to learn. The best way to do this is by using 'backwards planning'. To find out how to do this, see page 42.

Looking further afield for project ideas

You can also talk to local businesses, charities, and government, and find out what your students could do to help them. Or there may be an area of the curriculum that you want to address with a project based in the community.

Three big questions to ask yourself

Once you have your idea, there are three important questions you should ask yourself, because being rigorous and honest with yourself at this point might save you a lot of anxiety later on (and reassure you that's it's worth the impending investment of time and effort):

1. Will this project engage my students?

Our first instinct, particularly if it was our own idea, is to say 'yes'. But is this a dispassionate response? How will you know?

The Learning Futures schools use a checklist to gauge the likely engagement of students in any given project idea. We call it 'the Four Ps of Deep Engagement'. Before going too far with an idea for a project ask yourself whether the project is:

- Placed – is it located in a place that is important to students (e.g. their home, community, town, city or virtual environment)?
- Purposeful – will it result in a product, service or body of knowledge that others will make use of? Will the process seem authentic to students?
- Pervasive – will students be sufficiently engaged in the project's activities that they'll want to voluntarily take the learning outside school and school hours? Is it likely to broaden students' horizons?
- Passion-led – Does the project tap into students' passions?

2. Will this project engage me?

Projects are extended learning opportunities, and not just for students. Your own enthusiasm will be required when students hit blocks and dead-ends. It's important that you are personally curious about the project's outcome, that you will learn new things from it.

If the outcome of the project doesn't matter much to you, it probably won't matter much to the students, either.

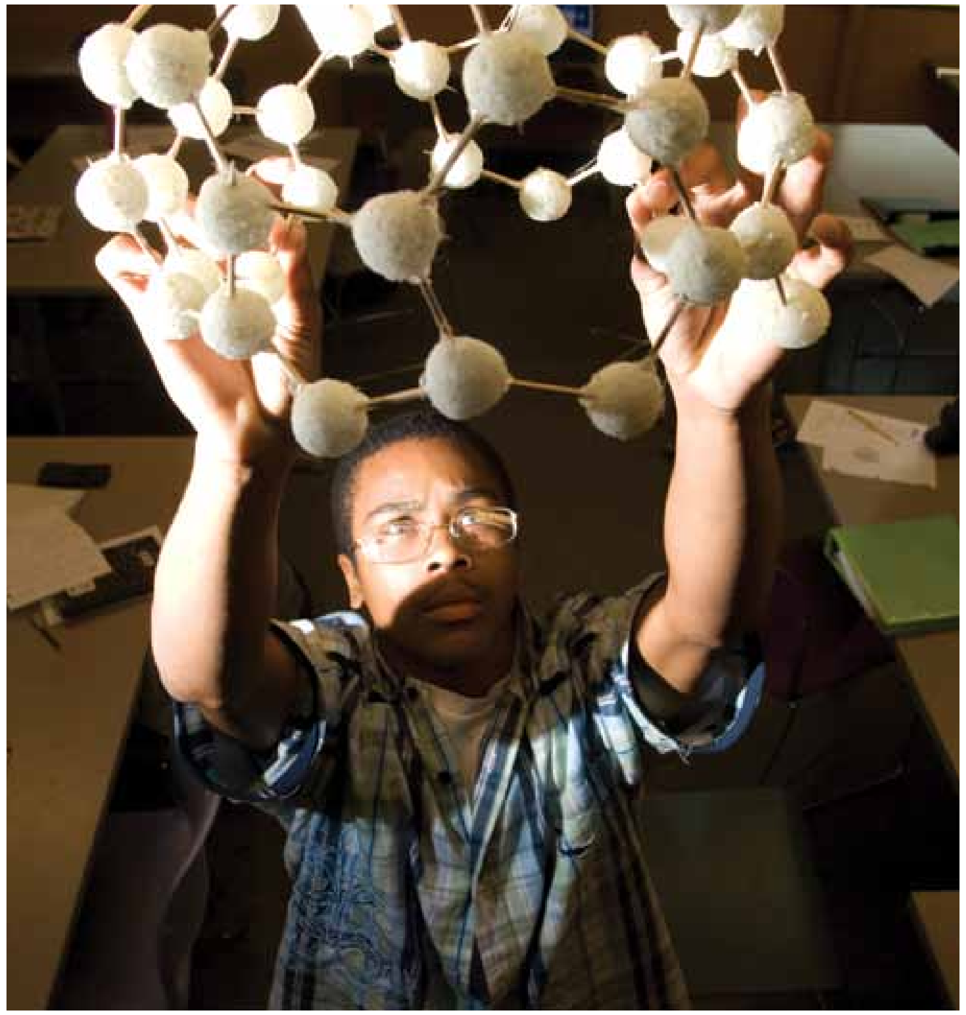
One of High Tech High's mantras is 'teach to your passion' – because that's what's going to drive you, and your students, to produce high-quality work.

3. Will my students learn something meaningful from this project?

There are highly engaging, enjoyable projects that will not add much to students' learning.

In order to avoid this, it's a good idea to make a list of the things you expect your students to have learned: this should include subject content, skills, as well as attributes to be developed (e.g. confidence, resilience, resourcefulness). You can read more about this in the section on backwards planning (see page 42).

These three questions are difficult questions to ask, but, if the answer to either of the first two questions is 'probably not', or if the list you've written in response to the third question feels too thin, your project will benefit from a rethink.



Coming up with an 'essential question'

The best projects always contain an 'essential question' that both inspires and requires students to conduct serious research.

It's never too early to start thinking about the essential question (or questions) that your students will be pursuing. However, the essential question will probably change as you design your project, and it may be that once you have finished the design, your essential question has transformed completely since you first started thinking about it.

There are three criteria for a compelling essential question:

- It should be a question that people ask in the 'real world'
- It should be a question that has no easy answer, and stretches students' intellectual muscles
- It should be a question that ignites students' imaginations.

Finding a question that fits these three criteria is not easy: it takes time, trial and error, and lots of discussion with your colleagues (many teachers say that they never finalise an essential question until after they have had a project tuning).

Some of the best essential questions are ones that students come up with themselves. You can help them to do this by introducing a 'burning issue' (for example, the fact that the planet appears to be running out of oil). By discussing the issue and doing some initial research, groups (or individual students) can come up with a question that will guide each of their enquiries (for example, 'Is manufacturing as efficient as it could be?', 'Do electric cars have a future?', and 'How have past civilisations coped when they ran out of resources?').

Another way to start with students' questions is to run a student-led enquiry (see page 54), in which students come up with their own essential questions to pursue, based on their own passions.

Essential questions that are specific to your local context can be particularly effective. For example, a project at High Tech High (which is less than twenty miles from the Mexican border) started from the essential question 'How are things different when you cross the US-Mexico border, and why?' This elicited more specific sub-questions including 'Why do people illegally cross the border into the U.S. from Mexico but not vice versa?', 'Why can't I drink the water in Mexico?', and 'Why is a McDonalds so hard to find in Tijuana?'

TIPS: Try using a variation on one of these essential questions from past projects

- How have the simple inventions of the past helped to create the complex life of today?
- How can an idea be transformed into a product that could make us millions?
- Why do humans need to protect the earth, and how can we as 12-year-olds play a role in this?
- How have ancient civilizations influenced each other?
- How do drugs impact our bodies, our families, our community, and our world?
- Is war ever justified?
- How have maritime discoveries, advancements, and events shaped our world?
- How can an election candidate effectively persuade voters to elect her/him?
- How can a home be designed to have minimal impact on the environment?

Time to start talking to your colleagues

The sooner you start talking to your colleagues about your ideas, the better your project will be. If you don't want to talk to people at your own school, you can find lots of teachers who are excited about project-based learning by going online (see page 84).

Once you've got a more fully developed project plan, you will want to hold a formal project tuning (see page 58), but at this stage it's better to keep it informal.

Bring a summary of your project ideas, and a list of things you're excited about and things you're worried about. Then, try using the following prompts for discussion:

TIPS: Check your project against Adria Steinberg's 'six As' of project-based learning

Educationalist Adria Steinberg has developed a set of design principles for project-based learning that she calls the six As. It is useful to check your project against these at all stages of design.

AUTHENTICITY

Projects should:
- use a real world context
- emanate from a problem that has meaning to students
- result in a product or performance that has personal and/or social value.

ACADEMIC RIGOUR

Projects should:
- address key learning standards (could be national, local, school specific…)
- pose essential question(s) of relevance to the student
- develop habits of mind and work associated with academic and professional disciplines

APPLIED LEARNING

Projects should:
- engage students in solving semi-structured problems
- demand skills expected in high-performance work organisations
- require students to develop organisational and self-management skills

- How well does this project fulfil Adria Steinberg's six As of Project-based Learning? (See below)
- How could I make the project more rigorous, or connect it to the community?
- Could the final output be presented in a different format?
- Between us, can we think of other teachers, friends, parents, or anyone else who we could approach about getting involved in this project? What roles might they play?
- Are there any organisations that might be able to help, such as businesses, museums, social enterprises, universities, clubs, or other schools?
- What are our initial venue ideas for the exhibition?

(CONTINUED)

ACTIVE EXPLORATION

Projects should:
- extend beyond the classroom
- connect to field-based investigations, community explorations, and work internships
- require real investigations using a variety of methods, media, and sources.

ADULT RELATIONSHIPS

Projects should:
- connect students with adult mentors and coaches from the wider community
- expose students to adults with relevant expertise
- engage adults in the design and assessment of student projects.

ASSESSMENT

Projects should:
- provide milestones/checkpoints
- involve lots of reflection for students and teachers
- result in exhibitions and performances
- be grounded in personal, school, and real-world standards of performance.

2. Design the project

Decide what you want your students to learn, and plan 'backwards' from there

So you've got an idea for a project, and you've sharpened it up in a discussion with a colleague. Now it's time to get serious about designing it.

'Backwards planning' is a very simple way of working. To begin, write down everything that you expect your students to learn from doing this project. This could include all kinds of things: knowledge of course-specific content, 'generic' skills like working in teams and critiquing drafts, specialist skills (which could range from statistical analysis to carving wood), and personal attributes such as self-confidence. It's helpful to write everything down in your own words, but this is a good time to see what 'required' content (such as national curriculum or state standards) your project can cover. For more on how to design projects based on required content, see 'Designing a project based on the 'power standards' (page 43).

Once you have your list of 'learning goals', decide how you will be able to tell whether or not a student has learned each item on the list.

Once this is done, you have the project's learning outcomes and a plan for assessing them. This will make your project more robust, and give you something to show anyone who comes around asking to see some evidence that you're doing 'serious' work.

Also, don't forget about the exhibition – it's never too soon to start thinking about how and where the work will be exhibited.

TIPS: Design a project based on the 'power standards'

For most teachers, the curriculum requirements, or 'standards', constitute the single greatest barrier to doing project-based learning.

Expeditionary Learning, an organisation in the US that works with schools to engage hard-to-reach students through projects, helps teachers to deal with this by starting with what they are required to cover, before they do anything else. First, the teachers sit down with an Expeditionary Learning 'coach' and look at everything that they are expected to cover in a year. Usually, the list is so long that it will be impossible to teach it all, so the coaches ask two questions: 'What on this list do you believe the kids absolutely must know by the end of the year?', and 'What will they be penalised on standardised tests for not knowing?'

The teachers use their responses to these two questions to narrow the list of required content down to a set of 'power standards'.

Now, they can design projects that the students cannot complete successfully without mastering the 'power standards'.

Ron Berger, Chief Programme Officer at Expeditionary Learning, gives an example of a project built around the 'standards':

Let's say your students are required to learn the history of World War Two. It's unlikely that you will be able to design a product that will include all the content they'll be tested on, but that doesn't mean you can't make a project that requires that they learn it. For example, if the kids are going to go out and interview World War Two veterans and create a book honouring them by featuring their stories, then at the beginning of the project you can say 'Everyone in this class needs to know all about World War Two, because when you're interviewing somebody and they start talking about a battle, you need to know what that battle is, and how it relates to the rest of the war. To respect these veterans, we need to be experts! So over the next two weeks, we are going to work flat out to bring ourselves up to speed on World War Two, using all kinds of resources.'

RON BERGER, CHIEF PROGRAMME OFFICER, EXPEDITIONARY LEARNING

Do the project yourself

If you are asking your students to conduct research and build, design, paint, draw, or write something, you will have much more success if you do it yourself before you ask them to. There are several reasons for this:

- If the project is unworkable, you'll find out in advance (this does happen).
- You will have a sense of where your students may run into difficulty, and you can plan accordingly.
- You will get a feel for how long it is going to take.
- You will have a model to show the students before they begin, so your students know what your expectations are.

There are some projects that it is difficult or impossible to 'do yourself first' – for example, projects in which students have the total freedom to choose their medium, projects that include public performance, or extended projects in which students (for example) set up a shop, or run a local political campaign. In these instances, it is a good idea to identify discrete sections that you can do in advance, and give them a try.

Make contact with experts outside the school

Draw on the list of experts and organisations that you brainstormed with your colleagues, and ring up some people. Explain the project, and ask them to help make the project more authentic by providing models, working with students (in school or on a field trip), or offering an exhibition venue. A few tips are listed below:

- Be bold about this. Just make sure you can explain clearly what the project is about, and what they could do for you, and you'll be fine (but don't phone people until you're clear about both of these things).
- You'll be surprised by how willing people will be to help you set up meaningful work for your students. And remember, you're contacting them because they are experts, which is a nice thing to be seen as, so they're likely to be particularly receptive.
- Once you have made your project plan, make an abbreviated version of the plan that you can give to your project partners from outside school. This will be a more useful reference to them than the full project plan.

Fill out a project plan

Particularly when you're starting out, it's much easier to plan your project using a template than to just write up your own document – following a template will also ensure that you don't forget about anything important. You can use our template (see page 88).

The first thing to do is fill in the plan with everything you've already done: the project idea that you've already sharpened up with a colleague, the things that you want every student to have learned by the end of it, and the ways that you intend to assess them.

Your project plan won't be complete until you've gone through every step in this section – and even then, it will be substantially revised after you hold a tuning session.

Who should see the project plan?

Your full project plan will be useful to you and the teachers you are working with, and you will want to share it with the teachers and students who help you to tune your project.

For everyone else who is involved in your project (such as students, parents, outside experts, and the exhibition venue), you will want to produce a shorter 'project sheet'. You can see an example of this on page 94.

TIPS: Offer students choice, but not unlimited choice

If you offer limited options (three to five) for final products you will allow students to become experts and be able to teach other students. This will free you up so you can push the more advanced students and bring up the struggling students. The first year I did my music instrument building project I allowed students to choose to build whatever instrument they wanted. I had students building xylophones, guitars, ocarinas, flutes, pan flutes, acoustic guitars, electric guitars, mbiras, marimbas, and synthesizers. As a result, many students had to look to me for help instead of their fellow students. I have always found that students learn more when they learn from each other instead of the teacher.

CHRIS WAKEFIELD, TEACHER

Work out your project's timeline

This is one of the most important 'structures' a teacher imposes on a project, because it makes a potentially daunting project feel manageable to students, and helps you make sure that they will have time to accomplish everything that you expect from them.

If possible, post your timeline online so that students, parents, and other members of staff can check it whenever they need to.

Set interim deadlines and plan regular check-ins with your students

You can never check your progress against your projected timeline too often. This goes for your management of the project as a whole, and for each individual student's management of their project.

It's a good idea to hold weekly check-ins with all your students (or all the groups, if the students are doing the project in groups).

At each check-in, work with students to set tasks for completion by the next check-in, and make sure you both have a copy of the tasks you've agreed (again, it's best if this can be stored online). Check-ins also give you the opportunity to find out how the project is going so that you can make adjustments to your plans.

In addition to the check-ins, you will need to set interim deadlines. This will include deadlines for drafts, and final deadlines for specific components of a product (such as the videos in the Blood Bank project – see page 92).

You may also want to schedule quizzes to make sure students are gaining the knowledge that they need to be acquiring.

Schedule critique sessions

Critique sessions will tend to follow draft deadlines (since students will be critiquing each other's drafts), but they are distinct events, and they will usually take at least forty minutes.

You can learn more about critique on page 28.

Plan your exhibition

See Section 5: Exhibit your project (page 66).

Plan your assessment

Assessing throughout the project

Assessment is not something that happens once, at the end of a project – you assess your students' work throughout the process.

On your timeline, plan in a series of 'check-ins' to take place throughout the project, to make sure students are on track. These may be short papers, quizzes, journal entries, meetings with the teacher, and critiques.

Use multiple drafts in assessment

Assessing multiple drafts means you can assess a student's improvement, as well as assessing the quality of their final version. For more on this, see page 26.

Assessment isn't just about the final product

"Teachers often mistakenly presume that a project's final product is the only thing they should assess, which leads them to assume that they should be able to tell whether the kids learned what they needed to learn by looking at the final product.

Actually, assessing what kids know is ongoing throughout a project. The product is the motivation for learning the material, but it won't demonstrate that they learned it all. For example, in the physics standards project (see page 51) each kid only demonstrated one physics concept, so how do you know that they learned the rest of the material?

The answer to this question is that the book isn't the assessment. You can assess what they've learned before the book comes out, and afterwards. In Physics Standards they gave all the students a physics test with all the concepts in it.

You need to do assessment throughout the project so that when they're doing great artistic stuff, you know that they know what they need to know. You can't leave it all to the end."

RON BERGER, CHIEF PROGRAMME OFFICER,
EXPEDITIONARY LEARNING

The final assessment

Your final assessment will focus on the products that your students have produced, and how they went about producing them (the process). If you have established criteria for assessment, as described above, this will be fairly straightforward. Remember that not everybody needs to produce the same product in order to demonstrate their learning (see 'Personalise the project', page 52).

Assessing the process can be more challenging – this is where it can be helpful for students to have kept project journals or blogs throughout the project. You can then assess their work throughout the project by referring to these as a supplement to your own observations.

You may want to have a separate assessment of knowledge, such as an exam. This could come before or after the exhibition (just make sure you space out the exam and the exhibition, so you and your students have time to give both the attention they deserve). One effective way of doing this is to make an exam that covers information presented by all of the groups during the project. This will ensure that students learn a wide range of content, as well as giving them an incentive to study each other's work closely.

TIPS: Avoid group marks

Avoid the impulse to give 'group marks' (that is, giving the same mark to everyone in a group). These can lead to bad feeling in groups if people aren't 'pulling their weight', and it encourages students to over-specialise (one student does all the research, one student handles everything technical, and nobody gets to experience the full scope of the project). Find a way to identify and assess individual contributions to the product: peer assessment, student journals and teacher/expert observation will all help you with this.

Questions that your final assessment should address

Does the product meet or exceed the criteria we set at the start at the project?

You can come up with assessment criteria at the beginning of the project by taking the 'model' that you produced, a product from a previous year, or a product made by a professional, and asking the students to describe what's good or interesting about it. The words they use (guided and, if necessary, supplemented by you) can then be categories for assessment. For this exercise, use the instructional critique protocol (see page 98).

Has the student developed the skills required for the execution of this project?

Here, you will want to refer back to the learning goals you identified in your backwards plan (see page 42). You will have identified a range of skills that you want your students to have learned. By doing the project yourself, you will have verified that these skills are still pertinent. All you really need to do now, is to involve the students in identifying what 'good practice' looks like, at every step of the way, and build your agreed criteria around that.

Has the student learned the curriculum content required for this project?

The process followed here is much the same as for the assessment of skills, with one important difference: your project plan should include the essential curriculum content for the project. As a result, much of this will be considered 'non-negotiable', though it is still important to have students co-construct the process. So, for example, you might ask students to determine how they will present the content knowledge they've acquired through the project (they might do this through an essay, quiz, presentation, film, etc).

Where possible, your project design should avoid the separation of content knowledge from technique and skills development. Your assessment strategies should reflect this too.

Sources of assessment

Having assessment data from a variety of sources is essential to project-based learning, as it reflects the independence, interdependence and adult world connections integral to the learning process. So you want to ensure that assessment includes the following:

- Self-assessment – This should emphasise the importance of student reflection, not just the mark that the student feels they deserve.
- Peer assessment – This a key element in assessment of project-based learning: you can't be with every group all of the time, and this will make it easier to assess students individually within a group.
- Teacher assessment – You can use the same assessment methods within a project that you would in any other context.
- Outside expert/audience – This can take place as an event in its own right (such as a critique session), or it can happen as part of the exhibition. Remember that the audience will need guidance from you in what to look for, and what questions to ask. One effective strategy is to ask a few people to attend an exhibition as 'panellists' who will assess students' work. You can see an example of a rubric for panellists on page 96.

TIPS: Use 'Spaced Learning' to help students learn a lot of curriculum content in a hurry

'Spaced Learning' is a technique for getting a large amount of information into your long-term memory in about an hour, using three 'inputs' (usually in the form of short lectures) divided by ten-minute breaks. Teachers are combining Spaced Learning with project-based learning in order to ensure that their students are getting both a deep understanding of subjects, and acquiring a wide breadth of required curriculum content.

Learning Futures has developed a free guide to Spaced Learning in partnership with Monkseaton High School, in Northumberland (UK). You can download it here: bit.ly/o6rA3u

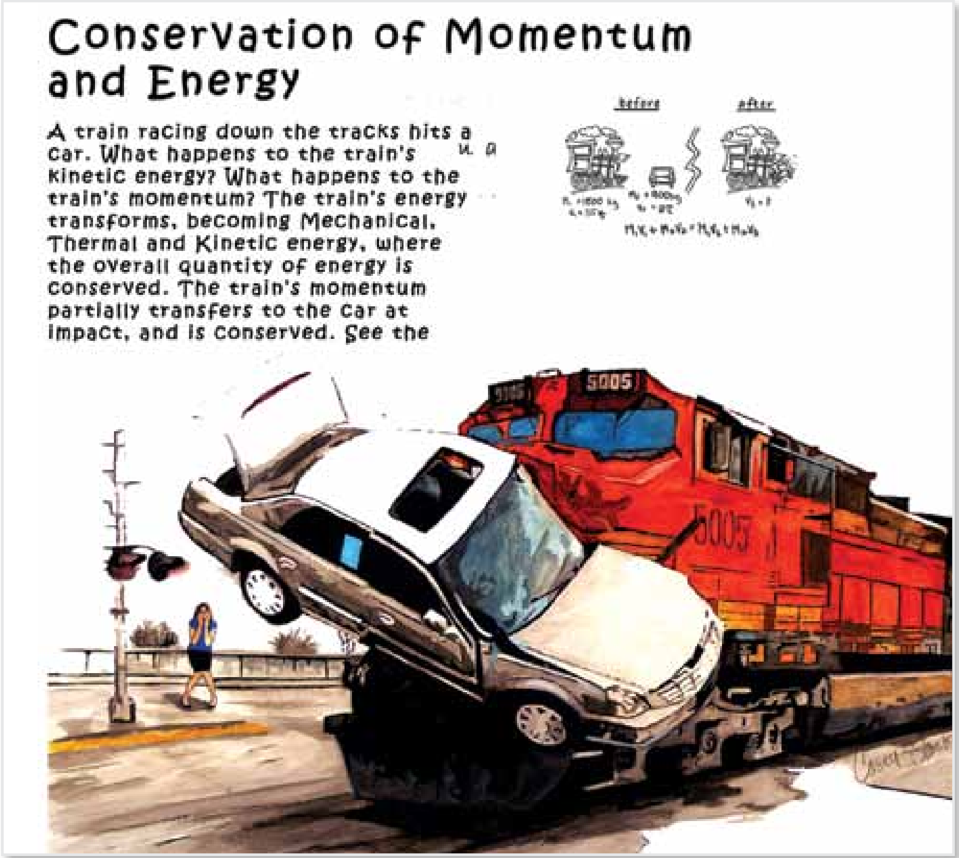
STORIES: Making the Standards into a project

Teachers Andrew Gloag and Jeff Robin have found an inventive way to demonstrate how one can cover standardised curriculum content through projects. They put the state curriculum standards at the heart of a project by having students illustrate the California state standards for physics.

This is the page one student created in order to illustrate conservation of energy as it applies to falling objects:

It's worth mentioning that all the pages in the book were produced to a standard similar to this one – not because the students doing the project were unusually talented, but because of the combination of extensive instruction, redrafting, and critique that they all went through.

You can read more about this project and see more examples of student work here: bit.ly/yrryva



Personalise the project

You can do project-based learning with students of all abilities, and all ages – in fact, for struggling students, projects can spotlight a whole range of different talents and skills that may not be brought out by 'traditional' work. Projects offer students many 'points of entry', and many ways to shine.

Successful projects are designed so that students make decisions for themselves throughout the process. For example, a teacher might set the area of the curriculum that a project will focus on, but let students choose the medium of their response (film, comic strip, news article, etc). Or, a teacher might predetermine the medium of students' response, but let each student choose what to focus on.

However, you need to make sure you are designing the project with all your students' needs in mind, so that each student can demonstrate their learning in a way that will be challenging, but not impossible. A few tips are provided below.

Decide which parts of the project are non-negotiable, and which are flexible

Every project will have some 'non-negotiables', and some elements that students can personalise to suit their own interests and needs. For example, in the physics standards project (see page 51), every student was required to make a painting that illustrated a physics concept, but they chose their own concept, and came up with their own example to illustrate it (these examples included two surfers colliding on a surfboard, a speed skater making a turn, a clown being fired out of a cannon, and a man dragging an enormous cupcake by a rope).

At the conclusion of another project, a student who spoke very little English decided to give a bilingual spoken-word performance in addition to producing a written piece of work. Giving a performance did not exempt the student from the writing assignment, but it gave him an opportunity to shine: rather than just being 'the student who struggles with English', he was the student who gave the great performance.

Personalise through 'Voice, Choice, and Audience'

Project design should indicate a clear direction but offer many pathways to a solution.

Rob Riordan, President, High Tech High Graduate School of Education:

"These more flexible parameters may be determined by input from your students ('voice'), by giving your students the freedom to choose between options or propose their own ('choice'), and by helping your students decide who the audience will be for their project – and what that audience will be looking for."

Make sure that the whole class benefits from what each student learns

A project requires students to do in-depth research into a particular area of the curriculum. The price for this in-depth knowledge is that their focus will necessarily be narrow.

However, this narrow focus does not need to prevent your students from gaining a broad knowledge of the subject. You can make sure all your students benefit from each other's research by requiring that each group teach their topic to the rest of the class, and testing the whole class on everybody's topics.

You can also use online tools to make sure that each student's research benefits everybody. For example, teacher Martin Said uses a programme called WallWisher (www.wallwisher.com), which allows people to stick 'post-its' on a virtual wall, to collect links to online resources. So, for example, if students produce podcasts about different periods of twentieth century history, they can all contribute to making a 'wall' full of useful links that everyone can use.

In addition to making sure that students encounter a wide breadth of knowledge, it's important to make sure your students encounter a wide breadth of skills – you can ensure this by requiring students to rotate roles within their groups during a project, and making sure the same students don't fill the same roles from project to project (much like adults, students will tend naturally to drift into a specialism).

It's worth saying something about competition here. Competition between groups can be a great motivator, but it also puts a limit on how many people each student can learn from. If groups of five are competing against each other, each student only has four other people available to learn from (since everyone else will be in competition with them). On the other hand, if an entire class of thirty students are all working together (albeit on individual projects), each student has twenty-nine other people they can learn from. In fact, many teachers embed collaboration into a project's success criteria by declaring that the group has not succeeded unless everyone's project was a success.

STORIES: Putting students at the centre: the student-led enquiry

Not all projects begin with a teacher's idea: projects can also begin with students deciding to learn more about a subject, or master a skill, refining their plan with help from their teacher and peers, and then carrying out a project of their own devising. This type of project is particularly good for fostering student engagement, as well as helping students to take responsibility for their own learning.

At Matthew Moss High School in Greater Manchester (UK), students have taken on projects including building a catapult, designing and making tee shirts 'from scratch', building a car engine from parts, and refereeing a netball match (this last one chosen by a student with severe learning difficulties).

Teacher Mark Moorhouse gives an account of how the 'car engine' project developed from a vague interest in fast cars to a serious undertaking:

A group of three students wanted to do a project on cars. In this instance, the scrutiny phase, in which their learning plan is challenged to destruction by both me and the rest of the class, was paramount. I suggested that the learning from taking a high-performance engine apart would be real and significant and they'd actually get to find things out and push themselves. They were really excited by the reality of it: real engine, real tools, and off we went.

As luck would have it, I had three expired Subaru EJ20TT engines at a friend's garage. Initially I planned to bring a complete unit in for them to strip, but I started to worry about the toxicity of old engine oil and health and safety. Then I remembered that my friend and I had one stripped and cleaned in bits already. So the challenge evolved to building the engine from bits – just as good and far cleaner and safer.

Whilst the lads were searching on the internet for the engine's 'build-sheet', I was working out how to get all these engine parts to school. Finally got the engine delivered in sections in bin bags to my house and then transferred it all into one of my local authority refuse wheelie bins. The next morning I was in suit and tie dragging the bin through the streets of Castleton to school. The few cars about at that time seemed happy enough to drive around me, albeit staring a bit in the process, presumably wondering 'What's that teacher from Matthew Moss doing nicking someone's wheelie bin?'

I put the bin at the back of school, and by 9.30am the three learners had everything out and spread around. These students spend all of Monday morning on their projects, and I visited them a couple of times until break started at 10.50am. A light drizzle was setting in now as I went to tell them to come in for break time, but they politely refused the invitation.

2. DESIGN THE PROJECT

CONTINUED

What was clear was that they were in the current of a real learning flow, and had built up significant momentum. They had hypotheses in the air about which sections were going to fit where. It was absolutely intense. And how many times does our traditional timetable interrupt flow when it takes off? With myself and the Head teacher watching them through the window, I left them to it, still seriously and seamlessly engaged.

MARK MOORHOUSE, TEACHER

STORIES: A Student's take on project-based learning

High Tech High Graduate Zachary York had a brain tumour removed in 2000, when he was twelve years old. Following his surgery, he had trouble retaining information in his short-term memory. He started studying at High Tech High and found that he could learn more effectively through project-based learning than through 'traditional' approaches. Zachary has since graduated from the University of Arizona, and now works at High Tech High as an academic coach.

Here, Zachary explains why he finds project-based learning so effective:

One of the great things about project-based learning is that the students are able to personalise their learning for themselves, a process which begins when they start thinking about how to respond to the project model or the essential question.

From the advent of this learning style in my life, to adapting it into a university lifestyle, the use of project-based learning enabled a learning of self. When I was a student at HTH and presented with the task of my senior project, I knew that in order to shine I would need to use all that I had learned through my four years in one grand exposé. I chose to work on a philanthropic front, to raise money and awareness for paediatric brain-tumour research by climbing Mt. Whitney in California in order to directly fund my surgeon and his research. With this project, I was given the opportunity to use all that project-based learning had taught me.

In short, project-based learning allows one to translate what they have learned into a language and method that allows individual growth in addition to team growth. It is with extreme honesty that I pledge the entirety of my future success on how High Tech High taught me to examine the world, and further the advent of project-based learning in my life.

You can read more about Zachary on his blog at zacyork.wordpress.com

SECTION 4: EXECUTION

TIPS: Try these ways of personalising projects for students with special educational needs

Projects can work especially well for students with special educational needs, though you need to plan with those needs in mind. Here are a few tips:

- Sit down with the student, their parents, and any other adults who are working with the student, to see how the project fits into their broader educational plan, and what accommodations may be necessary.
- Have predetermined partners.
- Have specialists help with daily tasks by reinforcing routine.
- Reserve computers for kids who need them – this can help some students to be much more productive.
- If needed, book specialist support workers early – this can be especially useful for helping students prepare for presentations.
- Make sure there are quiet spaces to go if the classroom gets too loud to concentrate.
- Work out the best way for an individual student to show what they know – not everyone needs to demonstrate their learning using the same medium.

Of course, many of these strategies apply to all students.

Checklist: What you should have at the end of the design process

You've now taken your initial idea and turned it into a project design, made a project plan, tried the project yourself, and worked out how you will assess the project.

Once you've finished designing your project, you should have the following:

- A model of the product that students will be creating, made by you
- A full project plan
- A project timeline
- A 'project sheet' for students, parents, and partners from outside the school, that describes the project, lists the milestones, and explains the plan for exhibition and assessment (including key dates).

You can find examples of a whole range of project documents, as well as overviews of seven different projects, at www.hightechhigh.org/pbl.

3. Tune the project

Once you've planned your project, it's time to have a 'project tuning' session.

This means presenting your plans to a group of colleagues, who will give you constructive feedback, come up with ideas that you haven't thought of, and warn you of potential problems that you may not have anticipated.

It is also very helpful to invite students to be part of the tuning – they will have insights into the process of doing a project from their perspective, which may take you by surprise. Doing a project tuning also sets the stage for the peer critique that your students will be doing during the project, so it's good for them to see you modelling how to receive critique graciously and constructively. Tuning is critique for teachers, and the benefits of 'tuning' and 'critique' are exactly the same.

You don't necessarily need to conduct a project tuning with colleagues from your own school. In fact, you don't need to have everyone in the same room: some teachers conduct tunings remotely, using conference calls or web-conference software.

A project tuning follows a tight protocol – this was developed by the National School Reform Faculty and refined by High Tech High, and tends to be much more useful than a more open-ended discussion. The formality of the structure may feel a little bit stilted or unnatural at first, but it normally starts to feel natural about partway through your first tuning session.

What to bring to the tuning

Bring the following items to the tuning:

1. Your project plan
2. The model you've made of the product
3. One or two 'burning questions' for the tuning group – in other words, what you would like them to focus on.
    a. Examples of burning questions:
        i. 'How will I make sure that students acquire the knowledge that I want them to acquire, as well as developing skills?'
        ii. 'How can I give students enough time to be comfortable working in an unfamiliar medium?'

Ground rules for tuning

High Tech High uses the following three ground rules for tuning. You can use these if you want, modify them, or come up with your own. Whatever you do, it's useful to remind everyone of the ground rules at the beginning of every tuning session.

- **Share the air:** If you tend to talk a lot, make sure you don't dominate the conversation, and that everyone has the opportunity to speak. Equally, if you tend not to speak very much, make sure that you are contributing – otherwise nobody will get the benefit of your insights.
- **Be hard on content, soft on people:** Make sure that discussion (especially criticism) is focused on the project, not the person. This distinction needs to be crystal-clear in order to maintain a culture that is both rigorous and collegial.
- **Be Kind, Specific, and Helpful:** For more on this, see page 28.

TIPS: How to distinguish between 'clarifying' and 'probing' questions

It's not always easy to distinguish between 'clarifying' and 'probing' questions, particularly when you're new to project tuning.

Ben Daley, Chief Operating Officer at High Tech High, uses the following rule of thumb: 'If I think the presenter knows the answer to my question, it's probably a clarifying question. If I think they might struggle to give me an answer, it's probably a probing question'.'

Project tuning protocol

Time: 40 minutes

Size of group: One facilitator, one presenter (or more, if the project is a collaboration), and 3–10 other people (optimally).

Who should be there: staff whose opinions you value, and students who will be thoughtful and honest (it's best to have students with a range of ability levels in the room).

Step 1: **As everyone arrives, hand out the project plan**

- The group should either sit in a circle, or around a table.
- Take a moment to remind everyone of the ground rules for tuning (see page 59)

Step 2: **The presenter introduces their project** (Time: 10 minutes)

- The presenter explains what their goals are for the project, gives an overview of how it will work and what will be produced, and (if appropriate) explains how the project fits into the wider context of their class.
- At the end of the introduction, the teacher gives the tuning group their burning question.

Step 3: **Clarifying questions** (Time: 5 minutes)

- Clarifying questions are used to get a clearer understanding of the project. They have short, factual answers.
- Examples: 'How long will the project last?' 'How many hours per week will students have to work on it?' 'Where will the work be exhibited?' 'Who are you planning to invite to the exhibition?'
- It's very easy to slip into asking probing questions at this stage. If somebody does so, the facilitator should gently intervene and ask the person who asked to hold onto that question until the next step of the tuning.

Step 4: **Probing questions** (Time: 5 minutes)

- Probing questions help the presenter to think about their project more deeply, and more expansively.
- Examples: 'How will students demonstrate their understanding through the final product?' 'What will you do if a draft takes longer than you anticipated?'
- Probing questions should not be 'advice in disguise' – for example, questions that begin 'have you thought of trying…' are not probing questions, and should be held back for the next step.

Step 5: **Discussion** (Time: 10 minutes)

- The presenter restates their burning question (the presenter may also wish to reframe their burning question at this point, in light of the clarifying and probing questions).
- The presenter then physically leaves the circle, goes off to the side, and listens silently to the discussion.
- The discussion should begin with positive feedback about the project. Depending on the group, the facilitator may want to state this explicitly, or just let it be implicit.
- After about eight minutes, the facilitator should ask the group whether they feel they've answered the presenter's burning question.

Step 6: **Presenter's response** (Time: 5 minutes)

- The presenter may share what struck them most during the discussion, how they now think about their project, and what next steps they plan to take as a result of the ideas that have been generated.
- It is not necessary to respond point by point to what the tuning group has said.

Step 7: **Debrief** (Time: 5 minutes)

- This is a time to reflect on the process of the tuning itself. The facilitator leads it by posing questions to the whole group.
- Examples: Did we have a good burning question? Did we stick to the question? When was a moment when the conversation made a turn for the better? Was there any point where we went off track? Did our probing questions really push the thinking of the presenter?
- There will be a tendency to veer back into a discussion of the project you've been tuning. Resist this.

Step 8: **Closing the loop** (Time: 5 minutes)

- This is a chance to say that one final thing you've been dying to say during the tuning. Participants share one of their take-aways with a partner or everyone in the group shares one take-away with the rest of the group.
- Participants may also share how participating in this tuning session will impact their own practice.

At the end, thank the presenter for sharing their work and their concerns, and thank the tuning group for their questions and advice. A tuning requires effort on everybody's part, and it's important to acknowledge this.

4. Do the project

Engage your students

How you introduce a project to your students can have a dramatic effect on how that project progresses, all the way through to the exhibition.

There are many ways to begin a project: one is to start by giving your students space to talk about what they are concerned about and interested in, and then talking about how the project can speak to these concerns and interests. You can also begin with a more formal project 'hook' – an event that is unmistakably different from your day-to-day classes, which introduces the product, the theme, or the essential questions of the project.

The most important thing is to convey your own passion for the project, because your class will pick up on this and it will help to overcome the resistance that can greet the beginning of a project (or, for that matter, anything unfamiliar that defies students' expectations). However, we recommend against putting on too much of a 'show' for students – or if you do start with a show, make sure you also create a forum for students to speak. The hook is as much about listening as it is about performing.

Teacher Cady Staff begins her projects with a silly video shot by her and her partner teacher, then follows this up immediately with a writing prompt for the students in which they can respond directly to the issues that the video has raised. This shows Cady where her students are coming from – what knowledge, preconceptions, and specific areas of interest they are bringing to the project. Then, when she explains the project in more detail the following day, she can draw on the students' writing in order to connect it to them.

Another teacher, Pam Baker, began a project on peaceful protest by inviting in a local musician (whom she knew already) who performed for the students, and then answered their questions about why, and how, he wrote protest songs.

Other teachers begin with a student discussion of the project's theme or essential question. This can be sparked by film or television clips.

Show your students a model of the type of product they will be creating (set clear expectations)

This might be your project hook, or you may do it after the hook. Either way, it is absolutely critical to the success of the project (if you're choosing between a flashy hook and a careful, full-class examination of a model, go with the model every time).

This is a good opportunity to show students the model that you made yourself. You might also want to show another student's work (though this will only work if you're doing a project that has been done before) or the

work of a professional. Teacher Vanessa Ryan introduces one project by bringing in students who did the project the previous year to show their own work and talk about the process of creating it.

Whatever you use, make sure that the model you show your students matches what you are asking them to produce – or if it doesn't, make sure they understand what aspects are different from what they will be doing.

Looking at a model together serves two purposes:

- First, it shows students what they are aiming for. Remember that they have probably never before attempted to produce whatever it is that they will be producing at the end of the project. If you have already done the project yourself, you know how difficult it is to create something without a model to work from.
- Second, it gives the class something to base its standards on. As a group, discuss the model – what is its purpose? How well does it meet that purpose? What looks most difficult to do? What looks easiest to do? What aspects are most important? What are least important? By having this discussion at the beginning of the project, the class develops a shared understanding of what 'good' looks like. You can use this as a basis for your assessment criteria.

The introduction of the model is your first critique session.

QUESTION: If I start the project by showing my students a model of what they're going to produce, how do I keep them from just copying the model?

You can handle this in the initial critique session, in which your students analyse the model as a group in order to identify the attributes that make it 'work'. Once they have done this, students will have a sophisticated understanding not just of the model itself, but of the issues that they will need to consider when making their own products.

When possible, it is good to show students a range of models with different qualities – all of which come from the same (or a similar) assignment.

Once your students have critiqued a model and identified its important attributes, it's important to stress to them that their task is not to replicate this model, but to use what they have learned from identifying its attributes in order to make something unique of their own.

Now, as long as you have regular check-ins with your students, you will be able to identify work that's too derivative early on in the process and sort it out before the students have invested too much time in it. But don't worry if student projects retain some derivative attributes – almost all student work, and most adult work, is partly derivative.

For more about check-ins, see page 46.

TIPS: Advice on logistics

Projects are logistically complicated. You may need to acquire materials that you have never needed before, use computers in ways that you haven't used them before, and rethink the way you use your classroom. The following are a few tips from teachers on the 'nuts and bolts' of project-based learning:

Getting the supplies you need for your project

Acquiring supplies is not always easy on a school's budget. Here are some ideas:

- Take an inventory of what the school has currently – you may be surprised by what's lurking around currently unused.
- Take a creative approach to materials, and don't be afraid to go to charity shops and go skip-diving.
- Ask for donations (governors, local businesses, parents).

Being strategic about software

In our digital age, software is likely to be at least as important to your students' projects as hardware. Here's some advice:

- Rely on your students: find out what computer programmes they've used before, and appoint knowledgeable students as 'technology experts'.
- Go online to ask tech-savvy teachers for advice (see page 84 for places to get in contact with tech-savvy teachers).
- Have a chat to whoever runs your school's IT very early on in your planning – tell them what programmes you're hoping to use and why, so that together, you can make sure that everything will work on your school's system.

Making your classroom work for you

You can't do anything about the shape of the room you work in, but you can plan it out so that it serves your project. For example:

- Designate specific work areas for specific kinds of tasks (eg online research, writing, rehearsing presentations).
- Plan how you will store works in progress before the project starts.
- Always leave time for clean up, no matter how close students are to deadlines (even if they're working outside the classroom).

Monitor the process

You may have designed your project within an inch of its life, with a timeline that tells you everything you expect to happen each day for the next six weeks, but your plan will start going out-of-date the moment the project starts. This doesn't need to be a bad thing – in fact, lots of the adjustments that happen to projects are improvements – but it means you need to have strategies for keeping track of how everyone's doing every step of the way.

Don't be afraid to adjust your design once the project is going

The project will never go according to plan. Don't fight this, embrace it – as long as you know how your students are doing, you can always make adjustments to your design. The only big problem would be not knowing how your students are doing – which is why you have check-in sessions built into your timeline.

Make sure that students' drafts are being archived

When you're in the middle of a project, archiving will probably be the last thing on your mind. But once the project's over, you'll be very glad to have copies (or photos) of your students' drafts – both because the record will be useful to your current students, and because you will be able to show the drafts to future students as models of project work.

Many teachers put students in charge of this, by appointing a few students to be a project's 'official archivists'.

QUESTION: Is teaching allowed?

When project-based learning is working, teachers' roles are transformed. Once they cease to be the sole assessor of their students' work, they become less like referees at a sporting event, and more like coaches, every bit as invested in their success as the players are (and every bit as uncertain about the outcome).

This is exciting, unfamiliar, and potentially terrifying, but it does not mean you won't be using all the skills you have developed as a teacher. Teachers of project-based learning do everything that other teachers do, from lectures, to seminars, to plenaries – it's the context for all of this that changes.

5. Exhibit the project

The first thing to say here is that booking the exhibition venue should be one of the first things you do when you're planning a project. There are lots of possible venues for exhibitions: museums, galleries, parks, cafes, churches, community centres, etc. Teacher Vanessa Ryan held a premier of student-produced films in a local movie theatre by guaranteeing that the audience would spend at least £250 on food and drink.

Promoting the exhibition

Once you have your exhibition venue booked, start planning for how your students will advertise the event. Promotion is a part of the project, and students will need to devote time to it if the event is to be well attended.

Students have promoted exhibition in a variety of ways: for example, they have put posters up in local businesses, distributed flyers, harnessed their social networking links, and contacted local radio and television stations.

When your students are working on a project with a local organisation, you can ask them to mention the exhibition on their website, and in any newsletters that they send out.

Most importantly, when students work with local people as part of a project (for example, by interviewing them), the students make a flyer with information about the exhibition right at the beginning of the project, then hand out copies to everyone that they interview.

Assigning roles for the exhibition day

Once you've secured a venue and made time in the schedule for students to develop and run a promotional campaign, you can start thinking about the event itself. The best way design an exhibition is to start by think about what 'roles' everyone will play. Here are some examples of roles you might assign:

- **Student organisational team:** make sure AV equipment is working, make sure event runs to time, go-to people for last-minute crises
- **Student front-of-house:** greet the audience and manage the crowd
- **Student presenters:** stand by their work in order to explain it and answer questions
- **Teacher:** getting to know the parents.
- **Audience:** looking at everybody's work, asking questions, providing constructive feedback.

As you can see, on the day of the exhibition the teacher plays a minor role. This is because it's important that the students take ownership of the event – it is all about their work, and they should be in charge of it. Also, it can be a very good idea to tell the audience explicitly what their role is – people often feel uncertain about what is expected of them at exhibitions, and will appreciate being given a clear brief. You can explain the audience's role by handing out a flyer to everyone as they come in.

The exhibition is a celebration of the project, not necessarily an assessment event. For some projects, however, assessment will be an important part of the exhibition. For example, you may have a panel of experts from outside the school come in to assess the work (to see an example of an assessment rubric for panellists, see page 96). In other projects, assessment may play a minimal role in the exhibition – for example, students might get points for showing up, and their management of the exhibition itself might be assessed. The important thing to remember is that the assessment component of exhibitions is optional, but the celebration component is essential.

There's one last thing to say about exhibitions: they offer a great opportunity to connect with parents: parents come to exhibitions who don't come to anything else, and they come because their children insist on it.

Be an archivist of your students' projects

The products that your students have produced for this year's projects can be the models at the start of next year's project. Make sure you have digital photographs of all the products, including the drafts. Over time, you will build up a rich 'archive of excellence'.

Don't give up!

Chances are, your first project will have had some big problems: students may have found it difficult to work in groups, the essential questions may not have been as productive as you'd hoped, critique may have been a struggle, and the final products may have been disappointing.

Even if all of this – and more – went wrong in your project, don't give up! Like pretty much everything in life, projects get better with practice. And, of course, they get even better with critique – so talk to your students and your colleagues about what went well, what didn't go so well, and what you might want to try in the future.

SECTION 4: EXECUTION

QUESTION: Can I pull the plug midway through a project that's going badly?

It's better not to, if you can avoid it, because it sends the wrong message to your students, and means that you need to do extra work in order to fill in the time that would have been taken up by your project. Revising a project, changing course to address new needs or understandings, is always preferable to giving up.

Mostly, projects start out feeling like they will be amazing, and reach a point in the middle at which they appear to be heading for disaster. But in the end, all projects occupy a wide grey area between perfection and total failure. Some are better than others, but the bad ones end up with some surprisingly positive results, and the good ones are never quite as good as they could be.

Having said that, it's awful to be in the middle of a project that feels like it's falling apart. The best thing to do if this happens to you is to talk to someone who's been there, and get some advice. If you don't feel like you can talk to your colleagues, then go online: ask a question on twitter, contact a blogger for advice, post a question on a forum (for a few places to start, see page 83). But don't suffer in silence – people who care about project-based learning like nothing better than to help out other people who are giving it a try!

QUESTION: How do I convince my headteacher of the value of project-based learning?

You know your headteacher, so you'll know what their priorities are. If they're worried that students won't learn the facts that they need to learn, explain that you'll be designing projects based around the curriculum content that your students need to learn. If they're worried about students' safety, make sure you have a good plan for this (you should do this anyway, really).

Also, if you're able to do a small project, make sure you invite your headteacher to the exhibition. You can convince many people of the value of projects by showing them the impact that an exhibition has on students – and on their families.

It's worth reading up on project-based learning in order to build up a strong case for it. You can find a good list of resources on page 82.

QUESTION: How do I convince parents of the value of project-based learning?

If you are concerned that parents will be suspicious of project-based learning, the first thing to do will be to provide them with a copy of the project sheet that you give to your students (see page 94 for an example). This will make it obvious that students are doing 'real work' that is structured, well thought-out, and rigorous. It will also put them in a better position to support their child, and give them a window into what is happening in your class.

However, in our experience, what really convinces parents is coming to an exhibition and seeing both what their children have produced, and how proud their children are of their achievements. So make sure you give parents the date, time, and location of the exhibition as early as possible.

SECTION 5

Integration

Building a culture of project-based learning in your classroom

All of the well-meaning project-based learning books combined could not have prepared me for the deluge of frustration that I experienced my first year as a project-based teacher. I worked hard, but at times it seemed like my students and I were going nowhere...

> *Eventually, I learned that nothing could replace careful preparation and planning on my part. That said, I also knew that the most beneficial learning experiences allowed for active exploration. Through many mistakes and by observing my students and my colleagues, I discovered that my role was not to try to hold students' attention during forty-five minute lectures. It was to inspire students with a well-organized project that addressed real world problems, and then to create an environment conducive to learning.*
>
> KARL R.C. WENDT, 'AN ARTICLE OF FAITH' (UNBOXED 3)

Good projects depend on a classroom culture that respects (and demands) excellent work. And as Karl Wendt discovered, projects can be difficult to get used to, both for teachers and for students.

That's what this section is all about: we've identified five things you need to do in order to create a classroom culture that is conducive to project-based learning – what Ron Berger, chief programme officer at Expeditionary Learning, calls a 'culture of excellence'.

1. Ask your students about their prior experiences, skills, and interests

As with all teaching, projects work best when they are appropriate to the age and abilities of the students taking part, so if you aren't sure where your students are at NOW (and if this is the first time you've done a project with them, you probably won't be) then your first step is to find out.

One way to do this is to have your students write 'project CVs' with past project experience (both in and out of school) and personal interests. This will tell you not only how much experience your students have, but will also reveal untapped expertise and interests within the room (you never know who might turn out to be a model rocket enthusiast, or a breakdancer).

2. Foster student ownership of the learning

It might sound counterintuitive to build a culture of excellence by ceding control to students, but think about it this way: if students don't feel like they 'own' their own learning, why should they care about it? (as Thomas Peters and Nancy Austin pointed out in their 1985 book A Passion for Excellence, 'nobody washes a rental car').

There are many ways to help students to 'own' their learning: you can give them freedom to choose how to respond to a project brief, or the issue they want to pursue – or even design a project in which students decide both their topic and what they will produce (see the student-led enquiry, page 54).

You can also help your students to set the criteria against which their work will be judged, you can invite students to participate in 'tuning' sessions when you design your project (see Tune the Project, page 58), and you can introduce critique sessions (see page 28).

3. Establish a set of classroom 'norms', or 'ground rules', in which everyone feels invested

We've said a lot about protocols in this guide. We're big fans of using protocols, because they are great for certain kinds of activities. However, they only get you so far – at a certain point, you will need to have discussions that are not mediated by formalised rules.

This is where the 'norms', or 'ground rules', come in. Norms are the accepted behaviour in a group. Every group of people in the world has norms. Some are formalised, some are unspoken. Some are positive, and worth encouraging, and some we could really do without (such as the common norm that it isn't 'cool' to work hard in class).

The best way to create a set of norms in a classroom is to decide them as a group (taking suggestions from everyone), then write them on the wall and go through them as a group at the start of each project (and refer to them, as needed, throughout). Teacher Cady Staff's class does this at the start of every year. Past classes have come up with norms such as 'We are a team who serves as role models for younger students and each other,' 'We are a team who shares our passions,' and 'We are a team who says hi to each other in the hallway.'

You can also take time at the end of the day to point out students who are utilising the norms during an activity. This both reinforces the language of the classroom norms, and allows you to publicly recognise students who are not otherwise regarded as 'high status' within the classroom.

Probably the most important area to have a set of norms is group work – children (and adults) do not naturally work effectively in groups, but a clear set of norms can help things to run more smoothly.

The simplest set of norms we know comes from Ron Berger: 'Be Kind, Be Specific, Be Helpful'. They are designed specifically for critique, but they are useful for all kinds of interaction in the classroom.

4. Help your students learn to fail, and learn from failure

Broadly speaking, students take one of two approaches to failure: either they are terrified of it and rarely if ever encounter it, or they regard it as their natural state of being. One could describe these two groups as 'novices at failure' and 'experts at failure' respectively.

It isn't helpful for students to be either novices or experts at failure. Instead, students should be 'connoisseurs of failure'. They should be able to recognise it, respond to it, and learn from it, understanding that as well as being a temporary frustration, it is an opportunity to learn.

However, failure on its own is not enough – if you want students to value and learn from failure, they must have time to improve what they've done. This means planning projects to take longer than you expect them to, and trusting your instincts if a project feels too ambitious for the time allotted to it.

5. Trust your students, and give them reason to trust you

It is our experience that when you give more responsibility to students, they generally step up and surprise you with their maturity.

Having said that, trust on its own is not enough – you, the teacher, are responsible for creating the conditions in which your students learn from their failures, and ultimately be successful. Furthermore, your students need to trust you to, as Karl Wendt puts it, 'lead them to the edge of their ability, but not past it.'

Your students also need to trust each other, and trust themselves to be able to achieve something that may, at the outset, look pretty unattainable.

Karl Wendt advises attending to the process of building trust at the beginning of the year, and letting it happen slowly:

> *I have learned that trust does not grow quickly using scripted team building exercises. Instead, trust occurs when students feel like they are known and understood. Executing a small hands-on project early in the semester gave my students confidence that they could do engineering, as well as the chance to get excited about it. It gave me the opportunity to talk one-on-one with the students and hear what they were interested in.*
>
> KARL R.C. WENDT, 'AN ARTICLE OF FAITH' (UNBOXED 3)

In fact, carrying out a small, low-stakes project at the beginning of the year will also help you to implement the other four strategies for creating a culture of excellence: it helps you find out what students have done before, it gets them used to taking control of their own learning and following a set of classroom norms, and it gives them a chance to make mistakes and learn from failure.

SECTION 6

Conclusion

Conclusion

We hope this guide has inspired you to bring project-based learning into your classroom, and that it has provided lots of ideas, tips and tools to engage and challenge your students. High Tech High have been perfecting their approaches for over a decade, and they'd be the first to acknowledge they're still learning. The Learning Futures schools are at a much earlier stage in their journey, and can testify that doing rigorous, purposeful project-based learning that leads to results that students take pride in is not easy.

But it's worth it. When students do projects, they surprise themselves, their parents, and their teachers with what they are capable of. When they present their work to a wide audience, they become confident and articulate advocates for themselves, who will go on to stand out at university and in the world of work. When making multiple drafts and seeking critique becomes the norm, students develop a work ethic that demands that they achieve excellence – not in order to satisfy anyone else, but in order to satisfy themselves.

Projects also draw subjects together so that students experience learning as an integrated whole, rather than a series of separate silos across the hours of the day.

And projects foster not just student engagement, but also school engagement with local communities, families and business. They help overcome false separations between intellectual and practical skills and the world of adults and students.

So one final time, we want to drive home what you need to do in order to design and run great projects:

- Design from your own (and your students') passions
- Make sure you tune projects with your colleagues and students
- Make sure your students create multiple drafts, and critique each other's work
- End every project with an exhibition.

And, always, remember to have fun with it. Good luck!

APPENDIX 1

Learn more and meet people

- Further reading
- Ways to get in touch with other teachers doing project-based learning

Further reading

Books

Ron Berger, *An Ethic of Excellence: Building a Culture of Craftsmanship with Students* (Heinemann 2003)

- It's only 156 pages long, but as far as we know, this is the world's best book about project-based learning. Berger draws on thirty years of experience as a primary school teacher, and his advice on teaching is peppered with anecdotes about real projects. Adults are routinely moved to tears (in a good way) by this book – just read it.

Juli Ruff, *Collaboration and Critique: Using Student Voices to Improve Student Work*

- This is a rich source of information and advice about student critique, based on research carried out by a teacher at High Tech High..
- You can download a free PDF here: bit.ly/p3sqO7. You can order a hard copy from here: bit.ly/pAVq8G

***Project Based Learning Handbook: A Guide to Standards-Focused Project Based Learning for Middle and High School Teachers* (Buck Institute for Education, 2003)**

- This is a very thorough guide to project-based learning, from the world's foremost organisation dedicated to project-based learning. Full of good advice and useful resources. You can order a copy from here: bit.ly/oOcjsA.

Journals

Unboxed: A Journal of Adult Learning in Schools
(www.hightechhigh.org/unboxed)

- Unboxed is a quarterly journal published by High Tech High. Each issue is packed with articles about running projects, with analysis of what works and what doesn't.

Websites

Buck Institute for Education (www.bie.org)

- As we said above, The Buck Institute is the world's foremost organisation dedicated to project-based learning. Their website is full of videos and other useful resources for teachers.

Edutopia (www.edutopia.org)

- Another great website full of resources. Some overlap with the Buck Institute, but the two are distinctive enough that it's worth looking at both. The blogs and discussion forums are particularly worth exploring.

West Virginia Department of Education (bit.ly/westvirginiapbl)

- This houses a collection of very thorough project examples and project document templates for teachers of every year group.

Enquiring Minds (www.enquiringminds.org.uk)

- This project, run by Futurelab (a UK-based organisation specialising in innovative education) and Microsoft, has produced a collection of useful materials on enquiry-based learning.

High Tech High: Seven Successful Projects (www.hightechhigh.org/pbl)

- This website looks in detail at seven high tech high projects, with examples of learning goals, project timelines, assessment rubrics, and other useful stuff.

Expeditionary Learning (elschools.org)

- Expeditionary Learning is an organisation that helps schools in America to engage hard-to-reach students, in part through project-based learning. Their website has useful resources for teachers here: bit.ly/nmQ4ab
- They are in the process of creating an open archive of over 300 project examples from around the world. For now, you can see a smaller collection of projects here: bit.ly/qqf6NS

Envision Schools Project Exchange (bit.ly/qIzxzR)

- Envision Schools is a group of charter schools in America that use a great deal of project-based learning in their curriculum. In the Project Exchange, they have created an extensive and accessible collection of projects for high school students.

Blogs

Experts and Newbies (biepbl.blogspot.com)

- The Buck Institute for Education's official blog. Good writers, good information, and opportunities to participate in online discussion sessions.

Connect! (calgaryscienceschool.blogspot.com)

- The 'professional learning journal' of the Calgary Science School, in Canada – resources, discussions, new ideas, and reflections by teachers.

Inquire Within (inquiryblog.wordpress.com)

- This blog is all about doing enquiries with students and writing about what happens. They are always looking for new contributors, so you could end up writing for this one as well as reading it.

Ways to get in touch with other teachers doing project-based learning

Social media has been very good for the teaching profession: it is now possible to meet, share ideas with, and get advice from teachers and researchers from around the world. Here's how to get started.

Get a Twitter account

If you don't have a twitter account yet, set one up (there's a good step-by-step guide here: bit.ly/r6MJqs).

Once you've set up your account, search for the phrase #edchat, #pbl and #ukedchat (that last one is specific to the UK). People add this little tag (known as a hashtag) to messages about education, and hold regular themed discussions on Twitter. Once you're involved, you can suggest topics for the themed discussions – and you can ask for advice at any hour of the day or night.

Go to a teachmeet

Teachmeets are free events organised by and for teachers to get together and share the things they're most excited about, from projects they've run, to websites they've built, to innovative teaching methods that they're trying for the first time.

Teachmeets started in the UK, and the vast majority still take place there, though they are beginning to spread internationally. Go to the Teachmeet Wiki (bit.ly/o1ahnU) to sign up to attend.

Even if you can't make it to one, you may be able to watch it remotely, or watch videos of the presentation later on.

Take part in a High Tech High 'collegial conversation'

Every few months, High Tech High holds 'collegial conversations' online, which you can take part in wherever you are in the world. To find out when the next one is happening (and to look at what took place at past conversations), take a look here: bit.ly/pr4NtG

APPENDIX 2

Project documents and protocols

- Project planner
- Project timeline
- Project sheet
- Assessment rubric for exhibition 'panellists'
- Critique protocols
  - Instructional critique protocol
- Gallery critique protocol

Project planner

You can use this to help you to design your project, and to help you to explain the project to your colleagues during the project tuning.

PROJECT NAME:

TEACHER(S):

SUBJECT(S):

1. Project summary

What are your students going to do, and why are they doing it?

2. Essential questions

An essential question should inspire students, require them to conduct serious research, and relate to a real world issue

3. Products

What do you want students to do/write/create/build?

4. Learning goals

What do you want students to learn?

Identify the **curriculum content** that students will learn in this project.

Identify key **skills** students will learn in this project. List only those skills you plan to assess.

5. Timeline/milestones

List the key dates and important milestones for this project.
(eg check-ins, critique sessions, deadlines for drafts and specific product components)

6. Personalisation

Say how you will personalise the project, especially for individual students who will need specialized support

7. Exhibition venue

Where will the exhibition take place?

8. Exhibition plan

How will the exhibition be promoted? How will your students exhibit their work? Who will you be inviting?

9. Assessment criteria

How will you be assessing the learning goals you identified?

Curriculum content:

Skills:

(Note: Once you've completed this section, make sure you add all the assessment points to the project timeline)

Sample project timeline: The Blood Bank Project

The following sample timelines come from High Tech High's Blood Bank project. This project used two timelines – one that gave a high-level overview, and one that gave a day-by-day breakdown. We have included both.

This timeline gives an overview of what will take place during the project:

Week	General	Biology	Multimedia
1–2	Introduce the Blood Bank and what they do, how it works, who it helps. Students will choose partners and instructional content.	Blood physiology, blood cotting-Platelets. The immune system, role of blood, white blood cells and lymphatic system	Storyboarding. Photoshop to After Effects
3–4	Present to classes	Biofeedback – role of hormones and pituitary glands. Circulatory system Interaction wtih respiratory alveoli Erythropoetin physiology and relationship to blood bank	Video editing and capture Storytelling technique Voiceovers
5–6			Finish diorama and hang with working DVD *DEADLINE WEEK 6*
7–8	Make a book about each others' projects, know the science because there is a test at the end of week 10 and you can use your books. Promotional designs		
9–10	Secondary community reaction video and teaching outreach to middle schools and high schools		
11–14	Special event groups will plan and execute Blood Bank event at HTH first week of December		
	Presentation		Diorama with DVD community reaction videos

SAMPLE PROJECT TIMELINE

This timeline shows what will take place in Art on every day in the project:

Week 1	**8–25**	**8–26**	**8–27**	**8–28**	**8–29**
	Look at assignment and talk about planning. Make three shapes out of paper.	Draw each of these shapes and combine the three.	Combine multiple shapes together and work on shading, colored pencils, charcoal pencils, link.	Still lifes with charcoal	Still lifes with charcoal. Shading and critique.
Week 2	**9–1**	**9–2**	**9–3**	**9–4**	**9–5**
	No school	Sketch up and/or graphic options	Trace collage. Images to apply polygons. Start to scan.	Scan, recolor, learn value, create a digital image.	Look at the digital and the hand drawn, critique and start to plan.
Week 3	**9–8**	**9–9**	**9–10**	**9–11**	**9–12**
	We will look at different artists and their sculptures and how they plan their work.	Start planning with your partner to solidify subject and shape.	Work on plan.	Present your ideas to me, Blair and the class. 20 points.	Present your ideas to me, Blair and the class. 20 points.
Week 4	**9–15**	**9–16**	**9–17**	**9–18**	**9–20**
	Present your ideas to me, Blair and the class. 20 points.	Make changes and resubmit before you start on your design and construction.	Make changes and resubmit before you start on your design and construction.	Start design poster.	Work on poster.
Week 5	**9–22**	**9–23**	**9–24**	**9–25**	**9–26**
	Work on poster.	Work on poster.	Poster due. 50 points	Get posters back and start to build diorama.	Build diorama.
Week 6	**9–29**	**9–30**	**10–1**	**10–2**	**10–3**
	Build diorama.	Build diorama.	Build diorama.	Build diorama.	Build diorama.
Week 7	**10–6**	**10–7**	**10–8**	**10–9**	**10–10**
	Check diorama and make changes. 10 points.	Check diorama and make changes. 10 points.	Finished and with video. 220 points.	Finished and with video. 210 points.	Finished and with video. 200 points.
Week 8	**10–13**	**10–14**	**10–15**	**10–16**	**10–17**
	Look at dioramas and have critique. Quality of components (multimedia, construction, poster). The goal is to find 3 changes and fix them.	3 changes and fix them.	3 changes and fix them.	3 changes and fix them.	Fixed and finished. 50 points.
Week 9	**10–20**	**10–21**	**10–22**	**10–23**	**10–24**
	Start working on the books that each group will produce that will help them learn about each other dioramas in both...				
Week 10	**10–27**	**10–28**	**10–29**	**10–30**	**10–31**
	..sections of the class. Students will learn book production and graphics that will help them get the information across				
Week 11	**11–3**	**11–4**	**11–5**	**11–6**	**11–7**
	in the most efficient and clear manner. They will also use these books to study from for their test and exhibition.				
Week 12	**11–10**	**11–11**	**11–12**	**11–13**	**11–14**
Week 13	**11–17**	**11–18**	**11–19**	**11–20**	**11–21**
			Book due. 220 points.	Book due. 210 points.	Book due. 200 points.
Week 14	**11–24**	**11–25**	**11–26**	**11–27**	**11–28**
	No school	No school	No school	No school	No school
Week 15	**12–1**	**12–2**	**12–3**	**12–4**	**12–5**
				Check all books. 50 points.	
Saturday December 6th – SHOW					
Week 17	**12–8**	**12–9**	**12–10**	**12–11**	**12–12**
			Books due. 100 points.	Senior exhibition	
Week 18	**12–15**	**12–16**	**12–17**	**12–18**	**12–19**
				TEST 200 points	

Sample project sheet to give to students and parents: Economics Illustrated

When you begin a new project, it's important to give your students a document that sets out what the project is about, and how it is going to work. You may also want to share this with parents.

The following sample project sheet comes from High Tech High's Economics Illustrated project. It is designed for 15–16 year old students.

Project title: Economics Illustrated

Length: Eight weeks

Instructors: Dan Wise (email@address.com) and Jeff Robin (email@address.com)

Essential questions:

- How do economists view the world? What language do they use?
- What can economics teach us about human behaviour?
- What can economics teach us about current events?

Deliverables:

- A two-part book entry on an economic term
  - Part One (the "left side") contains a definition of the term, at least three examples of its application, and a corresponding linoleum block print
  - Part Two (the "right side") contains an article, of approximately two pages, applying the economics terms to a current event or facet of human behaviour
- A lesson for peers on the economic term

Expected outcomes:

Students will know	**Students will be able to**
• What economics is • The basic principles of supply and demand • Twenty-five to fifty economic terms; their definition, illustrative examples, and how they apply to human behaviour and current events	• Read and discuss a non-fiction book on economics • Conduct research about an economic term • Give a lesson to peers on an economic term • Conduct research and write a non-fiction article about the application of an economic principle

Timeline:

Timeframe	Content / Deliverables	Assessment
Week 1	• Students learn basic economic principles, including supply and demand • Students choose book club books	• Quiz on lecture content
Week 2	• Students continue to learn basic economic principles • Students begin reading book club books in small groups (two to four students each) • Students fill out survey on interests related to economics	• Quiz on lecture content • Book club responses and discussions
Week 3	• Students are assigned economic terms, based on their survey responses • Students research their terms	• Students provide five sourced definitions of their term and seven sourced examples of their term • Book club responses and discussions
Week 4	• Students begin to deliver lessons on their economic terms • Students continue to research their own terms	• "Left side" paper • Quiz on other students' terms • Lessons evaluated (1/3 teacher feedback, 1/3 student feedback, 1/3 peers' quiz results) • Book club responses and
Week 5		• "Right side" paper draft • Quiz on other students' terms • Lessons evaluated (1/3 teacher feedback, 1/3 student feedback, 1/3 peers' quiz results) • Book club responses and discussions
Week 6		• Completed "Right Side" paper • Quiz on other students' terms • Lessons evaluated (1/3 teacher feedback, 1/3 student feedback, 1/3 peers' quiz results) • Book club responses and discussions

Model rubric for exhibition panellists

Exhibitions are a great opportunity to get people from outside school involved with assessment – this brings fresh perspectives to the project, and means students aren't just getting feedback from you and their classmates. Approach a few people in advance about being panellists, and give them a rubric like this one to help them structure their response to what they see.

Rubric for panellists: Vermicomposting project

Thank you for coming to our exhibition of learning! You will be roving the room and watching students present their work, asking them questions and rating the level of their responses and performances as a whole. Please try to visit all stations if possible.

Use this guide to help you rate the level of student responses:

Level of response:	**Expectation:**
1	Student's answer is ***incorrect***. Student's communication is unclear. Student does not show an understanding of the science content of the question.
2	Student's answer is ***mostly correct***. Student's communication could be improved. Student shows surface-level understanding of the science content of the question.
3	Student's answer to question is ***correct***, clear and well communicated. Student demonstrates a strong understanding of the science content of the question.

Suggested questions: Here is a list of questions to help get conversations with students started. Interviewers may also ask other questions or expand on these.

- Tell me about the significance of your poster.
- Why is vermicomposting beneficial?
- How is vermicomposting done?
- How did your group teach the class about your subject?
- Tell me about the nutrient cycle.
- What are producers, consumers, and decomposers?
- What is the message of your Public Service Announcement (PSA)?
- Tell me about the worms.
- How can I make a worm bin?

*Please make use of the student nametags and use names whenever possible while writing your comments

Station number ______________

Student Responding:	Level of Response:	Comments:

Additional Comments on Presentation as a whole (please use student names as much as possible or appropriate):

We would love your feedback:

Are the students conducting themselves professionally and scholarly?
Are the students being kind to one another and working together?
Are the students knowledgeable when communicating about the science content?

We thank you for your support!

Critique protocols

For more information about critique, see page 28.

Instructional critique protocol

Time: 35–40 minutes
Group size: Whole class (20–30 students)

Preparation: Selection of work for critique

- There are two important criteria for the work you are choosing: it should exemplify the kind of thing your students will be producing, and it should be work of quality (though it doesn't need to be the work of an 'expert' – for example, it's likely you'll want to hold a critique of the model of the product that you've produced yourself).

Step 1 (optional): Framing the critique (5 minutes)

- The teacher tells students what aspects of the work they should be focusing on, and displays them at the front for everyone to see.
- This step is especially useful with a group that has never done critique before, because it gives a clear focus to the critique.
- The downside of this step is that it imposes boundaries on the discussion, which may prevent other insights from emerging – so in some instances, it will be better to skip this step and have a more open-ended critique.

Step 2: Silent examination (10 minutes)

- Every student studies their own copy of the work, taking notes on what impresses them most about it, and what they think could be done to improve it.

Step 3: Discussion in small groups (10 minutes)

- In groups of 3–5, students discuss their observations about the work. As a group, they decide on six aspects of the work that they admire, and three recommendations for improving it.
- If you are framing the critique, remind students to make sure their list covers all the aspects of the work that you have told them to focus on.

Step 4: Whole-class discussion (15 minutes)

- The goals of this discussion are to identify the attributes of excellent student work for this particular assignment, and to show how these could be applied to the work under examination (thereby modelling the process of revising your work). Once those attributes are identified, they need to be named by the students so they so that they can be used.
- By the end of the discussion, the class will have a list of attributes of excellent work, as well as a set of strategies for revising their drafts so that they become excellent. If you used a set of lessons to 'frame' the critique, the list should cover them, though it may also include things that you hadn't thought of before.

Gallery critique protocol

Time: 30 minutes
Group size: Whole class (20–30 students)

Step 1: Students display work (5 minutes)

Step 2: Silent gallery walk (5 minutes)

- Students walk around the classroom, silently observing all the displayed work. They may take notes if they wish.
- Students can also stick post-its with their comments on pieces of work.

Step 3: What did you notice? (5 minutes)

- In this discussion, students can only comment on what they have noticed (eg. this portrait is centred on the left eye, this poem doesn't use any punctuation except commas, this solar oven uses mirrors as well as foil). They cannot offer any opinions or judgments.
- The purpose of this is to get people to notice aspects of the work that they may have missed, and to listen each other before they begin to debate.

Step 4: What do you think? (15 minutes)

- In this discussion, students point out what they found most compelling and interesting in the work they observed. Each time they choose a piece of work, they must say exactly what they found compelling about it – being as precise as possible (they may need help from the teacher and their peers in order to draw this out).
- The teacher also points out what they found particularly interesting in the work that they observed.
- The teacher writes down students' insights in order to identify and codify specific strategies that any of them could use to improve their work.

Acknowledgements

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Finally, thanks to everyone else who read drafts and gave advice. You know who you are.

Photos courtesy of Emile Holba and High Tech High.
Cover photo by Emile Holba (www.emileholba.co.uk)

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Designed by **Cog Design**

"Designing your curriculum around project-based learning is a dynamic way of engaging learners and of cultivating their powers of imagination, creativity and enquiry. Drawing on extensive experience in schools, this easy to use guide is an impressive and practical resource to help teachers and students alike transform their approach to learning and achievement."

SIR KEN ROBINSON, LEARNING FUTURES PATRON

Developed by the Learning Futures project in partnership with High Tech High, this guide offers step-by-step advice on planning and managing extended, interdisciplinary projects, as well as useful protocols for critique sessions, templates for important documents such as project plans, and examples of high-impact projects.

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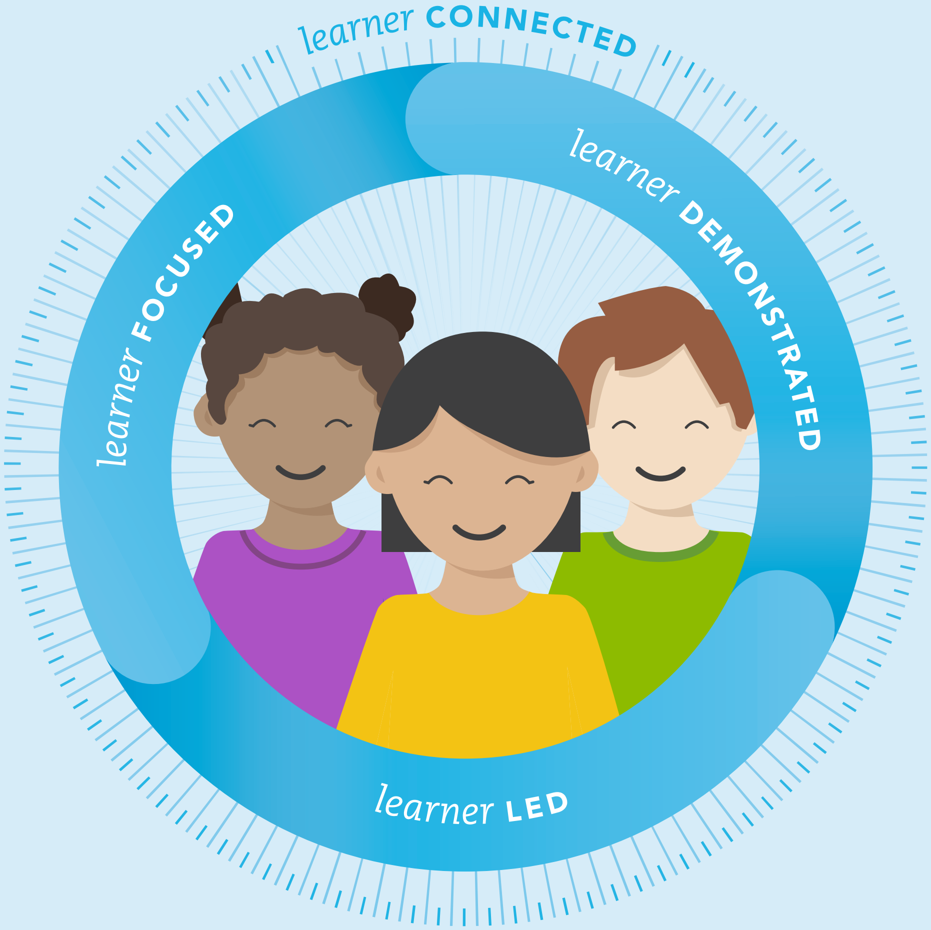
LEARNING FUTURES
HTH Graduate School of EDUCATION

LEAP innovations

LEAP learning framework

for personalized learning

Spring 2017 Edition



Overview

What is personalized learning, and what does it look like in practice?

At LEAP Innovations, we've considered this question a great deal as we work with educators to innovate in their classrooms. What are the core components of a truly learner-centered approach, and how do these translate into strategies for creating this experience for learners?

Originally released in 2016, we developed the LEAP Learning Framework alongside teachers, school leaders, and other national experts in order to answer these questions, and to provide educators with a clear definition of personalized learning and the strategies to put it into practice.

A year later, we're excited to release our second edition. What's different? In this edition of the framework, we've include strategies for LEAP Learner Connected, which detail how learning can transcend the classroom in relevant and valued ways, connected to families, educators, communities and networks. To develop these strategies, we assembled a special working group of leading connected learning experts from across the country. You'll find their names in the *Acknowledgements* section of this document.

Included with the framework is a growing sample of strategies for each core component, designed for school-based educators, to help them create personalized learning experiences for their students. Also new in this edition, across all four core components, are examples for each strategy, making the shift to personalized learning more tangible and actionable for educators.

We have also continued our work on the LEAP Personalized Learning Surveys – for teachers and for students – to help measure the degree of personalization in the classroom, and how this changes over time. Both surveys were developed with the highest standards in partnership with American Institutes for Research, an independent behavioral and social science research and evaluation organization. Both were piloted with Chicago teachers and students, and were further informed by expert-teacher focus groups, as well as interviews with students and teachers to check for understanding and look for biases. These surveys are available as a resource to personalized learning classrooms and schools across the country. Already, more than 12,500 student surveys and 2,000 teacher surveys have been completed across the country.

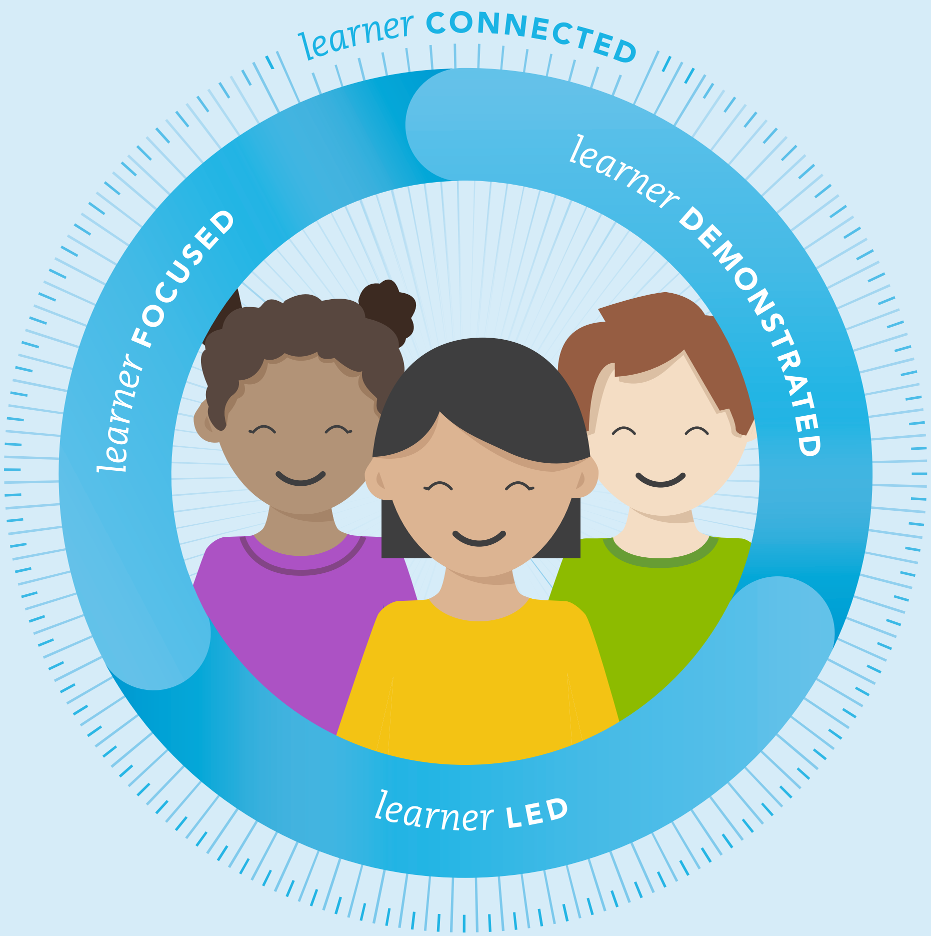
Using the data from these surveys, we have developed a set of national standards for personalized learning. These will help us further inform measurement of personalized learning, as well as capture and codify best practices for the field. By measuring teacher practice, student experience, and change over time using our survey and observation data, we'll be able to better identify indicators of personalization in a classroom. Using these indicators, we'll be able to create better causal connections between personalized learning practices and student outcomes, providing valuable data back to the field and the practitioners themselves on which practices can make the most difference.

Ultimately, we believe that personalized learning at scale can be the game-changer in helping all students reach their full potential. As we learn more, and the field of personalized learning continues to evolve, so will we. We welcome your feedback at hello@leapinnovations.org.

LEAPinnovations

LEAP learning framework

for personalized learning



LEARNER CONNECTED

Learning transcends location in relevant and valued ways, connected to families, educators, communities and networks

Learner Connected: Anytime, Anywhere and Socially Embedded
Learners collaborate with peers, family, educators, and others; cultivate meaningful relationships; advance personal opportunities through connections; engage in real-world experiences to develop academic knowledge, community engagement, workplace experience and global citizenship; and earn valued recognition for all demonstrated competencies (regardless of where and when it happens)

LEARNER FOCUSED

Empower learners to understand their needs, strengths, interests and approaches to learning

Learner Focused: Tailored Learning Experiences
Learners develop a deep understanding of needs, interests and strengths around academics, health & wellness, social-emotional development, culture & language, living situation, and cognitive skills; and they experience learning that is relevant, contextualized and designed for their individual needs, interests and strengths.

LEARNER DEMONSTRATED

Enable learners to progress at their own pace based on demonstrated competencies

Learner Demonstrated: Competency-Based Progression
Learners begin at a level appropriate to their prior knowledge and learning needs; engage in productive struggle; progress at a pace that fits their learning needs; demonstrate competency when ready; demonstrate evidence of learning in multiple ways; and receive recognition based on demonstrated competency, not seat time.

LEARNER LED

Entrust learners to take ownership of their learning

Learner Led: Learner Agency
Learners co-design their learning experiences; articulate their interests, strengths and needs; assess, monitor and reflect on their own progress; partner in setting their learning goals and plans; and advocate for support from teachers, peers, technology and other sources.

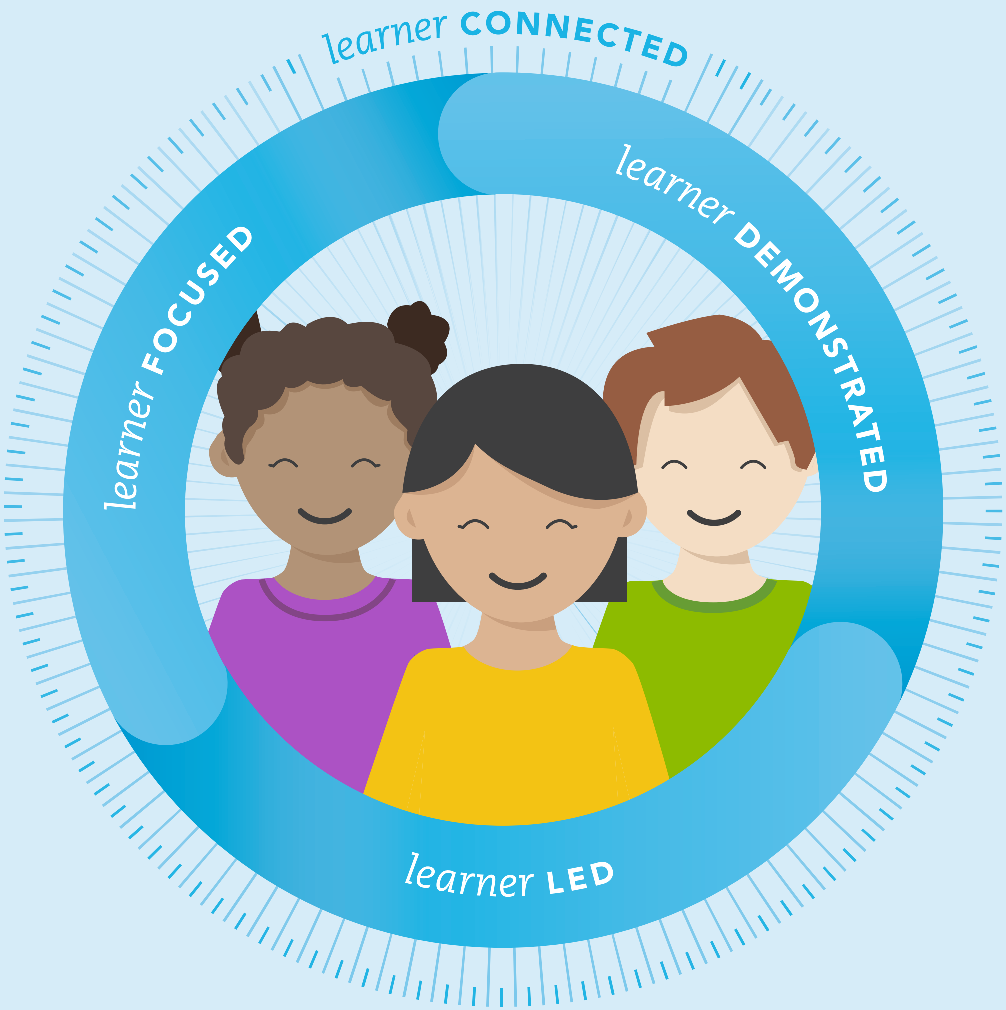
CORE COMPONENT

Learner Connected: Learning transcends location in relevant and valued ways, connected to families, educators, communities and networks

ELEMENTS *of* LEARNER CONNECTED

LEARNERS...

- Collaborate with peers, family, educators and others
- Cultivate meaningful relationships
- Advance personal opportunities through connections
- Engage in real-world experiences through multiple mediums to develop:
  - Academic skills & knowledge
  - Community & civic engagement
  - Workplace experience
  - Global citizenship
- Earn valued recognition for all demonstrated competencies (regardless of where and when it happens)



Strategies for being *Learner Connected*

CORE COMPONENT

Learner Connected: Learning transcends location in relevant and valued ways, connected to families, educators, communities and networks

ELEMENTS *of* LEARNER CONNECTED

- Collaborate with peers, family, educators and others
- Cultivate meaningful relationships
- Advance personal opportunities through connections
- Engage in real-world experiences to develop academic knowledge, community engagement, workplace experience and global citizenship
- Earn valued recognition for all demonstrated competencies (regardless of where and when it happens)

HOW MIGHT EDUCATORS SUPPORT LEARNERS IN…

Collaborating with peers, family, educators and others?

STRATEGIES

Create projects and activities that require family/caregiver participation

Example: A teacher creates an at-home, place-based project in which the learner must collaborate with caregivers to identify an issue and design a solution.

Leverage internet-based tools that enable synchronous school-home sharing of learning, data and progress

Example: A teacher uses a digital ePortfolio platform with parent access to have learners capture their experiences, progress and performance on a daily basis to spark new conversations between home and school.

Work with parents/caregivers to ensure that the learner has the supports and opportunities needed for learning

Example: A teacher meets with parents a few weeks prior to school to discuss the learner's needs across all aspects of Learner Focused and collaborates with school staff and third-party organizations to connect the family to a custom suite of support for the learner.

Regularly re-sort teams based on diversity, choice and interests

Example: A teacher changes the grouping strategy for every project throughout the year to avoid unintentional tracking and increase how well learners know each other.

Set expectations and support for the development of "team" skills (e.g., negotiation, conflict resolution, giving and receiving feedback, and assertion)

Example: A teacher shares a formal rubric of team skills that teammates on a project then use to score each other for formative feedback.

Strategies for being *Learner Connected*

CORE COMPONENT

Learner Connected: Learning transcends location in relevant and valued ways, connected to families, educators, communities and networks

ELEMENTS *of* LEARNER CONNECTED

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- Cultivate meaningful relationships
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- Earn valued recognition for all demonstrated competencies (regardless of where and when it happens)

HOW MIGHT EDUCATORS SUPPORT LEARNERS IN…

Cultivating meaningful relationships?

STRATEGIES

Establish a daily journal or reflective practice that is shared with parents and teachers
Example: A teacher has all learners complete a daily reflection that is shared through an online platform with his/her family and teacher.

Develop planning templates for learner, family and community-initiated experiences that specify how to interact with other networks
Example: A teacher creates a guided template to scaffold the process of reaching out to family members and contacts for support on a project.

Hold community meetings across the school to celebrate and share
Example: The art department runs monthly gallery walks for the entire school to see each other's work and provide feedback to each other.

Create zones of safety that provide scaffolding for pursuing new relationships and opportunities
Example: A teacher mentors a learner through the process of contacting a company for an internship and pursuing the opportunity, offering constructive feedback along the way.

Create safe communities of practice for peers dealing with the same issues to provide support to one another
Example: A teacher creates a community of practice consisting of learners who have younger siblings for them to discuss and share experiences as older brothers and sisters.

Strategies for being *Learner Connected*

CORE COMPONENT
Learner Connected: Learning transcends location in relevant and valued ways, connected to families, educators, communities and networks

ELEMENTS *of* LEARNER CONNECTED

- Collaborate with peers, family, educators and others
- Cultivate meaningful relationships
- Advance personal opportunities through connections
- Engage in real-world experiences to develop academic knowledge, community engagement, workplace experience and global citizenship
- Earn valued recognition for all demonstrated competencies (regardless of where and when it happens)

HOW MIGHT EDUCATORS SUPPORT LEARNERS IN…

Advancing personal opportunities through connections?

STRATEGIES

Provide an online database of sites and partners to learners to enable self-discovery and proactive habits
Example: Teachers in the department actively curate a list of local and national partners aligned with their curriculum that is shared with learners.

Develop rubrics to guide habits and reflection of social intelligence
Example: A team of teachers co-develop a rubric for expected social and empathy skills that learners are assessed and coached on regularly.

Connect learners to social networks of peers and others with shared interest (affinity groups)
Example: A teacher connects an interested learner to a trusted neighborhood group focused on urban planning.

Model skills to locate and manage social connections and proper responses in the professional world
Example: A teacher incorporates lessons of professional networking to learners prior to the start of a cross-school collaboration project.

Integrate interviews and other workplace habits and protocols into regular class habits
Example: A teacher designs a team-based project and has learners interview to be part of different teams, versus being automatically assigned.

Strategies for being *Learner Connected*

CORE COMPONENT

Learner Connected: Learning transcends location in relevant and valued ways, connected to families, educators, communities and networks

ELEMENTS *of* LEARNER CONNECTED

- Collaborate with peers, family, educators and others
- Cultivate meaningful relationships
- Advance personal opportunities through connections
- Engage in real-world experiences to develop academic knowledge, community engagement, workplace experience and global citizenship
- Earn valued recognition for all demonstrated competencies (regardless of where and when it happens)

HOW MIGHT EDUCATORS SUPPORT LEARNERS IN...

Engaging in real-world experiences to develop academic knowledge, community engagement, workplace experience and global citizenship?

STRATEGIES

Establish public blogs for sharing of learner work to an expanded audience
Example: A teacher creates and co-manages a single classroom blog that showcases outstanding learner work with parents and the public.

Help learners plan experiences that reflect and expand their personal identity, values and family backgrounds
Example: A teacher helps a student who is a recent immigrant to get involved with different cultural activities around the community.

Create forums for public performances and authentic final products
Example: Teachers guide learners through "problem-based" projects that produce solutions for needs in their neighborhood.

Include working professionals as advisors or establish an advisory committee on the overall curriculum
Example: Teachers partner with parents that are healthcare professionals to inform their STEM curriculum.

Co-design opportunities with learners for advocacy and independent study in the workplace, community and online
Example: Teachers partner with advocacy groups and connect learners with those that match their interests.

Strategies for being *Learner Connected*

CORE COMPONENT

Learner Connected: Learning transcends location in relevant and valued ways, connected to families, educators, communities and networks

ELEMENTS *of* LEARNER CONNECTED

- Collaborate with peers, family, educators and others
- Cultivate meaningful relationships
- Advance personal opportunities through connections
- Engage in real-world experiences to develop academic knowledge, community engagement, workplace experience, and global citizenship
- Earn valued recognition for all demonstrated competencies (regardless of where and when it happens)

HOW MIGHT EDUCATORS SUPPORT LEARNERS IN…

Earning valued recognition for all demonstrated competencies (regardless of where and when it happens)?

STRATEGIES

Hold public, community-wide gallery walks or themed expos for authentic presentation of work beyond the classroom
Example: At the end of each semester, a summit is held at the local town hall for learners to present developed, new business ideas to local leaders and the public.

Leverage an online portfolio system for formalized documentation of learners' artifacts and experiences
Example: Teachers across the grade use an online ePortfolio system to have learners capture all work and share it across teachers and with their parents.

Expand dual-enrollment and credit programs with partner institutions and third-party organizations
Example: Teachers formalize dual-credit options with the local community college and professional organizations to help students build their college transcript.

Work directly with outside mentors and experts to identify measurable criteria and how it can be demonstrated
Example: Teachers converse with engineers from a local firm/factory to identify key skills and co-develop how they can be appropriately assessed at the fifth-grade level.

Identify target skills and how gains will be validated
Example: A team of grade-level teachers co-develops a scope of target skills and protocols for assessment and validation during the year.

CORE COMPONENT

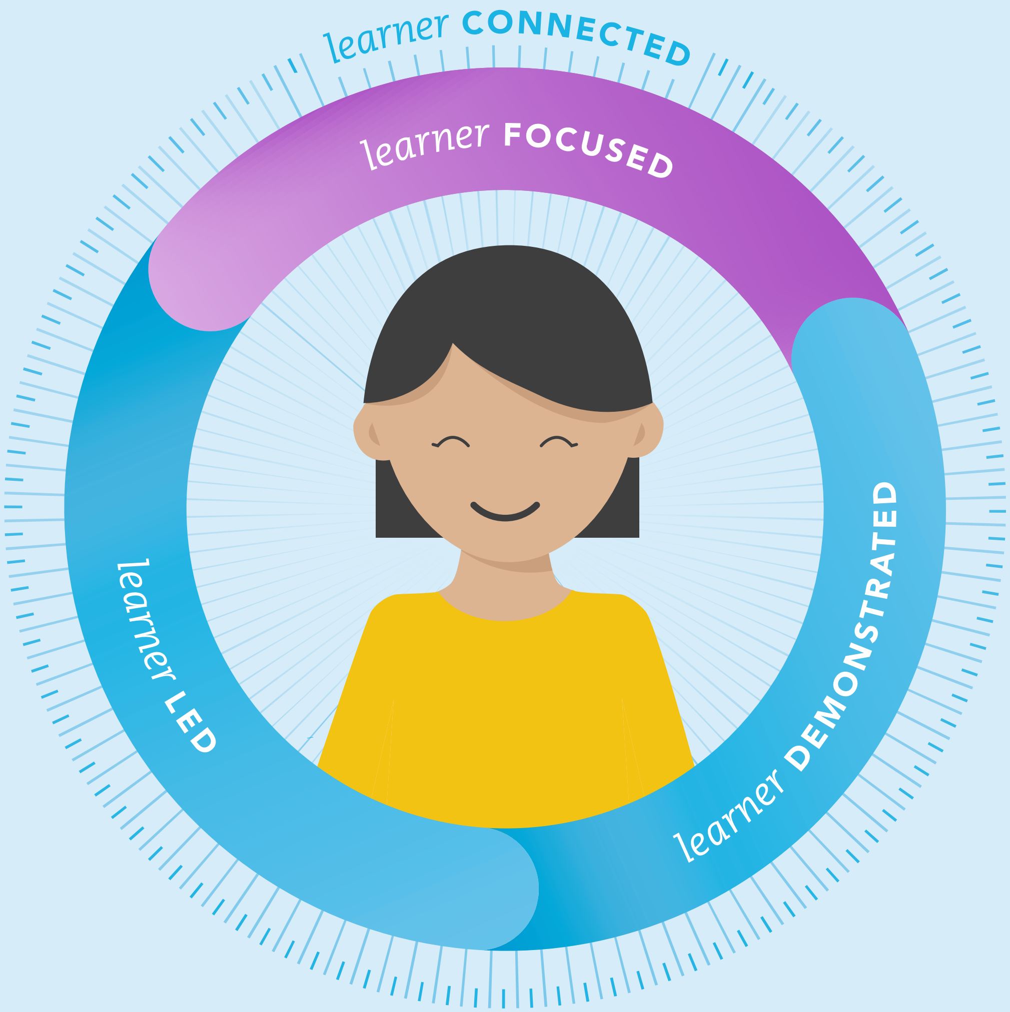
Learner Focused: Empower learners to understand their needs, strengths, interests and approaches to learning

ELEMENTS *of* LEARNER FOCUSED

LEARNERS…

- Develop a deep understanding of needs, interests and strengths around:
    - Academics
    - Health & wellness
    - Social-emotional development
    - Culture & language
    - Living situation
    - Cognitive skills

- Experience learning that is relevant, contextualized and designed for their individual needs, interests and strengths



Strategies for being *Learner Focused*

CORE COMPONENT

Learner Focused: Empower learners to understand their needs, strengths, interests and approaches to learning

ELEMENTS *of* LEARNER FOCUSED

- Develop a deep understanding of needs, interests and strengths around: academics, health & wellness, social-emotional development, culture & language, living situation and cognitive skills
- Experience learning that is relevant, contextualized and designed for their individual needs, interests and strengths

HOW MIGHT EDUCATORS SUPPORT LEARNERS IN...

Developing a deep understanding of needs, interests and strengths?

STRATEGIES

Co-design a milestone map with learners on their past experiences and future goals/dreams
Example: A teacher talks one-on-one with each incoming learner about his/her previous experiences in school and influential moments, and then co-author a shared plan for future goals.

Engage in cultural competence training and actively seek to learn more about the cultures of their learners
Example: A teacher serving a primarily Puerto Rican population actively researches major holidays and traditions and engages with learners and their families to better understand the nuances and values of the cultures.

Review available information regarding learners' prior academic performance (e.g. testing, work samples and portfolios)
Example: A teacher reviews a historical portfolio of a learner's prior performance that includes sample work and areas of success or struggle, and reviews it with the learner to confirm the findings.

Conduct observations and assessments to confirm learners' current academic level and their response to varying levels of academic challenge
Example: A learner takes a pre-assessment before starting a new topic in school, so both the learner and the teacher can see what the learner already knows and what he/she still needs to learn.

Meet regularly with key supporters (parents, teachers, extracurricular staff, therapists, etc.) to inform the strategy for the learner's development
Example: Learner-led conferences are held prior to the start of the new school year with parents and others to discuss the learner's needs and co-develop a support plan that is revisited throughout the year.

Strategies for being *Learner Focused*

CORE COMPONENT

Learner Focused: Empower learners to understand their needs, strengths, interests and approaches to learning

ELEMENTS *of* LEARNER FOCUSED

- Develop a deep understanding of needs, interests and strengths around: academics, health & wellness, social-emotional development, culture & language, living situation and cognitive skills
- Experience learning that is relevant, contextualized and designed for their individual needs, interests and strengths

HOW MIGHT EDUCATORS SUPPORT LEARNERS IN...

Experiencing learning that is relevant, contextualized and designed for their individual needs, interests and strengths?

STRATEGIES

Redesign curricula and learning experiences to reflect the learners' cultures and expand their self-awareness
Example: A teacher integrates works of literature that feature protagonists of the same culture or background as different learners in the class.

Create flexible learning environments to adapt to key needs (time, space, content)
Example: A team of teachers removes the doors between their classrooms and changes the furniture layout to create different learning "nooks" and dynamic groupings based on learner needs.

Partner with learners to explore ways to modify or vary content to align with their interests, strengths and needs
Example: A teacher works with her English language learners to incorporate more drawing and sketching of ideas in their science class.

Offer flexible modalities, groupings and times/places for learning to help meet individual learner needs, strengths and interests while balancing these individual needs with the needs of the class community
Example: A teacher has several "centers" set up in his classroom for learners to learn about reducing fractions. They can watch a video, practice with an online program, use manipulatives, work with a partner on a worksheet or do a mini-lesson with a teacher.

Design lessons and information using the principles of Universal Design for Learning, including multiple means of representation to support learners with limited working memory skills
Example: A teacher redesigns content in an English lesson to reduce the number of concepts a learner reads at a single time and shows the target concepts in multiple ways.

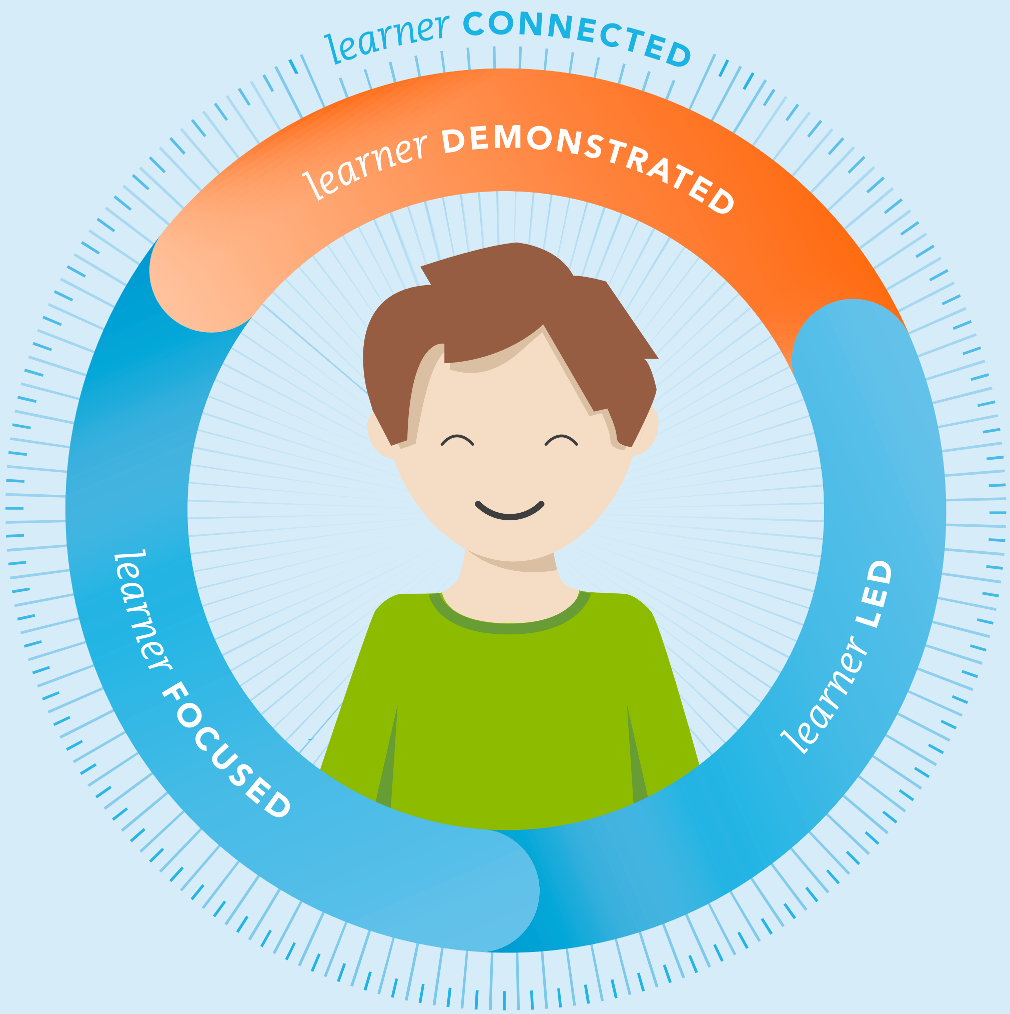
CORE COMPONENT

Learner Demonstrated: Enable learners to progress at their own pace based on demonstrated competencies

ELEMENTS *of* LEARNER DEMONSTRATED

LEARNERS...

- Begin at a level appropriate to their prior knowledge and learning needs
- Engage in productive struggle
- Progress at a pace that fits their learning needs
- Demonstrate competency when ready
- Demonstrate evidence of learning in multiple ways
- Receive recognition based on demonstrated competency, not seat time



Strategies for being *Learner Demonstrated*

CORE COMPONENT

Learner Demonstrated: Enable learners to progress at their own pace based on demonstrated competencies

ELEMENTS *of* LEARNER DEMONSTRATED

- Begin at a level appropriate to their prior knowledge and learning needs
- Engage in productive struggle
- Progress at a pace that fits their learning needs
- Demonstrate competency when ready
- Demonstrate evidence of learning in multiple ways
- Receive recognition based on demonstrated competency, not seat time

HOW MIGHT EDUCATORS SUPPORT LEARNERS IN...

Beginning at a level appropriate to their prior knowledge and learning needs?

STRATEGIES

Use all available data to determine where a learner falls on the appropriate learning progression for major and sub skills
Example: Teacher and learners regularly review data to set goals and adjust learning and instruction.

Partner with learners to identify the most suitable learning format for their current academic level (e.g., class, groupings, activities, software)
Example: A teacher has regular check-ins with individual learners after learning activities to discuss how successfully they learned something, and what that says for the types of learning activities they should focus on moving forward.

Design learning experiences that explicitly connect new content to prior knowledge and skills
Example: Using a learner profile, a teacher intentionally designs mini-lessons to build upon her learners' past experiences and strengths.

Articulate short- and long-term learning expectations that are appropriate for learners' current academic levels
Example: A teacher sets goals with learners on which steps of a project learners will complete in a week.

Assess learners during the first parts of any lesson/unit to determine the starting points on their learning paths, then continue with dynamic, fluid grouping changes to prevent "tracking"
Example: A teacher starts each class with an entrance ticket to check for understanding, and then creates dynamic groups for mini-lessons or independent work that learners can opt into based on their needs.

Strategies for being *Learner Demonstrated*

CORE COMPONENT

Learner Demonstrated: Enable learners to progress at their own pace based on demonstrated competencies

ELEMENTS *of* LEARNER DEMONSTRATED

- Begin at a level appropriate to their prior knowledge and learning needs
- **Engage in productive struggle**
- Progress at a pace that fits their learning needs
- Demonstrate competency when ready
- Demonstrate evidence of learning in multiple ways
- Receive recognition based on demonstrated competency, not seat time

HOW MIGHT EDUCATORS SUPPORT LEARNERS IN...

Engaging in productive struggle?

STRATEGIES

Provide feedback that is objective and non-judgmental to reinforce a learner's sense of control for improving his/her mastery

Example: A teacher eliminates all language from his feedback that denotes fixed conditions such as "you're smart" or "you're talented."

Encourage learners to experiment and try multiple strategies to solve problems

Example: A teacher gives an assignment where learners are assessed not only on successfully solving a problem, but by how many ways they can think of to solve the problem.

Create rigorous learning experiences that involve multiple points of "failure" and require perseverance by learners

Example: A teacher has a board in her room where learners publicly share examples of times they have "failed" and what they learned from the experience.

Encourage learners to reflect and report on effort and strategies as often as reporting on results

Example: A teacher ends every class by having learners publicly share examples of peers putting forth great effort or using successful strategies.

Provide flexible time to allow learners to struggle/work on a problem or project for an extended period of time

Example: A teacher implements a "workshop" block of time each day for learners to work on a range of projects and tasks at their own pace, but with set deadlines to maintain rigorous expectations. It allows learners to spend more time on challenging content and accelerate through easier content based on their skills.

Strategies for being *Learner Demonstrated*

CORE COMPONENT

Learner Demonstrated: Enable learners to progress at their own pace based on demonstrated competencies

ELEMENTS *of* LEARNER DEMONSTRATED

- Begin at a level appropriate to their prior knowledge and learning needs
- Engage in productive struggle
- Progress at a pace that fits their learning needs
- Demonstrate competency when ready
- Demonstrate evidence of learning in multiple ways
- Receive recognition based on demonstrated competency, not seat time

HOW MIGHT EDUCATORS SUPPORT LEARNERS IN...

Progressing at a pace that fits their learning needs?

STRATEGIES

Create learning menus and vertical alignment of activities

Example: A teacher creates a document listing out multiple activities and sources of information for learning about and practicing a specific learning target. Students then choose which resources to use to reach the given target.

Use formative assessment and learner feedback to enable advancement if a learner has mastered the objective needed to move onto the next objective

Example: Students are allowed to skip a unit test and move on to the next topic if they have shown mastery of the content through earlier quizzes and assignments.

Allow learners to move through content at varied rates regardless of their starting level

Example: A teacher has designated "assessment blocks" during the week when students may take mastery assessments on a topic when they feel ready.

Provide a daily workflow of formative assessment, intervention and feedback to learners

Example: A teacher establishes a transparent system using an online learning management system (LMS) for learners to take micro-assessments, receive or seek support based on results, and get direct feedback from a teacher or peer.

Clarify deadlines about the pace of progress and what happens when learners take a longer or shorter time than peers

Example: As students work through content at their own pace, the teacher provides a suggested pace guide which explains to students by when they should master different concepts. It also explains the different supports that will be given to students who are not keeping up with the pace guide.

Strategies for being *Learner Demonstrated*

CORE COMPONENT

Learner Demonstrated: Enable learners to progress at their own pace based on demonstrated competencies

ELEMENTS *of* LEARNER DEMONSTRATED

- Begin at a level appropriate to their prior knowledge and learning needs
- Engage in productive struggle
- Progress at a pace that fits their learning needs
- Demonstrate competency when ready
- Demonstrate evidence of learning in multiple ways
- Receive recognition based on demonstrated competency, not seat time

HOW MIGHT EDUCATORS SUPPORT LEARNERS IN…

Demonstrating competency when ready?

STRATEGIES

Offer learners opportunities to gauge and discuss their readiness for demonstrating competency
Example: A teacher offers learners "Checks for Understanding" throughout a unit, where learners can self-assess on how much they understand so far. They then discuss with a partner what they know and what they need to go back and learn some more.

Allow learners flexible, ongoing and repeated opportunities to demonstrate competency
Example: A teacher creates a system so if learners don't "pass" on an attempt, they may go back, learn and practice the content in different ways, and attempt the assessment again when ready.

Provide learners with on-demand access to assessments
Example: A teacher "flips" the classroom and learners are given assessment options to choose from when they feel ready.

Coach learners to self-reflect on their level of competency
Example: A teacher has his learners rate their perceived level of mastery in their journals on a daily basis to build self-awareness.

Model strategies for learners to confirm their level of competency prior to formal assessments
Example: A teacher creates a system of "peer-teacher-pretest" in which learners teach another learner a topic and determine, through that experience, if they are ready for a formal assessment.

Strategies for being *Learner Demonstrated*

CORE COMPONENT

Learner Demonstrated: Enable learners to progress at their own pace based on demonstrated competencies

ELEMENTS *of* LEARNER DEMONSTRATED

- Begin at a level appropriate to their prior knowledge and learning needs
- Engage in productive struggle
- Progress at a pace that fits their learning needs
- Demonstrate competency when ready
- Demonstrate evidence of learning in multiple ways
- Receive recognition based on demonstrated competency, not seat time

HOW MIGHT EDUCATORS SUPPORT LEARNERS IN...

Demonstrating evidence of learning in multiple ways?

STRATEGIES

Provide learners with access to multiple assessment options
Example: A teacher provides learners a menu of options for how to show their understanding of a concept.

Support learners to co-create the rubric based on the learning objective(s)
Example: A teacher and a subgroup of learners co-create a rubric that will be used for assessing their project.

Co-design with learners multiple ways for demonstrating competency with standards
Example: A teacher works with their class to develop a menu of options for how to show understanding at the end of a unit (make a movie, draw a diagram, give a presentation, etc.).

Leverage digital platforms and multimedia to capture multiple forms of learning and build an ePortfolio
Example: A teaching team shifts to an ePortfolio platform to capture all work on a daily basis and provide multiple means of documenting and showing learning progress.

Partner with learners to select the content, product or process they will use to demonstrate proficiency, as well as devise the methods that will be used to show evidence of their learning
Example: A teacher and learner work together to develop learning plans, including goals, strategies for learning, tools needed and how learning will be demonstrated.

Strategies for being *Learner Demonstrated*

CORE COMPONENT

Learner Demonstrated: Enable learners to progress at their own pace based on demonstrated competencies

ELEMENTS *of* LEARNER DEMONSTRATED

- Begin at a level appropriate to their prior knowledge and learning needs
- Engage in productive struggle
- Progress at a pace that fits their learning needs
- Demonstrate competency when ready
- Demonstrate evidence of learning in multiple ways
- Receive recognition based on demonstrated competency, not seat time

HOW MIGHT EDUCATORS SUPPORT LEARNERS IN...

Receiving recognition based on demonstrated competency (not seat time)?

STRATEGIES

Identify which competencies need to be met to obtain credit, advance and/or receive other recognitions for learning

Example: A team of teachers establishes a competency map across levels that enables assessments to be taken regardless of perceived "grade level."

Ensure that learners are clear about expectations and requirements for recognition

Example: The team of teachers adjusts their report card to be proficiency based and hold regular mini-conferences with learners to check their understanding of their progress.

Create an organized and accessible system for tracking evidence of learning (e.g., performance, assessment, credits and competency progression)

Example: A school team adopts a digital portfolio platform that is accessible by parents, learners and teachers and provides transparent issuing of recognition for work.

Change classroom policies for learning recognition and progression that take into account varying speeds of learner competency

Example: A teacher removes the weekly summative assessment on the same standard for all learners, and she implements a new system with flexibility – but with set expectations – around when learners demonstrate competency.

Provide learners with copies of standards/objectives to keep in their digital data binder. Learners can record when each standard/objective is taught, learned, mastered, etc.

Example: A teacher models for and supports science learners to design and develop their digital data binder over time.

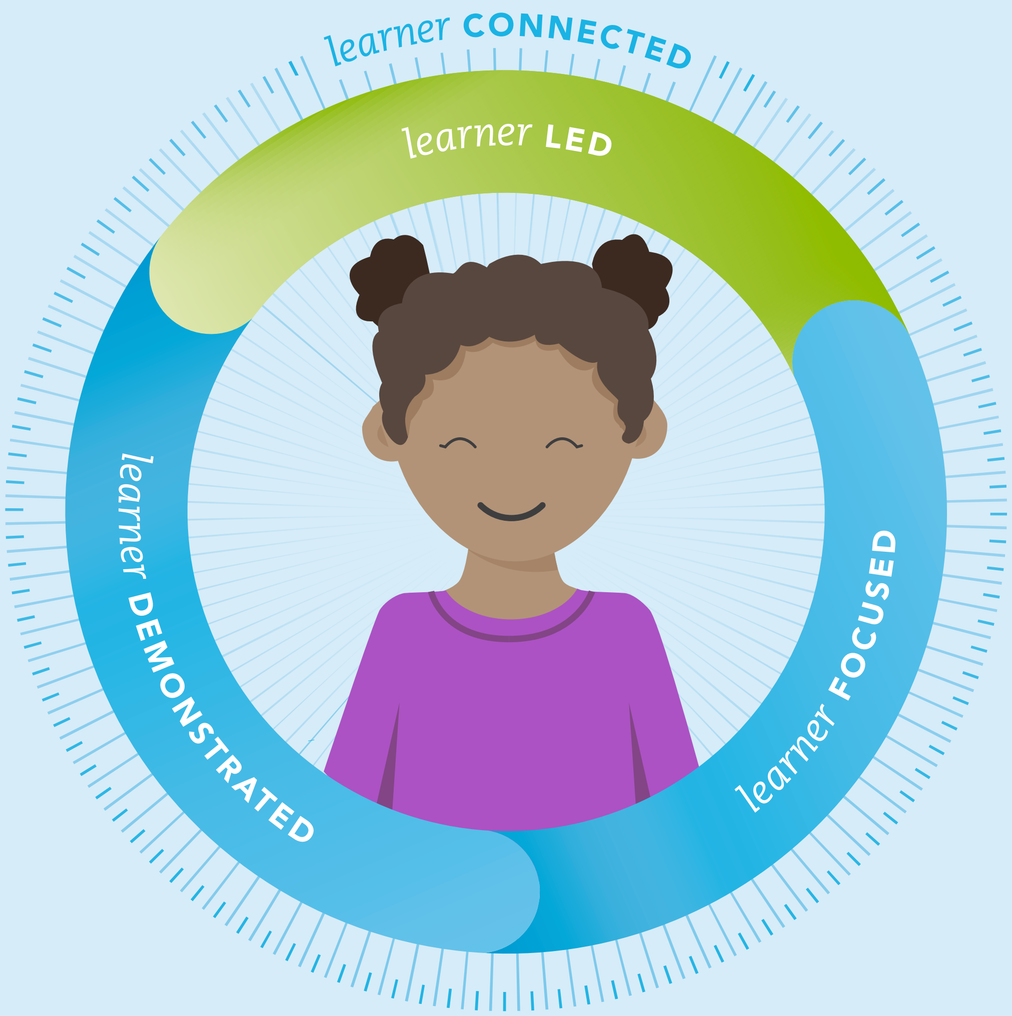
CORE COMPONENT

Learner Led: Entrust learners to take ownership of their learning

ELEMENTS *of* LEARNER LED

LEARNERS...

- Co-design their learning experiences
- Articulate their interests, strengths and needs
- Assess, monitor and reflect on their own progress
- Partner in setting their learning goals and plans
- Advocate for needed support from teachers, peers, technology and other sources



Strategies for being *Learner Led*

CORE COMPONENT

Learner Led: Entrust learners to take ownership of their learning

ELEMENTS *of* LEARNER LED

- Co-design their learning experiences
- Articulate their interests, strengths and needs
- Assess, monitor and reflect on their own progress
- Partner in setting their learning goals and plans
- Advocate for support from teachers, peers, technology and other sources

HOW MIGHT EDUCATORS SUPPORT LEARNERS IN…

Co-designing their learning experiences?

STRATEGIES

Collaborate with learners to develop standards-aligned activities to meet their learning goals
Example: At the start of the week, learners complete a shared online document that outlines their proposed activities for the week. The teacher reviews the plans and provides guidance as necessary.

Allow learners to choose their best learning place and medium to work on their goal
Example: During an ELA block, two teachers open up their doors and create one quiet and one "active conversation" room that students can choose between for their work.

Enable learners to choose with whom to work based on goals and needed expertise
Example: A class creates a peer working group and identifies adult mentors for their upcoming projects.

Support learners to use their reflections in the development of their next learning goal
Example: A teacher holds one-on-one conferences with learners every two weeks to review their reflections on their progress and co-design their next learning goals.

Empower learners to choose their own approach to learning a new concept
Example: A teacher empowers her learners to choose between 10-blocks, tallies or other mediums for learners to practice their math.

Strategies for being *Learner Led*

CORE COMPONENT
Learner Led: Entrust learners to take ownership of their learning

ELEMENTS *of* LEARNER LED

- Co-design their learning experiences
- Articulate their interests, strengths and needs
- Assess, monitor and reflect on their own progress
- Partner in setting their learning goals and plans
- Advocate for support from teachers, peers, technology and other sources

HOW MIGHT EDUCATORS SUPPORT LEARNERS IN...

Articulating their interests, strengths and needs?

STRATEGIES

Encourage and model articulation of interests/needs/strengths to inform future learning
Example: A teacher provides his learners with a "Reflection Binder." At the end of each day, they reflect on their work, identifying what worked well for them, what they struggled with and what support they need.

Offer tools to help learners identify their own interests, strengths, needs and preferences (e. g., interest inventories, checklists, reflection exercises)
Example: Over the course of six weeks (beginning at the start of the school year or when a new learner arrives), teachers and learners complete several inventories to identify learning drivers and gaps.

Establish a culture that encourages learners to actively share their feelings and experiences while learning
Example: A teacher creates a system of small book clubs and public share-outs during independent reading time that helps the community of learners share their excitement for books.

Provide learners with a systematic method (e.g., learner profiles) for documenting learning needs and preferences
Example: A teacher uses a platform for learners to regularly update their interests, needs and strengths in focus areas to inform conferences, interventions and/or upcoming lesson plan design.

Guide learners to generate questions that lead to further curiosity and/or self-directed learning
Example: A teacher does a KWI (Know, Wonder, Interest) chart to have learners share what they know, wonder and are interested in regarding a theme.

Strategies for being *Learner Led*

CORE COMPONENT

Learner Led: Entrust learners to take ownership of their learning

ELEMENTS *of* LEARNER LED

- Co-design their learning experiences
- Articulate their interests, strengths and needs
- Assess, monitor and reflect on their own progress
- Partner in setting their learning goals and plans
- Advocate for support from teachers, peers, technology and other sources

HOW MIGHT EDUCATORS SUPPORT LEARNERS IN...

Assessing, monitoring and reflecting on their own progress?

STRATEGIES

Guide learners in on-going reflection on learning outcomes, products and processes
Example: A teacher provides time at the end of every rotation for learners to complete a template for reflection on what they learned and what they find challenging.

Provide learners with ongoing access to their data to help identify academic and non-academic needs
Example: A teacher has learners track their growth in skills (via assessment scores) in a binder, so they can see which of their skills are strong and which skills they need to work on.

Partner with learners to reflect upon and document their own learning needs and progress
Example: A teacher helps learners create a system to track their progress in an edtech product and reflect on their progress.

Model examining data, discussing progress and identifying challenges and needed supports
Example: A teacher meets with a learner and models how to look at the learner's data to identify areas of progress and areas where the learner needs support.

Help learners reflect upon their learning strategies and efforts, as well as the result of those strategies and efforts in regard to meeting desired learning goals
Example: A teacher helps a learner reflect on her use of a reading strategy, and then the learner chooses to try a new strategy from a given list.

Strategies for being *Learner Led*

CORE COMPONENT

Learner Led: Entrust learners to take ownership of their learning

ELEMENTS *of* LEARNER LED

- Co-design their learning experiences
- Articulate their interests, strengths and needs
- Assess, monitor and reflect on their own progress
- Partner in setting their learning goals and plans
- Advocate for support from teachers, peers, technology and other sources

HOW MIGHT EDUCATORS SUPPORT LEARNERS IN...

Partnering in setting their learning goals and plans?

STRATEGIES

Collaborate with learners to set specific and challenging short-term goals and develop learning plans
Example: An advisory teacher has learners craft a daily goal at the start of each day that is reviewed among their peers at the end of the day.

Support learners to imagine a desired future and then think through what challenges they will need to overcome to attain it
Example: A teaching team has learners complete a WOOP (Wish, Outcome, Obstacles, Plan) template at the start of each month.

Offer learners an organized approach to outline and document their learning plan (e.g., template, rubric)
Example: A teacher provides learners with a template to plan and track their learning activities for the week.

Partner with learners to establish a timeline and a plan for monitoring progress in meeting goals
Example: A teacher meets with a learner to set dates on which the learner will finish key steps towards a long-term project. They also include days that she will get feedback from a peer or teacher.

Utilize mentor conferences to review progress and determine next steps
Example: A classroom has a system of "learning buddies," or peers that regularly check in with each other on goals and learning plans for reading.

Strategies for being *Learner Led*

CORE COMPONENT

Learner Led: Entrust learners to take ownership of their learning

ELEMENTS *of* LEARNER LED

- Co-design their learning experiences
- Articulate their interests, strengths and needs
- Assess, monitor and reflect on their own progress
- Partner in setting their learning goals and plans
- Advocate for support from teachers, peers, technology and other sources

HOW MIGHT EDUCATORS SUPPORT LEARNERS IN…

Advocating for support from teachers, peers, technology and other sources?

STRATEGIES

Coach and model for learners how to identify and advocate for their needs according to degrees of urgency
Example: A teacher works with his class to create anchor charts that give suggestions for how learners can know if they need support and provides prompts for how to ask for help.

Actively encourage learners to independently problem-solve by seeking help from peers, technology and other sources
Example: A teacher establishes a classroom culture of "Three Before Me," in which learners must seek help from three other sources before consulting the teacher.

Establish routines for regular learner-led conferences
Example: A teacher sets up a rotation of short, five-minute check-ins with learners throughout the week for them to vocalize their progress and needed supports. Experienced learners teach others how to be more effective in learner-led conferences.

Actively nurture a class culture of self and team advocacy
Example: A teacher guides learners to reflect on their rights and identify barriers to their learning. Learners then work individually or as a collective group to advocate to the proper authorities for changes or expanded privileges.

Provide a system for learners to provide their status and request support
Example: A teacher gives each learner a popsicle stick and flag to decorate. When the learner needs assistance, he/she places it in the "up" position to notify the teacher and peers that help is needed.

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THIS FRAMEWORK AND ITS CORRESPONDING RESOURCES ARE LIVING DOCUMENTS, AND WILL CONTINUE TO CHANGE WITHIN THE CONTEXT OF THIS EXCITING AND DEVELOPING FIELD. WE WELCOME YOUR THOUGHTS AND FEEDBACK. PLEASE GET IN TOUCH WITH US AT HELLO@LEAPINNOVATIONS.ORG.

Academic Mindsets as a Critical Component of Deeper Learning

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A White Paper prepared for the William and Flora Hewlett Foundation

The William and Flora Hewlett Foundation's Deeper Learning Framework

In 2010, the William and Flora Hewlett Foundation's Education Program announced its strategic focus centered on "deeper learning." The Foundation's Board of Directors has made clear its commitment to supporting an approach to K-12 and community college education in the United States to prepare students for a rapidly changing world, with the ultimate goal of increasing economic opportunity and civic engagement, particularly for children and youth in high-poverty communities. According to the Education Program's strategic plan, reaching this goal requires "improving what students learn, how they learn it, and how they demonstrate their knowledge."[1] The Foundation asserts that American public schools must significantly "shift course" in their approach to teaching, learning, and assessment to ensure that students develop the skills, knowledge, and competencies they will need to meet the quickly evolving demands of life, work, and global citizenship in the 21st century. The Hewlett Foundation set its strategic priorities to promote these shifts in schooling practices – to "provide all students with access to rigorous, relevant, and innovative educational opportunities"[2] – so that every young person in the United States would graduate from high school well-prepared to actively engage in the world.

To meet its ambitious goals and guide funding in this area, the Hewlett Foundation developed a framework articulating the components of deeper learning, drawing on current research and expert opinion by commissioning research briefs and interviewing leading thinkers in education, business, and public policy. The deeper learning framework identifies key content knowledge, academic skills, and learning competencies that should be the products of any child's K-16 education. The original framework included five components:

- master core academic content through
- critical thinking and complex problem solving,
- working collaboratively
- communicating effectively, and
- learning how to learn.

Students who developed these competencies over the course of their elementary, secondary, and postsecondary schooling would be able to productively engage in work and civic life. The deeper learning framework was intended to provide educators, school administrators, reformers, and policymakers with clear guideposts for the goals of a K-16 education.

The Hewlett Foundation set a high bar for the competencies it included in the deeper learning framework. The core criteria for inclusion were that competencies must be *measurable, teachable,* and *evidence based.* The Foundation recognized that measures of important competencies may still be in their infancy in some cases, but it chose to only include competencies that could be clearly conceptualized and for which measures existed or were being developed. The deeper learning framework also included only competencies which could be taught and learned, rather than qualities understood to be innate or immutable. Finally, the Foundation only included competencies for which there was reasonably strong evidence of their relationship to positive life outcomes, particularly in relation to economic opportunity and civic engagement.

For the Foundation to make wise, targeted investments that yield desired results, the components of deeper learning must be clearly articulated and the guiding framework must accurately reflect the best understanding to date of how and why learning happens, as well as the instructional, psychological, and material conditions that support deeper learning. To that end, the Hewlett Foundation recently announced the addition of a sixth component in its deeper learning framework: "Develop academic mindsets." This competency meets the Foundation's core criteria of being measurable, teachable, and evidence-based, and adds a critical component to the overall deeper learning framework. Drawing upon ongoing research activity, this paper lays out the rationale for and evidence supporting the inclusion of academic mindsets as an essential part of deeper learning.

Academic Mindsets as Motivational Components of Deeper Learning

The original components of the deeper learning framework represent important processes and products of deeper learning instructional practices. What was missing from the framework, however, were the motivational components that influence a student's engagement in learning. Why and under what conditions might students choose to employ problem-solving skills or engage in collaborative work to meet a learning goal? What motivates students to expend the energy to master core academic content? In essence, what would be the energy source that could fuel students' engagement in deeper learning activities? Academic mindsets are "the psycho-social attitudes or beliefs one has about oneself in relation to academic work,"[3] and these attitudes and beliefs are often what compel students to engage in learning – or not. As psychology researchers Carol Dweck, Gregory Walton, and Geoffrey Cohen put it, "students need to think of themselves and school in certain ways in order to want to learn and in order to learn successfully."[4]

The inclusion of academic mindsets in the deeper learning framework puts due emphasis on a crucial set of learning variables. First, positive academic mindsets are associated with the persistent academic behaviors that lead to learning. Recent research reviews by the National Research Council, the University of Chicago Consortium on Chicago School Research (CCSR), and the John W. Gardner Center at Stanford University all concluded that students' psycho-social beliefs and attitudes have a profound effect on their engagement and learning in school.[5] In this way, academic mindsets can be seen as precursors to or motivators for participation in deeper learning instructional activities. Second, academic mindsets are also likely products of deeper learning experiences. Ideally, over the course of students' K-16 school experience, children and youth will come to see themselves as competent, productive people able to contribute meaningfully to their communities and the larger world. As students engage in deeper learning experiences and develop the other five deeper learning competencies, another likely outcome is the development of an efficacious sense of self, a valuing of education, and a positive disposition toward further learning. Academic mindsets are therefore both motivators for and outcomes of engagement in deeper learning experiences. Below are brief summaries of the research on academic mindsets that support its inclusion as a core component of deeper learning.

Academic Mindsets as Drivers of Academic Perseverance and Academic Behaviors Essential for Deeper Learning Outcomes

In June 2012, our research team at CCSR published a critical literature review on "noncognitive factors" in student learning – meaning the skills, attitudes, beliefs, and strategies that play a role in school performance but which are not directly measured by most "cognitive" academic tests. We focused on academic performance, as measured by course grades and GPA, as our outcome of interest because grades are strong predictors of future educational attainment,[6] which in turn strongly predicts adult earnings, civic engagement, and a wealth of other positive adult outcomes.[7] In our review, we found that *Academic Behaviors* (attending class, doing homework, engaging in classroom activities, studying) have the most proximal relationship to grades. The most direct way to improve students' academic performance is to improve their academic behaviors (i.e., increasing their attendance, increasing the amount they study, increasing the number of assignments they complete, and/or improving their class participation). Also important are the quality, intensity, and duration of effort invested in these academic behaviors, a factor we referred to as *Academic Perseverance* (i.e., tenacity or grit). The more perseverance a student exhibits, the more likely he or she is to attend class even when other things interfere, to complete homework even when it is challenging, and to continue pursuing academic goals even when setbacks or obstacles get in the way.

The research evidence suggests that one of the best levers for increasing students' perseverance and improving their academic behaviors is by supporting the development of *Academic Mindsets*. Students with positive academic mindsets work harder, engage in more productive academic behaviors, and persevere to overcome obstacles to success. Conversely, students with negative mindsets about school or about themselves as learners are likely to withdraw from the behaviors essential for academic success and to give up easily when they encounter setbacks or difficulty.[8] Intervention research has demonstrated that academic mindsets are malleable factors that can be changed intentionally through contextual or instructional variables.[9] This suggests that the most fruitful way to improve academic perseverance and to help students build the other competencies associated with deeper learning is to attend to the development of positive academic mindsets.

The CCSR report identified four key mindsets, each of which is independently associated with increased perseverance, better academic behaviors, and higher grades. These mindsets draw directly from seminal research on human motivation and basic psychological needs. In our review, we expressed these four mindsets in the first person from the point of view of the learner:

1) *I belong in this academic community*. Mazlow noted long ago that one of our basic human needs is for "belongingness" and "a place in [one's] group."[10] In an academic setting, this refers to students' sense of connectedness to peers and adults in their classes and their school. Belonging is particularly important in an educational context because human learning is socially constructed: we come to understand the world through our interaction with others.[11] Feeling part of a community of learners is a powerful motivator. Students with a strong sense of academic belonging see themselves as members of not only a social community, but an intellectual community. They tend to interpret setbacks and difficulty in their studies as a normal part of learning, rather than as signs that they are "out of place" in a particular academic environment.[12] Conversely, students who do not feel a sense of belonging in school tend to withdraw from interaction with their peers; to the extent that they associate academic work with their sense of alienation from the school community, they are likely to put forth little effort to learn.[13]

   A large study of students in grades 4-6 across six school districts found that students' sense of belonging in school was positively related (with moderate to large effects) to their enjoyment of class, liking for school, and task orientation toward learning, as well as being significantly (but more weakly) related to mean reading scores.[14] In a separate intervention study designed to mitigate the effects of "belonging uncertainty" on college freshmen, researchers found improved grades over time among African American students in the treatment group significant enough that the black-white grade gap was reduced 79 percent by senior year. Researchers also found effects on the health and well-being of African American students in the treatment condition, who, three years post-intervention, reported better health and fewer doctor visits than African American students in the control group.[15] Further, the percentage of African American students in the top quartile of their class had tripled following the intervention due to improved performance among treated students.[16]

2) *I can succeed at this*. The degree to which students believe they are "good" at a particular kind of task or field of study is strongly associated with academic perseverance. Research shows that self-efficacy and the belief in one's likelihood of success are generally more predictive of academic performance than one's actual measured ability.[17] Individuals more willingly engage in tasks of any kind when they anticipate success.[18] For students to expend the sustained effort necessary for learning, they must believe their efforts will be successful. This mindset also derives from our basic "need or desire for a stable, firmly based, (usually) high evaluation of [our]selves, for self-respect, or self-esteem, and for the esteem of others."[19]

Students who anticipate failure or believe they cannot do something well will likely refrain from investing effort or devalue the importance of the task in order to maintain a sense of their own competence.

Studies of children's self-efficacy have found that, within each level of math ability (i.e., high, medium, and low ability), students with greater math self-efficacy outperformed their similar-ability peers.[20] In studies of students' math performance, the direct effect of self-efficacy was as strong as the effect of ability.[21] Researchers have found similar effects of self-efficacy beliefs across a variety of other academic domains and contexts.[22] Research suggests that students who believe they will succeed at an academic task are more likely to persist longer in the task and use cognitive and metacognitive strategies that improve their performance.[23] There is also clear empirical evidence that self-efficacy is malleable. Providing feedback on students' prior performance (e.g., commenting that students have been working hard), feedback on ability (e.g., commenting that students are good at a particular academic task), setting goals, or providing skill training all had the effect of increasing students' expectations of success as well as their performance.[24]

3) *My ability and competence grow with my effort*. Much attention has been given to what Carol Dweck calls a "growth mindset," which relates to one's ideas about the nature of intelligence. Students with a growth mindset believe that "the brain is like a muscle" that gets stronger with use. Accordingly, growth-mindset students are more likely to interpret academic challenge or mistakes as opportunities to learn and develop their brains.[25] Having a growth mindset is also associated with a "mastery goal orientation," meaning that students are motivated by wanting to learn as much as they can in order to master the material; they enjoy challenging themselves to take on the next new idea.[26] Dweck contrasts a growth mindset with a "fixed mindset." Students with a fixed mindset think of intelligence as something that is predetermined and not within their control. Students with fixed mindsets are more likely to be performance oriented rather than mastery oriented, meaning that they are motivated either by the desire to show off their smarts by outperforming others or by their desire to not look dumb by underperforming. Unfortunately, neither of these manifestations of performance orientation is associated with perseverance. Students motivated to outperform others tend to give up quickly when success does not come easily. Students who are driven by the desire to hide what they fear is a substandard level of intelligence are likely to refrain from engaging in a task at all, lest they risk public failure.[27]

   In an experiment designed to encourage growth mindsets in college students, researchers found that students in the treatment group had higher GPAs the following term (average = 0.23 grade points) and that, among African American students, those in the treatment group reported higher levels of enjoyment and engagement in school following the intervention.[28] In a study of seventh graders with declining math scores, those in a randomized treatment group focused on the development of a growth mindset were able to stabilize their grades, ending the school year with an average 0.30 higher grade points than their peers in a control group.[29] Measures before and after the intervention also showed that students in the treatment group changed their understanding of the brain as well as their beliefs about intelligence during the study period, suggesting the malleability of student mindsets. In further evidence that growth mindsets can be cultivated, researchers found that "retraining" students to attribute poor academic performance to a lack of effort or to the use of an ineffective strategy (rather than a lack of ability) "has been shown to produce sizeable changes in persistence in the face of failure, changes that persist over time and generalize across tasks."[30]

4) *This work has value for me*. Human beings are continually interpreting and making meaning of experience. Our brains naturally look for connections in order to process new information and ideas. For academic work to penetrate students' consciousness and become a focus of attention, it has to mean something to them.[31] Students value academic tasks and topics that connect in some way to their lives, their future educational pursuits/careers, or their current interests. When students value their coursework, they are much more likely to expend effort on completing it. The value a student places on a given academic task is strongly associated with both persistence and performance on that task.[32] When a task is not valued, students have to expend significantly more energy to focus their attention on it; further, they are much less likely to remember information related to it.

   Researchers tested the importance of value in an intervention study with ninth-grade science students. Students in the treatment group were asked to write about how the weekly science topics applied to their lives. Students in the control group instead wrote summaries of the weekly science topics. Students in the treatment group who entered ninth grade with low expectations for success in science earned significantly higher grades (average=0.80 grade points difference) than students in the control group. Students in the treatment group also reported higher interest in science after the intervention and indicated wanting to take more science courses.[33] In a similar study with seventh-graders, students who wrote about values that were important to them in connection with school earned higher grades than students in the control group; the largest effects were seen with low-performing African

> American students, who increased their grades by 0.41 grade points, an improvement which was sustained over two years.[34]

Across a broad collection of studies and lines of research, the evidence strongly supports the relationship between positive academic mindsets, increased academic perseverance, and improved academic performance. In short,

> When a student feels a sense of belonging in a classroom community, believes that effort will increase ability and competence, believes that success is possible and within his or her control, and sees school work as interesting or relevant to his or her life, the student is much more likely to persist at academic tasks despite setbacks and to exhibit the kinds of academic behaviors that lead to learning and school success. Conversely, when students feel as though they do not belong, are not smart enough, will not be able to succeed, or cannot find relevance in the work at hand, they are much more likely to give up and withdraw from academic work, demonstrating poor academic behaviors which result in low grades.[35]

Low grades, in turn, predict lower educational attainment and poor career and civic outcomes.

Thus, academic mindsets are critical levers for increasing student engagement and the persistence necessary to develop the other five deeper learning competencies. Moreover, research across a range of studies suggests that educators play a key role in building positive mindsets. Students' academic identities and attitudes and beliefs about schooling are strongly influenced by the school and classroom environment in which learning is situated; the structure of academic work, goals, support, and feedback in that environment; and the implicit and explicit messages conveyed to students about themselves in relation to that academic work.[36] Increasing student motivation to learn is ultimately contingent upon "creat[ing] a set of circumstances in which students take pleasure in learning and come to believe that the information and skills they are being asked to learn are important and meaningful for them and worth their effort, and that they can reasonably expect to be able to learn the material."[37]

Academic Mindsets and Identity Development

In addition to motivating a student's engagement in deeper learning instructional practices, positive academic mindsets can also be seen as important deeper learning *outcomes*. The outcomes of schooling are not only content knowledge and academic competencies, but also the people that students become from having participated in their educational experiences. To develop young adults with a positive and efficacious sense of self and confidence in their abilities to engage with and contribute to the world, schools need to provide deeper learning opportunities in which students can follow their interests, strengthen bonds with peers, collaborate with a diverse range of people, build their competence over time, and come to see that accomplishment is built upon sustained hard work.

Unfortunately, it is too seldom the case that students get these opportunities in school, particularly in urban districts serving low-income and racial/ethnic minority students. Rather than building students' content knowledge, problem-solving abilities, collaborative capacities, communication skills, and learning strategies over time, traditional urban schools too often fail to provide opportunities for students to develop deeper learning competencies. Instead, they rely on rote, low-level instruction and reinforce to students messages of inadequacy and limited potential. Thus, a significant percentage of young people leave school "thoroughly trained in failure," to borrow a phrase from Leonard Ayres.[38] Across a number of U.S. cities, rather than inspiring students to work hard and meet rigorous academic standards, it is common for urban school systems to see half their students fail at least one course upon entry to high school, with upwards of a third of ninth graders routinely failing three or more courses.[39] Academic failure reduces students' interest in school and attenuates their relationship to whole fields of study that might have otherwise provided potential career opportunities. Currently about 25 percent of American youth drop out of high school without a diploma,[40] generally after repeated failure and deepening credit deficiency. For chronically failing students – or for students in chronically failing schools – the most important result of schooling may be not only a lack of knowledge and skills, but an image of themselves as having little to offer and few capabilities worth developing.

Decades of research consistently conclude that the consequences of academic disengagement are detrimental and debilitating, setting off a downward spiral of low self-esteem, impeded effort, and escalating failure.[41] Pockets of exceptional schools across the country serving low-income and racial/ethnic minority students have demonstrated ways to engage students' interest and provide opportunity and support for them to meet high academic standards. We should no longer accept the myth that struggling students don't care about their education or that failure is the best they can do. The evidence is clear that failure in this context has "a negative and sometimes devastating effect" on a student's sense of self, making young people "feel incapable and inadequate" rather than prepared for the future.[42] Certainly, schools are not fulfilling their desired public function to the extent that they take in young children who are able and naturally eager to learn and over the course of 12 or 16 years produce young adults with few marketable skills and who have become convinced of their intellectual deficiency. By neglecting to consider the psycho-social dimensions of students' schooling experience, teachers, administrators, policymakers, and education reformers can inadvertently enact policies and practices that cause irreparable harm to children.

A more holistic view requires that the goals of K-16 education include the development of students' content knowledge, problem-solving skills, and related academic competencies as well as the development of efficacious young people whose confidence is solidly based in demonstrated expertise. The graduates of an education system focused on developing the six deeper learning competencies will be well prepared to engage in their careers and their communities to solve the pressing social, political, environmental, and technical problems facing us in the 21st century. The deeper learning framework will provide guidance to practitioners, researchers, and policymakers in this regard by including academic mindsets among its core competencies.

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PERSPECTIVES FOR A DIVERSE AMERICA

20 Face to Face Advisories

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A K-12 LITERACY-BASED ANTI-BIAS CURRICULUM

20 Face to Face Advisories

Teaching Tolerance is proud to partner with The Origins Program (originsonline.org/about) to present 20 advisory activities selected from *Face to Face Advisories: Bridging Cultural Gaps in Grades 5-9* by Linda Crawford (originsonline.org/bookstore/face-face-advisories).

PURPOSE OF ADVISORY ACTIVITIES

When properly facilitated, advisory period can be a time for the authentic relationship and community building that students need to feel safe and supported in their schools. School must be relevant and engaging to adolescents before they will make an effort to do what schools ask of them. "A homeroom or advisory at the start of the day, when properly structured to meet adolescent needs, can promote social development, assist students in their academic programs, facilitate positive involvement among teachers, administrators, and students, and provide adult advocacy and a positive climate in the school community" (*Middle Grades Research Journal,* Fall 2011, page 148).

The meetings in *Face to Face Advisories: Bridging Cultural Gaps in Grades 5-9* expose students to diverse perspectives and guide them to understand those perspectives and to critically and honestly analyze ideas from a variety of cultures. It all happens through safe, engaging, guided peer-to-peer activities that build social emotional skills and connections across differences.

Students greet each other respectfully and then share interesting, meaningful activities that draw them together. They become more open to diverse people and cultures, ready to take a stand for equity. Such connections and understandings help create the optimal social emotional conditions for learning. They foster awareness of social biases and reveal possibilities for transforming them.

The 20 advisory meetings selected for Teaching Tolerance provide a sample of the movement *Face to Face Advisories* makes from awareness to action. They are grouped by the domains of Teaching Tolerance's Anti-bias Framework: Identity, Diversity, Justice and Action, with five advisories in each domain.

TWO ADVISORY FORMATS

Each advisory activity includes a goal, meeting components and teacher tips, and there are two types of Face to Face advisories—Circle of Power and Respect (CPR) and Activity Plus (A+). Both formats create a safe, inclusive atmosphere in which students and their teachers may learn about each other and grow closer—even when discussing challenging subjects like racism and heterosexism.

For a detailed discussion of the *Developmental Designs* CPR and A+ advisory meeting structures, see *The Advisory Book* (originsonline.org/bookstore/advisory-book-revised-edition-0).

CPR ADVISORY FORMAT

The Circle of Power and Respect (CPR) format for advisories is ideal for creating inclusive communities. Each activity contains four key components:

Daily News—Previews the advisory activity's focus and helps students shift into thinking gear as they transition from home to school.

Greeting—Teaches students to respectfully greet someone they hardly know or don't particularly like.

Share—Provides time to talk about daily issues as well as challenging topics like bias, discrimination, justice and acceptance.

Activity—Connects students through play and activities that allow them to voice their opinions and discover commonalities.

ACTIVITY PLUS (A+) ADVISORY FORMAT

The A+ format allows more time for the final activity, which allows students to reflect on the implications of what they have learned or thought or heard—for them personally, for the school community and/or for society.

Identity Advisory 1 (CPR)

Advisory goal: Know one another culturally.

DAILY NEWS (WRITTEN MESSAGE TO STUDENTS)

Ciao, friends! (Italian)

Be thinking about an informal greeting you can use to greet the person next to you today. The sharing question today will be: What do you know about the meaning of your name and why your family chose it? We'll be looking for volunteers to share out.

GREETING

Informal English Greeting

A selected student begins. She greets the student to her right using informal English (e.g., "Howdy, ____."). The greeted student responds repeating the first student's language then turns to the next person and greets her with the same or a different informal greeting. The process is repeated around the circle. All greetings must include the person's name.

➔ Informal English Greeting examples: "Hi,____." "Howdy, ____." "How's it going, ____?" "S'up, ____?" "Hey, ____."

SHARE

Partner Share on Topic

Partners share their answers to these questions: "What do you know about the meaning of your name and why your family chose it? Was it because they liked the sound of it? Were you named for someone? Does your name have special meaning?"

Students share on topic for a specific length of time with a time warning halfway through the share to ensure balanced sharing/listening. Afterward, volunteers share out to the whole group.

➔ Suggest that students who do not know about the significance of their given names ask about it at home. Students could decide to include the information in the shares they begin developing in Identity Advisory 2. To lessen any discomfort students may have about a lack of information about their names, assure all that this will be just one of many items that might comprise the shares.

ACTIVITY

When the Cold Wind Blows

Students sit in a circle. One student stands in the middle of the circle, and his chair is removed. He says, "When the cold wind blows, it blows for anyone who ____," filling in the blank with a category such as "has a dog" or "is left-handed." Everyone who fits that category rises and quickly finds a new place to sit, including the person in the middle. The one student who doesn't find a seat stands in the center of the circle and continues the game by saying, "When the cold wind blows, it blows for anyone who ____," naming a new category. The activity continues for several rounds.

➔ For this game, in order to learn more about each other's lives, limit categories to ones that relate to interests, hobbies and family, rather than allowing students to focus, say, on clothing or appearance. For example, the cold wind blows for anyone who

- has more than two siblings
- has moved in the last year
- speaks more than one language

- is the oldest child in the family
- has a grandparent living with them
- enjoys playing a sport
- enjoys music
- has a hard time getting up in the morning

➔ Model and practice safe chair changing before playing, including how to claim a chair by tagging it first, so students know how to move quickly and safely during the game.

Identity Advisory 2 (CPR)

Advisory goal: Learn how to share about your identity by describing the cultural influences that have shaped you.

DAILY NEWS

Bienvenidos, students! (Spanish)

Today I will do an Identity Share and describe ways that my culture has influenced me and helped shape my identity. On other days, I hope some of you will also be amenable to doing an Identity Share so we can learn about some ways that your culture has influenced your life.

GREETING

High-Five Greeting

In sequence around the circle, students greet each other with a high-five. For example, Kim says, "Hi, Ahmed," and gives him a high-five. He replies, "Hi, Kim," and gives her a high-five.

SHARE

Identity Share by Teacher on Topic

The teacher explains ways that his culture has shaped his identity.

➔ Model this share format by going first. Familiarize yourself with the Identity Share Guidelines, and use them to design your share. Explain that students will have a chance to develop and do an Identity Share in the near future.

IDENTITY SHARE GUIDELINES

If you're not sure how to share what you want people to know about your culture, try some of the suggestions in the list below.

- Bring one or two objects that represent part(s) of your life and culture.
- Describe how the following things have influenced you:
  - family traditions and characteristics (e.g., family members, favorite activities, holidays, customs, religion, foods you eat, native languages, attitudes toward education, family rules)
  - physical environment and neighborhood
  - race and ethnicity
  - appearance
  - media/advertising
  - gender
  - school
  - law and government
  - economics (e.g., how much money your family has)
- Describe the origins of your name and why it was chosen for you.

- If your ancestors weren't indigenous (native) to the United States, describe the countries from which they came.
- Explain the work the adults in your family do at home, in the community or at paid jobs.
- List the responsibilities you have in your family.
- Describe one way your family has supported you.
- Describe what other aspects of your life have influenced who you are.

➔ Before you share, establish audience guidelines. Ask the students, "What do supportive listening and participation look, sound and feel like?" See below for suggestions. After you share, direct the audience to ask questions or make relevant comments, allowing you to fill out your story by responding. Post the Identity Share Guidelines from which the audience can draw questions about topics the share hasn't already covered. Encourage students to ask open-ended questions (e.g., "How do you feel about having to take care of your little sister?" "In what ways does advertising affect how you dress?" "What does your mom say about how you dress and wear your hair?").

Audience Guideline Suggestions

- Focus on the sharer, not on yourself or fellow audience members.
- Listen actively and get ready to comment or ask questions about the share. Even if you don't get to ask or comment, preparing helps you be an active listener.
- Be ready to support with details any opinions you express.
- Listen to other people's questions; you will get more out of the answers, and you can avoid repeating someone else's question.
- Listen and watch for interesting, original, entertaining, enlightening and well-expressed aspects of the share, and be ready to comment on them.
- Think about whether and how the performance could be improved. Be ready to offer respectful suggestions if they are invited. If a comment won't help the sharer, say it another way, or don't say it.

➔ Now that you have modeled the Identity Share for students, give them the Identity Share Guidelines and a week or two to prepare Identity Shares of their own. If you want advisory content suggestions for the interim, see the *Developmental Designs* online resources (originsonline.org/educator-help#for-middle-level) or *The Advisory Book* (originsonline.org/bookstore/advisory-book-revised-edition-0) for ideas on greetings, share topics and activities.

ACTIVITY

Shuffle 'Em Up

Students sit in a circle and write their names on large note cards. On the teacher's prompt, "Shuffle 'em up," students switch cards with one or more other players, then hold the new one in front of them like a name tag. A selected student stands in the middle of the circle. He rearranges the cards in students' hands as quickly as possible so that everyone is once again holding his own name card. If there is time, when all students have their own names back, the teacher may say again, "Shuffle 'em up."

➔ If students do not know each other's names well, each student can hold up her own name card and say the name out loud before the first round of Shuffle 'Em Up. This will familiarize everyone with the names and their correct pronunciation and help avoid embarrassment.

Identity Advisory 3 (CPR)

Advisory goals: Become more able to describe your culture and how it has shaped you. Learn about each other's cultures.

DAILY NEWS

Good morning, good listeners!

Today ____ and ____ will be doing the first student Identity Shares. Use your attentive listening skills, and be ready to ask interesting questions.

➔ Plan additional advisory meetings for more student Identity Shares.

GREETING

Basic "Good Morning" Greeting

A selected student begins. She greets the student next to her in the circle, "Good morning, ____"; the person greeted responds, "Good morning, ____," then turns to the person next to her and greets her. The process is repeated around the circle. The audience's job is to watch each greeting politely and quietly.

SHARE

Identity Share by Student Volunteer on Topic

The student explains ways that her culture has shaped her identity.

As support for the sharer and the audience, post the Identity Share Guidelines from Identity Advisory 2. If the pace seems to lag, prompt questions by directing the audience to the list. Listen carefully to the questions the audience asks of a sharer, and intervene if a question seems to make the sharer uncomfortable. Establish that the audience will close the shares with a brief acknowledgment (see more below).

➔ Watch over the conversation to make sure students present a balanced picture. As needed, direct students to

- notice similarities and differences
- balance stories of victimization of one culture by another with descriptions of celebrations of joyful, productive aspects of cultures
- share both negative and positive facts and emotions about cultures

You can help maintain balance in the conversation by interjecting a question. If the sharer's emphasis is on how different a culture is from others, ask about broadly shared characteristics (e.g., "Is there an age when a boy or girl is considered an adult?" "Is there a holiday when families gather and relax together?"). If the share emphasizes persecution, ask questions that might bring out sources of strength or hope (e.g., "Are leaders and others working for peace at this time?"). If facts are overemphasized, ask a question about feelings (e.g., "Do you like being a member of a large family? What are the advantages and disadvantages?").

➔ Acknowledge students who do Identity Shares. The audience can do a cheer (originsonline.org/educator-help/cheers) for the sharers or offer comments about what they specifically appreciated in the shares. Comments should be specific and descriptive, not general praise such as "You were great." The social skill of giving a compliment requires thinking in order to be authentic: What specifically was interesting in the share? What specifically was something you admired or something you learned? Empty praise doesn't mean much, but a thoughtful compliment can mean a lot to the sharer, especially coming from a peer.

ACTIVITY

Name ’Em All

Volunteers try to correctly name everyone in the circle.

➔ If the volunteer gets stuck, students can give a clue about a person not mentioned yet, for example the letter the name begins with or a word it rhymes with. This will show the person whose name has been forgotten that others do remember her name.

Identity Advisory 4 (CPR)

Advisory goals: Develop an inclusive view of language. Build community.

DAILY NEWS

Dear group,

Sometimes we use formal speech, and other times we relax into slang. The trick in life is to know how and when to use each. Today we'll play with our names, both our formal full names and informal nicknames. Think of a nickname or baby name to share with us, and then we'll play a name game.

GREETING

Full Name Greeting

One at a time, students greet the person to their right using that person's first and last names ("Good morning, Sarah Roberts."); middle names are optional. They shake hands politely, and the person responds with the same format ("Good morning, Ana Garcia.").

➔ Whole-group alternative: Each person greets the group by saying her first and last names ("Good morning, everyone. My name is Sarah JoAnne Roberts.") The group in unison responds back, including the name ("Good morning, Sarah JoAnne Roberts.") This alternative avoids the problem of students not knowing how to pronounce certain names. Students can begin with the whole-group greeting and on another occasion try out the Full Name Greeting.

➔ Smiles and giggles often result when adolescents try on formality. This is fine, but sarcasm or mockery is not. If you detect either, direct the student to try it again with friendly respect (or to sit out if it was intentional).

SHARE

Whip Share on Topic

"What is your nickname?" Each student offers a brief response to the topic; nicknames quickly "whip" around the circle.

ACTIVITY

Name Race (Team-Building Activity)

Seated or standing in a circle, students see how quickly they can say their names (see variations below) one time around the circle. The teacher times the rounds to compare results.

➔ Variations: Go faster and faster. You can try to set your best time for first names only and then try with first and last names or first, middle and last names. You can go the opposite direction around the circle and use nicknames. (A stopwatch is useful!) As you have fun with the Name Race, the students' names become more familiar and the community more connected.

Identity Advisory 5 (CPR)

Advisory goals: Identify similarities in the midst of differences. Develop teamwork skills. Experience leadership and followership.

DAILY NEWS

Hello, friends!

Sometimes we're surprised when we discover that we share characteristics or preferences or experiences with a person from whom we think we are quite different. Today our task is to note as many similarities and differences as we can.

GREETING

Same and Different Greeting and Share

Partners greet each other with a high-five, low-five or fist tap. As always, each greeting and response includes the name of the person. Then they identify three ways they are different from each other and three things they have in common.

SHARE

Venn Diagram Partner Share: Similar and Different

Using a Venn diagram, partners record ways they are different and similar, naming as many commonalities and differences as they can. Students draw two circles, each about six inches in diameter and overlapping by about three inches at the center. They write one of their names above the circle on the left and the other name above the circle on the right. They bring up cultural and personal characteristics (e.g., "has five siblings," "likes spring rolls," "good at baby-sitting") and determine where in the Venn diagram the characteristic should be placed—in an area representing one of them or the area in the middle, representing both. To the whole group, volunteers share out examples of characteristics the pairs found that they have in common.

➔ The first time students do this, you may give teams a list of characteristics to consider, such as differences or similarities in ages, families, favorite foods, things they are good at, native languages, favorite colors, places they've been and ambitions.

ACTIVITY

Shape Up

Students form teams of four, five, or six, with each team choosing a leader. Using five pieces of flat elastic nine feet long, teams recreate a geometric shape drawn on the board by the leader. All team members must have contact with the elastic at all times. At first, the shapes should be simple (triangle, square, pentagon); as the students succeed, the figures should become more challenging (circles, regular and irregular polygons).

➔ For the greatest difficulty, blindfold all but one team member, who gives instructions to the others.

➔ You'll probably have time for only a few shapes.

➔ Flat elastic about 3/8 inch wide works best. You can buy it at craft stores and fabric stores.

➔ This is an activity where leaders tend to emerge. The team can't complete the figure unless they are somewhat organized, and the one who steps up to direct the organizing emerges as a leader. If there is time after the activity, students can discuss who helped the group organize its efforts. It's also interesting to note who was willing to follow. No one can lead unless others are willing to follow. In fact, it is said that great leaders are made by great followers—another example of our connectedness that you can point out to your students.

Diversity Advisory 1 (CPR)

Advisory goal: Understand that certain cultural characteristics can raise or lower your social status.

DAILY NEWS

OhayĐ gozaimasu, everyone! (Japanese—transparent.com/learn-japanese/phrases.html)

One of the things people do when they see each other is look for differences. "Has he changed his hair?" "She always wears that black scarf on her head." "He talks with an accent." Today we'll play a little with the differences we notice. They can make life interesting but also sometimes uncomfortable.

GREETING

Reach Out Greeting

Students stand. When the teacher states a category from the list below, the students find people who fit it and greet them. Tell students that the idea is to greet as many people as possible before the category changes. The teacher can gradually increase the degree to which students reach out:

"Greet people whose eyes are not the same color as yours."

"Greet people who have the same middle initial as you."

"Greet people you haven't talked to yet today."

"Greet people you don't know very well."

➔ To minimize seeking certain people, keep this greeting moving along by calling out a new category before movement stops.

SHARE

Think Ink Pair Share on Topic

Students respond to the following prompt: "There are many differences among us. At our school, are there some characteristics that tend to make people more or less popular? Write some down."

Students think quietly about the topic for a minute or two, write their thoughts on paper, and then share with their partners for a specified time and with a warning halfway through the share to ensure balanced sharing/listening. Volunteers share out.

➔ Thinking time is important so students seriously consider how popularity works in your school. Students write their thoughts before sharing them. If there isn't time for students to share out with the whole group or if they are reluctant to do so, you can collect the ideas and read them anonymously at this meeting or the next one.

ACTIVITY

Something's Different

Partners start by facing each other and observing details about appearance. Then partners turn back to back. Each person makes a quick change in appearance (e.g., tucks in shirt, rolls up sleeves, switches a ring from one hand to the other). When both are ready, they turn around and face one another again. The objective is for each person to detect the change that the other has made. If there is time, the partners can play another round.

➔ Variation: Groups of four play, and the pairs try to detect changes the other pair has made.

Diversity Advisory 2 (CPR)

Advisory goal: Recognize positive and negative responses to others who are different from us.

DAILY NEWS

Hola, compadres! (Spanish)

Most of us have had moments when we felt like the odd person out, the one who was different from the group in some way. Often people seem to want to hang out with others who are like them. Today we'll get clear about different ways of dealing with difference.

Have you ever felt that you were the "different" one in a group? Initial below.

YES__________________ NO__________________

GREETING

Huddle Up Greeting

As the teacher makes statements about personal interests, students respond by coming to the middle of the circle if it applies to them and greeting the others in the middle with them. After each huddle, students return to their seats. Those for whom the statement doesn't apply stay where they are, quietly waiting for the next statement. For example, the teacher might say, "Huddle up if you enjoy watching football." Everyone who likes to watch football comes to the middle of the circle and greets everyone else who shares this trait, while those who don't enjoy watching football remain seated. Categories of personal interests that demonstrate "soft" commonalities and differences in the group are less likely to divide students in a negative way.

Here are some examples:

- Huddle up if you have a pet.
- Huddle up if you like scary movies.
- Huddle up if you like to sleep late.
- Huddle up if you like to cook.
- Huddle up if you like to talk on the phone.
- Huddle up if you text.

➔ Make sure that everyone gets into the circle to greet at least once. The last two topics on the list above are aimed at getting everyone into the circle.

SHARE

Think Pair Share on Topic

Each student tells about a time when she felt she was the only one (or one of few) who was different in some way from the rest of a group (e.g., she was older or younger, she was the "new kid," or she was the only person of her gender, race and ethnicity, etc., in the group).

Students think about the topic for a minute or two and then discuss their thoughts with their partner for a specified time with a warning halfway through the share to ensure balanced sharing/listening. Volunteers share out.

ACTIVITY

Responding to Differences Scenarios

The teacher explains that the scenarios are all examples of ways we respond when we interact with people whom we perceive as different from us. Every three or four students receive one scenario. In each of the scenarios, whether the differences are described or not, students should assume that the people described are different from one another in race and ethnicity, language, sexual orientation, socioeconomic class, ability, and/or religion. Using the categories defined in the Responding to Differences Continuum, partners take a few minutes to decide which category best matches the events in their scenario. Partners then share out with the whole group their scenario, the number they assigned it and why. Thinking about the behaviors in each scenario will sharpen student appreciation for the nuances of behavior among people.

Responding to Differences Continuum

How do you respond to differences in the people you know?

1. EXCLUDE 2. AVOID 3. ALLOW 4. ACCEPT 5. APPRECIATE

1. Exclude
You purposely keep this person out or deny him access to places, information, groups and activities. For example, you do not let him join your game after school.

2. Avoid
You intentionally arrange things so you have as little contact as possible with this person. For example, if she is eating lunch at a certain table, you choose a different table, but you don't prevent her from sitting at your table if she chooses to.

3. Allow
You see the differences in this person as somewhat negative. You say that people who are different in this way are OK, as long as they don't get in your way.

4. Accept
This person's difference doesn't bother you. You work with her in class sometimes and it's not a problem, but you don't seek her out for friendship.

5. Appreciate
You see the person's difference in a positive way and enjoy being around him. Sometimes you go out of your way to be with him.

Responding to Differences Scenarios

Identify where the following scenarios fall on the Responding to Differences Continuum.

1. Alonzo and John are assigned to be lab partners. They don't hang out together at all outside of school. During lab work, they talk only when necessary. They get the work done and then wait silently for the period to end. When the bell rings, each goes to his friends and moves to the next class.

2. Mary finds out that Delores will be working on the dance decorations, so she joins a different committee.

3. Robert asks Anthony, "Where'd you get those shoes, Anthony—the Goodwill?"

4. Jane often goes to Miriam's house after school. Miriam's mother and father are immigrants, and Jane enjoys listening to Miriam's mom tell stories about the old country. She enjoys the food Miriam's mom prepares, which is new to her.

5. Ed and Derek have been friends a long time. Sometimes Ed asks Derek for advice about what to do in certain situations when he feels social pressure. Derek encourages him to be himself and acknowledges his

positives. Ed appreciates his friendship with Derek because Derek seems like the only person at school who understands him.

6. Francine is starting a new after-school group to raise money for the nearby community center. She invites other students to be involved, many of whom are people she hasn't hung out with at all outside of school. She understands that it will take many people with a variety of skills and working styles to launch this group, and she's willing to approach people she hardly knows.

7. Georgia intentionally does not invite Jessie or Ralph to her party.

8. David is Catholic, and Martin is Jewish. They live in the same neighborhood and ride the same bus to school. They talk to each other almost daily about school and sports, and sometimes they hang out together after school. They have never discussed their religious differences.

Diversity Advisory 3 (CPR)

Advisory goals: Appreciate the value of heterogeneity. Understand the tendency toward homogeneity.

DAILY NEWS

Dear heterogeneous students,

Diversity is everywhere, so the ability to socialize and work with people who are different from us is an important personal strength. Is your main group of friends more homogeneous or more heterogeneous? Indicate on the continuum below:

Homogeneous_______________________________________Heterogeneous
(I avoid mixed groups) (I hang out with lots of different people)

GREETING

Name Card Greeting

Students write their names on note cards and then place them randomly face down in the middle of the circle. One at a time, each student selects a card, reads it and greets the student indicated. The teacher can save the cards for reuse in a future Name Card Greeting.

SHARE

Simultaneous Share on Topic

Students respond to the following prompt: "Use a show of fingers, one to five, to indicate how often you are an explorer: someone who likes to mingle with a variety of folks, many of whom seem different from you. Show one finger for rarely and five for most of the time."

➔ Give students a moment to think before they respond. Assure them that the number they show is just a rough indication of who they hang out with most of the time. On your count of three, all give their responses simultaneously.

ACTIVITY

Responding to Differences: My Relationships

Students think about the people they know and describe someone for each of the categories below from the Responding to Differences Continuum. *This exercise is private and anonymous.* To protect privacy, students should not name the people they are describing. Students return their completed papers to the teacher at the end of the meeting, sharing the work with no one else.

➔ You can share an example with your students so they understand how it works. Here's an example for category 2 (Avoid):

Example: She is a lesbian and everybody knows it. I don't hang out with her because when I do I get teased. I really don't care that she's a lesbian, but I don't want people thinking that I am.

1. Exclude

You purposely keep this person out or deny him access to places, information, groups and activities. For example, you do not let him join your game after school.

Example:

2. Avoid

You intentionally arrange things so you have as little contact as possible with this person. For example, if she is eating lunch at a certain table, you choose a different table, but you don't prevent her from sitting at your table if she chooses to.

Example:

3. Allow
You see the differences in this person as somewhat negative. You say that people who are different in this way are OK, as long as they don't get in your way.

Example:

4. Accept
This person's difference doesn't bother you. You work with her in class sometimes and it's not a problem, but you don't seek her out for friendship.

Example:

5. Appreciate
You see the person's difference in a positive way and enjoy being around him. Sometimes you go out of your way to be with him.

Example:

Diversity Advisory 4 (CPR)

Advisory goal: Build trust for others in the group.

DAILY NEWS

Dear students,

This morning I will share with you about a person who is quite different from me, in whom I have a lot of trust. I will invite your questions and comments after I share. We'll also try out an activity that requires us to have confidence in each other: Knots!

GREETING

Psychic Shake Greeting

Everyone silently picks a number from one to three. That is the number of times students will shake everyone else's hands in this activity. Students mingle in the circle and start shaking hands, seeking others with their number. For instance, if a student's number is two, she shakes twice with each person. If the person she is greeting tries to shake a third time or resists shaking after one shake, then she has not found a match, so the two separate and continue greeting others. If the person shakes exactly twice, the two stay close together as they seek others who shake twice. The greeting has been completed when there are three clusters of people.

SHARE

Venn Diagram Share: Differences and Trust, Modeled by Teacher

The teacher prepares ahead of time a Venn diagram, using himself and a person he trusts who differs from him culturally. Areas of difference include religion, urban/rural childhoods, native language, age, ability, race and ethnicity. The teacher uses the Venn diagram to show the commonalities and differences and asks for questions and comments afterward. (Students will prepare and share their own Venn diagrams in Diversity Advisory 5.) A student should write down the questions so the group can use them as a resource when students share their diagrams.

ACTIVITY

Knots (Trust-Building Activity)

Students stand in a circle and link right hands with someone across from them. Then they link left hands with someone else: The "knot" is complete. Students must untangle the knot without letting go of hands.

➔ You can have students hold a strip of cloth in each hand and grab the cloth rather than hands (stretchy cloth makes the activity easier but less challenging). This reduces the closeness and touching required by the activity. Decide what degree of contact will work for your group, or separate groups as you see necessary. This activity, like handshakes and high-fives, can be a context for teaching about respectful touching.

Diversity Advisory 5 (CPR)

Advisory goal: Understand how community can influence performance.

DAILY NEWS

Get ready to race, speedy ones!

We're going to see how fast we can go when we have a team behind us for support. Also, we need two volunteers to share about their trustworthy people today.

GREETING

High-Five/Low-Five Greeting

In sequence around the circle, students greet and high-five their neighbors. The neighbors greet and low-five them back. For example, Jake says, "Hi, Roberta," while giving her a high-five, and Roberta replies in the same way while giving Jake a low-five.

SHARE

Venn Diagram Share: Differences and Trust

Volunteers share with the group their Venn diagrams of someone they trust.

➔ A follow-up question: "What else might the two people in this diagram have in common?"

You can explain that searching for our commonalities helps keep us positively connected.

ACTIVITY

Number Race

Divide the group into two or three teams. The teacher creates circles on the floor, outlined with yarn or string, with one circle for each team. The teacher then places inside each circle paper plates or something similar numbered from one to 10 and scatters them, number side up. At the start signal, teams send one member at a time into their circle to touch all 10 numbers consecutively. Team members encourage and assist each other in finding the plates in the proper order (e.g., "Turn around! Number seven is behind you."). Each team times the process and shares their results with the other teams or tries to better their result if there's time to repeat the course.

➔ Variation: Experiment with the impact of group support on performance: Time the course first without support and then with support. Compare the results and ask students to reflect: "How did it feel/impact your performance to do the course without and then with support?"

Justice Advisory 1 (CPR)

Advisory goal: Understand that the experience of school is different for different students.

DAILY NEWS

Good morning, students!

For sharing today, think about the institution of school and the effect it has had on you. Do you believe school is easier for some students, depending on their gender, race and ethnicity, size, appearance, ability or socio-economic class? Mark your answer below on the continuum:

No____________________Yes

GREETING

Language Greeting: Using American Sign Language

To sign "hello" in American Sign Language, students smile, make eye contact and make a friendly salute toward the people they are greeting. The first student starts by greeting the person on his right; that person returns the greeting and then greets the person on her right, and so on.

SHARE

Think Ink Pair Share on Topic

Students respond to the following prompt: "Is school easier for some students, based on their gender, race and ethnicity, size, appearance, ability or socio-economic class? Is school easier for girls than for boys? In what ways might school be different depending on how much money your family has?"

Students quietly think about the questions for one or two minutes and write down their thoughts. Then students form groups of two or three and share what they've written. The teacher keeps time, prompting groups to change sharers every two minutes to ensure balanced participation. Volunteers share out their responses with the whole group.

ACTIVITY

Talking Cards on Topic

Students respond to the following prompt: "What would help students make friends more easily at school and do well academically?"

Students write and then sort ideas and opinions so they are "heard" anonymously. The cards do the "talking."

1. The teacher passes out two small note cards to each student, putting extras in the middle of the circle.

2. The teacher asks, "What would help students make friends more easily at school and do well academically?"

3. Students write responses on cards (one response per card). They write a suggestion and explain why they think it would help students do well socially and academically.

4. The teacher collects and shuffles the cards.

5. The teacher asks for one volunteer to read the cards and one to record responses, grouping similar ones.

6. Everyone discusses the suggestions.

➔ In the Talking Cards activity, remind students that opinions are only as good as the evidence that supports them. Encourage students to give examples and data that will substantiate their suggestions for improvements to the school culture.

➔ The discussion of how to make school a place where all students can do well both socially and academically may call for an additional meeting.

Justice Advisory 2 (CPR)

Advisory goal: Be aware of the damage bullying does to everyone in the school.

DAILY NEWS

Hello to all!

We often remember long afterward things that people say and do. People who have been bullied never forget it. Here is the definition of bullying we will use in this advisory: repeated, aggressive behavior against a person who has to defend herself from someone who has more power than she does. Intimidation, rumors, gossip and media can all be used to bully someone.

GREETING

Handshake Greeting

Students greet each other with, "Good morning, ____" and a handshake, going around the circle.

➔ Model and discuss how you want handshakes to look and feel. Components of a good handshake include body position (standing 12 to 18 inches apart), eye contact, grip, squeeze, flow, duration and release.

SHARE

Partner Share on Topic

Students respond to the following prompt: "What is a comment someone made to you quite a while ago—positive, negative or neutral—that you have never forgotten?"

Students share for a specified length of time with a time warning halfway through the share to ensure balanced sharing/listening. Volunteers share out.

➔ As students share out, note the characteristics of the comments we tend to remember, and discuss them with students. Examples:

"I still remember my cousin saying that I was really stupid because I couldn't divide yet." (generalization)

"I remember when a girlfriend told another friend that my hair always looks like I just woke up, and it went around as a big joke." (teasing)

"Once a teacher said that I was an eager learner." (praise)

ACTIVITY

Watch *Bullied: A Student, a School and a Case That Made History*

Bullied, produced by the Southern Poverty Law Center, is available for free along with a teaching kit for the asking at the Teaching Tolerance website. If the teacher doesn't acquire the documentary, he can use the quotes below to tell the story.

Quotes From the Documentary

Bullied: A Student, a School and a Case That Made History tells the true story of Jamie Nabozny, a student who endured persecution from anti-gay students, stood up to his tormentors and filed a federal lawsuit against his school district. The suit led to a landmark federal court decision holding that school officials could be held accountable for not stopping the harassment and abuse of gay students. In *Bullied*, Jamie tells the story of the persecution he endured every day. The following are quotes from the film. Jamie is speaking.

"I just know that it hurt a lot to hear those words on a daily basis—people calling me queer, fag, homo … saying really disgusting things about … sex …"

"When I was walking down the hallway I'd have things thrown at me … I'd be kicked, tripped, spit on …"

One day when Jamie's science teacher stepped out of the classroom, anti-gay students attacked Jamie in the room.

"And the two boys started harassing me. And they had started touching my legs and telling me, you know, that 'you like it' and stuff, and I kept pushing them away. And then eventually I tried to get away from them and they pushed me to the ground. One of them got on top of me and were just continuing to—to touch me and being vulgar, I guess."

Justice Advisory 3 (CPR)

Advisory goal: Know the facts about inequalities between American men and women today and in the past.

DAILY NEWS

Greetings, young people!

Today we'll look at some sad facts about the status of women in the United States and think about what might be done to alleviate the inequality. We all pay a price for living in a sexist society.

GREETING

Partner Greeting

Basic greeting done in pairs: "Good morning, ________," simultaneously, rather than around the circle.

SHARE

Partner Share on Topic: Status of Women in the United States

The teacher reads aloud the statistics below or distributes them to students and has them read off the list, one person per bullet. Then everyone discusses the following: "What ideas do you have for increasing women's rights?" The teacher specifies a length of time to share and issues a warning halfway through the share to ensure balanced sharing/listening.

Status of Women in the United States

Although the 20th-century feminist movement brought advances, there is still a big gender gap in the United States. As women age, the wage gap increases. Here are some facts about the wage gap:

- For working women between the ages of 25 and 29, the annual wage gap is $1,702.
- In the last five years before retirement, the annual wage gap is $14,352.
- Over a 40-year working career, the average woman loses $431,000 to the wage gap.
- In 2010, women who worked full time year round earned 77 percent of what men earned.
- In all ethnic groups, women earn less than men in comparable jobs.
- College-educated women earn 5 percent less the first year out of school than their male peers; 10 years later, they earn 12 percent less.
- Women are more likely to work in low-wage jobs, such as retail sales, child care, waitressing and cleaning.
- Single women are even more adversely affected by the wage gap than married women. Single women earn only 78.8 percent of what married women earn, and only 57 cents for every dollar that married men earn.

ACTIVITY

Simultaneous Clap

Students clap their hands around the circle in varying patterns. There are several rounds to this activity, and they become increasingly challenging.

1st round: With everyone standing in a circle, the first person claps, then the person next to him claps, then the person next to her, and so on around the circle, keeping a smooth, steady rhythm and with no hesitations.

2nd round: The first person claps with both hands the two hands of the person next to him, who does the same with the next person, and so on around the circle.

3rd round: The first person claps his own hands at the same time that the person next to him claps her hands. She turns to the third person and they do the same, and so on around the circle, with every pair trying each time to clap at the very same moment.

4th round: With hands at the ready, everyone tries to clap at exactly the same moment. This may take some practice—it requires students to pay very close attention to each other.

Justice Advisory 4 (A+)

Advisory goal: Raise awareness that everyone in the world is affected by an uneven distribution of resources.

DAILY NEWS

Welcome!

Today we'll have an experience that will show us just how unbalanced a world we live in. We'll begin by standing in a circle. Do this now: Gather in a standing double circle, the two circles facing each other, for an inside-outside greeting.

➔ Before the advisory meeting begins, designate eight areas of the room to represent eight regions of the world, as listed in the population and wealth distribution chart below. Distribute students' chairs into these areas in proportion to *wealth* distribution in those eight regions (e.g., put 34 percent of the chairs in the area designated for North America, and only 3 percent of the chairs in the area for China).

GREETING

Inside-Outside Greeting

Students stand in a double circle (one inside the other). As the inside circle slowly rotates, members of the inside circle greet people in the outside circle with a handshake and "Good morning, _____." The people in the outside circle return the greeting. Many variations are possible; for example, high-fives or low-fives can replace handshakes.

➔ There are no chairs in the meeting area because all the chairs are distributed in the eight areas representing wealth distribution.

ACTIVITY

Competing for Resources Around the World

1. The teacher explains that the areas of the room represent eight regions of the world. She will tell certain numbers of students to go to each area, based on the world's population distribution. For example, the teacher will send 6 percent of the students to the area for North America (where there are more chairs than needed) and 23 percent of the students to the area for China (where there are far fewer chairs).

2. Now the teacher asks everyone to sit down in their areas. There will be too few chairs for some groups and a surplus for others. Students reflect on what they notice about wealth inequalities.

➔ After the activity, read aloud the reflection questions below.

➔ An alternative, faster (chairless) method is to divide students into eight groups according to population and then distribute fake money to illustrate wealth inequalities. Students can observe the greater money given to smaller groups and less money given to larger groups.

Percentage of world population and wealth: example with 25 students

Region	Population	Wealth	Population	Wealth Chairs
North America	6.1%	34.4%	1.5 (2)	8.6 (9)
Latin America and Caribbean	8.2%	4.3%	2 (2)	1.07 (1)
Europe	14.9%	29.6%	3.7 (4)	7.4 (7)
Africa	10.2%	1.0%	2.5 (0)	0.25 (0)
China	22.8%	2.6%	5.7 (6)	0.65 (1)
India	15.4%	0.9%	3.8 (4)	2.25 (2)
Wealthy Asia-Pacific	5.0%	24.1%	1.2 (1)	6.02 (6)
Other Asia-Pacific	17.5%	3.0%	4.3 (4)	0.75 (1)

Reflection

1. What do you notice about the way the world's population is distributed?

2. What do you notice about the way the world's wealth is distributed?

3. How might uneven distribution of wealth affect those who have more? Those who have less?

Justice Advisory 5 (A+)

Advisory goal: Expand your view of yourself and others to be all that you and they might be, not just what you and they have been in the past.

DAILY NEWS

Greetings, friends!

Even when we think we know someone, we can miss small but important changes he or she makes, day by day. It takes vigilance to guard against the "stereotype slide," the tendency to see someone else as unchanging. Today we'll all choose alter egos, and we might surprise each other!

GREETING

Ball Toss Greeting

The first person starts by greeting someone by name ("Good morning, Jake") and tossing a soft ball or beanbag to him. The person greeted responds in the same fashion ("Good morning, Roberto"), catches the object, greets another person ("Good morning, Miles") and then tosses it to him. He returns the greeting, and so on. Once someone has received and tossed the object, he puts his hands behind his back to signal that he has been greeted.

➔ Before playing, model and practice tossing appropriately. The objective is to play quickly and smoothly, without dropping the object, and not taking time to choose someone to greet. Make sure students say the name clearly *before* tossing the object, alerting the recipient.

ACTIVITY

Secret Identity

Students play in two teams, except for one student who becomes the announcer. Each team chooses a speaker. Every team member writes an "identity" or "alter ego" on a note card. The identity represents a part of herself that may be quite different from her public face. The identity may be expressed by naming a famous person with whom the student identifies, or it could be a general designation such as "movie star" or "circus performer." Team members give the cards to the announcer, who keeps the two team piles separated. The announcer reads an identity from Team B. Team A decides together which member of Team B might have chosen this identity as her alter ego and tells their speaker who they think it is. The Team A speaker says the guess chosen by the team. If the guess is correct, the person identified moves from Team B to Team A. Then Team A gets another chance, and they continue to guess the identities of people on Team B until they guess incorrectly. When an incorrect guess is made, the announcer reads an identity from Team A, and Team B gets to guess.

➔ After the activity, discuss the reflection questions below.

Reflection

Were you surprised by any of the alter egos chosen by your classmates? We tend to stereotype others, even our friends, family members, and classmates, thinking we know them thoroughly. Share about a time when someone you thought you knew well surprised you.

Action Advisory 1 (CPR)

Advisory goal: Become aware of how we speak to and treat one another at school.

DAILY NEWS

Welcome, all!

Today we're going to begin investigating our school's culture and its language. On the continuum below, indicate with a mark your estimate of how often we (adults and students) use biased language here at our school. Biased speech includes offensive or hurtful words that demean people.

Rarely — Many times a day

Pick up a copy of the Tracking Biased Speech Survey we will use to evaluate how much biased speech is going on in our school. Tomorrow we will tally our results.

GREETING

Fist Tap Greeting

Students greet each other around the circle silently or with "Good morning, _____," adding a gentle fist tap.

➔ You can also use the Fist Tap Greeting as a quick simultaneous partner greeting when time is short. Model and practice fist-tapping before beginning: Make a fist and then gently tap your partner's fist as "Good morning, _____" is exchanged.

SHARE

Whip Share on Biased Speech Topic

Students show fingers, one to five, to indicate how often they hear students put down others in their school on a typical day: one finger for rarely and five for many times a day.

Each student offers a brief response; responses quickly "whip" around the circle. The teacher then discusses the Tracking Biased Speech survey with the class.

➔ Give students some examples to help them understand what is meant by biased speech:

- "You're so lame!"
- "You're acting like a girl!"
- "That's so gay!"
- "There go the nerds."
- "He's a Sped kid."
- "Another dumb jock."
- "You're a retard."
- "Let's ask the Asian—he'll fix it."
- "That looks really ghetto!"

➔ Ask students and then brainstorm: "How can you record an incident of biased speech if you don't have your form with you at the moment?"

ACTIVITY

Zoom

Students see how quickly they can say “Zoom!” around the circle. A student begins the activity by saying, “Zoom!” and turns his head quickly to a neighbor on either the right or the left. The neighbor passes the “Zoom!” to the next player and so on around the circle, as fast as the group can. A leader can time the “Zoom!” around the circle and challenge the students to go faster.

Tracking Biased Speech Worksheet

Definition of biased speech: prejudiced, offensive, hurtful words that demean or exclude people because of age, gender, religion, race and ethnicity, social class, sexual orientation or physical or mental traits.

During one full school day, listen carefully to the conversations around you: things said by students and adults anywhere in the school, including by you. Tally derogatory remarks you hear in any of the categories listed. *Do this privately*. Don't comment on the biased remarks—just record with a tally mark that you heard them.

CATEGORY	TALLY
Race and Ethnicity	
Gender	
Religion	
Sexual Orientation	
Physical or Mental Ability	
Appearance	

On the back of this page, write down a couple of the biased statements you overheard. Discuss how you felt before, during and after doing the assignment. Also answer these questions:

1. Was any of the biased speech your own?

2. Was any of it language you sometimes use?

Action Advisory 2 (CPR)

Advisory goal: Become aware of the amount and nature of biased speech in our school.

DAILY NEWS

Good morning, sociologists!

Today we'll compile the results of our surveys. Below is a chart about biased speech with the same headings as your Tracking Biased Speech survey forms. Do this now: Record your data on this master chart, and we'll see the results we got as a group. Make a tally mark for every comment you have heard under each category.

Race and Ethnicity	Gender	Religion	Sexual Orientation	Physical/Mental Ability	Appearance

➔ Have students organize their tally marks in clusters of five. If some do not know how to use tally marks, teach them.

GREETING

Partner Greeting

Students greet each other by shaking hands and saying, "Good morning, ____." Partner greetings are done in pairs, simultaneously, rather than sequentially around the circle in the usual style.

➔ This greeting format is useful when time is short or the risk level needs to be lowered.

SHARE

Partner Share

Partners discuss the results of their surveys on the frequency of biased speech and any specific examples they recorded. A whole-group tally and discussion of the data on the master chart follows the partner share. Volunteers share out any examples they collected. Students brainstorm in response to this question: "What might we say in response to biased speech that might shut it down or at least reduce its frequency?"

➔ Possible responses to biased speech:

- "I don't think that's funny."
- "That's the kind of language that really hurts people."
- "I'm surprised to hear you talk like that—I don't think of you as a person who is so prejudiced."

Explain that these phrases allow people to speak up against bias in a simple, straightforward manner. Sometimes they may open a dialogue. Other times, they simply allow people to challenge bias and take a vocal stand against it. And they could draw a snide comment from the person being addressed.

➔ If many students did not collect data, you can tally whatever results you have, take one more day to tally and compile the results the next day.

➔ Keep your own tally. Add your results to the chart, and share language you heard in school.

ACTIVITY

Yes!

Students stand or sit in a circle and look around at each other's eyes. When eye contact is made, both players say, "Yes!" They then switch seats, high-fiving as they walk across the circle.

Action Advisory 3 (A+)

Advisory goal: Understand the courage and character needed to take a stand.

DAILY NEWS

Welcome, friends!

Today we'll begin talking about what it takes to survive hard times, even atrocities, and come away with the courage and determination to help others.

GREETING

Cambodian Greeting

For a formal greeting, the greeter places her palms together with thumbs close to her chest and says, "Chum reap suor" (pronounced "choom reb suah") as she leans toward the person and lowers her head slightly. For an informal greeting that could translate into something like "How's it going?" she can simply say, "Suk sa bye" (pronounced "sook sah bye") with no hand gesture or bow.

➔ Do not permit disrespect. The gesture in the formal greeting is a small bow toward the person being greeted; it shows respect and friendliness. You can introduce the formal greeting by saying that you know everyone can do this respectfully. The informal greeting does not include the gesture. Choose the one your students can handle.

ACTIVITY

Arn Chorn-Pond, Cambodian Genocide Survivor, and Moments of Courage

The teacher reads the Arn Chorn-Pond resource to students. After the partner reflection, the teacher introduces the Moments of Courage project.

Arn Chorn-Pond

The Khmer Rouge was a political and military regime that controlled Cambodia with immense cruelty from 1975 to 1979. During its reign, more than 1.5 million Cambodian men, women and children were murdered. Millions of Cambodians fled to refugee camps just over the border, in Thailand, where they lived in fear and hunger for years. Arn Chorn-Pond's family was murdered in a Khmer Rouge death camp when Arn was nine years old. Of the 500 children in the camp, only 60 survived. The Khmer Rouge forced Arn to undress the children and hold their hands as they killed them. Arn finally escaped. He survived on his own in the jungle for a time, and then got to a refugee camp in Thailand. Eventually, he was adopted by an American couple and moved with them to New Hampshire, where he graduated from high school. But he was haunted by dreadful memories. The fact that he had survived when so many had died depressed him. In 1984, Arn co-founded Children of War, dedicating his life to ending the suffering of children who survived the Khmer Rouge nightmare. He has helped Cambodian youth in Cambodia and in the United States and has also worked to preserve Cambodian traditional music.

➔ Optional: Listen to Arn Chorn-Pond (facinghistory.org/video/arn-chorn-pond-everyone-has-story) on the Facing History and Ourselves website (10 minutes).

Reflection

Partners, discuss as many of these questions as you have time for. Be sure to include question 4: It is the beginning of a project in which your group gathers your thoughts, memories and observations about moments of courage when people take a stand against prejudice and for justice.

1. How might the saying "What doesn't kill you strengthens you" apply to Arn's life? What qualities does Arn exhibit that probably helped him survive his ordeal?

2. Do you know someone who survived hard times and helped others? Have you?

3. If Arn had come to your school when he left Thailand, would you have gone out of your way to be his friend? Why or why not?

4. Describe any courageous acts you have witnessed, heard about or done yourself, recently or in the past. Using an index card for each act, record three facts. Here are some questions to help you:

- Who took the action? (Identify the person in some way: name, age, gender or relationship to you.)
- Where did you witness the event?
- What happened?
- What were your thoughts and feelings about it at the time?
- Do you think you could do this yourself?

Moments of Courage Cards
While students read and interact with the Daily News message for the next week or so, the teacher should give them time to record on note cards moments of courage they experienced recently or remember from the past, in school or elsewhere. The teacher collects these cards as students write them by having students drop them in a box next to the Daily News.

➔ Before this advisory meeting, write down on note cards moments of courage you have witnessed, heard about or done yourself. Read your cards to students to help them understand the purpose and method of this project. Point out that small acts are important, too, like smiling at a stranger or sitting next to someone who's alone at lunch and starting a conversation.

Action Advisory 4 (CPR)

Advisory goal: Become aware of people who take a stand.

DAILY NEWS

Good morning, storytellers!

Today we'll share the Moments of Courage we have been collecting, and we'll hear stories collected by other people.

➔ Be sure to wait to do this advisory until each student has had a chance to record at least one moment of courage. See Action Advisory 3 for the start of the project.

GREETING

High-Five Greeting

Moving in sequence around the circle, students greet each other with a high-five. For example, Roxanne greets Arie with "Hi, Arie" and a high-five. Arie replies in the same way.

SHARE

Moments of Courage Share by Teacher

The teacher reads aloud a few of the moments of courage cards collected so far. She then acknowledges students for contributing to the project and points out that acknowledging such acts is a way of speaking up.

ACTIVITY

Giraffe Stories

The teacher shares the following with students: "From students who speak up when someone is being bullied to young people who establish organizations to reduce the violence that cultural hatred breeds, there are young people who take action instead of walking away. The Giraffe Heroes Project honors risk-takers—ordinary people who 'stuck their necks out' for what was right, in the U.S. and around the world."

Distribute Giraffe Stories

Before the advisory meeting, the teacher copies and cuts apart the 10 stories below. For the activity, the teacher divides the class into 10 groups and gives one story to each group. After deciding how they want to do it (in unison or one reader at a time) each group reads aloud the description of their "giraffe."

➔ If you need more giraffe stories, you can find them at the Giraffe Heroes Project website (http://www.giraffe.org).

Giraffe Heroes Project Stories

1. Sarah Cronk was a high school cheerleader when she decided to create a more inclusive cheerleading squad in her school. Her brother was excluded from many activities because he was on the autism spectrum, and this made her aware of the outsider status of students with disabilities. The Spartan Sparkles cheerleading team now includes 10 cheerleaders with disabilities. Her goal is to start 100 inclusive cheerleading squads through her organization, the Sparkle Effect.

2. Eric Love was a college student when he led protests against white supremacist rallies and worked to make Martin Luther King Day a state holiday in Idaho. He also spoke publicly against homophobia at a rally and lost some support by doing so, but he continued his anti-bias stand.

3. Tammie Schnitzer, Sarah Anthony, Wayne Inman, Margaret Macdonald, Brian Schnitzer and Keith Torney all responded to intimidation from anti-Semitic Aryan supremacists in Billings, Mont., by showing solidarity with Jewish families at Hanukkah time. Like the Jewish families, they all put menorahs in their windows, despite the possibility that their homes might become targets of the bigots.

4. Cheryl Perara, of Toronto, Canada, was inspired as a teenager to work to protect children being used as sex slaves in countries around the world. Cheryl founded OneChild, run by youth working to stop commercial sexploitation of girls and boys.

5. Desiray Bartak wanted all kids who have been sexually abused to know they could stand up for themselves, so she went public about being abused by a relative. She convinced a high-profile attorney to bring a suit for damages against her abuser, and she won. Despite harassment from her classmates, Desiray continued to speak out and founded a support network for abused kids.

6. John DeMarco was 13 when he reported a neighbor for painting “racial” epithets on a home in his neighborhood—a home that a black family was considering buying. Neighbors objected to John’s action, but he persisted and testified against the perpetrator, who was convicted.

7. Ernesto Villareal was a star high school football player who took a stand to stop racist taunts at football games. He risked his spot on the team by organizing Latino players to boycott football practice. The action stopped the name-calling.

8. Franklin McCabe III, a Navajo/Sioux teenager in Parker, Ariz., used a music and light show he created in seventh grade to speak out against substance and alcohol abuse at Native American social events.

9. Roosevelt Johnson, a high school student in Selma, Ala., founded a local chapter of 21st Century Leadership, an organization that enlists gang leaders in confronting racism. He also helped pressure slumlords to improve housing and established study groups, peer counseling and voter registration drives.

10. Alberto Esparaze took a stand to use his time and knowledge to help others. He created programs that help especially poor people and minorities in Arizona improve their lives.

Action Advisory 5 (CPR)

Advisory goal: Imagine yourself intervening on behalf of the target in a situation of bias or discrimination.

DAILY NEWS

Welcome, walkers!

Today we'll see how many ways we can dream up to walk across the circle and greet each other. After the Let Me See Your Walk Greeting, we'll discuss spreading the word about people who have had the courage to stick their necks out for others.

GREETING

Let Me See Your Walk Greeting

The first student pantomimes doing something he enjoys (e.g., playing ball, operating a video game, eating) as he walks across the circle to another student. He greets her and asks to see her "walk." She returns his greeting, they exchange places, and she pantomimes a favorite activity as she crosses the circle to another student. This is repeated until all have been greeted.

Here is an example: Ted enjoys baseball, so he mimes swinging a bat as he walks across the circle to Shalana. He says, "Good morning, Shalana. Let me see your walk." Shalana replies, "Good morning, Ted. Watch this!" and crosses the circle pretending to paint. Shalana then continues her walk and greets another student.

SHARE

Partner Share

Students discuss ways the group might publicize the Moments of Courage (e.g., create a hall display, write a letter to the principal, send a letter to the editor, or create a presentation for another advisory group or for an assembly). Volunteers share out ideas.

➔ Optional: Determine if the group wants to share courageous moments with others. If so, pursue the possible ideas presented.

ACTIVITY

Count Up (Team-Building Activity)

Students count to 10 as a group. Only one person may speak at a time, and students blurt out numbers without following a pattern or sequence to help them take turns. If more than one student says a number at the same time, the group starts from one again.

Advisory FAQS

Want to know more about leading advisory activities?

Q. What can I do to encourage students who aren't participating?
Build trust. Students must feel safe and included. Everyone needs to give and receive a friendly greeting, with eye contact and a pleasant manner, with no one left out. Try playing cooperative games (see DevelopmentalDesigns.org for many greetings and games that adolescents enjoy). *The Advisory Book* has an appendix of dozens of games that help bring adolescents together, and *Face to Face Advisories: Bridging Cultural Gaps in Grades 5-9* includes a section on community-building advisories. It describes in detail 15 meetings to build the trust and connection that facilitates open, honest conversations about culture and bias.

Q. What if students misbehave during meetings and don't respect the rules and/or others?
Chapter 1 of *The Advisory Book* includes a section on establishing a healthy social climate in advisory by establishing rules, practicing routines and responding to rule-breaking. Corrections are made in a democratic and respectful manner that preserves the feeling of community while addressing misbehavior.

Q. What if an activity seems inappropriate for my students?
Skip it or adapt it. You are the best judge of what they are ready for and what is right for them developmentally. Use your judgment, but preserve the basic sequence of meetings, which are designed to build upon one another.

Q. Why are some words underlined in the Daily News messages?
The underlined words are often relevant to the day's conversation; most are meant to stretch adolescent vocabularies and perhaps bridge cultural differences.

Q. I'm a high school teacher. Are these meetings appropriate for 15-to-18-year-olds?
The content of these meetings is definitely appropriate for older students and even for adults (you might try out a few of the meeting activities at a staff meeting). Although high school students may resist participating in games, if you can get them past the "I'm too mature for that kid stuff" attitude, they will probably enjoy them.

Need more information? Check out this special *Face to Face Advisories* excerpt (originsonline.org/developmental-designs/support-face-face-advisories-selection-teachingtoleranceorg) for the Teaching Tolerance advisory selection.

Advisory Best Practices

Developmental Designs Advisory Best Practices

The *Developmental Designs* approach recognizes that schools have complex cultures. And in order to create healthy, empowering school climates, educators must examine the entire system: curriculum, instruction, materials and equipment, and the adult community. This approach directs efforts toward the social emotional climate of the system, considering the quality of relationships among staff, among students, and between students and staff.

The following practices in advisory meetings support an integrated, comprehensive approach to creating a school climate that calls for each person to be respected and valued.

Goals and Declarations
Ensure that everyone in the advisory, including the teacher, declares a personal stake in the group. Ask "If things went really well for you in this advisory, what would it look like? What is the best outcome for you personally that you can imagine?" Then have each person convert the answers to those goals into declarations: *I will personally do* _________ *in advisory to make [my goal] happen.*

Social Contract
Create an agreement among all the stakeholders in the advisory that draws from the group's personal goals and binds the advisory community to rules for respect for all individuals and cultures.

Modeling and Practicing
Model and practice the routines and activities of the advisory so that students know the expectations and competencies essential to their success.

The Loop
Follow a two-step reflective process that includes thoughtful planning of activities and assessment afterward of the content and the process, the ideas and opinions generated in the activity, and how they relate to students' own lives and opinions. The Loop helps students develop well-founded ideas.

Empowering Language
Ensure that self-expression by students and teachers respects guidelines to ensure that communication in advisory is respectful of many points of view, never debasing.

Pathways to Self-control
Guide students to be both authentic and respectful. If they disrupt the community, provide techniques for correction that maintain the individuality and dignity of the rule-breaker.

Collaborative Problem-solving
Teach students to make decisions through a consensus process that includes everyone.

Power of Play
Help your advisory community bond with games that ensure no one is left out.

Practices for Motivating Instruction
Give everyone opportunities for leadership and self-direction during meetings. Conversations should be relevant to students' home and neighborhood lives, and activities should be designed to appeal to many learning styles.

Advisory Acknowledgements

Our thanks to the Origins Program for the use of these advisory activities.

THE ORIGINS PROGRAM AND THE *DEVELOPMENTAL DESIGNS* APPROACH

Face to Face Advisories is The Origins Program's (TOP) latest effort in accomplishing its mission "to promote an equitable and humane multicultural society through quality education for all." The Origins Program, a nonprofit based in Minneapolis, Minn., has worked with educators since 1979, providing school residencies in cultural understanding through the arts, as well as workshops, consulting and publications to create open, equal and connected school environments in grades K-12 in 45 states. In 2004, TOP created the *Developmental Designs* approach for advancing social emotional and academic growth in adolescents.

LEARN MORE, DIG DEEPER

These 20 advisory meetings on culture and bias provide a taste of the more than 125 meetings described in detail in *Face to Face Advisories*. The book provides the tools you need to guide conversations about culture that will take students from initial exchanges about their cultures to an understanding of the interconnectedness of everyone on our planet, the terrible price we have paid for bigotry, the realization that change is not only possible but inevitable, and opportunities to direct change toward justice and equality for all.

Explore the book at The Origins Program bookstore (originsonline.org/bookstore/face-face-advisories), including excerpts from six chapters.

LEARN MORE ABOUT THE *DEVELOPMENTAL DESIGNS* APPROACH BEHIND *FACE TO FACE ADVISORIES*

The Advisory Book—Begin every day productively for all students, and build inclusive classroom communities where students are engaged and successful in their learning and develop the social skills for responsible independence (originsonline.org/bookstore/advisory-book-revised-edition-0).

Classroom Discipline: Guiding Adolescents to Responsible Independence—Create a classroom climate for student growth. Explore this practical guide for building relationships with students, setting goals, creating rules and practicing them, redirecting and problem-solving when students break the rules, and engaging students in learning (http://www.originsonline.org/bookstore/classroom-discipline).

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Go to www.originsonline.org for more information.

Origins is a nonprofit, educational organization with a mission to promote an equitable and humane multicultural society through quality education for all. Origins is the sole provider of the Developmental Designs approach for advancing social, emotional, and academic growth in adolescents. Through books like *Face to Face Advisories*, workshops, consulting, and other publications, the approach provides highly practical strategies for increasing student engagement, self-management, and connection to school.

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UCHICAGO CCSR
THE UNIVERSITY OF CHICAGO CONSORTIUM ON CHICAGO SCHOOL RESEARCH

LITERATURE REVIEW JUNE 2012

Teaching Adolescents To Become Learners

The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review

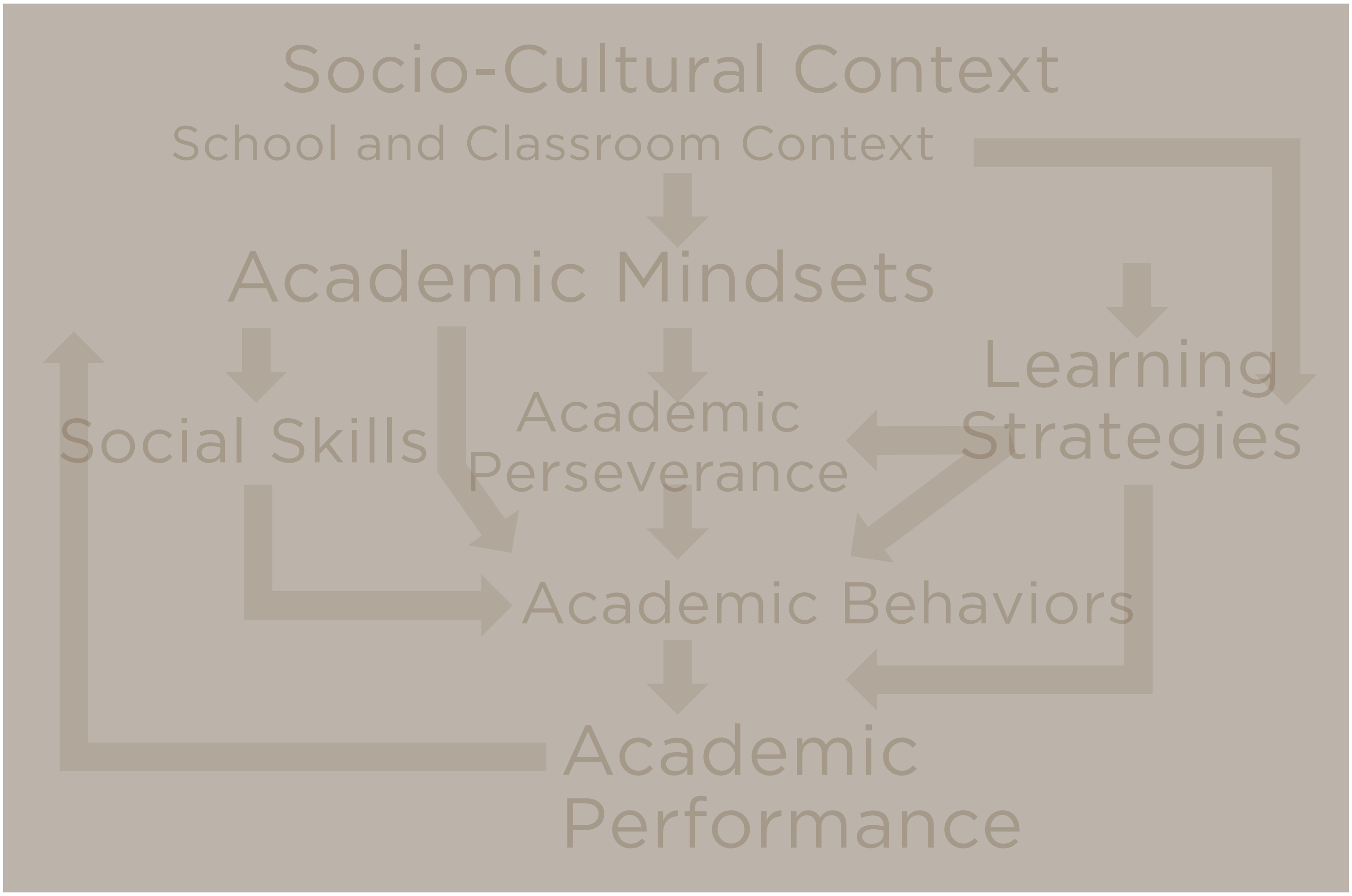

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TABLE OF CONTENTS

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RAIKES FOUNDATION

The Raikes Foundation believes the rapidly evolving demands of life, work and citizenship in the 21st century require a more comprehensive approach to educating young people. Content knowledge remains critical, but a growing body of research suggests students' attitudes and beliefs about their education, and the learning strategies they deploy, can have a powerful influence on their ability to succeed. The Raikes Foundation's Student Agency strategy is exploring ways to help young people develop the academic mindsets and learning strategies that have been demonstrated to advance achievement. The Raikes Foundation is funding research to understand the best practices for building student agency and fostering awareness and excitement about student agency among teachers, administrators and policymakers across the country. Based in Seattle, the Raikes Foundation's grantmaking strategies also include a collaborative effort to prevent and end youth homelessness in King County, and an initiative to improve the quality of after-school programs across Washington State.

LUMINA FOUNDATION

Lumina Foundation is committed to enrolling and graduating more students from college. It is the nation's largest foundation dedicated exclusively to increasing students' access to and success in postsecondary education. Lumina's mission is defined by Goal 2025—to increase the percentage of Americans who hold high-quality degrees and credentials to 60 percent by 2025. Lumina pursues this goal in three ways: by identifying and supporting effective practice, by encouraging effective public policy, and by using communications and convening capacity to build public will for change. Lumina has worked with and made grants to many colleges, universities, peer foundations, associations, and other organizations that work to improve student access and outcomes across the nation.

THE UNIVERSITY OF CHICAGO CONSORTIUM ON CHICAGO SCHOOL RESEARCH

The University of Chicago Consortium on Chicago School Research (CCSR) conducts research of high technical quality that can inform and assess policy and practice in the Chicago Public Schools. CCSR seeks to expand communication among researchers, policymakers, and practitioners as it supports the search for solutions to the problems of school reform. CCSR encourages the use of research in policy action and improvement of practice, but does not argue for particular policies or programs. Rather, CCSR researchers help to build capacity for school reform by identifying what matters for student success and school improvement, creating critical indicators to chart progress, and conducting theory-driven evaluation to identify how programs and policies are working. A number of features distinguish CCSR from more typical research organizations: a comprehensive data archive, a focus on one place—Chicago, engagement with a diverse group of stakeholders, a wide range of methods and multiple investigators, and a commitment to sharing research findings with diverse publics.

BACKGROUND OF THIS REPORT

Early in 2011, Program Officers from Lumina Foundation and Raikes Foundation approached researchers at CCSR about undertaking a joint project, focused on the role of noncognitive skills in students' school performance and educational attainment. In addition to their financial support, Lumina and Raikes brought their respective interests and expertise in postsecondary attainment and middle grades education. CCSR brought its trademark approach to school reform: using research and data to identify what matters for student success and school improvement, creating theory-driven frameworks for organizing the research evidence, and asking critical questions about the applicability of research to practice.

A NOTE ON TERMINOLOGY

Noncognitive Factors

School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and in their external environment. In addition to content knowledge and academic skills, students must develop sets of behaviors, skills, attitudes, and strategies that are crucial to academic performance in their classes, but that may not be reflected in their scores on cognitive tests. Other researchers have described these factors as *noncognitive skills*; we broaden the term to *noncognitive factors* to go beyond a narrow reference to skills and include strategies, attitudes, and behaviors. This change in terminology suggests a more expansive understanding of noncognitive factors, requiring that we look beyond individual-level skills to consider the ways students interact with the educational context within which they are situated and the effects of these interactions on students' attitudes, motivation, and performance.

While we are strongly persuaded by the evidence of the importance of these factors for students' course performance, we find "noncognitive" to be an unfortunate word. It reinforces a false dichotomy between what comes to be perceived as weightier, more academic "cognitive" factors and what by comparison becomes perceived as a separate category of fluffier "noncognitive" or "soft" skills. As others have pointed out, contrasting cognitive and noncognitive factors can be confusing because "few aspects of human behavior are devoid of cognition" (Borghans, Duckworth, Heckman, & Weel, 2008, p. 974). In reality, these so-called cognitive and noncognitive factors continually interact in essential ways to create learning, such that changes in cognition are unlikely to happen in the absence of this interaction (Bransford, Brown, & Cocking, 2000). How could one's study skills, for example, not be part of a cognitive process? How could one's intelligence not come into play in the exercise of one's social skills? Alas, the word *noncognitive* is already deeply embedded in educational policy circles, in the economics literature, and in broader discussions of student achievement. Though we agree with others' objections to this terminology, we feel compelled to use it. To try to substitute in another word now would likely confuse rather than illuminate our collective understanding of this important area of research.

One further clarification is in order. Throughout this review, we use the term *cognitive factors* to refer generally to the "substance" of what is learned in school, namely a student's grasp of content knowledge and academic skills such as writing and problem-solving. This is distinct from a student's *capacity* to learn. Advances in cognitive science over the last 30 years have highlighted the limitations of the concept of an individual's intelligence "quotient" (IQ) as a fixed and quantifiable amount of intellectual capacity. Research in human cognition has moved away from the idea of cognition as being isolated within an individual brain to depending on the contexts in which it exists, "including the environment, perception, action, affect, and sociocultural systems" (Barsalou, 2010, p. 325). Barsalou summarizes 30 years of research in cognitive science by saying that "continuing to study cognition as an independent isolated module is on the fast track to obsolescence." In our review, then, we work from the idea that learning is an interplay between cognitive and noncognitive factors and that intelligence is embedded in both the environment and in socio-cultural processes.

CHAPTER 1

The Promise of Noncognitive Factors

Over the past 20 years, changes in the U.S. economy have raised the stakes for educational attainment, resulting in dire economic consequences for workers without a high school diploma and some college education. American adolescents have responded by dramatically increasing their educational aspirations; almost all high school students in the U.S. now say they expect to go to college (Engel, 2007). Education policymakers have attempted to ensure students' qualifications for college by ratcheting up academic demands through more rigorous high school graduation requirements, increasing participation in advanced coursework, and raising standards within courses. Test-based accountability measures have been enacted with the intention of holding schools accountable for reaching these higher standards.

Currently, there is considerable optimism around the new Common Core State Standards, with expectations that this articulated framework of content knowledge and core academic skills will lead to more high school graduates who are ready for college and the workforce. There is also growing consensus that schools need to "ramp up" expectations in the middle grades, resulting in policies to start the study of algebra in eighth grade, for example. Many states and districts are simultaneously developing measures of high school and college readiness that rely on specific patterns of coursework (e.g., AP courses) and standardized test scores as readiness benchmarks. These efforts suggest that students' readiness for high school or college depends almost entirely on their mastery of content knowledge and academic skills as developed through the courses they take.

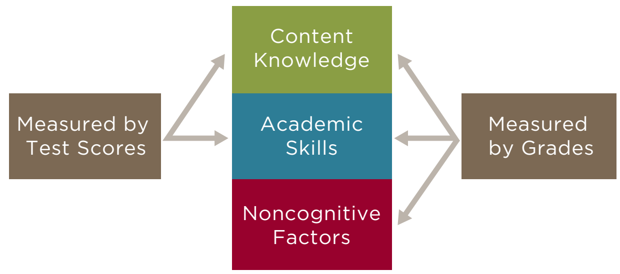
Unfortunately, there is little to no rigorous evidence that efforts to increase standards and require higher-level coursework—*in and of themselves*—are likely to lead many more students to complete high school and attain college degrees. Current policy efforts rest on the assumption that a more rigorous high school curriculum will improve student performance on standardized tests, which will reflect that students are better prepared for college. But what matters most for college graduation is not which courses students take, or what their test scores are, but how well students perform in those courses, as measured by their high school course grades.[1] Students' course grades, grade point average (GPA), or class rank are vastly better predictors of high school and college performance and graduation, as well as a host of longer-term life outcomes, than their standardized test scores or the coursework students take in school (Allensworth & Easton, 2005, 2007; Camara & Echternacht, 2000; Geiser & Santelices, 2007; Hauser & Palloni, 2011; Hoffman, 2002; Hoffman & Lowitzki, 2005; Moffat, 1993; Munro, 1981; Tross et al., 2000; Zheng et al., 2002). GPA is not only important in predicting whether a student will complete high school or college; it is also the primary driver of differences by race/ethnicity and gender in educational attainment (Allensworth & Easton, 2007; Jacob, 2002; Roderick, Nagaoka, & Allensworth, 2006). **Box 1.1 and the Appendix (p. 102)** further illustrate this point.

The findings on the critical importance of GPA for students' future outcomes suggest that we need to better understand why they are so predictive of later success. Grades must capture some other important student attributes—over and above the content that test scores measure—but what? The prevailing interpretation is that, in addition to measuring students' content knowledge and core academic skills, grades also reflect the degree to which students have demonstrated a range of academic behaviors, attitudes, and strategies that are critical for success in school and in later life, including study skills, attendance, work habits, time management, help-seeking behaviors, metacognitive strategies, and social and academic problem-solving skills that allow students to successfully manage new environments and meet new academic and social demands (Conley, 2007; Farkas, 2003; Paris & Winograd, 1990) (**see Figure 1.1**). To this list of critical success factors, others have added students' attitudes about learning, their beliefs about their own intelligence, their self-control and persistence, and the quality of their relationships with peers and adults (Ames & Archer, 1988; Bandura, 1997; Bandura & Schunk, 1981; Keith, Keith, Troutman, Bickley, Trivette, & Singh, 1993; Pintrich, 2000; Schunk & Hanson, 1985; Wentzel, 1991; Zimmerman, 1990). There is a long list of factors—beyond content knowledge and academic skills—shown to have an impact on student performance.

Economists refer to these factors as "noncognitive" because they are not measured by commonly administered cognitive tests such as IQ tests or academic examinations. In a wide range of studies, many of these noncognitive attributes are shown to have a direct positive relationship to students' concurrent school performance as well as future academic outcomes. Economist and Nobel laureate James Heckman (2008) argues that noncognitive factors such as motivation, time management, and self-regulation are critical

FIGURE 1.1

Factors Measured by Test Scores versus Grades



BOX 1.1

Measuring Academic Performance: The Case for Focusing on Grades

Despite all the attention to standardized tests, a growing body of research shows that achievement test scores are not strong predictors of whether students will graduate from high school or college. Research on early indicators of high school performance finds that passing courses and GPA in the middle grades and even earlier in elementary school are among the strongest predictors of high school outcomes (Kurlaender, Reardon, & Jackson, 2008; Neild & Balfanz, 2001; Zau & Betts, 2008). Likewise, high school grades are stronger and more consistent predictors of college persistence and graduation than college entrance examination scores or high school coursetaking (Geiser & Santelices, 2007; Roderick, Nagaoka, & Allensworth, 2006). In a study using data from the University of California, Geiser and Santelices (2007) found that high school grades were a stronger predictor of both college GPA and likelihood of college graduation than students' SAT scores, class rank, and family background.[2]

In *Crossing the Finish Line*, Bowen, Chingos, & McPherson (2009) also found that high school grades were much better predictors of college graduation than ACT or SAT scores. Like others with similar findings, Bowen and colleagues speculate that, beyond measuring content mastery, grades "reveal qualities of motivation and perseverance—as well as the presence of good study habits and time management skills" and "often reflect the ability to accept criticism and benefit from it and the capacity to take a reasonably good piece of one's work and reject it as not good enough" (p. 124). Ultimately it is these qualities, more so than content knowledge, that signal which students are likely to excel in their studies and persevere in their schooling.

Furthermore, it is not just course grades and educational attainment that are better predicted by grades than by tested performance. Miller (1998) found that high school grades had strong, significant relationships with earnings nine years after high school, for both men and women, even after controlling for educational attainment and school effects. Earnings were higher by about 20 percent for each GPA point earned in high school (As versus Bs; Bs versus Cs; Cs versus Ds). Hauser and Palloni (2011) found that students' class rank (as determined by their grades) accounted for all of the relationship between IQ and length of life, and suggested this was due to having established responsible patterns of behavior during adolescence.

These findings make sense. Students who come to class and complete their work are likely to have developed the kind of work habits they will need in college as well as in the workforce. Students who struggle with self-discipline or productivity in high school will likely find the challenges of college overwhelming, regardless of their intellectual ability or content knowledge. The finding that course grades matter over and above achievement test scores suggests that grades do indeed capture something important about students that test scores do not.

for later life outcomes, including success in the labor market. Recent research on noncognitive factors has not only suggested their importance for student academic performance but has also been used to argue that social investments in the development of these noncognitive factors would yield high payoffs in improved educational outcomes as well as reduced racial/ethnic and gender disparities in school performance and educational attainment.

Interest in noncognitive factors has been propelled in recent years, in part, by some compelling results from a number of psychological studies. This body of work has shown some short-term interventions that target students' psycho-social beliefs—such as interventions that work to change students' beliefs about their intelligence, that promote social belonging, or that connect performance to future goals—as having substantial effects on school performance that are sustained over time (e.g., Blackwell et al., 2007; Good, Aronson, & Inzlicht, 2003; Oyserman, Terry, & Bybee, 2002; Walton & Cohen, 2007). Two widely cited psychologists, Duckworth and Seligman (2005), suggest that academic performance depends in large part on students' self-control or Conscientiousness, concluding that "a major reason for students falling short of their intellectual potential [is] their failure to exercise self-discipline" (p. 939). They claim that measures of self-discipline are far more predictive of positive academic outcomes than are measures of IQ. Carol Dweck and her colleagues (2011) conclude in a review of the evidence on academic mindsets and what they term "academic tenacity" that "educational interventions and initiatives that target these psychological factors can have transformative effects on students' experience and achievement in school, improving core academic outcomes such as GPA and test scores months and even years later" (p. 3).

Just as importantly, researchers are increasingly turning to noncognitive factors to explain differences in school performance by race/ethnicity and gender. Brian Jacob (2002) notes that academic difficulties are often attributed to poor "noncognitive skills" among boys, including "the inability to pay attention in class, to work with others, to organize and keep track of homework or class materials and to seek help from others" (p. 590). Interventions that focus on developing academic mindsets, moreover, are being designed and evaluated as a method to reduce stereotype threat and improve the academic performance and educational attainment of racial/ethnic minority students (Aronson, Cohen, & McColskey, 2009). As we review later, much of this work shows promising results. Thus, a collection of research suggests not only that noncognitive factors contribute to students' academic performance but also that racial/ethnic and gender differences in school performance can be reduced by focusing on students' attitudes and behaviors.

Unfortunately, knowing that noncognitive factors matter is not the same as knowing how to develop them in students. And what exactly is the nature of these noncognitive factors? Are they inherent student characteristics that some students have and others do not? Are they fixed traits, or do they change in response to context or environment? Can they be taught and learned in a school setting? Are noncognitive factors more important—or more problematic—for one race/ethnicity or gender over another? Many of the big claims about noncognitive factors have little clear evidence about their implications for educational practice. The suggestion that educators would see big returns from developing academic mindsets, self-discipline, and other noncognitive factors rests on the assumption that these factors are malleable and that educators or researchers have practical knowledge of how to change them. It also requires that educators understand the potential payoffs of different approaches to developing student noncognitive factors, that they have concrete strategies to address their development, and that tools exist to reliably measure changes in these factors.

If indeed noncognitive factors are malleable and are critical to academic performance, a key task for educators becomes the intentional development of these skills, traits, strategies, and attitudes in conjunction with the development of content knowledge and academic skills. In essence, teachers would play a vital role in helping students move from being passive recipients of academic content to active learners who can manage their workload, assess their progress and status, persist in difficult tasks, and develop a reliable set of strategies to master increasingly complex academic content as they proceed through school.

While evidence increasingly suggests that college and career readiness is driven by more than just content knowledge and core academic skills—that noncognitive factors play a key role in student success—it is unclear how all the different types of noncognitive factors interact to shape academic performance or what their implications are for educational practice. Studies of noncognitive factors often examine one particular skill, mindset, or behavior in isolation, making it unclear how all of these factors work together to affect student outcomes. There is, as yet, little coherence to the broad array of research findings and claims around the role of noncognitive factors in students' performance in school. In this report, we seek to bring this much-needed coherence as we review the research on noncognitive factors with a focus on students in the middle grades, in high school, and in the transition to college. We are particularly interested in identifying which noncognitive factors matter for students' long-term success, clarifying why and how these factors matter, determining if these factors are malleable and responsive to context, determining if they play a role in persistent racial/ethnic or gender gaps in academic achievement, and illuminating how educators might best support the development of important noncognitive factors within their schools and classrooms. In reviewing the literature, we use students' course grades as the outcome of interest. For each noncognitive factor, then, we examine the research evidence on the relationship between that factor and students' course grades or GPA, which we refer to broadly in this report as "academic performance."

In Chapter 2, we bring together the existing literature into a conceptual framework that organizes the broad body of research on noncognitive factors. In this framework, we identify five general categories of noncognitive factors related to academic performance: 1) academic behaviors, 2) academic perseverance, 3) academic mindsets, 4) learning strategies, and 5) social skills. We evaluate the research evidence behind each of the five categories in Chapters 3 through 7 in order to identify gaps in the knowledge base and help policymakers and practitioners judge potential high-leverage points for improving student achievement. For each category, we review the research evidence, asking:

- How is this factor related to academic performance?
- Is this factor malleable?
- What is the role of classroom context in shaping this factor?
- Are there clear, actionable strategies for classroom practice?
- Would changing this factor significantly narrow existing gaps in achievement by gender or race/ethnicity?

Table 9.1 on page 78 summarizes our review of evidence on noncognitive factors, organized by these five questions.

After reviewing the evidence on the five noncognitive categories, in Chapter 8 we examine the implications of this work for student learning at three key points in an adolescent's educational trajectory: the middle grades, entrance to high school, and the transition to college. We present case studies on these three periods to shed light on the role of noncognitive factors in students' academic performance across educational transitions. The report closes with an interpretive summary and recommendations for practice, policy, and future research.

In this work, we try to develop a coherent and evidence-based framework for considering the role of noncognitive factors in academic performance and to identify critical gaps in the knowledge base and in the link between research and practice. We see this as a prerequisite for policymakers, practitioners, and education funders who would wish to assess the potential of noncognitive factors as levers for increasing student educational attainment. In our review, we found evidence to suggest that the best leverage points for improving student performance are in helping teachers understand the relationship between classroom context and student behaviors, providing teachers with clear strategies for creating classrooms that promote positive academic mindsets in students, and building teacher capacity to help students develop strategies that will enhance their learning and understanding of course material.

Our review shows that academic behaviors have the most immediate effect on students' course grades. In relation to behaviors, much of the recent attention to noncognitive factors focuses on the idea of developing students' "grit" or perseverance in challenging work.

However, despite the intuitive appeal of this idea, there is little evidence that working directly on changing students' grit or perseverance would be an effective lever for improving their academic performance. While some students are more likely to persist in tasks or exhibit self-discipline than others, *all* students are more likely to demonstrate perseverance if the school or classroom context helps them develop positive mindsets and effective learning strategies. In other words, the mechanisms through which teachers can lead students to exhibit greater perseverance and better academic behaviors in their classes are through attention to academic mindsets and development of students' metacognitive and self-regulatory skills, rather than trying to change their innate tendency to persevere. This appears to be particularly true as adolescents move from the middle grades to high school, and it again becomes important in the transition to college.

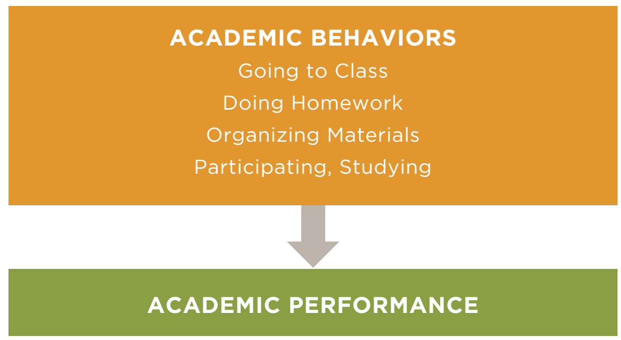
CHAPTER 2

Five Categories of Noncognitive Factors

Five General Categories of Noncognitive Factors Related to Academic Performance:

1. ACADEMIC BEHAVIORS
2. ACADEMIC PERSEVERANCE
3. ACADEMIC MINDSETS
4. LEARNING STRATEGIES
5. SOCIAL SKILLS

1. Academic Behaviors

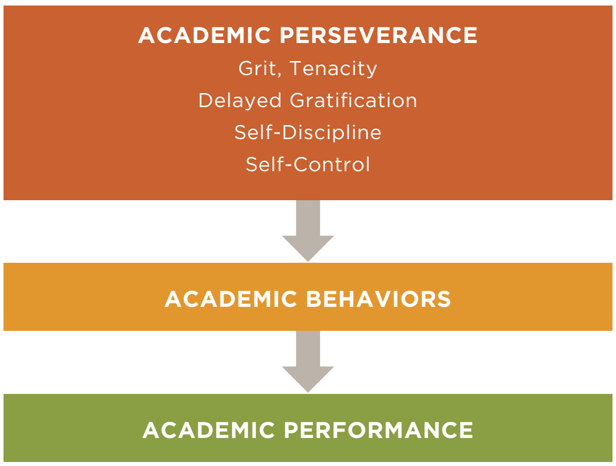


What does it take for students to graduate from high school, go to college, and persist to earn a degree? The list of potential answers to this question is long and extends far beyond content knowledge and academic skills. The noncognitive factors we considered for this review included: persistence, resilience, grit, goal-setting, help-seeking, cooperation, conscientiousness, self-efficacy, self-regulation, self-control, self-discipline, motivation, mindsets, effort, work habits, organization, homework completion, learning strategies, and study skills, among others. We pushed to clarify the meanings of a number of loosely defined concepts and to reconcile disparities between researchers from different disciplinary backgrounds (economists, psychologists, sociologists) who occasionally used different terms for similar constructs or the same terms to describe concepts that were measured quite differently. To synthesize the vast array of research literature on each of these concepts, we organized the wide range of traits, skills, behaviors, and attitudes into categories of similar constructs. We then created a conceptual framework, using empirical research and theory to hypothesize the relationships among categories and the relationship of each category to student academic performance. We describe each of the five categories briefly below, followed by a systematic review in the subsequent chapters of the quality of the research evidence in each category.

Academic Behaviors are those behaviors commonly associated with being a "good student." These include regularly attending class, arriving ready to work (with necessary supplies and materials), paying attention, participating in instructional activities and class discussions, and devoting out-of-school time to studying and completing homework. It is easy to see how these behaviors would directly relate to how well one does in a class. We start here in reviewing the relationship of noncognitive factors to academic performance because academic behaviors are most proximal to one's performance in school. Academic behaviors are the visible, outward signs that a student is engaged and putting forth effort to learn. Because they are observable behaviors, they are also relatively easy to describe, monitor, and measure. Academic behaviors are quite often an outcome of interest in evaluating interventions designed to improve students' school performance. Many programs, policies, and even curricula could reasonably be considered effective if they lead to an increase in student attendance, homework completion, studying, or class participation.

Academic behaviors are extremely important for achievement; we will show that virtually all other noncognitive factors work *through* academic behaviors to affect performance. We will return to this point in our review of academic perseverance, academic mindsets, learning strategies, and social skills, but it is hard to imagine how noncognitive factors could improve student performance *without* working through the classroom behaviors that directly shape academic performance. Chapter 3 provides a summary of the research on academic behaviors.

2. Academic Perseverance



Academic Perseverance describes a set of psychological concepts with a long research history. Broadly, academic perseverance refers to a student's tendency to complete school assignments in a timely and thorough manner, to the best of one's ability, despite distractions, obstacles, or level of challenge. However, evaluating the literature on the range of concepts under our catch-all heading of "academic perseverance" proved challenging. To persevere academically requires that students stay focused on a goal despite obstacles (grit or persistence) and forego distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control). Academic perseverance is the difference between doing the minimal amount of work to pass a class and putting in long hours to truly master course material and excel in one's studies. While academic perseverance is—by definition—a critical factor for students' long-term educational attainment and is often the explicit goal of the growing focus on noncognitive factors, the literature that falls under the umbrella of perseverance is not conclusive in its implications for educational practice or its generalizability to a broad range of students. Chapter 4 provides a summary of the research on academic perseverance.

3. Academic Mindsets

Academic Mindsets are the psycho-social attitudes or beliefs one has about oneself in relation to academic work. Positive academic mindsets motivate students to persist at schoolwork (i.e., they give rise to academic perseverance), which manifests itself through better academic behaviors, which lead to improved performance. There is also a reciprocal relationship among mindsets, perseverance, behaviors, and performance. Strong academic performance "validates" positive mindsets, increases perseverance, and reinforces strong academic behaviors. Note that this reciprocal, self-perpetuating system also works in a negative loop. Negative mindsets stifle perseverance and undermine academic behaviors, which results in poor academic performance. Poor performance in turn reinforces negative mindsets, perpetuating a self-defeating cycle.

A long history of psychological research undergirds the concept of academic mindsets. This includes foundational work in goal theory (Dweck, 1986; Dweck & Leggett, 1988); social learning theory (Bandura, 1977; Rotter, 1954); attribution theory (Weiner, 1979); expectancy-value theory (Eccles, Adler, Futterman, Goff, Kaczala, Meece, & Midgley, 1983); and the concepts of self-efficacy (Bandura, 1986) and locus of control (Rotter, 1954). Psychology research has also addressed the way context and experience can undermine positive academic mindsets, such as the theories of learned helplessness (Seligman & Maier, 1967) and stereotype threat (Steele, 1997; Steele & Aronson, 1995). In Chapter 5 we review the literature on the relationship of four academic mindsets to academic performance, as well as the effects of learned helplessness and stereotype threat. Each of the four academic mindsets is briefly described here.

1. I belong in this academic community. The first mindset involves a sense that one has a rightful place in a given academic setting and can claim full membership in a classroom community. Educational theorists have long held that learning is a social activity and that understanding is constructed through interaction with others (Dewey, 1958; Vygotsky, 1978). Accordingly, students need to feel as though they belong to a community of learners and that their academic self is a "true" self (Harvey & Schroder, 1963; Oyserman, Bybee, & Terry, 2006). A long line of research evidence shows that having a sense of belonging in a school or classroom improves a student's academic performance.

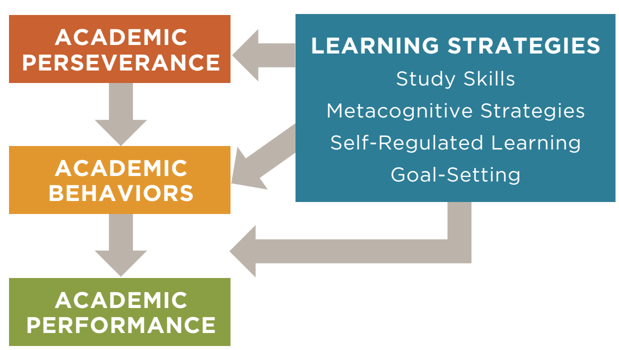
2. My ability and competence grow with my effort. The second mindset rests on the belief that one's academic ability can improve in response to one's efforts, rather than being fixed at a given level and outside of one's control. Notably, across the empirical literature, one's beliefs about intelligence and attributions for academic success or failure are more strongly associated with school performance than is one's actual measured ability (i.e., test scores).

3. I can succeed at this. A third mindset that impacts the degree to which students persevere in academic work and exhibit strong academic behaviors relates to beliefs about their abilities to succeed at a given task. Individuals tend to engage in activities that they feel confident in their ability to complete and to avoid those in which they lack such confidence (Bandura, 1986).

4. This work has value for me. A fourth mindset involves a student's sense that the subject matter he or she is studying is interesting and holds value. Value can be variously defined as the importance of doing well on a task (attainment value); gaining enjoyment by doing a task (intrinsic value); or serving a useful purpose or meeting an end goal that is important by completing a task (utility value) (Eccles et al., 1983).

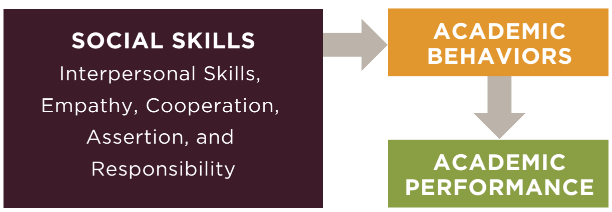
Overall, the evidence clearly demonstrates that the four academic mindsets outlined above each increase students' academic perseverance and improve academic behaviors, leading to better performance as measured by higher grades. When a student feels a sense of belonging in a classroom community, believes that effort will increase ability and competence, believes that success is possible and within his or her control, and sees school work as interesting or relevant to his or her life, the student is much more likely to persist at academic tasks despite setbacks and to exhibit the kinds of academic behaviors that lead to learning and school success. Conversely, when students feel as though they do not belong, are not smart enough, will not be able to succeed, or cannot find relevance in the work at hand, they are much more likely to give up and withdraw from academic work, demonstrating poor academic behaviors which result in low grades. Concepts such as stereotype threat and learned helplessness rest upon the same theoretical underpinnings and illustrate ways that positive academic mindsets can be undermined by negative contextual conditions or experiences, thus interfering with students' academic performance. Chapter 5 provides a summary of the research on academic mindsets.

4. Learning Strategies



Learning Strategies are processes and tactics one employs to aid in the cognitive work of thinking, remembering, or learning. Effective learning strategies allow students to leverage academic behaviors to maximize learning. These include strategies to help one recall facts (e.g., mnemonic devices); strategies for monitoring one's own comprehension (such as while reading or doing math problems); and strategies to self-correct when one detects confusion or errors in one's thinking. Learning strategies may also include goal-setting and time management, both of which help students manage the process of learning. Unlike the research on other noncognitive factors, which comes primarily from economists, motivation researchers, or developmental and social psychologists, the research on learning strategies also draws on work in cognitive science. Helping students to learn effectively is an area of research that bridges academic behaviors (e.g., studying), subject-specific cognitive domains of learning (e.g., understanding how to divide fractions in mathematics), metacognition, and self-regulated learning processes. Chapter 6 provides a summary of the research on learning strategies.

5. Social Skills



Social Skills are a fifth group of noncognitive factors which includes such interpersonal qualities as co-operation, assertion, responsibility, and empathy. Social skills are acceptable behaviors that improve social interactions, such as those between peers or between student and teacher. Social skills repeatedly appear in the literature as important for future work and life outcomes, although their direct relationship to academic performance is more tenuous.

Development of students' social skills has long been a focus of early childhood and elementary educators. In the primary grades, educators aim to develop students' social skills to enable them to work with peers and adults to accomplish academic goals. More recently, social skills have gained increasing attention as a critical factor for adolescents in connection with career readiness. Research has suggested that employers in the twenty-first century economy need workers with "people skills" that enable them to communicate effectively, work with diverse groups, and solve problems collaboratively (Casner-Lotto, Barrington, & Wright, 2006; Murnane & Levy, 1996). While the development of social skills may be an important educational goal in itself, particularly in the primary grades, social skills are also logically related to academic performance. For example, it stands to reason that cooperating in groups or participating appropriately in class discussions would lead to better academic performance. Perhaps social skills have a weak direct relationship with course grades because many classrooms—particularly at the high school level—still tend to rely on lecture-style instructional delivery which minimizes the social and cooperative aspects of learning. In contexts where individuals must work collaboratively in problem-solving teams, social skills are likely to be more directly related to performance.

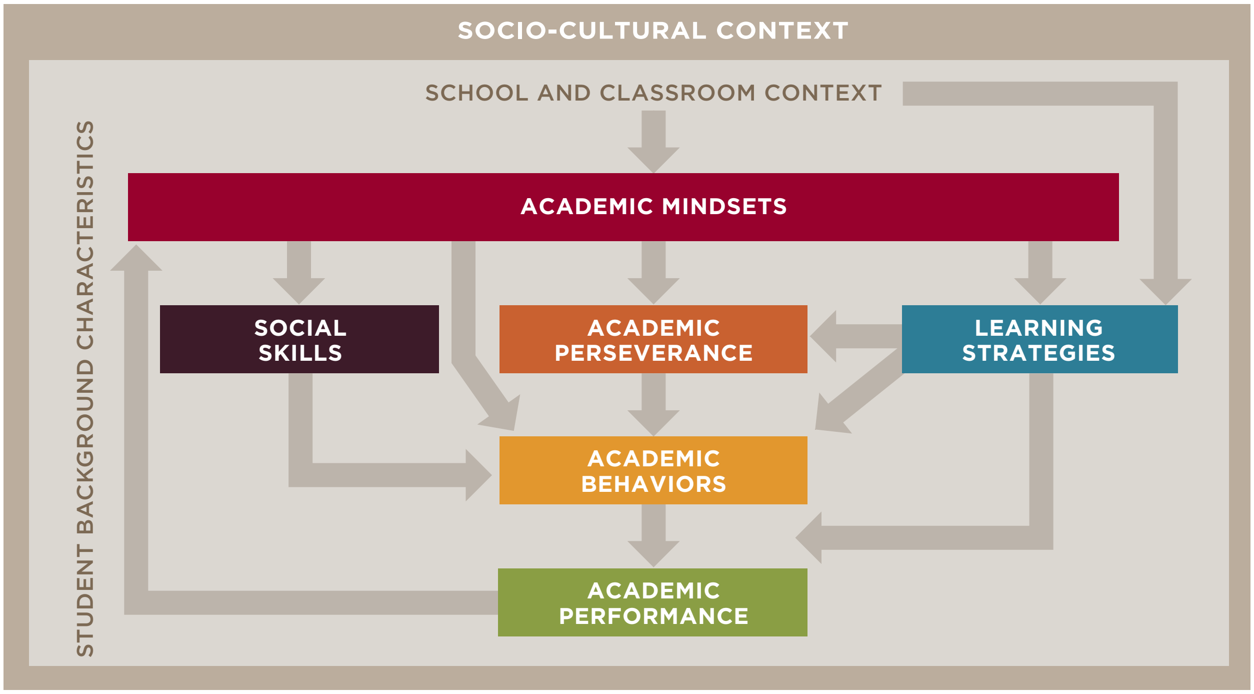
As with our other noncognitive factors, most of the research and theory behind the development of social skills suggest that their effects on academic performance are largely indirect; they are enacted through students' behaviors in the classroom. Thus, we conceptualize social skills as affecting academic performance primarily by affecting academic behavior. Chapter 7 provides a summary of the research on social skills.

Putting Noncognitive Factors into One Framework

In reviewing the literature on these five noncognitive categories, we tried to conceptualize the relationships among factors as well as the relationship of each factor to academic performance, as measured by grades. **Figure 2.1** illustrates our working understanding of these relationships, although, as our review will make clear, much more research is needed to test the relative strengths of the paths in this model, the importance of each category controlling for the others, and the ways they interact. We anticipate that many noncognitive factors are mutually reinforcing and that relationships are often reciprocal. We used one-way arrows to illustrate the strongest hypothesized effect of each category on academic performance, but we anticipate that students' academic performance, in turn, will very likely affect their behaviors, their mindsets, their social interactions, and perhaps even their use of learning strategies. While the actual relationships among these factors are no doubt messier and more complex than indicated in the illustration, our review of the research suggests support for the ordering displayed in the model. For example, mindsets have been shown to affect academic perseverance, which

FIGURE 2.1

A Hypothesized Model of How Five Noncognitive Factors Affect Academic Performance within a Classroom/School and Larger Socio-Cultural Context



affects academic behaviors (e.g., completing work), which affects students' academic performance.

Importantly, as seen in the diagram, we set the noncognitive factors model within a "School and Classroom Context." Any given school and classroom context will reflect a wide variety of variables affecting student motivation and opportunity to learn. For example, how supports are made available and to whom, grading structures and policies, available course tracks, the ways students are assigned to those tracks, the nature of the academic tasks students are asked to do, the relationships among student peers and their orientation toward academic work, the level of safety one experiences in school, and the availability of adequate resources for learning are all important parts of any school and classroom context. Some of these variables—e.g., grading structures, feedback, and norms of behavior—are quite proximal to students' course performance and have been shown to affect academic mindsets, academic behaviors, and/or academic performance.

Note that the school and classroom context box also includes the presence of "Student Background Characteristics." For simplicity's sake, our noncognitive factors model does not specifically illustrate how these individual characteristics are related to other factors, but we assume student background would affect virtually every aspect of the model. Student background would include all the individual characteristics a student brings to a learning situation. These include demographic variables such as race/ethnicity, age, gender, language, and socio-economic status, as well as family and neighborhood characteristics that might affect academic performance. A student's previous academic achievement (including both grades and test scores), prior knowledge, past experiences in school, and pre-existing academic mindsets are also part of his or her background characteristics. These individual academic characteristics have likely coalesced in a particular "academic identity" and degree of self-efficacy within the student, whether these are positively or negatively charged. We would anticipate that the student's previous schooling experiences and existing academic mindsets would affect his or her interpretation of any new classroom or academic work encountered. In this way, student background characteristics are very likely to mediate the relationships among the classroom context; the student's further development or enactment of noncognitive skills, behaviors, attitudes, and strategies in that classroom; and academic performance. We note too that classrooms consist of multiple individual students, creating peer effects as well as individual student effects.

Finally, we situate the model within a larger "Socio-Cultural Context" that shapes the structural mechanisms of schools and classrooms, as well as the interactions and subjective experiences of the human beings within schools. Opportunity structures in the larger society; economic conditions that shape employment opportunities as well as schooling costs; the presence of racism, sexism, and other types of discrimination that give rise to stereotypes and prejudice; and stark inequalities in resources across neighborhoods and schools all contribute to the larger context in which American students learn. The interrelationships between cognitive, psychological, and structural variables and school performance are exceedingly complex. We offer this model as a simplified framework for conceptualizing the primary relationships among these factors, for the purpose of framing our discussion.

The next five chapters provide more detailed evidence on each of the five noncognitive factors in the model. In Chapter 8, we offer three case studies to illustrate how these noncognitive factors interact to affect students' success during specific periods of academic development: in the middle grades, the transition to high school, and the transition to college. The case studies underscore the importance of context when considering the relationship between noncognitive factors and students' academic performance.

BOX 2.1

How We Organized Our Review of the Evidence

The next five chapters review the research on each of the five categories of noncognitive factors. For each set of factors, we first want to know about its relationship to academic performance (course grades). Does the research suggest that having more of a particular factor is related to getting better grades? If multiple factors affect grades, we want to know which factors are most important because we want to know which leverage points are likely to have the biggest payoff. What are the relative effect sizes, and where are we likely to get more "bang for the buck" if we want to improve student performance? Therefore, the first and most obvious criterion for judging the state of research knowledge in a field is to evaluate the quality of the existing research and the strength of effects.

But even if a set of noncognitive factors is clearly related to academic performance, that does not mean that educators or policymakers can do anything to leverage that fact. Validating the claim that schools would get high payoffs from working on noncognitive factors requires an evaluation of whether the supporting evidence is "actionable" for practitioners. To evaluate whether the research evidence is actionable, we ask whether it is clear that the relevant noncognitive factor is malleable (i.e., do we know it can be changed), whether it is affected by classroom context (i.e., do we know that teachers can change it), and whether there are research-based strategies for developing that factor (i.e., do we know how teachers can change it through classroom practice).

A critical tension in research on noncognitive factors is the question of which factors can be intentionally developed and which are traits or dispositions that either are not malleable or are not likely to be changed by schools. Even when certain noncognitive factors are shown to be malleable and are shown to be related to academic performance, it does not necessarily follow that teachers would be able to change the factor to improve student performance. Much of the existing research on noncognitive factors is correlational (merely showing a relationship between two factors) rather than causal; this makes unclear the extent to which particular factors can be intentionally developed in classroom and school contexts, as well as whether changing them would actually improve student performance. For example, evidence that students who report high levels of self-control have higher grades than students who report lower levels of self-control does not demonstrate that the latter group of students would start earning higher grades if they were to increase their self-control. Nor does evidence of a correlation between self-control and course performance provide any guidance to teachers on how they might improve students' self-control.

It is therefore not enough for researchers to merely *identify* factors associated with better academic performance. That is a first step, but teachers and administrators also need clear research evidence about *how and why* various factors influence student performance. Then they need a set of strategies designed for use in a classroom context, aligned with their regular instructional work, to address these factors in ways that are consistent with the research. Ideally, practitioners would also have a way to track change or growth in the targeted factor to assess whether their strategies are having an effect.

Experimental studies using randomized trials, when properly designed, can yield data on both malleability and causality. For instance, researchers might show that an intervention is effective both at getting students to increase their effort and at improving their grades in class. But the *mechanism* by which these changes happen is often unclear. In much of the research we review in this report, the experiments inadvertently create a "black box" in which the actual mechanisms of change cannot be observed, leaving teachers with little understanding of why a particular intervention worked and what it implies for their practice.

For research on noncognitive factors to be actionable for practice, then, we have to go beyond merely establishing which factors contribute to students' academic performance. We must also ask questions about malleability, the role of classroom context, and the availability of clear strategies that teachers can use to develop important noncognitive factors. By "classroom context," we are referring broadly to everything about a classroom that might influence student performance. This includes the teacher, curriculum, instructional practices, materials and resources, classroom policies, grading practices, behavior of peers, and all social and academic interactions that take place during a class period. All of these factors can influence whether or not students develop or choose to enact any of the five categories of noncognitive factors, in addition to affecting the development of students' content knowledge and academic skills.

Beyond this attention to classroom context in a broad sense, we are also interested in whether or not there are specific classroom-based strategies that teachers can use to intentionally support students' development of noncognitive factors. For example, if a high school teacher wants to help her students develop learning strategies to use while studying geometry, what ought she to do? How can a middle school teacher best develop students' homework habits? What specifically can college instructors do to help students place a higher value on the work they do in class? It is not enough to merely know that classroom contexts have an influence on noncognitive factors. Teachers also need to understand *how* these influences work and to have specific strategies to develop students' academic behaviors, perseverance, mindsets, learning strategies, or social skills directly as part of their day-to-day work in the classroom.

Finally, we also want to examine the evidence on whether attention to any particular set of factors could make a difference in reducing educational inequality. One of the most significant claims of the research on noncognitive factors is that gaps in school performance by race/ethnicity or gender could be reduced by focusing on certain noncognitive factors. Unfortunately, researchers often ascribe observed differences in students' grades and educational attainment to gaps in underlying noncognitive factors without actually measuring these factors or establishing that there are group-based differences in these factors. By accurately measuring noncognitive factors such as homework completion or self-efficacy across race/ethnicity or gender, researchers can start to pinpoint what factors might be contributing to existing achievement gaps. In this report, we examine whether claims that certain noncognitive factors could reduce gaps in student academic performance are supported by evidence that these factors are contributing to the gaps in the first place.

To accomplish the goals described above, we structure our review of the research in each chapter to address five key questions:

1. What is the relationship of each factor to student academic performance?
2. Is the factor malleable?
3. What is the role of classroom context in shaping the factor?
4. Are there clear, actionable strategies for developing the factor as part of classroom practice?
5. Is there evidence that attention to the noncognitive factor would address racial/ethnic or gender gaps in student achievement?

Evidence on Academic Behaviors

Academic Behaviors occupy an important place in our consideration of noncognitive factors because virtually *all* the ingredients that go into students' academic performance, whether cognitive, noncognitive, or metacognitive, are expressed *through* their academic behaviors. Academic behaviors such as completing class assignments and participating in classroom activities are how students develop and demonstrate their content knowledge and academic skills. Conversely, if a student thoroughly masters the material in a course but does not turn in homework or does not come to school to take a test, the teacher would be unable to judge what the student knows or is capable of doing. Behavior acts as a mediator of other cognitive and noncognitive factors to affect students' grades (Conrad, 2006). This is borne out by evidence as well as by theory.

What Is the Relationship Between Academic Behaviors and Academic Performance?

There is a great deal of evidence that academic behaviors play a central role in determining students' grades. For example, in one CCSR study, Allensworth and Easton (2007) looked closely at academic behaviors and their relationship to course grades and course failures for CPS ninth-graders. While students' prior test scores and background characteristics, such as gender, race/ethnicity, economic variables, school mobility, and age at entry into high school, together only explained 12 percent of the variation in ninth-grade course failures, students' absences and self-reported study habits explained an additional 61 percent of the variation in ninth-grade failures. In the Chicago study, attendance and studying not only strongly predicted course failures but also were the strongest predictors for getting high grades—more so than test scores or student background characteristics.

The single most important academic behavior may well be attending class. Attendance has a strong effect on students' academic performance, and this relationship holds true regardless of students' test scores. Moreover, small differences in attendance can have large impacts on students' grades. The lowest-achieving students entering high school in Chicago (those with eighth-grade test scores in the lowest national quartile) who had less than a week of absences per semester passed more of their ninth-grade courses than students who entered high school with test scores in the top quartile but who missed just *one more week* of class (Allensworth & Easton, 2007). The exact mechanisms whereby attendance exerts such strong effects on grades are unclear, and it may well be that different mechanisms are at work in different cases. Obviously students who are not in class do not benefit from lesson activities or instruction that they miss; this could create potential "holes" in their understanding that might impact subsequent course grades. Common teacher grading practices can also deal a strong blow to absent students' grades by disproportionately penalizing missing work. Critics have long argued for "no zero" policies to lessen the impact of late or missing assignments on students 'course grades, and several schools and districts have passed policies to that effect (e.g., Ashland SD, 2012; Dallas ISD, 2008; Pittsburgh Public Schools, 2009). Extended or repeated absences and truancy can indicate other problems interfering in an adolescent's education that would affect both attendance and course performance. But even where there are no apparent underlying issues, attendance has a stronger effect on grades and is more predictive of course failure than are students' test scores.

Beyond attending class, spending time on homework is another academic behavior shown to have a positive effect on students' grades in both middle school and high school (Cooper, 1989; Keith et al., 1993; Peng & Wright, 1994). Using a large, nationally representative sample of over 20,000 high school seniors from the High School and Beyond study, Keith (1982) conducted a path analysis and found that time spent on homework had a significant positive effect on grades across achievement levels, controlling for race, background, ability, and field of study (college preparatory versus vocational). Furthermore, Keith demonstrated a compensatory effect of homework; students who scored in the bottom third on achievement tests and spent one to three hours per week on homework were able to raise their grades to Bs and Cs, equivalent to students with test scores in the middle one-third who did not do homework. If the students with test scores in the bottom third spent over 10 hours per week on homework, they could raise their grades to mostly Bs, which was equivalent to the grades of top-scoring students who did not do homework.[3] A meta-analysis (Cooper, 2006) evaluating a range of homework studies in different contexts found that virtually all demonstrated positive and significant relationships between homework and grades.

Academic behaviors can affect grades both directly and indirectly. Directly, virtually all student grades are based on student work, and completing and submitting work are academic behaviors. One might argue whether or not the content and substance of the work should (or does in practice) account for a higher proportion of a student's grade than merely the act of submitting the work, but it is important to remember that in the *absence* of submitting work and attending class, a student will fail the course. In other words, while good academic behaviors might combine with content knowledge and academic skills to earn passing grades, poor academic behaviors all by themselves can earn failing grades. Academic behaviors can also affect grades directly if teachers award points to students specifically for the acts of completing assignments, participating in activities, or even attending class.

Academic behaviors can have an indirect influence on grades as well if, as a result of engaging in the academic behaviors, students complete higher-quality work or simply learn more content and develop more skills. Students who attend class regularly and do all of their homework are likely to know more or be able to do more as a result—which would contribute to earning better grades. Indeed, across several studies, time spent on homework had a positive effect on learning as measured by both grades *and* achievement test scores (Keith, 1982; Keith & Benson, 1992; Keith & Cool, 1992; Keith, Diamond-Hallam, & Fine, 2004; Natriello & McDill, 1986).

Academic behaviors might also affect students' grades indirectly by influencing the nature of student-teacher interactions. Teachers may have preference for students who exhibit positive academic behaviors—teachers may spend more time helping these students or more closely monitor their learning—such that students who demonstrate positive academic behaviors receive a differential instructional benefit that improves their performance in a class.

While it seems logical that attending class, studying, and completing homework will lead to better grades, there are also likely reciprocal effects—where students' success at earning high grades gives them encouragement to continue to work hard. As shown by the psychological research on mindsets, the grades students receive have a marked effect on their attitudes about school and about their own academic identities in ways that strongly influence their subsequent behavior and future school performance. While the nature of the relationships and various pathways between academic behaviors and other noncognitive factors is not yet entirely clear, the connection between academic behaviors and academic performance is strong.

Academic behaviors are so tightly bound up with each of the other noncognitive factors that they are sometimes used by researchers as proxies for these other factors. No one can directly "see" intangible characteristics such as perseverance, motivation, or a sense of belonging, but one can infer their presence or absence by the way a student behaves toward his or her schoolwork (e.g., through students' persistent effort at academic tasks, completing homework assignments, and working well with other students). Many of the studies of unobservable noncognitive factors (such as academic perseverance) are actually based on observable academic behaviors from which these unobservable factors are then inferred. For example, in a study of predictors of performance in introductory college-level courses, Kruck and Lending (2003) used students' early homework grades in the course as a measure of "student motivation or effort." Reasoning that these homework assignments are often optional, the authors concluded that "the more motivated students will do the earlier homework and quizzes and score higher grades than the less motivated students" (p. 10). Similarly, research shows that academic behaviors are largely interpreted by teachers as signs of student "effort." Where students receive a grade for effort, that grade is most often based on the teacher's observation of their academic behaviors (Brookhart, 1994, 2004; Frary, Cross, & Weber, 1993; Marzano, 2000; Nava & Loyd, 1992; Robinson & Craver, 1989; Stiggins, 1997; Stiggins, Frisbie, & Griswold, 1989).

However, the use of observable behaviors like homework completion to infer and measure unobservable noncognitive factors such as motivation or effort conflates what could be very distinct factors (feeling motivated versus doing homework), making it difficult to tease out the relationships between them or to ascertain the ways one factor might influence another to shape student academic performance. Conflating observable and unobservable factors creates the possibility of misdiagnosing poor academic behaviors in any given instance (erroneously attributing them to a lack of perseverance, for example) and makes it difficult to pinpoint the leverage points whereby teachers, parents, or others might intervene to help improve student performance.

Are Academic Behaviors Malleable?

Human behavior generally is viewed as malleable. While it may be difficult to change one's personality or one's core values, a basic tenet of psychology is that it is almost always possible to change one's behavior (Deci & Ryan, 1985; Skinner, 1953; Staats, 1963). Virtually all educational reform efforts rest on this basic assumption. Whether through new policies, programs, structures, supports, curricular materials, or instructional approaches, the premise underlying all efforts to improve schools is that students, teachers, and school leaders can be motivated, mandated, cajoled, or trained to act differently in the classroom. Students' academic behaviors *can* change. The important question is *how* educators can best facilitate these changes in ways that promote student learning and course performance.

What Is the Role of Classroom Context in Shaping Academic Behaviors?

The evidence is quite clear that classroom context shapes students' academic behavior. If we keep in mind that academic behaviors are the medium through which all other cognitive and noncognitive factors are expressed, then it stands to reason that any ways in which classrooms affect any of those cognitive or non-cognitive factors could also shape academic behavior. For example, classrooms may affect students' mindsets by creating excitement about an upcoming project. If that excitement translates to more active engagement in and completion of the project, then the classroom context will have affected behavior by working through mindsets. Likewise, if classroom instructional practice helps students develop learning strategies that allow them to derive more tangible benefits from the time they spend studying, they may be more likely to study. If teachers present material in a way that makes it more accessible and students feel like they understand what is going on, students are more likely to engage in classroom discussions. Thus, classroom context shapes academic behavior indirectly through other non-cognitive factors, as well as affecting behavior directly through behavioral expectations and strategies.

Are There Clear, Actionable Strategies for Developing Academic Behaviors as Part of Classroom Practice?

There have always existed a wide range of classroom-based and school-wide strategies for improving students' academic behaviors (e.g., increasing attendance, reducing tardiness, bringing materials to class, completing homework, promoting active participation in discussion). These mostly fall into the category of "local practice wisdom," and surprisingly few of these have been empirically studied on a large scale. For example, teachers use a range of strategies to support students in completing homework, such as: providing clear and explicit directions and expectations for assignments; requiring students to write assignments into planners (that schools often provide for this purpose); starting homework assignments in class to "get kids going" and to troubleshoot any problems before students get home; and setting up procedures for students to collect missed work when they are absent. Unfortunately, few of these individual teacher-selected strategies have been rigorously or systematically studied or evaluated.

Still, we do have evidence of the effectiveness of some classroom strategies focused on academic behaviors. Research suggests that academic behaviors such as course attendance and assignment completion can be affected by the degree to which students' performance is closely monitored, with teachers or other adult advocates intervening when students' behavior falls below expectations. CCSR's work in Chicago shows that course attendance and grades are better in schools where teachers provide close monitoring and support for students (Allensworth & Easton, 2007; Allensworth, Sebastian, Gwynne, & Pareja, 2012; Stevens et al., forthcoming).

Several programs external to the classroom that emphasize monitoring and support also have been shown to have positive effects on students' grades and retention in school. For example, programs in which teachers or other adult advocates monitor students' attendance and grades to provide support when students start having problems have been shown to significantly improve students' academic behaviors and performance. Potentially effective school-wide initiatives include student advisories (Galassi, Gulledge, & Cox, 1997; Van Ryzin, 2010) and programs such as Check & Connect and ALAS (Larson & Rumberger, 1995; Sinclair, Christenson, Evelo, & Hurley, 1998). Whole school reform approaches such as the Talent Development High School Model—which houses freshmen in a Ninth Grade Success Academy emphasizing closer student-teacher relationships and additional supports—have also been shown to improve students' academic behaviors as measured by attendance rates, course passing rates, and promotion rates to the next grade level (Kemple, Herlihy, & Smith, 2005).

In short, while teachers and schools utilize a wide range of home-grown strategies to improve students' academic behaviors, few such individual strategies have been formally evaluated by outside researchers on any large-scale basis. Some whole school reform models show effects on students' academic behaviors, but it is unclear which aspects of these comprehensive models were most responsible for changing student behavior. Moreover, short of adopting these models entirely or knowing which aspects of the model to replicate, the whole school reform research provides little clear direction to teachers, other than to emphasize the importance of ongoing monitoring and support—two elements which are also supported by other studies as important to students' academic behaviors.

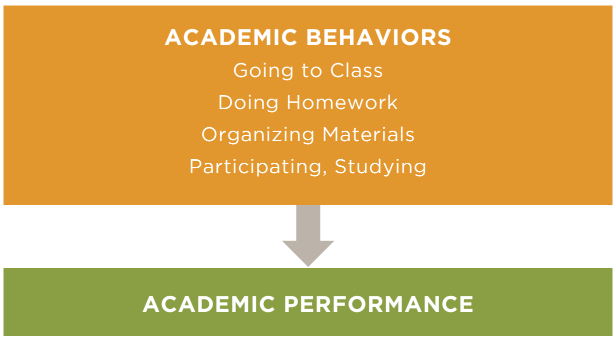
Would Changing Academic Behaviors Significantly Narrow Achievement Gaps?

While some researchers have claimed that differences in academic behaviors contribute to achievement gaps among different racial and gender groups (e.g., Duckworth & Seligman, 2006; Jacob, 2002), these differences only account for a limited portion of existing gaps. In Chicago, CCSR researchers looked at the extent to which students' attendance and study habits contributed to differences in students' grades by race/ethnicity and gender (Allensworth & Easton, 2007). The gender gap in GPA decreased by 21 percent after taking into account students' course attendance and study habits, and differences in failure rates decreased by one-third. Attendance and study habits explained none of the racial gap in grades, when comparing students with similar test scores and economic status. In fact, the racial gap increased once students' study habits were taken into account. African American students received lower grades than White students with similar test scores, attendance, and study habits.

In his analysis of data from over 10,000 students from the National Educational Longitudinal Study (NELS) which followed a nationally representative sample of eighth-graders from 1988 to 1994, Jacob (2002) found a slight gender difference in academic behaviors in eighth grade, when boys reported doing 5.87 hours of homework per week compared to girls who spent 6.21 hours per week on homework (0.34 hours per week difference). That gender difference in behavior decreased to 0.11 hours per week by twelfth grade, with boys and girls reporting weekly homework time of 9.74 hours and 9.85 hours respectively. Jacob did not report homework data by race/ethnicity.

Overall, there is evidence that academic behaviors explain part, but not all, of the gender gap in grades. There is little evidence that academic behaviors explain differences in grades by race/ethnicity, particularly when controlling for test scores and economic status.

Summary of Research on Academic Behaviors



Academic Behaviors are the most proximal noncognitive factors to student academic performance. Virtually all other factors that affect school performance—including content knowledge, academic skills, student background characteristics, and the full range of noncognitive factors—exercise their effect through students' academic behaviors. This suggests that there are multiple indirect pathways to improving academic behaviors (by targeting these other factors) in addition to those strategies that directly target behaviors. There is strong evidence that academic behaviors are a major determinant of course grades and that improving students' academic behaviors would increase students' course performance. There is also strong evidence that academic behaviors are malleable and affected by classroom context, and there are some clear strategies for classroom practice around monitoring and support. However, there is little evidence that working solely on students' academic behaviors would eliminate gaps in course grades by race/ethnicity or gender. Furthermore, given the pivotal role of academic behaviors in academic performance, the number of rigorous studies testing the effects of specific strategies to directly improve students' behaviors is surprisingly small.

CHAPTER 4

Evidence on Academic Perseverance

In Chapter 3, we made the case that academic behaviors are the noncognitive factor that most immediately affects a student's course performance. But high performers in school do not simply *do* the things necessary for good grades, they do them *well*. Academic perseverance is a concept that, in its most basic form, addresses student effort and the resulting *quality* of academic behavior. By quality we refer to the intensity, direction, and duration of a student's academic behavior. An academically perseverant student would behave in an engaged, focused, and persistent manner in pursuit of academic goals, despite obstacles, setbacks, and distractions.

Academic Perseverance requires not only an initial surge of momentum in a focused direction but also the ability to maintain that momentum regardless of what gets in the way. As a result, students with academic perseverance would continue working hard for a good grade in a challenging class even after failing several tests, and they would continue looking for new ways to understand difficult material instead of giving up. Academically perseverant students also would be more likely to achieve longer-term academic goals, such as earning consistently high grades over time, graduating from high school with a good GPA, qualifying for and getting admitted to a desired university, or completing a college degree. In essence, academic perseverance represents a desirable quality of academic behavior that seems essential for both short-term and long-term educational achievement and degree attainment.

The concept of "academic tenacity" has gained recognition in recent years as an important factor underlying students' academic performance. As it has been defined, however, this term incorporates a range of noncognitive factors that are conceptually quite distinct. In a working paper commissioned by the Gates Foundation, one of the most widely cited manuscripts on the topic, academic tenacity is defined as the "mindsets and skills that allow students to look beyond short-term concerns to longer-term or higher-order goals, and to withstand challenges and setbacks to persevere toward these goals" (Dweck, Walton, & Cohen, 2011, p. 5). This definition not only encompasses whether students work hard or see work through to completion despite obstacles but also incorporates the factors that affect perseverance—the mindsets and skills that underlie student persistence. Specifically, according to this expanded definition, whether or not students display tenacity can be affected by their academic mindsets (which encourage or inhibit continuing effort), their academic skills (which make it easier or harder to complete tasks), whether they have learning strategies (which make their efforts more effective), and their innate personality. While there is strong evidence that these factors are associated with academic perseverance, there are reasons for keeping them conceptually distinct from the degree to which one persists in academic work. As educators think about how to improve students' academic performance, they need to understand the specific mechanisms through which they can affect change in the degree to which students persist at tasks. Thus, we ultimately found it most helpful to separate out the demonstration of perseverance from the factors—such as mindsets—that influence it.

Even when we distill academic perseverance to center on the idea of persistent effort in school, the psychological literature identifies various kinds of persistence, each with potentially different implications for improving students' academic performance. In this review, we focus on two related concepts: "grit"—the degree to which students stay focused on a long-term goal despite obstacles; and self-control—whether students forego short-term temptations to prioritize higher pursuits (related to delayed gratification and self-discipline).

Grit and Self-Control

The idea of "grit," from University of Pennsylvania researcher Angela Duckworth, is one conception of perseverance that has gained much attention in the popular press. *The New York Times Magazine* recently ran a cover story on the importance of "character" to school and career success which prominently featured Duckworth's research (Tough, 2011). Another conception of perseverance is captured by the concept of self-discipline or self-control, and the related idea of delayed gratification. As we asked our five framing questions of the research on grit and on self-control, we found that these two sets of literature sometimes produced very different answers, with potentially different implications for classroom practice. In reviewing this work, we rely heavily on the work of Duckworth and her colleagues; she has been the most prolific researcher developing and studying these concepts over the last several years, and it is her work that is generally cited in this area.

Grit is how world-class performers and high achievers—whether musicians, athletes, doctors, actors, inventors, or business leaders—get to the top of their game. In a TED talk in 2009, Duckworth emphasized that it takes at least 10 years of sustained practice to truly become an expert in any given field (Duckworth, 2009). Grit is what allows a select group of people to sustain that effort. Duckworth, Peterson, Matthews, and Kelly (2007) refer to grit as "perseverance and passion for long-term goals" (p. 1087). They emphasize this *long-term* quality, noting that "gritty" individuals will work steadfastly on one significant goal over a prolonged period. Grit, they argue,

> ...entails working strenuously towards challenges [and] maintaining effort and interest over years despite failure, adversity, and plateaus in progress. The gritty individual approaches achievement as a marathon; his or her advantage is stamina. Whereas disappointment or boredom signals to others that it is time to change trajectory and cut losses, the gritty individual stays the course. (pp. 1087-1088)

Duckworth and colleagues developed the Grit Scale, a 12-item self-report questionnaire, to measure what they saw as the two distinct dimensions of grit—consistency of interests and persistence of effort. Importantly, the Grit Scale was designed to identify a trait that was not specific to or dependent upon any given context but rather that would characterize an individual's general tendency to persist in pursuit of important long-term goals over several years duration. Gritty individuals are those who strongly endorse statements like "I am a hard worker," "Setbacks don't discourage me," and "I have achieved a goal that took years of work," and who dismiss as "not like me" statements such as "My interests change from year to year," "I become interested in new pursuits every few months," and "I often set a goal but later choose to pursue a different one" (Duckworth, Peterson, Matthews, & Kelly, 2007). Based on studies that link students' responses on the Grit Scale to later educational outcomes, Duckworth et al. conclude that grit "is essential to high achievement," over and above the contributions of intelligence and ability (p. 1088).

Duckworth and her colleagues draw a distinction between grit and self-control, conceptualizing self-control as the ability to avoid impulsive behavior and fulfill *short-term* obligations (Duckworth, Peterson, Matthews, & Kelly, 2007). Tied to self-control is the ability to delay gratification, because part of self-control involves resisting temptations to veer from one's course and being able to put off treats or rewards until one meets a goal or finishes a task. Self-control is largely a matter of making choices of one thing over another in the short term. Duckworth and Seligman (2006) give examples of how students might exhibit self-control in school-related situations by engaging in behaviors such as "reading test instructions before proceeding to the questions, paying attention to a teacher rather than daydreaming...choosing homework over TV, and persisting on long-term assignments despite boredom and frustration" (p. 199). The researchers reason that grit and self-control—as measures of long-term and short-term goal pursuits, respectively—could well have differential effects on academic performance. Where course grades require an ongoing series of small exercises of self-control (to overcome "hourly temptations"), educational attainment (e.g., a college degree) may well be more dependent on long-term persistence over years.

In multiple studies, Duckworth and colleagues sought to identify noncognitive factors that distinguished the very top performers among other high-achieving peers in a variety of contexts: West Point military academy, the Scripps National Spelling Bee, the University of Pennsylvania undergraduate psychology department, and a private preparatory school. The researchers were interested in two related questions: In elite settings, what besides intelligence or talent sets apart certain "exceptional individuals" who distinguish themselves as the best of the best? And what accounts for the difference between highly intelligent people who are high achievers and highly intelligent people who are not? The researchers wanted to understand if either grit or self-control helped to explain extraordinary achievement. Unfortunately, because these studies are focused on understanding variables that affect outstanding achievement among groups of high achievers, their findings cannot easily be generalized to broader populations. Still, their findings of relationships between grades and grit or self-control suggest that academic perseverance—however defined—does contribute to academic performance among students with strong academic skills.

What Is the Relationship Between Academic Perseverance and Academic Performance?

A number of studies have examined the relationship between academic perseverance—whether defined as grit or self-control—and educational outcomes. Two pertinent studies examined the relationship between college students' grades and their grittiness as measured on Duckworth's Grit Scale. In a relatively small sample of undergraduates at the University of Pennsylvania ($n = 139$), when controlling for SAT scores, grit was associated with college GPAs ($r = 0.34$), roughly equivalent to the association between GPA and SAT scores ($r = 0.30$). Interestingly, the students with higher grit scores tended to have higher GPAs but lower SAT scores than their less gritty peers, suggesting perhaps that what students lack in tested achievement they can make up for in grit or, alternatively, that students who score higher on tests are also more able to achieve high grades without as much dependence on grit. One should be cautious in drawing conclusions from these findings, however. The average SAT score of students in the University of Pennsylvania study was 1415, a score achieved by less than 4 percent of SAT test-takers nationally (Duckworth, Peterson, Matthews, & Kelly, 2007). It is unclear if the relationship they observed between grit and grades would hold with a more heterogeneous student population in a less elite context.

In the University of Pennsylvania study, grit was measured during the fall term and students reported their cumulative GPA at the same time; thus, the relationship between these measures could have been overstated if students' college performance at that time point influenced their self-reports of grit. Students who knew they were doing well in school (as evidenced by their grades) may have rated themselves more favorably as a result of this knowledge, while students who knew they were performing poorly may have rated themselves more harshly when completing the Grit Scale. A study by the same researchers of military cadets at West Point was longitudinal, with new cadets completing the Grit Scale upon entrance to the military academy. A year later, their grit scores were used to predict grades. In the West Point study, the observed relationship between grit and grades was much smaller than at Penn, although still significant ($r = 0.06$), suggesting that while grit measures might correlate highly with current grades, they may not be as strong a predictor of future academic performance (Duckworth, Peterson, Matthews, & Kelly, 2007).

In the West Point study, the researchers also tested the effects of self-control. They found a stronger relationship between grades and self-control (based on student reports on a self-control scale) than between grades and grit ($r = 0.13$ versus $r = 0.06$; Duckworth, Peterson, Matthews, & Kelly, 2007). The Brief Self-Control Scale (BSCS; Tangney, Baumeister, & Boone, 2004) includes items such as, "I am good at resisting temptation," "I have a hard time breaking bad habits," and "I do certain things that are bad for me, if they are fun," to which students respond on a five-point scale from "not at all like me" to "very much like me" (p. 323).

In a similar study of eighth-grade students at a selective magnet school, Duckworth and Seligman (2005) found self-control measures collected in the first semester—including students' self-reports of impulsiveness and self-control, combined with teachers' and parents' reports of students' self-control (e.g., ability to get things done, follow instructions)—added to the prediction of second semester grades beyond test scores and first semester grades alone (Beta = 0.08). They found a very high correlation between reports on students' self-control and grades (0.55 to 0.67), without controlling for prior semester grades. However, while the study used self-control reports from one point in time (semester 1) to predict grades in another point in time (semester 2), the context remained constant across time. At both time points, students were enrolled in the same school and were taking the same classes. This makes it impossible to disentangle the effects of the context on students' performance from the effects of their self-control or the effects of context on their ratings of self-control.

Thus, while there are studies that show relationships between grit or self-control and students' grades, these findings tend to be stronger when both dependent and independent variables are measured concurrently. When grit or self-control is measured before students have engaged in much of the coursework on which their grades are based, these measures show smaller relationships with (subsequent) performance. This suggests that the strong relationships in the cross-sectional analyses may occur because students' perceptions of their grit and self-control may be affected by their concurrent course performance. More research is needed that examines the relationship of various measures of perseverance with performance in a causal way—with perseverance measured prior to enrollment in courses and without questions on the scale that elicit responses that might be influenced by that performance.

Another series of studies that is often cited to emphasize the importance of self-control for academic achievement comes from an experiment conducted by Walter Mischel and colleagues, sometimes referred to as the "marshmallow" experiment (Mischel & Mischel, 1983; Mischel, Shoda, & Peake, 1988; Shoda, Mischel, & Peake, 1990). In this experiment, children at the Stanford University preschool were left alone with one marshmallow after being told they could have two marshmallows if they waited to eat the one until the experimenter returned. Follow-up studies showed a relationship between waiting for the second marshmallow and higher SAT scores many years later (Shoda, Mischel, & Peake, 1990).

While this study has been used to suggest that self-control in early childhood predicts later academic achievement, Mischel and colleagues found that wait time was only associated with later achievement under particular conditions. When the marshmallow was put in plain sight—which made it difficult for children to avoid thinking about it—and when the children were not given strategies for distracting themselves from thinking about the marshmallow, then Mischel saw differences in wait time that were later associated with higher SAT scores. Mischel's interpretation was that children who could wait longer for the second marshmallow were those with stronger cognitive skills; their higher cognitive skills in preschool allowed them to come up with their own means of distracting themselves while in full view of the marshmallow. The fact that they showed higher SAT scores many years later suggests that this interpretation was correct. However, the message from these studies is not necessarily that self-control predicts higher intelligence but that higher intelligence may make it easier to show self-control.

While the experiment does not provide evidence that self-control leads to better test scores independent of the effects of students' initial intelligence levels, it does provide evidence that whether children exhibit self-control depends on *context* (e.g., whether the marshmallow is in plain sight or not), and on whether the children are given *strategies* that allow them to complete a task successfully (i.e., distraction strategies provided by the experimenter), as well as on children's *cognitive skills* (i.e., whether they can come up with ways to distract themselves). Thus, while students may have different innate levels of perseverance as a personal trait, the degree to which they demonstrate *behavior* that appears perseverant depends on the context they are in and the skills and strategies that they possess, all of which can alter the difficulty level of the task in front of them.

Is Academic Perseverance Malleable?

To a large extent, the malleability of academic perseverance depends on how one defines perseverance. There is a great deal of evidence that students' persistence at tasks, and the degree to which they exhibit self-discipline, changes over time and in different situations. A person who appears perseverant in a particular setting with a particular task might appear unmotivated or half-hearted in another setting with another task. Moreover, changes in classroom context or in the psychological condition of students have been associated with an increase in persistent effort by students. This suggests that perseverance is malleable and responsive to context.

The concept of grit, however, was designed to be consistent across time and context. Duckworth and colleagues suggest that grit behaves like an inherent character trait—in other words, that it is fairly stable over time—and perhaps is most fruitfully understood in the context of the "Big Five" personality traits. Over the past several decades, personality psychologists have come to general agreement on grouping the myriad human psychological characteristics into five universal personality traits, each of which is expressed along a spectrum (such as introversion to extroversion). One of the Big Five—*Conscientiousness*—is the only personality trait that consistently shows a relationship to academic performance. In a meta-analysis, Porporat (2009) found the size of the effect of Conscientiousness on academic performance to be similar to the size of the effect of intelligence on academic performance. While Conscientiousness increases across the lifespan as individuals mature, psychologists generally agree that Conscientiousness is a "fixed trait," meaning that there is little evidence that interventions or environment can substantially change this aspect of a person's basic nature (Srivastava, John, Gosling, & Potter, 2003). Duckworth and colleagues (2007) suggest that grit should also be understood as a stable personality trait—perhaps a mistakenly overlooked facet of Conscientiousness. This does not mean that it is impossible to change a person's grittiness but rather that doing so would be difficult. Duckworth's current work focuses on how to intentionally cultivate grit and self-control, but to date there is little conclusive research showing grit to be a malleable factor.

Do the research and theory behind the concept of "grit" mean that teachers cannot change the degree to which students persist at challenging tasks in their classrooms? No. Even if one's innate tendency to persevere is hard to change, there is ample evidence that people can change the intensity, direction, and duration of their behaviors *despite* their personalities. In other words, whether or not a student has a gritty personality, he can learn to change the quality of his behavior—in effect to *act* perseverant even if that is not in his core nature (McCrae & Costa, 1994; Roberts & Del Vecchio, 2000).

Second, our focus here is on *academic* perseverance rather than perseverance in some general sense. When we make this distinction, the answer to the question of malleability in a given context becomes a resounding "yes." There is significant empirical evidence that students demonstrate different amounts of perseverance at academic tasks under differing conditions, supporting the idea that academic perseverance as a behavior in a specific context is highly malleable. The research suggests that, while there may be little return to trying to make students more gritty as a way of being (i.e., in ways that would carry over to all aspects of their lives at all times and across contexts), students can be influenced to demonstrate perseverant behaviors—such as persisting at academic tasks, seeing big projects through to completion, and buckling down when schoolwork gets hard—in response to certain classroom contexts and under particular psychological conditions.

What Is the Role of Classroom Context in Shaping Academic Perseverance?

In questioning what prevents many students from working hard in school, Dweck, Walton, and Cohen (2011) ask, "Is it something about [the students] or is it something about school?" (p. 2). While there are aspects of student characteristics that affect perseverance, as shown by the research on grit, overall the evidence suggests it mostly may be something about the school. The degree to which students persevere at academic tasks is quite responsive to changes in school and classroom context, although the effect of classrooms on perseverance works indirectly; in other words, classrooms make an impact on something else that then influences a student's perseverance.

The findings from the Mischel "marshmallow" study described earlier show that context plays a large role in whether children exhibit behaviors that may be viewed as impulsive or contrary to short-term goals. In the experiment, when the marshmallow was *shielded from sight* or the subjects were *given strategies* to avoid thinking about the desired object, children were less likely to act in an impulsive manner by taking the single marshmallow. This turns out to be very similar to the findings from research about the classroom antecedents of academic perseverance. Classroom contexts that are structured to support students' success at assigned tasks and that provide students with strategies to make the tasks easier are likely to increase students' perseverance and persistence in completing those tasks.

One way classroom contexts might affect academic perseverance is by influencing students' academic mindsets (classroom context → academic mindsets → academic perseverance). Think, for example, of a persistent and ambitious high school student who works hard to get to college, where she opts to take calculus in her freshman year. Her college instructor does a poor job of explaining the course material and grades harshly on quizzes, causing the student much anxiety. Her attempt to get help during the instructor's office hours ends with him denigrating her intelligence. After failing her second quiz in a row, she sees no way to be successful and drops the course. Despite the innate tenacity that got her to college in the first place, she gave up on calculus when, in a particular context, she thought it was futile to keep trying. The context in which this student tried to learn calculus gave rise to a mindset that she could not succeed, which affected her ability to persevere in that context.

Another way that classroom context can affect academic perseverance is by giving students opportunities to develop metacognitive and self-regulatory strategies. Where teachers share strategies with students that help them be more effective in their learning and allow them to more fully engage in academic tasks, students are more likely to persist despite difficulty. By building students' repertoire of learning strategies, classroom teachers can indirectly increase students' perseverance because they see a payoff from their efforts (classroom context → learning strategy → academic perseverance).

There is cross-sectional research that suggests a strong relationship between learning strategies and perseverant behavior. Bembenutty and Karabenick (1998) looked specifically at the relationship between what they called "academic delay of gratification" and various learning strategies. College students completed a series of items in which they had to choose between two activities, one that would contribute to academic success in a specific class and another that would provide more immediate pleasurable returns (e.g., "Go to a favorite concert, play, or sporting event and study less for this course even though it may mean getting a lower grade on an exam you will take tomorrow," or "Stay home and study to increase your chances of getting a higher grade" p. 333). The researchers found that students' reported use of metacognitive strategies such as planning, monitoring, and self-regulation was associated with increased likelihood to delay gratification and choose the academic task ($r = 0.49$). They found similarly strong relationships between academic delay of gratification and a host of other learning strategies (e.g., managing one's time and study environment, $r = 0.62$; effort regulation, $r = 0.58$; and cognitive strategies such as rehearsal, $r = 0.42$ and elaboration, $r = 0.38$).

In short, psychological research suggests that classroom contexts shape students' academic mindsets, which in turn affect their academic perseverance within that context. Likewise, classrooms can provide students with opportunities to develop learning strategies which have also been shown to increase students' academic perseverance.

Are There Clear, Actionable Strategies for Developing Academic Perseverance as Part of Classroom Practice?

If classrooms can support positive academic mindsets and help students build effective learning strategies, then classrooms could contribute significantly to increasing students' perseverance in completing school assignments and hence to improving their academic performance. Two potential classroom strategies for influencing academic perseverance are either to "teach" perseverance directly (changing the student) or to influence perseverance indirectly through other mechanisms (changing the context). First we explore strategies for increasing perseverant academic behavior by teaching these behaviors directly, and then we look at ways to increase perseverance indirectly by changing the context in which students learn.

Direct instruction around perseverance is most often seen with students with identified behavioral disabilities. Some psychological interventions are designed to improve particular aspects of perseverance for these students by teaching them behaviors associated with impulse control and persistence. Unfortunately, there is little rigorous research examining the long-term effectiveness of such interventions. Often, existing studies do not include a control group and only examine short-term outcomes—such as improvements that are observed at the end of the intervention. Rarely is there long-term evidence of their effectiveness, even six months after treatment. Most of the research on these interventions has been conducted with elementary-aged children, and there is little work studying effectiveness at the high school or college level. There is also little research that examines the effectiveness of these interventions on different types of populations, including nonclinical versus clinical populations, such as students with and without ADHD (Pelham & Fabiano, 2008; Durlak, Furhrman, & Lampman, 1991; van de Weil, Matthys, Cohen-Kettenis, & van Engeland, 2002). Thus, there is an insufficient research base on which to recommend these types of strategies.

A second approach to increasing students' academic perseverance focuses on changing school or classroom contexts in ways that would indirectly influence academic perseverance. As described previously, the literature suggests two distinct pathways: supporting positive academic mindsets and helping students develop effective learning strategies.

There is clear research evidence that students' mindsets have strong effects on their demonstration of perseverant behaviors such as persistence at difficult tasks. When students value the work they are doing, feel a sense of belonging in the classroom context in which they are working, feel capable of succeeding, and believe they will master challenging material with effort, they are much more likely to engage in difficult work and see it through to completion. Dweck, Walton, and Cohen (2011) explicitly suggest that the ways to improve academic tenacity are through interventions aimed at changing students' mindsets directly or by establishing classroom conditions that support the development of positive mindsets. When teachers can present tasks in ways that make success seem attainable, and when they provide students with the support and tools to be successful, students are more likely to engage and persist in those tasks (Dweck, Walton, & Cohen, 2011). What is less clear is whether these effects are lasting and transferable, e.g., whether—post such interventions— students would continue to behave in a tenacious manner if put in a different context. Nonetheless, the evidence is strong that context-specific interventions that increase academic perseverance can have clear payoffs in terms of improved academic performance within the targeted context.

Lastly, teachers may be able to increase academic perseverance by changing their instructional practice in ways that help students develop and practice effective learning strategies. While more research is needed to show a causal link between teaching learning strategies and students' perseverance in completing assignments, theory and correlational evidence strongly suggest it is an important mechanism. A continued discussion of the relationship between academic perseverance and other noncognitive factors is presented in Chapter 5 (Academic Mindsets) and Chapter 6 (Learning Strategies), along with a more detailed description of the classroom contexts that have been shown to contribute to building academic perseverance.

Would Changing Perseverance Significantly Narrow Achievement Gaps?

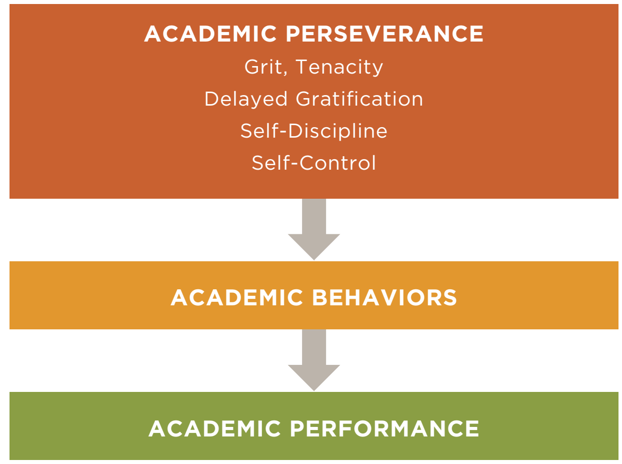
It is unclear from the empirical literature whether improving students' academic perseverance would narrow achievement gaps by race/ethnicity. Much of the research tying academic perseverance to student performance has been conducted on high-achieving students at elite institutions (Duckworth, Peterson, Matthews, & Kelly, 2007; Duckworth & Seligman, 2005, 2006). In a population of high-achieving, college-bound eighth-graders, Duckworth and Seligman (2006) did show a gender gap in self-discipline, with girls rated higher than boys in self-discipline by their teachers and parents as well as in their own self-reports. As a result of these differences in self-control, over the course of a year, girls spent roughly twice as much time on homework on average as boys. They found further that this gender difference in self-discipline explained about half of the gender difference in students' grades. However, this work is limited in scope in that self-discipline was measured concurrently with grades—potentially biasing the measurement and not allowing for causal inference—and it was conducted on a select group of already high-achieving students.

Bembenutty and Karabenick (1998) also looked at gender differences in academic delay of gratification in their study of college students. While girls showed higher mean levels of academic delay of gratification than boys, these differences were not statistically significant. The two studies taken together provide suggestive evidence that differences in self-discipline might underlie some of the gender gap in academic achievement, although much more work needs to be done in this area.

There is less research on racial/ethnic differences in academic perseverance. The two biggest racial groups in the Duckworth and Seligman study (2006) were White and African American students, comprising 55 percent and 32 percent of the sample, respectively, but the authors did not report differences in self-discipline by race. Bembenutty and Karabenick (1998) did report racial/ethnic comparisons by grouping White versus non-White students and found academic delay of gratification was significantly higher for non-White students ($p < 0.05$). This would not explain differences in achievement where White students outperform non-Whites. The broader research evidence on this point is mixed, with varying reports of higher levels of delay of gratification among Whites versus African Americans (Ward, Banks, & Wilson, 1991). There is a need for more research that shows whether there are consistent differences in academic perseverance among different subgroups of students. More longitudinal research and causal studies are needed to determine whether attempts to improve academic perseverance would be likely to improve academic outcomes for all subgroups of students.

Summary of Research on Academic Perseverance

A challenge of studying **Academic Perseverance** is that it is only evident through students' academic behaviors, and the research often conflates students' innate tendency to be perseverant with the actual behavior of doing work. Another complexity arises from how academic perseverance is defined and measured. On one hand, evidence suggests that grit is fairly stable as an individual trait. However, other work clearly shows that students are more likely to exhibit academic perseverance in contexts that promote positive mindsets or when they have the strategies to successfully manage classroom tasks.



Academic perseverance describes a quality of student engagement in success-oriented academic behaviors and attitudes that is empirically associated with increases in student grades. As such, increasing students' academic perseverance is appealing as a goal for both education policy and classroom practice. However, an isolated focus on academic perseverance as a thing unto itself may well distract reformers from attending to student mindsets and the development of learning strategies that appear to be crucial to supporting students' academic perseverance. As a field, we do not know how to make people innately grittier in a way that transfers across contexts. But the evidence suggests that finding ways to support positive academic mindsets can help students persevere in a given context, and that helping students build effective learning strategies is likely to lead students to more easily handle and hence complete difficult tasks.

While academic perseverance shows moderate relationships to student performance in cross-sectional designs (measuring both perseverance and performance at the same point in time), longitudinal studies find more modest relationships, making it difficult to establish evidence of a causal relationship between perseverance and performance. Although perseverance by race or gender have been suggested as an explanation for racial/ethnic or gender differences in student academic performance, there is little research that has examined this directly and no research that has studied it in a way that would allow for more than very modest causal inference.

CHAPTER 5

Evidence on Academic Mindsets

Academic Mindsets are beliefs, attitudes, or ways of perceiving oneself in relation to learning and intellectual work that support academic performance. The theory and empirical evidence on academic mindsets draws on a long history of psychological research. Most commonly, this research has involved correlational studies in which researchers administer questionnaires to measure student beliefs or attitudes, observe students performing academic tasks in either clinical experiments or natural classroom settings, and then analyze the relationship between their measurements of psychological factors and students' task performance.

Lately, mindsets have garnered much attention among researchers because several simple, short-term interventions directed at changing student mindsets have been shown to have surprisingly lasting effects on school performance. These studies suggest that "it can be as important to change people's…interpretations of the social world and their place in it—as it is to change the objective environment" of schools and classrooms (Wilson, 2006, p. 1252). The extensive body of research on mindsets further suggests that a psycho-social approach could have major implications for reform efforts aimed at closing racial/ethnic gaps in student performance and educational attainment.

In Chapter 2 we identified four academic mindsets shown to contribute to academic performance, which we express in the first-person from the point of view of a student:

1. I belong in this academic community;
2. My ability and competence grow with my effort;
3. I can succeed at this; and
4. This work has value for me.

As suggested in Chapter 4, each of these four academic mindsets is positively related to persistence at academic tasks. One of the mechanisms by which mindsets improve students' academic performance is by increasing their perseverance. This leads to improved academic behaviors which result in higher grades. We briefly summarize below the way each mindset affects perseverance.

1. I belong in this academic community. A student's sense of belonging in a school or classroom has a strong impact on academic performance (Battistich, Solomon, Kim, Watson, & Schaps, 1995; Cohen & Garcia, 2008; Furrer & Skinner, 2003; Goodenow, 1992; Goodenow & Grady, 1993; McMillan & Chavis, 1986; Ryan & Deci, 2000; Solomon, Watson, Battistich, Schaps, & Delucchi; 1996; Wentzel & Asher, 1995; Wentzel & Caldwell, 1997). Feeling part of a school or classroom community has significant psychological benefits for students and makes them more likely to engage in productive academic behaviors. In an extensive review of research on school belonging, Osterman (2000) concluded that:

> …the experience of belongingness is associated with important psychological processes. Children who experience a sense of relatedness [in school]… perceive themselves to be more competent and autonomous and have higher levels of intrinsic motivation [than students with a low sense of belonging]. They have a stronger sense of identity but are also willing to conform to and adopt established norms and values. These inner resources in turn predict engagement and performance… [Students who experience belongingness] have more positive attitudes toward school, classwork, teachers, and their peers…They invest more of themselves in the learning process (p. 343).

Conversely, "rejection or the sense of exclusion or estrangement from the group is consistently associated with behavioral problems in the classroom (either aggression or withdrawal), lower interest in school, lower achievement, and dropout" (p. 343).

2. My ability and competence grow with my effort. Students who believe they can increase their academic ability by their own effort are more likely to work toward building competence, more likely to be self-motivating and persistent, and more likely to exhibit behaviors associated with higher academic achievement (Cury, Elliott, Da Fonseca, & Moller, 2006; Dweck & Leggett, 1988). In contrast, these researchers found that students who believe their academic ability is fixed and cannot be changed by their own efforts are more likely to be focused on discerning the opinions of others as to their level of ability, less likely to be self-motivating and persistent, and less likely to do well in school.

A closely related line of research draws on attribution theory, exploring students' attributions for success and failure. If students attribute an incident of poor performance to their lack of ability, they tend to withhold further effort when faced with a similar task (Kelley, 1973; Weiner, 1986; Vispoel & Austin, 1995). Conversely, if students attribute low performance to a lack of effort, they are more likely to increase effort on the next try. As Dweck (1975) summarized:

> The manner in which a child views an aversive event, such as failure, determines, in large part, the way in which he reacts to that event. Specifically, if a child believes failure to be a result of his lack of ability or a result of external factors beyond his control, he is unlikely to persist in his efforts. On the other hand, if a child believes failure to be a result of his lack of motivation, he is likely to escalate his effort in an attempt to obtain the goal. (pp. 682-683)

Believing that ability and competence grow with effort is associated with effort attributions. Notably, in the studies above and replicated elsewhere, beliefs about intelligence and attributions for academic success or failure are more strongly associated with school performance than is actual measured ability (i.e., test scores).

3. I can succeed at this. A third mindset that impacts the degree to which students put forth effort and exhibit strong academic behaviors relates to beliefs about the likelihood they will succeed at a given task. Individuals tend to engage in activities that they feel confident in their ability to complete and to avoid those in which they lack such confidence (Bandura, 1986). People's efficacy beliefs (the perception that they will be able to do something successfully) in both in-school and out-of-school contexts are positively associated with how long they will persevere at a given task, as well as their likelihood to bounce back when faced with adversity (Pajares, 1996). Conversely, when people do not believe they can succeed at something, they are unlikely to put in persistent effort (Oyserman & James, 2009, p. 381). Efficacy beliefs mediate the effect of skills and of other self-beliefs on performance as they impact the level of students' effort, persistence, and perseverance (Bandura, 1986; Bandura & Schunk, 1981; Bouffard-Bouchard, 1990; Lent, Brown, & Larkin, 1984; Pajares, 1996; Schunk & Hanson, 1985). When students believe they are likely to succeed in meeting academic demands in a classroom, they are much more likely to try hard and to persevere in completing academic tasks, even if they find the work challenging or do not experience immediate success. Believing one can be successful is a prerequisite to putting forth sustained effort.

4. This work has value for me. The degree to which students value an academic task strongly influences their choice, persistence, and performance at the task (Atkinson, 1957; Damon, 2008; Eccles et al., 1983; McKnight & Kashdan, 2009; Wigfield, 1994; Wigfield & Eccles, 1992). Learners are naturally motivated to learn when they perceive a task to be inherently interesting (McCombs, 1991, 1993, 1994). Bruner (1960) noted that "interest in the material is the best stimulus to learning" (p. 14). For example, in a small qualitative study, Lee and Anderson (1993) interviewed sixth-grade students while they were engaged in a classroom science activity. The researchers found that students who valued science prior to the activity were more likely to be "thinking beyond the lesson content and engaging in tasks beyond the requirements or expectations of the classroom" (p. 590). When students are interested in a subject or see a connection between academic tasks and their own future goals, students are more likely to expend persistent effort and exhibit academic behaviors that support school success.

In short, when students feel a sense of belonging in a classroom community, believe that their efforts will increase their ability and competence, believe that success is possible and within their control, and see work as interesting or relevant to their lives, they are much more likely to persist at academic tasks despite setbacks and to demonstrate the kinds of academic behaviors that lead to learning and school success. Conversely, when students feel as though they do not belong, are not smart enough, will not be able to succeed, or cannot find relevance in the work at hand, they are much more likely to give up and withdraw from academic work by demonstrating poor academic behaviors which result in low grades.

What Is the Relationship between Academic Mindsets and Academic Performance?

Drawing on this seminal research from the 1980s and 1990s, much newer lines of work involve implementing psycho-social interventions—often brief treatments or short-term programs designed to promote positive student mindsets—and then comparing the academic performance of students who experienced the intervention to a control group that did not. Researchers such as Carol Dweck, Daphna Oyserman, Greg Walton, and their colleagues have used randomized experiments to evaluate the effect of carefully constructed brief treatments focused on students' mindsets and find compelling evidence that these treatments have lasting effects on students' academic performance. Several intervention studies have tested the effect of promoting what researchers call a "growth mindset," wherein students ascribe to the belief: *my ability and competence grow with my effort.* Students with a growth mindset believe that academic ability is changeable rather than being fixed at a particular level, and they tend to attribute their academic performance to the amount of effort they put into their work, rather than to innate ability, luck, or other factors beyond their control.

In an early example of an intervention study targeting students' attributions for academic performance, Wilson and Linville (1982, 1985) showed a video to a group of first-year college students that depicted older students at the same university discussing their initial difficulty in college, expressly making the point that their performance and GPA improved over time. Students in the control group also received a booklet illustrating what claimed to be normative growth in college students' GPA over time. The researchers' goal was to expose the treatment group to the suggestion that academic setbacks upon entering college are common and not indicative of a lack of innate ability or some other unchangeable factor. The control group saw a video of the same older students discussing their academic interests, with no discussion of their grades or course performance. The entire treatment consisted of reading the booklet with the GPA information and viewing these brief videos. Although groups were randomly selected and looked similar on key variables before the experiment began, one week after the video screenings students in the treatment group outscored control group students on practice GRE questions. A year later, treatment students had higher college GPAs (0.27 grade point difference) and were 80 percent less likely to have dropped out of school than control students (reviewed in Yeager & Walton, 2011). The authors interpret the findings as evidence that students can be influenced to have a growth mindset, and that a growth mindset contributes to lasting improvements in academic performance.

In a study of the same underlying mindset, Aronson, Fried, and Good (2002) had college students write "pen pal" letters and a short speech about the nature of intelligence that were ostensibly being sent to encourage younger students in middle school. In the treatment group, the letter writers were supposed to promote the idea that intelligence is malleable (a growth mindset). In one control group, letter writers were supposed to write about the existence of multiple kinds of intelligence. A second control group did not engage in any letter writing. The researchers found that students in the treatment group had overall college GPAs that were 0.23 grade points higher than the control groups by the end of the following school term, with African American students in the treatment group also reporting more enjoyment of and engagement in school than African American students in either control group.

In another study on growth mindsets, seventh-grade students in a randomized treatment group participated in a weekly 25-minute advisory group for eight sessions in the spring where they learned that intelligence is changeable and that the brain is like a muscle which grows with use. Prior to the intervention, math grades for both groups had been declining over the course of the year. After the intervention, the math grades of students in the treatment group stabilized while the grades of students in the control group continued to decline, for an overall difference between groups of 0.30 grade points by year's end (Blackwell, Trzesniewski, & Dweck, 2007).

In a separate line of work building on expectancy-value theory (*This work has value for me*), Hulleman and Harackiewicz (2009) had ninth-graders write essays each month about weekly topics in science class. Students in the treatment group wrote about how the science topics applied to their lives. Students in the control group wrote summaries of weekly science topics. The researchers found that students in the treatment group who started out with low expectations for success saw sizeable improvements in their grades at the end of the semester relative to the control group (0.80 grade points difference). There was no significant difference in the grades of treated students who already expected to do well. The researchers concluded that interventions that increase the value of academic work for disinterested students can have positive effects on grades, though these interventions are not likely to affect students who are already positively disposed toward a subject.

The results of these various school-based interventions suggest not only that mindsets are important but also that changing students' mindsets can result in improvements in academic performance as measured by grades. This is clearly good news; it is important work that builds on earlier studies of academic mindsets, and it warrants investment in further research. The implications of the intervention studies, however, should be considered somewhat cautiously. To date, much of the intervention research has included small samples in single schools. Moreover, of the many recent reviews of psycho-social intervention research in education, most have been written by the same people who conducted the studies (see Dweck, Walton, & Cohen, 2011; Garica & Cohen, in press; Walton & Dweck, 2009; Walton & Spencer, 2009; Yeager & Walton, 2011). A broader evidence base would strengthen the claims from these authors. It is also unclear how interventions addressing various mindsets fit together: If a group of students was exposed to multiple interventions targeting different mindsets, would the effects be additive? Who is most likely to benefit from which interventions and under what circumstances? While many questions remain to be answered, the intervention evidence to date—particularly in combination with the earlier theoretical and empirical work upon which it is built—continues to make a strong case that mindsets are an important non-cognitive factor in student academic performance.

Are Academic Mindsets Malleable?

The apparent success of the interventions cited above suggests that mindsets can be changed intentionally. Indeed, many of these studies demonstrate the malleability of the targeted mindset. Of 13 psycho-social intervention studies reviewed by Yeager and Walton (2011), several specifically measure the targeted psychological variables both before and after the intervention; all of these show changes as hypothesized by the researchers as well as expected differences in student performance (Aronson, Fried, & Good, 2002; Study 2 in Blackwell, Trzesniewski, & Dweck, 2007; Cohen et al., 2006; Hulleman & Harackiewicz, 2009; Oyserman, Bybee, & Terry, 2006; Walton & Cohen, 2007, 2011).

For example, in the Hulleman and Harackiewicz (2009) study intended to increase students' valuing of science through personal connection, we know that, of the students who did not expect to do well in science at the beginning of the study, those who wrote about science in connection with their own lives earned higher grades at the end of the course than those who just wrote summaries of science topics. After the intervention, students in the treatment group also had a higher interest in science and were more likely to indicate plans to take science-related courses in the future than were students in the control group. Walton and Cohen (2007, 2011) measured students' sense of belonging after an intervention meant to activate belonging uncertainty in the treatment group. As hypothesized, African American students who received the treatment had a lower "sense of academic fit" in computer science than African American students in the control group. Also, there were no significant differences in sense of belonging between Whites in the treatment and control groups, supporting the researchers' hypothesis that racial group stigmatization would interfere with African American students' sense of belonging in a way that would not be true for White students.

Blackwell, Trzesniewski, and Dweck (2007) provide contrasting examples of studies in which the malleability of mindsets is demonstrated and those in which it is can only be inferred. The researchers conducted a study in which seventh-graders participated in weekly workshops over eight weeks. Treated students learned math study skills as well as learning that the brain is like a muscle that grows with use. Students in the control group learned only the math study skills. In Study 1, psychological variables (students' implicit theories of intelligence and achievement-related beliefs) were only measured once, at the start of seventh grade, and then correlated with later achievement through seventh and eighth grades. In Study 2, after the eight-week intervention in which students in the treatment condition were taught that the brain can grow with use, the researchers tested the understanding of all students (treatment and control) about how the brain works, as well as measuring changes in their attitudes about the nature of intelligence (before and after intervention). They found that treated students changed their understanding of the brain, changed their beliefs about intelligence, and performed better than students in the control group. Unlike Study 1, Study 2 provides strong and direct evidence that mindsets are malleable.

While not all psycho-social intervention studies have taken this last step of including before and after measures of the targeted variable, those that do have shown changes in the targeted mindset in the expected direction as a result of the intervention. Overall, the evidence suggests that academic mindsets are malleable. They change as the result of experimental interventions, and they also respond to contextual conditions in natural classroom settings.

What Is the Role of Classroom Context in Shaping Academic Mindsets?

A long history of research literature suggests that mindsets are a product of the interaction between students and educational contexts, rather than being predetermined characteristics of individual students (Deci, 1992; Hattie, Biggs, & Purdie, 1996; Masten & Coatsworth, 1998; Stipek, 1986; Wang, Haertel, & Wahlberg, 1994; Yair, 2000). In fact, three of the four academic mindsets we have identified explicitly reflect the attitudes or beliefs of a student *in a specific context:* "I belong in *this* academic community," "I can succeed *at this*," and "*This work* has value for me." The fourth mindset, "My ability and competence grow with my effort," is likewise either reinforced or refuted by the context in which a student is expending effort to learn.

Classroom conditions have powerful influences on students' feelings of belonging, self-efficacy, and valuation of schoolwork and can also reinforce or undermine a growth mindset. Conditions in the classroom that have been shown to affect students' mindsets include the level of academic challenge and teacher expectations for success (Conchas, 2006; Rosenthal & Jacobson, 1968; Shouse, 1996; Wentzel, 2002); student choice and autonomy in academic work (Stefanou, Perencevich, DiCintio, & Turner, 2004): the clarity and relevance of learning goals (Grant & Dweck, 2003); availability of supports for learning (Gordon & Bridglall, 2006); grading structures and policies (Assessment Reform Group, 2002; Berliner, 1984; Black & Wiliam, 2004; Brookhart, 1994, 2004; Butler & Nisan, 1986; Covington & Müeller, 2001; Crooks, 1988; Harter, Whitesell, & Kowalski, 1992; Kaplan, Peck, & Kaplan, 1997; Weiner, 1979); the nature of the academic tasks students are asked to do (Bridgeland, DiJulio, & Morison, 2006; Eccles & Wigfield, 1995); the type, usefulness, and frequency of feedback on student work (Brookhart, 1994, 2004; Brophy, 1981; Cohen, Steele, & Ross, 1999; Hamre & Pianta, 2005; Harber, 2004; Stipek, 2001); and classroom norms of behavior and level of trust and safety (Bryk & Driscoll, 1988). As a National Research Council study concludes, positive engagement and self-efficacy in any given subject is contingent upon "creat[ing] a set of circumstances in which students take pleasure in learning and come to believe that the information and skills they are being asked to learn are important and meaningful for them and worth their effort, and that they can reasonably expect to be able to learn the material" (National Research Council and the Institute of Medicine, 2004, p. 14).

Research in both psychology and sociology emphasizes the importance of context in shaping an individual's identity and self-efficacy. Within schools and classrooms, students draw upon frames of reference shared with social groups that are important to them to determine how to act and "who to be" in school, which has implications for how they interpret the world of school and for their subsequent academic behavior

(Berger & Luckmann, 1966; Kaplan & Kaplan, 1982). Social context works powerfully with students' social identities to both define and constrain their sense of what is possible (Weick, 1995). The experience of membership in important social groups shapes students' sense of their own capabilities. As Oyserman & Fryberg (2006) explain, "We can become the kind of person that people of our group can become [and] we fear disappointing important groups by failing to attain group norms and standards" (p. 21). If students feel part of a learning community that values academic work, they are much more likely to share this orientation and act accordingly.

However, the need to meet group norms and standards becomes problematic for students for whom membership in particular social groups may be felt to be at odds with academic achievement. To the extent that students identify with a social group for whom academic achievement is not the norm, they may lower expectations for their own academic success to match those perceived as being normative for the group (Harvey, 1963; Harvey & Schroder, 1963). This effect of classrooms on student mindsets is particularly salient for racial/ethnic minority students and has led to a body of research on stereotype threat, which is addressed in **Box 5.1**.

School Transitions

The role of context in shaping students' academic mindsets becomes apparent when looking at what happens when students move from one school context to another (e.g., in the transition to middle school, high school, or college). Students are particularly vulnerable across school transitions, which are associated with declines in both academic performance and students' attitudes toward school (Alspaugh, 1998; Eccles, Lord, & Midgley, 1991; Hagborg, 1992; Harter, Whitesell, & Kowalski, 1992; Neild & Weiss, 1999; Simmons & Blyth, 1987). School transitions make contexts particularly salient, as students enter a new school milieu, have to reorient themselves to new social and academic demands, and have to renegotiate their sense of self, of academic competence, and of belonging in a new and unfamiliar social space. Many of the intervention studies discussed earlier were conducted on students in either the beginning of their first year in college or their entrance to middle school or junior high (seventh grade). Effective interventions aimed to normalize academic difficulty, bolster students' sense of belonging, or reinforce a growth mindset to inoculate students from declines in performance following a school transition.

One question that arises is whether these interventions would be as effective among students who were not changing schools. Blackwell, Trzesniewski, and Dweck (2007) found no significant correlation between students' theories of intelligence (fixed versus malleable) and their sixth-grade achievement; however in seventh grade (after entering middle school), having a fixed theory of intelligence was highly predictive of lower performance. In interpreting these results, the authors hypothesized about the role of context in activating the salience of particular mindsets: "In a supportive, less failure-prone environment such as elementary school, vulnerable students may be buffered against the consequences of a belief in fixed intelligence. However, when they encounter the challenges of middle school, [the evidence suggests that] these students are less equipped to surmount them" (p. 258). A fixed mindset constrains students from expending effort to adapt to higher intellectual demands because they do not believe that effort will be enough to overcome the limits of their academic ability.

Recursive Effects

Recent intervention research suggests that contexts contribute to what social psychologists call "recursive effects," which can magnify the interaction between contexts and student mindsets by launching this interaction in a positive or negative feedback loop. Consider the example of a ninth-grader who enters high school unsure of his academic ability and worried about finding friends. When he struggles with the problems on his first math assignment and has a hard time finding a lab partner in science class, he interprets these situations as evidence of his intellectual and social shortcomings. These experiences contribute to growing preoccupations with a lack of belonging and ability which then begin to undermine the student's academic performance, leading to further academic difficulties and lack of confidence. Though the student entered high school feeling unsure of himself, his interactions within the high school context and his participation in its routines

BOX 5.1

Stereotype Threat

Stereotypes about minority students' intellectual inferiority are particularly salient in schools and classrooms. Minority students in the U.S. must struggle to disentangle their own personal narratives of ambition and achievement from dominant societal messages about worth, capability, and academic success sent often unintentionally by schools and teachers. A large body of empirical literature suggests that salient societal stereotypes about minorities' alleged intellectual inferiority or indolence can exert a powerful pull—described as *stereotype threat*—on minority students' self-perceptions, attitudes towards learning, and academic performance (Steele, 1997; cf. Steele & Aronson, 1995; Walton & Spencer, 2009; Walton & Cohen, 2007). Minority students' fears of confirming negative stereotypes about their intellectual ability may lead to underperformance on specific tasks or tests, as students' anxiety about stereotypes interferes with their cognitive processing. Over time, this cycle of threat and the frustration of underperformance may give rise to self-doubt and undermine minority students' commitment to education and achievement. Ultimately, such underperformance may well increase racial gaps in academic achievement and attainment. For example, Perry, Steele, & Hilliard (2003) argue that subtle American narratives about Black intellectual inferiority make the messages African American students receive about their academic capabilities seem ambiguous and even untrustworthy. How are students to know, the authors ask, whether a teacher's feedback is a genuine response to their work or a reaction to what they represent in American culture as an African American?

Previous research suggests that uncertainty about the genuineness of feedback—often termed *attributional ambiguity* by psychologists—can be threatening to minority students' identity and performance in academic settings, both when feedback is positive and when it is negative or harshly critical (Mendoza-Denton et al., 2010; cf. Crocker et al., 1991; Mendes et al., 2008). The mistrust created by uncertainty about teachers' feedback can lead students to discount that feedback, to disengage from specific tasks, and, over time, to disidentify with school altogether (Mendoza-Denton et al., 2010; cf. Major & Schmader, 1998; Steele, 1992, 1997; Cohen & Steele, 2002). A number of studies suggest that strong and supportive relationships with teachers can play a critical role in building a foundation of trust and establishing a basis for minority students to develop positive, stable academic identities (Flores-González, 2002). These relationships provide teachers and students with a platform for delivering and receiving critical feedback, linked to messages conveying high expectations, encouragement, and consistent support that can be used to construct a counter-narrative of success and achievement among minority students (Mendoza-Denton et al., 2008; Cohen & Steele, 2002; Perry, Steele, & Hilliard, 2003).

Intervention studies conducted to address the operation of stereotype threat and belonging uncertainty among minority students provide strong evidence that students' self-evaluations and attitudes respond to conditions and cues in the learning environment. Walton and Cohen (2007, 2011) find evidence that interventions that modify conditions aimed at subtly bolstering minority students' sense of belonging in academic environments substantially affect their performance. These findings suggest that many of the critical challenges facing racial and ethnic minority students in the formation of strong, positive mindsets for academic achievement can be alleviated through the careful work of creating supportive contexts that provide consistent and unambiguous messages about minority students' belonging, capability, and value in classrooms and schools.

Messages about belonging, ability, effort, achievement, success, and value (both one's own intrinsic value and the value of one's education)—intended and unintended, explicit and implicit—are at the core of building students' academic mindsets. Teachers and schools participate in creating school and classroom contexts that either foster the development of academic mindsets and strong, positive attitudes towards learning among minority students or thwart the development of these positive mindsets. Perry, Steele, and Hilliard (2003) suggest that adults need to play specific, predictable, and unambiguous roles in redefining both the content and import of the messages minority students receive about the relationships among belonging, ability, effort, success, and, ultimately, value.

reinforce his initial self-doubts and lead to increasingly negative mindsets. These mindsets can become self-perpetuating as the student interprets his school experiences in a way that further undermines his self-efficacy and self-confidence. He withdraws effort from his schoolwork, which results in further poor performance. The ongoing interaction between the student and the school context thus creates a recursive, negative loop between academic mindsets, academic behavior, and academic performance.

It is by breaking this self-reinforcing cycle that interventions around mindsets can cause lasting improvements in achievement (Yeager & Walton, 2011). The theory underlying intervention work is that a well-timed intervention can change an adolescent's schooling trajectory by disrupting this recursive process and resetting the student on a more productive cycle where success and positive expectations are mutually reinforcing. Interestingly, many of these psycho-social interventions aim to *change student perceptions and interpretations* of the school and classroom context rather than changing the context itself.

Are There Clear, Actionable Strategies for Developing Academic Mindsets as Part of Classroom Practice?

There is strong evidence that mindsets matter for student performance, growing evidence that mindsets are malleable, and both a theoretical and empirical basis for the importance of context in shaping mindsets. Unfortunately, the research does not directly translate into classroom strategies that teachers can use to support positive mindsets in their students. Even in the case of experimental research that focuses on specific intervention strategies, it is not clear how these experimental strategies might be used more globally to improve educational contexts. Videotaped interviews of older students at a selective university talking about their difficulty in freshman year might be helpful to incoming students who are experiencing daunting academic challenges, but they provide little direction to the university on how best to support students so routine challenges would seem less overwhelming. Thus, a central tension arising from the research on academic mindsets revolves around how best to apply the research to improve student outcomes.

If we start with the premise that schools and classrooms often do not provide the positive psychological conditions that research shows to be important for building academic mindsets, then we have two potential approaches to address this. One approach would be to change institutional structures and practices so that students' everyday school and classroom experiences promote positive academic mindsets. Another approach would be to leave schools and classrooms as they are, but to use the findings from intervention research to help students achieve positive mindsets and thus inoculate students from potentially unsupportive environments.

This second option may have great appeal. Investing in a short-term intervention program aimed specifically at building or supporting students' academic mindsets seems like an easier route than reforming instructional practice or changing a whole school culture. Further, the research points to a variety of short-term interventions that have evidence of success in school settings—from programs focused on promoting the growth potential of intelligence to interventions for developing students' sense of belonging. Some of these interventions have become the basis of programs available for purchase by teachers or parents. This raises the possibility that investing in an intervention program could be a prudent way to build students' academic mindsets without changing existing school and classroom practices.

While intervention programs that target academic mindsets might benefit students and contribute to improved academic performance, there is also reason for caution in this approach. First, there are a number of very different intervention programs available: How should educators choose among them? The findings from many intervention studies seem to be consistent (the interventions lead to better school performance), but the treatments are quite different across the studies. Which is the right program for a given school? Furthermore, the effects in most of these studies were selective, affecting some students (e.g., African American college students, seventh-grade girls in math) while not having any impact on the performance of other students—suggesting that specific interventions must be tailored to the psycho-social needs of specific groups of students in particular contexts. How can schools accurately assess the needs of their students so as to apply the right intervention to the right subgroup? Would it be cost-effective to invest in multiple interventions that target different mindsets? Would the effects across these programs be additive or redundant?

Second, it is unclear how big the overall payoff to such interventions would be. While the effects of many of these interventions are significant, some are modest; they average on the order of about 0.3 GPA points. Investing in one of these strategies may be insufficient because they might only have a modest, one-time effect on achievement. There is also evidence that the effectiveness of interventions may be compromised if students become aware of their purpose (Sherman, Cohen, Nelson, Nussbaum, Bunyan, & Garcia, 2009). Thus, attempts to implement them as part of the normal course of school may not have the same payoff as the initial intervention under experimental conditions.

Third, relying solely on intervention programs while not addressing the larger psychological conditions embedded in existing school and classroom contexts will necessarily constrain the effects of the intervention. Learning that the brain is like a muscle that grows with effort motivates students to continue working hard to learn despite setbacks or early failures. But this message may lose its persuasive power if a student's school relies largely either on competitive, one-shot summative assessments to evaluate her performance or on other similar practices that reinforce the value of natural ability over persistent work. Likewise, programs designed to increase students' sense of belonging will have limited impact if their teachers do not know their names and do not recognize or address their particular interests or learning needs.

Instead of, or in addition to, relying on intervention programs to change student mindsets, another strategy involves changing institutional structures and practices so that everyday educational experiences lead students to conclude that they belong in school, that they can succeed in their academic work, that their performance will improve with effort, and that their academic work has value. While there is substantial evidence that changing teachers' instructional practices could improve students' academic mindsets, reforming instructional practice can be difficult. Still, improving classroom contexts would seem likely to have a larger and broader impact on student achievement and achievement gaps than one-time interventions that only can address a limited sample of students. And while interventions might be easier than instructional reforms in the short run, there is much evidence to draw upon in devising actionable classroom strategies.

The National Research Council and Institute of Medicine (2004) summarized decades of research to identify school conditions that promote strong student engagement and positive academic mindsets. These included: presenting students with challenging but achievable tasks; communicating high expectations for student learning and providing supports that allow students to meet these expectations; making evaluation practices clear and fair and providing ample feedback; reinforcing and modeling a commitment to education and being explicit about the value of education to the quality of one's life; providing students with opportunities to exercise autonomy and choice in their academic work; requiring students to use higher-order thinking to compete academic tasks; structuring tasks to emphasize active participation in learning activities rather than passively "receiving" information; emphasizing variety in how material is presented and in the tasks students are asked to do; requiring students to collaborate and interact with one another when learning new material; emphasizing the connection of schoolwork to students' lives and interests and to life outside of school; and encouraging teachers to be fair, supportive, and dedicated to student learning while holding high expectations for student work.

Many of the strategies that promote positive academic mindsets relate directly to classroom practices around grading and feedback on student work. Supporting positive mindsets around self-efficacy requires that teachers be transparent in their grading practices and explicit about how and why different aspects of student work will affect grades (Assessment Reform Group, 2002; Black & Wiliam, 2004). Instructional contexts that provide students with clear learning goals, and assessment practices that provide students with regular feedback on their progress toward those goals, are essential for creating a school or classroom culture where success is perceived as possible (Kellaghan et al., 1996; Marzano, 2000; Popham, 2000; Tyler, 1949; Tyler, 2000). Students also need repeated opportunities to demonstrate their learning. Giving feedback to students on their progress toward a goal becomes irrelevant if the classroom is not structured to provide students additional opportunity to learn and improve their performance. Researchers have also found that specific kinds of feedback are much better than others in promoting positive mindsets. Praising students for their effort or for their choice of strategy supports the development of a growth mindset and reinforces student effort and enjoyment of academic challenge, while praising students for their talent or ability tends to undermine student effort, cause students to be preoccupied with their ability, and lead to a withdrawal from academic challenge (Mueller & Dweck, 1998).

Classrooms that emphasize cooperation and a sense that everyone can achieve the learning goals are much more supportive of self-efficacy and a valuing of academic work than classrooms that emphasize competition and a zero-sum environment where only a limited number of students will earn good grades (Carr & Walton, 2011; Dill & Boykin, 2000; Johnson & Johnson, 2009; Johnson, Maruyama, Johnson, Nelson, & Skon, 1981; Midgley & Urdan, 2001; Roseth, Johnson, & Johnson, 2008; Slavin, 1995). In their review on academic tenacity, Dweck, Walton, and Cohen (2011) document a number of additional school and classroom practices that promote positive mindsets and increase academic tenacity. These include establishing trusting relationships that instill a sense of belonging, holding high expectations for students, and scaffolding challenging work so that students are able to reach high standards.

While research is clear that classroom context shapes student mindsets and that certain teacher strategies support these mindsets, it is difficult to know how to change classrooms on a broad scale without further research based in actual classrooms aimed at helping teachers acquire such strategies. One potentially fruitful place to start may be in exposing middle and high school teachers and college instructors to the research on academic mindsets and helping them understand the mechanisms by which classroom variables can affect student beliefs about themselves and their schoolwork. However, understanding psychological theory does not automatically lead to knowing what to do differently in one's instructional practice. There are few resources available currently that would translate social-psychological theory into classroom-based instructional practices that could be readily employed by teachers in a variety of school settings to support positive academic mindsets.

Would Changing Academic Mindsets Significantly Narrow Achievement Gaps?

A number of interventions targeting mindsets have been shown to reduce gender and racial achievement gaps. Positive academic attitudes and mindsets that support school performance are important for all students, but racial/ethnic minority students are more likely to face contexts with additional, distinctive challenges to the development of positive academic mindsets. A number of the interventions designed to change mindsets demonstrate large effects on racial/ethnic minority students—or on girls, in the case of math and science performance—suggesting that it is particularly critical to pay attention to the ways in which minority status may shape how students view themselves in relationship to a given learning context. Research on stereotype threat, in particular, suggests that racial/ethnic minority students could benefit from greater attention to academic mindsets.

Many psycho-social interventions are specifically designed to inoculate students against the negative effects of stereotype threat, and indeed they show differential effects on minority students. For example, Cohen, Garcia, Purdie-Vaughns, Apfel, and Brzustoski (2009) had African American and White seventh-graders complete brief writing exercises about values that were important to them. Compared to a control group, students in the value-affirmation group had higher grades, with low-performing African American students seeing the biggest increase in grades (0.41 grade points), sustained over two years. In the Walton and Cohen study (2011), first-year African American and White college students were shown videos designed to help them normalize academic difficulties in the transition to college rather than attributing them to their own personal or racial identity. The significant effect was on African American students' grade point average, which was 0.24 grade points higher than that of control group students from sophomore through senior year of college (Walton & Cohen, 2011) and reduced the racial achievement gap by 52 percent.

The same intervention had no significant effect on the grades of White students.

Ultimately, whether a focus on mindsets can narrow current racial/ethnic or gender gaps in academic performance and college degree attainment depends on the size of these gaps relative to the size of the effects of mindset interventions. It also depends on how much of the achievement gap is caused by stereotype threat or other negative mindsets that would differentially harm minority students in the first place. There is evidence that negative mindsets exist among minority students, as well as among girls in math and science; interventions designed to target mindsets are differentially effective for these groups. Additionally, several studies demonstrate a measured difference in mindsets before and after intervention. There is theoretical reason to believe that the size of the effects of these interventions may actually underestimate the negative impact of stereotype threat and other threats to positive academic mindsets for minority students. The interventions in these studies are generally targeted to change students' construals of their academic environments. To the extent that these interventions are not able to fully counteract potentially harmful psychological messages in those environments or that other factors outside of those academic settings (family, peers, larger socio-cultural context) also exert negative pressures on students' academic performance, the effect sizes of these interventions will be lower-bound estimates of the size of racial/ethnic or gender performance gaps.

One limitation for psycho-social interventions targeting college students is that they may come too late to substantially increase the number of minority students who earn college degrees. This is, of course, true for any intervention aimed at college students. The number of minority students who have successfully made it into college already represents roughly half the age-eligible population nationally. In many urban school districts, half the entering ninth-grade class will not even graduate from high school. Of high school graduates, a large number of minority students either do not proceed to college or enroll in two-year colleges that have low rates of degree completion. Although the interventions targeted at changing the mindsets and improving the performance of college students are beneficial for students who make it to college, greater leverage points for reducing gaps in educational attainment would likely focus on students in the middle grades and early in high school.

Summary of Research on Academic Mindsets

There is strong evidence that mindsets affect student performance. Strong, positive mindsets make students much more likely to engage with academic work, demonstrate positive academic behaviors, and persist despite setbacks. Mindsets are shaped by school and classroom contexts, but they also are malleable at an individual level through experimental interventions. Generally the reported effects from intervention studies are moderate, about 0.2 to 0.3 grade points in size, although these effect sizes may underestimate the actual impact of mindsets on student achievement. It is unclear if mindset interventions transfer across contexts or if students would benefit from more than one intervention. Furthermore, different sets of interventions target different mindsets, and it is unclear whether one intervention would have added value on top of another. While numerous studies have identified specific aspects of classroom context that contribute to strong academic mindsets, a gap persists between research findings and teachers' intentional use of strategies to promote positive student mindsets. Because academic mindsets are so critical to strong student performance, figuring out how to bridge this research/practice gap seems to be a prudent avenue for future work.

CHAPTER 6

Evidence on Learning Strategies

Noncognitive factors are "noncognitive" only insofar as they are not measured directly by cognitive tests. In order to affect learning and academic performance, however, noncognitive factors must engage a student's cognitive processes. The use of **Learning Strategies** is one example of this. As a category, learning strategies encompass several related psychological processes: metacognition, self-regulated learning, time management, and goal setting. Together, these concepts constitute a group of learner-directed strategies, processes, and "study skills" that contribute to academic performance.

Learning strategies have important relationships with other noncognitive factors. Utilizing appropriate learning strategies can make students' academic behaviors more productive and effective, contributing to improved academic performance. As a result, learning strategies tend to increase students' self-efficacy (the *I can succeed at this* mindset), which in turn is related to increased academic perseverance when schoolwork gets challenging. There is also clear evidence that students either with higher self-efficacy or who place a high value on the work they are doing are much more likely to use metacognitive and self-regulatory strategies to engage in learning. Positive academic mindsets drive strategy use, which makes students' academic behaviors more persistent and effective, leading to improved performance. Successful academic performance, in turn, reinforces positive mindsets.

Conversely, a lack of effective learning strategies can contribute to poor academic behaviors and poor performance. Students are less likely to complete homework if they do not know how to organize themselves to get it done, and they are less likely to study for tests if they do not have study strategies that help them review effectively. Not completing homework and not studying have a depressive effect on students' grades. Poor grades in turn undermine positive student mindsets, which then can diminish students' academic perseverance. Likewise, students with low self-efficacy or who place a low value on the work they are asked to do are much less likely to use metacognitive strategies or to self-regulate their learning; their academic behaviors are less likely to produce learning and quality work, even when students do complete the work. Thus, learning strategies are an important component in a chain of noncognitive factors that shape students' academic performance.

Theorists and researchers have studied many concepts and processes in the broad category of learning strategies over several decades (much of this work is from the 1990s), but there is as yet no single agreed-upon model for what the various components of learning strategies are, how to measure them, or how they affect learning. Across this work, however, there is consensus on a number of points. First, learning strategies involve *metacognition*, defined as an individual's knowledge of and control over his or her cognition (Flavell, 1979; Hacker et al., 2009) or knowing how to monitor one's own understanding (Credé & Kuncel, 2008). Self-regulated learning refers to students' intentional use of metacognitive strategies to achieve learning outcomes (Zimmerman & Schunk, 1989). Rather than being general styles of learning, self-regulated learning and metacognitive strategies are goal-oriented efforts to influence one's own learning behaviors and processes. Students self-regulate their learning by focusing awareness on their thinking and selecting strategies and environments that will be most conducive to learning (Zimmerman, 2001).[4]

A second and related point is that students learn more effectively when they monitor their own learning processes, determine when they are having difficulty, and adjust their behavior and/or strategies to tackle the task at hand (Ford et al., 1998; Pintrich & De Groot, 1990; Winne & Hadwin, 1998; Zimmerman, 2001). Self-regulating learners monitor the process of their learning, ascertain how effectively they are addressing a given learning task, and adjust their efforts accordingly. The process of academic self-regulation can be compared to the thermostat of a furnace, which continually monitors the temperature in a room and responds by adjusting the output of heat (Boekaerts, Zeidner, & Pintrich, 2000). In the absence of this self-regulation, students are apt to give up prematurely, before fully mastering the work at hand, and gain less understanding from the time they do devote to learning.

Researchers also agree that self-regulated learning is a multi-phase process that involves a number of distinct tactics or strategies. These strategies are embedded in behavioral, emotional, cognitive, and executive operations and therefore encompass several simultaneous psychological tasks—which range from invoking judgments about one's personal cognitive abilities, assessing the factors involved in a particular task and how it will influence one's cognition, and selecting cognitive strategies which may facilitate performance (Paris & Winograd, 1990). Winne and Hadwin's (1998) model of self-regulated learning includes four phases. The first phase involves defining or identifying the learning task one is encountering: *What does the task require of me? How is it related to other things I've done? What do I know about this already? How hard will this be?* Once the student defines the task, the second phase involves setting goals in relation to the task and developing plans to reach those goals.[5] This planning aspect entails selecting strategies or tactics to meet the goals the student has set. The second phase also includes deciding on some kind of standard for success: *What will it look like if I've done this successfully?* In Phase 3 the student enacts the tactics/strategies and monitors what happens: *How well is this tactic working? Why didn't it work? Am I as good at this as I thought I was? Should I try a different strategy? Did I learn this well enough?* Phase 4 involves a major reconfiguration of the student's approach to future tasks, based on his or her cumulative experience. As such, Phase 4 only happens occasionally. Winne and colleagues emphasize that these four phases, while conceptually distinct, are recursive or iterative and are only "weakly sequenced" as they occur in the mind of the learner (Winne, Jamieson-Noel, & Muis, 2002).

Other researchers have offered different models of self-regulated learning, but all involve multiple steps or a diverse collection of strategies. Zimmerman (1990) defines self-regulated learning as consisting of "self-evaluation, organization and transformation, goal setting and planning, information seeking, record keeping, self-monitoring, environmental structuring, giving self-consequences, rehearsing and memorizing, seeking social assistance (peers, teacher, or other adults), and reviewing (notes, books, or tests)" (p. 7). Other researchers differentiate between three categories of learning strategies: *cognitive* strategies such as rehearsal, organization, and elaboration; *metacognitive strategies* such as planning, monitoring, and regulation; and *resource-oriented* strategies such as "creating a favorable learning environment, controlling attention, and sustaining concentration" (cited in Helmke & Schrader, 2001, pp. 13553-13554; see also McKeachie, Pintrich, Lin, & Smith, 1986; Snow & Swanson, 1992; Weinstein & Mayer, 1986). Within these three larger categories, researchers have specified additional levels of elaboration. For example, task awareness, strategy awareness, and performance awareness have been identified as distinct components of metacognitive knowledge (Reynolds, Wade, Trathen, & Lapan, 1989).

While learning strategies generally involve metacognition (monitoring one's understanding) or organizing time and resources (setting aside an hour with the TV turned off in order to read), other strategies are entirely cognitive and have the express purpose of increasing a student's understanding or transferring information into memory. Weinstein and Mayer (1986) identify three such subcategories of cognitive learning strategies: rehearsal strategies, elaboration strategies, and organizational strategies. Generally, the more a learning strategy involves manipulating or organizing material rather than just reviewing it, the more likely it is to result in deep understanding (Weinstein & Mayer, 1986). Winne (1996) describes "deep processing" as the application of studying tactics such as "retrieving concepts and ideas relevant to material currently being studied, monitoring relationships between new information and prior knowledge, assembling propositions into elaborated structures, rehearsing and transforming information into meaningful schemata, and metacognitively monitoring and adapting learning tactics according to the requirements of a task" (Winne, 1996, p. 344, with reference to Schmeck, 1988; Winne, 1985). Note that while these strategies involve both cognitive and metacognitive processes, they fall under the broad umbrella of noncognitive factors because—while they *contribute* to a student's mastery of content knowledge and skills—they are nonetheless *distinct from* knowledge and academic skills as measured by cognitive achievement tests. Still, the category of learning strategies brings us to a particular awareness of the inadequacy of the term *noncognitive*.

For learning strategies to be effective, students must accurately perceive the nature of a task and its demands, and they then must choose and enact appropriate strategies to meet those demands. Learning strategies may often be quite conscious and require focused effort, particularly when tasks are set within a domain of knowledge (e.g., molecular chemistry or the works of Emily Dickinson) that is unfamiliar to a student. As learners move from novice to expert status within a given domain, the selection and use of learning strategies become increasingly automatic (Ericsson & Smith, 1991; Winne, 1996), to the point where students may not even be aware that they are using strategies.[6]

A key component of students' ability to monitor their own thinking is what is called *judgment of learning* (JOL), meaning one's ongoing determination of how much one has learned and whether or not one's level of understanding at any point in time is adequate to the task. This is another important characteristic that distinguishes "expert" learners from less effective students: more accomplished learners know what they know and they know what they have yet to learn; hence, they can tell when they need to put in more effort to accomplish a goal. Researchers studying undergraduates' metacognitive strategies concluded: "One of the critical barriers to success for many students may be their inability to objectively assess their mastery of the academic tasks they are facing" (Isaacson & Fujita, 2006, p. 39), and hence they withdraw effort too soon.

There is considerable evidence that students learn more when they have better metacognitive strategies and use them to facilitate and self-regulate their learning. However, there are several limitations in the research on metacognition and self-regulated learning (see Lennon, 2010). First, most studies are cross-sectional (with evidence collected at only one point in time), yielding little information about how self-regulation may change during adolescence and making it difficult to link strategy use directly with subsequent academic performance. Of equal importance, "this field of research is still struggling to develop a widely accepted assessment" of self-regulated learning (Lennon, p. 85), with studies using a variety of different instruments to measure similar concepts and a heavy reliance on student self-reports to measure metacognitive strategy use (Winne, Jamieson-Noel, & Muis, 2002). Recently, much of the work on self-regulated learning is within the context of online or computer-assisted instructional delivery (Azevedo, 2005; Hadwin et al., 2007; Winne et al., 2006).

What Is the Relationship Between Learning Strategies and Academic Performance?

Despite the limitations noted above, research shows that students who utilize self-regulation strategies tend to perform better in classroom tasks and activities. Pintrich and DeGroot (1990) examined the self-regulated learning, motivational orientation, and classroom academic performance of 173 seventh-graders in science and English. Using the Motivated Strategies for Learning Questionnaire (MSLQ), a self-report scale[7] that measured student self-efficacy, intrinsic value, test anxiety, self-regulation, and use of learning strategies, they found that students with high self-efficacy used metacognitive strategies more and were more self-regulating than students with low self-efficacy. While self-efficacy and intrinsic value were both strongly associated with self-regulation and strategy use, these motivational variables themselves did not predict performance directly. Rather, it was through students' use of self-regulation strategies that motivational variables affected performance (academic mindsets: self-efficacy/value → learning strategies → academic performance). Self-regulation was the strongest predictor of student performance in both English and science, with significant relationships across a number of measures of achievement (semester grades, as well as grades on seatwork, exams/quizzes, and essays/reports). The authors conclude that teaching students to use self-regulatory strategies in the classroom is vitally important, as the use of such strategies "is essential for academic performance on different types of actual classroom tasks" (p. 38).

McKeachie, Pintrich, Lin, and Smith (1986) tested the validity and reliability of the Motivated Strategies for Learning Questionnaire (MSLQ) to measure college students' motivation and use of learning strategies. They showed strong predictive validity of the motivational subscales and good internal reliability. The motivational scales were related to academic performance in the expected direction, with the learning strategies scales indicating a positive relationship to course grades.

Pokay and Blumenfeld (1990) examined the use over time of both subject-specific strategies and general metacognitive strategies in high school geometry classes. The researchers looked at the relationships among motivation, learning strategies, and academic performance for 283 geometry students in three high schools. At the beginning of the yearlong course, students were asked to complete a questionnaire about their perceptions of ability in math, the value they placed on the class, the likelihood they would be successful in the class, and their use of learning strategies. The authors also obtained students' geometry grades at two points in the course, as well as their prior algebra course grades which were used as a measure of entering math achievement. Early in the course (after proofs were first introduced), the use of specific geometry strategies, metacognitive strategies, and effort management strategies (as well as prior algebra achievement) were all significant predictors of course performance, accounting for 41 percent of the variance in grades. Interestingly, later in the course, metacognitive strategies were the only type of strategy use that predicted grades. These findings suggest that subject-specific strategies may be more useful when a student is learning a new subject such as geometry, and that some level of subject-area proficiency may be necessary before the use of meta-cognitive strategies can lead to successful outcomes.

In another high school study, Zimmerman and Martinez-Pons (1986) identified 14 commonly used self-regulated learning strategies and developed a structured interview tool called the self-regulated learning interview schedule (SRLIS). The SRLIS was used to assess the use of metacognitive strategies of high-achieving and low-achieving tenth-grade students attending a middle-class suburban high school. The researchers found that students' total score for self-regulated learning strategies was the best predictor of both English and math performance (Zimmerman & Martinez-Pons, 1986). Strategy use predicted with 93 percent accuracy students' membership in the high- versus low-achievement groupings.

Finally, researchers explored cross-cultural patterns of high school students' use of self-regulation strategies and their predictive value for academic success. In Australia and Japan, Purdie and Hattie (1996) found within-country patterns of strategy use, such that exchange students from one country were likely to exhibit the strategy use patterns in their host country. However, Japanese students in both countries relied more heavily on memorization strategies than did Australian students. Across both countries, students who viewed learning as understanding (as compared with learning as memorizing, learning as knowledge, or learning as performing academic tasks, for example) used a wider variety of learning strategies and were more likely to engage in strategy use in order to learn, as compared with students with other conceptions of learning (Purdie, Hattie, & Douglas, 1996). In another international study, Nota, Soresi, and Zimmerman (2004) found that Italian students' use of self-regulation strategies in high school—particularly organizing and transforming—predicted their high school course grades as well as their college grades.

Collectively, research provides evidence that knowing and understanding how and when to use learning strategies are associated with higher overall learning and better academic success. These relationships were demonstrated with students in middle grades, high school, and college, across a variety of subject areas, in the United States as well as internationally.

Are Learning Strategies Malleable?

Research supports the idea that metacognitive strategies are malleable and can be developed or learned. Many of the studies reviewed thus far measured strategy use and performance concurrently. While these studies show strong relationships between the two, they leave open the questions of whether learning strategies can be effectively taught and, if so, if teaching such strategies results in improved performance. The research demonstrating malleability uses two common experimental formats. The first involves teaching a skill where students' competence with that skill is measured before and after the skill training. The second measures the aptitude of learners who have been trained in a particular skill against a group of learners who have not had any skill training. While much evidence links learning strategies with better grades, the weakness of many of these studies is their reliance on student self-reports of strategy use or teacher reports on the basis of observable student behavior (Lennon, 2010; Winne, Jamieson-Noel, & Muis, 2002).

Learning strategies can be domain specific, and much of the research focuses on the effects of strategy use on either reading and literacy or mathematics performance. In a meta-analysis by Haller, Childs, and Walberg (1988), the average effect size of metacognitive instruction on reading comprehension across 20 studies was 0.72, a very large effect. Seventh- and eighth-graders benefitted most from metacognitive strategy instruction, which is consistent with Piaget's theory that the formal operational stage of cognitive development occurs around age 12 (Flavell, 1963). During this developmental stage, children begin to think about abstract ideas as well as developing deductive reasoning skills and systematic planning, making it an ideal time to introduce learning strategies that draw upon these processes. The most effective metacognitive strategies were awareness of textual inconsistency and self-questioning to monitor and regulate comprehension. Researchers also found that reading comprehension was greatest when instruction combined the use of several metacognitive strategies rather than focusing on only one or two (Haller, Childs, & Walberg, 1988).

Hattie, Biggs, and Purdie (1996) meta-analyzed 51 studies in reading and other subject areas and found that the average effect sizes due to training in cognitive and metacognitive skills were 0.57 on performance, 0.16 on study skills expertise, and 0.48 on positive affect. While they found memorization techniques to be highly effective for low-level learning tasks such as simple recall of formulas, procedures or facts, learning strategies that aid in higher-level learning require much more from both teacher and learner. Teaching such strategies in the context of the subject-area classroom is much more effective than teaching strategies or study skills in isolation. Findings show training has immediate benefits, but it is unknown if the positive effects of training persist and transfer to other contexts. For students to be able to transfer learning strategies from one context to another,

> the student needs to understand the basis of how the strategy works, when and under what circumstances it is most appropriate, what it requires of the learner; to the extent that this conditional knowledge is properly understood, the strategy may be deployed in contexts "farther" from those in which it was first learned...the further the extent of transfer, the more conditional knowledge and the deeper the content knowledge required. (p. 130)

Dignath et al. (2008) meta-analyzed research investigating whether primary school children could be taught self-regulation skills which would benefit reading, writing, math, science, and self-efficacy. Overall, across 48 studies, self-regulation training produced a weighted effect size of 0.62 on academic performance, using a variety of tactics.

Use of learning strategies in mathematics has also been shown to be malleable. Several studies tested whether math performance benefited from "metacognitive prompting" in which students were asked such questions as "what is this problem about?" or "what steps are you using to solve the problem?" Such cues led to better math performance by prompting students to identify problem structure and task characteristics, draw upon prior knowledge, and evaluate the appropriateness of strategies to solve problems (Butler & Winne, 1995; Kramarski & Gutman, 2006; Kramarski & Zeichner, 2001; Mevarech & Kramarski, 1997; Schoenfeld, 1987; Winne, 1979). There is similar evidence across all major school subjects that learning strategies can be effectively taught (Graham & Harris, 1994; Pressley & Woloshyn, 1995; Wood, Woloshyn, & Willoughby, 1995).

Even if students are not taught learning strategies directly, researchers hypothesize that they learn them anyway. Winne (1996, 1997) refers to this process as "bootstrapping" as students learn to appropriately apply new strategies to learning tasks by trial and error or by observation of the strategy use of others. As reviewed in Chapter 5, students with positive academic mindsets—who value the work or the content area, believe they can succeed in learning it, feel a sense of belonging in a class, and/or believe their efforts will lead to better performance—are more likely to work to acquire strategies to help them learn new material. Regardless of the mechanism whereby new strategies are acquired and applied, there is clear evidence that learning strategies are malleable and can be taught or otherwise developed in students from preschool to college and across a wide range of subjects.

A limitation of the research on learning strategies is its reliance on self-reporting to determine the effectiveness of metacognitive skills training. In any given study, researchers cannot be sure whether metacognitive strategies have actually been "learned" and put to use or if students are simply telling researchers what they think they are supposed to say, based on the content of the training. Conversely, there is evidence that strategy use becomes increasingly automatic as students develop expertise, meaning that students use strategies without being consciously aware that they are using them (Ericsson & Smith, 1991; McKoon & Ratcliff, 1992; Rabinowitz & McAuley, 1990; Schoenfeld, 1985; Winne, 1996). This, too, can confound research based on student self-report of strategy use.

Some of the research is further limited by not specifically addressing student motivation to engage in the strategy use being studied. Researchers often make the assumption that students will be motivated and see the value of participating in the additional tasks and putting forth the additional effort required to utilize strategies to improve learning. A long line of research has shown a strong relationship between student motivation (e.g., academic mindsets) and strategy use, and attention to this relationship is sometimes missing from experimental studies of learning strategies.

What Is the Role of Classrooms in the Development of Learning Strategies?

The development of students' self-regulation and metacognitive strategies is crucial if schools are to teach adolescents to become effective learners. Students can improve their learning by paying attention to their thinking as they read, write, and solve problems. Many metacognitive strategies are subject-specific, meaning that strategies that help one learn math may be different from the strategies one would employ while reading history. Content-area classrooms are therefore primary sites for the development of students' learning strategies.

Beyond being places where the direct teaching of strategies could most beneficially occur, classrooms play another important role in students' use of learning strategies. Across several of the studies reported earlier, researchers found strong relationships between motivational factors and strategy use. As seen in Chapter 5 on academic mindsets, classroom context is a critical factor in the development of positive academic mindsets, which have been shown to have a strong positive relationship to strategy use in learning.

Pintrich and DeGroot (1990) found that seventh-graders' self-efficacy in science and English, as well as the degree to which they valued those subjects, were strongly related to their use of cognitive strategies and self-regulated learning strategies. Likewise, Pokay and Blumenfeld (1990) found that high school students who placed a high value on learning geometry were much more likely to use learning strategies of all kinds in geometry class. This is consistent with Paris, Lipson, and Wixson's (1983) earlier conclusion that it was not enough for students to know about learning strategies; only when students truly valued the work in a class did they voluntarily use strategies they knew about. To the extent that classrooms foster academic mindsets that help students believe that *I can succeed at this* and *This work has value for me*, they play a crucial role in encouraging students' use of learning strategies shown to improve academic performance. Further, teachers can directly teach students how to most effectively learn course material through the use of both subject-specific and more general learning strategies.

Are There Clear, Actionable Strategies for Developing Learning Strategies as Part of Classroom Practice?

All students can benefit from classroom instruction that builds metacognitive skills and learning strategies, such as monitoring, planning, and self-regulating. Self-observation and self-evaluation are critical metacognitive skills that enable students to self-regulate their behaviors and become effective learners (Bandura, 1986; Zimmerman, 1990). When teachers provide timely, ongoing feedback through formal and informal assessments (e.g., discussions, papers, or tests), students are better able to understand which strategies worked for them and where they need to improve. Prompting students to complete self-assessments of their performance provides them with opportunities to practice self-reflection and critique of their learning.

Students benefit when they learn subject-specific metacognitive strategies in the context of subject-area learning. Ironically, they are more apt to be able to transfer strategies across contexts when those strategies are first introduced and learned in very specific contexts. (Bransford et al., 2000). For example, Haller et al. (1988) point out that reading comprehension can be taught by engaging metacognitive strategies through a variety of mental activities involving awareness, monitoring, and regulating. One important metacognitive activity associated with reading consists of training students to be aware when they are not comprehending what is being read and then devising strategies to redirect and compensate for poor comprehension. Rereading, backward and forward search strategies, self-questioning, contrasting textual information with prior knowledge, and comparing main ideas with each other and with details from the text are all examples of learning strategies that may facilitate better understanding while reading.

Another effective instructional practice for teachers is to encourage students to talk about their thinking processes when planning out an academic task. Blakey and Spence (1990) offer the strategy of paired problem-solving where one student talks through a problem by describing his thinking processes while his partner listens and asks questions to help clarify thinking. Similarly, in reciprocal teaching (Palincsar, 1986), a "dialog between teacher and students that involves summarization of the text, question generation, clarification, and predictions about what will next occur in the passage" promotes enhanced learning through the direct teaching of these metacognitive strategies (p. 188). Other strategies enlist teachers to model for students their thinking process while engaged in a task (a "Think Aloud") which in turn provides students with the necessary language to talk about their own thinking processes.

Advances in technology and curriculum development are providing opportunities for teachers to take a more active role in promoting and teaching learning strategies, as reviewed by Bransford et al. (2000). For instance, White and Fredericksen (1998) used an innovative software tool called the Thinker Tools Inquiry Curriculum when teaching physics to typical seventh-, eighth-, and ninth-grade students in urban public middle schools. This is a physics curriculum which allows students to perform virtual physics experiments and compare their results with experiments performed using actual objects. The curriculum encourages students to use a metacognitive approach by highlighting the inquiry cycle and bringing awareness to students' own process of investigation, with time to reflect on their questions and the inquiries of others. Students learn not only about physics but also about processes of inquiry.

In one study, younger students who participated in Thinker Tools outperformed older students taking a traditional physics curriculum. Despite their younger age and lower pretest scores, the Thinker Tools participants (in grades seven through nine) scored higher than traditional physics students in grades 11 and 12 on qualitative problems in which they were asked to apply the basic principles of Newtonian mechanics to real-world situations. By using "an inquiry-oriented, model-based, constructivist approach to science education" that emphasizes metacognitive skills, Thinker Tools "appears to make science interesting and accessible to a wider range of students than is possible with traditional approaches" (White & Fredericksen, 1998, pp. 90-91, as quoted in Bransford et al., 2000, p. 217).

Teachers can use instructional strategies that promote self-regulation without technological aides. For instance, planning and time management are improved when students keep a detailed log of their use of time for one week and use the log to plan their future use of study time (Weinstein & Mayer, 1986). Researchers have also found that if students visualize completing their homework and intentionally think about ways to make it more challenging, it increases the likelihood that they will finish their work and be more deeply engaged in it (Snow, Corno, & Jackson, 1996). Researchers at the University of Victoria in British Columbia teach an on-campus course for college freshmen called "Learning Strategies for University Success," designed to help students develop a toolkit of strategies to learn more effectively and overcome academic challenges in all of their other university courses. A key part of the learning strategies course involves identifying the kinds of challenges one is encountering and then applying appropriate strategies to move forward in learning.

Duckworth, Grant, Loew, Oettingen, and Gollwitzer (2011) tested an intervention on high school students preparing for the PSAT exam using "mental contrasting" and "implementation intentions," two self-regulation strategies previously shown to improve goal commitment and goal attainment in adults. Mental contrasting involves juxtaposing one's vision for a desired future with the constraints or obstacles that might impede reaching one's goals. Implementation intentions refer to the identification of action steps to achieve one's goals, in the form of if-then statements: "if I encounter this obstacle, then I will take these steps." In the Duckworth et al. intervention, 66 students completed written exercises in May of tenth grade regarding the PSAT exam they planned to take the following October. Everyone answered some preliminary questions about their goals for the PSAT and their intentions to use practice tests to prepare for the exam over the summer. Students in the treatment group wrote more extensively about visualizing the successful completion of their goals for completing practice tests and identified foreseeable challenges to their test-preparation plans. Treated students also developed "if-then plans" which involved identifying specific action steps for how they would respond to the challenges they anticipated in completing their summer study goals. Students in the control group wrote about influential people or events in their lives. The May writing intervention took less than an hour total. In July students each received a PSAT practice booklet in the mail, which was collected immediately after completion of the PSAT exam in October. In analyzing the results of the intervention, researchers found that students in the treatment group had completed over 60 percent more practice items over the summer than students in the control group. The authors conclude that

> the present investigation suggests that adolescents can learn relatively simple self-regulation strategies that dramatically improve their ability to attain long-term academic goals. Teachers and schools may therefore consider whether their missions should extend to modelling and instructing students directly in optimal self-regulatory strategies, as well as offering structured opportunities to practice them. (Duckworth et al., 2011, p. 24)

Teaching adolescents to become learners depends in large part on the identification of effective strategies that teachers can share with students to help them achieve their academic goals.

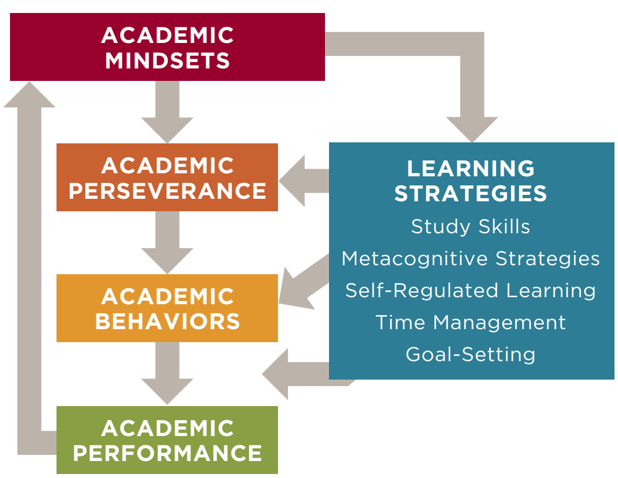
Beyond what we learn from research, practitioners are also a source for classroom practices designed to increase students' awareness and use of learning strategies. In the July 19, 2011, online issue of *Education Week Teacher*, middle school teacher Cossondra George offered teachers a variety of instructional strategies to help students "become responsible for their own learning" by explicitly modeling techniques for notetaking, reading, and studying. George had suggestions for demonstrating literacy techniques in class such as previewing reading passages and restating main ideas in one's own words; modeling how to take notes using a sample passage and giving students time to take notes in groups and compare strategies; encouraging students to set personal learning goals and dedicating time in class to reviewing progress toward those goals on a regular basis; and showing students different approaches to studying for tests, including using note cards to quiz themselves, making up test questions for one another, or playing review games. George also encouraged teachers to advise students to set aside small chunks of study time several days in a row rather than cramming the night before a test. All of these suggested instructional practices are consistent with the research on learning strategies.

Would Changing Students' Use of Learning Strategies Significantly Narrow Achievement Gaps?

There was very little evidence across studies about measured differences in learning strategies by race/ethnicity or gender. None of the research we reviewed reported collecting or analyzing data about students' race or ethnicity. While several studies included gender in their analysis, only the study of high school geometry students by Pokay and Blumenfeld (1990) reported differences in strategy use by gender. Girls used more learning strategies than boys, particularly early in the geometry course. The researchers suggest that this difference in strategy use could account for the finding that boys with low math self-concepts earned lower grades than girls with low math self-concepts, controlling for prior achievement. However, boys with high math self-concepts outperformed girls with high math self-concepts, leading the researchers to conclude that perhaps motivational factors "may be more facilitative for boys' achievement, whereas strategy use may be more facilitative for girls' achievement" (p. 48).

Further research is necessary to see if these conclusions are borne out. As with the other categories of noncognitive factors, the lack of research evidence does not mean that there are no differences in learning strategy knowledge or use by race or gender. Rather, this is a significantly under-investigated area about which we currently know very little. Hopefully future studies will examine these questions directly.

Summary of Research on Learning Strategies



We know that academic behaviors are the most proximal lever for improving student academic performance: better attendance, more studying, and higher homework completion rates would go a long way in improving students' grades. The evidence suggests that using appropriate learning strategies makes each of those academic behaviors more effective, resulting in deeper learning and higher performance. The use of effective metacognitive and self-regulation strategies may lead students to more actively engage in strong academic behaviors. After all, students are likely to spend more time studying, doing homework, and coming to class if they feel that engaging in such behaviors will lead to academic success. While much of the research is correlational rather than causal, there is a clear link between the use of learning strategies and academic performance.

Research also shows that students who place a high value on the work in a class and who believe they will be successful at it are much more likely to use metacognitive and self-regulated learning strategies when doing that work. Academic mindsets and use of learning strategies have a strong and consistent positive relationship across a wide variety of studies in several different subject areas with students in middle grades, high school, and college. This suggests that classrooms are important both as sites for the explicit teaching of learning strategies and as contexts that set motivational conditions for learning and strategy use.

We found numerous examples of short-term studies designed to evaluate the effectiveness of particular programs or the teaching of specific strategies, usually involving researchers specifying the strategies they wanted to test. However, we could not find any studies of teachers' "natural practice" in developing students' learning strategies or of the effectiveness of existing practice across grade levels and academic subjects. We also found little longitudinal research on any potential long-term effects of learning strategy use on student motivation and academic performance. This is surprising, given the important role of learning strategies in facilitating student understanding of course material and improving students' grades. The learning strategies course at the University of Victoria is the only formalized example we found of explicit instruction in learning strategies designed to improve student performance across subject areas.

CHAPTER 7

Evidence on Social Skills

Social behaviors or **Social Skills** have been linked to academic performance in elementary, middle, and high school, although the preponderance of this research is at the elementary grade level, with a particular focus on primary grades (DiPerna & Elliott, 1999; Feshbach & Feshbach, 1987; Green, Forehand, Beck, & Vosk, 1980; Gresham & Elliott, 1990; Lambert & Nicholl, 1977; Wentzel, 1991). The effect of social skills or behaviors on academic performance is often unclear from the literature. Most studies of social skills come from a broader field of research on social and emotional learning.[8] Gresham & Elliott (1990) give an expansive definition of social skills as "socially acceptable learned behaviors that enable a person to interact effectively with others and to avoid socially unacceptable responses" (p. 1). Such skills include cooperation, assertion, responsibility, empathy, and self-control (Malecki & Elliott, 2002). The Collaborative for Academic, Social, and Emotional Learning (CASEL) lists five "social-emotional learning core competencies" of self-management, self-awareness, social awareness, relationship skills, and responsible decision-making. Examples of ways students demonstrate responsible decision-making include "studying and completing their homework and [using] problem-solving and relationship skills to overcome obstacles" (Greenberg et al., 2003, p. 470). Given the overlap of social behaviors, mindsets, and academic behaviors in much of this work, it is difficult to extract the "social skills" components from other noncognitive factors in this body of research. For the purposes of our review, where research focused on social skills in combination with other factors, we tried to isolate the findings on social skills. However, because studies tend to confound social skills with other variables, we were not able to always isolate the effects of social skills from other noncognitive factors.

What Is the Relationship Between Social Skills and Academic Performance?

There is evidence that work on students' social-emotional skills can have positive effects on school performance but, again, most of this research examines other noncognitive factors in combination with social skills. In a longitudinal study following students through grades one, three, and six and at age 16, researchers found that "socio-emotional adjustment in school" was predictive of achievement test scores at every time point (Teo, Carlson, Mathieu, Egeland, & Sroufe, 1996). Much of the work done in the area of social skills training programs focuses on younger children (pre-K and elementary grades) and often measures results in terms of improved behavior rather than measures of academic performance (Bierman, 1986; Bierman & Furman, 1984; Bierman, Miller, & Stabb, 1987; Coie & Krehbiel, 1984; Ladd, 1981). CASEL published a review of research on 80 programs focused on "social and emotional learning" (SEL), only 20 of which even considered academic outcomes; others were directed toward substance abuse prevention, violence prevention, healthy sexual development, and overall promotion of health (Collaborative for Academic, Social, and Emotional Learning, 2003).

A recent meta-analysis of school-based interventions for enhancing social and emotional learning in students from kindergarten to high school concluded that there were positive effects of social-emotional interventions on academic achievement (Durlak et al., 2011). They found that, in the 35 studies that included academic achievement measures, SEL interventions had an average effect size of 0.33 on student grades and 0.27 on achievement test scores, the latter translating to a percentile difference of 11 percent. Grades only improved in studies where classroom teachers were responsible for delivering the intervention (as opposed to delivery by nonschool personnel). Unfortunately, this analysis cannot disentangle the effect of "social skills" from myriad other social-emotional development concepts. Search terms used to identify relevant studies for Durlak and colleagues' meta-analysis included: *social and emotional learning, competence, assets, health promotion, prevention, positive youth development, social skills, self-esteem, empathy, emotional intelligence, problem-solving, conflict resolution, coping,* and *stress reduction*, and studies qualified for inclusion if they targeted the development of at least one of these skills (Durlak et al., 2011, pp. 408-409).

One theory behind social-emotional learning is that the effects on academic performance are largely indirect, enacted through students' behaviors in the classroom. In other words, if one could develop students' competencies in the areas of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, then students would engage in more positive social behaviors and have fewer problems with misconduct and less emotional distress, resulting in more engagement in the classroom and hence better test scores and grades (Collaborative for Academic, Social, and Emotional Learning, 2003; Greenberg et al., 2003). Therefore, social skills may improve learning by enhancing social interaction that gives rise to learning (Vygotsy, 1978; Bandura, 1997) or may minimize disruptions to learning and thus have an indirect effect on students' grades (social skills → learning → grades).

Alternatively, it could be that teachers value prosocial behavior; they reward "good" social behavior directly with higher grades while penalizing behavioral interruptions with lower grades (social skills → grades). Indeed, studies of classroom grading practices show that teachers often do include student behavior as a factor when calculating grades. In one study of 307 middle and high school teachers, 37 percent reported including student behavior in their grades (Cross & Frary, 1999). In another study of district and school grading policies, while only 11 percent of school board and district documents specifically mentioned student behavior and attitude as a criterion in grading, 21 percent of school-level documents in those same districts acknowledged behavior and attitude as a factor considered in students' grades (Austin & McCann, 1992). This suggests that social skills may improve student performance not because they improve learning, but because they are sometimes considered directly in the calculation of students' grades.

Evidence from elementary and middle school suggests that social skills increase academic performance because they allow students to participate productively in classroom activities that foster learning. Slavin's work (1995) on the positive associations between cooperative learning and academic achievement would contribute to this idea. Likewise, Wentzel (1993) found that prosocial behavior (e.g., helping, sharing, and cooperating) and antisocial behavior (e.g., breaking rules and fighting) of sixth- and seventh-grade students (n = 423) each significantly and independently predicted GPA, although only prosocial behavior predicted achievement test scores. In a study of both positive social skills and problem behaviors in third- and fourth-graders in an urban Massachusetts district, Malecki and Elliott (2002) found that student social skills were positively correlated with concurrent grades, while problem behaviors were negatively correlated with concurrent grades. Positive social skills also predicted future academic performance. The study's findings affirmed earlier research by Wentzel (1991) that social skills acted as "academic enablers in school environments" for the elementary students they studied (Malecki & Elliott, p. 18). Wentzel (1993) found that most of the positive effects of social skills on grades were mediated by academic behaviors. She suggested that students who exhibit positive social skills in the classroom (e.g., cooperation or willingness to follow rules) would likely finish schoolwork as expected by their teachers.

A serious limitation of the studies showing a link between social skills and academic performance is that almost all are correlational rather than causal, meaning that measures of social skills and academic performance are taken at the same time. They generally do not provide evidence of the direction of the association between social skills and achievement: Do positive social skills contribute to increased learning, while problem behaviors decrease learning? Or does academic success contribute to positive social and academic behaviors in school, while academic difficulty contributes to problem behaviors? It is likely that social skills and academic performance are mutually reinforcing, but current research does not answer these questions definitely.

Most of the work showing relationships between social skills and grades was done at the elementary school level. Perhaps social skills have a weak direct relationship with course grades in high schools because most high school classrooms tend to minimize the social and cooperative aspects of learning. In contexts where individuals must work collaboratively in problem-solving teams, social skills may be more directly related to performance. Longitudinal studies at the middle school and high school levels are needed if we are to better understand the potential effects of social skills on academic performance over time and the mechanisms whereby social skills may impact grades.

Are Social Skills Malleable?

There is extensive research on social skills training programs that shows they are generally effective interventions, although the methodological strength of these studies varies (Quinn, Kavale, Mathur, Rutherford, & Forness, 1999; Beelmann, Pfingsten, & Losel, 1994; Coleman, Pfeiffer, & Oakland, 1992; Boyle & Hassett-Walker, 2008; McGinnis & Goldstein, 1997). Many of these programs address skill deficits of elementary school aged children, and effect sizes generally vary as a function of the extensiveness and scope of the particular program. Programs that are led by well-trained professionals are more likely to produce change, and outcomes are greater for normal populations of children than children who exhibit clinically significant deficits. Intervention programs address a range of outcomes, which include problem-solving skills training, interpersonal relationship development, coping skills enhancement, and aggression replacement training. Those programs that draw upon behavioral skill-building approaches have also been found to lead to more enduring change, compared to those that do not focus on a specific behavioral skill. Programs designed to be implemented on a formal, school-wide level include those aimed to address problem behaviors in students through such approaches as behavior modification (Lee & Axelrod, 2005; Sarafino, 2001), or, more recently, School-wide Positive Behavior Supports (SWPBS) or Positive Behavioral Interventions and Supports (PBIS) programs (Bradshaw, Reinke, Brown, Bevans, & Leaf, 2008). In their meta-analysis of 213 universal, school-based social-emotional development programs, Durlak et al. (2011) found an average effect size of 0.69 on social-emotional skill performance, indicating that indeed social skills such as emotions recognition, stress management, empathy, problem-solving, or decision-making skills can be intentionally developed through school-based programs.

What Is the Role of Classrooms in Shaping Social Skills?

Schools and classrooms play an important role in shaping students' social skills. Even where educators view poor student social behavior as a property of individual children that has to be addressed, the strategy for changing student behavior often involves implementing school- or classroom-level systems or programs of behavioral supports. Nonetheless, there is often little acknowledgement that school and classroom systems and structures might be implicated as either causing or exacerbating poor social behavior. A review of the What Works Clearinghouse Personal/Social Development outcome domain reveals that the majority of interventions are focused on "character education" at the elementary and middle school levels. The handful of school-based programs—such as Too Good for Violence (Hall & Bacon, 2005), Skills for Adolescence (Eisen, Zellman, & Murray, 2003), and Connect with Kids (Page & D'Agostino, 2005)—that show positive effects on behavior involve scripted curricula intended to be taught by teachers trained specifically by the curriculum developer. These curricula often include role-playing and cooperative learning exercises that promote good classroom citizenship. Research on these programs focuses on behavioral outcomes that are not tied directly to academic performance.

Durlak et al. (2011) emphasize the importance of school and classroom contexts for positive social-emotional functioning. In addition to "person-centered explanations of behavior change," they note that research also demonstrates that interpersonal, instructional, and environmental factors affect students' social behavior and academic performance, including:

> …(a) peer and adult norms that convey high expectations and support for academic success, (b) caring teacher-student relationships that

> foster commitment and bonding to school, (c) engaging teaching approaches such as proactive classroom management and cooperative learning, and (d) safe and orderly environments that encourage and reinforce positive classroom behavior (e.g., Blum & Libbey, 2004; Hamre & Pianta, 2006; Hawkins et al., 2004; Jennings & Greenberg, 2009). It is likely that some combination of improvements in student social-emotional competence, the school environment, teacher practices and expectations, and student-teacher relationships contribute to students' immediate and long-term behavior change (Catalano et al., 2002; Schaps et al., 2004). (Durlak et al., 2011, p. 418)

In reviewing the research on SEL, they note that effective SEL programming fosters students' social-emotional development "through establishing safe, caring learning environments involving peer and family initiatives, improved classroom management and teaching practices, and whole-school community-building activities" (Cook et al., 1999; Hawkins et al., 2004; Schaps, Battistich, & Solomon, 2004), further noting that "together these components promote personal and environmental resources so that students feel valued, experience greater intrinsic motivation to achieve, and develop a broadly applicable set of social-emotional competencies that mediate better academic performance, health-promoting behavior, and citizenship (ref. Greenberg et al., 2003)," (Durlak et al., 2011, p. 407).

Are There Clear, Actionable Strategies for Developing Social Skills as Part of Classroom Practice?

Social and emotional skills programs we reviewed are primarily geared for elementary-aged students or are designed to move students in special education programs into a mainstream or inclusive classroom. In their review of "universal" school-based programs, meaning those designed for all children in a school rather than particular subpopulations of students, Durlak et al. (2011) note such programs generally involve teaching students to process, integrate, and selectively apply social-emotional skills in appropriate ways, given students' stage of developmental, as well as contextual and cultural norms (Crick & Dodge, 1994; Izard, 2002; Lemerise & Arsenio, 2000). By systematically teaching and modeling SEL skills and giving students opportunities to practice and apply them in a variety of situations, the goal is to encourage students to include SEL skills "as part of their daily repertoire of behaviors (Ladd & Maze, 1983; Weissberg, Caplan, & Sivo, 1989.)" (p. 406).

All the research reviewed here was based on intervention programs designed to develop students' social-emotional competencies which include social skills in addition to other noncognitive factors. Effective training programs involved sequenced step-by-step approaches that actively involved students in skill development over extended periods of time and had clear and explicit goals, and programs were most effective when implemented with fidelity (Bond & Hauf, 2004; Durlak, 1997; Durlak et al., 2011, Dusenbury & Falco, 1995; Gresham, 1995). Unfortunately, this leaves little direction for classroom teachers wanting to support the positive development of social skills in their students outside of a formal program.

Would Changing Social Skills Significantly Narrow Achievement Gaps?

The research cited here gives little indication as to whether changes in students' social skills would narrow racial and/or gender achievement gaps. In attempting to validate their Academic Competence Evaluation Scale (ACES) and its relation to social skills and problem behaviors, DiPerna and Elliott (1999) found differences between White and minority students on teacher-report measures of interpersonal skills, among other measures of academic competence. Overall, minority students were given ratings lower than White students on each of the ACES components, yet further analyses were not able to determine whether the differences were a function of the instrument or of actual sample differences between White and minority students. Malecki and Elliott (2002) found no significant differences between White and minority elementary school students in social skills or problem behaviors at two time points. They noted higher correlations between teacher assessments of social skills and academic competence for White students than minority students. Wentzel (1994) found that White middle school students were perceived to be more prosocial by their peers and teachers and more likely to pursue prosocial and academically responsible goals than African American students. In the same study, girls scored higher than boys in social goal pursuit, social behavior, social acceptance, and perceived support. Attempting to isolate the effects of both prosocial and antisocial behavior, Wenztel (1993) finds a significant negative relationship between antisocial behavior and academic achievement (as measured by GPA), but does not indicate the extent to which this relationship differs significantly by race or gender.

These findings are limited in the conclusions that can be drawn about social skills differences in adolescents. The correlational nature of most research on social skills makes causal interpretation difficult, and in none of these studies do the authors offer interpretations of measured racial/ethnic or gender differences when they found them. Additionally, much of this work looks at social skills in elementary and middle school contexts; it is likely that social skills will manifest differently as young people progress through adolescence and enter high school and college settings that require different ways of interacting with one's environment.

Beyond the difficulty in determining causation, another issue looms large in the discussion of social skills and achievement gaps: the disproportionate number of minority students, and African American males specifically, who experience disciplinary action in school because of behavioral infractions (Gregory, Skiba, & Noguera, 2010). Given the racial and gender disparities in patterns of disciplinary action, it is necessary to consider whether certain aspects of social skills (i.e., antisocial behavior) are interpreted differently for different groups of students. In the report, *America's Youth: Transitions to Adulthood* (2011), the National Center for Education Statistics (NCES) reports that 57 percent of high-school-age African American males had been suspended[9] in 2007, a significantly higher percentage than any other grouping of students by race or gender.

In synthesizing the literature on the "discipline gap" and how it potentially affects the achievement gap, Gregory et al. (2010) point to research that suggests minority students may experience undue disciplinary action in school. The authors consider several explanations for the disproportionality in discipline patterns, including demographic background information, prior achievement, and differential behavior as possible student-level contributors (Anderson, 1999; Bauer et al., 2008; Brantlinger, 1991; Kuther & Fisher, 1998; McCarthy & Hoge, 1987; Stewart, Schreck, & Simons, 2006; Wallace et al., 2008; Whelage & Rutter, 1986), and differential selection and processing as potential school-level contributors (Skiba et al., 2002; Vavrus & Cole, 2002; Whelage & Rutter, 1986). Overall the literature suggests that race is the most significant of student characteristics that explains the discipline gap. While correlational evidence suggests that exposure to violence and low achievement are also related to the discipline gap, race still remains as a strong predictor. Socio-economic status had little effect, and one study found that African American students in a higher-income suburban school district still were more likely to be suspended (Rausch & Skiba, 2004). Gregory et al. (2010) also highlight research suggesting that schools may be disproportionally responding to antisocial behavior with harsher punishment for minority students than for White students who display similar behavior (McFadden et al., 1992; Skiba et al., 2008; Wallace et al., 2008).

As it stands, further research is needed to disentangle how discipline patterns, antisocial behavior, and social skills are related, and how each affects academic outcomes or contributes to group-based achievement gaps. The correlational evidence available does not either specify the mechanisms through which these factors may affect academic performance or accurately specify causal direction.

Summary of Research on Social Skills

In our model of noncognitive factors, **Social Skills** have the weakest evidence of a direct relationship with grades, in part because measures of social skills or social-emotional competencies overlap extensively with other noncognitive factors. Without more concise boundaries delineating the concept of social skills, the existing evidence cannot distinguish the effects of social skills from other effects. Social skills are important for adolescents as they prepare for future work and interacting in the "real world," but social skills are less utilized in the way classrooms are currently structured where independent tasks and assignments largely determine a student's individual grade. The exception to this may be when the context of the classroom focuses on collaboration and group work; in this situation, stronger social skills may prevail as having a stronger, direct relationship with grades. More research is needed which takes school and classroom context into consideration in examining how social skills may contribute to grades and learning for adolescents across a variety of school settings.

CHAPTER 8

The Role of Noncognitive Factors in School Transitions

Throughout this review, we argue that if research and initiatives around noncognitive factors are to be useable, we need to move beyond evidence from isolated studies to a broader framework that situates the discussion within classrooms and schools. Making the research actionable requires addressing three problems. First, we need to be much more specific about *what matters and why,* which means understanding what noncognitive factors most shape school performance during adolescence and how these factors interact. Second, we need to understand *when noncognitive skills matter,* which means situating the research evidence within a framework of the cognitive, social, and academic development of adolescents. Are there key developmental points of intervention? When in students' school careers is the development of specific skills, behaviors, attitudes, or strategies most critical in shaping academic performance? And, third, we need to understand *how* critical noncognitive factors can be taught or developed. We illustrate how these issues come together with case studies of three transition points in students' academic careers—the middle grades, the transition to high school, and the transition to college.

CASE STUDY 1

Noncognitive Factors in the Middle Grades Context

The story of the middle grades illustrates how the elements of our conceptual framework come together—how context influences academic mindsets, and how mindsets shape the development of noncognitive factors. The specific focus on the middle grades highlights the importance of considering students' developmental stage when setting up a context where they are likely to be successful.

As shown in this case study, students' developmental stage interacts with the types of tasks they face to promote or discourage academic mindsets that foster engagement and academic success in school.

In the late 1980s and early 1990s, developmental psychologists studying adolescents focused on understanding a critical phenomenon: for many early adolescents, the middle grades are characterized by decreases in school performance and engagement. These declines are observed both in measures of school performance (e.g., grades) and in attitudinal measures of students' confidence in their academic abilities, motivation, and attitudes toward school (Anderman & Maehr, 1994; Blyth, Simmons, & Carlton-Ford, 1987; Roderick, 1991).

The story that emerged is critical for understanding the role of noncognitive factors—particularly academic perseverance—in declining motivation and school performance during early adolescence. Developmental psychologists have long described cognitive changes in early adolescence, particularly how students begin to have new capacities for formal thought, regulation of behavior, and attributions (e.g., distinguishing between "working hard" and "lacking ability"). How-ever, instructional environments in the middle grades often do not take into account these new capacities or help students develop the academic mindsets and learning strategies they need to successfully take on and persist in new academic demands. As early adolescents are starting to equate having to work hard with lacking ability, changes in classroom environments and teacher practices begin to emphasize the relative ability of students and to reward students for whom achievement comes easily rather than those who have to put in effort to achieve. At the same time, there is evidence that early adolescence is a key window of opportunity where students are cognitively ready to develop new learning strategies and skills around persistence.

Cognitive Change During Adolescence

Developmental psychologists have long characterized adolescence as a period marked by major developmental shifts in children's cognitive and emotional capacities, including the ability to take the perspectives of others, to self-regulate, and to engage in more formal thought. Piaget characterized adolescents as developing the capacity for "formal operations" and being able to consider multiple dimensions of problems and develop more sophisticated approaches to processing information (Flavell, 1963). It is clear that adolescents begin to "think" differently than they had as children. Until recently, however, the mechanisms for why these changes in cognition occur were not clear. Recent research in neurobiology using brain imaging has filled in these important pieces of the puzzle. The prevailing evidence suggests that the prefrontal cortex matures later than other regions of the brain, developing during adolescence. The prefrontal cortex is the area of the brain that controls "executive functioning" and is linked to social cognition, specifically the ability to see the perspectives of others. In addition, brain synapses—the timing and pathways that the brain uses to process information—also advance significantly during adolescence. Deborah Yurgelun-Todd provides a succinct account of these changes:

> Adolescence is a critical period for maturation of neurobiological processes that underlie higher cognitive functions and social and emotional behavior.... The prefrontal cortex matures later than other regions and its development is paralleled by increased abilities in abstract reasoning, attentional shifting, response inhibition and processing speed. Changes in emotional capacity...are also seen during adolescence.... In summary, brain regions that underlie attention, reward evaluation, affective discrimination, response inhibition and goal-directed behavior undergo structural and functional re-organization throughout late childhood and early adulthood. (Yurgelun-Todd, 2007, abstract)

Thus, as children enter early adolescence they begin to use their brains and process information differently: they think more abstractly, they problem-solve differently, and they have greater capacity to use information to shape behavior. This information processing difference is reflected in adolescent behavior. First, an increased capacity for perspective-taking means that, as students enter the middle grades, adolescents become much more aware of how others see them. The perceptions of others, in turn, begin to shape adolescents' views of themselves to inform their behavior. Second, an increased capacity for decision-making and control means that adolescents become autonomous social actors—they become players in their environment in real ways, making motivation, coping, choices, and relationships ultimately more important to shaping their behavior. Third, the ability for more abstract thought and self-assessment means that adolescents begin to make decisions about motivation and engagement on the basis of feelings of competence, their valuation of the task for both present and future, and their feeling of belonging and social connectedness.

The increasing salience of the distinction between ability and effort during early adolescence is a prime example of how these cognitive shifts converge to influence students' academic performance. Covington (1984) argues that younger children are not able to distinguish between ability and effort. However, as adolescents enter the middle grades, they begin to equate working hard with a lack of ability (e.g., the greater the amount of work required, the less able I must be). Research finds that adolescents' beliefs about learning and the nature of intelligence fundamentally shift to underscore the importance of ability as a latent characteristic (Dweck & Leggett, 1988; Nicholls, 1986, 1989; Nicholls & Miller, 1985). The salience of social comparison heightens a sense of vulnerability and exposure—underscoring a perceived relationship between working hard and a lack of underlying ability. This heightened sense of vulnerability, combined with a growing sense of self-efficacy and a greater recognition of the ability to manipulate their environments through their behavior, underlie adolescents' decisions about whether to engage or withdraw effort in classroom settings. In an effort to not look dumb, adolescents may adopt behaviors and strategies to avoid failures—devaluing challenging tasks, self-handicapping, and withdrawing effort altogether.

In summation, the accelerated development of students' cognition during early adolescence sets the middle grades apart as a key window of opportunity and of risk. On the one hand, during early adolescence, children are developing the capacity to define and establish goals, regulate their behavior, and articulate an increasingly clear sense of themselves as efficacious learners. On the other hand, students' failure to develop strategies and skills during the middle grades can both create skill deficits and reinforce maladaptive patterns of withdrawal and disengagement. Central to addressing declines in school performance is attending to adolescents' conceptions about the nature of intelligence and hard work. Given these changes in students' attribution of efforts, developing approaches to teach students that ability is not fixed would appear to be critical and a high payoff approach to addressing declines in engagement during adolescence as well as improving the degree to which students persevere in academic tasks.

What is critically important about the body of knowledge in the middle grades is that declines in motivation and engagement are not inevitable. Indeed, the general conclusion that arose in this work was that declines in school engagement in this period are largely the product of classroom and school environments. So what goes wrong in the middle grades?

What Goes Wrong: Stage-Development Mismatch in the Middle Grades

In the 1980s, Jacquelynne Eccles and Carol Midgley began a series of seminal studies that situated the problem of declining student motivation and effort during the middle grades within school and classroom contexts (Eccles, Lord, & Midgley, 1991; Eccles & Midgley, 1989; Eccles, Midgley, & Adler, 1984). Eccles and her colleagues argued that changes in middle grades classroom environments and teacher practices, coinciding with developmental changes in adolescent cognition and social behavior, help to explain declines in students' effort, grades, and attachment to school across the transition to middle school. The story is simple: there is a mismatch between the developmental needs of adolescents and the conditions set by teachers within middle grades classrooms. Paradoxically, at a time when adolescents are becoming developmentally ready to assert increasing personal autonomy and assume greater responsibility for their learning, middle grades classrooms become more (not less) restrictive, placing greater emphasis on teacher control and diminishing opportunities for student choice and independence. Second, at a time when early adolescents become increasingly sensitive to social comparison, instructional practices in middle grades classrooms tend to reward ability over effort and highlight social comparison. Third, at a time when adolescents develop the ability to engage in more complex, abstract forms of problem-solving, the academic demand of class assignments declines during the middle grades—schoolwork often becomes less (not more) challenging. Thus, Eccles and her colleagues conclude that declines in school performance largely resulted from a developmental mismatch between the needs of adolescents and their school environment. They summarize the differences observed between elementary and middle school classrooms:

> First, junior high school classrooms, as compared with elementary-school classrooms are characterized by a great emphasis on teacher control and discipline, less personal and positive teacher-student relationships, and fewer opportunities for student decision making, choice and self-management... Second, the shift to junior high school is associated with an increase in practices such as whole-class task organization, between-classroom ability grouping and public evaluation of the correctness of work, each of which is likely to encourage the use of social comparison and ability self-assessment leading to a decline in the motivation of all but the most able students. Third, there is evidence that class work during the first year of junior high school requires lower-level cognitive skills than class work at the elementary level. Finally, junior-high-school teachers appear to use a higher standard in judging students' competence and in grading their performance than do elementary school teachers, which leads to a decline in the grades received by most students. (Eccles, Lord, & Midgley, 1991, pp. 533-534)

Research on motivation theory would suggest that these contextual conditions and teacher practices work to undermine rather than promote engagement in learning among early adolescents.

Teaching Adolescents To Be Learners in the Middle Grades

The misfit between the developmental capacities and needs of adolescents and the structures and demands of middle grades classrooms helps us understand the widely observed declines in effort, grades, and school attachment. At a critical moment, adolescent students and teachers are moving farther apart rather than converging in their needs and demands. What we also know, however, is that we can close the gap between students' needs and classroom practices. These studies suggest that the intentional choices adults make about assignments and the structure of middle grades classrooms can set conditions that give students opportunities to develop the academic mindsets and learning strategies that will lead them to persevere towards their goals and act in a persistent manner.

Creating successful school and classroom contexts requires that students be developmentally ready to meet new challenges; that learning environments be structured to give students scaffolded opportunities to engage in and wrestle with new challenges; and, finally, that schools and classrooms be intentionally structured to support teachers and students in that work over time. Evidence from developmental psychology suggests that students entering the middle grades are developmentally ready to tackle and solve a variety of new types of problems; however, extensive research finds that middle grades classrooms provide few meaningful opportunities for students to take ownership of and engage in this work.

CASE STUDY 2

Supporting Positive Academic Behaviors in Ninth Grade

While developmental psychologists in the 1990s were studying the transition into middle school and junior high school to explain declines in school engagement during early adolescence, education researchers began to focus attention on the transition to high school as a potentially important point of intervention to address school dropout.

The Transition to High School as a Critical Point of Intervention

In one of the first studies to draw attention to the high school transition, Roderick (1994) found a clear pattern that distinguished the academic trajectory of dropouts from graduates. Students who later dropped out of high school experienced dramatic declines in their grades and attendance—and equally as dramatic increases in course failures—as they moved into high school, regardless of the grade in which they dropped out. Indeed it was largely during normative school transitions that the academic trajectories of dropouts diverged from those of students who would later graduate.

This finding—that a student's capacity to manage the high school transition plays a unique role in predicting school dropout—has now been replicated in multiple studies (Allensworth & Easton, 2007; Felner, Ginter, & Primavera, 1982; Neild, Stoner-Eby, & Furstenberg, 2008; Roderick & Camburn, 1999). In Chicago, CCSR researchers estimate that the link between ninth-grade course failure and eventual dropout is so strong that each additional failed semester course in the first year of high school is associated with a 15 percentage point decrease in the probability of graduating. In other words, failing one full-year course in ninth grade decreases the likelihood of graduating by 30 percentage points (Allensworth & Easton, 2007).

Why would a student's performance in this one period of time be so strongly linked to school dropout? In this case study, we draw on findings from studies of ninth grade at CCSR and research from other places to summarize what we know about why students' school performance declines so significantly, the role of noncognitive factors, and the link to school dropout.

To summarize the story we have assembled, as students start high school, particularly in urban areas, they experience dramatic increases in the complexity of their school environment—in the number of classes and teachers they interact with, in the academic demands of their coursework, and in the size of their school and peer groups. Students must learn to deal with increased independence and more diverse academic demands. They must negotiate and manage relationships with a new set of peers and multiple teachers. This is an important developmental period for the formation of academic behaviors.

The problem is that high school environments are not structured to support the development of those academic behaviors. High school teachers, moreover, are often ill equipped to develop these skills in their students. Thus, at the same time that adolescents are facing new academic and developmental challenges, they experience striking reductions in support and in the monitoring of their performance. Not surprisingly, many students have difficulty managing these new demands. While grade failure in Chicago is not common in the middle grades, ninth-grade failure is widespread. Over half (53 percent) of ninth-graders in Chicago fail at least one semester of a course; 41 percent fail two or more.

Most educators assume that high rates of course failure in ninth grade and declines in students' grades upon entrance to high school are due to students' low skills: the problem, the argument runs, is that students do not have the academic skills to meet the new higher levels of content demands in high school courses. However, the evidence does not support that explanation. Indeed, what is particularly important about the high school transition is that students' grades drop in ninth grade because of dramatic changes in their *academic behaviors*, and this decline occurs among students with strong academic skills as well as among students with weak skills. Because few, if any, teachers are making ninth-grade students come to class and get their work done, they come to view as optional key behaviors like regular attendance, studying, and completing homework. The changes in academic behaviors during the transition to high school are striking. Absences in Chicago nearly triple between eighth and ninth grades, and students' homework completion declines dramatically.

The good news is that these declines in academic behaviors and school performance are largely avoidable. While high schools cannot directly change the entering skills or family background of their students, they can intervene to ensure that students are attending class regularly and they can monitor and intervene quickly when students begin to fall behind in their homework. As we will discuss, efforts in Chicago to improve the proportion of students who are "on-track" to graduation have led to significant increases in the proportion of ninth-graders passing their classes. Evaluations of interventions, such as Talent Development High School's Ninth Grade Success Academies, similarly find that interventions designed to improve support for freshmen are effective in reducing course failure and create impacts that are sustained over time.[10]

Ninth Grade: A Place Where Students "Get Stuck"

School transitions are a challenging time for any adolescent. Studies consistently find that, on average, students' grades, attendance, and attitudes towards school decline following a normative school move—whether they are making the transition to middle school, junior high school, or high school (Blyth, Simmons, & Carlton-Ford, 1983; Crockett, Petersen, Graber, Schulenberg, & Ebata, 1989; Eccles, Lord, & Midgley, 1991; Feldlaufer, Midgley, & Eccles, 1988; Felner, Ginter, & Primvera, 1982; Roderick, 1994; Schulenberg, Asp, & Petersen, 1984; Seidman, LaRue, Aber, Mitchell, & Feinman; Simmons, Black, & Zhou, 1991; Simmons & Blyth, 1987). Urban and minority students are particularly at risk. Urban adolescents' school performance, involvement, and perception of the quality of their school environments decline markedly as they move to middle school and high school (Reyes, Gillock, & Kobus, 1994; Roderick, 1994; Seidman et al., 1994; Simmons, Black, & Zhou, 1991).

Declines in school performance, however, are even more striking in the transition to high school in urban areas because of high rates of absenteeism and course failure. Course failure makes the impact of the ninth-grade transition particularly acute. Failing individual subjects in high school takes on a significance that it did not have in elementary school. In a system where progress is measured by credits accumulated toward graduation, the failure of even one or two classes retards expected progress and represents a large barrier to advancement. Academic failure also undermines school engagement and a sense of belonging, leading students to begin adopting negative school attitudes and behaviors with an eventual downward spiral in performance (Kaplan, Peck, & Kaplan, 1997; Roderick & Camburn, 1996). Just as importantly, without adult intervention, there is little recovery from failure. Students who fail a course in the first semester are at increased risk of failing additional courses the next semester (Roderick & Camburn, 1999).

Lack of credit accumulation is critical to the link between the ninth-grade transition and school dropout. In a review of research on the high school transition, Ruth Neild (2009) characterized ninth grade as a "place in the educational progression where students...are at increased risk of getting stuck" (p. 56). Using data from Philadelphia, Neild and her colleagues found that one-third of dropouts had never accumulated enough credits to move to sophomore standing, even though they had been enrolled in high school for several years. Roderick (1996) documented a similar pattern in Chicago: nearly half (46 percent) of Chicago students who left high school at age of 17 or older left with fewer than five credits (never having completed ninth grade) after being enrolled approximately three years; 70 percent had fewer than 10 credits.

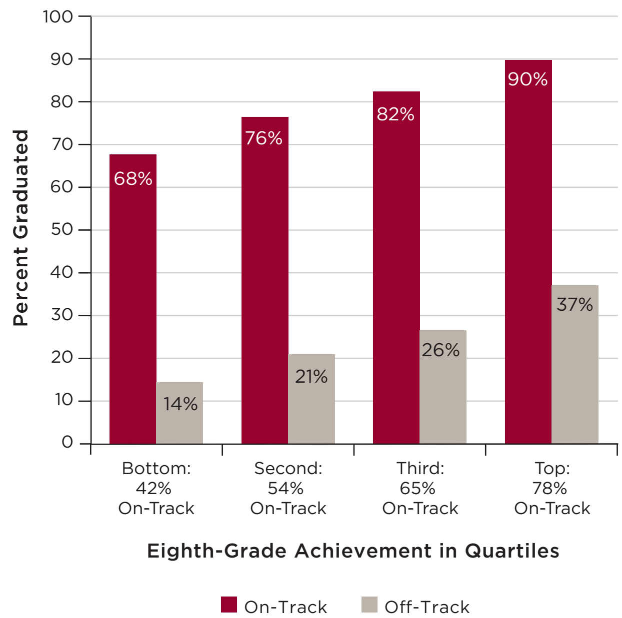
Ninth-Graders with Strong Attendance and Good Grades Are More Likely to Graduate

The importance of ninth-grade course failures was brought into sharp focus with the development of CCSR's on-track indicator. The on-track indicator assesses whether freshmen were "on-track" to graduate on time by having failed no more than one semester of a core subject and having completed enough credits by the end of ninth grade to be promoted to tenth grade.[11] In 2005, 40 percent of CPS first-time freshman were off-track at the end of ninth grade. Ninth grade "on-track" proved to be a powerful leading indicator of graduation. Students who are on-track at the end of ninth grade are nearly four times more likely (81 versus 22 percent) to graduate four years later than students who are off-track.

Importantly, students' course performance in ninth grade has an impact on the likelihood of graduation independent of their academic skill levels. Many educators attribute high rates of course failure to students not being academically ready to manage new high school environments. In this view, course failure is simply a reflection of what skills students bring with them into high school. The evidence, however, is that while academic difficulty in ninth grade is more prevalent among students with low achievement, it is not isolated to these students. **Figure 8.1** presents ninth-grade on-track rates and graduation rates by students' entering achievement. Of students who entered CPS high schools with eighth-grade test scores in the third quartile (roughly equivalent to being in the third quartile on national norms), fully 35 percent were off-track at the end of freshman year, and only one-quarter (26 percent) of those who were off-track graduated. Thus, many freshmen who entered high school with test scores at or above national norms had difficulty in the transition, and that difficulty was a significant predictor of whether they would graduate. Conversely, many students with weaker skills managed to be successful freshman year and, if they did so, they had much higher probabilities of graduating than students with higher entering achievement who fell off-track in ninth grade. This does not mean that entering test scores do not matter. Ninth-graders with lower test scores were more likely to be off-track. But the difference in graduation rates between high- and low-achieving students was not nearly as large as the difference in graduation rates between those ninth-graders who were on- and off-track within achievement levels. What this means is that a student's freshman year performance shapes his or her chances of graduating independent of prior achievement (Allensworth & Easton, 2007).[12]

FIGURE 8.1

Four-Year Graduation Rate by Freshman On-Track Status and Incoming Reading and Mathematics Achievement (Students Entering High School in 2000)



Source: From Allensworth, E., and Easton, J.Q. (2005). *The on-track indicator as a predictor of high school graduation.* Chicago: University of Chicago Consortium on Chicago School Research. p. 9.

Academic Behaviors, More Than Tested Achievement, Predict Course Failure in Ninth Grade

The pattern in **Figure 8.1** suggests that being on-track in ninth grade is more important than a student's tested achievement in shaping the likelihood of school dropout. In fact, if we try to predict ninth-grade course failure using students' eighth-grade test scores, we only explain 8 percent of the variation in failure rates across students (Allensworth & Easton, 2007). Students' background characteristics—such as gender, race/ethnicity, economic variables, school mobility, age at entry into high school—are also not very predictive of ninth-grade performance. Background characteristics combined with test scores only explain 12 percent of ninth-grade failures (Allensworth & Easton, 2007). Thus, students' academic skills and backgrounds provide only a small indication of whether students will succeed when they enter high school.

The central reason that we cannot predict course failure well is because most students who fail courses in freshman year do not fail because they lack the academic skills to succeed. Rather, students fail courses because they are not attending class, are not doing homework, and are not studying. New evidence from CCSR's more recent high school transition study suggests that the declines in grades and increases in failure between eighth and ninth grades are driven by quite dramatic changes in academic behaviors. This begins with attending class. Students who entered ninth grade in Chicago in the fall of 2008 were absent from school on average for about 10 days when they were in eighth grade. Half of those absences were excused; half were unexcused. The next year, when these students entered ninth grade, their unexcused absences quadrupled. Just one year later, they missed on average 27 days of school, with 21 days being unexcused absences. That is equivalent to missing over five weeks of class.

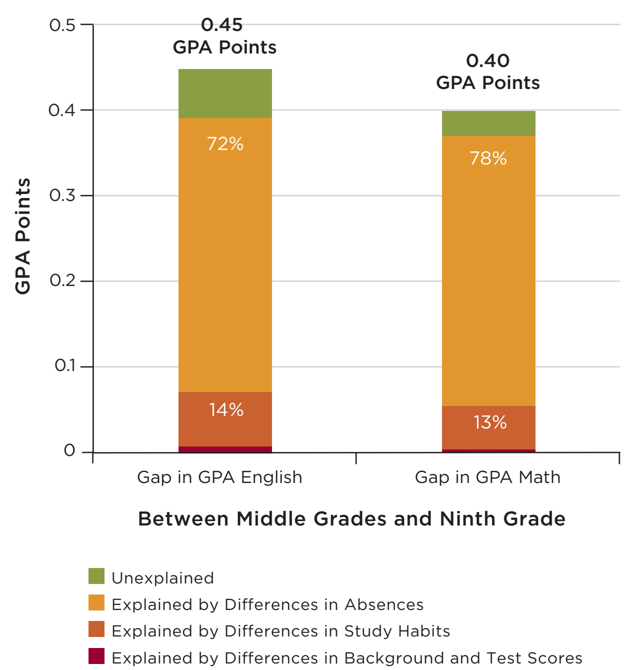
Students' study habits also decline as they move from eighth to ninth grade. Every two years, CCSR surveys Chicago students in grades six through 10 about their study habits. Because students answer the same questions in middle school and high school, we can compare what they say about how they study in high school (ninth and tenth grades) to what they said when they were in middle school (seventh and eighth grades). On average, study habits decline by about a fifth of a standard deviation in ninth and tenth grades, compared to seventh and eighth grades (Stevens et al., forthcoming).

After entering high school, students are less likely to report that they: set aside time to do homework, study for tests, do well on schoolwork that isn't interesting, and study before going out with friends.

How important are these changes in attendance and student effort? In Chicago, students' grades in both English and math are almost a half of a grade point lower in ninth grade than they were in eighth grade. **Figure 8.2** presents an analysis of how much of the decline in students' GPA in freshman year can be attributed to changes in academic behavior (Rosenkranz et al., forthcoming). The decline in grades can be explained almost completely by the increase in absences and the decrease in good study habits.

FIGURE 8.2

Reasons for Decline in Grades from Eighth to Ninth Grade



Source: From Rosenkranz, T., de la Torre, M., Allensworth, E., and Stevens, W.D. (Forthcoming). *Free to Fail Research Series: Grades drop when students enter high school.* Chicago: University of Chicago Consortium on Chicago School Research. p. 3.

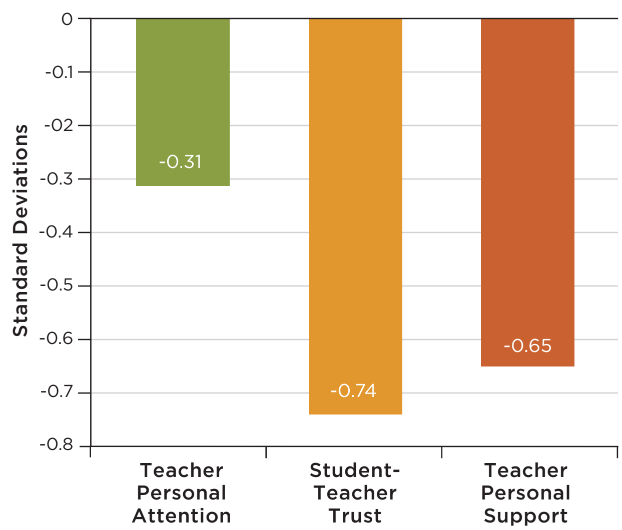
A Ninth-Grade Problem, Not a High School Readiness Problem

A common response to the problems students encounter in ninth grade is to assume that students are not "ready" for high school; we assume that if we could identify earlier the students who are at risk, we could support them to more successfully navigate the high school transition. Abrupt changes in academic behavior, however, complicate the story: these trends suggest that, contrary to expectations, it is actually extremely difficult to identify which students will struggle in the transition to high school. There is a group of students who show poor academic behaviors in the middle grades, failing at least one course or missing school frequently. Those students who have course failures or very poor attendance in the middle grades are very unlikely to graduate from high school; certainly, we can identify them early because their middle school performance is quite different from that of their peers (Balfanz & Neild, 2006). The problem is that many later dropouts who had difficulty in the transition to high school did not raise warning flags in eighth grade. For example, Balfanz & Neild (2006) found that using middle grade indicators only identifies about 50 percent of eventual dropouts. This means that a substantial portion of dropouts are students who exhibit better academic behaviors in eighth grade; then in a very short time period, they are not demonstrating those behaviors. This highlights the importance of context for students to enact expected academic behaviors. It is the change in environment that leads students to show worse academic behavior when they move to high school.

What is it about the high school environment that leads students to demonstrate worse academic behaviors? Paralleling the middle grades case study, it appears that changes in students' academic behavior reflect both students' struggle to meet developmental challenges and the lack of a developmentally appropriate adult response from schools and teachers—what Eccles has termed "stage-environment" mismatch (Eccles & Midgley, 1989). The change that is most immediately apparent to students when they move to high school is the decline in adult control of their behavior (monitoring) and decreases in academic support. Looking again at changes in Chicago students' responses to surveys across time (**Figure 8.3**), the same students assessed their relationships with their teachers quite differently in the middle grades and in high school (Johnson et al., forthcoming). The CCSR surveys include measures of the personal attention students receive from teachers, of the level of trust students feel towards their teachers, and of the personal support students feel they receive. The trend across the transition to high school is uniform across all three measures.

FIGURE 8.3

Differences Between Middle Grade and Ninth-Grade Student Perceptions



Source: From Johnson, D.W., Stevens, W.D., Allensworth, E., de la Torre, M., Rosenkranz, T., and Pareja, A.S. (Forthcoming). *Free to Fail Research Series: Student-teacher relationships decline at a critical time.* Chicago: University of Chicago Consortium on Chicago School Research. p. 1.

Across the transition to high school, students feel broadly less supported by their teachers. At the same time, ninth-grade students also appear to become aware that there is much less adult monitoring of their behavior occurring in high school. Students can more easily skip class—a behavior largely unheard of in Chicago's K-8 system. These declining measures of teacher attention and support suggest that high school teachers are also much less likely to monitor and control students' effort in class or to make sure they get their homework done. When students begin to struggle with more challenging material in classes, getting help becomes their own responsibility—ninth-grade teachers rarely force students to catch up or seek assistance when they need it, compared to teachers in eighth grade.

There are several possible reasons for this decline in support. First, high school teachers are teaching upwards of 150 students; outside of the window of time they have available during class, they may simply have too many students to monitor, to know well, or with whom to develop supportive relationships. Second, Farrington (2008) finds that many teachers strategically withhold support to help students develop independence. High school teachers generally do see ninth grade as a pivotal year—a time when students must learn to become more independent in order to succeed. Many teachers believe that students are most likely to develop the academic behaviors associated with independent learning if teachers refrain from "hand holding" as students struggle to adjust to new institutional demands. By withdrawing support, many teachers believe they are forcing students to "step up"—to take greater responsibility for their own learning—which will allow them to be successful in high school. In essence, students are supposed to learn the importance of academic behaviors by suffering the consequences when they fail to exhibit them.

Unfortunately, a significant portion of students cannot consistently meet these developmental challenges on their own; without adult guidance and support, students have few strategies to draw upon. When students exhibit poor behaviors (skipping class, not completing homework, missing deadlines), the consequences for these behaviors come swiftly in the form of low or failing grades. In Chapter 3, we presented evidence on the direct link between grades and academic behaviors, and here we see that link in action. Grades are not only the most proximal tool teachers have to influence students' academic behaviors; grades are essentially derived from behaviors. If a student does not turn in homework, the homework grade becomes an F.

These patterns can quickly become a vicious cycle: The consequences to students of poor academic behavior may be immediate and costly, but merely suffering these consequences may not help students adapt to their new environment and improve their behaviors. From the student perspective, the work demands of high school can seem overwhelming and the directions or expectations unclear. On top of that, they begin accumulating poor grades despite their efforts. From the teacher perspective, frustration with student behavior is compounded by their own lack of effective strategies to turn things around. Under deteriorating conditions, the threat of failure too often becomes teachers' primary tool for addressing students' poor academic behaviors.

If we step back and consider the research literature, what are the noncognitive factors that most strongly influence academic behaviors? Students who are equipped with effective learning strategies and possess academic mindsets of belonging, relevance, self-efficacy, and the valuing of effort are most likely to exhibit positive behaviors and the academic perseverance to succeed in their courses. Classrooms that build these strategies and support these mindsets are characterized by clear goals and high expectations for student success, the teaching and practice of strategies that help students become effective learners, significant levels of teacher monitoring and support, multiple opportunities for students to achieve success, and an absence of fear of failure.

Ironically, in attempting to help ninth-graders build the independent academic behaviors that are essential for high school success, teachers often end up creating classroom conditions that completely undermine the development of academic mindsets that would support those behaviors. By focusing narrowly on changing student behaviors through punitive grading practices, teachers lose sight of what really matters: creating classroom conditions and employing instructional practices that help students develop positive academic mindsets and learning strategies that research shows will lead to improved academic behaviors.

The Avoidable Failure

Of the three cases we present in this report, the transition to high school is the period where the evidence is strongest about what matters, the link between noncognitive factors (in this case, academic behaviors) and student outcomes is clear, and the connection to the classroom and the day-to-day work of school is evident. We also have strong evidence that schools can influence students' freshman-year performance.

The experiences of two urban school districts—Philadelphia and Chicago—illustrate how intentional programming and supports for incoming freshmen in the transition to high school can make a significant difference in students' ninth-grade performance and can have lasting effects on high school performance and graduation rates. MDRC evaluated the effects of the Talent Development High School Model's Ninth Grade Success Academy in seven low-performing high schools in Philadelphia (Kemple et al., 2005; Kemple & Herlihy, 2004). The Talent Development High School (TDHS) Model was developed in response to national research showing increased failure rates and large declines in attendance and academic performance, particularly for low-income and minority students as they entered high school.

A central feature of the TDHS model is the Ninth Grade Success Academy, designed to combat key problems common to low-performing urban high schools. To address the problem of student anonymity, Ninth Grade Success Academies have their own separate space from the rest of the high school, and teachers and students are grouped in small learning communities to foster closer and more personal relationships among students and adults. To combat low student expectations, all ninth-graders are programmed into rigorous college preparatory courses that meet in 90-minute blocks and have an emphasis on real-world projects that are aligned with the interests of students. To address poor prior preparation of incoming students, TDHS puts students in double-blocked English and math classes to provide them with additional time and support, as well as "catch-up courses" and a "Twilight Academy" as flexible options for students who need either additional focused instruction to prepare them for an upcoming class or who need to make up missing course credits. All ninth-graders also take a Freshman Seminar "designed to prepare students more broadly for the demands of high school" by combining "study skills, personal goal-setting, and social and group skills" (Kemple et al., 2005, p. 23). While these components are not necessarily framed in the language of academic mindsets, the Ninth Grade Success Academies are designed to support students to believe that they belong in the academic community, that the work is relevant, and that they can succeed with effort.

According to a rigorous analysis by MDRC, the seven Talent Development High Schools in Philadelphia "produced substantial gains in attendance, academic course credits earned, and promotion rates during students' first year of high school. These impacts emerged in the first year of implementation and were reproduced as the model was extended to other schools in the district and as subsequent cohorts of students entered the ninth grade" (Kemple et al., 2005, p. iii). The TDHS schools experienced a 28 percentage point increase in students passing algebra and a 9.5 percentage point increase in the proportion of ninth-graders promoted to tenth grade (Kemple et al., 2005). Matched control high schools, in comparison, showed little improvement. Early evidence also suggests that these ninth-grade improvements were sustained through tenth grade and are correspondingly translating into improvements in high school graduation rates.

CPS took a different approach to supporting incoming students in the transition to high school. Building off the CCSR research about the "on-track indicator" and the importance of students' performance in ninth-grade classes, CPS added schools' "freshman on-track" rates to its accountability metrics and provided data supports to help high schools monitor the performance of its ninth-graders. Using freshman transition programs, "on-track labs," and new watch lists and data tools, CPS high schools began to focus on ensuring that high school freshmen attend school regularly, get appropriate interventions and support, and pass their classes. Between 2007 and 2011, the ninth-grade on-track rates in CPS increased from 57 to 73 percent district-wide, with one quarter of traditional high schools showing improvements of over 20 percentage points. This means that a significantly smaller number of students was failing courses as a result of the additional monitoring and support provided by the high schools. In preliminary analyses of cohort data, it appears that the percentage of students on-track at the end of freshmen year held constant or increased by the end of sophomore year, even though students did not receive additional supports after they became sophomores.

The evidence from both Philadelphia and Chicago suggests that educators can structure school and classroom contexts in ways that wrap developmentally appropriate supports around students as they enter high school, resulting in better academic behaviors in he form of improved attendance and higher rates of homework completion which translate to improved academic performance and a reduction in course failures. The early indications from both cities are that strong supports for students in ninth grade may act as protective factors that carry students forward with better performance throughout high school. There is a strong theoretical basis for this effect. If increased monitoring and support help ninth-graders to develop strong academic behaviors and if a more personal learning environment supports them in building academic mindsets of belonging and self-efficacy, students are likely to demonstrate more persistence in their schoolwork and to earn better grades.

Ninth grade is a crucial point of intervention; as students enter high school they encounter institutions that demand much of them but provide little in the way of appropriate supports, as evidenced by systematic increases in absence and failure, even from students who performed well in eighth grade. Ninth-grade course failure sets up students for further failure. Not only do they face structural barriers in trying to regain missing credits, but the research on noncognitive factors suggests that these experiences may foster negative or counterproductive mindsets as students feel like they do not belong and cannot succeed in high school. Conversely, by coupling interesting and challenging classes with appropriate monitoring and support, there is evidence that high schools can help students build good academic behaviors and positive academic mindsets that may well provide them with a critical foundation that can carry them forward to high school graduation.

CASE STUDY 3

The Postsecondary Transition

Research evidence has identified a number of promising strategies for building and sustaining school environments and classroom contexts that support the development of the strong academic behaviors that ninth- and tenth-grade students need to succeed in the transition to high school. However, much less is known about what either high schools or colleges can do to ensure students' success in higher education.

More In, Fewer Out: Educational Attainment in the Twenty-First Century

Put bluntly, too few students attend college, and fewer still complete four-year college degrees. The U.S. is facing a crisis of educational attainment. As U.S. President Barack Obama observed in his 2009 State of the Union address, some three-quarters of the fastest growing occupational sectors in the American economy require more than a high school diploma; yet, barely over half of Americans have the education to qualify for those jobs. Beginning in the last two years, for the first time in U.S. history, American retirees have greater levels of educational attainment than young adults entering the workforce (OECD, 2011). This is, President Obama noted, "a prescription for economic decline."

At the center of this crisis in educational attainment is the college retention puzzle: why do so few students who enroll in college complete their degrees? Over the last two decades, there have been substantial increases in the numbers of minority and first-generation students enrolling in college; however, gaps in college graduation by race and income have remained steady or widened (Bowen, Chingos, & McPherson, 2009). Across all racial/ethnic groups, just over half of students who enroll in college graduate; over the last decade, it has taken college graduates progressively longer (five and six years, in many cases) to complete their degrees (Bowen, McPherson, & Chingos, 2009). Why has college completion not kept pace with college enrollment? Could noncognitive factors represent part of the solution to the college retention puzzle? This is perhaps the most critical issue on the national education policy agenda. However, despite the urgency of this effort, research evidence remains limited.

Weak Preparation and Declining Financial Aid Only Partially Explain Low College Degree Attainment

The national policy discussion around college retention has generally seized on two explanations of why the U.S. is failing to produce greater numbers of college graduates:

- Weak academic preparation for college coursework, particularly among African American and Latino students; and
- The combination of rising college costs and the declining value of financial assistance (Roderick & Nagaoka, 2008).

While there is clear evidence that prior academic achievement and financial constraints affect college retention, new research strongly suggests that a range of additional factors, including noncognitive factors, plays a critical role in students' postsecondary success. Academic mindsets interventions targeting students' sense of belonging, for example, have shown significant effects on both college retention and grades, However, as a growing number of researchers has begun to recognize, none of these explanations of low attainment accounts for college context. Previous research finds that students with similar levels of academic achievement and college qualifications (e.g., similar grades and test scores) have substantially different college outcomes, largely driven by where they attend college (Allensworth, 2006; Bowen, Chingos, & McPherson, 2009; Roderick, Nagaoka, Coca, & Moeller, 2008).

Colleges are not interchangeable; vast institutional differences exist in how colleges organize and structure the tasks associated with students' academic and social transitions, reflected in the tremendous variation in institutional four-year graduation rates—ranging from over 90 percent of each incoming cohort to under 10 percent. Colleges vary in whether and how they approach and support students' social adjustment, in how they provide academic resources and support, in how (and how much) financial aid is distributed, and in whether and how the campus climate itself is organized to support positive interactions with peers. On the one hand, despite the growing public attention paid to college readiness, there remains relatively little empirical evidence on what precisely it means for students to be "college ready." On the other hand, evidence shows that where students attend college will ultimately determine whether and in what measure their incoming academic achievement and/or noncognitive factors will affect their college persistence. In colleges with low institutional graduation rates (often those that provide few of the developmentally appropriate intellectual and/or social opportunities, challenges, and supports that stretch and grow students), even well-developed noncognitive factors are unlikely to improve students' probability of graduating on time.

How Colleges Organize and Structure the Tasks of Transition Matters

In *Potholes on the Road to College,* CCSR researchers documented the links between CPS students' social capital for college-going, their academic achievement in high school, and their likelihood of enrolling in college (Roderick, Nagaoka, Coca, & Moeller, 2008). That research showed that even highly qualified minority and first-generation college students struggle during the college search and application processes, in large measure because of deep social capital deficits. These students have access to few resources for college-going in their communities, putting them at substantial disadvantage during competitive admissions processes. High-achieving CPS students and others like them, researchers concluded, were especially dependent on the support and direct assistance of high school staff members—primarily counselors and teachers—to focus and refine college searches; to close gaps in college knowledge (Conley, 2007); and particularly to manage the complex process of applying for federal, state, and college scholarships and financial aid. However, while high schools may effectively attenuate the negative impact of social capital deficits in the college choice process, they do not eliminate those deficits as students enter college. Ultimately, college retention is influenced more by the institutional characteristics of colleges than by students' entering characteristics.

Substantial prior research demonstrates that college retention is substantially driven by how colleges organize and structure the tasks associated with students' academic and social integration. Previous studies show that institutional characteristics of colleges are connected with student activities and behaviors that broadly promote social adjustment to campus (e.g., living on campus, attending college full-time, being involved in campus activities, having strong social networks) (Berger & Milem, 1999; Cragg, 2009; Hurtado & Carter, 1997; Oseguera & Rhee, 2009; Pascarella et al., 1986; Ryan, 2004; Scott, Bailey, & Kienzl, 2006; Thomas, 2000; Tinto, 1987; Titus, 2004; Titus, 2006a; Titus, 2006b). Likewise, previous research also connects institutional factors with college retention, including how colleges structure students' interactions with faculty, per-student expenditures on instruction, and student academic support (Arum & Roksa, 2011; Astin, 1993; Berger & Milem, 1999; Bradford et al., 1997; Cragg, 2009; Gansemer-Topf & Schuh, 2006; Nagda et al., 1998; Pascarella et al., 1986; Ryan, 2004; Scott, Bailey, & Kienzl, 2006; Tinto & Goodsell-Love, 1993). How colleges structure students' financial aid packages—particularly whether financial aid is provided in the form of grants or loans—also affects student retention (Bailey & Kienzl, 2006; Blanchfield, 1972; Braunstei, McGrath, & Pescatrice, 2000; Cabera, Nora, & Castaneda, 1992; Cragg, 2009; DesJardins, Ahlburg, & McCall, 1999; Hu & St. John, 2001; Li & Killian, 1999; McDonough & Calderone, 2006; Nora, Barlow, & Crisp, 2006; Oseguera & Rhee, 2009; Somers, 1995; Somers, 1996; St. John et al., 1994). Finally, multiple studies have shown that whether and how colleges structure campus climates to minimize particular challenges minority and/or first-generation college students face related to cultural transitions not experienced by their peers affects college persistence for those students (Astin, 1993; London, 1989; Phelan et al., 1991; Pike & Kuh, 2005; Terenzini et al., 1996; Tierney, 1999; Titus, 2006a).

Noncognitive Factors Matter, But How?

How colleges organize and structure students' experiences on campus affects college retention, but to what extent are the differential effects of institutional characteristics due to student noncognitive factors? What do we know about which noncognitive factors are associated with college retention, and what do we understand about how the college context affects the salience of those factors? Which noncognitive factors matter and how? The research evidence on these questions is surprisingly weak.

College Requires Strong Academic Mindsets and Intellectual Engagement

Previous research suggests somewhat vaguely that in the transition to college, students must become new kinds of learners, not only harnessing a growing body of content knowledge across high school and college courses but also developing and deploying key academic mindsets and learning strategies. In addition to the quality and rigor of students' high school classes, research on the expectations that college faculty hold for students in college courses underscores the importance of developing students' academic mindsets during high school: their beliefs that ability and competence grow with effort; the notion that they can be successful in college coursework; and the conviction that courses are relevant and valuable (Conley, 2003, 2007; Farkas, 2003). Conley (2003, 2005) provides one of the most widely recognizable models of college readiness. He argues for the importance of a broad array of skills and knowledge that students putatively need to succeed in college, variously referred to as "tools" or "habits of mind" (p. 39), described in detail elsewhere as

> …critical thinking, analytic thinking and problem solving; an inquisitive nature and interest in taking advantage of what a research university has to offer; willingness to accept critical feedback and to adjust based on such feedback; openness to possible failures from time to time; and the ability and desire to cope with frustrating and ambiguous learning tasks. (Conley, 2003, p. 8)

Conley's work also contrasts the "conceptually oriented curriculum" of colleges with the "content-based curriculum" of high schools, arguing that, in order to succeed at the college level, students must master "interpretation," "thinking skills and habits of mind," "independent work, initiative, sustained effort, inquisitiveness, and attention to detail and quality" (pp. 75-76). Despite the breadth and intuitive appeal of Conley's framing, however, it is critical to note that the intellectual demands and institutional climates students encounter in the transition to college will depend in large measure on where they choose to attend college. In colleges and universities with higher institutional graduation rates—a rough proxy for the quality of the college environment and the social and academic supports available to students there—students are likely to face new and more complex demands from college faculty and their peers. Previous studies suggest that college faculty in these institutions expect and demand a higher level of intellectual engagement from students—one which requires students to cultivate a thoroughgoing inquisitiveness and an engagement with intellectual problems and puzzles without clearly evident solutions (Conley, 2005). Conversely, high school students who enter nonselective four- and two-year colleges may encounter similar or even diminished levels of academic demands as compared to those they faced in high school courses.

Students Also Face Challenges Becoming Integrated Into the Social and Academic Life of College Campuses

In addition to mastering not only new course content but also new ways of learning and engaging with peers, adults, and course materials, prior studies of college departure underscore that students must be prepared to translate existing knowledge and skills into a new context, becoming integrated into the social and institutional life of colleges. For minority and first-generation college students, the transition to the college environment may also represent a first encounter with an unfamiliar and sometimes subtly hostile racial climate. Extensive research in social psychology suggests that minority and first-generation college students experience strong but often imperceptible racial pressures on college campuses, which can undermine minority students' sense of belonging (Yeager & Walton, 2011) and their commitment to obtaining a college degree, undercut their academic behaviors, and even artificially depress their cognitive performance (Steele, 1992, 1997).

Steele argues that racial minorities, particularly African Americans, must compete with the stigma attached to highly racialized images that exist across various social spaces and actively work to perpetuate pre-existing notions of intellectual inferiority. On the one hand, previous research suggests, actively attempting to combat stereotypes about minority intelligence can become an exhausting performance in which one comes to understand that proving one's knowledge in one realm can have no bearing on another; thus, being accepted in one educational setting does not automatically "vouch" for students' skills in the next class setting (Steele, 1992). As a result, over time, minority students may feel a loss of control over their academic performance and a loss of scholarly identity, ultimately resulting in poor academic performance, perhaps particularly among higher-achieving students (Steele, 1992). The direct and indirect effects of such identity threats may ultimately undercut not only minority students' confidence but also their commitment and attachment to the goal of obtaining a college degree, particularly in educational settings where professors fail to convincingly separate academic potential from incoming skill sets (Steele, 1992). Recent research in psychology, highlighted elsewhere in this report, suggests that isolated, relatively short interventions targeting students' sense of belonging in school can produce significant and lasting effects (Walton & Cohen, 2007; Walton & Spencer, 2009; Yeager & Walton, 2011). This research suggests that the effects of students' self-perceptions—as well as the underlying perceptions themselves—are largely context-dependent. Although promising, this line of research has yet to fully explore how particular dimensions of college context may attenuate or exacerbate the negative effects of stereotype threat and low sense of belonging.

Students' Academic Goals and Sense of Self-Efficacy Modestly Predict College Retention

Beyond the limited evidence linking students' academic mindsets and particularly their sense of belonging with college outcomes, there is also modest empirical support for the notion that students' goals, self-efficacy, and study skills also influence college retention. Robbins et al. (2004) conducted a meta-analysis of 109 studies examining the relationship between noncognitive factors, sorted along nine broad, theoretically determined constructs (Robbins et al., 2004). They found a very modest association between college retention and three noncognitive factors: academic goals, academic self-efficacy, and academic-related skills. Academic goals were measured using constructs including goal commitment, commitment to the goal of college graduation, preference for long-term goals, desire to finish college, and valuing of education. Academic self-efficacy was measured using constructs including academic self-worth, academic self-confidence, course self-efficacy, and degree task and college self-efficacy. Academic related skills were measured using constructs including time management skills, study skills and habits, leadership skills, problem-solving and coping strategies, and communication skills (Robbins et al., 2004, 267). However, beyond the confusing, overlapping array of concepts and terms, findings such as these suggest little about how these factors affect students' college retention prospects and provide no information whatsoever about the malleability of these constructs or their responsiveness to context. While important, these results are little help to policymakers and practitioners seeking to identify appropriate levers for improving students' college persistence and degree attainment.

Other studies, including recent work by the College Board (Schmitt et al., 2011), ACT ENGAGE (Le, Casillas, Robbins, & Langley), and private, for-profit corporations (Gore, Leuwerke, & Metz, 2009) have sought to capitalize on the limited evidence connecting noncognitive factors with college outcomes by developing research-based survey tools to measure high school students' noncognitive skills. Marketed at the intersection of practitioners' concerns about college retention and institutional decision-making surrounding college admissions, these products attempt to transform the limited insights of the existing research base into early indicators of students' college prospects. In these products, information about students' noncognitive factors is viewed as complementing existing information about students' prior academic achievement (e.g., high school GPA and standardized test scores) to give college admissions staff a fuller view of an applicant's potential for success. However, as Schmitt et al. note in a report for the College Board, the incremental validity of the measures of noncognitive factors used is small, and the measures themselves may be especially subject to manipulation by test-takers (e.g., in situations where individual scores might be used in college admissions decisions). These limitations suggest that, despite the interest in tools measuring students' noncognitive preparation for college, there is substantial warrant for skepticism about their validity and broader utility.

Context Matters: College Choice and the Postsecondary Transition

Taken together, the prior research linking noncognitive factors to college outcomes suggests at least three conclusions: first, while there are strong theoretical reasons to believe that noncognitive factors are connected with college outcomes, there is still little empirical research directly exploring these connections, especially between noncognitive factors and college retention. Additionally, research studies have yet to explicitly explore the ways in which the importance of various noncognitive factors examined may be driven by specific elements of the college context. This first conclusion strongly points up a second: the large body of research on institutional strategies for improving college retention strongly suggests that colleges substantially influence students' experiences and outcomes in the transition to college. However, to this point, the existing research base has not investigated in detail how the institutional contexts of college campuses may influence the relative importance of particular noncognitive factors. In short, while existing literature suggests strongly that noncognitive factors matter in college, we still understand much less about how those factors matter—and how much—depending on where students choose to attend college.

Finally, there is much about the connection between noncognitive factors and college retention that we simply do not know. What empirical evidence exists suggests some connection between students' mindsets, behaviors, and skills, on the one hand, and their outcomes in college on the other—but research has provided far too little useful evidence on what these factors really mean, whether they are in fact amenable to change, and whether they can be manipulated effectively in the high school context. These are not reasons to believe that noncognitive factors do not matter in the transition to college. On the contrary, these are reasons, we argue here, for researchers to double down on the bet that high schools and colleges each have a role to play in setting institutional and classroom-level contexts that foster students' intellectual and noncognitive growth. In one sense, research on the college transition lags far behind what we know about the middle grades and the transition to high school: there is a great deal of ground to be made up in bringing up to speed our understanding of how noncognitive factors matter in the transition to college and what we can do about it.

CHAPTER 9

Interpretive Summary

Leveraging Noncognitive Factors to Improve Student Outcomes

Since the mid-1980s, test score-based accountability has dominated American public education. This movement took on the force of federal law in 2001 with the No Child Left Behind Act, as every state in the country administered standardized tests to measure student and school performance. Ask any teacher, principal, or educational administrator about goals for the year; increasing test scores is the most likely response.

President Obama's first address to Congress signaled a shift in educational priorities. He committed his administration to ending the dropout crisis in the nation's public high schools and ensuring that by 2020 America would once again lead the world in the proportion of its population with college degrees. This shift has brought a host of education policies geared at increasing academic demand: adding graduation requirements, increasing participation in advanced coursework, and setting more rigorous curricular standards. The widespread adoption of the Common Core State Standards reflects an agreement across states to set a higher bar for college and career preparation.

What has not been talked about is that a shift to making high school and college completion our national educational goal requires a corresponding shift in educational policy and practice, *away from a focus on test scores* and toward a new emphasis on developing the cognitive and noncognitive factors that lead students to earn high course grades.

The emerging recognition of the importance of noncognitive factors to young people's long-term success raises new challenges for teachers seeking to prepare their students for college and careers. It also creates a conundrum for educators who have been told to focus on raising test scores, not only for purposes of accountability but also because test scores have been touted as strong indicators of student learning and college readiness. The evidence on the relationship between noncognitive factors and student grades—and between grades and long-term outcomes—challenges this focus on tests. If teachers want their students to be successful—both within their current courses and in their future endeavors—then teachers must attend to students' engagement in class material and their coursework performance, not just their tested performance. To make this shift, educators need to understand how best to help adolescents develop as learners in their classes. This should not be framed as an *additional* task for teachers, though for many it may mean teaching in new ways. By helping students develop the noncognitive skills, strategies, attitudes, and behaviors that are the hallmarks of effective learners, teachers can improve student learning and course performance while also increasing the likelihood that students will be successful in college.

The importance of students' grades—rather than test scores—for later outcomes requires that we better understand how to structure classrooms and schools in ways that improve student effort and performance in the daily tasks of the classroom. Of all the challenges posed by the implementation of the Common Core State Standards, this may be the greatest: if we are truly to be a nation of college-goers, we must not only raise the bar on *what* students learn but we must also leverage an understanding of noncognitive factors to teach adolescents *how* to become effective learners. In the absence of developing students as learners, current reform efforts are unlikely to succeed at increasing students' readiness for college.

This report grew out of the understanding that it is not enough to know that noncognitive factors matter for learning. Researchers from a range of disciplines have provided evidence that such factors are important to students' grades and long-term educational outcomes. However, little work has been done to bring clarity to this wide-ranging evidence, to examine its relevance for practice, or to review actionable strategies for classroom use. Our goal was to develop a coherent and evidence-based framework for considering the role of noncognitive factors in academic performance. We conclude by summarizing the most promising levers for change as well as critical gaps in the knowledge base and in the link between research and practice.

Students Earn High Grades When They Show Perseverance and Strong Academic Behaviors

The best ways to improve students' perseverance and strengthen their academic behaviors is through *academic mindsets* and *learning strategies.* This is the central point emerging from our review. Academic behaviors and perseverance reflect the level of students' engagement in their work— the degree to which they are coming to class, completing assignments on time, participating, studying, trying to master material, taking time to do challenging work, and sticking with a task until it is done well. Students who do these things get higher grades, and students who do not do them struggle academically. This becomes increasingly true as students transition from the middle grades to high school and on to college. Strong academic behaviors and academic perseverance are the noncognitive *outcomes* that teachers want to achieve in developing their students as learners. These are the noncognitive factors most directly associated with good grades.

It is hard to change academic behaviors and academic perseverance directly without addressing academic mindsets and effective learning strategies. Ironically, trying to directly change behaviors and perseverance is not the best lever for improving students' academic performance. The critical levers for improving student grades seem to be through the development of academic mindsets and learning strategies. Academic mindsets strongly influence the degree to which students engage in academic behaviors, persevere at difficult tasks, and employ available learning strategies. In turn, the use of appropriate learning strategies strongly influences the quality and effectiveness of academic behaviors and helps students stick with a task and persevere despite obstacles. Thus, building students' academic mindsets and teaching them appropriate learning strategies are the best ways to improve academic behaviors and perseverance, which leads to better grades. Unfortunately, these are often areas in which teachers have little training. In the absence of a strong framework that clarifies the role of schools and classrooms in the development of noncognitive factors and a toolbox of strategies to effectively support this development, teachers often attribute differences in students' academic behaviors and perseverance to individual characteristics of their students—something they cannot control.

Unfortunately, teachers often misdiagnose poor academic behaviors and lack of perseverance not as a lack of strategies or a problem with mindsets but as indications that students are not motivated or do not care. Students who are not working hard in school are often diagnosed as being lazy or lacking motivation, with teachers seeing these as personal characteristics that students bring with them to the classroom. The conclusion that follows is this: if students would just work harder and not give up, they would do better in school; their academic performance is poor because either they do not care enough to try or they lack the grit or determination necessary for success.

Our research framework of noncognitive factors sheds a different light on the phenomenon of students who exhibit poor academic behaviors. Perhaps what looks like a lack of caring or persevering could be a student indicating that she is convinced that she cannot do the work. Another student may not have effective strategies for engaging in classroom tasks. Students who cannot see the relevance of a class may have difficulty finding a way to engage in the work. Others may withdraw from participating in classroom activities because they are afraid of public failure or feel ostracized by their peers. In our own research, we find that the vast majority of students want to succeed in school, but many obstacles get in the way of their putting forth effort.

Developing adolescents as learners requires paying attention to students' mindsets, skills, strategies, and behaviors as well as their content knowledge and academic skills. If students are not demonstrating strong academic behaviors, teachers need to be able to determine and address the obstacles that deter their learning. We hope that the framework presented in this report can serve as a tool to diagnose potential underlying causes for weak engagement and poor academic behaviors and to develop strategies for re-engaging students as learners.

School and classroom contexts play a crucial role in shaping these noncognitive factors in individual students. Within a given course, students' sense of belonging, self-efficacy, and interest will be shaped by their experiences in the classroom, their interactions with the teacher and fellow classmates, their prevailing beliefs about their own ability, and the nature of the work they are asked to do. Their endorsement of a growth mindset will be shaped by the structure of learning opportunities and assessment practices, as well as by the messages they receive from teachers that emphasize ability or effort. Likewise, students are not likely to develop learning strategies in the absence either of explicit instruction or classwork that requires the use of such strategies.

It may be most helpful to think about noncognitive factors as properties of the interactions between students and classrooms or school environments. Rather than being helpless in the face of students who lack perseverance and good academic behaviors, teachers set the classroom conditions that strongly shape the nature of students' academic performance. The essential question is not how to change students to improve their behavior but rather how to create contexts that better support students in developing critical attitudes and learning strategies necessary for their academic success. Thus, teaching adolescents to become learners may require educators to shift their own beliefs and practices as well as to build their pedagogical skills and strategies to support student learning in new ways. Academic behaviors and perseverance may need to be thought of as creations of school and classroom contexts rather than as personal qualities that students bring with them to school.

The Role of Noncognitive Factors in Academic Performance: Implications for Research

The role of noncognitive factors in students' academic performance has gained increasing attention from both researchers and practitioners in recent years. While some very interesting and promising work has emerged recently, the state of the research evidence and the development of practice models still lag far behind the high level of interest. In this review, we were focused primarily on the implications and actionable pathways for teachers and classrooms that emerge from the research evidence. For this reason, we asked a different set of question of the research literature than one might ask in a traditional literature review conducted by an academic in this field. For each noncognitive factor, we asked:

- How is this factor related to academic performance?
- Is this factor malleable?
- What is the role of classroom context in shaping this factor?
- Are there clear, actionable strategies for classroom practice?
- Would changing this factor significantly narrow existing gaps in achievement by gender or race/ethnicity?

With this lens, we saw four major challenges that must be addressed if research on noncognitive factors is going to be useful for educational practice.

1. The need for conceptual clarity. One of the primary challenges to making research accessible to practitioners and relevant to policy is the lack of conceptual clarity among the many noncognitive factors that affect student performance. Much of the research conflates constructs that are conceptually very distinct. For example, work on social-emotional learning has used the demonstration of academic behaviors as indicators of having social-emotional core competencies (e.g., using studying and completing homework as measures of responsible decision-making). Likewise, academic tenacity has been described not only as showing persistence in tasks despite obstacles (the usual connotation of the word *tenacity*) but also as the mindsets that encourage tenacity—such as self-efficacy, sense of belonging, and a growth mindset. However, perseverance, mindsets, and behaviors are each conceptually distinct categories—a student can have a strong sense of self-efficacy but still not participate in a given class, for example. To really understand the mechanisms by which noncognitive factors affect academic performance requires conceptual clarity and a delineation of each step in complex interactive processes.

2. The need for direct evidence. A related shortcoming of some of the existing research is that researchers sometimes use noncognitive factors as a "catch-all" explanation for differences in student achievement without directly identifying or measuring specific factors. Some very influential research merely infers the existence of noncognitive factors when researchers are unable to find a measured cognitive explanation for differences in educational or workforce outcomes across different groups. In Heckman and Rubinstein's (2001) seminal study of the economic returns to a GED, for example, they attribute wage differences between GED recipients and high school graduates to differences in noncognitive skills without directly measuring any noncognitive skill differences or demonstrating their direct relationship to wages. Heckman and Rubinstein acknowledge this, explaining that there are too many different traits subsumed under the name "noncognitive skills" and no one way to measure them all. What they then attribute to differences in "noncognitive skills" is simply the difference in wages between high school graduates and GED recipients that could not be explained by tested achievement. Their evidence that noncognitive skills matter rests on their interpretation of the error term in statistical analysis, rather than the empirical identification of specific skills, traits, or behaviors that contribute to wage differences.

Clearly identifying and measuring specific noncognitive factors becomes particularly important when we try to understand why there are differences in educational attainment by race/ethnicity, gender, or income. Knowing what to do to reduce these gaps requires knowing the extent to which they reflect underlying differences between groups in specific noncognitive skills, beliefs, behaviors, or strategies, or whether attainment differences are better explained by other factors entirely. Without identifying or measuring what these important noncognitive factors are, research does little to help practitioners or policymakers take action to impact differences in students' noncognitive factors as it is not clear what they need to address.

It is also possible that practitioners might develop strategies that are ineffective or even counterproductive if researchers do not make clear distinctions between evidence on noncognitive factors and inference about them. For example, a much-cited study by Brian Jacob (2002) found that students' grades in middle school predict a large proportion of the gender gap in college enrollment and attributed differences in grades to noncognitive factors, reasoning that "conditional on cognitive ability, [grades are] determined by a variety of non-cognitive skills such as the ability to follow directions, work in groups, pay attention in class, and organize materials" (p. 591). The study did not actually measure students' ability to follow directions, work in groups, pay attention, or organize materials, and provided no evidence that there are gender differences in these behaviors. (It did measure time spent on homework and found that girls spent slightly more time per week than boys.) Yet practitioners might conclude from Jacob's assertion that they should invest time in further developing boys' academic behaviors. In fact, there are many different potential explanations for why boys in the middle grades have lower GPAs than girls, explanations that should be investigated if the GPA gap is to be addressed. For example, teachers might discriminate against boys when grading work. Parents could give boys more freedom to do their homework alone while monitoring their daughters more closely. Ten years ago, the American Association of University Women (AAUW) attributed the same gender differences we observe today—girls get better grades; boys get higher test scores—to gender bias in testing. Each of these interpretations is plausible, and there is nothing wrong with interpretation and debate; for research to be relevant for practitioners, however, it is important to delineate what is actually known from what seems promising but needs further study.

3. The need for more research on the role of school and classroom context in students' development and demonstration of noncognitive factors. Throughout this review, we have noted the role of classroom context in shaping noncognitive factors. Ultimately the practical goal of research on noncognitive factors is to help individual students become stronger learners who earn higher grades. This might suggest that a primary strategy to improve students' grades would be to focus on developing noncognitive factors as characteristics of individuals—implying that the "fix" is at the individual level. However, the research evidence to date suggests that trying to change noncognitive factors at the individual level in isolation from context may not be effective in the long term. Our case studies of school transitions highlight the importance of context for the enactment of noncognitive factors. For example, the large rise in absences and decline in studying behaviors when students move into high school show that students who exhibit strong academic behaviors in one context might not do so in another. To what extent are noncognitive factors located within individuals in ways that are transferable across context, and to what extent are they dependent on context?

Intervention studies of academic mindsets suggest some long-term effects on student achievement. However, it is not clear if they are helping students perform better in a particular context or whether they have changed something fundamental about each student's academic identity that will transfer across contexts. For example, seventh-graders who benefit from a growth mindset intervention have been shown to improve their performance during seventh grade with lasting effects to eighth grade, but we do not know what will happen as these students move from middle grades to high school. Likewise, interventions that normalize difficulty in the first year of college or increase the sense of belonging of African American students on elite college campuses improves their college performance, but we do not know if these benefits transfer from college to the workplace. Teaching students learning strategies seems promising, but again there is little research on its effectiveness across school contexts. At this point, we do not know to what extent interventions that focus on individuals can have lasting impacts on their engagement in learning across contexts.

We also want to recognize the role of the larger school context in shaping student performance. Throughout this review, we have looked at evidence on the role of classroom context and the availability of classroom strategies, but we know that teachers do not work in isolation. School-wide initiatives and structures, as well as school culture and environment, play a role in shaping students' experiences and performance in the classroom (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2009). Research is also needed on the role of school contexts in promoting positive academic mindsets and on the work of school leaders in providing supports and professional development for teachers to build their capacity to address noncognitive factors in the classroom. Whether the best approach to leveraging noncognitive factors to improve student performance is through changing school and classroom contexts to be more supportive of students as learners or through targeting interventions at the individual level to address individual challenges depends in large part on the transferability of effects across contexts.

Designing future studies to address longitudinal questions will be very important for research going forward.

4. Teachers need coherent, actionable strategies for developing students as learners in the context of regular classroom instruction. If researchers strive for conceptual clarity and precise identification and measurement of individual noncognitive factors, this will help illuminate the mechanisms whereby each individual factor interacts with the others to affect student performance. However, where researchers need to pull everything apart and understand how it works, teachers need a coherent, integrated approach to build academic mindsets, learning strategies, social skills, academic behaviors, and academic perseverance as part of their everyday classroom practice. We cannot expect a teacher to implement separate interventions for all of the noncognitive factors that matter for their students' performance. Instead, they need guidance about how best to build classroom contexts and utilize pedagogical strategies that will leverage the body of research on noncognitive factors as they teach content and skills.

This is not to say that teachers are not an important audience for the research on noncognitive factors or that teaching as a profession does not need to take this research into account. But teachers should not be expected to focus on noncognitive factors as "another thing" to teach in isolation from the development of content knowledge and core academic skills. Fortunately, research from the learning sciences shows the tight interconnection between cognitive and noncognitive factors in shaping student learning and academic performance. For example, the evidence suggests that positive academic mindsets and learning strategies are developed through supporting students in engaging in challenging work. Teachers can design their classrooms so that they build mindsets, skills, behaviors, and strategies in pursuit of handling challenging content knowledge and developing core academic skills. Studies that seek to illuminate how this is all best pulled together in actual classrooms will provide an important step in bridging research and practice.

To the extent that we already have some knowledge base about how to develop positive mindsets and which learning strategies produce high learning gains, this knowledge needs to be much more accessible to teachers. Currently the vast majority of research on noncognitive factors is not written for a practitioner audience, and the literature is not available in places teachers are likely to go for professional learning. Bridging the gap between existing researcher knowledge and teacher practice is another important step.

There is also diffuse knowledge among practitioners that could inform practice broadly if it were systematically collected and disseminated. The most successful teachers may already have developed strategies that leverage noncognitive factors to engage students in learning. Researchers could gather evidence from practice to broaden our knowledge about how to do this. Such studies would need to be designed both to address unanswered questions and to incorporate what we already know. For example, we have strong evidence that noncognitive factors need to be understood along a developmental continuum. Separate studies of techniques and strategies used by effective instructors at the middle school, high school, and college levels would be helpful. Researchers should also consider gathering student-level data on mindsets, behaviors, skills, and strategies; any changes in these noncognitive factors should be measured over time for students in a given classroom as part of any study of effective classroom practices. In short, both empirical evidence and practice wisdom exists that could contribute to a broader understanding of the role and development of noncognitive factors in academic achievement, but this evidence and wisdom is too often isolated by disciplinary boundaries as well as the gulf between research and practice. Collectively, we still know too little about how teachers and school leaders can incorporate attention to noncognitive factors into the everyday work of schools and classrooms. Future research should aim to bridge this divide.

The Promise of Noncognitive Factors in Teaching Adolescents To Become Learners

As this review indicates, we know much about the role of noncognitive factors in academic performance. But there is still much to be learned about how to leverage noncognitive factors to transform educational practice from its current focus on content knowledge and testable academic skills to the broader development of adolescents as learners. Decades of research inform our understanding and point us towards promising practices in the classroom. Our conceptual framework organizes different categories of noncognitive factors and models how they fit together to affect student performance. This provides a foundation for future research and a framework for practice. Teaching adolescents to become learners requires more than improving test scores; it means transforming classrooms into places alive with ideas that engage students' natural curiosity and desire to learn in preparation for college, career, and meaningful adult lives. This requires schools to build not only students' skills and knowledge but also their sense of what is possible for themselves, as they develop the strategies, behaviors, and attitudes that allow them to bring their aspirations to fruition.

TABLE 9.1

Summary of Evidence on Noncognitive Factors

Relationship to Academic Performance	
Academic Behaviors	All aspects of academic performance, cognitive and noncognitive, are expressed through academic behaviors. They have both a strong direct and indirect effect on grades.
Academic Perseverance	Research often conflates students' innate tendency to be perseverant with the actual behavior of doing work. While academic perseverance shows moderate relationships to student performance in cross-sectional designs, longitudinal studies find more modest relationships, making it difficult to establish evidence of a causal relationship between perseverance and performance.
Academic Mindsets	The effects of various school-based interventions suggest not only that mindsets are important but also that changing students' mindsets can result in improvements in academic performance.
Learning Strategies	Despite limitations, research shows that knowing how and when to use learning strategies is associated with higher overall learning and better academic success
Social Skills	Weakest evidence of direct relationship to grades. Much of the work done in the area of social skills training programs focuses on younger children, and there is only an indirect link between social skills and academic performance. A serious limitation of the studies showing a link between social skills and academic achievement is that almost all are correlational rather than causal. Studies tend to confound social skills with other variables, making it difficult to isolate the effect of social skills on academic performance.
Malleable	
Academic Behaviors	All types of human behavior are considered to be possible to change.
Academic Perseverance	The malleability of academic perseverance depends on how one defines perseverance. Evidence suggests that grit is fairly stable as an individual trait. However, students are more likely to display academic perseverance when they have positive academic mindsets or strategies to successfully manage tasks.
Academic Mindsets	The apparent success of many of the mindsets interventions suggests that mindsets are malleable, that is, they can be changed intentionally.
Learning Strategies	Research strongly supports the idea that learning strategies are malleable and can be directly taught. But many of the studies reviewed measured strategy use and performance concurrently. While these studies showed strong relationships between the two, they left open the question of whether learning strategies can be effectively taught, and if so, if teaching such strategies would result in improved performance.
Social Skills	Research on social skills training programs has found that they are generally effective, although the methodological strengths of these studies vary.

TABLE 9.1 *CONTINUED*

Summary of Evidence on Noncognitive Factors

Role of Classroom Context	
Academic Behaviors	Clear evidence that classroom context matters. Context shapes academic behaviors indirectly through its effect on other noncognitive factors, as well as directly through behavioral expectations and strategies.
Academic Perseverance	Classroom contexts that are structured to support students' success at assigned tasks and that provide students with strategies to make the tasks easier, make it more likely for students to persevere at those tasks.
Academic Mindsets	There is a theoretical and empirical basis for the importance of context in shaping mindsets. The effect of classrooms on student mindsets is particularly salient for racial/ethnic minority students.
Learning Strategies	Classrooms are important both as sites for the explicit teaching of subject-specific learning strategies and as contexts that set motivational conditions for learning strategy use.
Social Skills	Schools and classrooms play an important role in shaping students' social behaviors. Student behaviors are responsive to interpersonal, instructional, and environmental factors in the classroom.

Clear Strategies	
Academic Behaviors	While there are a wide range of classroom-based and school-wide strategies, few strategies have been evaluated on large scale basis. Academic behaviors such as attendance and assignment completion can be affected by close monitoring and support. Whole school reform shows some effects, but it is unclear what is responsible for changing behavior.
Academic Perseverance	There are numerous instructional practices which have been shown to improve students' perseverance in their coursework by changing students' mindsets. There is little research on whether and how teachers might structure classes to develop students' perseverance in the long run.
Academic Mindsets	There are a variety of short-term interventions that have evidence of success—from programs focused on envisioning "future possible selves" to "developing a sense of belonging." But while each individual study points to a relationship between mindsets and school performance, educational attainment, or other life-course outcomes, the broad array of findings across studies is confusing, and the directions for practice are unclear. There are few resources available currently that would translate social-psychological theory into classroom-based instructional practices that could be readily employed by teachers in a variety of school settings.
Learning Strategies	There are numerous short-term studies that provide evidence for the effectiveness of the teaching of specific strategies. Teacher feedback can provide ongoing formal and informal assessments so students can understand which strategies worked for them and where they need to improve. Student self-assessments can also provide opportunity for students to critique their strategies. Students can talk about their thinking with their teachers when planning out an academic task.
Social Skills	There is little direction for classroom teachers wanting to support the positive development of social skills in their students outside of a formal program.

TABLE 9.1 *CONTINUED*

Summary of Evidence on Noncognitive Factors

Would Changing This Factor Narrow the Achievement Gap?	
Academic Behaviors	There is evidence that academic behaviors explain part, but not all, of the gender gap in grades. There is little consistent evidence that academic behaviors explain differences in grades by race/ethnicity, particularly when controlling for test scores and economic status.
Academic Perseverance	Despite the fact that differences in perseverance by race or gender have been suggested as an explanation for race/ethnicity or gender differences in student academic performance, there is no research that has examined this directly.
Academic Mindsets	A number of interventions targeting mindsets have been shown to reduce gender and racial/ethnic achievement gaps. Ultimately, whether a focus on mindsets can narrow current gaps in performance and degree attainment depends on how much of the gap is caused by stereotype threat or other forces that differentially harm minority students in the first place.
Learning Strategies	Little evidence across studies about measured differences in learning strategies by race/ethnicity or gender.
Social Skills	Research gives little indication as to whether changes in students' social skills would narrow racial/ethnic and/or gender achievement gaps.

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Endnotes

Chapter 1

1 This is not to suggest that the academic content of a course does not matter. Challenging academic work is an essential ingredient in preparing students for college. However, mere exposure to rigorous content does not increase learning. Students' performance in their classes—how well they are doing the work that is assigned to them—is a much better indicator of their future success than is the course title or their test scores.

2 A one standard deviation increase in high school GPA was associated with a 0.34 standard deviation increase in college GPA. The SAT II writing test, the SAT component that has the strongest association with grades in college, was correlated with only a 0.19 standard deviation increase in college GPA.

Chapter 3

3 Both studying time and senior grades were self-reported, which may account for the relatively high average course grades reported. The authors suggest that truncated measures from self-reports are likely to attenuate the size of the effects. In other words, if study time were measured directly and course grades were taken from transcripts, the effect of homework time on grades would likely be larger.

Chapter 6

4 Self-regulated learning is a very specific form of self-regulation, and should be considered as distinct from behavioral self-regulation more broadly, which is largely about impulse control. Self-regulated learning shares with self-regulation a focus on the ability to make conscious choices to direct the self and the ability to alter one's responses or one's behavior to align or conform to particular ideals, standards, norms, rules, agreements, or plans. However, self-regulated learning deals primarily with mental processes and metacognition rather than behavioral control.

5 Winne and Hadwin (1998) note that the learner's goals are not necessarily aligned with the teacher's goals. The teacher might assign a task that involves reading a chapter from a physics textbook and then completing a set of questions, while a student's goal might be to find someone from whom he can copy the homework and thus avoid reading the chapter.

6 This becomes a challenge in measuring students' use of learning strategies when those measures rely on student self-report of strategy use.

7 Sample items include: "I ask myself questions to make sure I know the material I have been studying," "I find that when the teacher is talking I think of other things and don't really listen to what is being said," and "I often find that I have been reading for class but don't know what it is all about. "

Chapter 7

8 Note that in this review we do not examine the broader work on social-emotional learning. An adolescent's demonstration of social skills can be understood as the physical manifestation of underlying social-emotional factors such as emotional awareness or emotional "intelligence" and emotional self-regulation. This is an area worthy of further study which could well contribute to a deeper understanding of the role of noncognitive factors in school performance.

9 Suspension is defined as "temporarily removed from regular school activities either in or out of school...due to a behavior problem."

Chapter 8: Case Study 2

10 The Ninth Grade Success Academy is part of the Talent Development High School model. The Success Academy is designed to increase structure and support for freshmen by combining three approaches: 1) keeping groups of ninth-graders together who share the same classes and same teachers in a school-within-a-school model; 2) using blocked scheduling to reduce the number of classes freshmen take and providing specialized courses for ninth-graders to transition them to high-school-level work, and 3) providing professional development supports and structures for teachers to work together (Kemple, Herlihy, & Smith, 2005).

11 A student is considered on-track if he or she has accumulated five full credits (10 semester credits) and has no more than one semester F in a core subject (English, math, science, or social science) by the end of the first year in high school. This is an indicator of the minimal expected level of performance. Students in CPS need 24 credits to graduate from high school, so a student with only five credits at the end of freshman year will need to pass courses at a faster rate in later years (Miller, Allensworth, & Kochanek, 2002).

12 Allensworth & Easton (2007) estimate that, even after controlling for the demographic characteristics and entering test scores of freshmen, the predicted probability of graduation was 55 percentage points higher (81 versus 26 percent) for a student who was on- versus off-track at the end of freshman year.

Appendix

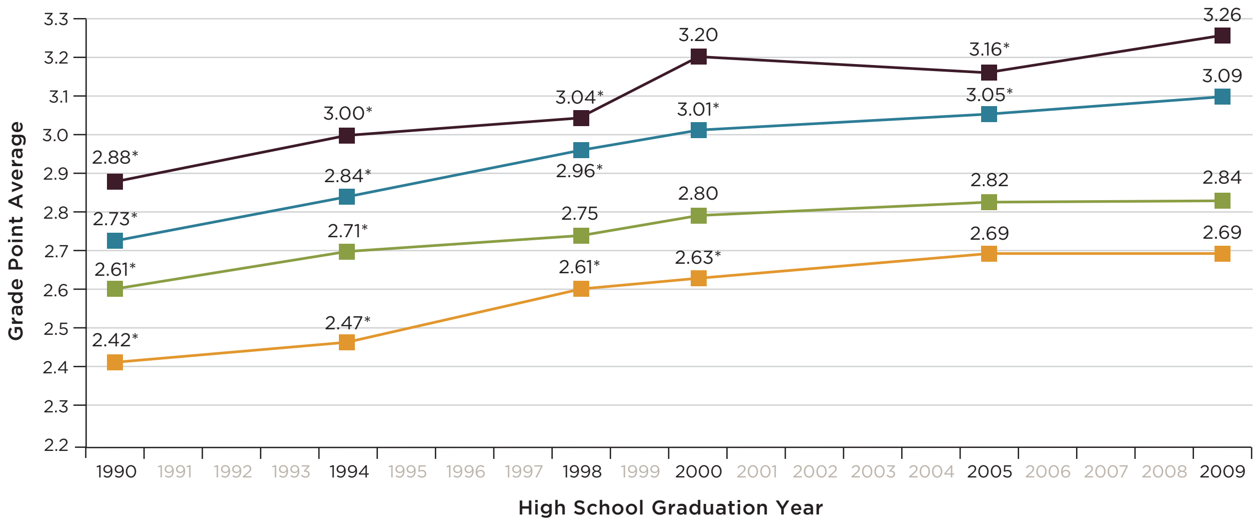
Educational Attainment by Gender, Race/Ethnicity is Driven by Differences in GPA

There are large and persistent gaps in educational attainment by students' race, ethnicity, and gender. Asian American and White students graduate from high school and attend college at much higher rates than African American and Latino students. Girls graduate from high school and attend college at higher rates than boys. Much of the conversation around college readiness focuses on students' college entrance exams—scores on the ACT and the SAT. However, it is not low test scores that explain gaps in educational attainment. What really drives the differences in educational attainment by gender and race/ethnicity are differences in students' course grades, or GPA.

While African American and Latino CPS students have lower average ACT scores than White and Asian American CPS students, it is actually course failures and low GPAs that create significant barriers to high school graduation, college access, and college graduation for African American and Latino students. Differences in course grades by race and ethnicity explain most of the gaps in educational attainment (Allensworth & Easton, 2007; Roderick, Nagaoka, & Allensworth, 2006). Differences in high school GPA also explain all of the gender gap in college attendance and college graduation among Chicago high school graduates. Boys do not have lower ACT scores than girls, on average, but their grades are considerably lower; almost half of boys (47 percent) graduate with less than a C average, compared to about a quarter of girls (27 percent) (Roderick, Nagaoka, & Allensworth, 2006). These patterns are mirrored in national data. Using a nationally representative sample, Jacob (2002) found that students' course grades explained a large proportion of the gender gap in college enrollment. Despite similar test score performance, males were less likely to attend college because of lower grades.

In order to address racial, ethnic, and gender differences in educational attainment, it becomes crucial to focus on the GPA gaps as an important lever to explain high school graduation and college enrollment. Yet, the 2009 National Assessment of Educational Progress (NAEP) transcript study shows that from 1990 to 2009 gaps in GPAs by race/ethnicity and gender were persistent and showed no sign of improving (see Figures A.1 and A.2).

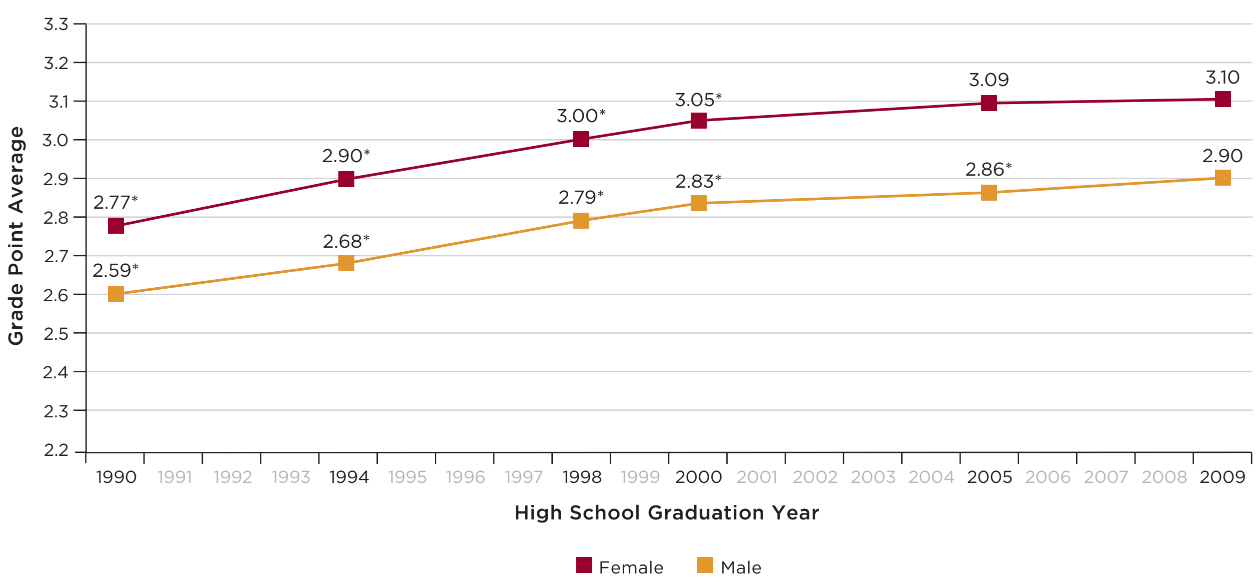
Figure A.1
National Trend in Average GPAs by Race/Ethnicity: 1990–2009



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Transcript Study (HSTS), various years, 1990-2009.

* Significantly different (p<.05) from 2009.

Figure A.2
National Trend in Average GPAs by Gender: 1990–2009



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Transcript Study (HSTS), various years, 1990-2009.

* Significantly different (p<.05) from 2009.

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OUR MISSION The University of Chicago Consortium on Chicago School Research (CCSR) conducts research of high technical quality that can inform and assess policy and practice in the Chicago Public Schools. We seek to expand communication among researchers, policymakers, and practitioners as we support the search for solutions to the problems of school reform. CCSR encourages the use of research in policy action and improvement of practice, but does not argue for particular policies or programs. Rather, we help to build capacity for school reform by identifying what matters for student success and school improvement, creating critical indicators to chart progress, and conducting theory-driven evaluation to identify how programs and policies are working.

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HS PLT Lab - Structures Summary (2016-2017)

	Quick Summary

PLT Lab (~ 30 minutes, M, T, W, F):

Students work on applying specific Habit-aligned strategies to real-life Case Studies, and personal situations.

- Daily Digital Check-in
- Case Study (every ~ 2 weeks)
    - Student facilitators facilitate small-group "Case Study" analysis, with a Case Study that introduces a real-life problem aligned to the upcoming Strategy of focus
- "Key Strategy" (every ~ 2 weeks)
    - Students are introduced to a "Key Strategy" aligned to the Habit of focus
    - Students work in groups to come up with ways to apply the strategy to the Case Study before working independently to apply the strategy to a real-life personal situation
- **Independent Work Time**
    - **Case Study Week:**
        - Students apply the strategy to the Case Study scenario
    - **Second Week:**
        - Students apply the strategy to their own, real-life situations
- **Check-out**

Thursday PLT Lab (~ 45 minutes, Th):

Students meet with their Advisory groups to go over weekly goals and adjust for the next week. Students then rotate through "Dilemma Consultancies" with their peers - with individual students sharing personal "dilemmas" that align to the Habits/Strategies of focus.

- **Grade-check and Goal Update (~ 7 minutes)**
    - Students update grades and record progress toward goals in their Advisory Progress Trackers.
    - Students set deadlines for action steps for their goals in their planners.
- **Leadership Habit Development and Advisor Check-ins (~ 30 minutes; every-other week)**
    - Students work independently on PLT Modules.
    - Students who have achieved Trainer status may also give Spot Checks to students who complete modules.
- **Dilemma Consultancies (~ 30 minutes; every-other week)**
    - In small groups, students walk through a "Dilemma Consultancy" protocol with one of their peers, who has brought a personal Habit-aligned real-life dilemma to get advice on
- **Appreciations and Celebrations (~ 5 minutes)**
    - Students give shout outs to show appreciation or celebrate one another's achievements.

	Time Frame

HS PLT Lab - Structures Summary (2016-2017)

	PLT Lab (M, T, W, F): ● Four, ~ 30-minute classes: ○ ~ 3 minutes Daily Digital Check-in ○ ~ 20 minutes Case Study or Key Strategy work ○ ~ 3 minutes closeout **Thursday:** ● One, ~ 45-minute class: ○ ~ 7 minutes Grade Check and Goals ○ ~ 30 minutes Leadership Habit work or Dilemma Consultancy ○ ~ 5 minutes Appreciations/Shout-outs

	Materials/Resources
	All Specific Curriculum Materials on the PLT Website. See below for samples of various other materials: ● Digital Check-in Guidelines ● Advisory Progress Tracker ● CAHS Grading Policy ● Teacher “Spot-Check” Guide ● HS PLT Proficiency Tracker **(template - make your own, class-specific sheet)** ● "Organization and Time Management" Proficiency Scale ● Materials Management Proficiency Flowchart ● Time Management Case Study Facilitation Packet

Personalized Leadership Training

HS PLT Lab - Structures Summary (2016-2017)

PLT Lab (Case Studies) Day 1:				
Time	**Activity**	**Grouping**	**Teacher Actions**	**Student Actions**
~ 0:03	**Digital Check-in**	Whole Class	Facilitates student completion of Daily Digital Check-in.	Complete Daily Digital Check-in.
~ 0:20	**Case Study Introduction**	Small Groups	Divide students into groups of ~ 5 - 6, including one trained student facilitator. Handle classroom management and monitoring of discussions.	Student facilitators (SF) facilitate overview of Case Study problem and opening discussion of the problem. Student participants respond to SF prompts
~ 0:03	**Check-out**	Whole Class (Circle)	Facilitate closing process (teacher discretion).	Participate in closing process.

PLT Lab (Case Studies) Day 2:				
Time	**Activity**	**Grouping**	**Teacher Actions**	**Student Actions**
~ 0:03	**Digital Check-in**	Whole Class	Facilitates student completion of Daily Digital Check-in.	Complete Daily Digital Check-in.
~ 0:20	**Case Study**	Small Groups	Facilitate quick return to Case Study groups. Handle classroom management and monitoring of discussions.	SF facilitate group problem-solving and note-taking re: the Case Study problem. Students take notes on process and participate in discussion.
~ 0:03	**Check-out**	Whole Class (Circle)	Facilitate closing process (teacher discretion).	Participate in closing process.

PLT Lab (Case Studies) Day 3:

HS PLT Lab - Structures Summary (2016-2017)

Time	Activity	Grouping	Teacher Actions	Student Actions
~ 0:03	**Digital Check-in**	Whole Class	Facilitates student completion of Daily Digital Check-in.	Complete Daily Digital Check-in.
~ 0:20	**Case Study Presentations**	Small Groups	Facilitate group presentations of Case Study solutions and rationale.	Student facilitators (SF) facilitate group presentation (roles and responses). Student participants take various roles in presentation and take notes on other groups' presentations.
~ 0:03	**Check-out**	Whole Class (Circle)	Facilitate closing process (teacher discretion).	Participate in closing process.

PLT Lab (Case Studies) Day 4:				
Time	**Activity**	**Grouping**	**Teacher Actions**	**Student Actions**
~ 0:03	**Digital Check-in**	Whole Class	Facilitates student completion of Daily Digital Check-in.	Complete Daily Digital Check-in.
~ 0:20	**Case Study (Individual)**	Individual	Facilitate independent work on Case Study solutions reflections.	All students independently complete a Case Study solutions reflection based on how they would choose to resolve the problem.
~ 0:03	**Check-out**	Whole Class (Circle)	Facilitate closing process (teacher discretion).	Participate in closing process.

PLT Lab (Strategy Introduction) Day 1:

HS PLT Lab - Structures Summary (2016-2017)

Time	Activity	Grouping	Teacher Actions	Student Actions
~ 0:03	**Digital Check-in**	Whole Class	Facilitates student completion of Daily Digital Check-in.	Complete Daily Digital Check-in.
~ 0:20	**“Key Strategy”**	Whole Class	Facilitate introduction of the “Key Strategy” for the week.	Follow teacher prompts.
	“Key Strategy” Application	Case Study Groups	Management of fluid movement into Case Study groupings from the previous week. Handle classroom management and monitoring of discussions.	SF facilitates problem-solving protocol applying the “Key Strategy” to the previous week’s Case Study problem. Students participate in discussion and take notes.
~ 0:03	**Check-out**	Whole Class (Circle)	Facilitate closing process (teacher discretion).	Participate in closing process.

PLT Lab (Strategy Introduction) Day 2 and 3:				
Time	**Activity**	**Grouping**	**Teacher Actions**	**Student Actions**
~ 0:03	**Digital Check-in**	Whole Class	Facilitates student completion of Daily Digital Check-in.	Complete Daily Digital Check-in.
~ 0:20	**“Key Strategy” and Proficiency Modules**	Independent	Basic monitoring for engagement, management and facilitation of student seating in relevant groupings.	Students work on “Key Strategy” reflection and practice. SF check-in with other students, conduct “spot-checks,” etc. Work on personal proficiency modules, seated in cohorts, following flowchart prompts.
	Cohort Check-in (rotating - 1 cohort group per day)	Case Study Groups	Rotating amongst different groups (1 per day) to check-in with individuals re: progress and need for support.	Participating in cohort check-in. Asking questions, providing evidence for ratings, etc.
~ 0:03	**Check-out**	Whole Class (Circle)	Facilitate closing process (teacher discretion).	Participate in closing process.

HS PLT Lab - Structures Summary (2016-2017)

PLT Lab (Strategy Introduction) Day 4:				
Time	**Activity**	**Grouping**	**Teacher Actions**	**Student Actions**
~ 0:03	**Digital Check-in**	Whole Class	Facilitates student completion of Daily Digital Check-in.	Complete Daily Digital Check-in.
~ 0:20	**“Key Strategy” and Proficiency Modules**	Independent	Basic monitoring for engagement, management and facilitation of student seating in relevant groupings.	Students work on “Key Strategy” reflection and practice. SF check-in with other students, conduct “spot-checks,” etc. Students should complete activity applying the “Key Strategy” to a personal situation. Work on personal proficiency modules, seated in cohorts, following flowchart prompts.
	Cohort Check-in (rotating - 1 cohort group per day)	Case Study Groups	Rotating amongst different groups (1 per day) to check-in with individuals re: progress and need for support.	Participating in cohort check-in. Asking questions, providing evidence for ratings, etc.
~ 0:03	**Check-out**	Whole Class (Circle)	Facilitate closing process (teacher discretion).	Participate in closing process.

HS PLT Lab - Structures Summary (2016-2017)

PLT Lab (Thursdays):				
Time	**Activity**	**Grouping**	**Teacher Actions**	**Student Actions**
~ 0:07	**Grade-check and Goal Update**	Independent	The teacher circulates to ensure students are on task.	○ Students update grades and record progress toward goals in their Advisory Progress Trackers. ○ Students set deadlines for action steps for their goals in their planners.
~ 0:30	**Leadership Habit Development and Advisor Check-ins** **(alternating weeks)**	Independent	The teacher meets with students individually or in small groups to discuss academic progress and leadership habit development. The teacher may need to support the student in setting goals and writing action steps at this time. At the conclusion of the check-in, the teacher uses Google Voice to update the student's parent/guardian on the student's progress.	○ Students work independently on PLT Modules. ○ Students who have achieved Trainer status may also give Spot Checks to students who complete modules.
~ 0:30	**Dilemma Consultancies** **(alternating weeks)**	Small Groups	Teacher circulates to make sure student groups are on-task and faithfully following the "Dilemma Consultancy" protocol.	In small groups, students walk through a "Dilemma Consultancy" protocol with one of their peers, who has brought a personal Habit-aligned real-life dilemma to get advice on. SF guides the group through the protocol
~ 0:05	**Appreciations and Celebrations**	Whole Class	The teacher encourages students to give shout outs by (1) giving shout outs of his/her own and (2) giving students ideas for shout outs by saying things like "maybe someone in here helped you with a class assignment this past week and you want to show your appreciation for that or maybe you saw someone working really hard on a project and you want to	Students give shout outs to show appreciation or celebrate one another's achievements.

			recognize that they exemplified our value of *Leadership*."	

Search

lphaplt.com/) Home Lessons by Habit

PLT Lab Curriculum: Lessons by Habit (*in progress*)

Self-Reflection (/self-reflection.html)

Why? Until you can honestly reflect and know yourself, you cannot improve yourself or develop new habits.
What? Through effective self-reflection, students identify their emotions, triggers, strengths, and areas for growth.

Learning from Failure (/learning-from-failure.html)

Why? Accepting opportunities to try and fail as learning opportunities is a key aspect of persistence and appropriate risk-taking. Developing a habit of learning from failure helps develop self-confidence and contributes to a Growth Mindset.
What? Students will learn how neurons work, identify methods to increase persistence, and learn how our brains make memories and use "short-cuts" to view the world.

Deliberate Practice for Growth (/deliberate-practice-for-growth.html)

Why? We often practice skills and develop habits in ways that actually make us worse. Deliberate practice for growth enables students to determine effective practice habits that help them improve - especially in areas where they are "stuck" or feel less successful.
What? Students will leverage deliberate practice to aid in successful achievement of goals, academic growth, and Growth Mindset.

Being a Pro-Active Problem-Solver (/being-a-pro-active-problem-solver.html)

Why? Pro-active problem solving addresses root causes and contributes to successful goal-setting and achievement, "big-picture" understanding, and self-efficacy. This is in contrast to reactionary problem solving which focuses on momentary band-aids without bringing about lasting change.

Why? [ ]ig middle ground and creating "win-win" situations leads to effectively me[ ]g conflict and creating buy-in with groups, which is another key aspect of Leadersı ıı.ı. This contributes to improved group success, community building, and generaı conflict resolution and positive social relationships.
What? Students will learn to determine underlying needs and then propose a compromise or help peers build collaborative solutions to a problem.

Creative Thinking (/creative-thinking.html)

Why? Creative Thinking contributes to higher-order problem solving, innovation, and increased adaptability and flexibility.
What? Students will begin with simple use of visuals, metaphors, and observation before moving into creative questioning and design thinking to be better able to make connections between seemingly unlike things (and systems).

Developing a Critical Consciousness (/developing-a-critical-consciousness.html)

Why? Developing a critical consciousness builds an understanding of the dynamics of the world around you, and your place within that world (and those dynamics). This contributes to improved social networking and self-advocacy, big picture understanding and systems thinking as tools in subverting negative social structures.
What? Students will begin with understanding and management of peer pressure before moving into the macro level of implicit culture building, bias, and stereotypes.

College and Career Readiness

Why? While all of the previous Leadership Habits are key to long-term college and career success, there are very specific career-related skills that students need to learn in order to find, get, and keep a job.
What? Students will begin with simple time and task management and organization skills before moving on to interviewing and public perception management.

Search


BIG
PICTURE
LEARNING
Real World Learning

Overview

Philosophy

Students learn and work best when they are passionate and interested in what they are doing. Having students explore their interests is an important step in helping them figure out who they are and what kinds of work and learning will motivate them. Interest exploration isn't just for students who haven't identified their interests. It is an ongoing and lifelong process. Over the course of four years, students will develop many new interests and ideas based on the experiences, explorations and opportunities they've had.

Through the process of Real World Learning, students explore new things and identify their interests. Students also expand their interests and challenge themselves in new ways. By taking advantage of as many opportunities as they can, they will develop work that they are truly passionate about.

Advisors help enrich a student's experiences, work to find outside resources, connect students with projects and programs, and help students find work they are passionate about. Advisors need to know their students' interests and help them develop new ones through exposure to new ideas, fields and experiences.

Before our students can find great real world learning experiences, they need to know what they are looking for. Some will have a clear idea of what they are interested in, and what might make a good experience. Others will have no idea. Begin this work through advisory interest exploration activities. There are many examples in this guide that can help students start to figure out what they'd like to pursue. Interest inventories, interest exploration activities and Who Am I? projects are three ways that students can work to find their interests.

Once students understand what interest they're interested in pursuing, you'll guide them along the journey of the LTI process. Through this work, they'll learn many valuable skills around networking, communication and problem-solving. Once your students begin their internships, they'll work with professional adults to develop project work that addresses real- world concerns. This will take their learning to an entirely new plane, as they begin crafting solutions to complex problems, through application of academic and personal skills.

1

Interest Exploration

Interest Exploration

Your students may come to you with very clear interests and passions. They may have lots of questions about themselves, their families, their communities, and jobs and careers. OR, they may be unsure what it is that they want to learn more about. Either way, it's necessary to develop a plan to expose them to the wider world through the process of Interest Exploration.

Your student may have never heard of 3D printing, or underwater welding, or nutrition counseling, or undertaking, but these may be the careers and interests that pique their curiosity and set them on a path to learning. As you begin exploring potential interests, cast a wide net with your crew, and set a tone of adventure where the sky is the limit!

We provide some example activities in the following section, to help get you started. You can also connect with your school leader and/or LTI coordinator to get some more ideas. More inspiration can be found by visiting the Knowledge Exchange (www.bplknowledgeexchange.org) or the Advisor Guide on Projects.

Let's start exploring!

Questions for Interest Exploration

- If you didn't have to go to school what would you do during the day that would really interest you/ you would love doing/want to get better at?
    - What is it that you like about each of these activities?
    - What traits and skills do each of these activities require?
    - Write about a memorable experience you had with this activity.
    - Where or whom in your community could you go to learn more about each of these activities?
- What are jobs you've always wanted to learn more about?
- Who is someone you look up to?
    - What is it about this person that is appealing to you?
    - What traits would you like to emulate?
- What's your favorite movie? Book? Artist?
    - Why—what is it that attracts you to this piece of art or person?
- If you could change anything about your life, or the world in general, what would it be?
    - Why would you change this?

Advisory Activities

Here, we include some activities to do with your advisory, in small groups or for individual students to learn more about what interests them and what opportunities are available in the community.

As the students in your advisory are getting to know each other, many of these activities can serve a great team-building function. They're fun ways to expose young people to new ideas, and as a jumping-off point for further group or individual investigations.

Conduct Peer Interviews

Break into pairs and interview advisory members about interests.

Interview Older Students

Find students with similar interests to yours and interview them about how they pursued their interests in school.

Write a Journal Entry

Make a list of your favorite things to do – look for common themes.

Explore the Classifieds

Look through the want ads. Do any jobs seem interesting to you?

Search the Mentor Database

Search the mentor database for interesting types of work.

Do an Internet Search

What types of websites interest you the most?

Read a Biography or Autobiography

Choose a book about someone who interests you. How did they pursue their passions?

Look Through a College Catalog

What courses look interesting to you?

Look Through the Yellow Pages

What businesses or organizations would you like to explore?

Talk to Your Family

What are their interests/hobbies? What did you like to do when you were younger? What skills do they think you have?

Go to a Bookstore

Find three books that interest you. Write down the name, author and topic – these might be new areas to explore. Look through a magazine rack to see if anything interests you

Walk Around Your Neighborhood

Break into pairs in advisory. Walk around and write down all the businesses and organizations you see that interest you. What else do you notice that is interesting to you?

Advisories can conduct the following group activities:

Community Interests/Needs Inventory - Have the advisory make a list of things (services, educational opportunities, resources) that the community does and does not provide. A community inventory can show areas where students could learn from community activities/ organizations, such as an active historical society, a literacy program, environmental activities/groups, or health care agencies. Or, an inventory could show what is lacking, such as an after-school youth program, a food pantry, a local arts program, or another needed volunteer organization. Also consider what the community is known for – is it a high-tech area, farming community, health care hub, center for factories, art district, university town? For this activity you can use the phone book, group discussion, a walk through downtown, the internet, and information from the Chamber of Commerce.

Interest Presentations - Ask each student to give a 5-10 minute presentation in advisory about one of his or her interests. Have students describe three new things they learned about their interest(s).

Group Brainstorm - Talk about what types of internships could revolve around each of their interests.

Informational Interviews - Have each student select one or two interests that they would like to further explore through an informational interview with a professional in the community. Help them to develop appropriate questions for the interview.

Jumping into the Real World - Newspaper Activity - Advisors bring in a copy of the day's newspaper, or a local weekly publication. Students are to find an article in the paper that they relate to on a personal level. They journal about how the story in the paper ties into the story of their lives, or ties in with an interest or passion of theirs. After journaling, stories are shared around the advisory.

You Would Never Know - Exercising Imagination. - On two different pieces of paper, Students write one thing that can be easily told by looking at them, and one thing that would never be guessed. The advisor writes these revelations on the blackboard, and students vote on who in their advisory they think the revelations relate to. This is followed by a discus- sion on perception and imagination "you can't judge a book by its cover," etc. Advisors could show pictures and tell stories about people they know personally, or famous/historical figures they know surprising/not obvious things about.

Qualified/Unqualified - Students do an activity similar to You Would Never Know, but with a focus on skills. They list one thing that they are excellent at, and one that they are poor at. Blog posts, cooking, voting, etc. Discussion follows about the spectrum of skills and how that may shape the advisory as a whole. Also brainstorming, student by student, of careers that may be associated with the skills the students have indicated.

Every Job Under the Sun - Advisors use the end of the last activity linking jobs to skills to begin a brainstorming session on all the jobs and careers the students can think of. These jobs are written on poster sheets and posted at the door of each advisory. Then, students engage in an imaginary "job expo," where they comb the halls, looking at the jobs that other advisories have posted. Their task is to come up with a list of three jobs, one that they have never heard of, one that piqued their interest but that they had never thought of doing, and one that they know a lot about or always wanted to do. When they return to their advisory, students all to- gether or in small groups, ask each other questions about the different careers they've chosen and then write down in their journal the skills, traits, talents, etc. they might need to succeed at these jobs.

Cultural Inquiry - This could be presented as part of a general advisory discussion around culture, that might begin by talking about what students know about the different cultures of the world, and then hone into a focused conversation on the culture of home, of the school, and of work. Some activities might include a group creation of a fantasy culture, an envision- ing of what a specific type of work culture might be, and what one might need to know or need to be able to do in order to adapt to different cultures. The term anthropology is intro- duced, as well as an introduction to the ways that the term is used in the LTI process.

Interest Exploration Sample Lesson Plans

Hands On

We have seen throughout the network and throughout time that student work and projects are richer and deeper the more the student is engaged and that there is generally a strong correlation to deep work and student engagement. Because of this, we are re-focusing on continued interest exploration as a need in schools. We've all run into the experience of getting students in who have limited range of interest or have no idea, so we are gathering more ways to help students and advisors eke these out.

One way that Elliot has been focusing on is the connection between the hand and the mind and how working with your hands can help students produce more language and meaning from experiences. In this vein, we have a hands-on interest exploration activity.

Purpose:

- Connecting students to the things they care about through a kinesthetic/tactile activity.
- Relationship-building within the advisory.
- Developing inquiry skills.
  Materials:
  Modeling clay or Play-Doh, enough for all students to have their own.
  The Prompt: (1 min) - "Think about a time in your life an image or scene when you were so engaged and engrossed in what you were doing, that you were truly in the flow–you forgot about time and created something wonderful – made an amazing play in sports, had an a-ha moment reading a book, wrote an amazing poem, cooked a perfect sauce, etc. Create a sculpture that shows this scene, or creates a symbol of this interest."
  Creation (10 Minutes) – Give students 10 minutes to create their sculpture. They can talk with other students, for sure, but suggest later that they share with students who they were not talk- ing with during the creation of the sculpture.
  Inquiry and Discussion (10 Minutes) – (in pairs) (Inquiry + Interest Exploration)
  Divide the group into pairs and ask then to begin asking each other questions about their sculptures. They should try to divide the time equally and you can let them know when 5 minutes has passed. In each time period, one person should be the questioner and the other the explainer. There are two main goals. First, that they will share their interest with another person and with questions begin to probe with that person more about their interest than they might know now. Secondly, to begin asking questions and thinking about what makes a good question. Have one student start as the questioner and one as the describer and the questioner should ask as many questions as possible with the aim of getting to know the person better, and more importantly, helping the person understand their interest better.

Here are some sample questions that students can be guided to ask...

- Describe your sculpture. What does it represent? Why did you choose to represent it in this way?
- What is your passion shown here? How did you become interested in it? What are the qualities of this activity? What about it, which of these qualities, engages you most?
- How long has this been your passion? Is it a long-term or short-term passion?
- Does anyone in your family or do any of your friends share this passion?
- How does this interest identify you? Looking from the outside, in what ways does it make sense that you are matched up with this, in what ways does it seem counter to who you are?
- Do you have any goals you are pursuing with this? If so, what?
- Do you have any other interests similar to this one?

Debrief 1 (5 min):

The advisor should ask students what they learned about other students during the activity. How were their choices of topic different then yours?

How did you feel being asked to do this activity? Did it work out the way you thought? Were you able to create the thing you envisioned?

Did using your hands and creating something allow you to speak in more detail about your interest? Did it encourage you to think differently? If so, how?

Further Work:

Students can journal about their experiences, can select an interest to do a more in-depth proj- ect on, or can create a gallery of their sculptures.

interest exploration activity: the anatomy of interest

This can be done on a sheet of paper or life-size. Life-size is much more interactive and fun. Have your advisory or group divide into groups of four. Give each group a seven foot sheet of banner paper and make sure each group has four different colored markers. Have one member of the group lay down on the paper while another member traces the outline of his or her body. Ask each member of the group to write the answers to the questions below in the appropriate areas of the traced body. Have each group write a key on the paper telling in which color each person wrote. Then, display each group's work and have a gallery walk of the different people. Debrief with questions around similarities and differences.

HEAD – What do I like to think about?

HANDS – What do I like to do?

HEART – What do I care about?

FEET – Where do I like to go or be?

interest exploration: four corners

Materials:
Four corners of room marked – strongly agree, agree, disagree, strongly disagree
Each person gets a check sheet to record their answers.

Process:
Facilitator reads a statement and people go to the corner that corresponds to their answer. One person from each corner says why they chose that corner. At the end, have people tally their responses to identify which "smarts" were their top two. Get into groups by their top category and look at list of occupations.

Statements:

I like fast-moving, scary movies.	Body
I like to dance.	Body
It is easy for me to learn a new sport.	Body
I see pictures in my head.	Image
I notice the way commercials use images.	Image
I can follow directions to a new place.	Image
I love to know how computers work.	Logic
I like to organize things.	Logic
Managing money is easy for me.	Logic
I make up songs.	Music
I like to have music playing when I study.	Music
I'm aware of sounds in everyday life.	Music
I love pets of all kinds and enjoy caring for them.	Nature
I enjoy being outdoors, day or night.	Nature
I like to watch nature shows on TV.	Nature
I am good at understanding what people are feeling.	People
I like group activities and games.	People
I like to help people learn things.	People
I like to spend time alone, thinking.	Self
My ideas are different from my friends.	Self
I consider myself a spiritual person.	Self
I like to listen to stand-up comedians.	Word
I can mimic a funny accent.	Word
I write poetry/short stories.	Word

Adapted from Smart Options pilot program materials.

interest exploration: four corners (continued)

You are BODY SMART if you use your body effectively.
Actor, dancer, swimming instructor, acrobat, athlete, instrumental musician, physiotherapist, recreation worker, surgeon, assembler, mechanic, physical education teacher, carpenter, craftsperson, jeweler, welder, choreographer, ergonomist, model, construction worker

You are IMAGE SMART if you are able to work with images and pictures.
Web developer, surgeon, painter, sculptor, cartographer, architect, surveyor, urban planner, graphic designer, photographer, art teacher, inventor, drafting technician, pilot, fine artist, hairstylist, machinist, interior decorator, art therapist, engineer

You are LOGIC SMART if you approach events in a logical manner.
Travel agent, technician, cook, lawyer, technologist, researcher, astronomer, auditor, accountant, computer systems analyst, underwriter, bookkeeper, purchasing agent, statistician, computer programmer, actuary, stockbroker, mathematician, engineer, physicist

You are MUSIC SMART if you are able to work with melodies, rhythms and sounds.
Solo singer, composer, instrumental musician, conductor, disc/video jockey, instrument technician, piano tuner, music therapist, songwriter, recording engineer, choral director, music teacher, music copyist, choreographer, instrument salesperson, musician, musical arranger, sound engineer, instrument repairer, group singer

You are NATURE SMART if you are aware of the world around you.
Oceanographer, farmer, rancher, gardener, agriculture worker, animal trainer, forester, zoologist, botanist, geologist, aquaculture laborer, meteorologist, paleontologist, astronomer, environmental scientist, climatologist, agricultural engineer, veterinarian, dog groomer, ecologist

You are PEOPLE SMART if you are able to deal effectively with other people.
Politician, religious leader, administrator, anthropologist, arbitrator, businessperson, personnel officer, sociologist, public relations officer, counselor, psychologist, police officer, salesperson, social director, receptionist, food server, nurse, teacher assistant, day care worker, manager

You are SELF SMART if you are able to mange yourself effectively.
Novelist, clergy, consultant, artist, therapist, theologian, fitness instructor, talent agent, writer, mediator, vocational instructor, psychologist, social worker, program planner, wellness consultant, actor, coach, psychology teacher, hones support aide, entrepreneur.

You are WORD SMART if you use language effectively.
Call center operator, tour guide, author, playwright, reporter, talk show host, English teacher, librarian, archivist, curator, editor, legal assistant, lawyer, secretary, proofreader, speech pathologist, radio/TV announcer, translator, writer, journalist

interest exploration: four corners (continued)

Directions:
After the facilitator reads the statement aloud, go to the corner with your answer (agree, strongly agree, disagree, strongly disagree). Record your answer for each statement in the space next to it.

I like fast-moving, scary movies.	____________
I like to dance.	____________
It is easy for me to learn a new sport.	____________
I see pictures in my head.	____________
I notice the way commercials use images.	____________
I can follow directions to a new place.	____________
I love to know how computers work.	____________
I like to organize things.	____________
Managing money is easy for me.	____________
I make up songs.	____________
I like to have music playing when I study.	____________
I'm aware of sounds in everyday life.	____________
I love pets of all kinds and enjoy caring for them.	____________
I enjoy being outdoors, day or night.	____________
I like to watch nature shows on TV.	____________
I am good at understanding what people are feeling.	____________
I like group activities and games.	____________
I like to help people learn things.	____________
I like to spend time alone, thinking.	____________
My ideas are different from my friends.	____________
I consider myself a spiritual person.	____________
I like to listen to stand-up comedians.	____________
I can mimic a funny accent.	____________
I write poetry/short stories.	____________

Scoring:
Each response has a value (strongly agree=3; agree=2; disagree=1; strongly disagree=0). Total up the questions in each trio to find out which categories towards which you are most inclined.

interest exploration activity: community mapping

Suggested introduction: During the next few weeks we will be working together to find a great LTI for each and every one of you! This afternoon we are going to start on this adventure by getting to know the individuals / businesses with whom we share our community!

Through this activity we will each practice communicating with each other and the world beyond our school community.

The Challenge

In a team of four – five students, you will be responsible for:

- Identifying all the Businesses / Services in your given Geographic Area.
- Practicing your Phone Scripts (which you will instead use for a face to face conversation) in order to:
  + Get a Business Card / Contact Information (Name of Business, Name of Contact, Address, telephone #)
  + Ask permission for a MetWest student to call for an Informational Interview
- Each team should encourage each other to practice phone skills at least once!

What Each Team Will Need

- A notebook
- A pen
- A smile
- Patience
- The willingness to go for it!

Materials to Hand Out:

Provide students a sketch of the basic street layout of your neighborhood.

The Final Product

Each Team will report back to their LTI leader with:

- A map that identifies every business in their assigned area.
- Business Cards / Contact Information for each business.
- A sense of satisfaction for having reached out and gotten to know your neighbors!

Speed Mentoring Event

This is a school-wide event that was organized at one of our network high schools. The LTI Coordinator organized the event, and advisors prepared students for it. Students were able to meet with prospective mentors in the comfort of their own school! We've also included the worksheet students were given as a guide for the event.

10:00-10:30 LTI-C and Student Ambassadors set-up the event space in the PMU room 10 tables are arranged in rows, with letters for each mentor (A-J)
taped to them.

10:30-10:35 Advisors bring their students to the event. As students enter, the Ambassadors will give them a sticker with a number on it (1-10), which signifies their group, and will hand them their Worksheet with instructions and information/directions for the event.

10:35-11:00 LTI-C and Student Ambassadors will welcome everyone to the event, and will go over the rules and directions. Each group (of 4-5 students) will have 5 minutes at each mentor's table, to learn about them and their organization.

11:00-12:00 Students rotate through the mentor tables, and write down on the worksheets what they have learned at each table.

12:00-12:30 Students have lunch, mentors are invited to stick around and speak with any student they've connected with. Ambassadors will see them out. Health Care

12:30 - 3:30 The day returns to its regular schedule.

Industries represented:

Cosmetology

General Contracting

Trades

Real Estate

Performing Arts

Health Care

Emergency Services

Child Care

Community Organizing

Law

Advisors are asked to share this information with students in advance of Thursday, and to help them get prepared for the event: reviewing professionalism skills, writing questions to ask, etc.

Speed Mentoring Event Worksheet

Student Name: ____

Directions: You will travel with your small group today, to each mentor. You will have 5 min- utes at each table, and your host will let you know when you're to go to the next table.

Rules to the Game:

1. Move from table to table when you are told to switch. You will have 5 minutes with each mentor. 2. Take turns asking questions with the people in your group.
3. Be professional! Have fun!
4. If you hit it off with a mentor, you will be able to talk with them one-on-one during lunch.

Please write the name and business of each mentor you meet, along with one thing you learned during your conversation at that table. Your advisor will collect this sheet from you when you're done!

Table	Mentor Name	Business Name	One Thing I Learned here
A	________	________	________
B	________	________	________
C	________	________	________
D	________	________	________
E	________	________	________
F	________	________	________
G	________	________	________
H	________	________	________
I	________	________	________
J	________	________	________

Interest Exploration Suggestions

Make sure each student chooses several ways of researching their interests. You should keep track of their interest exploration contacts on the advisory interest exploration list.

Help the students gain access to the information sources they need. Maybe a group trip to the local library to look at magazines and books, a trip to the Chamber of Commerce, or time on the internet would be helpful.

For students who are having a difficult time finding out what they are passionate about, a Who Am I? project may help them gain insight into their interests. You can find resources for the Who Am I? project in the Advisor 101 Guide.

Share your own interests, past jobs, hobbies and your own career path with students.

Work with your LTI coordinator to find guest speakers to address students in advisory or in PMU, to share their experiences and training.

Interest Inventories

These are short activities that help students determine their learning styles, interests and strengths. We include more information on Interest Inventories in the Advisor Guide on Projects.

#1: Self Assessment
#2: Self-Evaluation of Skills and Abilities #3: Your World Needs Your Love
#4: Who Am I?
#5: Ability Inventory
#6: Vocational Interests
#7: Vocational Values

Interest Inventory #1 - Self Assessment

1. Circle the qualities that best describe you:

Alert	Assertive	Attentive to Details	Calm
Candid	Cooperation	Courageous	Creative
Curious	Decision-Maker	Diplomatic	Driven
Easy-going	Energetic	Enthusiastic	Expressive
Funny	Generous	Good Listener	Helpful
Honest	Leader	Loyal	Mature
Open-Minded	Optimistic	Organized	Outgoing
Patient	Playful	Polite	Public Speaker
Punctual	Quick Thinker	Reliable	Respectful
Self-Controlled	Sincere	Spontaneous	Tactful
Team Player	Tidy	Tolerant	Versatile
Work well under pressure	Other:	Other:	Other:

2. What qualities that you DIDN'T circle would you like to develop?

Interest Inventory #2 - Self-Evaluation of Skill and Abilities

Instructions:

Look through the categories and evaluate yourself according to this scale:

1 = No ability at all

2 = Enough ability but need help from others

3 = Some ability on my own

4 = Strong ability

Communication Skills and Abilities			Organization Skills and Abilities	
Writing	Helping	Creating	Managing	Analyzing
☐ Informing	☐ Advising	☐ Composing	☐ Classifying	☐ Budgeting
☐ Editing	☐ Coaching	☐ Designing	☐ Systematizing	☐ Mathematical ability
☐ Translating	☐ Leading	☐ Illustrating	☐ Filing	☐ Financial knowledge
☐ Formatting	☐ Negotiating	☐ Painting	☐ Handling details	☐ Counting
☐ Researching	☐ Mentoring	☐ Playing music	☐ Problem solving	☐ Comparing
☐ Typing	☐ Influencing	☐ Writing: poetry, songs, rap	☐ Decision making	☐ Investigating
☐ Technical writing	☐ Articulating	☐ Sewing	☐ Orderly	☐ Abstract thinking
☐ Foreign languages	☐ Empathizing	☐ Fashion	☐ Supervising	☐ Reviewing
☐ Persuading	☐ Public speaking	☐ Building construction	☐ Follow-through	☐ Evaluating
☐ Letter writing	☐ Training	☐ Dancing	☐ Accomplishing	☐ Analyzing
☐ Summarizing	☐ Teaching	☐ Web design	☐ Setting schedules	☐ Critical analysis
☐ Record keeping	☐ Convincing	☐ Layout	☐ Controlling	☐ Calculating
☐ Note taking	☐ Counseling	☐ Drawing	☐ Effective	☐ Remembering numbers
☐ Writing	☐ Motivating	☐ Writing	☐ Assertive	☐ Statistics
☐ Critical analysis	☐ Supporting	☐ Singing	☐ Organizing	☐ Measuring
☐ Clerical skills	☐ Understanding	☐ Inventing		
	☐ Mediating	☐ Observing		
		☐ Imagining		
		☐ Showmanship		
		☐ Aesthetic sense		
		☐ Acting		
		☐ Landscaping		
		☐ Cooking		
		☐ Photography		

Interest Inventory #3 - Your World Needs Your Love

This activity gives you the opportunity to assess the needs of your world, nation and commu- nity. One of the key components of a satisfying a approach to your world, and will help you determine what you can do to make it better.

1. In your mind, what are the most critical needs on the planet that are going unmet?
2. What are the greatest sources of pain and suffering in the world?
   a. In your country?
   b. In your community?
3. Where would you find people or organizations/businesses that are addressing some of these problems?
4. List three of these people or organizations/businesses here:

Interest Inventory #4 - Interest Inventory – Who Am I?

Number your paper 1-20. Write as many answers to this question as you can, but no fewer than twenty. You can list actual roles, feelings, things you do, or essential qualities. Really think about who you are and how you feel about these various aspects of yourself.

Interest Inventory #5 - Ability Inventory

Rank each ability from 1-5, 1 = small amount of ability, 5 = great amount of ability

[ ] An ability to organize
[ ] An ability to motivate
[ ] An ability to mediate
[ ] An ability to instruct
[ ] An ability to manage
[ ] An ability to execute
[ ] An ability to lead
[ ] An ability to inspire
[ ] An ability to counsel
[ ] An ability to make things work (like mechanical ability)
[ ] An ability to build things
[ ] An ability to design things
[ ] An ability to heal
[ ] An ability to put people at ease (diplomacy)
[ ] An ability to contemplate (philosophize)
[ ] An ability to arrange things beautifully
[ ] An ability to concentrate
[ ] An ability to make beautiful or interesting things
[ ] An ability to perform (entertain)
[ ] An ability to communicate through speech
[ ] An ability to tell stories
[ ] An ability to be playful
[ ] An ability to persist
[ ] An ability to juggle many activities or responsibilities
[ ] An ability to be efficient
[ ] An ability to be loyal
[ ] An ability to be appropriate
[ ] An ability to be self-disciplined
[ ] An ability to be tolerant
[ ] An ability to love
[ ] An ability to be happy
[ ] An ability to be generous
[ ] An ability to be balanced

From the abilities with the highest scores, construct a top ten list of your abilities:

Show this list to people who know you in different ways (friend, teacher, mentor, employer, parent, etc.) Ask them to examine your list and give you feedback on how well you have iden- tified your abilities. Tell them that their honest opinion will be greatly appreciated. Reflect on what you learn in this space below.

Interest Inventory #6

1 - In the first column, check those vocational areas that appeal to you.

2 - In the second column, rank in order those areas you checked in the first

Yes/No	Ranking	Vocational Area
		Artistic: an interest in creative expression of feeling or ideas
		Scientific: an interest in discovering, collecting, and analyzing information about the natural world; and in applying scientific research findings to problems in medicine, the life sciences, and the natural sciences.
		Plants and animals: an interest in working with plants and animals, usually outdoors
		Protective: an interest in using authority to protect people and property
		Mechanical: an interest in applying mechanical principals to practical solutions by using machines or hand tools
		Business detail: an interest in organized, clearly defined activities requiring accuracy and attention to details, primarily in an office setting
		Selling: an interest in bringing others to a particular point of view by personal persuasion, using sales and promotion techniques
		Accommodating: an interest in catering to the wishes and needs of others, usually on a one-to-one basis
		Humanitarian: an interest in helping others with their mental, spiritual, social, physical or vocational needs
		Leading and influencing: an interest in leading and influencing others by using high level abilities
		Physical performing: an interest in physical activities performed before an audience.

Interest Inventory #7 - Vocational Values

Many of your vocational interests come from the aspects of working that you value. These are the feelings or benefits of working that are important to you.

- In the first column, check those qualities of work that are important to you
- In the second column, rank in order those areas you checked in the first column. Start with the number one to indicate the most important.

Yes/No	Ranking	Vocational Area
		Adventure: working in a job that requires taking risk
		Competition: working in a job in which you compete with others
		Creativity and self-expression: working in a job in which you use your imagination to find new ways to do or say something
		Direct service: working in a job in which you provide direct services to persons with problems
		High salary: working in a job where most workers earn a large amount of money
		Independence: working in a job in which you decide for yourself what work to do and how to do it
		Influencing others: working in a job in which you influence the opinions or decision of others
		Intellectual stimulation: working in a job which requires a great amount of thought and reasoning
		Leadership: working in a job in which you direct, manage, or supervise the activities of others
		Outside work: working outdoors
		Persuading: working in a job in which you personally convince others to take certain actions
		Physical work: working in a job, which requires substantial physical activity
		Prestige: working in a job which gives you status, and respect in the community
		Public attention: working in a job in which you attract attention because of your appearance or activity
		Public contact: working in a job in which you have day-to-day dealings with the public
		Recognition: working in a job which you gain public notice

2

The LTI Process

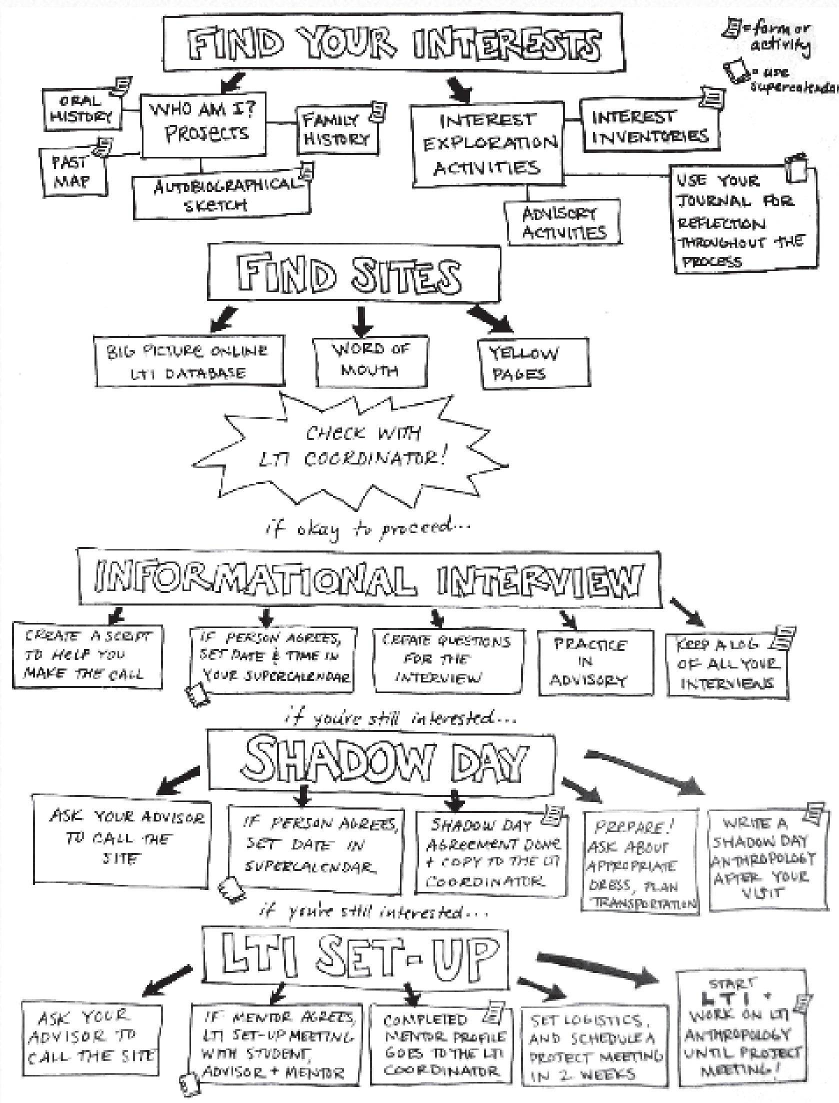
The LTI Process

The process of finding a real-world learning experience begins with having students identify their interests. The process continues with students connecting with adults through infor- mational interviews, shadow days and possibly internship experiences. This entire process is referred to as LTI (Learning Through Interests).

If your students have completed the Interest Inventories, you've already begun a dialogue about the professional world. You should now have a more full picture of what each stu- dent's strengths, weaknesses, passions, interests and values are. This knowledge can help you to guide them in their searches, and help them to develop skills in needed areas.

As you move forward in the LTI Process, it's necessary that your students learn how to com- municate effectively and conduct themselves in a professional manner.

In this section, we will share strategies around the steps of the LTI process, as well as materi- als to help students feel prepared and at-ease in professional settings.



How Do I Get My Students Ready for the LTI Process?

You may think that your students are not ready to enter the great big professional world, but they will surprise you! Young people are perceptive, and they often pick up on subtle cues in different environments and adjust their behavior accordingly. We recommend addressing some basic ideas around professionalism and communication before having students begin the LTI process, but recommend that advisors spend the most effort in helping students craft their phone scripts and emails, and engage in a process of meaningful debrief after each step students take toward their LTI.

According to the BP educational design, the best learning occurs by doing, and sometimes the best learning occurs when we make mistakes. That doesn't mean that we put students out without preparing them, but instead it means that we need to build their confidence, and to trust them and then critique and debrief the experiences with them.

For example, talk with the students about introducing themselves, looking someone in the eye, and shaking their hand. Then have the students go to the school's board meeting and introduce themselves to the board members, take them to a networking event hosted by the Chamber of Commerce, or do a community mapping activity. You will find your LTI process is most successful if you can move students through the preparation phase quickly. Once they begin to conduct Informational Interviews, they will quickly see how exciting internships can be, and will begin to exhibit professional personal qualities, and be motivated to make connections and persevere in their pursuit of an internship.

Here, we include 2 sample readiness checklists that network schools have used to help students track their progress toward LTI readiness.

#1
Internship Skill Building Checklist

Student Name: ____
Advisor Initials / Date:

[ ] I can explain my school to others.
____

[ ] I know what I am interested in and why.
____

[ ] I understand the purpose of internships.
____

[ ] I know internship steps and terms.
____

[ ] I have demonstrated that I can speak professionally on the telephone.
____

[ ] I can conduct a professional mock interview (to be demonstrated on event: __________)

____

[ ] I can dress appropriately for the worksite.

____

[ ] I know how to present myself.

____

[ ] I have prepared thoughtful questions.

____

[ ] I know what materials to bring to an interview.

____

[ ] I understand and can utilize appropriate body language, eye contact and handshake.

____

[ ] I have a professional email account set up and have used it to send documents.

____

[ ] I can successfully organize my internship paperwork.

____

[ ] I can get around the city's transportation system.

____

[ ] I am able to contact potential mentors and my mentor independent of my advisor.

____

[ ] I can tell if a worksite is a good fit for me.

____

LTI Skill Building:

A Competencies Checklist- Advisors and students both initial as each step is completed.

General:	S	A	Comments
I understand the LTI Process			
I understand LTI Vocabulary			
I have built my General LTI Skills			

Interest Exploration and Research:	S	A	Comments
I have completed at least four activities concerning Interest exploration			
I have written at least four journal entries about possible interests.			
I have built my Interest Exploration and Research LTI Skills			

Culture:	S	A	Comments
I have participated in a dialogue around cultures of the home/school/workplace			
I have practiced writing a sample LTI anthropology			
I have built my Cultural LTI Skills			

Appearance and Dress:	S	A	Comments
I have participated in a dialogue around appearance and dress at home/school/workplace			
I have participated in a workplace dress fashion show PMU.			
I have built my Appearance and Dress LTI Skills			

Communication:	S	A	Comments
I have developed, received feedback, and edited a phone script.			
I have practiced this phone script with a student partner			

I have practiced this phone script on a real phone with at least two adults.			
I have developed a list of interview questions related to my passion, and received feedback on those lists from my advisor.			
I have practiced/role-played my interview questions with a student partner.			
I have conducted a trial interview with a adult volunteer and received feedback from that person.			
I have drafted, received feedback, and edited a professional thank you letter.			
I have built my Communication LTI Skills			

Transportation:	**S**	**A**	**Comments**
I have used Google maps and directions to locate a potential LTI site			
I have used the Septa website to find public transportation to a particular site.			
I have turned in a signed copy of my transportation waiver to the front office.			
I have built my Transportation LTI Skills			

How I'm prepared:	**S**	**A**	**Comments**
I know how to use the Real World Learning Directory			
I know how to make a contact request			
I know how to request a street pass.			
I know how to use and update my contact logs for all phone calls made.			
I have built my Logistics and Protocols LTI Skills			

I built my LTI Skills and am ready to start contacting LTIs!!
Student:
Advisor:

First Contact

Students can learn more about interests and potential LTI sites by interviewing adults whose work interests them. The organization or workplace may be secondary to the type of work. For example, there are computers in art museums and a student who is interested in web design (and has no interest in art) may be able to speak with someone who is responsible for that organization's technology systems. By conducting an in-person or telephone interview, the student will gain insight to the type of work the person does.

The student brainstorms a list of people to call who work in his or her area of interest. The student can use the mentor database, yellow pages, and discussions with the LTI coordinator and their advisor. Then, the student creates a list of questions around the profession. The student gives the list of people they'd like to call to their advisor. The student practices talking on the phone professionally, and learns how to send professional emails, later calling and/or emailing the people on the list (the interview may be in person or on the phone). Students should record these phone calls and emails on the informational interview log in their work- ing portfolio. The student should try to get a sense of the person's profession, and decide whether or not to pursue a shadow day at that site. Students should always remember to send thank you notes to people they interview.

The advisor will help the student create a list of people to call and email for informational interviews around his or her interests. Advisors organize activities to prepare the entire advisory for making professional phone calls and emails. Once they have collected the list of potential informational interviews from each student, they must inform the LTI coordinator about who the students would like to call. The advisor should review the informational interview form before students place their calls and help them brainstorm appropriate questions. Advisors should supervise the phone calls and help students when needed. Additional tips for supporting students' phone calls, emails and informational interviews are listed in the following pages.

Tips for Advisors

Preparation

Help each student find sites to do informational interviews. If your school has a mentor database, use it. The internet, local business publications and even the Yellow Pages can be helpful. Keep a box in your room that you can fill with business cards and flyers you en- counter, and which students can add to with their own connections.

- Make sure that the calls are approved by the LTI coordinator so the site doesn't receive too many calls or numerous calls in one day.
- Ask each student to create a list of questions to ask at his or her informational interview (see Informational Interview Questions).
- Go over the informational interview form with your students.
- Encourage students to do some background research on the organizations they will be contacting.
- Arrange for students to conduct practice informational interviews with older students who have had an LTI in the same area of interest.
- Determine whether the students will conduct the interview over the phone or in person. Consider available transportation and scheduling needs for in-person interviews.
- Many students have never called a stranger before and need plenty of coaching. Have students prepare beforehand by creating a script for the call. Students can work in pairs or practice in front of the advisory and have their practice call critiqued. Then it's off to the phones once they're sure they can make a professional call.
- Make sure students know how to use the informational interview log in their working portfolio.

Action

- You may want to sit in with students as they make their first call. If they are doing the interview in person, make sure they are accompanied by an adult.
- Ask to see each student's informational interview log. Suggest new places to call each week, or places students should check back with or follow up on.

Reflection

- Ask your students to write a quick journal entry about the interview.
- Discuss their experiences in advisory. Did they feel confident? Were they respectful and respected? What did they learn about the person or site? Would they like to have a shadow day at the organization? What would they do differently in the next informational interview?
- Have students share or transcribe their interview notes. You may also have a form or worksheet they can complete after their interview.
- Talk within the advisory about how they are working on the Communication Learning Goal through this work.
- Have students share ideas and contact information as new places are identified.
- Follow up with students to be sure that thank you notes were written and sent and new information is added to the mentor database.

Making the Call

Here's a sample training document that was created in one of our schools. It shows both advisors and students how to effectively plan for that first phone call.

Phone Script in One Page or Less!

How to Write a Phone Script:
Advisors: Make sure students write their OWN phone script, and that they are comfortable with it. All students need to go through the LTI Skill-Building Checklist before they can be allowed to make calls.
Students, here are the lists of **Do's** and **Do Not's** with the Phone Script
Do:

- Introduce yourself and get the name of the person you're speaking with
- Stick to the main ideas:
  - ✳School's program
  - ✳My passion
  - ✳Informational interview- where I ask you questions, 30 minutes or so at YOUR place of business
  - ✳Available Tues/Thurs, between the hours of...
  - ✳Get the name of the person you're meeting with (if different than the person you spoke to)
  - ✳Get the job title of the person you're speaking with, and that of the person you're meeting with (if different)
  - ✳Confirm the date, time and location
- Make sure your script is typed or neatly written, free from errors and cross-outs
- Be friendly
- Be relaxed
- Be PRACTICED!
- Speak CLEARLY
- Be patient—you may get juggled from one department to another, or be put on hold multiple times, or the people you speak with might not be too friendly. Don't take it personally-- PERSEVERE!
- Be ready to take a message or leave a message- know what you'll say if you get voicemail
- Be ready to write things down in your Supercalendar and Call Log
- Remember that they won't know what an Informational Interview or Shadow Day are, and that they won't know what a Big Picture School is, and may not have heard of your school
- Tell your advisor what happened afterwards, and update your phone log

DO NOT:

- Mention “internship” (you’ll scare them off or confuse them)
- Mention “three month minimum commitment” (you only need 30 minutes of their time for an informational interview)
- Use the word “interview,” UNLESS you stipulate “where I come in and ask YOU questions” (otherwise, they may think you want to interview for a job, and shut you down because they’re not hiring)
- Make it too wordy (you’ll lose their attention)
- Lose your patience (YOU are asking THEM for a favor, so be polite and patient!)
- And lastly, don’t forget to BREATHE!

Good luck, and make us proud!!!

Event Idea: Advisory Information Interview Call Rehearsal Day
Break your advisory into groups of three with an adult volunteer or older student. They should all have their informational interview form with questions already prepared.
Have each student take a turn pretending to call the adult volunteer or older student who is posing as an interviewee. Students can then give each other feedback and encouragement.
You can also enlist your friends and colleagues in the phone call prep work. Have students call your personal connections, other adults or students at the school, or at another Big Pic- ture school. Those volunteers can then give them feedback on their calls.

Sending the Email

Though we recommend phone calls as the initial contact with a prospective mentor (they are more personal, harder to ignore, and help students develop valuable professionalism skills), it's sometimes appropriate for students to use email as a way of communicating with their contacts. Email skills are a core real-world skill, as well.

When should students use email?

- Students can use email as a follow-up tool with mentors after their initial phone call, if they haven't heard back from the mentor, or to demonstrate their tenacity and interest.
- Students can email follow-up questions that may arise after their informational interview.
- Some students, who may struggle more than usual with oral communication may use email as an initial method of contact.
- Students can email their Thank You messages, after their informational inter views and/or shadow days.
- Once students begin internships, they'll be using email frequently to communi cate with mentors and with you, to send drafts of work for feedback, and as a tool to reach out to other experts in the process of their project work.

What do they need to know?
Make a professional email address. Your email address should include your full name, and be free of slang or other words.

The subject line, and how to use it. Let your recipient know what the email is in regards to.

How to send and receive. Understand how to CC and BCC recipients, and the difference between Reply and Reply All.

The functionality of your email platform. How do you file messages? How do you indicate priority? How do you add contacts?

Tips:

- Have students write their password in their Supercalendar, or share it with you, in case they forget it. Set up security settings that will allow it to be sent to an alternate email address or cell phone number in case it's forgotten.
- Have students send messages to you before they send them to mentors, so you can help them proofread their work. Have them CC you on the initial messages they send to potential mentors.
- Teach students about spam email and viruses that can be transmitted via email message. Tell them not to open emails from senders they do not know, or that look suspicious.
- Integrate responsible email lessons into a larger approach to social media. Connect these lessons with lessons on what to do/not do on other digital media platforms.

Informational Interviews

This is where the fun begins! Your students may be very nervous about leaving the school and meeting with professionals they do not know, but once they finish that initial interview, they will be flying high, and completely energized around the LTI process!

We've shared some strategies around helping students be prepared to meet with prospective mentors. Here, we'll give some information around helping them get ready for the actual interviews. We've included resources to help them construct their questions, to be prepared to conduct themselves professionally, and to follow up appropriately after the interview.

Writing the Questions

Developing Informational Interview Questions

What it is:

Students should have a list of Informational Interview Questions, to bring with them on Interviews. They will also need a pen/pencil, Supercalendar and notebook, as well as a Street Pass and transportation plan/ pass in order show they're ready to go.

Students will need to brainstorm/develop questions, and get advisor input and approval be- fore they can make the initial Interview calls. If possible, the questions should be typed, and at the very least, they should be neatly written in a notebook, or on paper, with space between to jot notes on the mentor's response. Students should be ready to take notes on their mentor's responses.

Areas to consider when writing questions:

- Education & post-secondary work/learning
- A Typical Day
- Stressors
- Highlights
- Connected careers
- Projects
- Personal passions
- Personal Qualities
- History of the site
- Mentor's job history
- Advice?
- Ask for a tour
- Don't forget to say Thank You!

Follow-Up Questions:

When mentors respond to questions, ask yourself if there's a follow-up question you can ask. Follow-up questions will give you more information, if the initial response left you still curi- ous. For example, if you ask Why did you decide to go into this field? and the mentor replies: I like working with children, you could follow up with What is it you like most about working with children? or Have you always liked working with children? Plan on asking at least 2-3 follow-up questions in an interview. Not only will they give you more information, but they will also show the mentor that you're actively listening and interested in what s/ he has to say.

Sample Interview Questions

About the Person

- How did you get interested in this work?
- What are your interests?
- How did you get this job?
- What do you do on the job?
- What prepared you for having this job?
- What skills and education do you need to do this?
- What do you do on a typical day?
- What are your major duties and responsibilities?
- What do you like about your work?

About the Organization

- How big is the organization?
- What is the main purpose of the organization? Of this department?
- What kinds of jobs are in your area?
- How many employees work here?
- How does the organization rely on this department?
- What do people learn when they work here?
- What kind of an impact does this organization have on the community?
- What is it like to work here? What is the environment like?

On the Interview

Once your students have done the work of interest exploration, preparing for and making phone calls, talking about professionalism, writing their questions, and planning their trips, they are ready for the interview! They may not feel like it, but they are prepared.
Here are some tips to help you and your students FEEL prepared. Once they've made it this far, they definitely should BE prepared.

Information Interview- in One Page or Less!

What an Informational Interview Does:

Students will travel to a potential internship site to meet with an adult at the site and ask them questions about what they do. Through this process, students learn to engage with new people, learn more about jobs and careers they're interested in, travel to new places on public transit, document their experiences, and begin to expand their comfort zone.

DO:

- Leave early, get there early or on time
- Be prepared! Bring:
  -Your Supercalendar
  -A pen/pencil
  -Your questions, neatly typed, with space to write the answers
  -A business card, or have your email address handy to share with the person you interview
- Dress appropriately for the organization you'll be visiting.
- Be friendly
- Be relaxed
- Be PRACTICED! Practice your questions, and taking notes with another student before you go
- Speak CLEARLY
- Introduce yourself using your full name, and the purpose of your visit.
- Make eye contact and shake hands
- If they are talking too fast, and you need more time to take notes, ask them to slow down.
- Ask follow-up questions, if you think of something on the fly you'd like more information about.
- Ask for a business card or contact information
- Ask them to show you around, if there are other areas of the site you're interested in seeing
- Remember to say THANK YOU!!!
- Tell your advisor what happened afterwards, and complete the assigned paperwork, which may include a typed reflection and transcript of the interview, a log, a journal, etc.
- Send a follow-up thank you note or email

DO NOT:

- Mention “internship” (you’ll scare them off or confuse them)
- Mention “three month minimum commitment” (you only need 30 minutes of their time for an informational interview)
- Lose your patience (YOU are asking THEM for a favor, so be polite and patient!)
- And lastly, don’t forget to BREATHE!

Good luck, and make us proud!!!

Thank You Letters

This is pretty straightforward. Sending a thank-you note tells prospective mentors that your students appreciate the time and energy they've spent with them. It also helps to butter them up for possible Shadow Days and internships!

Some schools send thank you cards, some use letters—sent through the postal service. It's a nice touch! Many schools use email as their primary method of sending thank you notes. Whichever method you use, be sure to help your students craft their thank you's. Here's a quick overview of what should be included in a thank you note, and a sample from one of our students.

Thank You Letter Outline

- Today's Date
- Greeting
- What are you writing about (what did the recipient do)?
- Name one or more things that you learned or enjoyed.
- Give your thanks.
- Include contact information with your signature.

Sample Student Thank You Letter

Dear Colleen T.,

When you receive this letter I hope you are in good health. As for me, I am doing well in my journey of real world learning. I am writing this letter to thank you for your time, dedication, and support. It was a pleasure being able to lend a hand to you, and the rest of the staff at The Leukemia & Lymphoma Society. Although I did not have the chance to be there long, I have gained much information about the different blood cancers, how they affect both the patient, and family. I have also learned a great deal about your organization. I am pleased that The Leukemia & Lymphoma Society reaches out to help find cures for Blood Cancers [Leukemia, Lymphoma, Hodgkin's disease and Myeloma]. I had no idea that this organization had existed and I would like to spread the word to my classmates as well as family and friends. I wish the best of luck to you and The Leukemia & Lymphoma Society. Thank You!

Sincerely,
Brandon R.

Shadow Days

Students should pursue their interests as thoroughly as they can at the beginning of the year. If a student wants to further explore a workplace after having an informational interview, his or her advisor can set up a shadow day. A shadow day is a day spent at a workplace. Shadow days can help students find out more about their interests and see if the organization and host are a good fit for a future LTI.

Students are active participants in the search for an LTI. The students alert their advisor when they've found a place they'd like to have a shadow day. They dress appropriately for the site, prepare questions for the shadow day anthropology, and are brought to the site by someone from the school or a parent. They spend the day at the site and can ask their advisor to try to set up an LTI afterward if they are interested. Students send thank you notes to the people who host them on their shadow days.

Advisors encourage students to explore their passions through real-world experiences. The advisor helps students make outside connections and set up shadow days. The advisor ex- plains what a shadow day is to the potential host and makes the arrangements. The advisor faxes a cover letter and a shadow day agreement form to the host. The advisor prepares students for shadow days, checks in afterward on students' impressions of the day, and coaches them through writing the shadow day anthropology.

Tips for Advisors

Preparation

- Help students look for sites to shadow. Each student should do informational inter- views and brainstorm shadow day options with the advisor or the LTI coordinator. (Using the mentor database, internet, yellow pages, and networking may be helpful.)
- The advisor or LTI coordinator calls the site to set up the shadow day following the informational interview (see the page on arranging a shadow day in this section).
- Have students fill out their part of the shadow day agreement form. Then, fax or email the form to the shadow day host and ask him or her to fax or email it back to you prior to the scheduled day. These forms should all be kept on file at the school.
- Arrange transportation for each student's shadow day. Can a parent drive? Can a stu- dent carpool with a staff member?
- Have students prepare several questions about their area of interest before they go to their shadow days. Let them share their questions with the advisory to give each other ideas.
- Talk with students about what they want to learn. Go over the shadow day anthropol- ogy with them. Remind them to take notes during their visit to use when writing their anthropology later.
- Have the advisory brainstorm how to have a professional shadow day.
- What should the student wear? Think about each site and what's appropriate (e.g. an artist's studio, zoo and city hall all have different dress requirements).
- How should the student relate to others in the professional world?(e.g. saying please and thank you, listening and asking questions).
- What should the student bring? (e.g. shadow day anthropology, pen, lunch if neces- sary)
- What if the student is interested in having an LTI there, what are the next steps? Re- mind the students that the advisor talks with the host about becoming a mentor. There are many logistical and legal questions that the person may have.
- What if the student isn't interested in having an LTI there? How can s/he keep a good relationship with the site and pass on the opportunity to other students?
- The day before the shadow day, the advisor should call the site to confirm with the host.

Action

- Have each student transported to his or her shadow day site by an adult.
- A typical shadow day is from 9:00am – 3:00pm, but each student and site should make their own arrangements.
- The student may be picked up by the school or parent at the end of the shadow day, or take public transportation.

Reflection

- Ask your students to write a journal entry about their shadow day (see journal prompts in this section)
- Talk with each student one-on-one about his or her shadow day. Find out how it went. What was learned? What the host was like? Would the student be interested in doing an LTI at a place like that?
- Have students write thank you notes to their shadow day hosts during advisory.
- Make sure all that all shadow day contacts and experiences are entered into the mentor database and are known by the LTI coordinator.
- Ask students to complete their shadow day anthropology. They can use the notes they took during their shadow day to write about their experience for their portfolio.
- Have the students each give a short presentation to the advisory about their shadow day experiences and what they learned. Ask them to share their shadow day anthropologies and critique them.
- Students can announce the shadow days they have had during PMU as a way to build the culture and share their learning.

Arranging a Shadow Day

Advisor Resource

You will need to arrange the shadow days for your students because of all the details and legal issues that are involved. Here is a list of notes for making the calls:

- Give a quick overview of the school: Explain that your students pursue personal interests and learn from experiences in real-world internships. If it is a large organization, you may need to talk with a couple of people (it's a good idea to begin in the HR department for large organizations) to figure out who would be the best person for the student to shadow.

- Explain the purposes of shadow day: Students request shadow days based on their personal interests. By being with an adult who works in that field of interest, students have the opportunity for a great learning experience.

- Select the day and time with the host. Make it far enough in advance to get all the forms completed and returned.

- Tell the host you will fax or email a letter with suggestions about what s/he can do with the student during a shadow day (see the shadow day cover letter below).

- Tell the host about the shadow day agreement form that s/he needs to complete and return. Make sure they have both your fax number and email address for return.

- Explain that an adult will escort the student to the shadow day, but will not stay with them.

- Give them a number to call in case there are any questions, an emergency, or in case s/he has to reschedule the day.

Liability
Some sites will ask about liability. Explain that the school carries additional insurance to cover students at off-site activities and that parents have all completed signed agreements for these experiences. Your school leader or LTI-C may be able to provide this documentation if necessary.

Event Idea: Ninth Grade Shadow Day
This is a set day in mid to late October or early November when every ninth grader goes out on a shadow day. The LTI coordinator usually organizes this event and sets the day.
Obviously a lot of work goes into this day beforehand to set up the numerous shadow days. The LTI coordinator should help facilitate this process, arrange for transportation and make sure that each student has a completed Shadow Day Agreement Form. This event can be a great way to kick start your students' LTI searches.

Shadow Day Journal Prompts

- What is something interesting you learned at the shadow day?
- Was this the kind of place you'd be interested in working? Why or why not?
- What did you like the best about the place you went?
- What did you like the least?
- What did you think about the job you shadowed? Was it interesting? Would it be chal- lenging? Would it be boring? What evidence do you have to support this opinion?
- What did you think of the organization? What was the atmosphere like? Did people seem to enjoy being there? What were the people like?
- What neighborhood is this organization in? How long has it been there? What ser- vices does it provide? Who are the clients?
- Can you picture yourself doing an LTI here? Why/why not?
- What do you think you would do on a typical day if this were your LTI?
- Describe the person that you shadowed. Describe his/her job. Is it a job you'd want to do? How do you know?

You can find the Shadow Day Anthropology, Cover Letter and Agreement in the LTI Documents section of this guide.

Securing the Internship

Your LTI Coordinator or school leader will likely provide guidance in how to turn a prospective mentor into an active mentor. The phone calls, initial face-to-face conversations, and print materials/emails you share can wield a great deal of influence.
We've included a few tips to help get those conversations started on the right foot. But we recommend you meet with your LTI-C and principal to develop your plan of attack for potential mentors. They will likely have promotional materials and talking points for you.

First things first

Before calling the mentor to secure the internship, you should be sure you talk with the student beforehand about why s/he is interested in this mentor and worksite. Remind the student that this is a commitment that they need to stick with until the project is complete, so it is a choice that needs to be well thought out.

Best practices for approaching potential mentors

Make sure you've spoken to the mentor prior to the phone call to introduce the possibility of an internship. After your students have a successful informational interview, send an email or make a call to say thanks. You should also speak to them when arranging the shadow day. By the time you reach out to discuss the internship, you should have made contact already at least twice.

Help your students to understand that they should not drop hints about, allude to, or flat-out request an internship. When students do this, it puts mentors on the spot, and does not set the tone you want for a successful relationship going forward.

Have materials that legitimize the program. It's important that you can hand a mentor a flyer, or direct them to a website. Here, they can see images of students working with mentors, read about the rationale behind the internship program, and see that there are schools across the country doing work like this. It can help them to visualize the experience of mentoring a young person, and help them feel part of a larger program.

Express gratitude. When you and your students thank the mentor at each step along the way, it shows them the impact they're having, and helps them to feel appreciated and special. It connects them to you and your student.

Talk about work students have done at internships. Students bring value to the internship site. Their work, and the projects they complete, are built to benefit the site and meet a stated need. Help the mentor understand that young people can make a difference.

Tell the mentor that your student picked *him/her*. Share details of why your student selected this person and site. This is often the most impactful thing you can do. When you let a mentor know that your student has met with several professionals and deemed this mentor to be the one they liked the best, it will resonate.

Give them time to think about it, and make a plan to meet at a later date and discuss it face- to-face. If the mentor is at all reluctant, provide them with materials to review and schedule a time to talk again. Be flexible. Cajoling or pushing a mentor into an internship they're hesi- tant about can result in an internship experience that's uncomfortable for the student and the mentor.

Give them space to ask questions. Make sure you remember to open up the floor to questions. You can also provide them with a copy of your school's Mentor's FAQ. Provide transparency about your internship program, and if possible, connect them to a current mentor so they can have a behind-the-scenes conversation about mentoring.

When you first call a potential mentor, make sure to cover:

- What a Big Picture school and the LTI program are all about.
- What a mentor's role is: a thorough explanation is described in the Mentor Guide. Advisors should become familiar with the Mentor Guide and have copies ready to be,given to mentors at LTI set-up meetings.
- What an LTI consists of – meaning, the student spending two days a week at the organization working on an authentic project.
- That they will need to fill out a mentor profile that includes a police background check. Help them to understand that this is important since the student is the legal responsibility of the school even when they are at their LTI, and we need to insure their safety. This is necessary for ALL mentors, even if they are well known by you or the student.
- That the length of the LTI can vary, depending upon what the student and mentor are interested in achieving. Usually an internship is initially set up for three months.

If the person is not able to be a mentor at this time:

• Determine their reason and be sure all pertinent information is entered into the mentor database. Thank them for allowing the student to have a shadow day and determine if they are still interested in doing informational interviews and/or are willing to host other students for shadow days.

LTI Set-Up Meeting

For a successful LTI experience, the mentor, student and advisor should discuss expectations and responsibilities of each person. An LTI set-up meeting is an opportunity for the group to exchange contact information, create clear expectations for the internship experience, explain the Mentor Guide, and plan future work and meetings.

To review

The student locates a site that might make a good LTI and has a shadow day there. If the student is interested in having an LTI there, the advisor calls the potential mentor. If the mentor agrees, the student attends an LTI set-up meeting with the advisor and mentor.

At the Set-Up Meeting

The student, advisor and mentor will each discuss their expectations for the internship experience, as well as what aspects of the work are interesting to them. The advisor brings materials for the mentor to help him/her understand the possibilities of the internship. S/he has each mentor complete a mentor profile so that a background check can be completed to ensure that it is a safe placement. The advisor also makes sure that the mentor database is updated, and the LTI coordinator and school team know that this student's internship is official.

Make the time

Each LTI setup meeting is different, and some will go more quickly than others. But a good rule of thumb is to plan for at least an hour to go over everything and make sure all questions are answered. Make sure mentors know how long the meeting may run, so they can schedule accordingly.

Plan the meeting with your student

Be sure to go over the LTI set-up agenda and memo with your student before the meeting. Discuss how to take meeting notes individually or with your whole advisory. Ask the student to take notes at the meeting and be responsible for providing copies of the meeting memo to both you and the mentor. Encourage the student to take the lead in the meeting; s/he can use the agenda and memo to guide the discussion and raise questions. This can be a very effective strategy to get students to take ownership of their work and to set the tone with the mentor that the student has questions, interests, and a voice in this work.

Action

At the Meeting:

Give the mentor a Mentor Guide. Have the student introduce the topics on the agenda, and you can follow up with specific questions or important information.

• Decide upon an initial time commitment for the student, including the length of the LTI, the days of the week, and the hours. Discuss any special dress requirements, and plans for transportation and lunch.

- Discuss the process for absences and lateness. The mentor should notify the school if the student doesn't come within a half-hour of the starting time. The student has an LTI timesheet in the working portfolio. Your school will have a specific attendance process for LTI days.

- Plan out the first 2-3 weeks of the LTI. Let the mentor know that the first few weeks are a time for the student to get to know the organization, to develop questions, and to see and determine what they're interested in on-site. During this orientation, the student's specific responsibilities include completing the LTI anthropology, creating a list of questions, and writing regularly in his or her journal.

- Make sure the mentor understands that the student will create an authentic project for the LTI site. Suggest to the mentor that s/he begin to think of some ideas in the next few weeks.

- Arrange a date for the LTI project setup meeting. Usually this meeting takes place 2 or 3 weeks after the start of the LTI. You can also set up your monthly mentor meetings for the quarter.

- Exchange phone numbers, email addresses, school numbers, and fax numbers with the mentor. The Advisor Organizer, Supercalendar and Mentor Guide all have areas to write down contact information.

- Complete the mentor profile. This is a requirement before any LTI is started. Your schools will have a dedicated process for background checks. Your LTI coordinator or principal will give you details on this process.

Reflection

- Enter the new LTI into the mentor database, and share with the LTI Coordinator and your school team.
- Make sure the student has given you and the mentor a copy of the follow-up memo and has placed one in their working portfolio.
- Double check that the student has sent a thank you note to his or her new mentor.
- Ask the student to write a journal entry about the new LTI.
- Help the student prepare for the LTI and make sure that the start date is recorded in the student's Supercalendar.
- Have a one-on-one session the day before the LTI starts to talk about the student's plans, anything s/he is nervous about, and to answer any last minute questions.
- Let students know they can talk to you at any time about what is or isn't working at their LTI sites.
- Go over the LTI anthropology with your whole advisory. Ask students to share and critique each other's LTI anthropologies.
- Celebrate your new internship! Shout it from the rooftops! Make sure that students with new internships are announced at PMU, and contact families to share congratulations.

LTI Setup Meeting in One Page or Less!

What an LTI Setup Meeting Does:

Students, advisors and new mentors can all get on the same page about what the expectations of the internship experience are. This includes: behavior (attendance, lateness, dress, communication), schedule, paperwork, meeting schedule and protocols, an overview of project work expectations, and next steps.

Students should use the LTI Setup Meeting Memo to take notes during the meeting, which will be typed, copied and distributed to the mentor and advisor.

Advisors and students should review the LTI Setup Meeting Agenda, and use it to guide the meeting. The more that the student can take the lead in this meeting, the better. Advisors should have all the meeting paperwork in a packet, copied and ready to go for setup meetings. If possible, students should remain at the site for the rest of the work day- make sure you make arrangements for this with the mentor ahead of time.

A good LTI setup meeting, at the BEGINNING of an internship term can be the difference between a successful, positive and productive internship, and an internship that never gets off the ground.

STUDENTS:

Be prepared! Bring:

- Your Supercalendar
- A pen/pencil
- A street pass for the day
- The LTI Setup Memo sheet

Remember to say THANK YOU!!!
Type your memo out afterwards, and get it to the mentor and advisor before your next LTI day.

ADVISORS:
Have a prepared packet with documents that you'll leave at the site (like the timesheet and LTI policies) and documents you'll take back to the school (like Mentor Profile and safety checklist).

Get your completed Mentor Profile sheet to your LTI Coordinator as soon as you've done the LTI setup.

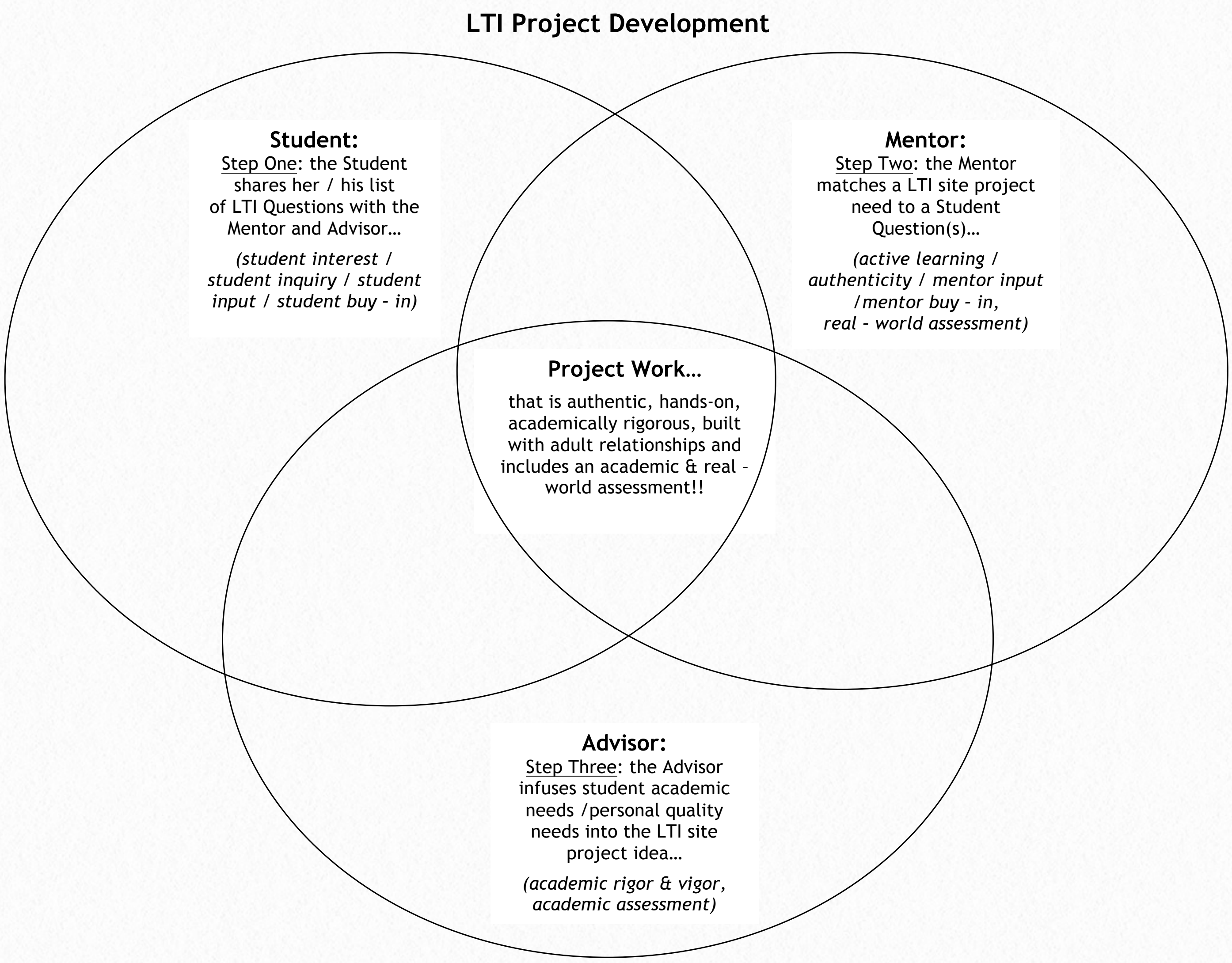
Remind students to complete the memo and get it to you and the mentor.

Good luck, and make us proud!!!

Project Setup Meeting

The definitive source for information on project work is the Advisor Guide on Projects. But we wanted to include some basic information on the project setup meeting in this guide as well, to set the tone for this work.

Two weeks after you've finished the LTI setup meeting, you'll revisit the internship site to conduct the project setup meeting. The goal of this meeting is to combine the interests and questions of the student with the needs and resources of the mentor with the academic challenges the advisor brings to the table. The following graphic illustrates what each party brings to the table.



The most important thing to remember in the Project Setup Meeting is that the student should be talking just as much as the mentor or advisor. If the project setup meeting is miss- ing student voice, the project won't be relevant to the student, and can lead to a less-than-motivated student and a less-than-stellar project.

You may need more than one meeting to fully establish the scope of the project, and all the relevant work. Later meetings should also cover the plans for quality (assessment and evaluation), looking at models for the work, and benchmarks and deadlines. You can read more about these steps in the Advisor Guide on Assessment.

We've included some materials in the Resource section of this guide to help guide your project setup work. You can also find wonderful materials on the Knowledge Exchange (www.bplknowledgeexchange.org).

Types of LTIs

Students' internships should be dictated by their interests. You may be surprised by their in- terests! We've included a full list of LTIs from the MET Center in Providence here, and we've also created a list of common interests to help you in thinking through some of the partner- ships and outreach you'll want to do in advance of your students beginning their LTI process. It's always helpful if you can build relationships with organizations like hospitals, child care centers, veterinary programs, or other large organizations before your students start calling for informational interviews. Your LTI coordinator may take the lead on relationship-build- ing with prospective internship partners.

Met Internships

Urban Bankers of Rhode Island
Tolman Interactive
Edward Rowse Architects, Inc.
YMCA
AS220 (artists' collaborative)
Second Story Graphics
Central Falls School Department
Perry Middle School
Women and Infant's Hospital
Davio's
Hasbro Children's Hospital
Iglesia Metodista Primitiva
Lifespan – Network Services
Gregg's Restaurant
Oil and Grease on Wheels
The Lima School
New England Tire
Empire Restaurant
Daily Bread Bakery
Unicom Computer Systems
Hoffman Animal Hospital
Webster Avenue School
Lucien's Auto Body, Inc.
Federal Hill House
George J. West Elementary School
Hibbitt, Karlson and Sorencen, Inc.
Equinox Communications
Bridles and Bits
Brown University
Kingstown Camera
Kids First
Pawtucket Red Sox
Big Picture Company
FAA-ATCI – T.F. Green Airport
Christopher Foster Glassworks
International Yacht Restoration School
Providence Film Commission
Youth in Action
Windmill Street School
Gilbert Stuart Middle School
Rhode Island College
Save the Bay
Perishable Theater
Esek Hopkins School
Full Circle Gallery
Trinity Repertory Company
Diane Miller Photography
CVS Pharmacy
University of Rhode Island
Howard Swearer Center for Public Service
Kulture Klash
Innovative Network Solutions
John Hope Settlement House
Roger Williams Park Zoo
Black Repertory Theater
Visiting Nurses Association
Rick Sippel Photography
The Miriam Hospital
Lifespan Corporation
Roger Williams Middle School
Lafayette Hatchery
Providence Police Department
Child Development Center
Ignite Communications, Northeast Digital
Center for Hispanic Policy and Advocacy
Mack Motorsport Services
Air Brush Designs
Project New Urban Arts
East Bay Pediatrics
Providence Children's Museum
Dream Edit
Narragansett Bay Commission
Planned Parenthood of Rhode Island
The Amerzine Company
John Housley Design
Precision Saw and Mower Service, Inc.
Tech Direct
Carr's
Contacto TV
Historical Preservation and Heritage Society
St. Vincent Infant Center
Martin Luther King Jr. Elementary
Horizon Aviation
DiStefano Automotive
Charron Electronics
Tockwotton Home
Fileding Manufacturing
Big Nazo Puppets
Providence Bicycle
Rhode Island Youth Guidance Center
Charlesgate Nursing Home
Amos House
RI State School to Career Office
Carriage House
Navy Recruiting Station
Solo Insurance
Children's Shelter of Blackstone Valley
Rhode Island Children's Crusade
Masgautucket Pequot Museum
The Flynn School
Providence Tae Kwon Do
Thrifty Sign
Step by Step Dance Studio
Fortes Elementary School
Tavares Pediatric Center
Providence City Hall
Providence Police Mounted Command
Common Cause
J and J Aquarium and Pet Center
Needlenose Productions
Napa Valley Grille
RI School for the Deaf
A.M.E.N.
Rhode Island Pride
Urban League of Rhode Island
Mark's Deli
Bridgham Middle School
Cherry Hill Manor
City Gardens Florist
Ryan Walquist, Artist
New Technology Computer
95.5 WBRU Radio
Providence School Department
Scott Lapham Photography
Rumford Pet Center
Easter Seals Cornerstone Preschool
Club Neopulsi Creations
Pleasant View School
Audubon Society of Rhode Island
Concept Link, Inc.

Common Areas of Interest

Medicine
Childcare
Animals
Fashion
Music production
Arts/performing arts
Graphic design
Computer programming
Culinary arts/cooking/baking
Entrepreneurship
Automotive repair/customizing/sales
Broadcasting/media
Sports (management, medicine, coaching)
Law
Social work/Social services
Counseling
Education
Construction/carpentry

LTI Documents

Each school has a process to follow in order for students to be in a Real World Learning experience off-site. These processes often include paperwork that the student and advisor need to keep track of, as well as background checks and other paperwork required by the school or district.

Be sure to check with your principal and Real World Learning coordinator to determine what the process is for students in your school. A sample list is printed below, with the materials on the following pages:

Learning Through Internship Documents

- Informational Interview Questions / Responses – Student generates questions and writes mentors' responses
- LTI / LTV Site / Date of Visits
- Shadow Day Agreement Form – Advisor emails or faxes to business prior to Job Shadow
- Shadow Day Anthropology – Student completes
- LTI Anthropology – Student completes
- LTI Policy— School-generated
- LTI Setup Meeting Agenda and Memo— Student completes
- LTI Questions— Student completes
- Mentor Profile— Mentor completes
- Application/Transportation/ Medical Form – Included in application packet prior to enrollment and copy taken to LTI set up meeting
- LTI Health and Safety Checklist – Advisor/mentor completes
- Monthly Time Sheet – Student / Mentor
- Mentor LTI Assessment – Advisor / Mentor
  We've also included samples of all of these materials, in the section to follow.

Shadow Day Cover Letter

Dear Shadow Day Host,

By taking part in a student's Shadow Day, you are taking part in important work to improve high school education. We sincerely appreciate your willingness to participate.
Please complete the attached form and return it as soon as possible. Fax it to the number on the form or mail it. Details about the Shadow Day are provided on the form but don't hesitate to call with questions.

PURPOSE OF THE SHADOW DAY
Each student has requested a shadow site based on a personal interest. By being with an adult who has the same interest, someone who knows a good deal about it, the student has the opportunity to experience learning in a meaningful way.
Students will arrive at the shadow site prepared with questions or ideas of what they'd like to learn that day. If you've never hosted a student before, you may find the following suggestions to be helpful guides.

SUGGESTIONS FOR HOSTS:

- Provide a tour of your workplace and describe the main purpose of what goes on there.
- Share the personal side of how you developed your interest, or why you chose the work you do, and why it's important to you.
- Demonstrate as much of your work as you can, rather then just talk about it.
- Share what it is you do to keep up to date in your field.
- If you're in an organization with more people, let the student know how your work fits in with others in your organization, what role it plays in the overall organization, and what other roles are needed to make your work successful.
- Don't be afraid to show them the fun side–laughing with them is a great way to break the ice.

Your day with the student is important to his or her education, to be sure. But we also think that given your mutual interest, the day will be enjoyable and rewarding for both of you. We look forward to hearing about it from both you and the student. If you have any questions, please feel free to call me.

Sincerely,

Advisor Phone/Fax/E-mail

Shadow Day Agreement

Students request a Shadow Day based on personal interests. The Host agrees to have a student "shadow" all his or her activities in the regular course of a work day, sharing information about the Host's own work as well as the overall work of the organization.

The school is responsible for the student's transportation to and from the Shadow Day site. If possible, the Host site provides lunch for the student, on site, or within walking distance.

The signing of this Agreement indicates the Host understands and agrees to take part in the Shadow Day as described above.

Student (print name)

School *Date of Shadow Day* *(day of the week)* *(month, day, year)*

Arrival Time *Departure Time*

School contact (print name) *Phone*

FOR HOST TO COMPLETE

Shadow Day Host (print name) *(signature)*

Organization *Address*

Phone *Fax Number*

Will lunch be provided by the Host site? *Yes* *No*

RETURN THIS COMPLETED FORM TO:

Name:

Fax Number: Phone Number:

Or via mail @:

Address:

If you have any questions please feel free to call me.
Sincerely,

Advisor/LTI Coordinator

Phone:

Fax:

shadow day anthropology

student form

Student	***Date***
Shadow Host's Name	
Job Title	***Organization/Workplace***
Address	***Phone Number***

Questions to ask your Shadow Host

Question #1:	*Question #2*	*Question #3*
Follow-up Question	*Follow-up Question*	*Follow-up Question*
Follow-up Question	*Follow-up Question*	*Follow-up Question*

Things to look for on your Shadow Day

4. *What is the work area like? Why do you think it's set up this way?*

5. *How do people dress for work in this organization?*

6. *How happy do people seem with their jobs?*

shadow day anthropology (continued)

student form

7. *What is your sense of the work atmosphere? Is it warm? Cold? Friendly? Very serious? Messy? Organized? Casual? Humorous? What do you see that gives you this impression?*

8. *How diverse is the organization in terms of gender, age, and race? How does that suit you?*

9. *How did you feel in this place? What reactions did you have? Does it remind you of anything else you've experienced? Make some comparisons.*

10. *Can you picture yourself doing an LTI there? If so, describe why, and include the kinds of things you can imagine yourself doing. If not, describe why it seems unsuitable for you.*

LTI anthropology

student form

Student ***Date***

Mentor's name

Organization/Workplace ***Job Title***

Address

Phone Number

These questions will help you understand your LTI workplace. Ask your mentor to help you answer these questions. Also ask your mentor who else you can speak with at the organization. Answering these questions will help you sharpen your observation skills and help you better understand your interest. Write a 1-3 page summary of your LTI workplace. You may use the questions below or create questions of your own.

PART 1: OVERVIEW

1. *What is the main purpose of this organization/business/workplace?*

2. *What different kinds of jobs go on here?*

3. *Who are the customers or clients, or who is served by the work of this organization?*

4. *How many people work here? Are they diverse by gender? Race? Age?*

5. *What is it like for people who work here?*
   When do people arrive and when do they leave?
   How long is lunch?
   Is there a dress code?
   In what kind of spaces do people work?

over

LTI anthropology (continued)

student form

PART 2: STRUCTURE

6. *Is this organization broken down into departments? If so, how does the work connect?*

7. *If there are different parts of the organization, what are the ways they use to communicate with each other?*

8. *How are decisions made in your part of the organization?*

9. *Which part of the organization do you find most interesting? Why?*

10. *What kinds of jobs could you see yourself doing in this organization?*

PART 3: ASSESSMENT

11. *How is work evaluated at your LTI?*

12. *Do co-workers critique or review each other's work? How is this done?*

13. *Do people seem to have high standards for their work? How can you tell?*

14. *What are 3 to 5 skills or personal qualities that seem to be important for all employees in order for them to do quality work and receive a good evaluation?*

15. *What skills and personal qualities are important for you to work on in the next few months?*

LTI Policy

LTI POLICY SAMPLE

Mentor Expectations:

- Learning Through Internships (LTI's) are expected to run 12 or more hours per week (at least 6 hours a day, unless schedule does not permit)
- Give students exposure to the rigor and routines of the career
- LTI's take place on Tuesdays and Thursdays, during the work/school day
- LTI's must result in a completed project, developed collaboratively by the student, mentor and advisor
- LTI's are expected to last a minimum of three months
- All internships must have an established start and end time
- Maintain open communication with the student, the advisor and the school
- Time should be allotted each day for the student to work on the LTI project

LTI Student Expectations:

- All students must arrive to their internship at least 15 minutes prior to the designated start time
- All internships end at 3:00 PM or later
- Students are expected to check in with their advisor at el Centro, or via phone, at 8:30
- Students are expected to check in with their advisor, as soon as they arrive at their internship
- Students are expected to remain at their LTI throughout the scheduled hours (deter- mined collectively by the Student, Family, Mentor & Advisor)
- Students may leave the premises of the internship for no more than an hour to eat lunch (students must arrange this with the mentor & must sign in and out for lunch)
- Students may not arrange for time off from the LTI to complete other academic assignments
- Students may remain at the el Centro campus on Tuesdays and Thursdays ONLY if the mentor is absent
- Students are expected to dress appropriately for their internships (determined by mentor, students & advisor)

- Students must get approval from their advisor prior to visiting a site
- Student must consult their advisor and have a successful Shadow Day prior to establishing an internship
- Students are expected to complete LTI projects that satisfy all the Learning Goals
- Students may receive transportation passes from their school, as well as a street pass, in order to attend their LTI's, which will be coordinated between student and advisor
- Students must maintain an LTI Vocabulary Log and a daily LTI journal
- Students must take notes on all meetings and provide typed meeting memos to advisor and mentor within 48 hours of the meeting

Advisor Expectations:

- Advisors are expected every week to keep track of all LTI data
- All potential LTI contacts are to be recorded
- Advisors are expected to keep in close communication with each student's LTI site:
    - ✳ Advisors are expected to visit each LTI site and check in with the Mentor & Student face-to-face a minimum of once a month
    - ✳ Advisors are expected to call and check in and/or email each mentor each week that the mentor is not being visited
- Advisors are expected to make sure that the appropriate materials for the background check are collected from each potential mentor (if applicable)
- Advisors are expected to closely monitor and support each student's LTI search/LTI process
- Advisors are expected to facilitate each student's LTI Setup Meeting and Project Setup Meeting

LTI Setup Meeting Agenda

LTI Set-Up Meeting

Pre-Meeting Agenda:

- Advisors have a discussion with her / his student:
  - ✳ Make sure the student is following her / his passion and not just trying to get an LTI
  - ✳ Introduce the LTI Set-Up meeting Memo. It is the student's responsibility to:
    - ✦ Take notes using the Memo template as a guide
    - ✦ Type up the notes and give a copy to you, the advisor, the mentor and Family
- Review the LTI Set-Up meeting Agenda
- Discuss any possible agenda pieces the student could take ownership of and decide when in the Meeting that may happen
- Advisors get materials to bring to the Meeting
  - ✳ Business card with school website address
  - ✳ Mentor Guide (get this from LTI Coordinator)
- Monthly timesheet for site
- School Policy sheet
  - ✳ School Publications, including newsletter, articles in local papers, flyers, etc.
  - ✳ School Calendar
  - ✳ Your Calendar and the Student should have her / his Supercalendar/Planner
  - ✳ Questions worksheet for student

Meeting Agenda:

- Introductions
- Tour of the LTI Site (? – depends on mentor's time availability)
- Ask mentor if he / she has any questions before the meeting gets underway
- Explanation of the Student's responsibility during the Meeting (LTI Memo)

- Discussion of the "Basic" Logistics:
  - ✳ Share Contact Information
  - ✳ Discuss LTI Schedule (Hours). Student must have 12 hours over the two days/week..
  - ✳ Attendance Plan
- Emphasize the Importance of helping the student respect time commitments - Point out the Time Sheet in the Mentor Guide as a possible tool
- Ask the Mentor to call when a student does not show up

- Explain that if the student is unable to attend, s/he is responsible for calling both the Advisor and Mentor
  - ✳ Transportation Plan
  - ✳ Dress Code
  - ✳ Lunch Plan
- Discussion of the next two weeks
  - ✳ Student will continue to observe / help
  - ✳ Student will be writing a long list of questions about the work / LTI site (this will assist in the project development)
  - ✳ Student will be journaling every Tuesday and Thursday
  - ✳ Mentor can be thinking of work / projects for the student (Invite the Mentor to gaze through the Mentor Guide OR school website to become more familiar w/ the school and the Internship process)
- Discussion of the Project Set-Up Meeting
  - ✳ Goal: Create project(s) for the student that combines interests / questions of the student and needs of the Mentor / LTI Site
  - ✳ Explain that you, the Advisor, will be a facilitator, and that the best projects are created when the Student and Mentor engage and combine each of their needs
  - ✳ Student brings: Supercalendar, list of questions, LTI Journal
  - ✳ Explain that you, the Advisor, will be supporting the Mentor throughout the
- LTI process:
- You will visit the LTI once a month (for at least an hour a visit)
- You will call and check-in with the Mentor on the weeks you are not visiting
- You are always available by phone and / or email if the Mentor has questions
- Calendar
  - ✳ Date the Memo will be Due
  - ✳ Time(s) when Mentor and Student might have regular Check-Ins o Date of the Project Set-Up meeting
  - ✳ Date of the Student's Exhibition
- The Mentor Profile
- Explain that according to the law a Background Check is needed for each Mentor
- Mentors need to:
- Fill out the mentor Profile Sheet, provide SSN# and current address
- Make a copy of her / his Driver's License
- Questions & Answers (Make sure you allow enough time for this!)

- Ask (and record) the Mentor why s/he decided to be a mentor. Ask (and record) why the Student chose this LTI site.
- Quick picture(s) of student and mentor

Post – Meeting Agenda:

- Debrief w/ Student
  - ✳ These are wonderful discussions! Lots of feelings - insights come up.
- Student responsibilities:
  - ✳ Type LTI memo
  - ✳ Write Thank You Letter
  - ✳ Write a Journal Entry

LTI Setup Meeting Memo

LTI Set-Up Meeting Date: ______________
LTI Memo Due Date: ______________
Project Set-Up Meeting Date: ______________

Student's Name: ____
Mentor's Name: ____
Advisor's Name: ____
LTI Site Name: ____
LTI Site Address: ____
____
Contact Information: ____
____
Student's Telephone #: ____
Email: ____
Address: ____
Mentor's Telephone #: ____
Email: ____
Address: ____
Advisor's Telephone #: ____
Email: ____
Address: ____
LTI Schedule: ____
Days: ____
Hours: ______________
Student/Mentor meetings: ____
Attendance Recording Plan: ____
Transportation Plan: ____
Dress Code: ____
Lunch Plan: ____
Intern Responsibilities (until the Project Set-Up Meeting) : ______________
____
____
____

LTI Questions Worksheet

Student Name: ______________________________

Name of LTI: ________________________________

How?, What?, When?, Where?, Who?, Why? – Your LTI Questions

Beginning the very moment your Advisor says to you, "Congratulations, you have an LTI," and your brain begins swirling and whirling with ideas, plans and thoughts, write down all and every question that comes to your mind about your LTI. These questions that are yours and yours alone, these gems, will become foundations for projects and still more questions. Don't hold back and most of all, HAVE FUN!

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Mentor Profile

Mentor's Name	Mentor's Work Title		
Workplace	**City**	**State**	**Zip**
Workplace Address	**Workplace Phone**		
Fax	**Email**		

For our students' safety and well being, the school submits all Mentor Profiles to the authorities for background checks. A date of birth, Social Security number, and copy of a photo ID (preferably Driver's License) are required to conduct the check.

- **Mentors who don't want to supply their Social Security number may request their own police check and submit a copy that is no more than 1 year old.**
- **Mentors whose employers have conducted a background check may submit a copy that is no more than 1 year old.**
- **The school must do police checks regularly. Returning mentors must be processed once a year.**

Students do not begin an LTI until the police check has been cleared. Start dates can be targeted and the mentor will be notified as soon as the process is complete and the LTI can begin. Your signature below indicates your agreement to conduct a police check.

Mentor signature	Date	
Please print your name	**Date of birth**	**Social Security #**

Please return this form directly to your intern's advisor. LTIs cannot begin until the police checks are completed.

Intern	Advisor	Targeted LTI Start Date

The school respects the rights of all individuals. The information provided here, as well as all information obtained in the process of the police check, is considered confidential and will not be shared with anyone other than the processing and decision making agents at the school. A copy of the Police Check Procedures for Mentor Profiles is available on request.

Transportation permission form

Dear Parent/Guardian;

As you know, each student's personal learning program is built upon real work – in business, in a craft or trade, in government or social service, in student-run business, and on community projects. Students move outside of the school into the "real world" and learn by doing hands-on work through shadow days and internships.

Workplace sites and mentors are pre-screened by school staff. Students may be in an internship at a worksite for several hours a week. The student establishes a schedule with the help of both the advisor and the mentor. The student's activities are both directed by and incorporated into the student's Learning Plan, which is developed in collaboration with you, the parent or guardian. While neither the advisor nor other school personnel are present with the student at these sites, the advisor is actively involved through direct contact with the mentor and through regularly scheduled visits to the site. The advisor guides and supports the worksite activities for the student, given his or her Learning Plan.

On internship days, students may go from school to an office or workshop or hospital or government agency and back again. There may be some days they go straight to a workplace before coming to school. To get to these sites, they may walk or travel in personal vehicles or via public transportation. This is different than traditional school settings where, during the school day, students stay within the school grounds or travel only on planned field trips.

To affect this kind of education, the school has purchased student accident insurance for injury that may occur when a student is not at the school but is in school-related activities. This insurance, however, cannot cover transportation. Parental/guardian agreement is required to accommodate transportation needs. Please read this form which indicates you understand the transportation requirements, then sign and send it back to the school with your student.

If you have any questions, you can call the school and ask to speak with the LTI coordinator. We'll do our best to answer your questions.

I have read the above explanation and understand that my child, ____________________________

(Student's First and Last Name)

will be involved in off-site activities while enrolled at a Big Picture School and I give permission for her or him to participate in these individual and group activities, as required.

____

Parent/Guardian (Print name) Parent/Guardian's Signature Date

LTI Health and Safety Checklist

Please indicate areas that student should receive specific safety training, instruction or direction. Student, Mentor and Advisor should sign when indicated information or trainings have been provided.

❑ **Emergency Procedures** ▪ Exits and Escape Plans ▪ Fire Extinguishers ▪ Other Emergency Equipment ▪ In Case of Accident	❑ **Protective Clothing and Equipment** ▪ Eye Protection ▪ Other Personal Protective Equipment ▪ Proper Clothing for the Job ▪ Protection from Heat and Cold
❑ **Physical Demands** ▪ Lifting, Carrying, and Bending ▪ Reaching Above Shoulders ▪ Protection from Falls ▪ Sitting or Standing for Long Periods	❑ **Tools and Equipment** ▪ Ladders and Stepladders ▪ Hand and Power Tools ▪ Cooking and Restaurant Equipment
❑ **Office Hazards** ▪ Computers and Word Processing ▪ Telephones ▪ Paper Cutter, Paper Shredders and Copiers	❑ **Electrical Safety** ▪ In Offices ▪ Working with Electrical Equipment
❑ **Hazardous Materials** ▪ Flammable and Combustible Materials ▪ Cleaning Agents and other Chemicals ▪ Blood and Body Fluids	❑ Other Hazards ▪ Working with the Public ▪ Motor Vehicle Safety ▪ Organization Specific Hazards

I have discussed the safety issues checked off on the following checklist with my mentor and have initialed each item we covered. I understand my responsibility to demonstrate safe work habits.

Student Signature_________________________ Date_________________

Advisor Signature________________________ Date_________________

Mentor Signature_________________________ Date_________________

Monthly Time Sheet

Students Name

Advisor

LTI Site

Mentor

Day	*Date*	*Time Arrived*	*Time Departed*	*Mentor's Signature*

Mentor's LTI Assessment

Mentors play a key role in the education and development of a Big Picture student. This assessment documents the mentor's perspective on the intern's experience at the LTI. This form should be completed before the exit meeting at the end of the internship, so it can be reviewed and discussed with the student and advisor. The completed assessment will become part of the student's portfolio and portions may be included in the student's narrative or exhibition.

Mentor's Name	**Date**	
LTI site	**Advisor**	**Student**

Have you mentored a student at a Big Picture school before? *Yes* *No*

# of times ________

What were the highlights of your intern's work at the LTI?

____

____

What areas would you suggest the intern continue to work on?

____

____

Please answer the following questions about your intern this year:	*Very Much So*	*Satisfactory*	*Not at All*
1. My intern demonstrated a good overall work ethic at the LTI.	________	________	________
2. My intern had good attendance and was punctual.	________	________	________
3. My intern improved in interpersonal skills.	________	________	________
4. My intern contributed work of real value to this site.	________	________	________
5. My intern's project was good enough to use at this LTI site.	________	________	________
6. My intern demonstrated good project management skills, was organized and met deadlines.	________	________	________
7. My intern was able to pursue his/her passion through the LTI work.	________	________	________

Mentor's LTI Assessment (continued)

Please briefly describe your intern's LTI project:

___

___

Additional Comments:

___

___

I would like to be called again to be a Big Picture mentor *Yes* ________ *No* ________

If Yes, would you prefer: *Same Student* ________ *Different Student* ________ *Any Student* ________

If No, we would appreciate knowing your reason:

___

___

___

I understand my feedback may be included in the student's quarterly report and portfolio.

___

Mentor Signature **Date**

Advisors are always working to improve their communication with interns and mentors. Please take a moment to give us some feedback on the frequency and quality of our communication.

	Very Much So	Satisfactory	Not at All
1. You had enough contact with the advisor.	________	________	________
2. The advisor communicated what the mentor's role is clearly.	________	________	________
3. The advisor supported the student's LTI work.	________	________	________

Additional Comments or Suggestions for the advisor:

___

___

___

LTI Reflection

The student should reflect on the project throughout the quarter. The mentor, advisor, parents and peers can all help the student assess the project. The student can reflect on the project by writing journal entries, writing a project documentation paper, presenting the project at an exhibition and sharing reflections with the panel, and by discussing the process in his or her personal narrative.

Journal:

- Ask the student to write each week about the process of doing the LTI project. (what have they enjoyed, what have they learned, where are they finding obstacles, etc.).
- Share great journal entries with the class (after getting permission from the student).
- Ask the students to write about new things they've learned and experienced as well as what their progress is on the project.
  There are journal reflection prompts included in this guide.

LTI Project Documentation Paper:
This paper is a way for the student to formally share his or her investigation, product and process around the LTI project. This paper usually discusses the answers to the framing questions, describes the products, and assesses the project outcomes. Many students will need strong guidance about how to investigate their framing questions and write a paper (see student guide in this section).

- Establish and go over the paper guidelines with your advisory.
- Establish a paper length that makes sense for the student and project.
- Review research techniques in advisory.
- Help students understand that they will do several drafts.
- Have students critique and edit each other's papers.
- Share models of excellent papers with your students.

Exhibition:
The student will reflect on the process at his or her exhibition. If the project is not yet complete, the student will show documentation and reflect on the experience so far. There is a great deal of information on exhibitions in the Advisor Guide on Assessment.

- Ask students to do a practice exhibition in advisory.
- Have students organize their working portfolios in advisory to prepare for their exhibition.
- Make sure the mentor and parent/guardian can attend the exhibition. It sometimes makes sense to have the exhibition at the LTI site rather than at the school.

Personal Narratives:

The student will write about the project in an end of the quarter in his or her personal narrative (see the Advisor Guide on Assessment).

Narratives (written by the advisor):

- The narrative should talk about the process as well as the finished product.
- Review the notes you took at mentor meetings and student check-ins before you write this section.
- Ask the mentor to comment on the project work and include quotes from the mentor in the narrative as well.
  There is more information on advisor narratives in the Advisor Guide on Assessment.

Deciding Whether to Continue or End an LTI
As a project nears the end, the student, advisor and mentor decide together whether to continue the LTI after the project is done. The length of each LTI varies; one student may have two LTIs in a year, while another student may work with the same mentor for three years. It depends on the interests and needs of the student and mentor. Before a student leaves an LTI, s/he should line up another LTI opportunity so there isn't a lengthy transition.

Ending an LTI
When an LTI ends, it is important to have an exit interview with the student, mentor and ad- visor. Ask the mentor to fill out a mentor assessment form and have the student send a thank you note to the mentor.
If it is the end of the project or the school year, check-in with the student and mentor to see if they want to continue with this LTI.

Exit Interview
If the LTI is ending, hold an exit interview. Make sure the student is present at the exit inter- view. The goal is for the student and mentor to share their thoughts about the LTI. The advisor should also con-tribute to the discussion based on his or her own observations and experience with the process. There are materials around the Exit Interview in the Supporting Mentors section of this guide.
Mentor Assessment

Ask the mentor to fill out a copy of the mentor assessment at the end of each year, or at the end of the LTI. There is a copy of the mentor assessment form in this guide, as well as in the Mentor Guide. This is a great way to get feedback for you and the student as well as a way to collect important data for the school. You can use the mentor's comments when you write the student's narrative as well.

Documenting Learning

A student gains new skills and knowledge at an internship with his/her mentor. Some of this learning will be connected to project work, and some of it will be connected to the day-to- day experience of the work site. Project work is generally documented in the Learning Plan, Personal and Advisor Narratives, and through exhibitions. You can learn more about these processes in the Advisor Guides on Learning Plans and Assessment.

As we connect internship experiences with 21st Century skills and Common Core Standards, it's important to look holistically at the LTI experience, and all the different ways our students are developing skills and knowledge, and learning to apply those skills and knowledge.

This checklist can help to illuminate some of the learning that often is "undocumented" in the LTI experience. It should NOT be considered a comprehensive list of a student's undocumented learning. We encourage students, mentors, and advisors to check any of the objectives listed below and add any learning specific to your field. You can use a checklist like this to record student learning, and students can use this information to chart their own growth, and for a reference for resumes or other professional materials. This information can also be employed on a school level, to examine and monitor outcomes connected with your RWL program.

Documenting Learning Checklists

Communication

Oral

[ ] Phone communication (use of professional language, appropriate

[ ] Contribution to meetings, professional conversations

[ ] Professional language

[ ] Content specific vocabulary

[ ] Communicating with mentor and advisor regarding projects and progress

[ ] Demonstration of appropriate contact with clientele

[ ] Foreign language in content area

[ ] Other____

[ ] Other____

Written

[ ] Demonstrates professional communication through emails

[ ] Memos

[ ] Creating brochures, flyers or handouts for public consumption

[ ] Reports (to organization, community, other organizations)

[ ] Notes from meetings

[ ] Communicating with mentor and advisor regarding projects and progress

[ ] Other____

[ ] Other____

Reading

[ ] Memos

[ ] Pamphlets

[ ] Aware of professional journals or literature

[ ] Awareness of current events or latest news in field of Internship

[ ] Content specific texts

[ ] Content specific vocabulary

[ ] Other____

[ ] Other____

Technology

[ ] Programs: Microsoft Office Suite (Excel, Outlook, etc.)

[ ] Adobe Photoshop

[ ] Adobe Illustrator

[ ] Mac Media editing: Final Cut Pro

[ ] Auto CAD

[ ] Other____

Undocumented Learning Checklist

Professionalism

[ ] Calling in when you're absent or late

[ ] Appropriate language

[ ] Appropriate dress

[ ] Appropriate manner

[ ] Lunch hour protocols

[ ] Taking initiative and responsibility

[ ] Setting professional goals

[ ] Other____

[ ] Other____

Organizational Skills

[ ] Deadlines

[ ] Using a calendar

[ ] Supercalendar

[ ] Journals

[ ] Other____

[ ] Other____

Understanding the Organization

[ ] Understanding the organization's systems (understanding the communication down, employment hierarchy)

[ ] Funding of organization (Private, State, Federal, Non-Profit)

[ ] Hiring practices

[ ] Academic requirements for job positions in organizations

Using tools

[ ] Copy machine (Office equipment)

[ ] Hardware equipment (wrenches, pliers, Bunsen burner)

[ ] Theater & Film equipment (Cameras, lighting, stage, etc…)

[ ] Arts and Crafts (paint, clay, paper Mache, etc…)

[ ] Sound mixer (Audio equipment)

[ ] Other____

[ ] Other____

Site Specific Tasks and Skills

[ ] Inventory

[ ] Filing

[ ] Creating Systems of Organizations

[ ] Other____

[ ] Other____

Documenting Learning Checklist

Spatial Knowledge and Skills

[ ] Designing a visual product

[ ] Shelf organization

[ ] Other____

[ ] Other____

Travel Knowledge and Skills

[ ] Reading bus and subway maps

[ ] Getting metrocards in advance

[ ] Asking for directions when lost

[ ] Other____

[ ] Other____

Problem Solving Knowledge and Skills

[ ] Content Specific Problems

[ ] Innovative solutions

[ ] Other____

[ ] Other____

Understanding Policies and Laws

[ ] Copyright

[ ] Government

[ ] School

[ ] Other____

[ ] Other____

Education

Any special training, courses, etc. that you participated in that helped you learn a new skill?

[ ] ____

[ ] ____

[ ] ____

[ ] ____

LTI Journal Prompts

These materials were created by New York's Bronx Guild High School, as part of a comprehensive guide to RWL. You can find the entire set of materials on the Knowledge Exchange (www.bplknowledgeexchange.org).

Real World Learning Experience Journal
Each week you will write 2 entries. One will be assigned each week, and the other you will choose from the bank of prompts at the bottom. You will be expected to bring this journal to your advisor every 2 weeks for review.

PART 1: RESPOND COMPLETELY TO EACH PROMPT. GIVE AS MUCH DETAIL AS YOU CAN (EACH ENTRY SHOULD BE OVER A PAGE LONG). DATE EACH ENTRY.

WEEK 1: Write a list of the things you did at your LTI this week. What tools did you use? (Computers, Photoshop, databases, screwdriver, telephones, etc.) What did you learn from these activities? How did you learn from these activities? How did you come to learn this? (What I did/ What I learned/ How I came to learn?) Who did you work with?

WEEK 2: Summarize something you read at your LTI this week. Include the title, author, where you found it, and why you read it. BRING JOURNAL IN TO BE CHECKED BY YOUR ADVISOR.

WEEK 3: What new vocabulary did you learn at your LTI this week? Write the new words and definitions of these words.

WEEK 4: What are some problems at/ ways to improve your LTI site? Why are they problems? Brainstorm possible solutions to these problems. BRING JOURNAL IN TO BE CHECKED BY YOUR ADVISOR.

WEEK 5: LTI projects are meant to 1. Increase your knowledge and skills (check your Performance Expectations) and 2. Benefit the apprenticeship site. What is your project (or what are your ideas for a project), how will they help meet your performance expectations and how will they help your site?

WEEK 6: Brainstorm the steps necessary to complete your LTI project. Then put them in order. For each step, what resources or help will you need to be able to complete the project? Assign a deadline for each part of the project and write them in your Supercalendar. BRING JOURNAL IN TO BE CHECKED BY YOUR ADVISOR.

WEEK 7: This week a problem I encountered at my LTI (or in my project) was _________________ and some of the solutions I tried were ___________. The solution that worked the best was because... (Or nothing I tried worked because...)

WEEK 8: Reflect on your LTI project progress. Have you met the deadlines set in Week 5? Why or why not? What do you need from your mentor/ advisor to continue to make progress? BRING JOURNAL IN TO BE CHECKED BY YOUR ADVISOR.

WEEK 9: Now that you've been there for 2 months, what do you still wish you knew? How can you get more from your apprenticeship? What do you need to learn more about to function better at your apprenticeship? What personal skills do you think you most need to work on? (Promptness, asking more questions, adult relationships, organization, responsibility, cooperation, etc.

PART 2: PROMPT BANK- CHOOSE ONE EACH WEEK. RESPOND TO EACH PROMPT ONLY ONCE, AND IN DETAIL. EACH ENTRY SHOULD BE AT LEAST 1 PAGE LONG. DATE EACH ENTRY.

Write about what you did this week at your LTI and how you can use it in the future. Describe the good, the bad, and the ugly of this week for you.

What are some problems at your LTI site? Why are they problems? Brainstorm possible solutions to these problems.

On a scale of one to ten, this week was a _____ because...

What do you like about your mentor? How do they help you?

What numerical information can I collect about my LTI? How can I represent this as a formula or diagram?

What has other research shown about my LTI project topic? Who are the main people thinking about this topic?

What can I read about my LTI/ LTI project topic? Do the research and list relevant books, articles, and sites.

What are other people's perspectives on this? How do certain communities (local, national, young, old, etc.) view the issue my project/ LTI is based on? How did they view it in the past? What are the ethical questions around my project?

Describe "a day in the life of you" at your internship. What time do you get there? What is the first thing you do when you walk in the door? What is your work like? What time do you eat lunch? Who do you eat with? How late do you work? What is your work after lunch like?

What did I bring to this process (the LTI and project this week)? How well did I do? Did I demonstrate (responsibility, respect, perseverance, organization, empathy, honesty, coop- eration, leadership, self-awareness)?

Can you see yourself working in a place like your LTI in your adult life? Why or why not?

What are the skills necessary to complete your internship well? What are the steps neces- sary to become what your mentor is? What education will you need? What job experi- ences will you need? What do you need to be good at?

Would you recommend this internship site/ mentor to another student? Why or why not? How specifically have you benefited from your specific site?

3

Mentor support

Mentor support

Part of setting up a real world learning experience is supporting the mentor. Each school should have a process for orienting the mentors to their new role. The Mentor Guide is an excellent resource, and you may also develop materials that are unique to your school.

Think about what you would want to know if you were a mentor, just starting out in this new relationship with a student you barely know. What questions would you have about how the whole internship process works? What would you want to know about your responsibilities in working with this young person? What would you want to know about project work?

A great tool for helping mentors adjust to this new role is a list of Frequently Asked Questions for mentors. Of course, this information will be school-specific, but this model can help to think through the questions and answers you'll want to share with your mentors.

Mentor FAQ

Are students insured through the school?
Big Picture schools carry liability and accident insurance that covers students at LTI sites. Copies of the school insurance policy are available from the school office.

How will the students get to the LTI site?
It is the responsibility of the intern to get to and from the workplace. The school can provide bus tokens and has a fleet of vans prepared to help students with transportation if needed.

Can the student be a passenger in the car with me?
Arrangements are made for each situation. If in the course of the work it is necessary for the intern to travel with the mentor, the parent/guardian will need to sign a permission letter.

What if the intern is consistently late or acts/dresses unprofessionally?
Interns are at their LTI for real world learning. Treat the student like an employee, but realize that they are teenagers. In the beginning of the internship, set the standard you or your company expects. If during the LTI the student deviates from that standard, address it with the student, and feel free to contact their advisor or LTI coordinator to discuss the situation. If the situation is not rectified promptly, hold the student accountable as you would an employee.

What are my responsibilities as a mentor?
Each mentor should demonstrate a commitment to the student's personal growth and workplace learning. Important responsibilities of a mentor include: Communication (with the student and with the advisor), Collaboration (attending exhibitions and mentor trainings), and Organization (planning a schedule with the intern, sharing resources and other skills).

How much of a time commitment am I making?
Big Picture schools ask that you host the intern for a minimum of three months. At the end of three months, the advisor and mentor re-evaluate the internship and either decide to wrap up the experience or to continue. Some interns stay at their internship for a whole year, some several months, and some several years. Each is a case by case situation, depending on the continued interest of both the student and mentor as well as the continued educational rigor.

What resources will be available to me?
The school community supports mentors in any way we can. As a mentor, you will receive a mentor guide and have the chance to attend a mentor orientation and a winter workshop. In addition to the student's advisor being your point person, the LTI coordinator, LTI central office, and the student's principal are all available to help.

What if I am out of the office?
There may be times when you are out of the office. If you should know this in advance, please let the student and advisor know. The three of you can decide what will be the best course of action. It would be a good idea to have another point person at your office available to help if needed.

Can I pay the student?
No. Our curriculum is designed so that the experience of the LTI is an integral part of the student's educational journey.

Can I have more than one intern?
Yes. You can definitely have more than one intern. However, before taking on this task, please be reminded that being a mentor is more than just supervising. As a mentor, you are responsible for giving feedback to the student and the advisor as well as providing opportunities for the student to have a hands-on education.

It is also really important to the mentor/advisor relationship that the mentor knows who to call when they have questions. A sample checklist is listed below – use this to create your own resource for the mentors you work with

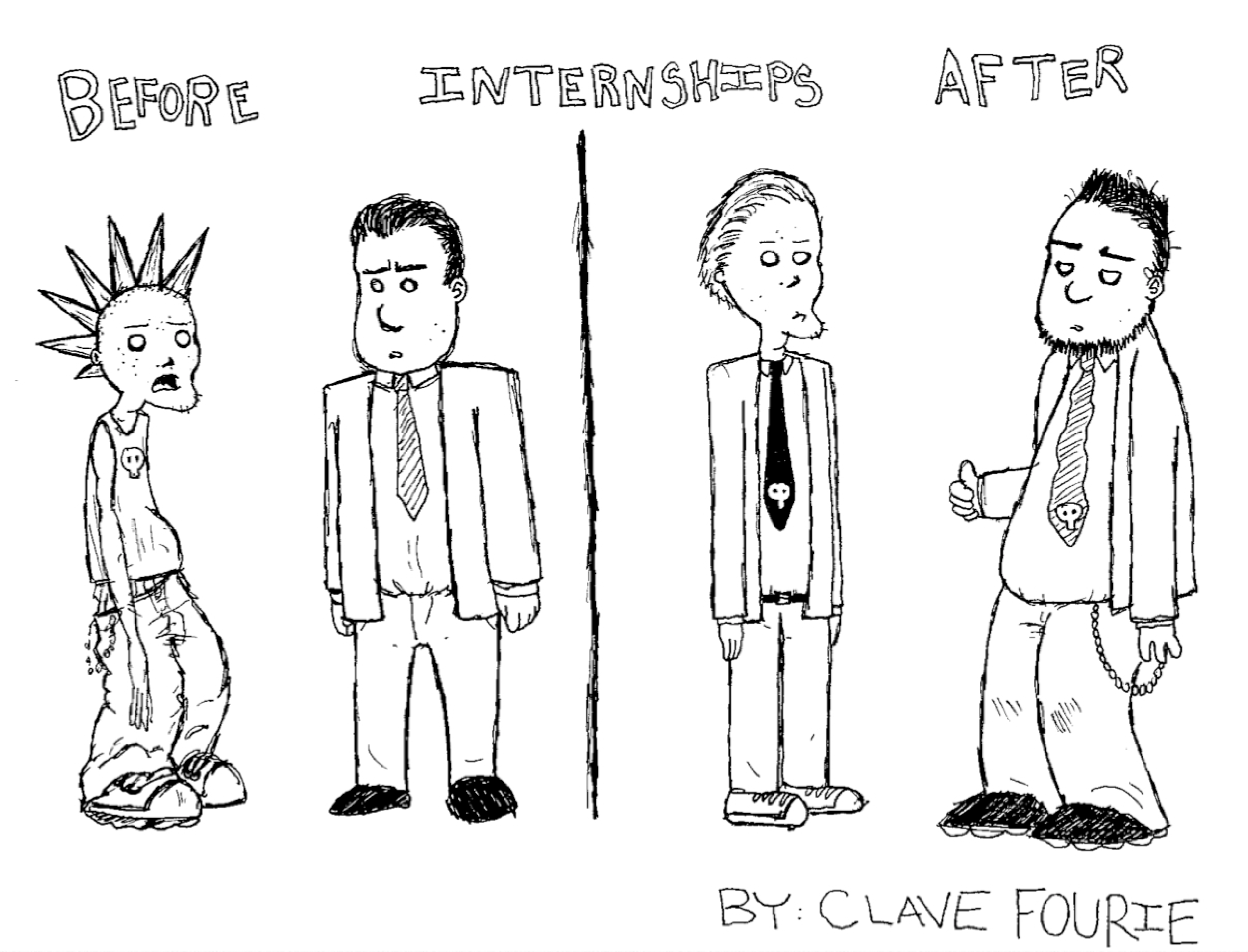
LTI: Who Do I Call?

	Advisor	Student	LTIC
Who should I contact if the student doesn't show up for internship?	X		X
Who should I contact if I can't get in touch with the advisor?			X
Who should I talk about student's use of downtime?	X	X	
Who should I talk to about professionalism issues (dress, language, etc.)	X	X	X
Who should I talk to if my intern asks me to buy him/her lunch?	X	X	
Who should I talk to if my intern isn't completing tasks?	X	X	X
Who can I share positive stories about my intern with?	X	X	X
Who should I speak to when my intern completes his/her project?	X	X	
Contact info: (phone and email)	Joe Advisor 212-212-2121 joeadvisor@gmail.com	Jane Student 917-333-4444 Janestudent@gmail.com	Bonnie LTIC 222-777-8888 ext 123 BonnieLTIC@gmail.com

Your school leadership will have some specific plans for training, communicating with, and celebrating your mentors. As an advisor, you should have a solid plan for how you will stay in touch with your mentors, and how you'll make sure you're keeping up with each student's experiences at their internship. We recommend weekly contact with mentors (via phone or email), and face-to-face contact at least once a month. Most of our advisors develop a regular rotation for their internship visits, and confirm all visits with mentors ahead of time. It's ideal if you can also confirm the reason for the visit (checking in on project work, tackling a specific challenge, doing an assessment of student work, etc.).

Remember that mentors are your best friends! Not only are they giving their valuable time to your students' development, but they also often become advocates for students, help them with job search- ing, college application recommendations, and come to their exhibitions and other school events. Maintaining a strong relationship with mentors is of utmost importance. Visit, call and email often!

If everything is progressing as it should, you'll see your mentors and students forming strong bonds. They may even start to look alike, talk alike and have "inside jokes"!



10 Best Practices for Strong Mentor Relationships

1. Use a spreadsheet or calendar to track your interactions with mentors. Keep notes on when you call, email and stop in. Make sure that you are connecting with the mentor by email or phone for each week that you are not stopping in.

2. Use an agenda for LTI set-up meetings. When you first meet with the mentor, do not try to explain too much at once. Focus on the main objectives: what to expect for the next two weeks before a project set-up meeting, and what each team member's responsibilities and needs are.

3. Use the information in the Advisor Guide on Projects for the project set-up meeting. Work with your student before the meeting to make sure that s/he is ready with questions and ideas. Bring a copy of the stu- dent's learning plan and brief written explanations of the Learning Goals.

4. It is often helpful to have sample LTI projects that the student has done to show the mentor what type of depth to build toward. If this particular student hasn't done an LTI project before, use another student's project. This can help to illustrate how the learning goals connect with the project work, as well as what type of learning occurred through the creation of the project and how it benefited the LTI site.

5. Have your student create a meeting memo each time you meet—this will help to document the meet- ing, and also help with listening comprehension. Have the student work with you ahead of time to develop an agenda for the meeting, so that they can take the lead on facilitating your conversations. It will show the mentor (and the student!) from the beginning that the student should be an active participant in all decisions made around the internship.

6. As soon as the project timeline is created, make sure that the mentor gets a copy, and that there are clear check-ins scheduled with the student and mentor. This insures that the mentor is continuously involved in the project, and that the student will be more motivated to hit deadlines.

7. Make yourself a list of things that you should check on each time you're at the internship: sign-in sheet, project timeline, student-mentor dynamics, vocabulary list, etc. Whatever is important for this particular stu- dent. If you make an effort to be consistent in your expectations and practices, the mentor is more likely to do this as well.

8. Invite mentors to school functions as well as exhibitions. It's a good idea to send an invitation through email, as well as to call and invite them, or do so face-to-face.

9. Keep yourself organized with an LTI binder. You can keep all sorts of extra paperwork on-hand, as well as materials specific to each individual student (project proposals, timelines, notes from prior meetings). This will assure that you have everything you need for each LTI visit, and even unforeseen eventualities!

10. Finish strong! Every internship must eventually come to an end. But that doesn't mean the mentor's relationship to the school should come to an end! Make sure you do exit interviews with students and mentors at the termination of an internship, and mentors should also receive an LTI Assessment, as well. Make sure that the mentor's preference for taking a new intern is noted in school LTI records.

4

RWL Exit Interview Materials

Deciding Whether to Continue or End an LTI

As a project nears the end, the student, advisor and mentor decide together whether to continue the LTI after the project is done. The length of each LTI varies; one student may have two LTIs in a year, while another student may work with the same mentor for three years. It depends on the interests and needs of the student and mentor. Before a student leaves an LTI, he or she should line up another LTI opportunity so there isn't a lengthy transition.

Ending an LTI

When an LTI ends, it is important to have an exit interview with the student, mentor and advisor. Ask the mentor to fill out a mentor assessment form and have the student send a thank you note to the mentor.

If it is the end of the project or the school year, check-in with the student and mentor to see if they want to continue with this LTI.

Exit Interview

If the LTI is ending, hold an exit interview. Make sure the student is present at the exit interview. The goal is for the student and mentor to share their thoughts about the LTI. The advisor should also contribute to the discussion based on his or her own observations and experience with the process.

Here is a sample agenda to use for exit interviews:

What were the highlights of this LTI experience?

What strengths did the student bring to the LTI site?

What areas does the student need to work on most in future LTIs?

What is the student most proud of from the LTI work?

What part of the student's work has been most beneficial to the mentor?

Other comments?

Mentor Assessment

Ask the mentor to fill out a copy of the mentor assessment at the end of each year, or at the end of the LTI. There is a copy of the mentor assessment form in the Mentor Guide. This is a great way to get feedback for you and the student as well as a way to collect important data for the school. You can use the mentor's comments when you write the student's narrative as well.

Mentor's LTI Assessment

Mentors play a key role in the education and development of a Big Picture student. This assessment documents the mentor's perspective on the intern's experience at the LTI. This form should be completed before the exit meeting at the end of the internship, so it can be reviewed and discussed with the student and advisor.The completed assessment will become part of the student's portfolio and portions may be included in the student's narrative or exhibition.

Mentor's Name ***Date***

LTI site ***Advisor*** ***Student***

Have you mentored a student at a Big Picture school before? *Yes* ______ *No* ______

# of times ______

What were the highlights of your intern's work at the LTI?

What areas would you suggest the intern continue to work on?

Please answer the following questions about your intern this year:	*Very Much So*	*Satisfactory*	*Not at All*
1. My intern demonstrated a good overall work ethic at the LTI.			
2. My intern had good attendance and was punctual.			
3. My intern improved in interpersonal skills.			
4. My intern contributed work of real value to this site.			
5. My intern's project was good enough to use at this LTI site.			
6. My intern demonstrated good project management skills, was organized and met deadlines.			
7. My intern was able to pursue his/her passion through the LTI work			

over

Mentor's LTI Assessment (continued)

Please briefly describe your intern's LTI project:

____

____

Additional Comments:

____

____

I would like to be called again to be a Big Picture mentor *Yes* ________ *No* ________

If Yes, would you prefer: *Same Student* ________ *Different Student* ________ *Any Student* ________

If No, we would appreciate knowing your reason:

____

____

____

I understand my feedback may be included in the student's quarterly report and portfolio.

____

Mentor Signature ***Date***

Advisors are always working to improve their communication with interns and mentors. Please take a moment to give us some feedback on the frequency and quality of our communication.

	Very Much So	Satisfactory	Not at All
1. You had enough contact with the advisor.	________	________	________
2. The advisor communicated what the mentor's role is clearly.	________	________	________
3. The advisor supported the student's LTI work.	________	________	________

Additional Comments or Suggestions for the advisor:

____

____

____

5

Recruiting Potential Mentors

Recruiting Potential Mentors

Everyone you meet is a potential mentor for your students! The accountant who does your taxes, your dentist, the green grocer down the street. Our most successful advisors are self- declared "Mentor Magnets," and they attract mentors by being friendly and constantly giving and collecting business cards. You may have an LTI Coordinator at your school, or a specific process of recruiting mentors, but the business card method rarely fails!

Your school may also develop print materials for recruiting potential mentors. We've included an example here from Philadelphia's Big Picture School, el Centro de Estudiantes.

Are you excited about the work that you do?
Are you patient and willing to share your expertise?
Do you want to give back to the community?

El Centro de Estudiantes High School would like you to become part of our Real World Learning network!

el CENTRO de ESTUDIANTES
A Big Picture Philadelphia – Congreso Community

Learning in the Real World

http://www.bigpicturephiladelphia.org

Host a student for an Informational Interview:
Invite a student to your place of work to have a dialogue with you about who you are and what you do.

Invite a student for a Shadow Day:
Let a student come to your work site and spend the day with you, learning about the particulars of your professional environment.

Be part of a Student Volunteer Service Project:
Sponsor a project for your business or organization where groups of students work together on tasks that help them learn and give you some extra sets of hands to get the job done.

Become a mentor:
Share the ins and outs of your profession. Students will develop projects that have real value for you and your workplace. You'll get fresh perspective, valuable skills in mentoring, and the satisfaction of building stronger ties in the community.

Who We Are:
El Centro de Estudiantes:
A re-engagement high school in Kensington that combines real-world learning, integrated curriculum and post-secondary opportunities to help students succeed.
Small classrooms: With an 18:1 student-teacher ratio, students develop the kind of personal relationship key to quality learning.
Customized Education: Students use their interests and passions to set goals and create their own learning plans and projects.

El Centro's 6 Outcomes for Every Student:
Proficiency in Literacy
Procificiency in Mathematics
Critical Thinking & Research Skills
Intra-Personal Skills
Perseverance & Self-Advocacy
Inter-Personal Skills

Contact Us:
http://www.bigpicturephiladelphia.org/el_centro.html
Phone: 267.687.1172
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6

Organizing It

Organizing It

Organizing yourself and your students during the LTI process can make your experience run much more smoothly. There's a great deal of information to manage:

- Tracking student interests
- Tracking student phone calls & emails to potential mentors
- Tracking your phone calls, emails and visits to current mentors • Managing student project work & documenting learning
- Managing paperwork on mentors/sites
- Tracking attendance at LTIs
- Keeping track of notes from meetings
- Tracking student assignments

Not to mention all the other information and processes you're juggling day-to-day. We've reached out to advisors across the network to get a sampling of tools they use to help them- selves stay organized through their LTI work. We've included some of those tools here, and we encourage you also to visit the Knowledge Exchange (www.bplknowledgeexchange.org) to find other ways of staying ahead of the 8 ball!

Planning

Your LTI Coordinator may have a master plan for when/how to implement the steps of the LTI process. But having a calendar of expectations can help you to have clarity around what's happening now, what's happening next, and what you'll need to keep the train on the tracks!

RWL Timeline

Week 1- September 8, 10:
Interest inventory (Advisor Handbook)

Begin researching passion & interest

Reflective journaling

Movies/newspaper activities

RWL box

Using Supercalendar

Week 2- September 15, 17:
Continue research

Continue journals

Learn RWL Process & where to find materials

Big Picture Message Triangle

Draft phone & email script

Learn phone etiquette
(greetings, formal language, leaving messages, etc.)

Begin practicing phone calls with peers

Week 3- September 22, 24:
Continue research, journals

Fishbowl phone calls

Begin practicing phone calls with adults

Advisor Prep:

- *Interest Inventory*
- *Journal Prompts*
- *RWL Box materials: boxes, magazines, weekly papers, business cards, etc.*
- *Volunteers to practice phone calls with (friends, family, businesses)*
- *Inquiry materials*
- *Organizational materials*
  - *Advisory Calendar*
  - *Bulletin board*
  - *Space in room for paperwork (or digital system):*
    - *Phone logs*
    - *Street pass requests*
    - *I.I. Questions*
    - *II/SD Reflections*
    - *Journals*
    - *Checklist*

Learn phone log

Begin inquiry- develop questions for informational interviews

Email- set up accounts, learn about CC/BCC/Subject/Signature line, etc.

Intro to Google calendar/Advisory calendar

Enter info into Learning Plan

Week 4- September 29, October 1:
Continue research, journals

Transportation & Maps

Street Pass

What items do you bring?

Practice interview technique

Professional dress & behavior

Intro to Contact database & contact request

Research leads

Editing/Revising interview questions

Informational Interview & Shadow Day Reflection Info

Week 5- October 6, 8
Continue research, journals

1:1 Interview practice

If all checklist items/readiness competencies are met, start making those phone calls!

Going Digital

Today, there are so many great ways to organize your time online. You can create, share and synchronize calendars with your students and mentors. Your school may have an online mas- ter calendar, as well.

Your students can manage work online to create materials and share them for feedback with you, their mentor, or their peers.

Many of our advisors have had great success with moving planning and assignment work to online platforms, where they can coordinate with students in the digital world. Since your students will be headed in all different directions on LTI days, this may make a lot of sense.

Having students create and manage work online has many benefits. It's a real-world skill for them, it reduces the amount of paperwork you have to manage, and it creates a digital trail, so work is less likely to get lost. It's also helpful because they will be working on their projects at their internship site, their home and at school, and having work that resides "in the cloud" assures it's accessible no matter where they are.

Many of our network advisors recommend having students use a calendar service like Google calendar. They can post all of their project work deadlines online, share their calendar with you (or anyone else they're working with), and set reminders for themselves via email or cell phone of upcoming meetings and deadlines. You can put items on their calendar, or invite them to meetings.

Your school may have a dedicated platform for work, planning and calendar. Talk to your school leader and see if this is the case.

Materials

Though you may organize yourself, your students and your work digitally, it will likely make sense for you to have paper materials that you bring with you on LTI days. Below is a recom- mendation on how to coordinate necessary materials in an LTI Binder.

Recommendations for LTI Binder:

1. Have a binder for LTI, that you take with you when you leave the building, and keep all students' info in it. Each student would get a section, and in each section would be:

LTI Setup Materials

Project Proposal
Each Student's Learning Plan Notes from meetings

In the front of the binder, it's a good idea to have a master list of all student internships, with the mentors' contact info, address etc., so that at a glance, you can see where all students are. There's a sample below.

1. Keep a calendar or planner with info on all scheduled visits.

2. Keep a list of all LTI sites each week that you check off as you email or call each mentor,

and check off when each student arrives (for attendance purposes).

Ms. G's Advisory LTI Schedule Thursday, October 16

		9:00	10:00	11:00	12:00	1:00	2:00	3:00
Abigail				S.D. at Betsy Ross House				
Jessica		LTI at Habitat						
Troy			I.I. at Creative Arts					
Teaqae		LTI at Sharon Thomas Consulting						
A'Neshia		LTI at Carl Miller						
Janee			S.D. at Washington School, with Ruiz-Thompson					
Jose		Volunteering at Habitat for Humanity						
Nicole						I.I. at David Paul		
Chris		LTI at Cooper Hospital						
Maxie		Volunteering at Habitat for Humanity						
Brandon								
Shikeya		LTI at Washington School						
LiAsia		LTI at Cooper Hospital						
Tyrell								

Site	Mentor	Address	Time(s)	Phone	Check-in at MetEast in AM?		Email Address
Academy of Natural Sciences	Lois X		2:30		Yes	Brandon	
Adventure Aquarium	Nicole X		1:00		Yes	Jose	
Allen's Boarding Kennels	Manager		1:00		Yes	Brandon	
Ben Frankiln	Luis X		9:00		Yes	Maxie	
Betsy Ross House	Michelle		11:00		Yes	Abigail	
Carl Miller Funeral Home	Rasheeda X		9:00-3:00		No	A'Neshia	
Cooper Hospital	Cheri X		10:00-3:00		Yes	Chris	
Cooper Hospital	Lisa X		8:30-2:30		Yes	LiAsia	
Creative Arts High School	Jamal X		10:00		Yes	Troy	
David Paul Law Offices	Michael X		1:00		Yes	Nicole	
Habitat for Humanity	Amy X		9:30-3:30		Yes	Jessica F.	
Homeless Prevention	Director		10:00		Yes	Maxie	
Michael Fioretti	Michael X		9:00		Yes	Nicole	
Todd Marcus Exotic Birds	Lisa X		1:00		Yes	Tyrell	
Washington School	Jacqueline X				Yes	Shikeya	
Washington School	Carol X		10:00-2:30		Yes	Janee	
Dr. W.	Dr. W		10:00		Yes	Maxie	

Organizing the LTI Process

Your students will be doing all sorts of work as they move through the LTI process. Each person will be making their own contacts, setting meetings and completing assignments. The Projects Advisor Guide has some great resources for managing work. We've also included a couple of quick tools to help you keep track of how all of your students are progressing through the LTI search process.

Call Log

Students will need to keep tabs on who they've contacted in their LTI search, what the results of those contacts were, and what their next steps should be. A simple spreadsheet that asks them to record each interaction will be your best friend! The LTI process is arduous for kids precisely because they may not see results of their phone calls for a while, which can make them feel

as though they're spinning their wheels. Having a call log can help them see how much work they've done, and give them ideas about what to do next, and reminders on what they should follow-up on.
You can use the log digitally or on paper—just make sure you have a solid system for keeping track of the logs over time, so they don't disappear.

PHONE LOG Name: ____________________ Date: ____________________

Name of Business	Approval Date (Advisor)	Phone Number	Who I spoke with (first/last name)	What they said	What Time I called	Next Steps

LTI Bulletin Board

Having a physical space in your room where you post information and track student progress through the LTI process can help centralize information. It also can serve as an accountability measure that shows which students are making progress and which are falling behind.

The following worksheet is meant to be posted on a bulletin board, one per student. Each worksheet is updated as a student completes another step in the LTI search process. At a glance, you can see who's moving forward and who's stalled out. Having their progress posted can serve as a motivator to your kids, as well.

You can post new LTI leads, pictures from students' LTI sites, and exemplary LTI project work on this bulletin board, as well. You can also take it to the digital realm, with an advisory web page with this information!

STUDENT INTERESTS

PHONE CALLS MADE DATE

INFORMATIONAL INTERVIEWS DATE

SHADOW DAYS DATE

CONGRATULATIONS!!! YOU HAVE AN LTI!!!

7

Alternatives to Internships

Alternatives to Internships

One student with one mentor in a professional work environment is the ideal approach for real world learning, as it builds communication skills, professional skills and provides the student with the best of both human and material resources. We recognize, however, that younger students are not ready for the rigors of this experience. Many of our programs that work with younger students, or high school students who are unable to travel to internships twice a week, have developed alternative approaches to internships. Your school may develop your own set of expectations around RWL, but we wanted to share some resources here, to inspire your thinking and perhaps provide a roadmap for some of your work.

RWL experiences that are not 1:1 internships generally break down into four categories:

- **Group RWL/internship**- A group of students (sometimes an entire advisory) travel to a work site, often with an adult mentor from the school. These RWL opportuni- ties partner the same group of students with the same site and mentor(s) over time, to complete a specific project.
  Examples:
  o A group of students works with the local zoo, over the course of two months to record observations around newborn animals.
  o A student group works with teachers at a local after-school program to plan activities and curriculum around tween issues.

- **Group in-school RWL**- Students do a RWL project at the school site. Mentors are recruited to come to the school to work with a group of students. These can be either short-term relationships or long-term relationships. These RWL opportunities are of- ten based around a topic that is a combination of student interest and a school project. Examples:
  o Students partner with an interior designer to remodel the school library.
  o A student group works with a local theater team to write and produce a play.

- **Learning through volunteering/community service**- Students do work with local community groups, to provide a service to the community. These can be long-term, but are often short-term partnerships, so students may experience many different or- ganizations over the course of months.
  Examples:
  o Students work with Habitat for Humanity to help paint rooms in a house. o Students help package foods for Meals on Wheels.

- **Training/certification/dual enrollment programs**- Students attend classes and train- ing programs that are run by outside providers. Participants in these programs often earn credit or a certification for their work. Examples:
  o Certification programs in nursing, childcare, computer technology
  o Classes at the local college or university

Best Practices for Alternative RWL Work:

Give students choice. The relevance of the work is key, so students must be able to select an experience that resonates with them. Whether they're doing a one-day volunteer trip, or signing up for a long-term group internship, it must be something that they want to do, or the experience will be less significant and authentic.

Make it about a project. Students will do a great deal of learning through their RWL work. If you can connect their work with a long-term goal, in service of creating a product that will impact others, it will make the work and learning that much deeper. Have students take the lead on designing and planning the project, and make each step clear to them as you progress. This will set the stage for later independent and LTI project work.

Make it real-world. To the greatest extent possible, take your work outside the walls of the school. Bring students to work sites, bring professionals to the school, and have students working hands-on with real artifacts and products from the real-world.

Debrief often. Help students make connections with their work and academic learning. Talk about college- and career-readiness skills that they're building through this work. Give them opportunities to talk about how they're feeling about the work site, the project and what they're learning. Help them discover new interests and questions.

8

Sample Materials

Artifact #1

This first artifact is from a planning session in a Big Picture school that wanted to develop a RWL program for students who were not ready to engage in the individual internship process. You can see the various goals of the project, and the detailed thinking that went into creating a program that would meet these goals and actively engage students.

Alternative RWL Program Planning Notes

RWL Pod Fast Facts:

1. RWL Pods will be created based on student interest and Community Partnership availability.

2. Advisors will work with a Community Partner. These community members may be involved with organizations, own businesses, be skilled in the field of interest, and/or interested in volunteering their time and experience with el Centro students.

3. These RWL experiences will be utilized as a way to jump-start students into Real World Learning who may not be ready yet for Internships as a way to engage student interest, build comfort in the real world, build skills, create learning experiences that show how academics can be applied in real life situations, and explore interests

4. Student will have a RWL Pod that is separate from their home Advisory. There will be on average 16 students in each Pod.

5. RWL Pods run the duration of a trimester. Students have the option of continuing with the same Pod, for those that will be continuing all year, or transferring to another Pod at the end of the semester.

6. Two of the ten Pods will be devoted to students who will have internships. These students will need to be accepted into these LTI Pods by completing an application demonstrating that they have the skills and responsibility to obtain and maintain an internship. They will need to "earn" the chance to get an LTI with this set up.

7. RWL will be held on Tuesdays and Thursdays, as much off-campus as possible.

8. Students will meet at the school and leave at 9:00am and return by 2:45pm.

9. With the lead of the Advisor and Community Partner, students will design a Pod proj- ect that incorporates all the Learning Goals (ER, SR, QR, COMM, PQ) with tangible end products both individual and group. Students in the LTI pods will be responsible for a LTI project every trimester. All students will have an additional Independent Project to complete in their home Advisory.

10. The Community Partner has the option of committing for one trimester or for the whole year. Having it determined by trimester, allows flexibility to change partnerships or interests groups as the students and community dictate.

11. The goal is to engage students in RWL learning as soon as possible. As such, RWL Pods will be determined and Community Partnerships established prior to the start of the school year. The suggested areas of interests will be based on student interests as identified in this school year.

12. The RWL Pod Team (Advisor and Community Partner) is encouraged to make more community connections and eventually break the students into small groups. These groups of 3 or 4 can work with additional adults in the community in the field of interest during blocks of time on Tuesdays and Thursdays. This is to decrease the student to adult ratio and provide as much individual attention and care as possible. This may be a 2nd trimester goal as time permits.

13. The RWL Pod Team is encouraged not to "reinvent the wheel" and search out resources from already established vocational/technical programs, units of study with lessons on similar topics, and use computer based programs such as Keytrain that help students develop Math/English skills (and perhaps more) based on the career paths they hope to pursue.

14. Students will be required to write a 1-2 page journal entry upon their return to school on Tues and Thurs to communicate with advisor about activities. In addition afternoon circle time in their home advisory will provide students a time to share RWL experiences with classmates each day, to create student to student teaching/learning.

Other Suggestions:

- Have Community Partners that will float between the Pods. For example all Pods will need to engage in fundraising. Have one Community Partner who specializes in this rotate with a lesson to each of the RWL Pods.
- Purchase or have a school van or vans for outside of city trips
- Arrange for bagged lunches on Tuesdays and Thursdays
- If a student is later than 9am they are considered absent for that day
- Have parents, college students, or senior volunteers who would be willing to accompany and assist a Pod on Tues and Thurs
- Create a Tag line that will sell the students on this concept (just as a business would)
- Use already established connections and partnerships
- Some PODS may have 2-3 primary Community Partners.
- Have other school personnel or established and well-versed community partners run a RWL Pod without an advisor to make smaller groups and provide more variety.
- The first week will culminate with a RWL fair, allowing students to choose their Pod for the trimester. The student will apply for his/her top two-three choices and go through an interviewing process (or some other well spelled out process).

Some Concerns:

- When will Advisors and Community Partners have time to collaborate/plan and prepare for these days? They both have other full time jobs.
- Getting smaller adult : student ratios (see suggestions as mentioned above)
- Who has done something like this before? What resources can we get and who can research this?

Suggested RWL Pods Interest Groupings

1. Sports/Fitness/Martial Arts
2. Architecture/Construction
3. Visual Arts
4. Dance/Acting/Singing
5. Healthcare
6. Mechanical Engineering/Auto Repair
7. Fashion/Hair/Makeup
8. Childcare
9. Law/Police/Fire Department
10. Computers/Technology
11. Culinary Arts

Artifact #2

The following piece is a description of a group internship that was offered around Capoeira Angola, a Brazilian martial art. Students were able to self-select this opportunity, and trav- eled in a group, with an advisor to a studio twice a week, where they worked with a Capoeira instructor to learn more about the art. Each student completed an individual project around what they learned through this RWL opportunity, and presented their projects in exhibitions.

Real Word Learning Opportunity Description

Topic/Main Idea:

Capoeira Angola: An Ancient Tradition in Modern Time

Sales Pitch: (how would you describe this in a few sentences to grab students' attention)

Capoeira Angola is a multi-disciplinary African Warrior art form. Brought to Brazil dur- ing the Trans-Atlantic Slave Trade, Capoeira Angola teaches dance, acrobatics, history, culture, music, health, self-confidence, discipline, and instrument construction. Capoeira Angola has been described both as a game and as a conversation between two bodies. The ultimate goal of Capoeira Angola is to Jogo Bonito (play beautifully). Practitioners believe that if you can learn to Jogo Bonito during the ritual of Capoeira Angola, you can learn to live beautifully during daily life.

Why are you interested/passionate about this idea?

Capoeira Angola was once a rites of passage process, designed to guide young adults from the transition from childhood to adulthood. Our communities suffer from adequate resources to help guide young people today through that process. To learn to live beautifully is what makes Capoeira Angola so important to our community. The Capoeira Angola philosophy of being beautiful and resourceful in oppressive circumstances is an invaluable lesson for the youths of today.

Project Description (an overview):

Group will meet twice a week, Tuesdays and Thursdays. Mandatory to participate in Friday night rodas. The roda is where all the training comes together. Each week will highlight and focus on one of the various aspects of the art form (movement, history, culture, songs, etc). Students will also train with The Low Country Capoeira Angola Society (LCCAS), a local community group that teaches Capoeira Angola, under the supervision and guidance of an experienced mestre (teacher, master) who can trace his lineage and connection to the art for four generations.

Student Activities (students will...)

Journal
Research
Train
Interview
Analyze films, videos

Possible Essential Questions:

Study nutrition, health, diet Construct instruments Learn songs (Portuguese) Take part in weekly roda Connect to the real world

How can Capoeira Angola enhance my life perspective and guide me towards my life's passion?

Possible student projects and products:

i. Construct twelve berimbaus (Capoeira Angola's main instrument).

ii. Become adept in the eight traditional rhythms of Capoeira Angola played on the berimbau, and the games associated with each.

iii. Become adept in five traditional lah dahinhas (opening invocation/song) and corridos (group call and response chant/song).

iv. Become adept in the 9 basic movements of Capoeira.

v. Become well versed in the history and culture of Capoeira.

vi. Connect to Real World Learning Experience.

Skills/Competencies students will develop:

Potential Partners and their roles:

The Low Country Capoeira Angola Society (LCCAS) was founded in 1996 by Mestre Chicago and is dedicated to preservation and proliferation of Capoeira Angola to heal com- munities, families, and individuals. LCCAS is willing to provide their training space, instru- ments, films/media, music, and experienced leadership to assist with this internship.

Potential opportunities for learning outside of the school:

To travel to LCCAS Academy; interview experienced players; research African, Brazilian, and American history; make live instruments.

Artifact #3

This piece shows the planning that went into implementing academic rigor and learning goals into an alternative RWL program.

RWL GROUP Portfolio Requirements

Description of RWL Group Portfolio Expectations: The foundation of the Big Picture Design is the assertion that the most powerful learning experiences come from the combination of (1) hands on work that is related to a student's passion and that is useful to his/her community, (2) the development of a relationship with an adult s/he can trust academically, professionally, and personally and (3) work that is relevant to the student and is rooted in his/her interest(s). RWL Groups fulfill those three components using a whole advisory real world learning experiences that is based on a particular theme. The goal of the RWL Groups experience is to provide the students with a rich learning experience while preparing them for an LTI. The RWL Groups provides the students with an authentic, rigorous, hands-on learning experience that utilizes the rich resources of the community. To demonstrate this, the portfolio will contain: Informational Interview Questions, Informational Interview Results with a summary analysis, Worksite Anthropology, Project Proposal with a timeline, and a Final Presentation. In addition, the portfolio will contain specific English, ER and SR work related to each RWL Group.

Informational Interviews... Students will create informational interviews for guest speakers and worksite visits. Students will conduct a minimum of three interviews. Based on the interview results, student will write a summary narrative, which includes their analysis of their findings. The purpose of having students repeats this activity is to show growth in their ability to conduct and process informational interviews. It is an essential component of LTI readiness.

Worksite Anthropology/ Worksite Review... Students will complete a detailed worksite anthropology/ review using a guided worksheet. Through this process students will need to demonstrate a clear understanding of the worksite/business including how it operates, who it serves, and what its purpose is.

Project Proposal / Timeline... The Advisor will with the students to create a class project proposal that will serve both as a framework for the RWL Group as well as an example of the project proposal process. Students will then go through the planning process for their individual project and create a project proposal with a timeline.

Final Presentation... Students will create an individual component of the Group's final RWL Group project. Students will demonstrate their work through a final presentation and with their final sup- porting materials. This will vary depending on the RWL Group and type of final presentation.

English/Comm component: The RWL Group will give students an integrated learning experience, connecting an interest/passion to an authentic project, which brings a real world context to reading & writing. The English Component will be based on one exemplary RWL writing artifact (ie. speech, pamphlet, poem, how-to guide, ...) and the student's daily RWL Group Journal. The artifact must have a minimum of three drafts with a reflective narrative explaining how the final version shows exemplary work. In the Daily Journals with RWL Group specific vocabulary, students will reflect on their daily RWL Group experience. Advisors will provide specific prompts as well as required vocabulary that need to be included in the journals.

ER component: Each RWL Group must use the scientific method to answer the question, “How do I prove it?” The goal is to find an activity in your RWL Group that requires us to think like a scientist. This is accomplished by demonstrating the use empirical evidence and a logical process to make deci- sions or to evaluate hypotheses.

Some helpful questions to guide this work are:

What idea do I want to test? (essential question) What has other research shown?
What is my hypothesis? How can I test it? What information (data) do I need to collect? How will I collect the information?
What are the results of my research? What error do I have?
What conclusions can I draw from my research? How will I present my results?

SR component: Each RWL Group must use Social Reasoning as they answer the question, “What are other people’s perspectives on this?”
This goal is to find an activity in your RWL Group that requires us to think like an historian or anthropologist: to see diverse perspectives, to understand social issues, to explore ethics, and to look at issues historically.

How do diverse communities view this?
How does this issue affect different communities ?
Who cares about this? To whom is it important? What is the history of this? How has this issue changed over time?
Who benefits and who is harmed through this issue?
What do people believe about this?

QR component: Each RWL will incorporate mathematical measures into their work, as they engage with the question, “How can I measure this?”
The goal is to find a quantitative reasoning component to the project work of the RWL Group. Some helpful questions to guide this work are:

What is being measured? How it is being measured?
What financial decisions are being made, or are we making? What information, data or formulas help us make these decisions?
What are different components? How are these components represented as parts of the whole?
What data is being collected? What are the units/measures/method of collecting this data?

Artifact #4

This worksheet was developed by a Big Picture school that began implementing an LTV (Learn- ing Through Volunteering) summer program. You can see some examples of how students were asked to plan and debrief their experiences.

Volunteer Work/Community Service Project Worksheet

Date: _____________

Group Name: __________________________ (You need to come up with one!)
Group Members: __________________________ ________________________
__________________________ ________________________ __________________________
________________________ __________________________ ________________________

Group Advisor Name: _________________________________

Please answer the following questions. These questions are designed to help you get started on your community service project. We will reconvene in November, in order to begin formally planning these events, and timelining them! Also, if you meet with your group outside of school hours, make sure you use the attached timesheet to log your volunteer hours!

What issue facing our city do you want to tackle?

What do you plan to do to help with this issue?

Why do you want to help with this issue?

Who will your work benefit?

When will your work happen?
Are you creating a product or event? When will it happen or be due?

Who in the community can help you?

Can you identify an expert in the community who can guide your work or help you?

How will you let people know about your work— How will you notify people who can HELP?

How will you notify people who can be HELPED BY your work?

What will you need (in terms of materials or supplies) for your work to be successful?

What organizations can help you?

How will your work be accomplished? What are your steps?

Artifact #5

This artifact is from a Big Picture school in LaFayette, NY, where students have an active volunteer program, in addition to the internship program. These materials celebrate the involvement students have in their community, and serve also as promotional materials for the service organizations and the school itself.

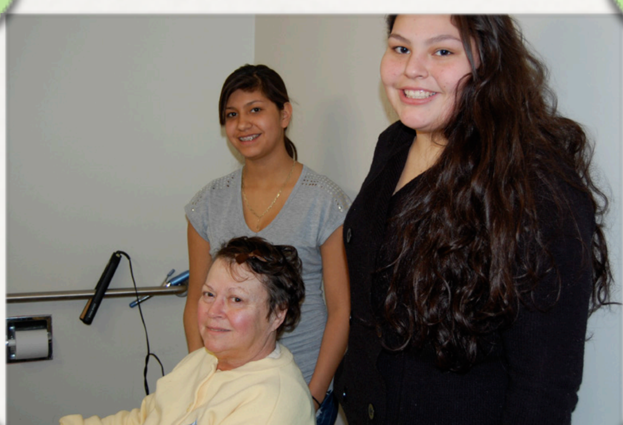
VOLUNTEER WORK

Big Picture students have volunteered for several organizations accumulating 1500 volunteer hours.

- The American Red Cross
- The Salvation Army
- The Rescue Mission
- Iroquois Nursing Home
- Alzheimer's Association
- Community Building Works
- Distribution Day
- Advocates
- LaFayette Clean Up Day

5957 RT 20 W LaFayette, NY (315) 677-5509 Susan Osborn, Principal

Alzheimer's Association Prom



In January, Big Picture students held a prom at the Alzheimer's Association. The event was led by Priscilla Cronin and provided patients with the opportunity to dress up, dance, and have fun.

Familycapped

Familycapped is an organization providing support to families living with disabled children as they navigate through a complex system of medical, social, legal, educational, and bureaucratic issues.

On Friday March 5th, eight Big Picture students helped out at Familycapped's annual Winter Dance Party. They helped children with disabilities get in and out of bouncy houses, play basketball, dance, and complete art projects.

"The time and generosity put forth by your organization were very instrumental in making this a truly wonderful night for many of our children."

-John Miranda, Recreation Director for Familycapped

Community Building Works

Daymon Winder and AJ Pritchard building frames for windows and doors.

Community Building Works is an organization that constructs green affordable housing locally and internationally. Community Building works helps seniors, middle class renters, and low income families afford quality housing.

Big Picture students donated their time to help Community Building Works on selected Thursdays during the school year.

Tony Tarbell and Blaze Bender preparing lumber to be cut by the sawhorse.

Bone Marrow Drive

By Sarah Moses

More than 70 people, 53 of them Native American, joined the national bone marrow registry today at the Onondaga Nation Arena in hopes of finding a match for Cazenovia teen, Taylor Matt.

Matt, 17, suffers from leukemia and needs a bone marrow transplant, but finding a match has been difficult because Matt is one-quarter Native American.

Matt's best chance for finding a match would come from a person with Native American ancestry, said Paula Miller, of the William G. Pomeroy Foundation, who organizes local bone marrow drives.

"The most important thing is that we are getting the right population here today to join the registry," Miller said.

It is very difficult for Native Americans to find matches because there are so few Native Americans donors registered, Miller said.

"There are only 80,000 donors listed as being Native Americans on the registry," she said. This is a little more than one percent of the seven million donors currently on the registry.

Because of the lack of donors, Native American patients have only a 40 percent chance of finding a transplant match on the registry, whereas white patients have an 80 to 90 percent chance of finding a match, Miller said.

When a patient is multiracial, like Matt, that percent drops to lower than 40 percent.

"It's difficult to match people because what we're basically trying to do is match your genetic human finger print with someone else's," Miller said.

The markers used in matching are inherited and patients are most likely to match someone of their own race or ethnicity. This becomes more difficult when a person is multiracial, Miller said.

In the past five weeks, Be the Match Registry has held six donor drives across Central New York and registered more than 500 people.

Priscilla Cronin, 17, a junior at the Big Picture high school in LaFayette, helped organize the two drives on the Onondaga Nation.

"I think everyone should sign up for it," Cronin said. "I think it's important because there are Native Americans out there that need it. You never know, you could be the match and all it takes is a few minutes to register."

To be a donor, volunteers must be between 18 and 60 and have no history of heart disease, cancer, diabetes or HIV.

The collection kit is performed by swabbing four spots on the inside of the cheek. It takes 3 to 6 weeks to test and process the cell samples.

"There is a lot of myths about donating bone marrow," Miller said. "It's not as painful or horrible as the media portrays it."

Eighty percent of the donors can give their bone marrow through a non-surgical out-patient procedure. The donor's blood is removed through a needle in one arm and passed through a machine that separates out the blood-forming cells. The remaining blood is returned to the donor through the other arm. This takes about 4 to 6 hours. The other twenty percent of the time a surgery is performed with a needle through the hip and into the marrow.

Borrowed from The Post Standard online

LaFayette Clean Up Day

On April 16th, four Big Picture students participated in LaFayette Clean Up Day by cleaning up LaFayette Beach.

The students cleaned up around the Lacrosse Box, the lifeguard station, bushes, and around the swimming area.

9

Bringing it all together

Bringing it all together

Big Picture Learning has long been sharing the value of the 3 R's: Rigor, Relevance and Relationships. The Real World Learning process combines these elements into exciting and authentic learning experiences for young people. The projects students create are academically rigorous, relevant to their interests, and to real-world applications, and students build real and meaningful relationships with mentors.

The process of pursuing the internship is just as valuable for students' development as the work they complete once placed in the internship. Through learning to identify and access resources, communicate with adult professionals, follow-up on and organize tasks, to advocate for themselves and to ask questions, young people learn a host of skills they'll need to be successful in their post-secondary lives.

Guiding an advisory of students all searching for internships at the same time is a challenging proposition. Because students are going in so many different directions, with so many variables, so many outcomes to track, and so many connections to make, it's definitely hard to stay on top of it all. But through thoughtful systems, careful organization, and solid networking, you can do it.

There will be times of trial. But you must have faith in the process, and faith in your students. They may make missteps, and they will run into obstacles in the process of pursuing their LTIs, but they will show immense growth in the process. They'll become young professionals who are passionately engaged in their work in learning.

LTI Projects offer students the best of hands-on learning. Students solve authentic challenges in real-world settings through creating unique work that's evaluated using professional standards. This is the true work of our Common Core standards, and students who engage in RWL meet or exceed these standards on a regular basis.

Connections

Real world learning is all about connections. You're helping your students make connections, and you'll be making a lot of your own too. At the school level, connect with your colleagues around your RWL program. The other adults in your school are a great resource for potential LTI leads, tools for getting kids ready for internships, and help with organizing everything. If you're struggling with guiding one of your students through the process, running into walls in their LTI search, partnering them with another advisor, your LTI-C, or another staff member for the short-term can help provide them with fresh energy and perspective.

At the network level, you can find excellent RWL resources on the Knowledge Exchange (www.bplknowledgeexchange.org). Big Picture schools across the country have a variety of different RWL programs, and you can find information and resources on these programs and on advisory activities on the Knowledge Exchange.

Remember that you're asking your students to step outside of their comfort zones in the pursuit of their internships. The best way you can encourage them is by being a role model. Share with them how you interact with potential mentors, how you create a professional network for yourself, and how you continue to push outside of your comfort zone in order to build relationships and gain access to resources. The best advisor is transparent about his/her process. When your students see you making connections, they'll learn to do it themselves. Get out there and make your learning Real World Learning!

10

Resources

Arc of Real World Learning

The materials that follow were developed by Delaware's Positive Outcomes Charter Big Picture school. They show how RWL experiences are scaffolded for the different age/grade levels, and what the expectations are for students at each level.

7th – Who am I?

The 7th grade year delves deeply into who you are as an individual, as a learner, as a group member, as a member of your community, etc… You will explore what interests you and what makes you tick. The idea is that the more you know about you, the more effective you will become at learning. Also, the more the POCS staff learns about you, the easier it is for them to provide you with experiences that matter to you!

Through-line	Know and Be able to do	Activities/Experiences	Assessment	LTIC/SLC Role
Know/Discover Your Interest	Reflect upon real world experiences and determine own preferences	-Advisory volunteer experiences -Advisory service projects	-Journal entries	-Arrange volunteer sites and logistics -Be a resource for community connections to service projects
	Identifying interest areas	-Interest assessments -1 on 1 with advisor -Conversations with family and friends -Show and tell -Advisory volunteer experiences	-Student describes three interests and process of discovery at exhibition	
	Complete an individual project tied to an interest area	-Dependent on individual project	-Individualized rubric for each project	
Understanding Businesses and Organizations	Identify different businesses and organizations in the community	Community mapping		

Working Effectively with Adults	Following single step directions	-Advisory volunteer experiences -Advisory service projects	-Advisor observation	-Arrange volunteer sites and logistics -Be a resource for community connections to service projects
	Asking questions for clarification and deeper understanding	-Advisory volunteer experiences -Advisory service projects	-Advisor observation	-Arrange volunteer sites and logistics -Be a resource for community connections to service projects
	Receive constructive feedback from adults and respond appropriately	-Advisory volunteer experiences -Advisory service projects	-Advisor observation	-Arrange volunteer sites and logistics -Be a resource for community connections to service projects
Obtaining a LTI	Professionalism basics	-Workshop series -Advisory volunteer experiences		-Deliver workshop series and/or provide resources to advisors for content -Arrange volunteer experiences
	Raise personal awareness to enhance abilities to work effectively with others	-Who Am I Project	-Who Am I rubric -Exhibition presentation	
	Thank you letters	-Write letters to volunteering sites	-Thank you letter assignments	-Deliver workshop series and/or provide resources to advisors for content
Understanding and Adapting to Different Cultures/Environments	Differentiate between appropriate behavior in various cultures and environments	-A series of speakers from different environments (i.e. school, church, business, auto shop, etc…) or a panel discussion	-Journal entries	Assist in arranging speakers/panel

Developing Projects	Identifying needs and brainstorming solutions	-Service learning project -Individual interest project		
	Project components and how to use project development tools	-Workshop -Individual interest project		
	Working in a team to complete a project	-Service learning project		

8th – What don't I know that I don't know?

The 8th grade year is about expanding your horizons. Often people are not aware of what they do not know. This year will focus on providing you, as a student with opportunities to experience things that you might not have considered as an interest to expand your learning opportunities.

Through-line	Know and Be able to do	Activities/Experiences	Assessment	LTIC/SLC Role
Know/Discover Your Interest	Reflect upon different interest areas and professional pathways	-Series of speakers	-Journal entries	-Arrange speakers to share interest/career pathway
	Identifying current interest areas	-Interest assessments -1 on 1 with advisor -Conversations with family and friends -Show and tell	-Student describes three interests and process of discovery at exhibition	
	Complete an individual project tied to an interest area	-Dependent on individual project	-Individualized rubric for each project	
Understanding Businesses and Organizations	Explain how an organization that you volunteer at assists the community/people and how your volunteering impacted the organization	-Individual long-term volunteering	-Presentation at exhibition	-Provide database of volunteer opportunities and assist in connecting students
	Observe and describe different cultural elements of an organization	-Company tour	-Tour observation notes or journal entry	-Arrange company tours, transportation, and all logistics
Working Effectively with Adults	Following single step directions when on independent volunteer experience	-Individual long-term volunteering	-Volunteer coordinator/supervisor evaluation	-Provide database of volunteer opportunities and assist in connecting students
	Asking questions for clarification and deeper understanding when on independent volunteer experience	-Individual long-term volunteering	-Volunteer coordinator/supervisor evaluation	-Provide database of volunteer opportunities and assist in connecting students
	Ask for and receive constructive feedback from adults and respond appropriately when on independent volunteer experience	-Individual long-term volunteering	-Volunteer coordinator/supervisor evaluation	-Provide database of volunteer opportunities and assist in connecting students
Obtaining a LTI	Phone Etiquette/Scripts	-Workshop -Experiential mock phone calls	-Phone call feedback forms	-Secure adult volunteers to do mock calls
	Interview skills	-Workshop -Experiential mock interviews		-Secure adult volunteers to do mock interviews
	Anthropologies	-Company tours		-Arrange company tours

Understanding and Adapting to Different Cultures/Environments	Understand and explain your generation and how you adapted to fit in at your volunteer site	-Individual long-term volunteering	-Journal entries -Presentation at exhibition	
	Observe and describe generational differences at volunteer site	-Individual long-term volunteering	-Journal entries	
	Observe and describe different cultural elements of an organization	Company tour	-Tour observation notes or journal entry	-Arrange company tours, transportation, and all logistics
Developing Projects	Breaking projects into smaller tasks	-Individual interest project		
	Developing and following timelines	-Individual interest project		

9th – How do I tap in?

You have a world out there waiting to assist your growth and development. Now is the time to begin getting connected to it. The 9th grade year will be spent developing skills and having experiences that enable you to begin using your community to support your learning and interest exploration.

Through-line	Know and Be able to do	Activities/Experiences	Assessment	LTIC/SLC Role
Know/Discover Your Interests	Identifying current interest areas	-Interest assessments -1 on 1 with advisor -Conversations with family and friends -Show and tell -Interviews and shadow days	-Student describes interests and how she or he explored the interest	
	Complete an individual project tied to an interest area that involves utilizing an adult resource in the community	-Dependent on individual project	-Individualized rubric for each project	-Be a resource for students to connect to adults in the community
Understanding Businesses and Organizations	Effectively analyze the culture of an organization and determine personal preferences for potential internships	-Interviews -Shadow Days	-Informational Interview Forms -Shadow Day Anthropologies	-Manage call request system and community connections database -Assist students in identifying individuals to interview and shadow

Working Effectively with Adults	Showing up on time	-Interviews -Shadow days -Interest project meetings	-Journal entries -Adult feedback	
	Develop a connected professional relationship with interest project mentor (meaning: that adult is willing to be a reference for you or provide connections at the end of the project)	-Interest project	-Interest project mentor evaluation	-Review mentor evaluations -Follow up on those evaluations to more deeply involve those individuals and/or do damage control if necessary
Obtaining a LTI	Use the Real World Learning Database	-Search opportunities and send call requests		-Train students and respond to call requests
	Understand techniques for finding resources in the community	-Workshop on ways to connect to resources and techniques for researching	-Students find new opportunities and submit via call request system	
	Effectively network to find what you need	-Networking workshop -Series of networking events		-Arrange networking events
	Resume and Interest Letter writing	-Workshop	-Completed resume and interest letter	
Understanding and Adapting to Different Cultures/Environments	Identify how you would fit into a culture/environment and what adaptations you would have to make to stay for a 3 month internship	-Interviews -Shadows	-Journal entries	
Developing Projects	Identifying and effectively using resources	-Individual interest Project		
	Write Project Proposals	-Individual interest Project		

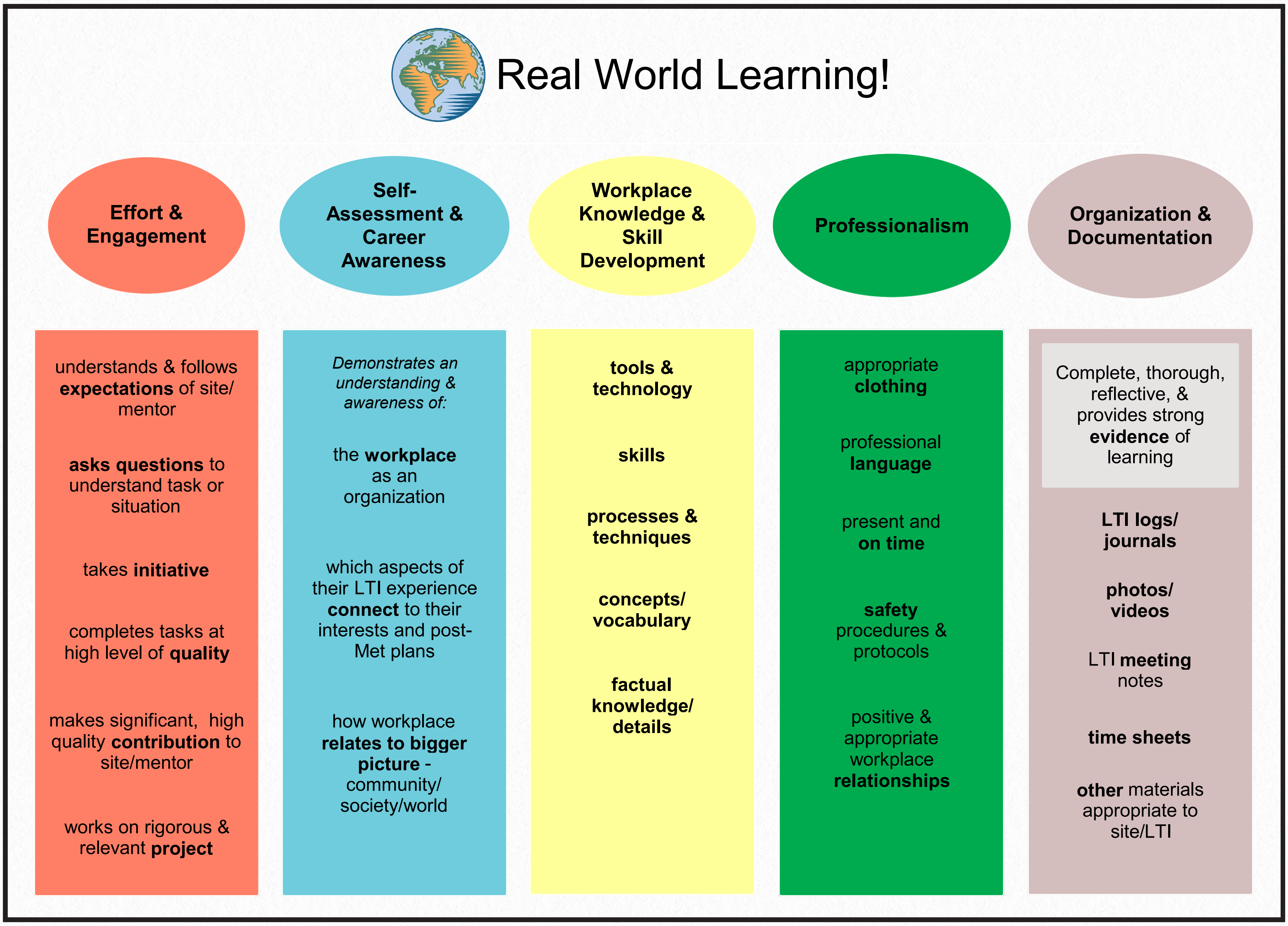
10th – How can I possibly own that?

This is the year that you step into becoming an independent learner. You get the keys to the car as you sit behind the steering wheel to truly guide your own education and take responsibility for the outcome.

Through-line	Know and Be able to do	Activities/Experiences	Assessment	LTIC/SLC Role
Know/Discover Your Interest	Identifying current interest areas	-Interest assessments -1 on 1 with advisor -Conversations with family and friends -Show and tell	-Student describes interests and how she or he is pursing it via their LTI	
	Complete a LTI project that is tied to your interest, the needs of the business/organization, and enhances your learning	-Dependent on individual project	-Individualized rubric for each project	
Understanding Businesses and Organizations	Analyze the needs of the business or organization and design a project to meet those needs	-1 on 1 meetings with LTI mentor and advisor -Completion of LTI Project Development Tool	-Mentor evaluation of analysis and project completion	Support the advisor, student, and mentor in the project creation process
Working Effectively with Adults	Enhance professional vocabulary	-Internship -Research relevant to interest area	-Completed LTI Terminology Sheet	
	Seek out and ask for resources and support needed to finish projects (PROACTIVITY)	-Internship	-Mentor evaluation	-Distribute mentor evaluation at middle and end of internship -Follow up with student, mentor, and advisor based on results
	Understand and demonstrate appropriate use of technology at the internship (cell phones, computer and internet surfing, social media, etc…)	-Read and/or ask for the technology policy at your internship site -Continually demonstrate compliance with the policy	-Mentor evaluation	-Distribute and collect mentor evaluations
	Develop strategies to communicate effectively in the internship setting (being assertive, listening, etc…)	-Internship	-Advisor observation -Mentor evaluation	-Collect advisor observations -Distribute and collect mentor evaluations
Understanding and Adapting to Different Cultures/Environments	Assist in development of younger students awareness	-Student leader/helper for generational and/or social identity workshop series		
Developing Projects	Managing project process from start to finish without much external assistance	-Senior Thesis Project		

Value of Real World Learning

This graphic was created at the Met. It delineates the different aspects of learning and skill development that RWL cultivates in students, when it's done well.



Project Setup Meeting Materials

INTRO
Sample Student LTI Questions

Student Name: ___________________________ Name of LTI: Tiny's Auto Repair

How?, What?, When?, Where?, Who?, Why? – Your LTI Questions

Beginning the very moment your Advisor says to you, "Congratulations, you have an LTI," and your brain begins swirling and whirling with ideas, plans and thoughts, write down all and every question that comes to your mind about your LTI. These questions that are yours and yours alone, these gems, will become foundations for projects and still more questions. Don't hold back and most of all, Have Fun!

- What about gasoline makes an automobile run?
- What other fuels are being used as an alternative to gasoline? What about those alter- natives makes an automobile run?
- What are the most important properties that single out a car as being better than other cars?
- How does a transmission work?
- How does an engine work?
- Who is considered the father / mother of the automobile?
- How does a muffler quiet a car?
- What parts of a car are most responsible for enabling one car to go faster than other cars?
- What has been the most important safety measures created for cars? How do we know?
- Which has had the greater influence on the other: racing cars or street cars?
- How does a starter work?
- How much electricity does a car use?
- What is involved in creating a detailed painting on a car?
- When and where did the first auto race take place?
- How do hydraulics on cars work?
- What is the history of auto shows? Who started them?
- Why do different cultures value cars differently / similarly? Or, is there any difference?

Project Setup Meeting Questions

Bronx Guild – Developing an Internship Project Mentor-Student Questioning Technique

Use this technique during an opening or middle meeting with a mentor and an intern to help develop the internship project.

Key Concepts – keep these in mind as you ask the mentor and the intern questions about the job:

- The mentors have expertise – they know all of the content and skills necessary to be successful in their profession.
- The intern has the experience – they know what their day-to-day job has been like (what they need to do and who they work with and what their days are like). They also know what there interests are and what they like to do and want to find out.
- You have the curiosity – it's your job to probe and find out what skills and content your intern needs to learn and connect those to the students' interests.

Areas of Curiosity – Probe here to help develop the project
Inquire in the following ways (ask/inquire the intern with the mentor present – allow the mentor to add his/her insights into these inquiries)

- Take me through a day at your internship. (be really detailed)
  - What time do you start?
  - What do you do first thing in the morning?
  - What do you do next?
  - What do you do next? (keep asking this question)
  - How do you do that? (ask this question for each thing that the intern does – even if it's self evident)
  - Why do you do that? (ask this question for each thing that the intern does – even if it's self evident)
  - What do you notice when you do that? (ask this question for each thing that the intern does – even if it's self evident)
- Who do you work with?
  - What do they do? (be really detailed)
  - What do you do in your down-time? (be really detailed)

- What do you like to do with your time?
    - Why do you like to do that? (be really detailed)
    - How do those things relate to this internship (your job is to delicately bridge the interests into something that they can do at the internship)

Ask the mentor the following questions (allow the intern to his/her insights into these inquiries)

- What projects are you working on now?
    - Are they big projects?
    - Are there aspects of the projects you could give your intern to do?
- Are there any projects that you always wanted to get done, but can't seem to find the time to do?
    - Can your intern get them started?
    - Can I help him/her design part of the project to get it moving?

Project Ideas

Project Ideas

Topic: Working With Children

Internship Sites:

1) Day Care
2) Children's Hospital
3) Schools – elementary and preschool
4) After school programs
5) Zoo
6) Children's Museum
7) Toy Store
8) Arts and craft centers
9) TV station (children's programming); author (children's books)
10) Children's Theater

Project Ideas for Internship Site #3: Preschool

1) Help students with reading, Math
2) Art Projects
3) Design and run a unit specific to the needs of the group (nutrition, hygiene, multiculturalism, oral history, music)
4) Beginning Internet
5) Design Bulletin Boards
6) Plan and help on a trip
7) Newsletter to parents
8) Helping with the food budget
9) Immunization Awareness Clinic
10) Organize open house for parents
11) Create guides for parents about health and nutrition, etc.
12) Marketing materials – new pamphlet, evaluation of the preschool based on parent and student feedback.
13) Lead paint awareness and testing.
14) Create a garden with the students
15) Redesigning the room (or a specific part of the room – like the nap area).

Depth of Goals in Advisory:

For project - #3 Create a Unit on a specific area

Description: Student and Mentor work together to create a unit on Cultural Diversity.

Learning Goals

Communication:

- Writing – a survey, creating a poster or billboard for the classroom unit, materials for the lesson. Writing the reflections and research.
- Speaking – running activities, speaking with parents,
- Reading – Read research materials
- Creative Expression – look into the music and art of those countries.
- Foreign Language – translate materials into the languages of the background.

Social Reasoning:

- Understanding Diverse Perspectives: understand different cultures and
- how they are viewed.
- Locate all countries of origin on a map and basic research on the countries. (could choose one country to do an in depth research on the country).
- Research on racism and stereotypes (hate crimes, biases, etc).
- Run advisory activities about these back at school, replicate this back at school.

Common Interests and Project Ideas (continued)

Empirical Reasoning:

- Developing Hypothesis to Test Ideas: Create a hypothesis around stereotype statements for the students to agree or disagree with.
- Research – research with framing questions and multiple diverse sources around stereotypes and the country backgrounds.

Quantitative Reasoning:

- Analysis of the data (from the hypothesis testing). Both pre and post lesson and analyze the results.
- Percentages and graph of what cultural backgrounds are in the room, compare to providence as a whole and the US in general.

Personal Qualities:

- Respect, responsibility, perseverance, organization, leadership, self-awareness.

Topic: Animals

Possible LTI sites:

1. Veterinary Clinic
2. Zoo
3. Farm
4. Horse stable
5. Horseback riding center
6. Aquarium
7. Environmental Organizations
8. Field Biologist (often also college professor)
9. Wildlife photographer/videographer
10. Pet store
11. Pet groomer
12. Dog trainer
13. Animal Handler/Trainer
14. Animal Control Officer
15. Parks Department – Fish and Game
16. Forest Ranger
17. Paleontologist
18. Animal Shelter
19. Kennel
20. Dog Walker
21. Bird/Wildlife Sanctuary
22. Wild Animal Rehabilitation Organization

Possible Projects for a student at an Animal Shelter (#18):

1. Work with local media to highlight one animal a week for adoption.
2. Create and print pamphlet about transitioning a new cat or dog into your home.
3. Learn to identify behavioral signs in cats and dogs. Keep a record of behaviors and use the data to give extra play time and attention to those in need.

Common Interests and Project Ideas (continued)

4. Creating behavioral enrichment toys for the animals to keep them active and healthy.
5. Writing for and designing the Shelter's newsletter.
6. Creating statistical reports about the animals for the Shelter that can be used for fundraising and grant writing.
7. Write a grant for the Shelter to upgrade or expand the facility.
8. Hold a fundraiser dinner to benefit the shelter.
9. Organize an adopt-a-pet drive in the community.
10. Create an ad for local TV aimed at encouraging people to adopt, rather than purchase, their next pet.
11. Research and recommend new products to carry in the Shelter's pet supply area.
12. Put together an educational packet for people who adopt a pet including information about spaying and neutering, rabies and other common illnesses, feeding and care of their new pet.
13. Create a professional wall display of photos of shelter animals to display in the entrance of the shelter.
14. Create a short video documentary about the life of an animal at the shelter to be shown at the local film festival.

Details of the Project - Holding a Gala dinner fundraiser to benefit the shelter (#8):

Communication:

- Create a detailed project proposal and timeline
- Read about the work of the shelter, it's history and mission.
- Network in the community to create interest in the event.
- Write/design promotional mailings and posters for the event.
- Take high quality photos of shelter animals to use in the print materials and to decorate the dining hall.
- Talk professionally with vendors for the event (caterer, dining hall, etc.)
- Write a final project paper documenting all the research and work that went into this project.

Quantitative Reasoning:

- Get prices for all aspects of the event.
- Create a budget for a 150 person Gala Dinner.
- Project profits based on number of people attending.
- Graph projected budget and creating a formula to describe the projection.
- Compile persuasive statistics about the plight of shelter animals.
- Create compelling and professional graphs depicting these statistics.

Empirical Reasoning:

- Read current research. Find out about trends in the health and number of feral domestic animals and what new strategies are being tried.

Social Reasoning:

- Create informational materials for the event that explain the life of a shelter animal and the important work done by the shelter for the community.
- Find quotes that support the humane treatment of animals to adorn the dining hall.

Common Interests and Project Ideas (continued)

- Read about other local and national organizations that work to benefit animals. Contacting these organizations to see if they'd like to support or endorse the event.
- Create materials that show how the proceeds from this event will directly help animals in need.

Personal Qualities:

- Organize all research and information.
- Be responsible for all details for the event.
- Persevere through difficult aspects of the project
- Manage time so that the event will be a success.
- Use journal to reflect on the process.

Topic: Health/Medicine

Possible LTI sites:

1. Hospital (All Departments: Doctors, Emergency Room, Social Services, Information Technology, Translation, Food Services, etc.)
2. Clinic
3. Forensics Lab
4. Pediatrician's office
5. Specialist (eye doctor, foot doctor, etc.)
6. Physical Therapist
7. Occupational Therapist
8. Nurse
9. Certified Nursing Assistant
10. Nursing home
11. Birthing center
12. Department of Health
13. Health Insurance company
14. Pharmaceutical company
15. Medical researcher (hospital, private or university affiliated)
16. Midwife
17. Sports medicine
18. Nutritionist
19. Strength and Conditioning Trainer
20. Immunization clinic
21. Non-profit health organizations (e.g. Childhood Lead Action Project, Immunization awareness group)
22. Public Health researcher
23. Health teacher/Health education program
24. Planned Parenthood
25. Health correspondent for local news or paper
26. School-based Health Center

Common Interests and Project Ideas (continued)

Possible Projects for a student interning with a nurse (#8):

1. Learn to take vitals and understand measurements (blood pressure, blood O2 level, pulse, temperature)
2. Create informational materials for patients about specific conditions and ways to prevent and treat them (e.g. high blood pressure, type II diabetes, high cholesterol, obesity)
3. Conduct research through a survey or interview for patients to find out how they view their nursing care and what would improve their experiences.
4. Compile and analyze patient statistics for the nursing department to learn about the demographics of patients, common ailments and amount of care required.
5. Create an illustrated (or photographic) dictionary for all the equipment and supplies used by nurses at the LTI site.
6. Write an introductory manual for new nurses working at the LTI site.
7. Create a photographic essay about the nursing staff to display.
8. Write an article for the local paper about the work nurses do every day in the community.
9. Research the nursing career and the current nurse shortage. Use the findings to teach local students more about this job.

Project Specifics for a student creating informational materials for patients on high blood pressure (#2):

Communication:

- Write detailed project proposal and timeline
- Read information on high blood pressure.
- Read other pamphlets for patients to figure out the appropriate reading level.
- Write out information about the disease, causes, prevention and treatment.
- Find or create visuals to use in the pamphlet
- Learn to use a layout program
- Work with mentor to create professional pamphlet – both in content and style.
- Write a project paper containing all the research and work involved in this project.

Quantitative Reasoning:

- Analyze national statistics about blood pressure. Create graphs to show standard deviation.
- Create graphs to depict the blood pressure data gathered in the study (see Empirical Reasoning section).
- Learn about the units of measurement for blood pressure.

Common Interests and Project Ideas (continued)

Empirical Reasoning:

- Make a hypothesis about blood pressure of students at school based on demographic research. Take the blood pressure of a random sample of students. Discuss how they compare to national norms and what you think impacts the blood pressure of this population.
- Learn how a blood pressure can be determined with the equipment – how the equipment works and what the physics formula is that governs pressure.

Personal Qualities:

- Reflection in journal throughout project.
- Using research to influence own nutritional and exercise choices.
- Leadership – sharing information with advisory and school.

Topic: Computers - Hardware

Internship Sites:

1) Retail Computer sales
2) Computer Repair stores
3) Information Systems or IT person at many places :
   - hospital
   - banks
   - schools and universities
   - law offices
   - museums
   - libraries
   - hotels
4) Non-profits that re-condition computers to give out.
5) Tech School Teachers

Project Ideas:

Internship site: Acme Advertising Agency

1) Test computers for performance
2) Make brochures/manuals on repair, upgrading, protocol
3) Improving Computer performance
4) Trouble – shoot networking
5) Input and test new memory (Upgrade)
6) List of FAQs (frequently asked questions) for the workers around the computers, the system, or the network.
7) Upgrade or buy new equipment – cost/benefit analysis
8) Review and analyze backup system
9) Workplace health issues and ergonomics – make materials, gather hardware, and run trainings on this.
10) Trainings about use of computers and protocols.

Common Interests and Project Ideas (continued)

Depth of Goals in Advisory:
For project - #7: Upgrade or buy new equipment – cost/benefit analysis

Description: The mentor has asked the student to present to him and his boss a plan/ suggestions to either replace or upgrade the fifteen computers in the accounts management division.

Communication:

- Writing – The plan and PowerPoint
- Speaking – Presenting to the mentor and boss – using a professional
  - Presentation outline; phone calls to contact people about the
  - Prices and specs of new computers & disposal of old computers.
- Reading – Reading research on new computers and recycling.
- Computers and Multimedia
  - Understanding of new computer hardware, process or recycling, use of Powerpoint.

Social Reasoning:

- Understanding Diverse Perspectives: Impact of computer disposal on the community; cleaning up and donating computers to the community or to organizations in other countries
  - Research the inequity of different communities and their computing capability.
- Past History: Understanding the need for computer upgrades – Moore's Law; history of computer change over the past 20 years.

Empirical Reasoning:

- Developing Hypothesis to Test Ideas: Make a hypothesis – or choose one of the options, research and test. Highlight diversity of resources, supporting ideas with evidence then presenting.
- Analyze what type of computers and features to buy for the new computers.
- Research: Finding and documenting credible/ diverse resources.

Quantitative Reasoning:

- Understanding the numbers that will effect the decision of the computers you will buy; understanding the cost of keeping the computers (repair, tech support, service contracts, depreciation); Analysis of the data (from the hypothesis testing).
- Comparison Shopping – look at different models (of computers) and different scenarios.
- Create a budget on Excel
- Figure out how to graphically present their information so that it best displays, visually, what they have been working on.

Personal Qualities:

- Responsibility
- Respect
- Organization
- Perseverance
- Cooperations

Advisor RWL Reflection

As you move forward with your RWL work, this tool can serve to guide your self-assessment of practice.

RWL Plan- Learning Through Internships

Interest Exploration	
What are the biggest hurdles to my students exploring their interests?	How can I motivate them differently this trimester?
❐	❐
What types of WORK will they do?	How will I track this?
❐	❐

Informational Interviews	
What are the hurdles for my students and myself in this stage of the LTI process?	How will I make sure they're prepared for interviews?
❐	❐
What new techniques will my students and I employ this trimester?	How will my students and I follow up with mentors?
❐	❐
What types of WORK will they do?	How will I track this?
❐	❐

Shadow Days	
How will I communicate with mentors about Shadow Days?	How will I prepare my students?
❐	❐
What is the debrief process like?	How will I track this?
❐	❐

LTI Setup	
What are the struggles my students and I are running into with securing internships?	How can I communicate more effectively with potential mentors?
❐	❐
What do I need to do with the student before the setup meeting? After the setup meeting?	What are the next steps I need to explain to the student/mentor before the end of the initial meeting?
❐	❐

Project Setup	
How can I make sure that the needs of all parties (mentor, student, advisor) are being met during project setup?	What is my biggest struggle with project setup?
❐	❐
How can I clearly communicate expectations regarding next steps to students and mentors?	How will I track all of this?
❐	❐

Ongoing LTI Support	
What is my biggest struggle with ongoing communication with mentors?	How can I better utilize one-on-ones with students to support LTI work?
❐	❐
What will I do to balance supporting students with LTI's and those without?	How will I track all of this?
❐	❐

Internship Process Steps

These graphics can help to illustrate the LTI search process for students, and to help you summarize steps for yourself.

Real World Learning Step-Ladder

Step 1: Complete RWL Checklist

Step 2: Make a Contact Request

Step 3: When Approved, Make the Call! Update Your Call Log!
Advisor Makes Follow-Up Call

Step 4: Put it on Your Calendar

Step 5: Complete a Street Pass Request

Step 6: Pack up What You Need: Supercalendar, Maps, Transportation Funds, Questions, Notebook, Pen

Step 7: GO!

Step 8: Report Back to Your Advisor
Advisor Makes Follow-Up Call

Step 9: Do a Journal Reflection, Anthropology

Step 10: REPEAT until Internship is achieved!

INTERNSHIP PHASES

Informational Interview Phase

- Call Log
- Permission from advisor
- Supercalendar
- Street pass
- Quality questions
- Advisor echos calls
- Journal & debrief
- Thank you's

Shadow Day Phase

- Advisor requests it
- Supercalendar
- Street pass
- Shadow Day Reflection
- Advisor follows up
- Thank you's

LTI Setup

- Buddy system coverage for kids still in school
- Packet
- Memo
- Mentor Profile to LTI-C
- Set up Project Meeting

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101, 201, 301, 401

Students in Big Picture high schools are often referred to in these tern
identify which year they are in. 101's are first year students (freshmen)
on. These number delineations are also used in some network materia
identify the age/grade level they're intended for.

Related Glossary Terms

Drag related terms here

Index Find Term

Advisor

Groups of students are led by a teacher who is referred to as the advis
advisor is the facilitator of each student's individual Learning Plan, and
guide the work for their advisory students. The advisor has primary res
for each student's progress in his or her advisory, but also teams with
advisors.

Related Glossary Terms

Advisor Narrative, Advisory

Advisor Narrative

At the end of each grading term, the advisor develops a written docur
each student in his or her advisory. This document assesses and refle
student's work and makes recommendations for the following grading

Related Glossary Terms

Advisor

Advisory

Each student is part of an advisory group. This is the student's "home
the school. Each advisory is comprised of a small group of students (r
size from 15-20 depending on the school). Students are often groupec
same grade level, but mixed grade-level advisories are also a possibil
group stays together with the same advisor for 2–4 years.

Related Glossary Terms

Advisor

Authenticity

This term is often used in the context of project work. Authentic projec
real work for a real audience. Authenticity means the work connects d
the student, and is designed to connect with individuals and commun
outside the walls of the school, as well. Authentic work addresses a c
problem, and is utilized and evaluated by adult community members,
context of a Real World Learning approach.

Related Glossary Terms

Drag related terms here

Bridge

This describes the transition from one grade level to another – genera
the elementary or middle school level. The Bridge process is different
school, but contains a number of activities and processes that studen
demonstrate their learning and advance to the next level. For example
between elementary and middle school, or middle school and high sc

Related Glossary Terms

Drag related terms here

Exhibition

Big Picture Learning schools schedule exhibitions of work at the end o
marking period. Each exhibition within a school year has requirements
the student's grade level and the status of the individual student's pro
It is through this exhibition of work that the student demonstrates his
accountability for all facets of the Learning Plan. Exhibitions are prese
panel of parent(s), student(s), advisor(s), mentor(s) and others who pro
specific feedback.

Related Glossary Terms

Drag related terms here

Gateway

Gateway generally happens in the 10th grade year and is a process th
students prepare to enter the senior institute. There are a series of pro
and academic skills that students must demonstrate in order to succe
'Gateway' from Junior Institute (9th/10th grade) to senior institute (11t
grade).

Related Glossary Terms

Drag related terms here

Independent Work Time (IWT)

A place for students to work independently on their Learning Plan wor
advisors meet one-on-one with students during IWT. An independent
block also often includes a reflective process, so that students can lea
manage their time better and increase their efficiency.

Related Glossary Terms

Drag related terms here

Informational Interview

One of the first steps of the LTI search process is for students to secu
Informational Interview, where they will ask questions of a potential m
work site. Informational Interviews help students learn about careers,
responsibility, and various aspects of work.

Related Glossary Terms

Drag related terms here

Intern

A student from a Big Picture school who has an LTI in the community.

Related Glossary Terms

Drag related terms here

Journal

The documentation of learning that each student does regularly to rec
thoughts, feelings, observations and plans around their education. Jou
also a key component in developing students' skills in the Learning G
Communication.

Related Glossary Terms

Drag related terms here

Knowledge Exchange

The Big Picture Knowledge Exchange is a site to share and access ma
all elements of our work. You can upload resources that have been eff
your practice, or search for and download resources from other netwo
schools.

Related Glossary Terms

Drag related terms here

Learning Goals

The five general Learning Goals provide a framework for thinking abou depth and student learning. Expectations of Big Picture school gradua focused around these five main areas: Communication, Empirical Rea Quantitative Reasoning, Social Reasoning, and Personal Qualities. Ea has detailed reasoning abilities associated with it. The Learning Goals guideposts for all real world project work conducted by students. This contains more information on Learning Goals in a following section.

Related Glossary Terms

Drag related terms here

Learning Plan

Each student has a personal curriculum that is delineated in his or her
Plan. This incorporates the student's interests and passions and conn
through project work, to the Big Picture Learning Goals. The student a
develop the Learning Plan in conjunction with the parent or guardian a
appropriate, the student's mentor. The Plan is updated on a regular ba
student develops skills through varied experiences and project work.

Related Glossary Terms

Drag related terms here

Learning Plan Meeting

This is a meeting of student, advisor, parent and mentor to discuss th
Plan. Each party contributes to the student’s individual curriculum. As
progress through their years at a Big Picture school, they become mo
more responsible for running these meetings and documenting the ou
which are incorporated into the updated Learning Plan. Often, these n
occur directly following an exhibition, since all the members of the Le
Team are already together at that time.

Related Glossary Terms

Drag related terms here

Learning Plan Work

This is the detail of the Learning Plan that the student agrees to carry
work is presented at regularly scheduled exhibitions.

Related Glossary Terms

Drag related terms here

Learning Team (or Learning Plan Team)

This group is made up of the advisor, mentor, parent/guardian and stu
team works together to plan and monitor the student's Learning Plan.

Related Glossary Terms

Drag related terms here

LTI — Learning Through Internship

Based on the Big Picture Learning philosophy and pedagogy, each st
learns through pursuing his or her own interests and passions. At the
school level, the LTI is a major vehicle for that pursuit. Students pursu
interests by establishing LTI opportunities with an adult mentor, at a p
worksite in a field of their choosing. Each of these LTI opportunities co
students to adults in the community that are doing work in the area of
the student. By establishing an intern / mentor relationship with an ad
community who has the same interest or passion and who works in th
the student has the opportunity to build skills and knowledge that are
and real. The student's advisor assists the intern and mentor in develo
project work and supports that work through skills development back

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Related Glossary Terms

Drag related terms here

LTI Anthropology

In the first few weeks of a student's LTI experience, he/she conducts a investigation into the site that provides background and understandin context of the experience. The anthropology is conducted under the s of the mentor around such topics as how the organization is structure decisions are made, how people are expected to behave, and how pe work is evaluated.

Related Glossary Terms

Drag related terms here

LTI Coordinator (LTI-C)

Many network schools have a staff person who helps to develop and
the internship program. This person is known as the LTI-C.

Related Glossary Terms

Drag related terms here

LTI Project

The authentic project a student does at the LTI site, including the proc
associated research, investigation and reflection on the project. This w
be important to the internship site and directly connect to the student
Plan.

Related Glossary Terms

Drag related terms here

Mentor

The adult guide at the LTI site who becomes a part of the student’s lea
team.

Related Glossary Terms

Drag related terms here

Mentor Assessment

At the end of each LTI, mentors are asked to assess the intern's LTI ex
and performance. The mentor, advisor and student review the comple
together, which helps the student better understand their work and pr
his or her next LTI. Excerpts may be used in the advisor's narrative. Th
is further explained in the Advisor Guide on Real World Learning.

Related Glossary Terms

Drag related terms here

Mentor Guide

Big Picture Learning provides a comprehensive guide for mentors, wh
includes needed forms, addresses common concerns, and is full of tip
order Mentor Guides from the BPL website.

Related Glossary Terms

Drag related terms here

Personalized Education

The Big Picture Learning philosophy of educating each student one at
around their interests and passions. Personalization includes element
the Learning Plan, advisor-student one-on-ones, and the individual at
mentor at the LTI site.

Related Glossary Terms

Drag related terms here

Pick-Me-Up (PMU)

PMU's are fun activities that serve to bond communities, and to build
and trust. Many schools host school-wide PMU's in the morning, or o
afternoons (sometimes called Kick-Me-Out's). Some advisors make a
daily PMU's in their advisories, as well.

Related Glossary Terms

Drag related terms here

Portfolio

Each student keeps an accumulated documentation of his or her work organized in a portfolio box, a portfolio binder, and/or digitally. Studen various methods of organizing their work based on different goals. Th is planned in conjunction with the advisor.

Related Glossary Terms

Drag related terms here

Product

When discussing project work, we identify the product as the thing th
built through the process of the work. The product may be a physical
piece of writing, or an event—any piece of original work the student c

Related Glossary Terms

Drag related terms here

Project-Based Learning (PBL)

PBL includes any type of educational approach where learning happe
an interactive process of creating a product. In Big Picture's PBL appr
students develop their own unique, individual project work.

Related Glossary Terms

Drag related terms here

Real World Learning (RWL)

Along with internships, real world learning includes any type of work a
learning that happens in authentic settings, outside of the school. Exa
RWL include: community service work, college classes, the internship
process, and apprenticeship and certification programs.

Related Glossary Terms

Drag related terms here

Reflection

The process of contemplating, assessing, evaluating, and planning th
necessary to learn from the past to affect change and growth in the fu

Related Glossary Terms

Drag related terms here

Senior Thesis Project (STP)

A capstone project the senior year in a Big Picture Learning school. S
include a lengthy research and design process, which may start durin
student's junior year. These projects also include an authentic produc
addresses a community need.

Related Glossary Terms

Drag related terms here

Shadow Days

In the search for the appropriate LTI site and mentor, Big Picture stude
part in one or more Shadow Days, which are one-day experiences at a
interest to the student. The student follows a potential mentor in the re
course of his or her work. Students are guided through a process of
Informational Interviews to select their Shadow Day sites. The advisor
collaboration with the host site, sets up the Shadow Day.

Related Glossary Terms

Drag related terms here

Student Narrative

Each marking period, the student assesses and reflects on his/her wo
goals that were established and accomplished, and the next stage of
These written narratives are combined with the advisor's narrative, wh
provided for the parents and maintained in the student's records.

Related Glossary Terms

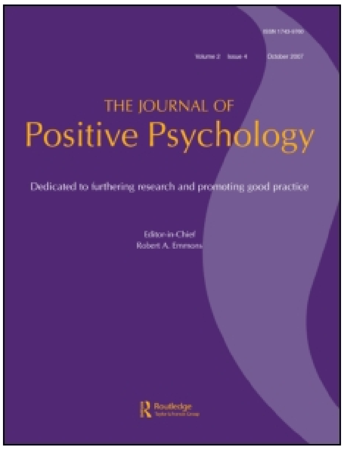
Drag related terms here

SuperCalendar

The calendar the student uses to organize his/her plans and activities, track of important dates and deadlines. Big Picture Learning prints a SuperCalendar each year with graphic organizers, journal prompts, tip project work and internships, and relevant terminology. Big Picture Le Distinguishers.

Related Glossary Terms

Drag related terms here



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Purpose, hope, and life satisfaction in three age groups

Kendall Cotton Bronk [a]; Patrick L. Hill [b]; Daniel K. Lapsley [b]; Tasneem L. Talib [a]; Holmes Finch [a]
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Purpose, hope, and life satisfaction in three age groups

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Using the Revised Youth Purpose Survey (Bundick et al., 2006), the Trait Hope Scale (Snyder et al., 1991), and the Satisfaction with Life Scale (Diener, Emmons, Larsen, & Griffin, 1985), the present study examined the relationship among purpose, hope, and life satisfaction among 153 adolescents, 237 emerging adults, and 416 adults ($N = 806$). Results of this cross-sectional study revealed that having identified a purpose in life was associated with greater life satisfaction at these three stages of life. However, searching for a purpose was only associated with increased life satisfaction during adolescence and emerging adulthood. Additionally, aspects of hope mediated the relationship between purpose and life satisfaction at all three stages of life. Implications of these results for effectively fostering purpose are discussed.

Keywords: purpose in life; life satisfaction; hope; adolescence; emerging adulthood; adulthood; meaning; subjective well-being

Introduction

Researchers in the field of positive psychology have increasingly focused on the role purpose and hope play in human thriving. A growing body of theoretical and empirical literature suggests that having a purpose in life contributes to optimal human development in a variety of ways. For example, theoretical research identifies purpose as a developmental asset (Benson, 2006) and an important component of human flourishing (Seligman, 2002). Empirical research finds that it is associated with greater levels of happiness (French & Joseph, 1999) and resiliency (Benard, 1991).

Youth with purpose are psychologically healthier than their peers (Shek, 1993), and the same appears to hold for adults (Crumbaugh & Maholick, 1967; Kish & Moddy, 1989). Measures of related concepts yield similar findings. For instance, Antonovsky (1987) found that coherence, which measures a global feeling about the comprehensibility, manageability, and meaningfulness of the world, is associated with physical and psychological health. Similarly, Debats (1998) found that higher purpose scores were significantly negatively correlated with psychological distress.

Purpose also appears to play a role in overcoming life's challenges. Victor Frankl (1959) was one of the first psychologists to propose that having a high-level belief system, such as a purpose in life, enabled people to endure life's hardships. With regards to youth, Erikson (1968) reported that purpose helps young people successfully navigate and resolve their identity 'crises'.

Moreover, a strong sense of purpose underscores prosocial moral action and civic engagement. Higher scores on the Purpose in Life test predict altruism (Noblejas de la Flor, 1997; Shek, Ma, & Cheung, 1994) and positive affect (Noblejas de la Flor, 1997), and higher scores on scales of generativity, a related construct, correlate with greater involvement in social and political activities (McAdams, 2001).

Theoretical research points to a possible positive correlation between purpose and subjective well-being. According to Seligman (2002) there are three primary paths to happiness. The first route involves experiencing as many of life's pleasures as possible and results in short-term happiness. The other two routes produce longer lasting, deeper forms of contentment. The second, also called the good life, involves becoming deeply involved in those activities in which one excels and losing oneself in the process, and the third, the meaningful life, involves pursuing a path in which a cause or an institution supplies a sense of commitment to something greater than oneself. In this way, demonstrating a concern for the world beyond the self is required for achieving the most lasting form of well-being. Pursuing a purpose involves aspects of both the good life and the meaningful life, and in this way purpose is indirectly linked to subjective well-being.

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Empirical research further bolsters the claim that purpose and subjective well-being are significantly related. For example, high scores on McAdams' generativity measures (McAdams & de St. Aubin, 1992) have shown that a strong sense of generativity in midlife is associated with subjective well-being. Generativity includes, of course, a strong purpose in establishing and guiding future generations (Erikson, 1950). Similarly, Ryff has shown that high scores on her purpose in life sub-scale are associated with a subjective sense of well-being (Keyes, Shmotkin, & Ryff, 2002; Ryff & Keyes, 1995).

In each of these cases, the researchers conceive of purpose in a broader way than the present study does. Purpose, as these studies define it, includes both internally-directed as well as externally-directed sources of meaning in life. While we find this conception of purpose useful, we believe a more novel approach to the construct is warranted. Damon, Menon, and Bronk (2003) offer a new definition of purpose which conceives of the construct in a slightly different way. According to their definition, purpose is a 'stable and generalizable intention to accomplish something that is at once meaningful to the self and leads to productive engagement with some aspect of the world beyond the self' (Damon et al., 2003). This definition of purpose includes three important components. First, a purpose represents an ultimate aim toward which one can make progress. Second, a purpose is meaningful to the self. This may sound obvious, but the emphasis on self-meaning underscores the fact that the pursuit of purpose is voluntary and self-motivated. The individual, rather than peers, parents, or others, serves as the driving force behind the intention.

Finally, and perhaps most importantly, as well as being meaningful to the self, a purpose is meaningful to others as well. In other words, a purpose in life represents an intention to act in the larger world on behalf of others or in pursuit of a larger cause. Personal meaningfulness represents one important component of the construct, but purpose also includes the intention to contribute to matters larger than the self, and this desire to have an impact on the broader world serves as a significant motivational force for purposeful individuals. As such, it represents a central component of the construct. This other-focused orientation distinguishes purpose from some earlier conceptions of the term as well as from meaning. Because meaning represents one of the essential aspects of purpose, examining results from this related construct can, in some cases, be illuminating; however, it is important to keep in mind that purpose also includes a critical beyond-the-self focus which is not captured in the meaning construct. The present study makes use of the Damon et al. (2003) definition for two primary reasons. First, we believe it is valuable to distinguish purpose from meaning, which this definition does, and second, this externally-oriented conception of purpose includes an important social orientation that other definitions lack.

Similar to purpose, hope also plays a significant role in the positive psychology literature. It has been identified as a character strength (Peterson & Seligman, 2004) and as a cognitive-focused member of the positive psychology family (Snyder & Lopez, 2005). Like purpose, the hope construct represents a focus on significant future aims, and yet it has not been investigated in relation to purpose.

In the 1960s and 1970s, a number of definitions of hope were offered. One group of scholars defined hope as 'the perception that one's goals could be attained' (Cantril, 1964; Farber, 1968; Frank, 1975; Melges & Bowlby, 1969; Menninger, 1959; Schachtel, 1959). A second group of scholars put forth a two-part definition: 'Hope includes a belief that one knows how to reach one's goals (Pathways) and a belief that one has the motivation to use those pathways to reach one's goals (Agency)' (Snyder, Rand, & Sigmon, 2005). In other words, hope involves both *the will* ('Agency') to pursue certain ends and *the way* ('Pathways') to do to so effectively. We believe this latter definition captures the essence of that which is involved in hopeful, goal-directed thought, and at the same time is consonant with our everyday understanding of the term. Therefore, the present study relies on this definition of hope.

The 'will and the way' of hope shares features with Bandura's (1977, 1982, 1997) notion of self-efficacy; however, important differences between the constructs exist as well. As Snyder (2002) pointed out, both self-efficacy and hope theory perceive of goals as central, but the nature of the goals they conceive of differs. While individuals can feel efficacious about any fairly important, situation-specific goal, hoped for aims are 'enduring, cross-sectional, situational, goal-directed, or all three' (Snyder, 2002, p. 257). In self-efficacy thinking, people are posited to analyze the contingencies in a specific goal attainment situation (outcome expectancy); in hopeful thinking, the focus is on self-analysis of one's overall ability to produce workable plans required to reach one's goals. Another important difference lies in the way the individual evaluates his or her capacity to carry out an action. The efficacy expectancy reflects one's perception that he or she *can* act effectively, whereas the hope theory emphasizes one's perception that he or she *will* act effectively. Finally, empirical research confirms that hope and self-efficacy are indeed distinct concepts (Magaletta & Oliver, 1999).

This conception of hope also overlaps with optimism, though these constructs also feature important differences. Both hope and optimism are cognitive in nature and explain behavior across situations

(Scheier & Carver, 1985; Snyder, 1995). However, according to Scheier and Carver (2000), optimism posits that people perceive of themselves as being able to move toward desirable goals and away from undesirable ones. Therefore, outcome expectancies are the primary elicitors of goal-directed behaviors. With hope, however, outcome expectancies are only part of the equation. In addition to believing that an individual is capable of being successful, hopeful individuals also believe they have the means of acting successfully (Snyder, 1995). Empirical differences between hope and optimism have also been found (Magaletta & Oliver, 1999).

The former president of the Republic of Czechoslovakia, Vaclav Havel (1990), pointed out another important distinction between people's everyday use of the terms hope and optimism. In a statement about hope, he defined the construct as 'a state of mind, not of the world ... [It] is not the same as joy that things are going well or a willingness to invest in enterprises that are obviously heading for success, but rather, an ability to work for something because it is good, not just because it stands a chance to succeed. The more propitious the situation in which we demonstrate hope, the deeper the hope is' (Havel, 1990, p. 181). In other words, hope is not the same as optimism that things will work out for the best, but a belief that some things are worth working toward or fighting for because they are right, regardless of how they turn out.

The present study sought to address three primary questions around purpose, hope, and life satisfaction. First, what is the subjective experience of life satisfaction associated with purpose? Second, does hope influence the relationship between purpose and life satisfaction, and if so how? Third, does the relationship among these variables differ during adolescence, emerging adulthood, or adulthood?

Based on knowledge of the research conducted on purpose, hope, and life satisfaction as well as a broad understanding of human development, the authors of the present study formulated several hypotheses. First, we hypothesized that the present study's conception of purpose would be positively associated with life satisfaction. Since empirical research establishing a direct relationship between the present study's conception of purpose and life satisfaction has not been conducted, our hypothesis was based on findings from related constructs. For example, empirical research on internally-focused conceptions of purpose determined that the construct mediated the relationship between life satisfaction and suicide ideation (Heisel & Flett, 2004). Other research established a positive relationship between internally-oriented conceptions of purpose and life satisfaction (Keyes et al., 2002; Ryff & Keyes, 1995), and research on the related construct of meaning (Chamberlain & Zika, 1988) generated a similar conclusion.

Second, we expected to find that purpose and hope work in tandem. Both constructs are future oriented, and both reflect a goal orientation. Purpose represents an intention to pursue an ultimate concern while hope represents a belief that one knows how to and has the will to make progress toward that highest aim. Further, at least theoretically, hope seems to play a critical role in keeping purposeful individuals committed to their aims over time. Remaining committed to one's purpose over time, despite setbacks and challenges, would likely be facilitated by a sense of hope. In support of this assumption, Mascaro and Rosen (2005) found that the related construct of meaning was positively related to hope, and Bronk (2005) found that optimism, a virtue that shares features with hope, was a defining characteristic of youth with intense commitments to a purpose in life. Therefore, we expected to find that hope played an important mediating role between purpose and life satisfaction.

Finally, we hypothesized that differences would arise around the relationship among these three variables with respect to age. Unfortunately, empirical research on age related trends associated with purpose, hope, and life satisfaction individually are not particularly useful in forming a hypothesis about the way the three constructs will function together. For example, studies of age-related differences associated with purpose differ based on which measure is being administered. When the Purpose in Life test (Meier & Edwards, 1974; Sato & Tanaka, 1974) is administered, purpose appears to be more prevalent among younger individuals, but when the purpose subscale of Ryff's well-being scales (Ryff & Keyes, 1995) is administered, the prevalence of purpose appears to increase with age. Further, a study of meaning determined that searching for meaning was more common among younger adults while older adults were more likely to have identified a source of meaning for their lives (Steger, Oishi, & Kashdan, 2009). Hope (Snyder, 2000, 2003) and life satisfaction (Diener & Suh, 1998), however, appear to be more stable across the lifespan. Since these findings shed little light on the way purpose, hope, and life satisfaction together are likely to vary by age, our hypothesis is based more on a general understanding of human development and on a theoretical argument.

We expected to find that identifying a purpose for one's life would be associated with higher life satisfaction scores at all three age points, but that searching for purpose would only be associated with increased levels of life satisfaction at the adolescent and emerging adult stages of life. Searching for purpose during adulthood, we predicted, would be associated with decreased life satisfaction scores. These findings seemed probable given that the search for purpose appears to take place in conjunction with the search for identity (Erikson, 1968), and the search for identity is largely associated with the adolescent and emerging adult life stages. Also, in the United States searching for purpose is a socially accepted, even expected, activity for adolescents and emerging adults but not for adults, who are expected to have already identified a purpose for their lives. Therefore, the authors posited that searching for purpose at this life stage would be associated with decreased levels of life satisfaction.

The purpose of this study is to clarify the way the purpose construct functions in the lives of adolescents and young adults. To that end, we believe the findings shall make important scholarly as well as practical contributions to the growing field of positive youth development. The search for purpose in life and how this construct contributes to optimal human development is a topic of increasing interest to positive psychology scholars, and the results of this study shall reveal under what circumstances purpose and hope act as indicators of and contributors to human thriving. Further, the findings shall shed light on the nature of this more externally-oriented conception of purpose, a construct which has garnered increasing attention from positive youth development researchers (see Benson, 2006; Damon, 2009). In particular, the results shall help further distinguish purpose from meaning, and further distinguish purpose from hope. From a practical perspective, results shall provide information regarding how and when to effectively foster purpose. Specifically, results shall reveal much about the subjective experience of leading a life of purpose and of searching for a purpose for one's life, which shall have important implications for fostering and supporting the development of purpose in youth and adults alike.

Methods

Participants

Participants in this study included 153 adolescents (Mean age = 14.0; $SD = 1.7$), 237 emerging adults (Mean age = 21.0; $SD = 2.0$), and 416 adults[1] (Mean age = 35.5; $SD = 0.5$) ($N = 806$), all of whom completed the requisite informed consent procedures. This sample was selected because while the contours of a purposeful life may begin to form during childhood, research suggests that it does not crystallize much before adolescence, and indeed, is a project that endures across the lifespan (Damon, 2009). The sample was 47% male and included individuals who either lived or attended college in the Midwest. Representing the ethnic make-up of the Midwest data collection location, the sample was predominantly Caucasian (White/Non-Hispanic = 86%; Black/African American = 4%; Asian/Asian American = 3%; Hispanic/Latino = 3%; American Indian/Alaska Native = 1%; Other = 3%). Adolescent and emerging adult participants were recruited by invitation through their middle and high schools, whereas the adults in the study volunteered to participate in a larger study following their trajectory from college graduation. The scales for this study represented a small subset of the full battery of surveys completed by the participants.

Measures

Participants completed three surveys. The Revised Youth Purpose Survey (Bundick et al., 2006) was designed by members of the Stanford Center on Adolescence, including the first author, to assess the prevalence of purpose among adolescents, emerging adults, and adults. The items are based on various measures designed to assess purpose and related constructs, including the Meaning in Life Questionnaire (Steger, Frazier, Oishi, & Kaler, 2006), the Purpose in Life test (Crumbaugh & Maholick, 1967), and the purpose in life subscale of Ryff's Scale of Psychological Well-being (Keyes et al., 2002); items drawn from these measures were adapted to assess the present study's conception of the purpose construct. As such the scale includes questions that probe one's search for purpose, one's identification of purpose, the engagement of one's purpose, and the relative centrality of one's purpose in life. Repeated use of the survey has revealed that these four components can be collapsed into two subscales: Identified Purpose (15 items, $\alpha = 0.94$), and Searching for purpose (5 items, $\alpha = 0.94$). Participants rated the survey items on a seven-point Likert scale with higher scores indicating greater Identification or more Searching. A sample item from the Identified subscale is 'I have discovered a satisfying life purpose,' and a sample from the Searching subscale is 'I am seeking a purpose or mission for my life'.

The second survey, the Trait Hope Scale (Snyder et al., 1991), assesses participants' confidence that they know how to reach their goals and that they have the ability to do so. As such, like the Revised Youth Purpose Scale, the Trait Hope Scale also consists of two subscales, including: Agency, or one's determination towards a goal or direction (the 'will' component), and Pathways, or one's ability to find ways around obstacles confronted in life (the 'way' component). The hope scale was analyzed as a unitary construct, but also as separate Agency and Pathways subscales because these components point to different aspects of hope, which seemed likely to relate in different ways to the purpose construct. For example, it seems possible that *the will* to pursue one's purpose would differ from knowing *the way* to achieve one's ultimate aims. Participants rated the eight items on a four-point Likert scale[2] with higher scores indicating a greater sense of hope. A sample item from the Agency subscale (4 items, $\alpha = 0.87$) is 'I energetically pursue my goals'. A sample item from the Pathways subscale (4 items, $\alpha = 0.86$) is 'I can think of many ways to get the things in life that are most important to me'.

Finally, participants completed the Satisfaction with Life Scale (Diener et al., 1985). This scale is designed to measure global cognitive judgments of satisfaction with one's life. Participants rated the five items on a seven-point Likert scale with higher scores indicating greater satisfaction. A sample item from the scale (five items, $\alpha = 0.87$) is 'In most ways my life is close to ideal'.

Results

To examine the relationship among purpose, hope, and life satisfaction during adolescence and adulthood, separate statistical analyses were performed for the adolescent, emerging adult, and adult subgroups. Two primary analyses were conducted. First, correlations were run to assess the relationship among purpose and the positive psychology outcomes, including hope (Agency and Pathways) and life satisfaction. Second, multiple regressions tested whether hope mediated the relationship between purpose and life satisfaction.

Correlational analyses

Among the adolescent sample, the Identified and Searching for Purpose subscales were positively correlated. The Identified Purpose subscale was also significantly positively correlated with the Agency subscale, the Pathways subscale, and the Satisfaction with Life Scale. Searching for Purpose was also positively correlated with the Agency subscale, the Pathways subscale, and the Satisfaction with Life Scale. Descriptive statistics and a summary of the adolescent life stage correlational analyses can be found in Table 1.

Results were essentially the same for the emerging adult sample. Among this sample, the Identified and Searching for Purpose subscales were positively correlated, and the Identified Purpose subscale was also significantly positively correlated with the Agency subscale, the Pathways subscale, and Satisfaction with Life Scale. The Searching for Purpose subscale was similarly positively correlated with Agency, Pathways, and the Satisfaction with Life Scale. Descriptive statistics and the emerging adulthood correlational analyses can be found in Table 2.

Interesting differences arose, however, with the adult sample. Within this subgroup, the Identified Purpose and Searching for Purpose subscales were negatively correlated. The Identified Purpose subscale was positively correlated with the Agency subscale, the Pathways subscale, and the Satisfaction with Life Scale, while the Searching for Purpose subscale was negatively related to the Agency subscale, unrelated to the Pathways subscale, and negatively related to Satisfaction with Life. It would appear then, that while searching for purpose during adolescence and emerging adulthood is predictive of life satisfaction, doing so during the early to middle adult life stage is

Table 1. Descriptive statistics and correlational analyses for the adolescent sub-group.

	Mean	St. Dev.	Identified purpose	Searching for purpose	Hope (Agency)	Hope (Pathways)	Life satisfaction
Identified purpose	73.96	16.15	1				
Searching for purpose	23.45	6.28	0.72***	1			
Hope (Agency)	12.53	1.91	0.44***	0.36***	1		
Hope (Pathways)	12.82	1.99	0.21*	0.17*	0.4***	1	
Life satisfaction	24.25	6.27	0.46***	0.31***	0.45***	0.17*	1

Note: Adolescents completed the Hope Scale using a four-point Likert scale, which is reflected in the mean scores.
$p > 0.1$; $^{*}p < 0.05$; $^{**}p < 0.01$; $^{***}p < 0.001$.

Table 2. Descriptive statistics and correlational analyses for the emerging adult sub-group.

	Mean	St. Dev.	Identified purpose	Searching for purpose	Hope (Agency)	Hope (Pathways)	Life satisfaction
Identified purpose	81.89	12.87	1				
Searching for purpose	24.78	5.69	0.69***	1			
Hope (Agency)	12.93	1.69	0.46***	0.34***	1		
Hope (Pathways)	12.58	2.51	0.24***	0.13*	0.38***	1	
Life satisfaction	25.79	5.34	0.33***	0.29***	0.41***	0.15*	1

Note: Emerging adults completed the Hope Scale using a four-point Likert scale, which is reflected in the mean scores.
$p > 0.1$; $^{*}p < 0.05$; $^{**}p < 0.01$; $^{***}p < 0.001$.

Table 3. Descriptive statistics and correlational analyses for the early to middle adult sub-group.

	Mean	St. Dev.	Identified purpose	Searching for purpose	Hope (Agency)	Hope (Pathways)	Life satisfaction
Identified purpose	81.28	13.82	1				
Searching for purpose	21.02	8.28	−0.23***	1			
Hope (Agency)	26.6	3.59	0.67***	−0.16**	1		
Hope (Pathways)	25.61	3.86	0.42***	−0.05	0.65***	1	
Life satisfaction	26.98	5.53	0.66***	−0.23***	0.58***	0.36***	1

Note: Adults completed the Hope Scale using an eight-point Likert scale, which is reflected in the mean scores.
$p > 0.1$; *$p < 0.05$; **$p < 0.01$; *** $p < 0.001$.

not. A summary of the descriptive statistics and correlational analyses for the adult sub-group can be found in Table 3.

Mediational model tests

Regressions were performed to assess whether the two hope subscales and the unitary hope scale mediated the relationship between the Identified Purpose subscale and the Satisfaction with Life Scale. Following the guidelines of Baron and Kenny (1986), this analysis requires one to assess whether the predictor variable (Identified Purpose) predicts the outcome variable (Satisfaction with Life). Second, the predictor variable needs to predict the mediator (Agency and Pathways). Third, the mediator must predict the outcome variable. Finally, if there is a mediator effect, the regression coefficient of the predictor on the outcome should decrease when controlling for the mediator. A full mediational effect would be indicated if the coefficient is no longer significant. If the coefficient remains significant, partial mediation can be assessed using a Sobel test (1982). Therefore, in all, up to five different tests may be performed for the two mediational models; all effects were thus tested against an alpha level of 0.01, in line with a Bonferroni correction.

The Agency subscale mediated the relationship between identified purpose and life satisfaction among all three sub-groups. Among adolescents, emerging adults, and adults, a significant positive relationship emerged between the Identified Purpose subscale and the Satisfaction with Life Scale (Adolescents: $\beta = 0.42$, $t(130) = 3.71$, $p < 0.001$; Emerging Adults: $\beta = 0.27$, $t(220) = 3.03$, $p = 0.003$; Adults: $\beta = 0.65$, $t(294) = 14.75$, $p < 0.001$), the Identified Purpose subscale positively predicted the mediator Agency (Adolescents: $\beta = 0.45$, $t(129) = 3.99$, $p < 0.001$; Emerging Adults: $\beta = 0.44$, $t(220) = 5.30$, $p < 0.001$; Adults: $\beta = 0.66$, $t(277) = 14.70$, $p < 0.001$), and Agency positively predicted life satisfaction (Adolescents: $\beta = 0.33$, $t(129) = 3.96$, $p < 0.001$; Emerging Adults: $\beta = 0.30$, $t(219) = 4.44$, $p < 0.001$; Adults: $\beta = 0.27$, $t(276) = 4.49$, $p < 0.001$). At each stage, the regression coefficient for Identified Purpose on life satisfaction decreased (Adolescents: from $\beta = 0.42$ to $\beta = 0.25$, $t(125) = 2.77$, $p = 0.033$; Emerging Adults: from $\beta = 0.27$ to $\beta = 0.13$, $t(218) = 1.50$, $p = 0.14$; Adults: from $\beta = 0.65$ to $\beta = 0.47$, $t(276) = 7.86$, $p < 0.001$) when the mediator Agency was controlled, and the Sobel test of partial mediation was significant at all three age groups (Adolescents: $z = 2.78$, $p = 0.005$; Emerging Adults: $z = 1.92$, $p = 0.005$; Adults: $z = 4.29$, $p < 0.001$).

Next, the Pathways subscale as a mediator of Identified Purpose and Satisfaction with Life was tested. Among adolescents, Pathways was not significantly predicted by Identified Purpose ($\beta = 0.23$, $t(130) = 1.83$, $p = 0.069$) nor did Pathways predict life satisfaction ($\beta = 0.07$, $t(125) = 0.88$, $p = 0.383$). Within the emerging adult subgroup, the mediator Pathways was predicted by Identified Purpose ($\beta = 0.30$, $t(220) = 3.26$, $p = 0.001$), however Pathways did not predict life satisfaction ($\beta = 0.05$, $t(219) = 0.76$, $p = 0.448$). Finally, among the early to middle adult sample, the Identified Purpose positively predicted Pathways, $\beta = 0.44$, $t(278) = 8.08$, $p < 0.001$, and Pathways positively predicted life satisfaction, $\beta = 0.11$, $t(275) = 2.62$, $p < 0.05$. Controlling for Pathways, the regression coefficient for Identified Purpose only decreased slightly when predicting life satisfaction, $\beta = 0.60$ (vs. 0.65), $t(275) = 11.79$, $p < 0.001$. A Sobel test of this partial mediational effect was significant, $z = 2.16$, $p < 0.05$.

Finally, when examining hope as a unitary construct, not surprisingly, the results were roughly the average of those for the separate subcomponents. Identified Purpose predicted Hope for adolescents ($\beta = 0.41$, $t(126) = 5.04$, $p < 0.001$), emerging adults ($\beta = 0.42$, $t(222) = 6.96$, $p < 0.001$), and adults ($\beta = 0.60$, $t(275) = 12.39$, $p < 0.001$). Moreover, Hope predicted Life Satisfaction for all three groups: adolescents ($\beta = 0.25$, $t(125) = 2.91$, $p < 0.01$); emerging adults ($\beta = 0.23$, $t(221) = 3.40$, $p < 0.01$); adults ($\beta = 0.20$, $t(274) = 3.66$, $p < 0.01$). Similar to the analyses for the Pathways component, Hope as a unitary construct only served to mediate the relationship between Identified Purpose and Life Satisfaction for adults

($z = 3.52$, $p < 0.01$) and not for adolescents ($z = 0.684$, $p < 0.05$) or emerging adults ($z = 0.667$, $p > 0.05$).

Discussion

The search for purpose, and how this construct contributes to flourishing, adaptation, and a life well-lived, is a topic of increasing interest to the growing field of positive psychology. In the present paper we adopted a model of purpose developed by Damon et al. (2003). This model suggests that searching for purpose and having an identified purpose might lead to differential outcomes depending on when they are experienced during the life-course. Furthermore, we hypothesized that the relationship between purpose and various outcomes might not be a direct one. Having an identified purpose might prove unavailing if one lacked knowledge of how to enact one's purpose or if one lacked the requisite sense of Agency to pursue it. In other words, having the 'will' may be important, but knowing 'the way' may be decisive. Hence the purpose of this paper was to explore the relationship among purpose, hope, and life satisfaction in three age groups: adolescence, emergent adulthood, and adulthood.

Results from the present study point to at least two interesting and theoretically important conclusions regarding purpose at these three stages of life. First, having identified a purpose in life is associated with greater life satisfaction in adolescence, emerging adulthood, and adulthood. Searching for a purpose, however, is associated with greater life satisfaction for adolescents and emerging adults, but not for adults. Second, the Agency subcomponent of hope mediates the relationship between purpose and life satisfaction at all three stages of life, but the Pathways subcomponent and the full hope scale only mediate the relationship during adulthood. These conclusions shed light on the important role purpose plays in healthy human development, and they have significant implications for how and when to effectively foster purpose.

The first finding, that having identified a purpose in life is associated with higher ratings of life satisfaction, supported our hypothesis. Research on internally-focused conceptions of purpose came to the same conclusion, but this is the first study to empirically connect this externally-oriented conception of purpose with life satisfaction. Furthermore, the finding is robust since it appears at all three life stages.

Next, we had expected to find that searching for purpose was positively related to life satisfaction during adolescence and emerging adulthood and negatively related during adulthood. The results supported our hypothesis on each of these points, except that the relationship between searching for purpose and life satisfaction was not significant. According to Erikson (1968), the search for identity, of which purpose may serve as a central component, is the main task of the adolescent and to a lesser degree the emerging adult stage of life. As such, in this culture it is a normative experience for adolescents and emerging adults to be actively involved in searching for a life purpose. Therefore, it is not surprising to find that doing so is associated with higher levels of life satisfaction. However, we expect that by the time people reach adulthood they have resolved (at least to a some degree) this search for identity, and with it discovered a purpose for their lives. Not surprisingly, the search for purpose during adulthood then is not associated with increased levels of life satisfaction.

It is interesting to compare these first two results to those reported by Steger et al. (2006), regarding their development of the Meaning in Life Questionnaire with undergraduate samples. They report a two-factor structure similar to the Youth Purpose Scale, with two subscales that measured the 'presence of' or 'search for' Meaning in Life. Similar to our results with the Identified Purpose subscale, they found that the presence of meaning was linked to greater life satisfaction. However, searching for meaning was negatively related to life satisfaction in their emerging adult sample, whereas we evidenced a positive relationship between searching for purpose and life satisfaction in our emerging adult sample. We believe this discrepancy speaks to two related points. First, as previously stated, personal meaningfulness represents one important component of purpose, but purpose and meaning are not synonymous. Purpose also includes a significant concern for individuals or causes beyond the self. Second, further research is needed to examine the complex relationship between meaning and purpose, and moreover how these constructs differentially predict outcomes throughout the lifespan.

The next noteworthy conclusion is the consistent presence of hope among individuals with purpose. While we cannot tell from the present study which comes first, purpose or hope, it is interesting to note that at all three stages of life aspects of hope were significantly related to purpose. The present study found that the Agency component of hope mediated the relationship between identified purpose and life satisfaction, for adolescents, emerging adults, and adults. In other words, people who have identified a purpose for their lives report feeling content when they feel motivated to work toward their ultimate aim. Not only is having identified a purpose for one's life associated with greater life satisfaction, but feeling confident that one has the will to progress toward his or her ultimate aim, is also associated with greater life satisfaction.

The findings around the Pathways subscale and the full hope construct are somewhat more complex, but they point to another interesting finding with possible developmental implications. For adolescents and emerging adults, believing that one knows how to achieve his or her ultimate aim does not mediate the relationship between purpose and life satisfaction; however, for adults it partially mediates this relationship. These findings suggest that adolescents and emerging adults need only to feel they have the will to reach their ultimate aim (they do not need to believe they know how to go about doing so) in order to feel satisfied with their lives. By young adulthood, however, the relationships between purpose and life satisfaction is mediated by the belief that one has the will and knows the way to reach his or her ultimate aim.

While our results are novel and need further examination, these developmental differences warrant theoretical speculation. It is possible that during adolescence and emerging adulthood, individuals are not as concerned with having a 'means' to achieve their goals, but rather are focused more on the mere identification of these goals. Such an interpretation is supported further by our results regarding searching for a purpose, as this construct was positively related to life satisfaction during these two developmental periods. However, by adulthood, it becomes more important to not only have a will but a way for achieving one's goals in life. Again we believe such results are in line with Erikson's (1950, 1959, 1968) lifespan theory. During adolescence and emerging adulthood, individuals are focused simply on defining 'who they are'. By young and middle adulthood, though, individuals shift their focus to social and occupational productivity. Given such a shift, it is unsurprising that, for adults, life satisfaction was more closely tied to having commitments (such as an identified purpose) and having found strategies by which to achieve their goals (i.e., Pathways).

Implicit in this discussion of purpose, hope, and life satisfaction is a strong individualistic bias. An individual discovers the purpose for his or her life along with the means and motivation for achieving that aim in order to feel content. It is possible, perhaps even likely, that in less individualistic cultures the nature of the relationship among these variables would look quite different. One might expect that in a collectivistic culture, for example, an individual may feel as though the purpose for his or her life was bestowed upon him or her as a result of social roles and responsibilities, and that discovering the means and motivation for achieving that purpose might not be up to the individual, but instead up to a higher being or a social group. A study of meaning uncovered interesting differences between the search for meaning and the identification of a source of meaning in life between an individualistic and collectivistic culture (Steger, Kawabata, Shimai, & Otake, 2008). However, as previously mentioned, while meaning is an important component of purpose, it does not capture the other-oriented aspect of the purpose construct. As such, future studies should further explore potentially significant cultural and contextual differences around the relationship among purpose, hope, and life satisfaction. The results of this study also continue to underscore that purpose and hope, while related, are distinct constructs. With the possible exception of the adult sample, the correlations between these constructs were strong, but clearly not of the magnitude one would expect if they were synonymous.

As with all studies, this one features certain limitations. For example, information on participants' socio-economic background was not gathered. Given the possibility that resources available for pursuing one's goals may have an impact on hope and life satisfaction, future studies on the topic should include these data. Also, given the broad age range (from roughly 11 to 35 years of age) it is possible that a cohort effect explains at least some of the differences around the prevalence of purpose, hope, and life satisfaction at these different age points. At a minimum, the participants experienced very different social, political, and economic worlds which may have influenced their views of purpose and hope. Therefore, there are limitations of the cross-sectional nature of this study that could have been accounted for with a longitudinal design.

Differences in levels of educational attainment present another possible limitation of this study. Research has yet to be conducted which examines the role educational attainment plays in the formation of life purposes, but it seems logical that it could play an important role. The present study attempted to minimize the effects of educational differences by including participants who were college bound, in college, or college graduates; however, it is possible that differences pertaining to the adult sample can be explained at least in part by their higher level of educational attainment.

Despite shortcomings, we believe the present study offers useful guidance to researchers and practitioners interested in fostering purpose and life satisfaction. Clearly we believe that the differences around purpose, hope, and life satisfaction are significantly influenced by what the culture says is acceptable and expected at different life stages. Therefore, one route to improving adult's life satisfaction would be to alter the social and cultural norms around the expectations for identifying a purpose for one's life. Rather than expecting that by adulthood individuals should have discovered a purpose for their lives, social norms could emphasize that the pursuit of purpose is a lifelong process. Just as we consider learning to be a lifelong endeavor, our culture could conceive of purpose as an enduring aim. Or social norms could emphasize the satisfaction that comes from searching for, rather than only from identifying, a purpose for one's life. Large-scale changes in social norms do happen, but they tend to be slow to take place. Therefore, on a less sweeping but perhaps more immediate level, another route to improving life satisfaction might be to be more attentive to the timing and types of supports for purpose offered during the life-course.

Convinced of the positive role purpose plays in healthy development, researchers have increasingly begun to call for fostering purpose among young people (see Benson, 2006; Damon, 2009). Findings from the present study have important implications for the type and timing of support that is likely to be most effective. This study suggests that different types of interventions are more likely to be effective at different stages. For example, during adolescence and emerging adulthood, young people may benefit most from being encouraged to search for purpose as this will help them achieve a sense of satisfaction with their lives. Adults, however, need to have identified a purpose in order to achieve that same sense of satisfaction. Therefore, the ideal time to actively engage with individuals around the issue of purpose may be during late childhood or early adolescence. Supports designed to help young people discover inspiring life purposes and to determine how to work toward them should be offered throughout adolescence and emerging adulthood. The results of this study do not necessarily suggest that finding purpose after emerging adulthood is impossible, but they do conclude that the subjective experience of searching for purpose after this point is likely to be an uncomfortable one. Of course, many worthy pursuits in life are uncomfortable. That does not mean they are not worthwhile, however, it does suggest that fostering purpose at this stage of life may be more challenging than doing so at an earlier stage. Therefore, the best time to intervene with a program designed to foster purpose may be from late childhood through emerging adulthood.

The findings from the present study also suggest that the type of support that is most effective changes during these different stages of life. During adolescence and emerging adulthood young people need to be encouraged to engage in a broad and varied search for purpose, and they should also be encouraged to focus on how they plan to make progress toward their purposes in life. Exploring both the content of their purpose as well as the different ways in which they could effectively work in pursuit of it would increase the likelihood of maintaining their respective purposes over time. By emerging adulthood individuals need to be encouraged to begin to hone their search, and assistance narrowing down options should be offered. Again, these young people should be encouraged to consider not only what they hope to accomplish in their lives but also how they are going to go about working toward their ultimate aim. By early to middle adulthood, support should take the form of helping individuals maintain and expand or redirect their purposes in life as fostering purpose at this point is likely to be more challenging.

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Notes

1. The mean age of this group was 35 years of age. According to Erikson (1959), 'early adulthood' ends around 35 years of age and 'middle adulthood' begins at this same age. Since this group is between these two stages, we refer to them as 'adults'.
2. The adult sample completed this survey using an 8-point Likert scale.

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Latitude 37.8 High School---2018-2019 Draft Calendar

JULY 2018 — Instructional Days in Month: **0**

S	M	T	W	TH	F	S	
						0	
1	0	0	0	0	0	7	Independence Day
8	0	0	0	0	0	14	
15	0	0	0	0	0	21	
22	0	0	0	0	0	28	
29	0						

August 2018 — Instructional Days in Month: **9**

S	M	T	W	TH	F	S	
		0	0	0	0	4	
5	0	0	0	0	0	11	Professional Development
12	0	0	0	0	0	18	Professional Development
19	1	1	1	1	1	25	Start of School
26	1	1	1	1			

SEPTEMBER 2018 — Instructional Days in Month: **19**

S	M	T	W	TH	F	S	
					1	1	
2	0	1	1	1	1	8	Labor Day
9	1	1	1	1	1	15	
16	0	1	1	1	1	22	Professional Development
23	1	1	1	1	1	29	

OCTOBER 2018 — Instructional Days in Month: **21**

S	M	T	W	TH	F	S	
	1	1	1	1	1	6	
7	1	1	1	1	1	13	
14	1	1	1	1	0	20	Professional Development
21	1	1	1	1	1	27	
28	1	1					

NOVEMBER 2018 — Instructional Days in Month: **15**

S	M	T	W	TH	F	S	
			1	1	1	3	
4	1	1	1	1	0	10	In Lieu of Veteran's Day
11	1	1	1	1	1	17	
18	0	0	0	0	0	24	Thanksgiving Break
25	0	0	1	1	1		Professional Development

DECEMBER 2018 — Instructional Days in Month: **15**

S	M	T	W	TH	F	S	
						1	
2	1	1	1	1	1	8	
9	1	1	1	1	1	15	
16	1	1	1	1	1	22	
23	0	0	0	0	0	29	Winter Break
30							

JANUARY 2019 — Instructional Days in Month: **17**

S	M	T	W	TH	F	S	
	0	0	0	0	0	5	Winter Break
6	0	1	1	1	1	12	Professional Development
13	0	1	1	1	1	19	MLK Day
20	1	1	1	1	1	26	
27	1	1	1	1			

FEBRUARY 2019 — Instructional Days in Month: **18**

S	M	T	W	TH	F	S	
					0	2	Professional Development
3	1	1	1	1	1	9	
10	1	1	1	1	1	16	
17	0	1	1	1	1	23	President's Day
24	1	1	1	1			

MARCH 2019 — Instructional Days in Month: **18**

S	M	T	W	TH	F	S	
					1	2	
3	0	0	1	1	1	9	Professional Development
10	1	1	1	1	1	16	
17	1	1	1	1	1	23	
24	1	1	1	1	0	30	In Lieu of Cesar Chavez Day

APRIL 2019 — Instructional Days in Month: **16**

S	M	T	W	TH	F	S	
	0	0	0	0	0	6	Spring Break
7	0	1	1	1	1	13	Professional Development
14	1	1	1	1	1	20	
21	1	1	1	1	1	27	
28	1	1					

MAY 2019 — Instructional Days in Month: **21**

S	M	T	W	TH	F	S	
			1	1	1	4	
5	1	1	1	1	1	11	
12	1	1	1	1	1	18	
19	1	1	1	1	0	25	Memorial Day Weekend
26	0	1	1	1	1		Memorial Day

JUNE 2019 — Instructional Days in Month: **8**

S	M	T	W	TH	F	S	
						1	
2	1	1	1	1	1	8	
9	1	1	1	0	0	15	Last Day of School
16	0	0	0	0	0	22	
23	0	0	0	0	0	29	

Total Instructional Days: 177

Total Professional Development Days: 14

Phase I Schedule [Year 1]

Monday	Tuesday	Wednesday	Thursday	Friday
9:00 **Advisory (1 hour)**	9:00 **Humanities Studio in the Field (3 hours)**	9:00 **Advisory (1 hour)**	9:00 **Design/Engineering Studio in the Field (3 hours)**	9:00 **Math Workshop (2 hours)**
10:00 **Humanities Studio (1 hour)**		10:00 **Humanities Studio (1 hour)**		
11:00 **Humanities Workshop (1 hour)**		11:00 **Humanities Workshop (1 hour)**		11:00 **Design/ Engineering Studio (1 hour)**
12:00 Lunch	12:00 Lunch	12:00 Lunch	12:00 Lunch	12:00 Lunch
12:30 **Design/ Engineering Studio (2 hours)**	12:30 **Math Workshop (2 hours)**	12:30 **Design/ Engineering Studio (2 hours)**	12:30 **Math Workshop - (2 hours)**	12:30 **Humanities Studio (1 hour)**
				1:30 **Humanities Workshop (1 hour)**
2:30 **Math Workshop (1.5 hours)**	2:30 **Extended Learning Opportunity (ELO)*, Digital Portfolio, or Additional Workshop,** as needed **(1.5 hours)**	2:30 **Math Workshop (1.5 hours)**	2:30 **Extended Learning Opportunity (ELO), Digital Portfolio, or Additional Workshop,** as needed **(1.5 hours)**	2:30 **Advisory (1.5 hours)** Community Meeting/ Professional Panel (once a month)
4:00 Afterschool Program	4:00 Afterschool Program	4:00 Afterschool Program	4:00 Afterschool Program	4:00 Afterschool Program

Phase I

UC a-g mapping: Humanities Studio & Workshop → "a" History/Social Science & "b" English
Math Workshop → "c" Mathematics
Design/Engineering Studio → "g" College Preparatory Elective

*ELOs include: Internships/Job Shadows, College/Online Courses, Enrichment Programs, Quest Projects & Student Enterprises

Phase II Schedule [Years 2 and 3]

Monday	Tuesday	Wednesday	Thursday	Friday
9:00 **Advisory (1 hour)**	9:00 **Humanities Studio in the Field (3 hours)**	9:00 **Advisory (1 hour)**	9:00 **Science Studio in the Field (3 hours)**	9:00 **Math Workshop (2 hours)**
10:00 **Humanities Studio (1 hour)**		10:00 **Humanities Studio (1 hour)**		
11:00 **Humanities Workshop (1 hour)**		11:00 **Humanities Workshop (1 hour)**		11:00 **Science Studio (1 hour)**
12:00 Lunch	12:00 Lunch	12:00 Lunch	12:00 Lunch	12:00 Lunch
12:30 **Science Studio (2 hours)**	12:30 **Math Workshop (1 hour)**	12:30 **Science Studio (2 hours)**	12:30 **Math Workshop - (1 hour)**	12:30 **Humanities Studio (1 hour)**
	1:30 **Extended Learning Opportunity (ELO)** **One semester must be a foreign language (2.5 hours)**		1:30 **Extended Learning Opportunity (ELO)** **One semester must be a foreign language (2.5 hours)**	1:30 **Humanities Workshop (1 hour)**
2:30 **Math Workshop (1.5 hours)**		2:30 **Math Workshop (1.5 hours)**		2:30 **Advisory (1.5 hours)** Community Meeting/ Professional Panel (once a month)
4:00 Afterschool Program	4:00 Afterschool Program	4:00 Afterschool Program	4:00 Afterschool Program	4:00 Afterschool Program

Phase II

UC a-g mapping: Humanities Studio & Workshop → “a” History/Social Science (1 year), “b” English (2 years), and “f” Performing Arts (1 year)
Math Workshop → “c” Mathematics (2 years)
Science & Design Studio → “d” Laboratory Science (2 years), “g” College Preparatory Elective (2 years)
Foreign Language → “e” Language other than English (1 year)

Graduation Phase Schedule [Year 4]

Monday	Tuesday	Wednesday	Thursday	Friday
9:00 **Advisory (1 hour)** Fall: College Applications Spring: Financial Literacy	9:00 **Extended Learning Opportunity (ELO)/ Senior Project Guild**	9:00 **Advisory (1 hour)** Fall: College Applications Spring: Financial Literacy	9:00 **Extended Learning Opportunity (ELO)/ Senior Project Guild**	**9:00** **Foreign Language** **(2 hours)**
10:00 **English (2 hours)**		10:00 **English (2 hours)**		
				11:00 **English (1 hour)**
12:00 Lunch	12:00 Lunch	12:00 Lunch	12:00 Lunch	12:00 Lunch
12:30 **Math Workshop (2 hours)**		12:30 **Math Workshop (2 hours)**		12:30 **Math Workshop (2 hours)**
2:30 **Foreign Language** **(1.5 hours)**		2:30 **Foreign Language** **(1.5 hours)**		2:30 **Advisory (1.5 hours)** Fall: College Applications Spring: Financial Literacy
4:00 Afterschool Program	4:00 Afterschool Program	4:00 Afterschool Program	4:00 Afterschool Program	4:00 Afterschool Program

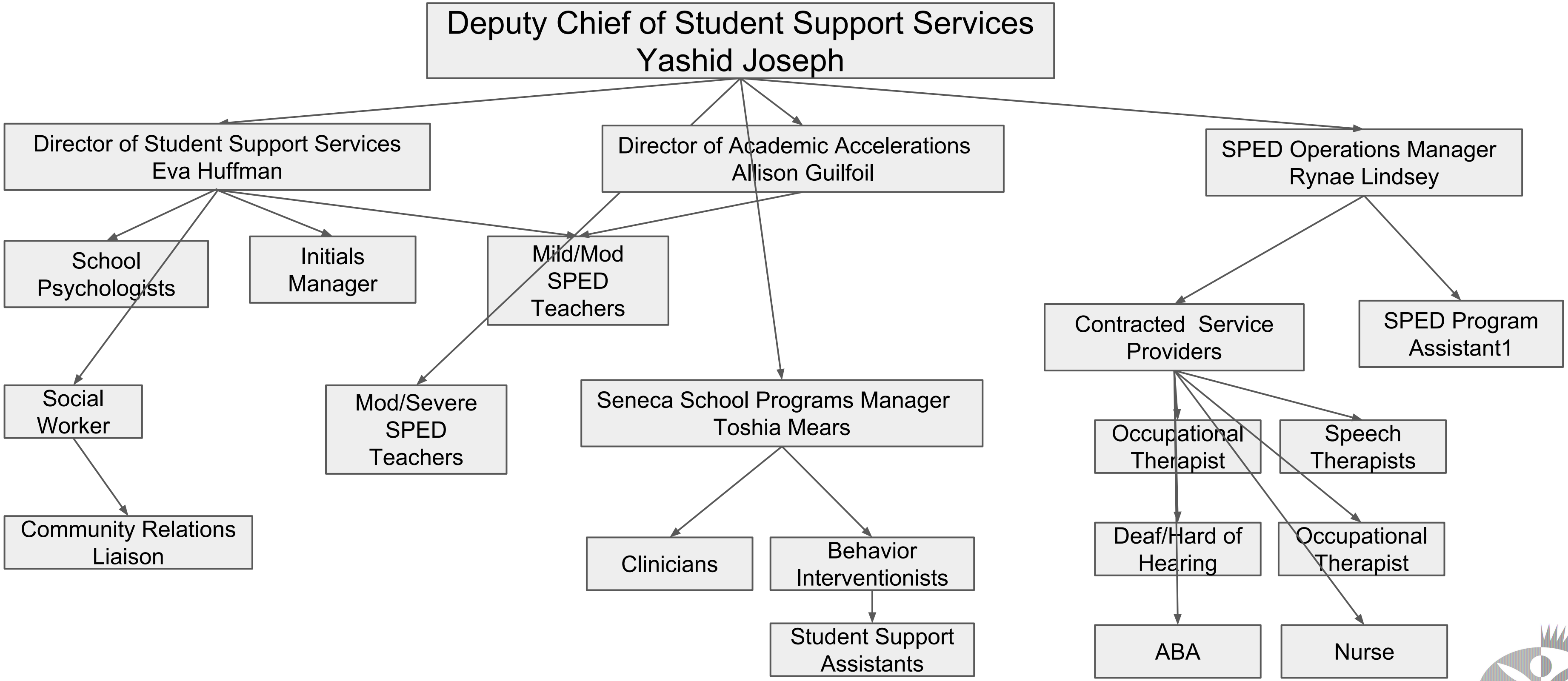
Graduation Phase

UC a-g mapping: English → “b” English (1 year)

Math Workshop → “c” Mathematics (1 year)

Foreign Language → “e” Language other than English (1 year)

EFC Student Support Services Staffing Diagram



efcps.org

+

Education *for* Change
Public Schools

MTSS Overview
2017-18 Launch
August 2, 2017

+ EFC Vision p. 2

We will provide a **superior public education** to Oakland’s most underserved children by creating a system of public schools that **relentlessly focuses on our students’ academic achievement**. We believe that **high quality instruction**, and its continuous refinement, will lead to success for our students. When our students succeed, they will be prepared to make thoughtful and informed choices

that will set them on **a path for a successful life**.

EFC Core Values

We collaborate. We are a team. We plan together, observe and analyze each other's work, collaborate with our coaches and site leaders, partner with our families, and together make decisions about our programming

We reflect, learn, adapt, and innovate. We approach our practice with an inquiry stance and a growth mindset; we analyze, innovate, and iterate every day so that we continually improve. We believe in coaching and developing people at every level of experience, at every level of the organization.

We are solutions-oriented. We approach every challenge with a problem-solving orientation. We listen to and encourage each other. We are resilient in the face of adversity.

We hold ourselves accountable to our mission. Our mission is to provide a superior public education to Oakland's most underserved children. We assume personal accountability for student growth; we analyze multiple forms of data, and that analysis drives our instruction.

+ EFC Core Values (cont.)

We hold ourselves accountable to our mission. Our mission is to provide a superior public education to Oakland's most underserved children. We assume personal accountability for student growth; we analyze multiple forms of data, and that analysis drives our instruction.

We are committed to the whole child and will personalize to meet children's needs. We form close relationships, utilize personalized learning, differentiate instruction, make learning culturally relevant, engage families, and provide individualized interventions to meet the needs of every child.

We listen. We are a small, responsive organization that values student, family, and employee voice and input.

National Performance - SPED

The student population MOST likely to be suspended - African American and Special Education…

Most revealing, students in the largest category of disabilities – those identified as having a "Specific Learning Disability" (LD) such as dyslexia – have cognitive abilities that range from low average to above average. Yet, national data show that in high school **at least one fifth of them are reading at five or more grade levels below their enrolled grade level, and close to half are three or more grades below.**

Students with disabilities drop out at about **twice the rate** of their non-disabled peers.

One-fourth of youth with disabilities live in poverty, a higher rate than in the general population

*The **vast majority** of adults in American prisons have a disability. According to the Bureau of Justice Statistics, people behind bars in state and federal prisons are **nearly three times** as likely to report having a disability as the nonincarcerated population, while those in jails are more than four times as likely.*

***Almost half** of the people who die at the hands of police have some kind of disability…*

+ What's Possible

"The ***vast majority*** *of special education students (80-85 percent)* ***can meet the same achievement standards*** *as other students if they are given specially designed instruction, appropriate access, supports and accommodations, as required by IDEA."*

To the contrary, while current school reform movements "importantly emphasize higher expectations… **this national effort fails to dismantle an enduring school culture that overlooks the capabilities of far too many children and continues to fall back on the sorting of children for different (and often inferior) educational trajectories."** This national failure results in students with disabilities, including students with relatively mild disabilities, being left out and left behind.

Our Investment in SPED

$4.5 million total expense

$1,446/student total expense

$740/student Gen Ed contribution

Mission: Student Support Services p. 2

Our mission is for students with diverse learning needs to have access to personalized supports that facilitate educational opportunity in their pursuit of becoming lifelong learners. The Department of Student Support Services at EFC has two primary foci:

1. Provide quality services to students with IEPs - services that **facilitate access** to and success with the General Education program, **accelerates growth** towards personalized goals, and meets all the **requirements of the law.**
2. Build capacity of school site leaders to develop, manage, and implement a **powerful and comprehensive Multi Tiered System Of Supports (MTSS)** that provides quality academic, socio-emotional, behavioral, health, and other personal interventions and mitigations for students not making adequate progress in the General Education program.

Beliefs: Student Support Services p. 2

- The focus of our work as educators should not be on labels or compliance but on ensuring **children get what they need to be successful in school;**
- **Special Education is a service, not a place**. All students have the right to be fully included in General Education classrooms with their typical peers for the greatest extent possible (least restrictive environment);
- A school-based support team can achieve tremendous success for students if they **collaborate to develop and implement an appropriate plan** that documents areas of need and outlines culturally relevant supports and goals to address the areas of need;
- Through thoughtful planning and collaboration, **all students can access a rigorous curriculum**; and
- Real accelerated growth in academic, social-emotional and behavioral areas requires students having **a strong sense of hope and self-efficacy**.

Theory of Action p. 3

If we develop the capacity of our Student Support Services staff to:

1. **Conduct a regular and ongoing cycle of data inquiry** - target setting, plan design and implementation, progress monitoring, plan iteration, etc;
2. Implement quality direct instruction in Reading and Mathematics using a **proven rigorous program**;
3. Utilize a **Universal Design for Learning** (UDL) approach;
4. Collaborate effectively with General Education (GE) staff to **enable student access to rigorous grade level content**; and
5. **Facilitate student agency** and engage students in their own learning plans.

Then:

1. **Student achievement will accelerate** dramatically;
2. **General Education staff will feel supported and confident** in designing and delivering instruction to a diverse range of learners; and
3. **Students will experience a love of learning** and a strong sense of personal agency around their education.

What is a continuum of support?
How does it apply to our work? p. 4

More Universal

Strategies and supports to benefit all students
- UDL
- PBIS
- MTSS

Least Restrictive Environment

More intense/Individualized

Highly Individualized strategies and support system
- Modifications and accommodations
- Behavior Intervention Plan
- Specially designed Instruction

+ EFC Approach

1. Deep belief that ALL students can achieve
    - Mission statement reflects ALL students can achieve
    - Inclusion as an organizational and school value
    - Principals communicate that all staff are responsible for all of the children in their building and students with IEPs are not “owned” by special education staff
        - School administrators schedule special education staff according to the school-wide need for student support and students’ IEPs (not on basis of disability type, program or label alone)

2. Unified System of Supports
    - MTSS
    - Strong universal instruction. Utilize UDL and collaborative teaching practices in combination with targeted small group instruction and intervention

2. Co-Teaching. Collaboration. Consultation. Push In. Pull Out. Learning Lab.
    - We do not have one model of service delivery.
    - Student needs drive goals and student goals drive services.
    - The majority of our students spend the majority of their day in the general education setting. Our education specialists and related service providers collaborate with all members of the IEP team to carry out the IEP.
    - Strategic planning & thoughtful collaboration.
    - Academic acceleration.
    - Army of support providers.

Economics of Our Approach

Sped-State $	Sped-Federal $	ERMHS	MediCal	EPSDT Services
All schools receive per ADA	All schools receive per ADA	Reimbursement for student level expenses for mental health	Cox, LWL, Epic, and Lazear can leverage 50% match for MH services through Seneca	All schools received MH services through a contracted service provider (Seneca, EBAC, La Clinica)

Leadership in Student Support

Yashid
Deputy Chief of Student Support Services

Eva
Director of Student Support Services

Alli
Director of Academic Acceleration

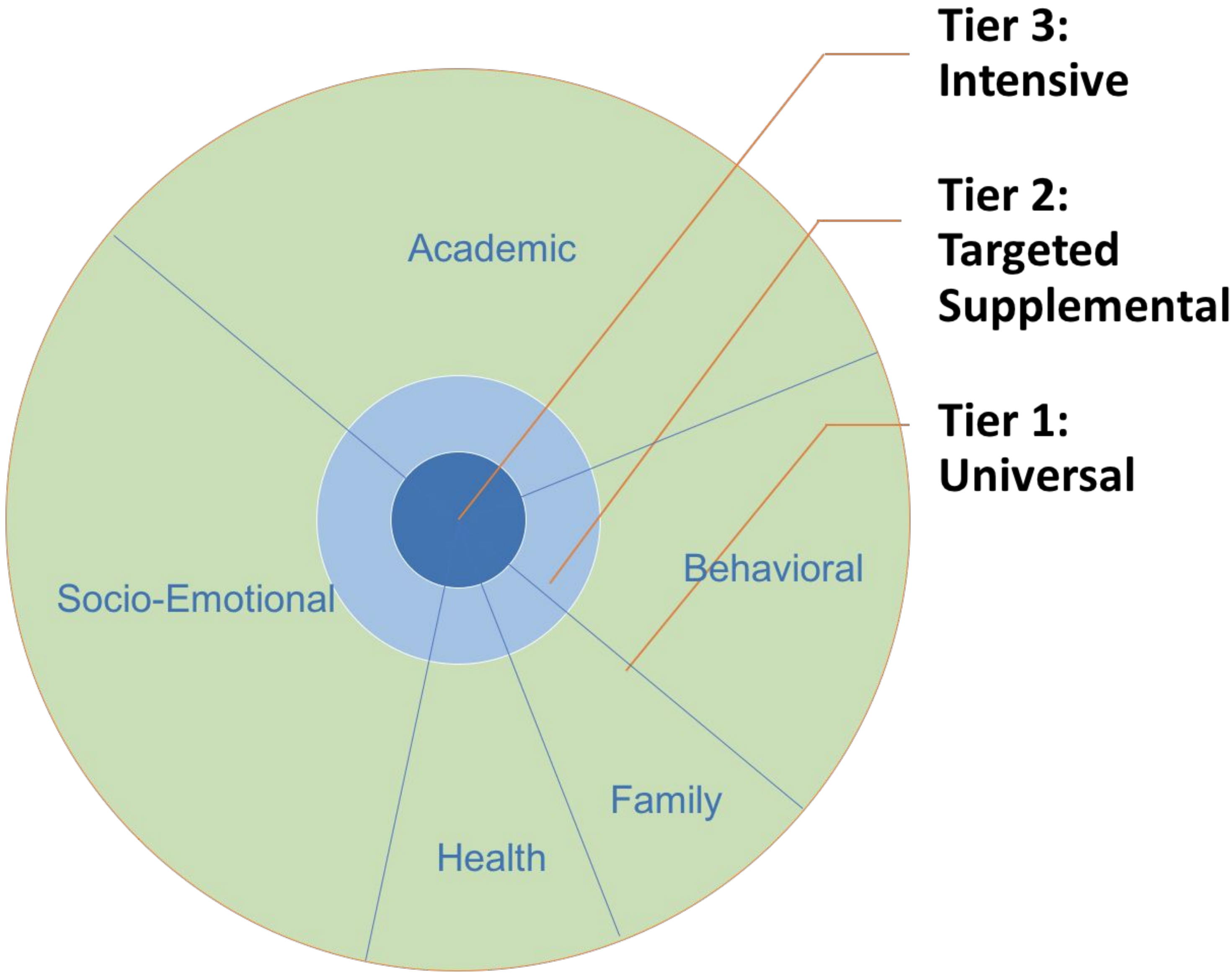
Rynae
Operations Manager

Student Support Leadership Team

Roles and Responsibilities:
School Site Administrators p. 5

	Lazear	ASCEND	LWL	Cox	Epic	Achieve
1. COST facilitation and management	Jennifer Koelling	Sonya Benevides/ Patrick	Katie Ruffman	Heather	Kamar O'Guinn	Kathryn Fireman
2. SARTs	Sarah	Morgan/ Lourdes	Monica	David	Kamar O'Guinn	Anain/ attendance clerk
3. Special education/ 504 Coordinator	Sarah TK-4; Jen 5-8	Sonya Benevides	Katie Ruffman	Heather	Alyssa Munson	Shawna and then she'll loop back with Adam Q. (4-5)/ Nicole M. (2-3)/ Roxanne Rose (Tk-1)
4. Homeless families, foster youth, families/students in crisis	Sarah	Sonya Benevides	Leo Fuchs / Monica	David	Kamar O'Guinn	Adam
5. Tier 2/3 behavioral interventions	Jen	Sonya Benevides/ Mariya	Leo/ Ashley	David (T2)/Heather(T3)	Andrew Gonzalez	Shawna/ Adam (4-5)/ Nicole (2-3)/ Roxanne (Tk-1)
6. Tier 2/3 social emotional interventions	Jen	Sonya Benevides/ Jeff	Leo/ Letty	Courtney	Kamar O'Guinn	Shawna/ Adam (4-5)/ Nicole (2-3)/ Roxanne (Tk-1)
7. Tier 2/3 academic interventions	Jen	Sonya Benevides/ Morgan/Patrick	Katie/Leo	Heather	Alyssa Munson	Shawna/ Adam (4-5)/ Nicole (2-3)/ Roxanne (Tk-1)

Our Version of MTSS



MTSS Unpacked- Guidance

	Tier 1/Universal	Tier 2/Targeted	Tier 3/Intensive
Academic	• Guided reading groups • Readers workshop • Leveraging blended technology • Student goal-setting	• Pull-out tutoring • R Partners/ Booknook • Springboard • Parent tutoring	• Special ed/504 • Newcomer programming • Homogeneous programming
Social-Emotional	• SEL curriculum - Toolbox • Advisory • Integrated into classroom structures/lessons	• Guides/ Buddies/ Mentors • Counseling • Social groups • Daily check ins	• WRAP • Intensive case mgmt • Interagency support • Social work services
Behavioral	• PBIS • Strategic grouping/ seating • Teacher coaching • Positive reward systems • Behavior tracking	• Behavior contracts • Teaching replacement behaviors • Parent integrated plans	• Behavior intervention plans - FBA-driven • Para support • Cognitive behavior therapy

2017-18 Epic Interventions Plan

PART 1: Team Info

Coordination of Service Team (COST) Members

(For site planning purposes, complete the left columns. When implementing this plan in the fall, please complete the columns on the right.)

Site Plan Team Members (Spring)	***Implementation Team Members (Fall)***
Administrator(s)	*Administrator(s)*
General Education Teacher(s)	*General Education Teacher(s)*
	SPED Teacher
	After-School Program Contact:
	Dean of Students:

PART 2: Interventions Overview & Service Details

Drop-Out Indicators in Red	***Reading***	***Newcomer***	***Math***	***Behavior***	***Attendance Attendance works.org***	***Clinical***
Target number of students assigned to intervention	Tier 2: 40 Tier 3: 40	Total Newcomers: 9	Tier 2: 40 Tier 3: 40	Tier 2: 68 Tier 3: 23	SART≤90% SARB ≤80% or two SART meetings w/o improvement	5 Students
Given your priorities, what data source and what criteria will be used to assign students to intervention? Tier 2? Tier 3?	***Data Source:*** *MAP ELA Data* *ELA Grade of D or below* ***Criteria:*** *IEP: Mandated services, as determined by the IEP team.*	***Data Source:*** *CELDT Test* ***Criteria****:* *All CELDT 1s and 2s and non-English speaking Newcomers in grades 6-8.*	***Data Source:*** *MAP Math Data* *Math Grade of D or below* ***Criteria:*** *IEP: Mandated services, as determined by the IEP team.*	***Data Source:*** *Referral data* *COST referral* *Mood Meter ≥* ***Criteria:*** *3 minor referrals in one month. Any Major referral* *Mood Meter students self-reports ≥ 3 red or blue in one month*	***Data Source*** *Attendance Data* ***Criteria:*** *3 Absences* *≤ 90% Attendance to date -> SART* *Continued ≤ 90% Attendance to date and SART meeting conducted*	***Data Source:*** *SES* *SDQ* *COST referrals* *IEPs* *Trauma Screener* *CANS* ***Criteria****:* *Surpassing identified thresholds on screeners (SES, SDQ*, Trauma Screener); services identified on IEP;*

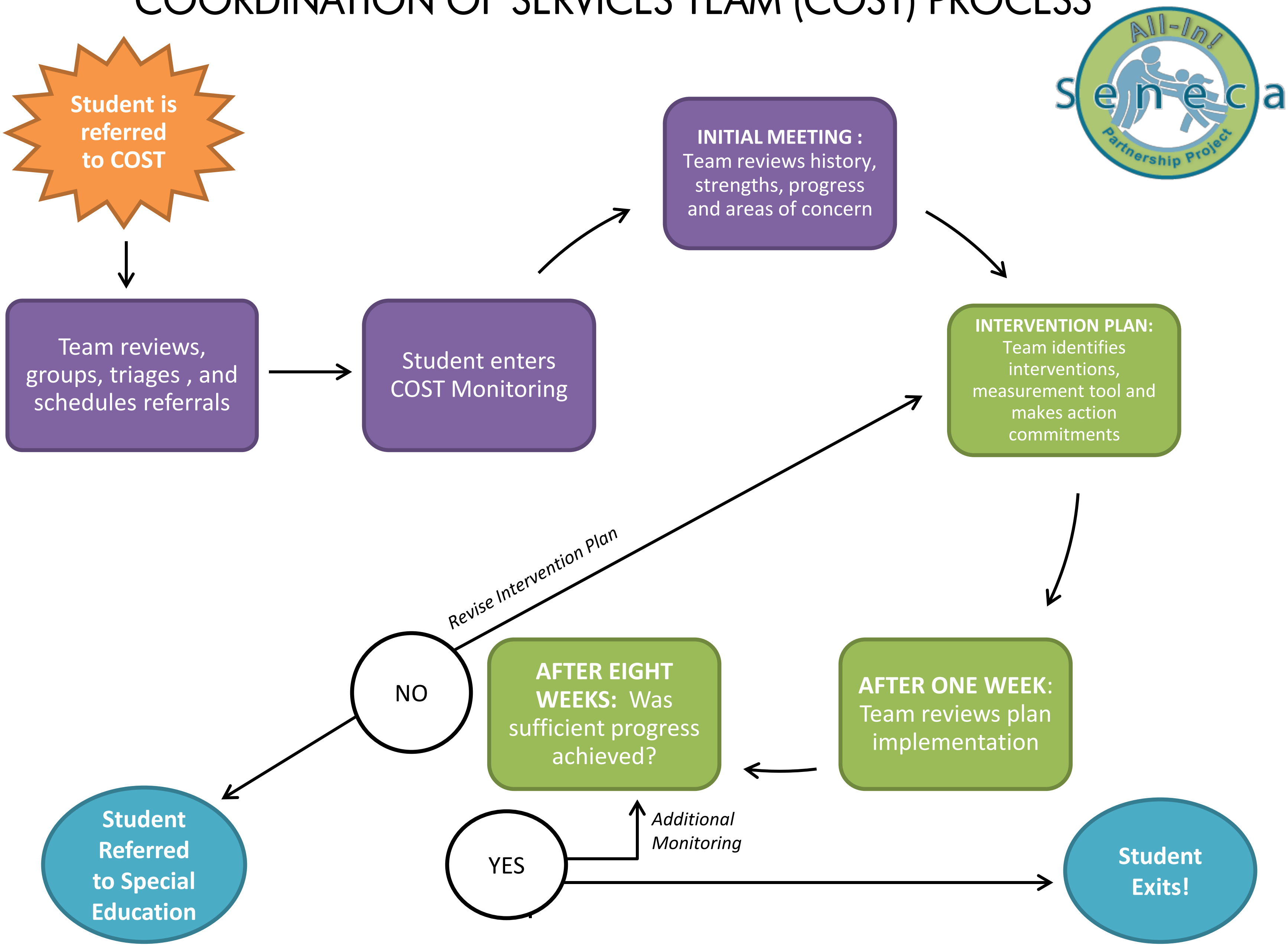
				COST referral	*-> SARB*	*COST determines that student requires Tier 2 or 3 social-emotional support.* *Each school should determine additional criteria that may warrant Tier 2 and 3 intervention.* **Note: Students that receive an SDQ score equal to or higher than a 4 in the target area of conduct or 7 in the target area of hyperactivity are not good candidates for most groups and should be considered for other intervention options (i.e. dyad work, Tier 3, etc).*
Intervention Target and Measure	*All students in grades 6-8 scoring at the bottom quintile on BOY MAP ELA achieve 1.75 typical RIT growth*	*1 year of CELDT growth*	*All students in grades 6-8 scoring at the bottom quintile on BOY MAP Math achieve 1.75 typical RIT growth*	*10% decrease in office daily referrals until we arrive at ± 1 referral per week*	*Improve attendance to ≥ 95%*	*Tier 2: Students that participate in social skills groups will see a decrease in their targeted SDQ score.* *Tier 3: Students*

						that receive individual therapy will see a decrease in CANS scores related to behaviors that are impacting their school functioning.
Who are the intervention providers?	*SPED Teacher* *Teachers will provide intervention to students based on weekly data.* *In addition, teachers will have one block of intervention per week.*	*Teachers in class* *Guides in sandbox*	*SPED Teacher* *Teachers will provide intervention to students based on weekly data.* *In addition, teachers will have one block of intervention per week.*	*Classroom Teachers* *Teacher uses PBIS intervention for at least 4 weeks. If teacher intervention is unsuccessful, grade level PLC's meet to determine interventions. If neither interventions are successful* *COST team will meet to determine whether or not student requires Tier 2/3 behavioral support*	*Admin* *SART Team*	*0.25 Clinical Interventionist*
What blended software will be used to provide targeted interventions and who will monitor?	*A program like Reading Plus* *Or Waggle*	*Duolingo*	*A program like waggle or red bird*	*Possibly a program like Social Express*	*NA*	*NA*
What partnerships will provide supplemental	*NA*	*NA*	*NA*	*NA*	*NA*	*NA*

interventions? (e.g., RP, SES, EBAC)						
Frequency and duration of this type of intervention?	*Daily for 30 minutes* *Ongoing*	*Daily*	*Weekly*	*Intervention frequency and duration will vary based on student needs as determined by the student's team. The frequency and duration can range from several times a day at 1 minute intervals to once a week or month.* *For example: a student may receive BIS for 300 minutes a day*	*Weekly*	*Intervention frequency and duration will vary based on needs of students, as determined by clinical assessment, IEP service requirements, school schedule, etc .* *For example: Individual therapy 1x/60 minutes weekly.* *Individual therapy 2x/30 minutes weekly.* *Group 1x/45*
What curriculum and methodology will the interventionist utilize?	Appropriate curriculum & methodology will be determined by intervention team after analyzing academic data and determining intervention goals. Please refer to the ***Academic***	*NA*	*NA*	*Specific curriculum and methodology should be determined by the student's team. Please refer to the* ***Behavioral Intervention Menu*** *for specific interventions and methodology*	*NA*	*Clinicians will determine group curriculum based on identified needs of the group. (i.e. Zones of Regulation, CBITS, etc)* *Please refer to the* ***Clinical Intervention***

	Interventions Menu for some options.					***Menu*** *for specific interventions and methodology.*
How will interventionists be integrated into collaboration/ planning time with teachers?	*Examples: Collaboration time, PLCs, Grade level meetings*	*Examples: Collaboration time, PLCs, Grade level meetings*	*Examples: Collaboration time, PLCs, Grade level meetings*	*Staff providing the specific Tier 2/3 intervention will identify and establish recurring collaboration meetings that occur at least 2 times per month*	*NA*	*Tier 2: Clinician will send an e-mail and/or contact teachers in person after each group session to update them on skills targeted and ways to reinforce progress.* *Tier 3: Clinicians will schedule regular meetings with teachers (at least one per*

COORDINATION OF SERVICES TEAM (COST) PROCESS



COST Referral

Date Referral Submitted: ______________________________

Referred By: ____

Student: ____________________________________D.O.B. ____________________Grade :________________

Address: ______________________________ Home

Phone_______________Work/CellPhone_____________________

Student's Teacher _____________________________Room #____________

Parent/Guardian____

Student Receiving: Chapter I _____________ ELD _____________ Speech _____________ Counseling ____________

Circle Grade of retention if applicable: K 1 2 3 4 5

Please list any significant health concerns:____
_____
____
____

CST Test Scores: Date: ______________ Language: ______________________Math:___________________________
Proficiesncies:____
____

Please describe the strengths of this student:____
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____
____

Please describe specific academic concerns regarding this student:____
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____

Please describe specific non-academic or behavioral concerns regarding this student:____
____

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Have you met with the parent or guardian to discuss your concerns and to explain the COST process?
YES NO
Results of Parent/Guardian
contact:____
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COST Meeting Scheduled:

Date: ______________________________ Time:
________________________________Room:_________

Academic Intervention Menu

	ELA	Math	Writing
Intervention Programs to Supplant	• Language!	• V Math	
Intervention Programs to Supplement	• Slingerland • Lindamood-Bell LiPs • Lindamood-Bell Seeing Stars • Lindamood-Bell Talkies • Lindamood-Bell Visualizing Verbalizing • Stepping Stones to Literacy (pre-literacy skills) • Phonics for Reading (decoding, some fluency/comprehension) • Corrective Reading (decoding, fluency, comprehension) • Guided Reading/Reciprocal Teaching (comprehension) • SRA – Phonemic Awareness	• FocusMath (essential math skills by grade level) • Touch Math (computation) • Making Math Real	• Language for Writing • Step up to Writing
Additional Tools	• Words Their Way (decoding) • Phonemic Awareness in Young Children Activity Book		• Handwriting without Tears
Technology Intervention Programs	• ReadNaturally (fluency) • Fast ForWord (reading skills and decoding) • Reading Assistant (reading accuracy, fluency, comprehension)	STMath	
Additional Apps/Tech Tool	• RazKids • StarFall • ReadingA-Z		

Menu of Evidence-Based Interventions	Tier One	Tier Two	Tier Three
School-Wide Positive Behavioral Interventions & Supports: *An evidence-based framework for improving student academic and behavior outcomes by ensuring that all students have access to the most effective and accurately implemented instructional and behavioral interventions possible. Used in support of students of all ages.*	X	X	X
Second Step: *An evidence-based social emotional curriculum designed to teach students self-regulation, executive functioning, empathy, communication and problem solving skills. Developmentally-based curriculum available for students in K-8th grade.*	X	X	
Olweus Bullying Prevention: *An evidence-based model that includes school-wide and classroom level interventions to address and prevent bullying, for use in elementary through high school*	X	X	
Incredible Years. *An evidence-based parenting program that provides parents the skills and understanding to address challenging behaviors. Used with parents of children aged 6 to 12.*	X	X	X
Collaborative Problem Solving: *An evidence-based model that addresses specific behavioral difficulties through a collaborative process that identifies what skills would help students successfully avoid and/or navigate their specific challenge, and ensuring that those skills are taught and practiced by the student. Used in support of students of all ages.*	X	X	X
Cognitive Behavioral Intervention for Trauma in Schools (CBITS). *An evidence-based practice that targets youth in 5th through 12th grade who have witnessed or experienced traumatic life events. Designed to reduce symptoms of post-traumatic-stress disorder (PTSD), depression, and behavioral problems, and to improve functioning, grades and attendance, peer and parent support, and coping skills.*		X	X
Aggression Replacement Training. *An evidence-based practice that teaches social skill, anger management, and moral reasoning to youth ages 11 to 17.*		X	X
Functional Behavioral Assessment (FBA): *A scientifically validated approach, the FBA process assists in determining the purposes of specific behaviors so that interventions can be designed to address the negative behavior and reinforce more appropriate alternative behaviors. Model versions of FBA such as* ***Prevent, Teach, Reinforce (PTR)*** *may be used as appropriate. Used in support of students of all ages.*			X

Joseph Star's Story

Strengths: Joseph is a bright, articulate, and persuasive 11 year old boy. He has a good sense of humor and enjoys connecting with others through performance and jokes. Joseph's parents describe him as attentive, detail oriented, "advanced for his age", helpful, "thinks fast on his feet", and someone who takes care of other people. He is creative, sensitive, and takes pride in his appearance. Joseph enjoys sports, music, and dancing. School staff report that he is a fast learner with an infectious smile who is open to trying almost any food and has built strong bonds with adults who he trusts.

History: From the time of Joseph's birth, his parents have engaged in significant conflict in their relationship with one another which has included verbal and physical altercations, both before and since their separation. Within the past year, Joseph has witnessed physical altercations between his mother and step-mother as well as verbal altercations between his parents and has been denied access to one or the other parent at different times.

Joseph's behavioral problems started when Joseph was in kindergarten. His mother attributes his emotional dysregulation to an early traumatic experience in which Joseph shot a gun and accidentally hit his grandmother in the foot. The behaviors escalated significantly in second grade, when his grandmother passed away.

Presenting Behaviors: Joseph often speaks disrespectfully to school staff and peers, has difficulty following directions, engages in classroom disruptions, refuses to complete assigned tasks, and has engaged in assaultive behaviors. He often blames others for his misbehavior and has difficulties taking responsibility for his actions. In addition, Joseph is easily annoyed/angered, has low frustration tolerance, and struggles to control his impulses. He is unresponsive to consequences, often minimizing the impact of his behavior on others or dismissing the importance of his behaviors to his own well-being. Recently, Joseph engaged in assaultive behaviors in the community which resulted in police involvement. Joseph's behaviors are significantly affecting his academic and social progress and have placed him at risk of losing his current school placement throughout his enrollment.

At the onset of intervention, the **mild** form of the behavior occurred 10 times per day and consisted of ignoring directions by saying "no," contradicting directions, arguing with caregivers, attempting to redirect or distract caregivers, singing, humming, and making distracting noises. The **moderate** form of the behavior occurred 5 times per day and consisted of Joseph banging objects on his desk in class, swearing and threatening caregivers and peers. The **severe** form of the behavior occured 2 times per week and consisted of Joseph assaulting peers and leaving the classroom without permission.

Interventions Utilized:

- Intensive individual and family therapy (provided separately for each caregiver), which consisted of:
    - Relational work to improve Joseph's understanding of himself in relationship with others, his ability to trust and rely on others for support, and his willingness to respect and set boundaries in order to preserve his safety and the safety of others.
    - Cognitive Behavioral Therapy (downward arrow, thought records, chain analysis, etc) to increase Joseph's awareness of triggers and enhance his understanding of the connection between thoughts, feelings, and behaviors.
    - Unconditional positive regard in order to build rapport and create a safe space for Joseph to talk about his emotions and needs.
    - Teaching parenting skills using the Positive Parenting Program (Triple P).
    - Structural Family Therapy.
    - Psychoeducation to caregivers and school staff to help develop awareness of how non-verbal and verbal communication impacts relationships and behaviors.
    - Collaborating with teachers, administrators, and parents to develop and consistently implement interventions across all supporting adults and environments.

Joseph Star's Story

- Therapeutic Behavioral Services, which consisted of
    - Daily one-on-one behavioral coaching.
    - Modeling to teach Joseph how to communicate effectively.
    - Teaching coping skills through games and role play.
    - Teaching anger management and frustration tolerance using STAR- Stop, Think and Replace (an intervention intended to disrupt and reduce engagement in the target behavior by allowing an opportunity to think of and use a replacement behavior).
    - Behavioral modification strategies (behavior contracts, positive reinforcement, routines and schedules, behavior charts, token economy, nonverbal cueing, predictable consequences, etc) to encourage use of pro-social replacement behaviors.
    - Using emotion identification charts to recognize, identify and verbalize emotions.
    - Teaching replacement behaviors to decrease engagement in the target behavior:
        - Relaxation strategies: deep breathing
        - Taking a time-limited walk
        - Physical exercise: tether-ball, stretching, push-ups
        - Retreating to a less stimulating area
        - Verbalizing his thoughts, feelings and needs to caregivers
        - Using communication cube to verbalize thoughts, feelings and needs to caregivers
        - Use of hand signals to communicate

Interventions by the Minute	Therapeutic Behavioral Services	Individual/Family Counseling	Additional Time (Including Resource Support and One-to-One Help
Minutes	30,582	8,707	17,440

Outcomes based on Treatment Goals:

1. Joseph has decreased his engagement in physical and/or verbal altercations from 2 times per week to 1 time per month as measured by reports from the client, the family, and school staff.

2. Joseph appropriately utilizes replacement behaviors 4 out of 5 times per week, up from 0 times in November of 2011.

3. Joseph is accessing pro-social coping strategies to manage frustration in 4 out of 5 Opportunities, an increase from a baseline of 1 out of 5 at treatment's start.

4. Joseph remains in the classroom 90% of the day as measured by school staff and teacher report.His baseline in November of 2011 was 30%.

5. Joseph graduated from TBS in January after successfully meeting his treatment goals.

Total Cost of Intervention	**SELPA AB114 Mental Healh Contributions**	**MediCal Contributions**	**Net Cost to School**
$114,873	**$35,000**	**$79,873**	**$0**

EDUCATION FOR CHANGE

UNIFORM COMPLAINT POLICY AND PROCEDURES

Scope

The Education for Change (the "Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program.

The Charter School acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. While the Charter School cannot guarantee anonymity of the complainant, this includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Chief Executive Officer ("CEO") or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Hae_Sin Thomas
Chief Executive Officer
Education for Change
2430 Coolidge Ave
Oakland, CA 94601
510-568-7936

The CEO or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the CEO or designee.

Notifications

The CEO or designee shall annually provide written notification of the Charter School's uniform complaint procedures to students, employees, parents/guardians, the Governing Board, appropriate private officials or representatives, and other interested parties.

The CEO or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints.

2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.

3. Advise the complainant of the appeal process pursuant to Education Code Section 262.3, including the complainant's right to take the complaint directly to the California Department of Education ("CDE") or to pursue remedies before civil courts or other public agencies.

4. Include statements that:

    a. The Charter School is primarily responsible for compliance with state and federal laws and regulations;

    b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;

    c. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination;

d. The complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision; and

e. The appeal to the CDE must include a copy of the complaint filed with the Charter School and a copy of the Charter School's decision.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

  Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

  A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

  The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

  If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation

  Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

  Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

  If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

  The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

  The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

  The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

  A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

  The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

  OPTION 1:

  Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within 60 days of the Charter School's receipt of the complaint.

  OPTION 2:

  Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

  The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60 day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

  If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the Charter School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

- Step 5: Final Written Decision

  The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

  The decision shall include:

  1. The findings of fact based on evidence gathered.

  2. The conclusion(s) of law.

  3. Disposition of the complaint.

  4. Rationale for such disposition.

  5. Corrective actions, if any are warranted.

  6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.

  7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

  8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

  If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

<u>Appeals to the California Department of Education</u>

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the CEO or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.

2. A copy of the decision.

3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.

4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.

5. A report of any action taken to resolve the complaint.

6. A copy of the Charter School's complaint procedures.

7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within 60 days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: ______________________________ First Name/MI: ____________________

Student Name (if applicable): ________________________ Grade: _____ Date of Birth: ________

Street Address/Apt. #: ____

City: ______________________________ State: __________ Zip Code: ____________

Home Phone: _____________ Cell Phone: ______________ Work Phone: _______________

School/Office of Alleged Violation: ____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

☐ Adult Education ☐ Consolidated Categorical Programs ☐ Nutrition Services

☐ Career/Technical Education ☐ Migrant and Indian Education ☐ Special Education

☐ Child Development Programs

For allegation(s) of unlawful discrimination/harassment, please check the basis of the unlawful discrimination/harassment described in your complaint, if applicable:

☐ Age ☐ Ethnic Group Identification ☐ Religion

☐ Ancestry ☐ Gender ☐ Sex (Actual or Perceived)

☐ Color ☐ National Origin ☐ Sexual Orientation (Actual or Perceived)

☐ Disability (Mental or Physical) ☐ Race

☐ Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you discussed your complaint or brought your complaint to any School personnel? If you have, to whom did you take

the complaint, and what was the result?

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature: ____ Date: ________________

Mail complaint and any relevant documents to:

Education for Change
2430 Coolidge Ave
Oakland, CA 94601
510-568-7936

Academic Intervention Menu

	ELA	Math	Writing
Intervention Programs to Supplant	• Language!	• V Math	
Intervention Programs to Supplement	• Slingerland • Lindamood-Bell LiPs • Lindamood-Bell Seeing Stars • Lindamood-Bell Talkies • Lindamood-Bell Visualizing Verbalizing • Stepping Stones to Literacy (pre-literacy skills) • Phonics for Reading (decoding, some fluency/comprehension) • Corrective Reading (decoding, fluency, comprehension) • Guided Reading/Reciprocal Teaching (comprehension) • SRA – Phonemic Awareness	• FocusMath (essential math skills by grade level) • Touch Math (computation) • Making Math Real	• Language for Writing • Step up to Writing
Additional Tools	• Words Their Way (decoding) • Phonemic Awareness in Young Children Activity Book		• Handwriting without Tears
Technology Intervention Programs	• ReadNaturally (fluency) • Fast ForWord (reading skills and decoding) • Reading Assistant (reading accuracy, fluency, comprehension)	STMath	
Additional Apps/Tech Tool	• RazKids • StarFall • ReadingA-Z		

2016-17 Reclassification Criteria for Determining English Proficiency

Student Name:
Permanent ID Number:
Grade:

Grades	Criteria	Signature and Date
K-1st	❏ Overall CELDT Level >=4 ❏ AND Speaking & Listening Levels >=3 ❏ AND DRA Proficiency Level => 3	
2nd	❏ Overall CELDT Level >=4 ❏ AND all other CELDT Levels >=3 ❏ AND DRA Proficiency Level >=3	
3rd-8th	❏ Overall CELDT Level >=4 ❏ AND all other CELDT Levels >=3 ❏ AND SBAC ELA Proficiency Level >=2	
If the student meets the above criteria:		
Teacher Evaluation	❏ Student meets basic ELA grade level expectation	
If the student meets the teacher evaluation criteria, continue with the reclassification process.		
Parent Consultation	❏ Notice has been sent to parents to notify them of their right to participate in the reclassification process. ❏ Parent signature	

Updating files: ____________ Cum file Updated _______________ Powerschool Updated

The Modern Language Journal

Pedagogies and Practices in Multilingual Classrooms: Singularities in Pluralities

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Bilingual classrooms most often have strict language arrangements about when and who should speak what language to whom. This practice responds to diglossic arrangements and models of bilingualism developed in the 20th century. However, in the 21st century, heteroglossic bilingual conceptualizations are needed in which the complex discursive practices of multilingual students, their translanguagings, are used in sense-making and in tending to the singularities in the pluralities that make up multilingual classrooms today. Examining the case of a network of U.S. secondary schools for newcomer immigrants, the International High Schools, this article looks at how students' plurilingual abilities are built through seven principles that support dynamic plurilingual practices in instruction—heterogeneity, collaboration, learner-centeredness, language and content integration, language use from students up, experiential learning, and local autonomy and responsibility. As a result, students become not only more knowledgeable and academically successful but also more confident users of academic English, better at translanguaging, and more plurilingual-proficient. The article presents translanguaging in education as the constant adaptation of linguistic resources in the service of meaning-making and in tending to the singularities in the pluralities that make up multilingual classrooms today.

THE LITERATURE ON BILINGUALISM IN education—whether the education of language majorities or language minorities—has most often treated language groups as if they were static, homogeneous, and monolithic. Thus, models and pedagogies of second-language education and bilingual education developed in the 20th century generally treat groups as if they were monolingual and acquiring an additional language in a stepwise fashion. These programs group students homogeneously by language level, using established pedagogies and instructional materials that are leveled and that use one language at a time.

However, in the 21st century, a monolithic view of ethnolinguistic groups has been increasingly questioned, with scholars pointing to differences created by class, gender, and power (see, e.g., Brubacker, 2009). Furthermore, with globalization and technological innovation, ethnolinguistic communities that had been previously isolated have started to come into contact with different people. Thus, the idea that an additional language could be taught to a monolithic group that starts out as monolingual is no longer viable (see, e.g, García, 2009a).

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0026-7902/11/385–400 $1.50/0

We argue in this article that the multilingual/multicultural classrooms of today are characterized by an increased plurality of practices. Rather than constructing educational models for a particular type of student who uses one language or the other, we must learn to focus on teaching individuals within multilingual classrooms in which the plurality is created by paying attention to the singularity of the individual student. We speak of teaching for *singularities in pluralities*, extending arguments proposed by Makoni, Makoni, Abdelhay, and Mashiri (in press) in studying language policies in Africa. To the *pluralization of singularity* that has accompanied the “invention” of many African “languages” as different and singular units (Makoni & Pennycook, 2007), Makoni et al. offer the concept of *singularization of plurality*—that is, a focus on the individual differences in the discursive regimes that we call “languages.” The result, then, is the facilitation of communication to improve the lives of speakers of language, instead of promoting a specific language or languages.

In the same way, teaching in today’s multilingual/multicultural classrooms should focus on communicating with all students and negotiating challenging academic content with all of them by building on their different language practices, rather than simply promoting and teaching one or more standard languages. In this article, we use *singularities in pluralities* to refer to the increased plurality of practices—linguistic, educational, cultural—that characterize students in the multilingual/multicultural classrooms of today. Additionally, we use the concept of singularities in pluralities to discuss how teachers’ pedagogies and practices that facilitate learning in these complex contexts must build on students’ singular language practices as part of the classrooms’ pluralities.

This article starts out by reviewing programmatic and theoretical constructs that have been used in the past, as well as those that support our position. It then focuses on one type of education for students who are linguistically diverse—the Internationals Network for Public Schools (INPS)—a group of schools that serve newcomer adolescent immigrants in the United States. We specifically look at the dynamic structures, pedagogies, and language practices in these schools as examples of how to invert schooling structures and subvert traditional language education so as to pay attention to the singularities of students within multilingual classrooms.

FROM MONOLINGUALISM TO LINEAR BILINGUALISM TO DYNAMIC BILINGUALISM IN SCHOOLS

A First Turn: From Monolingualism to Linear Bilingualism

During the second half of the 20th century, schools started to pay more attention to developing the bilingual proficiency of monolingual children, both language majorities and language minorities. This first turn from strictly monolingual schools to more bilingualism in schools coincided with the ethnic revival that took place around the world in the 1960s (Fishman, 1985).

In Canada, Wallace Lambert and his associates showed that bilingualism resulted in positive cognitive advantages (Peal & Lambert, 1962). At the request of Anglophone parents in Québec who wanted their children to become bilingual in order to participate in a Francophone Québec that was gaining political power, Lambert and his associates developed an *early immersion bilingual education* program in St. Lambert, a suburb of Montréal, in 1965 (Lambert & Tucker, 1972).

In the United States, the era of Civil Rights turned the attention of educators to the failure in school of language minorities—in particular, of Mexican Americans, Puerto Ricans, and Native Americans. As a result, bilingual education programs were established, some funded through Congress’s authorization of the Bilingual Education Act (Title VII of the Elementary and Secondary Education Act). In the beginning, some of these programs had a philosophy of maintaining the home language of the children while developing English (*maintenance bilingual education* programs), but very soon, in the 1974 reauthorization of the Bilingual Education Act, programs were defined as transitional, with home languages used only until the children were proficient in English (*transitional bilingual education* programs).

This ethnic revival movement of the second half of the 20th century was also fueled by the independence of many African and Asian countries. As new countries were forged, decisions had to be made about how to teach a multilingual population that was to be schooled in a language that was often “foreign” to them. In many cases, and with the urging and support of the United Nations Educational, Scientific, and Cultural Organization (UNESCO), a transitional bilingual education model was often adopted.

These bilingual education programs—an improvement over the monolingual programs of

FIGURE 1
Additive Versus Subtractive Bilingualism

Additive Bilingualism	Subtractive Bilingualism
L1 + L2 = L1 + L2	L1 + L2 − L1 → L2

the past and which continue today—are shaped by the two models of bilingualism that Lambert (1974) developed—*additive bilingualism* and *subtractive bilingualism*. Additive bilingualism refers to the type of bilingualism Lambert hoped to develop as a result of immersion bilingual education programs in Québec. A child enters school with a first language (L1), a second language (L2) is added, and, as a result, the child becomes a speaker of both languages. The thinking is that the child's bilingualism needs to move toward "ultimate attainment," an endpoint in which the process is complete. Subtractive bilingualism, however, is often what language-minority students get. Students enter school with an L1, and while the L2 is added, the first language is subtracted. The child's bilingualism is moving away from the "ultimate attainment" of bilingualism. Instead, it is moving backward toward the "ultimate attainment" of monolingualism. Both models can be rendered as in Figure 1.

In these conceptualizations of bilingualism, the two languages are seen as having a linear relationship, with the L2 moving forward (additive) or the L1 moving backward (subtractive). In addition, there is a conception of two autonomous languages—an L1 and an L2—and of bilinguals as two monolinguals within one individual.

At the same time, other theories of bilingualism were being developed. No other scholar has contributed more to advancing theoretical frameworks surrounding the changing shape of bilingualism in education than Jim Cummins. Early in 1979, Cummins developed his theory of *linguistic interdependence*, positing that both languages bolster each other in the students' acquisition of language and knowledge. At the same time, Cummins proposed his theory of the *common underlying proficiency*, positing that knowledge and abilities acquired in one language are potentially available for the development of another.

A Second Turn: From Linear Bilingualism to Dynamic Bilingualism

Toward the end of the 20th century, the greater movement of people, goods, and information brought about by globalization, innovations in technology, and changes connected to corporate globalization further impacted our understandings and enactments of bilingualism in education. In some countries of Europe, maintenance bilingual education had been used to educate autochthonous minorities. However, the collapse of totalitarian regimes meant that more national minorities started to claim greater autonomy. Bilingual education became a way of educating children who, after suffering political repression and monolingual schooling, had a broad range of linguistic competence in their own home languages. Thus, bilingual education programs started to change, capturing this greater linguistic heterogeneity. *Developmental bilingual education* programs, more aware of this greater range of language abilities, started to come into being, not only in Europe but also in the United States and other places.

The Deaf, who had been exposed to oralism as a schooling practice throughout the world, with signacy not recognized as valid, started experimenting with developmental bilingual education programs. Deaf educators were mindful of the broad oracy ability ranges in the Deaf community, with some being profoundly deaf and others hard of hearing, and with cochlear implants increasing the diversity of oracy abilities. They were also aware of the broad signing ability in the Deaf community, with most children born to hearing parents and thus arriving at school with little signacy, but others arriving with developmentally appropriate signacy. The signacy and oracy heterogeneity also produced diverse literacy practices. Thus, for the Deaf community, the diversity of signacy, literacy, and oracy meant that only a developmental bilingual education program in which students' different abilities were addressed was adequate (Baker, 2010; Marschark, 2009).

In places in which Indigenous peoples continued to be mostly disempowered (e.g., Latin America), the only way of including the students' home languages was through transitional bilingual education (López, 2006, 2008). However, in countries where Indigenous peoples had gained some measure of political power, while having lost much of their home language proficiency, such as in the case of the Māoris in Aotearoa/New Zealand, *immersion revitalization bilingual education* programs were developed (Berryman, Glynn, Woller, & Reweti, 2010; May, 2004, 2010). In these programs, there was also a great range of linguistic diversity, with Māori bilingual ability being highly heterogeneous. Thus, there was recognition that the students could not be treated as monolingual English speakers, for they could all reach back to bits and pieces of their ancestral language practices in order to develop them further. There was also recognition that Māori children were not two monolinguals in one—a prevalent view of bilingualism in the past that has been challenged by many (see, e.g., Grosjean, 1982, 2010).

Meanwhile, in many countries where bilingualism was becoming the norm, parents started clamoring for bilingual education programs that would make all children bilingual to whichever extent they needed to be competent in different language practices. In the United States, *two-way bilingual education* programs—sometimes called "dual language" programs for political expediency because of the silencing of bilingualism in the United States (see García, 2009a; García & Kleifgen, 2010)—started to be implemented. Two-way bilingual education programs educate together language-majority and language-minority children in two languages, separating languages by teacher, subject, or part of the day or week. These programs grew out of the political desirability of educating language minorities together with language majorities, as well as of keeping bilingualism as a possibility to educate language minorities at a time of increased attacks against transitional bilingual education programs. In Europe and other places, *content and language integrated learning (CLIL)* bilingual education programs came into being around the same time. CLIL programs teach at least one subject to all students through the medium of an additional language. (For an excellent treatment of CLIL, see Coyle, Hood, & Marsh, 2010.)

The differences between conceptualizations of bilingualism in these programs of what we are calling the second turn and those that we considered in the previous section of what we are calling the first turn are telling. The programs of the first turn claim an L1 and an L2 for the group of children and have a linear additive or subtractive bilingualism with monolingual norms as the goal. The programs of the second turn, however, conceptualize bilingualism as dynamic (García, 2009a). This dynamic conceptualization of bilingualism goes beyond the notion of two autonomous languages, of an L1 and an L2, and of additive or subtractive bilingualism. Instead, dynamic bilingualism suggests that the language practices of all bilinguals are complex and interrelated; they do not emerge in a linear way. As García (2009a) has said, they do not result in either the balanced two wheels of a bicycle (as in additive bilingualism) or in a unicycle (as in subtractive bilingualism), but instead bilingualism is like an all-terrain vehicle with individuals using it to adapt to both the ridges and craters of communication in uneven terrains (see Figure 2; see also García & Kleifgen, 2010). Dynamic bilingualism sees the complex bilingual language practices as both the center of how language practices occur and the goal for communication in an increasingly multilingual world.

García (2009a) proposed two types of dynamic bilingualism for the 21st century—recursive dynamic and dynamic. *Recursive dynamic bilingualism* characterizes the bilingual development of those individuals who have undergone a high degree of language loss and thus need to recover bits and pieces of their ancestral language practices as they reach back to move forward. *Dynamic bilingualism* refers to the development of different language practices to varying degrees in order to interact with increasingly multilingual communities in a global world.

This second turn in which bilingualism started to be recognized as more dynamic was then characterized by moving away from conceptualizations of language as a monolithic construct made up of discrete sets of skills to a conceptualization of

FIGURE 2
Types of Bilingualism

Note. This figure is adapted from García and Kleifgen (2010). We gratefully acknowledge permission from Teachers College Press to reproduce this figure.

language as a series of social practices that are embedded in a web of social relations that maintain asymmetries of power (Pennycook, 2010; Street, 1984). Pennycook (2010) explained:

> A focus on language practices moves the focus from language as an autonomous system that preexists its use, and competence as an internal capacity that accounts for language production, towards an understanding of language as a product of the *embodied social practices* that bring it about. (p. 9, our emphasis)

In speaking about language as an activity, some scholars refer to *languaging* (Becker, 1995; Makoni & Pennycook, 2007; Maturana & Varela, 1987; Shohamy, 2006). Languaging is different from language conceived simply as a system of rules or structures; languaging is a product of social action and refers to discursive practices of people. Languaging, as Becker (1995) explained, "is shaping old texts into new contexts. It is done at the level of particularity" (p. 9).

Within a dynamic conceptualization of bilingualism, bilinguals are valued for their differing multicompetence (Cook, 2002) because their lives, minds, and actions are different from those of monolinguals. As Herdina and Jessner (2002) have pointed out, the interactions of bilinguals' interdependent language systems create new structures that are not found in monolingual systems. Learning is then not just the "taking in" of linguistic forms by learners, but as Larsen-Freeman and Cameron (2008) have said, "the constant adaptation of their linguistic resources in the service of meaning-making in response to the affordances that emerge in the communicative situation, which is, in turn, affected by learners' adaptability" (p. 135). This view is based on van Lier's (2000, 2004) concept of "affordance," which he defined as a relationship between a learner and the environment "that signals an opportunity for or inhibition of action" (2004, p. 4).

Cummins himself moved away from discussing an L1/L2 dichotomy, characterizing the way in which languages had been conceptualized in bilingual classrooms as "two solitudes" (Cummins, 2007) and calling for bilingual instructional strategies in the classroom as a way of promoting "identities of competence among language learners from socially marginalized groups, thereby enabling them to engage more confidently with literacy and other academic work in both languages" (p. 238).

García (2009a), extending Williams (cited in Baker, 2006), talks about *translanguaging* as the process by which bilingual students and teachers engage in complex discursive practices in order to "make sense" of, and communicate in, multilingual classrooms. According to García (2009a), translanguaging refers to multiple discursive practices as seen from the perspective of speakers themselves. It is the communicative norm of multilingual communities.

Translanguaging builds on the concept of languaging as social practices explained earlier. However, translanguaging also relates to the concept of *transculturación* introduced by the Cuban anthropologist Fernando Ortiz (1940/1995). For Ortiz, transculturation refers to the complex and multidirectional process in cultural transformation, as well as to the questioning of the epistemological purity of disciplines and of the knowing subject. The concept of transculturation thus involves what Mignolo (2000) called "border thinking." Mignolo saw border thinking as "knowledge conceived from the exterior borders of the modern/colonial world system"—that is, "subaltern knowledge" (p. 11). In blending transculturation and languaging, the term *translanguaging* responds to the complex and multidirectional processes in the language practices of people and challenges the view of languages as autonomous and pure, as constructed in Western thought. Translanguaging, then, is a product of border thinking, of knowledge that is autochthonous and conceived from a bilingual, not monolingual, position.

Translanguaging includes codeswitching—defined as the shift between two languages in context—and it also includes translation, but it differs from both of these simple practices in that it refers to the process in which bilingual students make sense and perform bilingually in the myriad ways of classrooms—reading, writing, taking notes, discussing, signing, and so on. However, translanguaging is not only a way to scaffold instruction and to make sense of learning and language; it is part of the discursive regimes that students in the 21st century must perform, part of a broad linguistic repertoire that includes, at times, the ability to function in the standardized academic languages required in schools. It is thus important to view translanguaging as complex discursive practices that enable bilingual students to also develop and enact standard academic ways of languaging.

SINGULAR PLURALITIES AND DYNAMIC PLURILINGUAL EDUCATION

Education for bilingualism (i.e., to teach an additional language) includes types of programs that are bilingual but also some that are monolingual. For example, in the United States, transitional bilingual education programs use two languages to develop English, whereas English-as-a-second-language programs are monolingual programs in which instruction is supposed to be in English. Both, however, are conceived as education for bilingualism because their objective is to teach an additional language. Whether educational programs are monolingual or bilingual and whether they view bilingualism linearly or dynamically, they are often structured as if groups of students need the same language "treatment," as if language and life (or the content they need to learn) were separate. Thus, schools often have language policies and practices that are organized as top–down and are applied to the group or groups as if everyone needed the same. However, all educators need to pay attention to the individual experience of students in their classrooms. John Dewey (1938), the American educational reformer, has said:

> Every experience is a moving force. Its value can be judged only on the ground of what it moves toward and into . . . It is then the business of the educator to see in what direction an experience is heading . . . Failure to take the moving force into account so as to judge and direct it on the ground of what it is moving into means disloyalty to the principle of experience itself. (p. 38)

Recently, one of us (García) was in a fifth-grade two-way bilingual classroom that, although attentive to dynamic bilingualism, demonstrated how organizing classrooms for homogeneous groups of students is often not enough in our complex world. The teacher described the class as being half Latino, half Anglo. However, of course, the individual experiences of the children were far more complex than simply those of two ethnic or linguistic groups. Among the so-called "Latinos," there were monolingual Spanish speakers, monolingual English speakers, and bilingual and trilingual speakers. Not all of the Latinos who were learning English were speakers of Spanish, for in the group there was a recently arrived Mexican indigenous child who spoke Mixteco at home as well as a Paraguayan child who was bilingual in Spanish/Guaraní. Those Latinos who were born in the United States were not necessarily the ones who were English speakers, for some had been born in the United States and had then moved back to Latin America or had moved back and forth over the course of their lifetime. Some who were born in Latin America had been in the United States for a long time and were fluent English speakers, but there were also those who had recently arrived. Latino immigrants to the United States often follow a migration pattern referred to as *step migration*, in which one family member initiates the migration, with children, spouses, and siblings left behind, until the lengthy process of obtaining permanent visas is resolved (Grasmuck & Pessar, 1991). For this reason, the child's language characteristics often have little to do with the language of the home. In this fifth-grade two-way bilingual classroom, often the mother had been in the United States for a long time and spoke English. She sometimes had a new husband and young children whose linguistic repertoires did not coincide with that of the child. There had been divorces, marriages, and recomposition of families, each bringing with them a new set of language practices. There had also been moves to different communities, also accentuating different language practices.

Among the "Latinos" there were class differences, national differences, and racial differences. Among the so-called "Anglos," there were students who spoke English at home, but there were also speakers of Italian, Portuguese, Arabic, Urdu, Gujarati, and Romanian. Although the teacher had been educated as a bilingual teacher and was well versed in theoretical frameworks and pedagogy, she was ignorant of the linguistic complexity of her classroom. In fact, on the first day, when García walked in, the children told her that the Romanian girl was a "Roman." When García inquired further, it became obvious that neither the teacher nor the children had any idea of either the country of Romania nor the Romanian language (nor, incidentally, of whether the child was a Roma from Romania). The teacher had also never heard of Guaraní and had no idea that one of her students was a Guaraní speaker. For her, the job simply was to teach the children in two languages—English and Spanish. Clearly, the individual linguistic, cultural, and schooling experiences of the children were being ignored. This school only structures a language group experience, denying the many individual variations that exist.

Schools that are truly organized to respect the singular pluralities in multilingual classrooms have to let go, then, of some principles that even bilingual education has long held dear. No longer is it possible to isolate languages or to limit instruction to two or even three languages; it is important to create a context in which educators pay close attention to how a student and his or her language practices are in motion—that is, to focus on how the students are engaged in meaningful activities. It is only then that, as Carini (2000) said, "it is possible for the teacher to gain the insights needed to *adjust* her or his own approaches to the child accordingly" (p. 9, our emphasis).

Bilingual education programs often have language allocation policies that dictate when, how, and for how long each language should be used; that is, language allocation policies most often focus on the *macroalternation* of languages. Rarely do these policies include thinking about the *microalternation* of languages, the translanguaging that allows educators to adjust language practices and content to the child. Educators must negotiate sense-making instructional decisions, moment by moment (for educators as language policy makers, see Menken & García, 2010). Bilingualism in education must emerge from the meaningful interaction of students with different linguistic backgrounds and their educators, instead of solely being handed down to educators as language policy.

This pedagogical philosophy of singular pluralities rooted in progressive education, alongside understandings of dynamic bilingualism and its complexities, is what schools must own today. However, at the same time, and especially in the education of language minorities, attention has to be paid to *social justice*. Goldfarb and Grinberg (2002) defined social justice as:

> the exercise of altering these arrangements [difference in terms of power, economic distributions, access to knowledge, and generation of knowledge] by actively engaging in reclaiming, appropriating, sustaining and advancing inherent human rights of equity, equality, and fairness in social, economic, educational, and personal dimensions, among other forms of relationships. (p. 162)

Teacher–student relationships and interactions have to be simultaneously rooted in the singularity of the child's experience and the plurality of experiences and languages that make up the bilingual or multilingual classroom. Recognizing the different language practices of students and focusing on the singularity of the individual experience and the oppression of groups of minority people would enable language minority students to become engaged in their own struggle for liberation and education (Freire, 1970), as well as to invest in the development of their additional language (Norton, 2000).

How schools organize themselves to deliver this instruction depends on the local communities and the characteristics of the students. For example, in the United States, there are schools in residentially segregated neighborhoods where more traditional bilingual education structures are still very much relevant. (See Bartlett & García, 2011 and García & Bartlett, 2007 for an example of one such program for Dominican immigrants in the United States.) But there is also space for more flexible bilingualism in education, emerging not from top–down policies, but from educators' and students' negotiation of bilingual practices (see García, Flores, & Chu, 2011). García and Kleifgen (2010) have called this type of program *dynamic plurilingual education*.

We follow the use of the Council of Europe in reserving the term "plurilingual" for the complex language practices of individuals, whereas using "multilingual" to signal the language practices of classrooms, geographic or political areas, or groups. In the Council of Europe's (2001) view, plurilingualism is:

> The ability to use languages for the purposes of communication and to take part in intercultural interaction, where *a person*, viewed as a social agent, has proficiency of varying degrees, in several languages, and experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the user may draw. (p. 168, our emphasis)

In schools with a dynamic plurilingual approach, the locus of control for language is the students' own active use—their language/content understandings in motion and in dynamic interrelationship. Regardless of whether classrooms are monolingual (with students of one language group), or bilingual (with students of two language groups), or multilingual (with students of many language groups), instruction is plurilingual, in the sense that each students' languaging is recognized and the pedagogy is dynamically centered on the singularity of the individual experiences that make up a plurality. As such, this pedagogy enables students, as Freire (1970) has said, to learn from each other as well as from teachers, at the same time that teachers learn from the students. In addition, this pedagogy is centered in the dialogical action that promotes understanding. Said another way, in these dynamic plurilingual programs, the direction between the educator and the educated goes both ways. Both are learners and teachers. The pedagogical practices negotiate the dynamic bilingualism of students' individual experiences while actively working against existing forms of domination and exploitation of groups of people. It is then to an example of such schools and how they enact this dynamic plurilingual education that we now turn.

TABLE 1
Internationals Network's Schools in New York City and California and Founding Year

1. The International High School at LaGuardia Community College	1985
2. The Manhattan International High School	1993
3. The Brooklyn International High School	1994
4. Bronx International High School	2000
5. The International High School at Prospect Heights	2004
6. The Flushing International High School	2004
7. International High School at Lafayette	2005
8. International Community High School	2006
9. Pan American International High School, Queens	2007
10. Oakland International High School	2007
11. Pan American International High School at Monroe	2008
12. San Francisco International High School	2009
13. International High School at Union Square	2010

INTERNATIONALS HIGH SCHOOLS

The INPS is a U.S. nonprofit organization that supports the work of 13 public (government-supported) high schools for newcomer immigrant adolescents who are new to English with what is called the "Internationals approach" (Sylvan & Romero, 2002), which we will describe later. As of September 2010, 11 of these Internationals High Schools (IHSs from now on) are located in New York City and 2 in the California Bay Area. Table 1 displays a list of the IHSs in 2010.

In response to the growing immigrant community in New York City and challenges of preparing late-entry immigrant adolescents for the rigors of college study, the first IHS opened in the borough of Queens in 1985. The success of the educational model led to the opening of Manhattan and Brooklyn IHSs in 1993 and 1994 and Bronx International in 2001, as well as the establishment of an Internationals Schools Partnership among the schools to coordinate interschool collaborative projects. With grants from both a federally financed program aimed at disseminating exemplary programs for immigrant students who were new to English and the Annenberg Foundation's "Networks for School Renewal" project in New York City, the Partnership supported new schools as well as provided continuous learning and growth opportunities for all schools and their faculties. In 2004, with support from the Bill and Melinda Gates Foundation, the INPS incorporated and supported the opening of nine more IHSs—seven in New York City and two in California.

Although originally IHSs were linguistically diverse, serving newcomer immigrant adolescents of many language backgrounds who were learning English, two new IHSs have recently opened specifically to serve the large number of Latino immigrants in New York City. Thus, there are two models of IHSs. There is a *multilingual plurilingual model* serving immigrant students with many different home languages and supporting the use of students' many languages in sense-making and learning. There is also a *bilingual plurilingual model* serving immigrant students with Spanish as their home language and using English and Spanish to make instructional meaning in the two schools called Pan American International High Schools (PAIHSs). The important point, however, is that regardless of whether the classrooms are multilingual (with students who speak many languages other than English) or bilingual (with students who speak only Spanish), the pedagogy is a plurilingual one, dynamically centered on the individual students' language practices—that is, on the singularity of the plurality in the classroom (for more on pedagogy at the IHSs, see De Fazio, 1999; see also Walqui & van Lier, 2010).

The Internationals approach was developed based on the understanding that individuals are incredibly diverse and that immigrant adolescents, who are *emergent bilinguals* and arriving with limited knowledge of English, still have a large array of abilities, knowledge, and experiences—linguistic, cognitive, artistic, social, in many other spheres. In the United States, emergent bilinguals are most often referred to as English language learners or limited English proficient. We follow García (2009b) in referring to students who are new to English as emergent bilinguals, thus recognizing their complex abilities and strengths and focusing on their social, emotional, and academic development beyond that of just learning English. Building on the immigrant adolescents' existing strengths and understanding the centrality of language to human culture and individual beings, the Internationals approach focuses on preparing adolescent immigrants to succeed in college and careers in the United States and especially on supporting the development of complex language practices that include academic English language and literacy.

In addition to being newcomer immigrants who are new to English, the IHSs' student population is also poor. In 2009, 92% of students at IHSs were on free or reduced lunch—a measure of poverty—compared to 71% in all New

York City high schools. Yet, despite their poverty, their limited English, and their recent immigration, adolescents at IHSs are doing better, as we will see, than other immigrant emergent bilingual students in New York City.

Traditionally, high school study in the United States consists of 4 years. For newcomer immigrant students, it is difficult to develop the level of academic English required for high school graduation in 4 years. Yet, the graduation rate of emergent bilingual students in the IHSs is 57%. This is 13 percentage points higher than the 44% graduation rate of emergent bilingual adolescents in all high schools in New York City. It takes immigrant adolescents who are learning English sometimes longer than 4 years to pass all of the high school graduation exams. Whereas the high school graduation rate of these emergent bilinguals citywide is 49% after 5 years and 42% after 6 years, the high school completion rate of students in IHSs is 72% after 5 years and 74% after 6 years—that is, 23 percentage points higher after 5 years and 32 percentage points higher after 6 years. Clearly, the IHSs are more successful in graduating immigrant students who are learning English than many other high schools in the city. Likewise, if we compare the rate of success of IHS students in the English Language Arts and Math exams required for graduation with other emergent bilinguals in New York City, 70% of IHS students passed the English Language Arts exam compared with 47% of all emergent bilinguals in New York City high schools. Whereas 82% of IHS students passed the Math exam, 61% of emergent bilingual students in all New York City high schools passed the same exam. (Data from 2009.)

What, then, accounts for the success of these IHSs? Eight principles lie at the core of the IHS instructional design:[1]

1. heterogeneity and singularities in plurality;
2. collaboration among students;
3. collaboration among faculty;
4. learner-centered classrooms;
5. language and content integration;
6. plurilingualism from the students up;
7. experiential learning; and
8. localized autonomy and responsibility.

Before we describe each of these principles of the Internationals approach, we illustrate what classrooms in IHSs might look like.

A SNAPSHOT: IHS CLASSROOMS

The IHS classrooms are noisy, active, and interactive places. Students are generally sitting in groups of three to four, usually at hexagonal or trapezoidal tables so as to promote interaction. They are talking, arguing, trying to make their points, and collaborating on a project together. In so doing, they are using different language practices, including those they bring from home. In a multilingual–plurilingual model classroom, an observer will hear several languages at once and may see materials in many languages. In the bilingual–plurilingual model of the two PAIHSs, an observer will see students alternating between Spanish and English and using materials in both.

In a well-functioning IHS classroom, you find students talking in small groups, using bilingual dictionaries (both electronic and paper), and switching between English and home languages as needed to complete complex cognitive tasks and put together a collaborative project, often an oral presentation in English to their peers or a written product. Students are asked to do oral presentations from their earliest days in the schools and are supported in taking risks to use their new language practices publicly. The length and complexity of the presentations will vary based on students' linguistic proficiency in English.

Students walk around periodically to get materials they need to complete their project. The teacher is not in the front of the room talking or sitting at the desk, but rather sitting with the students listening, redirecting conversation at times, asking and answering questions, or just being part of the small group discussions as he or she moves from table to table.

The teacher will almost always be using English with students and asking other students to translate for him or her when a student is using a language other than English. Despite the many languages that may be involved in the process of creating a project, students use English on a daily basis because the project (with the exception of home language projects and work in Spanish in a PAIHSs model) will generally (although not always) be in English. Students will be asked to present orally often and generally in English; so, many times they are practicing their English presentations or preparing for their presentations using their home languages.

Most of the texts and documents in the classroom will be in English, although the student tables also have dictionaries in many languages and print and Internet material in languages other than English. Although students may be asking for translation from other students or having some discussion in the home language around the text or document, they go back to English to interact with peers on their project.

Students are usually working with an activity guide provided by the teacher that walks them through each step of the project. The activity guides are in English, so they require constant negotiation in English. The guides contain many graphic organizers that ask students to summarize and categorize the information and then to use it to make conclusions, ask questions, synthesize different ideas, or compare perspectives. They also include different media (written word, poetry, visuals, primary documents, etc.) that students of different levels can use to make sense of their learning. Some guides may contain almost no English text and instead have pictures and graphics so that students who are not literate or those who are completely new to English can have access to the information.

There are resources on the walls that provide students with sentence starters, key vocabulary, and phrases that they can use to add ideas or politely disagree—all in English. However, as we said earlier, tables always have dictionaries in various languages and students consult them frequently. Documents in different languages and Internet access to home language materials are often available. Multiple conversations are happening at multiple times in many languages with occasional breaks in the "chaos" for the teacher to explain a concept or practice a skill collectively that students immediately apply in the work they are doing.

There is often a student discussion leader/facilitator at each table, with every other student playing a key role or assuming responsibility for a meaningful piece of the culminating project. Groups of students pool their knowledge. Students have considerable choice in how they arrive at the final project, including the language practices with which they negotiate, and the eventual form that the project takes on, but activity guides and rubrics (often collectively designed between teachers and students) establish parameters in which students operate.

A student who knows little English will often be sitting next to a more proficient student who shares a home language so that he or she can get support and better access the information. Students depend on one another to share their experiences, knowledge, perspectives, and understandings of the text; they teach each other. The teacher is not the only "expert" in the room, and considerable control is handed over to the students. Content is made accessible because students work on figuring out the content, language, and implications together. Students are constantly asked to "re-present" the information they are reading and studying and to discuss it collectively.

Authentic experiences are woven into different parts of the class—a unit is often introduced through a field trip, movie clip, pictures, hands-on activity, or small group discussion about a familiar concept/experience that relates to the more academic concepts central to that project or unit of study. These shared oral experiences that are designed to be accessible to all students anchor the major concepts for students, provide an accessible avenue to return to when the concepts and language get to a higher level, generate key vocabulary and ideas that students can relate to the broader topic, and often provide a hook or motivation that gets students interested in the topic, understanding how it relates to their own life or the world around them. Students are constantly asked to reflect on their work—to look at where they are as learners and where they need to go. Students are also asked to think about the broader implications and the "so what?" aspect of what they are studying.

The work of the teachers at the IHSs is heavily focused on designing the activity guides (not lesson plans) to direct students through active learning of academic content. Rather than talk about "lesson plans" that describe what teachers are doing, the Internationals approach encourages teachers to plan curricula and projects to involve students in active learning, in which students and teachers rely on each other and in which students utilize English and their home languages to complete projects by building on their existing knowledge (both content and linguistic).

In short, teachers in IHS classrooms use dynamic plurilingual pedagogy and build on translanguaging in the classroom. By allowing individual students to use their home language practices to make sense of the learning moment, these IHSs go beyond traditional second-language programs (such as English as a second language [ESL], English structured immersion, or Sheltered English in the United States) or traditional bilingual education programs. Instead of the top–down traditional approach that often dictates language policy in schools and that in the United States results in classrooms being English-only or bilingual, the IHSs have designed a dynamic plurilingual system of education. At these IHSs, emergent bilingual immigrant adolescents are developing English language and literacy so that they can graduate from U.S. high schools. However, they are doing so by being empowered as individuals to use their home language practices in singular agentive ways to make meaning of their learning of rigorous content and new language practices.

Now that we have described what IHS classrooms might look like and we have identified the subtle translanguaging practices that characterize the dynamic plurilingual education of the IHSs, we turn to explaining each of the core principles of their sociolinguistic and socioeducational philosophy.

CORE PRINCIPLES

Heterogeneity and Singularities in Plurality

Optimizing heterogeneity builds on the strengths of every single individual member of the school community. The IHSs have a different approach to heterogeneity than that found in most programs or schools that work with language-minority students. Because IHSs believe that inevitably all groups are by nature heterogeneous, instructional programs are designed to leverage diversity.

The students at the IHSs are highly diverse, coming from over 90 countries, speaking about 55 languages, and ranging in prior academic experience from never having attended school to being at or above grade level in their home language. They have vastly different experiences, with some commonalities. All students are new learners of English and have been in the United States 4 years or fewer at the time of admission. About 70% of students have been separated from one or both parents in the course of immigrating to the United States. They may have seen parents and relatives killed in violent upheavals and wars, or have lived in refugee camps, or have been victims of narco-terrorists. The IHSs are designed to promote respect for different language and cultural practices and to leverage them in all aspects.

In looking at heterogeneous/homogeneous grouping models, educators at IHSs understand that even if students have the same scores on language proficiency tests, they may not have gotten the same items correct and thus their language proficiency differs. Even if, amazingly and without cheating, two students have answered all of the questions in the same way, educators at IHSs understand that the thinking that led students to choose their answers is inevitably divergent. Further, IHS teachers and administrators know that students differ on numerous other characteristics and proficiencies and that language proficiency is impacted by the content of study (e.g., studying astrophysics in any language would be beyond these authors' proficiency level). Thus, educators at IHSs recognize that every individual student's language characteristics and use differ from those of others in the class, even when supposedly the students speak the "same language"; that is, everyone at IHSs recognize the singularities of the pluralities in language practices that make up the classrooms.

Collaboration Among Students

Collaborative structures that build on the strengths of every individual member of the school community optimize learning. Because the Internationals understand the individuality of the emergent bilingual experience, students with varied levels of English proficiency as well as literacy levels and home language proficiency are in the same class by design.[2] They study complex and sophisticated topics, through working collaboratively.

Collaboration leverages the benefits of a heterogeneous class and addresses its challenges. Students are able to share their different perspectives, experiences, and talents. While building community in the classroom and in the school, different students are challenged in multiple and divergent ways through these heterogeneous classes. While supporting struggling students, collaborative grouping also challenges more advanced students who must understand the material fully in order to explain it to others. Collaboration also allows students to form friendships across cultural and linguistic lines because they have a reason to talk to one another and are not silently filling out worksheets or listening to a teacher.

Collaboration enables all students to engage in challenging and creative projects because students of different levels work together to accomplish a final product they would not be able to do on their own. This instructional approach relies on the advantages of small group collaborative learning and peer-mediated instruction while recognizing the linguistic heterogeneity of all groups of students and their singularities.

Collaboration Among Teachers

The collaborative structures in which students work and learn mirror those in which faculty work and learn, capitalizing on everyone's diverse strengths and maximizing their ability to support one another. Just as students work in groups, IHS teachers work in groups. Teachers, like students, are assumed to be diverse and have various strengths. They work in teams with teachers from different disciplines (at a minimum, an English language arts, social studies/history, science and math teacher) and share responsibility for a cluster of 75–100 students, who are subdivided into three or four classes that are, by design, heterogeneous in all respects (language proficiency, home language, literacy level, prior academic experience and/or success, etc.).

These teams are responsible for students' progress collectively and holistically—linguistic, academic, sociocultural, affective, and so on. Time is built into the day (and often added to it, with compensation) to allow teachers to meet for anywhere from 2 to 6 hours a week so that they can learn from each other. These small groups of teachers focus on the design of their curricula and their pedagogies, their challenges and successes, and their students' progress.

Teachers' collaboration prepares them to replicate for students their own learning environments. Teachers learn not from lectures in professional development sessions and faculty meetings, but from each other. The Internationals approach expects that the adult learning model and the model for student learning will mirror each other. The IHSs build on the diversity of the teachers so that the staff can then construct learning experiences based on the linguistic and cultural differences of the students with whom they work.

Learner-Centered Classrooms

Constructing learner-centered classrooms for meaningful student linguistic and content output is important. The collaborative pedagogy followed in the IHSs takes teachers away from the front of the room and enables them to help individual students or groups that are struggling as well as to leverage their home language practices in order to learn. Thus, classrooms are learner centered.

Many L2 programs and bilingual education programs around the world provide teacher-centered instruction, insisting that the language input that students hear from the teacher is the main element in language acquisition (Krashen, 1985). Yet, teacher-centered instruction limits linguistic opportunities for all students. In a traditional language classroom, the teacher lectures in what is called a "target language" and the students follow a common textbook in the same language. Bilingual education programs also tend to separate languages strictly, with teachers speaking one language or the other and students working on worksheets in one language or the other or following a textbook also written in one language or the other. In both traditional foreign and L2 classrooms and bilingual classrooms, all students are expected to be at the same proficiency level and to achieve the same result. This is not possible when you have students with English language proficiency ranging from very little knowledge in English to grade-level use of English. This is also not possible if students have different literacy levels in their home languages and diverse schooling experiences, academic and literacy traditions, and classroom scripts.

As Swain (1996, 2000) has posited, collaborative dialogue is very important in the development of an additional language. Educators at the IHSs believe that students are best served when teachers use their professional expertise, not principally as providers of knowledge but as facilitators of a process that enables students and faculty to learn while making language choices to accomplish meaningful activities.

Students' active use of language is critical to the academic program of the IHSs. No one learns to ride a bicycle by watching someone else ride it. Thus, the Internationals model is designed to have students actively use the additional language practices for as much of each class period as possible. Students use English as well as their home languages to understand the material they are studying and to prepare oral presentations and written work in English.

Language and Content Integration

Language emerges most naturally in purposeful, language-rich, interdisciplinary study. The IHS "mantra" is that "every teacher is a teacher of language and content." Language means both the additional language they are acquiring (English, as all students are emergent bilinguals who are learning English), as well as their home language (which students use to support learning of both academic content as well as English).

The Internationals approach promotes the language practices of all students, especially those that include academic English, as students simultaneously explore interdisciplinary academic content. Language does not exist apart from the content of life and the world, and language is more readily remembered when it has meaning and when it is in context. *Content-based language development* suggests that language use is an outgrowth of content; that is, by experiencing and learning new concepts, students extend their language base. Language and content integration means that "content is the driver." Teachers pay attention to the language load and provide systematic support for students who are developing an additional language, but the content is *not* driven by the aim of teaching a particular linguistic structure, nor is the language simplified and sacrificed to content. Instead, content is rigorous and expressed in authentic and rich language that is scaffolded by collaborative structures that allow for peer mediation and teacher support, as described later.

For teachers, language and content integration means that when designing a project and creating an activity guide, they promote students' progress toward key standards in all content areas. They consider, in their project design, questions of language load. They provide materials with different levels of linguistic complexity but also support students' work with complex materials through a variety of scaffolds. These scaffolds include reviewing key words, designing graphic organizers, supporting students' use of home languages, having students write double-entry journals in which teachers raise questions and they respond, annotating (or having students annotate) as students read, and analyzing common linguistic structures of a discipline or in a particular reading. From time to time, teachers might make brief explanations about the grammar of the new language, but this is for the purpose of helping students understand how to use the additional language rather than using grammar to teach the language.

Plurilingualism from the Students Up

Rather than having a structure where language practices are controlled by a rigid external language education policy, the students use diverse language practices for purposes of learning, and teachers use inclusive language practices for purposes of teaching. In the IHSs, the locus of control for language practices lies with the students. Teachers, who may or may not speak the home language(s) of any particular student or group of students, encourage individual students to use their home languages to make sense of their learning. The students' language practices are flexible and dynamic, responding to their need for sense-making in order to learn.

However, teachers also encourage groups to practice language in nonexclusionary ways and will do so themselves whenever possible. In working with one particular student or group of students with whom the teacher shares language practices, the teacher may use those practices. Sometimes, the teacher may ask students to explain using their home language. However, mindful of not excluding anyone, teachers use English when speaking to a whole class with diverse home languages. The teachers are alert to language use that is not conducive to group progress—for instance, when a group is consistently leaving out a member by using a different home language. At that point, teachers intervene in that group process, as they would in any issue of group dynamics.

Experiential Learning

Expansion of the schools beyond the four walls of the school building motivates immigrant adolescents and enhances their capacity to negotiate their new bilingualism and successfully participate in society. As we have said, the instruction of language, content, and skills is embedded in experiential projects that are carefully structured to incorporate student experience and build necessary background knowledge. For example, many projects engage students with people outside of the school (e.g., surveying community members, letter writing advocacy campaigns, service learning, building something in the community of the school). In most cases, projects begin with a shared oral experience to build background knowledge and provide students with a foundation to then access higher level content (i.e., to build schema). These experiential projects also allow for reinforcement of necessary content and skills.

Experiential learning also refers to the belief that education has to happen beyond the four walls of the school. All IHSs place a strong emphasis on field trips, inviting outside speakers, and getting students involved in projects that take them outside of the school. IHSs also send all students to an internship outside the school that lasts a minimum of 12 weeks. During these internships, usually two to four afternoons a week (during the school day), students work usually in an office, hospital, school, or community center. Projects that guide the internship experience help students gather important information and reflect on what they are learning. The resources for language development in experiential learning go beyond faculty and other students to include community members and families.

An experience-based curriculum, which enables the students to understand the concepts they are dealing with, firmly supports their English language acquisition. In the process of engaging in experiences and project development, students practice language structures that teachers and other students have modeled. In these interactions, students formulate and investigate hypotheses about how their new language functions.

Localized Autonomy and Responsibility

Linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential. The underlying assumption of having students and teachers work within collaborative structures is that individuals achieve to their highest capacity when they feel ownership of, and support for, their efforts and outcomes. Thus, students are responsible for their learning, and teachers are responsible for their teaching. However, beyond this, administrators at IHSs support teachers in whatever ways they can to be successful with their students. At IHSs, team meetings are a key professional development opportunity for teachers, and these are supplemented by discipline meetings, full-staff professional development, and a wide range of Internationals Network professional development opportunities across schools that include, but are not limited to, intervisitations, network planning committees, and network conferences and workshops.

CONCLUSION

In the 21st century, as classrooms become more and more linguistically diverse, the greatest challenge will be how to educate all students equitably and meaningfully. Imposing one school standardized language without any flexibility of norms and practices will always mean that those students whose home language practices show the greatest distance from the school norm will always be disadvantaged. Clearly, monolingual education is no longer relevant in our globalized world.

However, models of bilingual or multilingual education that impose norms of language use in one or the other language without any flexibility will also privilege those whose language practices follow monolingual norms in two or more languages. This may have been appropriate in the 20th century without the speed and simultaneity of movement of people, goods, and services that technology has made possible today. However, the 21st century is characterized by the concurrent means of communication in many media and languages and, thus, conceptions of bilingualism and multilingualism must also become more flexible, more dynamic.

Schools that respond to this more dynamic model of bilingualism/multilingualism adopt a dynamic plurilingual approach with translanguaging as an important strategy so that students and teachers can make sense of learning moment by moment. Rather than languages being strictly "assigned" a space, time, place, or person in the curriculum, these dynamic plurilingual programs use the individual student's languages to act on learning. We have just begun to understand the potential (and the possible limitations) of these educational programs.

This article has focused on describing a model practiced by a group of such dynamic plurilingual programs in the United States—those of the INPS. We have described the principles that have supported their success—heterogeneity, collaboration, learner-centeredness, language and content integration, language use from students up, experiential learning, and local autonomy and responsibility. All of these principles support a dynamic plurilingual use of languages of instruction that, in turn, develop students' plurilingual and pluriliterate abilities. As a result, students become not only more knowledgeable and academically successful but also more confident users of academic English, better at translanguaging, and more plurilingual proficient. These are all important linguistic practices in the 21st century.

However, it is important to point out that in the hands of ignorant or misguided educators, dynamic plurilingual programs could have disastrous results. On the one hand, dynamic plurilingual programs could undermine all bilingual education efforts. They could have the semblance of a plurilingual education, when in fact they are simply another form of submersion education in English only. On the other hand, without teachers who truly understand how to use students' home language practices to make sense of new language practices and academic content, translanguaging could become random, not sense-making.

For dynamic plurilingual education to succeed in the 21st century, teachers would have to be educated to pay close attention to the singularities that make up our plurality—to clearly notice the individual linguistic experience that is the "moving force" in learning an additional language and all learning. In so doing, teachers would learn the value of having students use their home language practices to support learning. Rather than being told what language to use when and where, educators must practice noticing the learner as he or she is engaged in meaningful instructional activities. In this way, educators can learn to adjust their language and instructional practices to support students' linguistic and cognitive growth. The goal is for students to be aware of their own language practices as well as those of their peers as they are engaged in learning activities. Ultimately, this empowers students themselves so that they are able to adjust their own language practices to take into account their singularities in the pluralities of a multilingual classroom and society. At the same time, a dynamic plurilingual approach helps immigrant newcomer adolescents gain high levels of translanguaging competence that they can carry forth into the world of work and democratic life, increasingly impacted by global as well as local forces that are multilingual.

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NOTES

[1] The Internationals Network defines its work around five core principles (heterogeneity and collaboration, experiential learning, language and content integration, localized autonomy and responsibility, and one learning model for all). For this article, we have more specifically defined the Internationals approach utilizing eight distinct principles to allow a more granular description of specific aspects and to more closely align our description with the theoretical constructs discussed.

[2] Even in "leveled" classes designed to be homogeneous, students will inevitably vary in their English proficiency and literacy levels.

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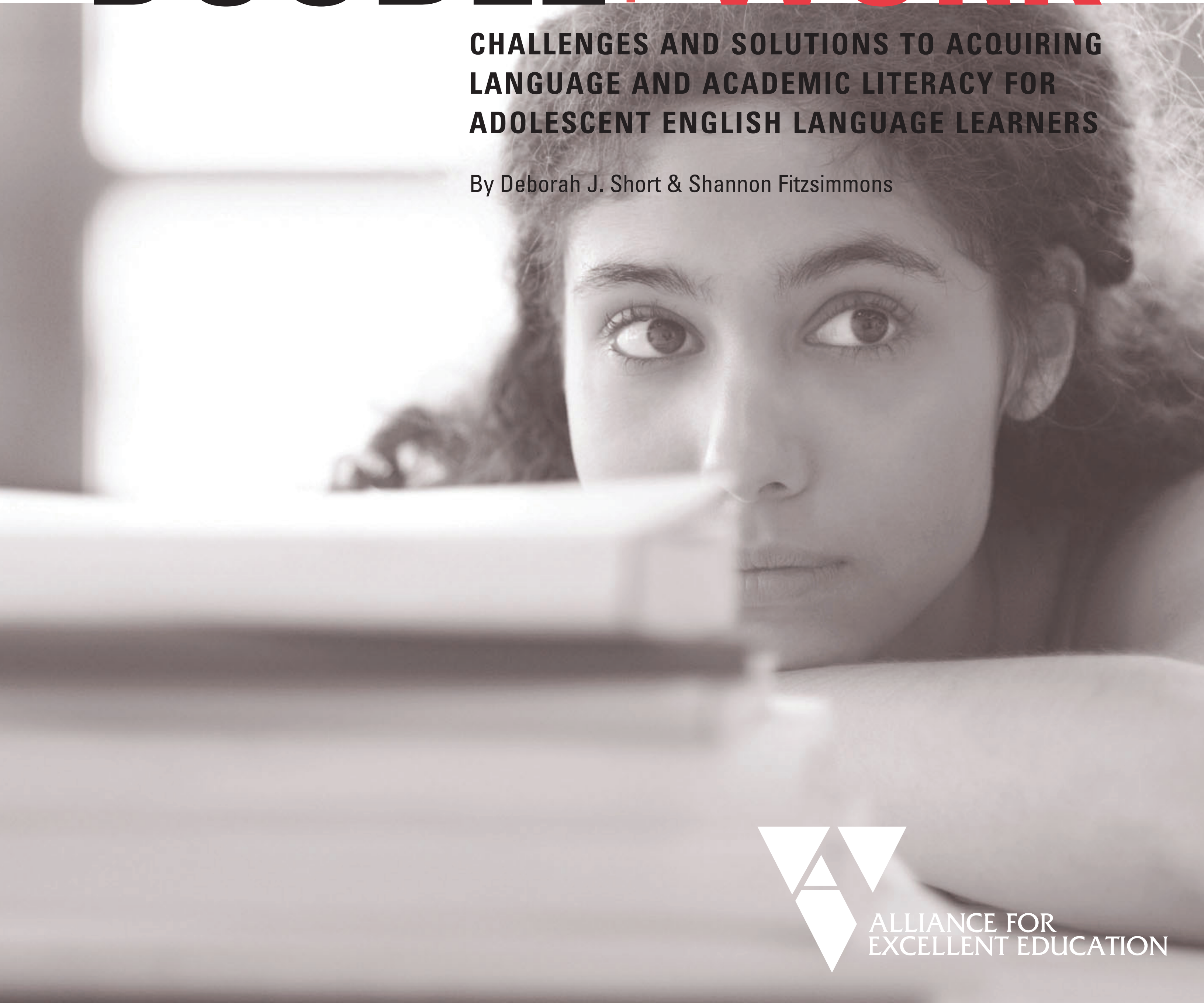
A Report to Carnegie Corporation of New York

DOUBLE THE WORK

CHALLENGES AND SOLUTIONS TO ACQUIRING LANGUAGE AND ACADEMIC LITERACY FOR ADOLESCENT ENGLISH LANGUAGE LEARNERS

By Deborah J. Short & Shannon Fitzsimmons



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Deborah J. Short
Shannon Fitzsimmons

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EXECUTIVE SUMMARY

Despite the growing societal awareness of the need for interventions and programs to increase literacy levels of adolescents, education policymakers and school reformers have mostly overlooked the needs of the large and growing English language learner (ELL) population. Though recent reports have helped to focus attention on the adolescent literacy crisis, they offer very little guidance on how best to meet the varied and challenging literacy needs of adolescent ELLs.

In virtually every part of the country, middle and high schools are now seeing expanding enrollments of students whose primary language is not English. Rising numbers of immigrants, other demographic trends, and the demands of an increasingly global economy make it clear that the nation can no longer afford to ignore the pressing needs of the ELLs in its middle and high schools who are struggling with reading, writing, and oral discourse in a new language.

Although many strategies for supporting literacy in native English speakers are applicable to adolescent ELLs, there are significant differences in the way that successful literacy interventions for the latter group should be designed and implemented. These differences have serious implications for teachers, instructional leaders, curriculum designers, administrators, and policymakers at all levels of government. Moreover, because adolescent ELLs are a diverse group of learners in terms of their educational backgrounds, native language literacy, socioeconomic status, and more, some strategies will work for certain ELLs but not for others.

It should be understood that adolescent ELLs are second language learners who are still developing their proficiency in academic English. Moreover, they are learning English at the same time they are studying core content areas through English. **Thus, English language learners must perform *double the work* of native English speakers in the country's middle and high schools.** And, at the same time, they are being held to the same accountability standards as their native English-speaking peers.

To bring the issues and challenges confronting adolescent ELLs into clearer focus, the Center for Applied Linguistics (CAL), working on behalf of Carnegie Corporation of New York, convened a panel of researchers, policymakers, and practitioners working in the field to offer their expertise (see list in Appendix A). The panel agreed to a focus on *academic literacy*, that which is most crucial for success in school, and defined the term in the following way:

- Includes reading, writing, and oral discourse for school
- Varies from subject to subject
- Requires knowledge of multiple genres of text, purposes for text use, and text media
- Is influenced by students' literacies in contexts outside of school
- Is influenced by students' personal, social, and cultural experiences

The panel identified six major challenges to improving the literacy of ELLs:

- Lack of common criteria for identifying ELLs and tracking their academic performance
- Lack of appropriate assessments
- Inadequate educator capacity for improving literacy in ELLs
- Lack of appropriate and flexible program options
- Inadequate use of research-based instructional practices
- Lack of a strong and coherent research agenda about adolescent ELL literacy

During the course of the project, CAL researchers reviewed the literature on adolescent ELL literacy and conducted site visits to three promising programs. In addition, a sub-study was commissioned from researchers at the Migration Policy Institute to collect and analyze valuable information on the demographic trends and academic achievement of ELLs.

At the conclusion of the process, the panel recommended an array of different strategies for surmounting the six challenges by making changes in day-to-day teaching practices, professional training, research, and educational policy. As a result, each "challenge" section in the body of this report is followed by an extensive "potential solutions" discussion. With the small but growing research base on the best practices for developing adolescent ELL literacy becoming more widely disseminated through increased dialogue among educators, researchers, and policymakers, the right strategies for helping these students attain their full potential are being determined. For example, policymakers should consider the following:

- Tightening the existing definition of Limited English Proficient (LEP) and former LEP students in Title III of the No Child Left Behind Act (NCLB) to ensure that states use identical criteria to designate LEP students and to determine which students are to be considered Fluent English Proficient (FEP)

- Developing new and improved assessments of the adolescent ELLs' native language abilities, English language development, and content knowledge learning

- Setting a national teacher education policy to ensure all teacher candidates learn about second language and literacy acquisition, reading across the content areas, and sheltered instruction and ESL methods

- Adjusting school accountability measures under NCLB to avoid penalizing districts and schools that allow ELL students to take more than the traditional 4 years to complete high school successfully

- Encouraging the use of proven and promising instruction for ELLs in schools
- Funding and conducting more short- and long-term research on new and existing interventions and programs, and on the academic performance of these adolescent ELLs

Although the potential solutions in this report are not exhaustive, they are meant to provide a sound starting point for better addressing the needs of ELLs in the nation's schools. Moreover, by helping ELLs learn and perform more effectively in school, America's educational system and society as a whole will be strengthened and enriched.

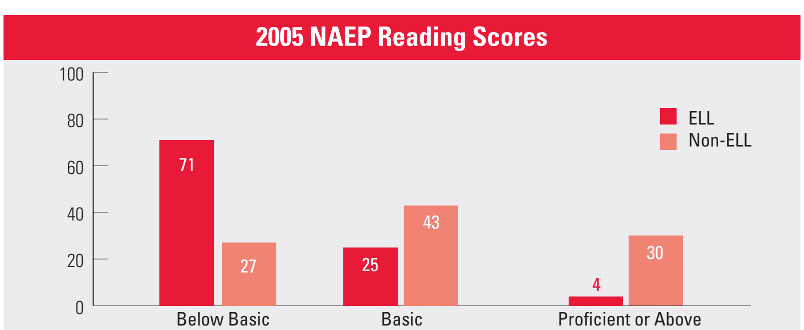
INTRODUCTION: ADOLESCENT ENGLISH LANGUAGE LEARNERS AND THE LITERACY CHALLENGE

Nationally, over 6 million American students in grades 6 through 12 are at risk of failure because they read and comprehend below—often considerably below—the basic levels needed for success in high school, postsecondary education, and the workforce. Only 30% of all secondary students read proficiently. For students of color, the situation is even worse. Eighty-nine percent of Hispanic and 86% of African-American middle and high school students read below grade level (NCES, 2005). Almost 50% of students of color do not graduate from high school with a regular diploma in 4 years of instruction (Orfield, Losen, Wald, & Swanson, 2004).

> While there are still a substantial number of unanswered questions about English language learners, there is an emerging picture of what can be done to improve the literacy of these students.
>
> Michael Kamil
> *Adolescents and Literacy*

These statistics are alarming enough, but the literacy crisis for English language learners (ELLs) is even more dramatic. For example, only 4% of eighth-grade ELLs and 20% of students classified as "formerly ELL" scored at the proficient or advanced levels on the reading portion of the 2005 National Assessment for Educational Progress (Perie, Grigg, & Donahue, 2005)—the nation's only ongoing assessment of what students know and can do in various subject areas. This means that 96% of the eighth-grade limited English proficient (LEP) students scored below the basic level (Figure 1). In addition, ELLs graduate from high school at far lower rates than do their native English-speaking peers. Only 10% of young adults who speak English at home fail to complete high school; the percentage is three times higher (31%) for ELLs. If ELLs reported speaking English with difficulty on the 2000 U.S. Census, their likelihood of completing high school dropped to 18% (NCES, 2004).

Figure 1. Eighth-Grade NAEP Reading Scores for ELL and Non-ELL Students



Notes.
ELL = English language learner
NAEP = National Assessment of Educational Progress
Source: Perie, Grigg, & Donahue, 2005

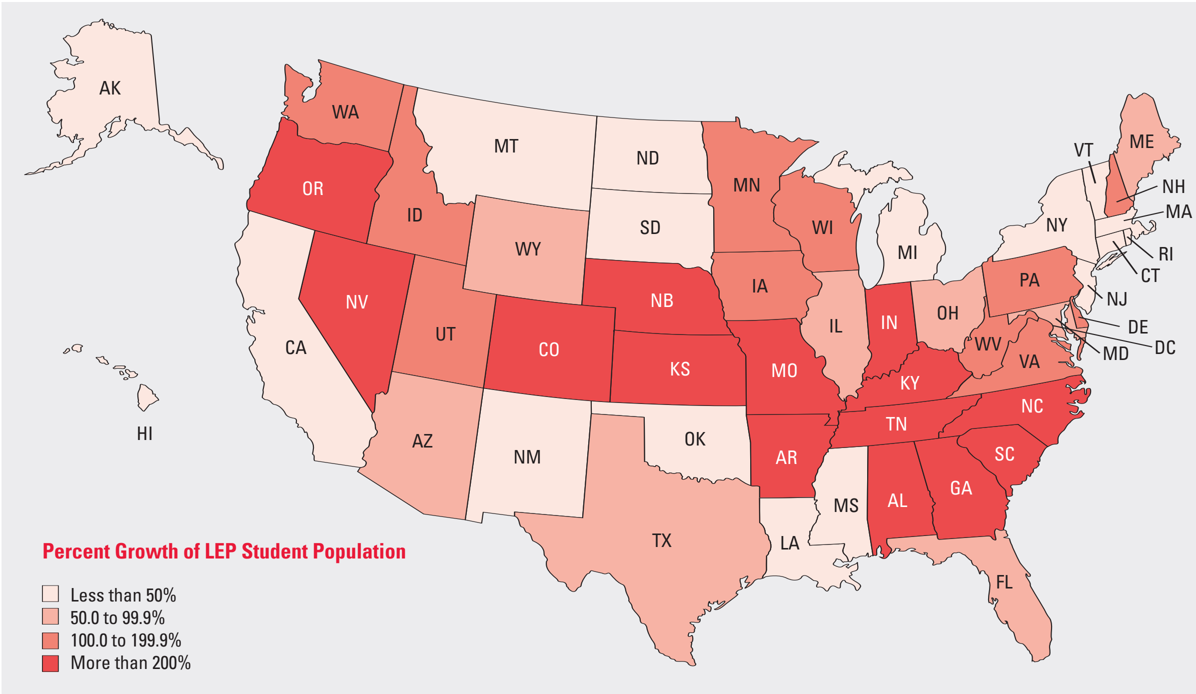
Literacy development is a particular problem for the ELLs who enter the educational system in later grades, especially in high school. Not only do these students have to master complex course content, usually with little context or understanding of the way that American schools are structured and operate, but they have fewer years to master the English language. In addition, they are enrolling at an age beyond which literacy instruction is usually provided to students, and some have below-grade-level literacy in their native language. Despite these circumstances, they are usually placed in classes with secondary teachers who are not trained to teach basic literacy skills to adolescents (Rueda & Garcia, 2001).

Adolescent ELLs with limited formal schooling and below-grade-level literacy are most at risk of educational failure. These students have weak literacy skills in their native language, lack English language skills and knowledge in specific subject areas, and often need additional time to become accustomed to school routines and expectations in the United States. They are entering the nation's schools with very weak academic skills at the same time that schools are emphasizing rigorous, standards-based curricula and high-stakes assessments for all students (Boyson & Short, 2003).

Newcomers are not the only students struggling. Some ELLs have grown up in the United States, but for various reasons (e.g., mobility, switching between different language programs), they have not developed the degree of academic literacy needed for success in middle and high school. Providing more of the same type of instruction they received in elementary school will not bring about necessary improvement.

It is important to recognize that this crisis is nationwide and changes in the geographic distribution of ELLs present new challenges to the countless districts that have not served these students in the past. Although five of the six top immigration states—California, Texas, New York, Florida, and Illinois—accounted for over 60% of all LEP students in grades 6 through 12 in 2000, the states with the fastest growing LEP adolescent student populations are not the same. For example, North Carolina experienced a 500% growth between 1993 and 2003, and Colorado, Nevada, Nebraska, Oregon, Georgia, and Indiana each had more than 200% increases in that time period, as shown in Figure 2 (Batalova, Fix, & Murray, 2005).

Figure 2. LEP Student Population Growth from 1993 to 2003 by State



Note. LEP = limited English proficient
Source: National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs; State Data

Although the absolute numbers of ELLs in states such as North Carolina, Colorado, Oregon, Nevada, and Indiana are small compared with those in more traditional immigration states, such as California, Texas, Florida, and Illinois, the growth has been quite rapid. Fast growth raises important concerns about whether states have resources (e.g., trained teachers, language support programs, curricula, and materials) and infrastructures to accommodate these students and the ability to ensure that the children have appropriate and effective academic and language instruction.

The need for effective instruction is particularly critical in light of current educational reform policies. The No Child Left Behind (NCLB) Act, for example, mandates high standards and regular testing of students in Title I schools and requires the schools to report results according to student population subgroups, of which the ELL category is one. Therefore the academic performance of English language learners is front and center in terms of school, district, and state accountability, and educators are seeking ways to improve ELL achievement.

Another reform practice gaining ground is the use of a high school exit exam as a criterion for a high school diploma. Twenty-two states require passing scores on such exit exams, and three more states are scheduled to implement this requirement by 2012 (CEP, 2006). However, the Center for Education Policy (2006) reports significant gaps between the pass rates of ELLs and overall pass rate. Because adolescent ELLs fare poorly on standard measures of academic performance such as these exams, schools are compelled to serve them better.

ACADEMIC LITERACY FOR ADOLESCENTS

Developing academic literacy is a complex endeavor that involves reading, writing, listening, and speaking for multiple school-related purposes using a variety of texts and demanding a variety of products. Recognizing this complexity, the Center for Applied Linguistics (CAL), on behalf of Carnegie Corporation of New York, convened a panel of distinguished researchers, policymakers, and practitioners (see Appendix A) to consider the adolescent ELL literacy crisis, review the lessons of research and practice, and develop recommendations. Additionally, CAL researchers conducted a review of the literature on adolescent ELL literacy and conducted site visits to three promising programs (see profiles in Appendix C).

The Adolescent English Language Learners Literacy Advisory Panel developed the following definition of academic literacy:

- Includes reading, writing, and oral discourse for school
- Varies from subject to subject
- Requires knowledge of multiple genres of text, purposes for text use, and text media
- Is influenced by students' literacies in contexts outside of school
- Is influenced by students' personal, social, and cultural experiences

By considering the differences between adolescent ELLs and native English-speaking struggling readers, an understanding of why the academic literacy crisis is more pronounced in the ELL population than among native English learners is gained. Although the identified characteristics in Figure 3 may not describe all native English-speaking students or all ELLs, they are generally applicable and provide a starting point for exploring the challenges faced by ELLs.

The chart in Figure 3 suggests that the same literacy interventions will not necessarily work for native English speakers and ELLs. For example, adolescent ELLs generally need much more time focused on developing vocabulary and background schema than native English speakers do. Although there is a growing research base for interventions with native English-speaking, struggling readers, solutions for adolescent ELLs have remained elusive because of the variation of language acquisition and literacy levels across this population.

Figure 3. Academic Literacy Development for Adolescents: Native English-Speaking Struggling Readers and ELLs

Indicator	Adolescent Native English-Speaking Struggling Readers	Adolescent English Language Learners
Position on the path to literacy	• School career of intermittent failure • Unsuccessful in learning to read or in reading to learn • Usually labeled as slow readers or lower track students by secondary school	• Some make steady progress toward academic literacy; second language acquisition process limits how fast they move forward in learning to read, write, and speak in English • Others manifest the same type of struggle with reading and writing as do the native English speakers • Some have had no opportunity for literacy development yet (i.e., were never taught to read or write)
Motivation	• Tend to have weak intrinsic motivation	• May have strong intrinsic and extrinsic motivation
Oral English proficiency	• Usually have proficient command of the spoken language, at least of conversational English • Have a wide vocabulary range • Often know meaning of words sounded out by decoding • More likely to comprehend orally presented lesson previews, vocabulary definitions, task directions, and classroom assignments	• Many have weak or no oral English skills • Decoding a word is not sufficient to access its meaning • Providing an oral preview of a text or assignment may not unlock its meaning unless it is accompanied by sheltered instruction techniques • Oral language and literacy development can occur simultaneously
Background knowledge (For this indicator, second- and third-generation ELLs are more similar to native English speakers.)	• Likely to understand many U.S. cultural and historical references • Have been exposed to and may recall material covered in prior courses • With teacher guidance, can tap into prior knowledge to aid comprehension or interpretation of new text	• Have some background knowledge, but it may be for other topics or hard to articulate in English • Need skilled teachers to make connections between content topics and ELLs' personal experiences and background knowledge • Often teachers must build the background; they can't just activate prior knowledge
Vocabulary terms with multiple meanings	• More likely to recognize multiple meanings but may still need to be taught appropriate academic terminology • Often have conceptual knowledge of term or concept, if not the technical/academic label	• May know one meaning of a word (*power* means strength; *Cherokee* is a large car) but not other meanings, including the one needed for a particular subject (political power; Cherokee tribe) • May apply knowledge of cognates to understand new academic terms
Context in which literacy is developed	• May not have any specialized courses or teachers trained in literacy development • Placed in lower tracks or relegated to remedial classes that specialize in "drill and kill" exercises, not meaningful, motivating activities • Computer-based products designed to aid literacy development are becoming more available • Literacy skills are not regularly assessed after eighth grade • English language arts standards in upper grades don't focus on learning to read	• Most have specialized classes to teach them to speak, read, and write in English, usually with a qualified ESL teacher (although years of eligibility vary across the states) • Content of ESL courses is governed by state English language development standards • Tested annually under NCLB on English language development progress • May not have content teachers who understand linguistic needs; and do not know how to develop subject-specific vocabulary and literacy skills

Notes. ELL = English language learner; ESL = English as a second language; NCLB = No Child Left Behind

DIVERSITY AND ADOLESCENT ELL LITERACY

In order to develop the best programs for adolescent ELLs, their diverse backgrounds must be understood. They bring a wide variety of educational and cultural experiences to their U.S. classrooms, as well as considerable linguistic differences, and these characteristics have implications for instruction, assessment, and program design.

- Adolescent ELLs enter schools with differing levels of language proficiency, both in English and in their native languages. Some have literacy levels that are well below grade level in their native language. Others have strong native language and literacy skills. In general, they have strong oral language skills in their native language, but some may speak a mixture of English and their native language.

- Adolescent ELLs vary considerably in their knowledge of academic subject matter when they enter middle or high school. First-generation immigrants have had varying educational opportunities in their home or transit countries. Older students are sometimes placed in lower grades than are others of their age because of lack of academic credits or demonstrable proof of prior coursework (e.g., families unable to bring or send for transcripts, districts unable to translate transcripts that have been brought).

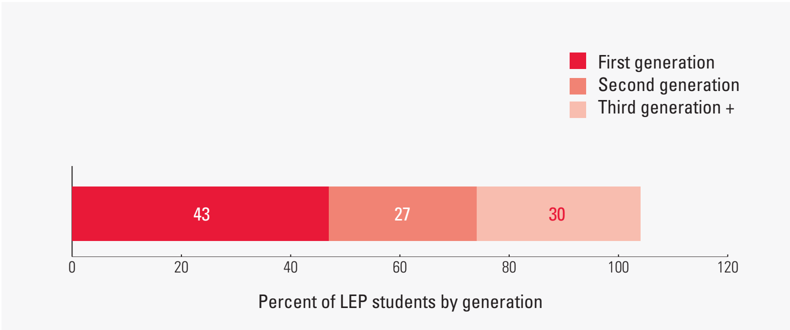
- Fifty-seven percent of adolescent ELLs were born in the United States, that is, they are second- or third-generation immigrants, as shown in Figure 4 (Batalova, Fix, & Murray, 2005). The large numbers of second- and third-generation LEP adolescents who continue to lack proficiency in English in secondary school suggest that many LEP children are not learning the language well even after many years in U.S. schools.

- Of the 43% of adolescent ELLs who are foreign-born, those who enter U.S. schools in the later grades are more challenged than their younger peers because of fewer resources at the secondary level and the shorter time that schools have to ensure that they learn English and master academic content areas (Capps et al., 2005).

- Although some adolescent ELLs live in middle- and upper-income families, immigrant youth are more likely to be poor than are non-immigrants. According to the 2000 U.S. Census, nationwide, 59% of the adolescent LEP students live in families with incomes 185% below the poverty line compared with 28% of adolescents speaking English only (Batalova, Fix, & Murray, 2005). Some immigrant adolescent ELLs are undocumented as well, a factor that impacts both socioeconomic status and, in some states, postsecondary educational options.

- Adolescent ELLs also differ in their expectations of the school experience, age of arrival in the United States, parents' educational levels and proficiency in English, family situation, and other personal experiences. Each of these factors has been shown to have an effect on literacy development.

Figure 4. Percent of Adolescent LEP Students by Generation



Note. LEP = limited English proficient
Source: Migration Policy Institute, 2006

These diverse factors indicate that adolescent ELLs are at different points on the path to academic literacy. At one end of the path are those who are well-educated and academically literate in their own language; at the other end are those who arrive in the United States with weak native literacy skills and limited formal schooling. This diversity of background can be illustrated by the following portraits of five students, all classified as ELLs.

- **Joaquin** was born in Mexico; he came to the Texas at the age of 4. He spoke Spanish at home. He was enrolled in a 2-year, early-exit transitional bilingual education program and his kindergarten and first-grade classes were taught primarily through Spanish. In second grade, he studied in an English-medium classroom. His family moved and for third grade, he was in a Spanish-medium classroom. His family moved again and he went to fourth and fifth grades in English classrooms. In sixth grade now, he speaks a mixture of Spanish and English, but isn't making academic progress.

- **Aziza** attended school in Somalia for 1 year when she was 8. After that, she stayed home to help with housework and care for her younger siblings. When she was 14, her family went to a refugee camp, where she learned some basic English in a class for children two mornings a week. At 16, she moved with her family to the United States and enrolled in high school in Minnesota. She has been there for 3 months and is struggling with her adjustment to school, English, and the different academic subjects.

- **Daniela** works with her parents on farms in California and Oregon. They often move to three or four different towns every year. Sometimes they pick lettuce and tomatoes near Salinas, CA sometimes grapes near Fresno, CA and sometimes peaches north of Sacramento, CA. In the fall, they move to Oregon and pick apples. Daniela likes it when they return to Salinas, the town where she and her mother were born, because she spends at least 4 months in school there and has gotten to know some of the teachers. Although she is 17 now, she doesn't read or write Spanish or English very well. She likes to listen to songs by Shakira and Enrique Iglesias, in both English and Spanish. She speaks mostly Spanish with her family and coworkers.

- **William** was born in Puerto Rico and went to elementary school there. His classes were in Spanish most of the day and he learned some English starting in third grade. When he was about to enter middle school, he and his father moved to Newark, NJ. He was enrolled in a bilingual education program and enjoyed his studies, but he traveled back and forth to the island several times a year to see his mother and three siblings. Sometimes he missed school for 2 weeks at a time and he found that he was failing his social studies and science classes. When he entered high school, the rest of his family joined them and they all moved to Philadelphia, PA. Still in English as a second language (ESL) for 1 period a day, but in regular classes the rest of the time, William is improving his academic English. He wants to play on the soccer team so he needs to maintain a C average and he is studying hard.

- **Krystyna** left Poland when she was 12. She had been a good student at school and studied Russian as a foreign language. She entered seventh grade in New Jersey and was placed in a program with sheltered content courses and content-based ESL classes. After 2 years, she exited the ESL program. She was a top student in both her earth science and geometry classes by ninth grade (having studied algebra in Poland) and developed a website for the high school student council. In 10th grade, she took French as one of her elective courses.

As these portraits suggest, there is no simple, one-size-fits-all solution to the literacy challenges that confront adolescent ELLs. These students are experiencing different levels of success and motivation to learn academic literacy skills in English. Those with a strong foundation in their native language are making better progress than are those without it. Those with a consistent language program model and regular schooling have a better chance for success than do those who go to school intermittently or switch between bilingual and ESL programs. It is critical to consider where these students are on the path to academic English literacy in order to select the best services for them. The implication is that instruction and other interventions should take these factors into account but recognize that second language literacy development is a complex matter in which combinations of these factors play a role.

KEEPING ADOLESCENT LEARNING IN MIND

As possible interventions are considered, certain realities about adolescent learners must be kept clearly in mind. For instance, adolescents in general have both in- and out-of-school literacies. Their interests outside the classroom (e.g., music, hobbies, email, computer games, and internet use) may provide an entrée to in-school literacy with appropriate instruction. They are often attracted to technology and multimedia, so instructional practices that make use of these media can be beneficial. Also, adolescents increasingly assume adult responsibilities that require literacy. For instance, in immigrant households with parents who don't speak, read, or write in English, adolescent ELLs often take on responsibilities for household literacy activities such as reading bills, interacting with doctors, and so forth. Some of the older teens have part-time jobs and engage in work-related reading and writing as well.

Identity, engagement, and motivation are important factors in improving adolescent literacy for native and nonnative English-speaking teens alike. Adolescents tend to engage more with text that they have self-selected, and they will read material above their reading level if it is of interest. They usually view peer interaction and collaborative literacy positively. Perceptions of themselves as, for instance, good versus slow readers, influence their motivation. Personal goals are also strong motivators for developing academic literacy. Physical and cognitive development, such as brain growth, sleep patterns, and the ability to perform abstract reasoning, also affect all teens' acquisition and use of literacy skills.

IDENTIFYING THE MAJOR CHALLENGES TO IMPROVING LITERACY IN ADOLESCENT ELLS

As a result of the advisory panel meetings and the literature review, six major institutional challenges to the goal of improving adolescent ELL literacy nationwide were identified.

Six Major Challenges to Improving Adolescent ELL Literacy

1. Lack of common criteria for identifying ELLs and tracking their academic performance
2. Lack of appropriate assessments
3. Inadequate educator capacity for improving literacy in ELLs
4. Lack of appropriate and flexible program options
5. Inadequate use of research-based instructional practices
6. Lack of a strong and coherent research agenda about adolescent ELL literacy

In the following pages, each of the six major challenges is discussed and possible solutions are offered for consideration by schools, districts, colleges and universities, state departments of education, policy-makers, and the research community as they seek to promote effective changes in practice and policy. Some of these steps can be implemented at once; others will require a long-term approach.

Challenge 1: Lack of Common Criteria for Identifying ELLs and Tracking Their Academic Performance

The Challenge

What Constitutes an ELL?

At present, there is no uniform national definition of what constitutes an ELL, making it very difficult to determine precisely who these students are, how well they are doing academically, and what kinds of services they need. Furthermore, assessments used to identify and monitor these students fail to elicit much important information. The outcome is that it is virtually impossible to collect and analyze relevant, comparable data about these students at the national or even state level.

Competing Definitions

According to the U.S. Department of Education (2005), LEP students (the term used by the federal government for ELLs) are defined as students between the ages of 3 and 21 "enrolled in elementary or secondary education, often born outside the United States or speaking a language other than English in their homes, and not having sufficient mastery of English to meet state standards and excel in an English-language classroom." However, individual states vary widely in their definitions. They may use the terms ELL or English learner to refer to this body of students. Some define these students as those who are eligible for language instruction services (e.g., ESL classes), whereas others define them as those who are actually receiving such services. Furthermore, states differ in how they determine whether students have exited from language instruction programs, becoming former LEPs or ELLs (sometimes known as fluent English proficient, or FEP, students) (Batalova, Fix, & Murray, 2005). The impermanence of the designation and the inconsistencies between states make it exceedingly difficult to measure the relative success of schools and programs in helping students to develop academic literacy.

HOW STATES DETERMINE WHICH STUDENTS ARE "LIMITED ENGLISH PROFICIENT" —A SAMPLING OF METHODS

California—The *California English Language Development Test* recognizes five proficiency levels and is used to identify limited English proficient (LEP) students, determine their English proficiency, and evaluate their progress in learning English. Students who score below "early advanced" or whose overall scores are at least early advanced but who have scored below intermediate in one or more skill areas are designated as LEP.

Colorado—By the 2005–06 school year, all districts must have adopted the *Colorado English Language Assessment* and must identify their students as non-English proficient (NEP), limited English proficient (LEP), or fluent English proficient (FEP) based on that assessment.

Illinois—All districts will have to begin using the *ACCESS Placement Test (W-APT)* beginning in Fall 2006 to identify their English language learner (ELL) population. Developed by the 15-state WIDA Consortium (see page 17), the W-APT focuses on academic language proficiency along with general social English, and will be used to assign students to one of five levels of proficiency.

North Carolina—The state uses the *IDEA Proficiency Test (IPT)* to both initially assess ELL students and to monitor their progress in learning English. The IPT has six proficiency levels. Students are designated as LEP if they can be defined as "any student whose native or home language is a language other than English who scores below Superior in at least one domain of the IPT."

Flawed Measures for Identifying Adolescent ELLs

Three measures tend to be used most often to identify students as ELLs: (a) self-reported information on the U.S. Census, (b) surrogate indicators (e.g., parents' replies to questions about their children on district- or state-developed Home Language Surveys), and (c) direct measures (e.g., language proficiency tests) (Wiley, 1994). Of the three, direct measures of language proficiency offer the most consistent and reliable way to assign ELL status to students; however, these tests vary from state to state (Wiley, 1994). In practice, school systems and researchers tend to rely heavily on surrogate indicators instead (school systems on the home language surveys, researchers on Census data). Thus, estimates of the size of the ELL student population tend to differ even within a given state or district.

The U.S. Census offers the only nationwide dataset with information on age, school enrollment, place of birth, parent and child English language proficiency, family incomes, and other key demographic factors. These data allow comparability across national- and state-level data and comparisons over time and across places. However, these advantages may be outweighed by the shortcomings of the data, which rely on just a single measure of self-reported English-speaking proficiency. The Census defines individuals as LEP if they report speaking a language other than English at home and speaking English "not at all," "not well," or "well" (see http://www.ncela.gwu.edu/policy/states/ellcensus90s.pdf). Thus, the U.S. Census does not inquire about reading and writing ability, critical skills for academic literacy.

As a result, the Census undoubtedly underestimates the size of the population with language-related literacy needs. In fact, a recent Urban Institute study found a 12% disparity between state-reported estimates of ELL students and Census-based estimates (Capps et al., 2005).

Insufficient Information Elicited through Identification

Current identification measures do not often provide the requisite information for accurate student placement. As discussed, issues such as age of enrollment in U.S. schools, educational background, and mobility all affect literacy development, but are seldom elicited by home language surveys or language proficiency tests. Language proficiency tests have some limitations as well. Not only are they one-shot measures, but most districts do not include assessments in a student's home language. Yet, measures of native language oral and literacy proficiency are strong indicators of English literacy development (August & Shanahan, 2006; Genesee et al., 2006).

Difficulty Tracking ELLs' Progress

Most states and districts do not collect and analyze achievement data specifically for FEP students—those who have exited language support programs and have been redesignated. Yet the true measure of a program or system's success is how well students are doing in mainstream content classes. One state that does disaggregate the data on such students is New Jersey. FEPs are tracked at the state level for up to 2 years after they exit language support programs in terms of their performance on state achievement tests. Recent data show that FEPs exceeded the state Adequate Yearly Progress (AYP) benchmark on reading and mathematics tests of grades three and four and were closing the gap for grade eight reading and mathematics (State of New Jersey, Department of Education, Office of Title I, 2006).

Schools can make progress in helping students achieve at higher levels only if their interventions are appropriate and targeted to the individual needs of those students. Through proper identification, expectations become more realistic (for instance, a student who speaks no English when entering a U.S. school in 12th grade should not be expected to reach academic proficiency and graduate within only 1 year). Proper identification procedures can also reduce inappropriate placements such as into special education.

Potential Solutions

Obviously, more consistent and reliable methods of categorizing these students are needed. Common definitions of what constitutes both an ELL and a former ELL are necessary, as are better definitions of proficiency-level benchmarks within the ELL categorization (e.g., beginner, intermediate). Developing common definitions is both a long- and short-term undertaking.

In the short term, ELLs will benefit from clear standards in each state for defining LEP students (or ELLs) and FEP students. Those standards, for example, should explain which benchmarks on tests are used to define the students. In the long term, there is a need for common definitions on the national level to allow cross-state comparisons to be made with confidence in the results. The World-Class Instructional Design and Assessment (WIDA) Consortium is an example of a group of states developing common definitions that could serve as a model for the nation. Fifteen states in this consortium use the same English language proficiency (ELP) standards, the same five levels of proficiency, and the same ELP assessments.

WIDA—A 15-STATE CONSORTIUM

The World-Class Instructional Design and Assessment (WIDA) Consortium is dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners (ELLs).

To this end, WIDA has developed English language proficiency standards and an English language test (ACCESS for ELLs™) to measure annual gains in English language proficiency. The Consortium is also planning a system of alternate academic assessments for beginning ELLs (ONPAR™) whose English language level is too low to participate meaningfully in regular state assessments. These assessments could be used to help states determine Adequate Yearly Progress for this group of ELLs. In addition, WIDA has developed Spanish language arts standards.

Originally established through a federal grant, the WIDA Consortium consists of 15 partner states and jurisdictions: Alabama, Delaware, the District of Columbia, Georgia, Illinois, Kentucky, Maine, New Hampshire, New Jersey, North Dakota, Oklahoma, Pennsylvania, Rhode Island, Vermont, and Wisconsin. These states and the District of Columbia account for nearly 400,000 English learners in kindergarten through grade 12 in approximately 2,800 school districts.

Source: WIDA, 2006

The acknowledged diversity of ELLs requires schools to know exactly who English language learners are. Home language surveys are one important resource for schools. An ongoing effort is needed to revise and redesign home language surveys to provide more relevant information about the students, particularly regarding their native language skills, immigration generation, age of arrival in the U.S. school system, mobility history, and levels of educational attainment and achievement. Such information, coupled with direct assessments, will improve identification and placement of these students.

Policy changes to consider include

- Tightening the existing definition of LEP and former LEP students in Title III of NCLB to ensure that states use identical criteria to designate LEP students and to determine which students are to be considered FEP (i.e., students who have made the transition out of specialized ELL programs and into the regular course of study).
- Creating a voluntary compact (perhaps modeled on the graduation rates compact coordinated by the National Governors Association and launched in 2005) to establish common definitions.
- Establishing consistent data collection processes and disaggregated reporting across states by the following categories: grade level, LEP status, FEP status, interrupted schooling, gifted and talented, special education, and participation in Title I and Title III.

- Adding more information to home language surveys to learn more about students' native language skills, previous language programs, and family mobility.
- Monitoring the assignment of students to ELL, special education, and accelerated programs.

Challenge 2: Lack of Appropriate Assessments

The Challenge

Under NCLB, schools, districts, and states are required to demonstrate that ELLs are making progress not only in meeting academic standards but also in becoming fully proficient in English. Both types of progress depend on effective literacy instruction. However, assessing this progress is a very challenging task.

Standardized tests that aim to measure academic knowledge (e.g., math, science, literacy) are not sensitive to second language literacy development. What is perceived as lack of mastery of the content is often instead the normal pace of the second language acquisition process (Abedi & Lord, 2001; Echevarria & Graves, 2003; Solano-Flores & Trumbull, 2003). Tests are confounded by aspects of adolescent ELLs' diversity (e.g., native language literacy, family background, educational history, mobility patterns). In addition, tests often refer to cultural experiences or historical background to which many adolescent ELLs have not yet been exposed. The ambiguity of this situation means that the test is not measuring what it is intending to measure. Thus, the scores do not tell teachers or policymakers what they need to know about students' content knowledge and, in fact, may be misinterpreted.

The executive summary (August 2006) for the recent National Literacy Panel on Language-Minority Children and Youth report noted that adequate assessments are essential for gauging the individual strengths and weaknesses of language-minority students, making placement decisions, and tailoring instruction to meet student needs. Unfortunately, existing assessments are inadequate to the need in most respects. For example, most measures do not predict how well language-minority students will perform over time on reading or content-area assessments in English.

Without effective assessments, even experienced teachers can be hard pressed to disentangle students' difficulties in learning English from issues related to their educational background and native language literacy skills. Moreover, it is hard to distinguish normal English acquisition from academic delay and/or learning disabilities without culturally and linguistically sensitive assessments (Miramontes, 1987). It is, therefore, perhaps not surprising that a number of districts exhibit patterns of either over-representation or underrepresentation of ELLs in special education programs (Artiles, 1998; Artiles & Ortiz, 2002).

Potential Solutions

So that ELL students are on track to meet both sets of goals—academic content and English proficiency—and receive appropriate instruction and support, educators should assess them when they enter a program and then at regular intervals. Both diagnostic assessments prior to instruction to determine a student's strengths, weaknesses, knowledge, and skills, and formative assessments to provide ongoing information concerning the student's progress should be used.

Diagnostic Assessments in Both Languages

All ELLs cannot be expected to require the same kind of reading and writing instruction, nor can they be haphazardly assigned to one program or another. Instead, the students' specific educational needs should be determined through diagnostic assessments. Such assessments could measure the students' native language reading and writing skills, knowledge of academic terms in English, strengths and weaknesses in components of reading in English, content knowledge for grade-level work, and so forth.

This type of information will help educators find out whether a student requires an intensive phonics program, explicit instruction in academic vocabulary or reading comprehension strategies, or some other kind of support. The aim of the resulting assessment plan should be to guide course placement and design an educational path to facilitate literacy development and progress through the educational system.

DIAGNOSTIC ASSESSMENT IN NEW JERSEY'S ABBOTT DISTRICTS

In New Jersey's Abbott districts (a legal designation for the poorest districts in the state that receive supplementary state education funds), all students in grades K through 8 are assessed in reading and math upon entry to a bilingual program. Spanish speakers are assessed in their native language for content knowledge. Most districts use the Spanish version of the TerraNova for this purpose.

Large-Scale Assessments in the Native Language

ELLs are required to take many high-stakes, large-scale, standardized assessments. For example, NCLB requires all schools to test the English language development (ELD) progress of ELLs annually. Title I schools must test the students in reading, math, and science (as of 2006–07) in grades three through eight and once in high school. Although the English learners' scores do not need to be reported if the students have been in U.S. schools for less than 1 year, the scores of those who have been in school for a year or longer do need to be reported—even if their English language proficiency is still low as shown by the ELD assessment. In addition to NCLB tests, almost half the states have high school exit exams that ELLs must take, as well.

Because these assessments are in place to ascertain whether or not students have requisite content knowledge, ELLs should have the opportunity to take such assessments in their dominant language to demonstrate their full grasp of the subject matter. If the purpose of a given exam is to measure a student's mastery of algebra, for instance, then it could be more informative if the student takes that test in Spanish, Vietnamese, or another native language (if English is not the dominant language). The student would likely have a greater comprehension of the test questions and be able to respond more completely. Given that 70% of the adolescent ELL population is Spanish-speaking, Spanish language content assessments are very viable. An extra effort also should be made to create assessments for low-incidence languages such Mandarin, Russian, Polish, Vietnamese, and Korean, particularly for immigrant students who have strong educational backgrounds in their native language.

Testing in the native language is permissible under NCLB provided the tests are aligned to the state content standards. Moreover, some states have encouraged content assessments in the native language for many years. For example, the New York State Regents exams are available in five languages, and for students who speak other languages, an interpreter is allowed to read the test to the students and translate the student response from the native language into English. It is important that native language tests be designed in that language, not translated from the final English version, in order to meet validity requirements (Solano-Flores, 2003). Also, if a student has taken the content course being tested in English, it might be advisable to give the test in English, as relevant vocabulary would be known in English.

Language Threshold Measure

Should assessments in the native language not be available, a threshold measure should be considered before requiring students to take content tests in their new language. Once ELLs reach a predetermined threshold, or benchmark score, on their ELD test, educators would know their English language ability had reached a level appropriate for meaningful participation in regular state assessments.

Testing Accommodations for ELLs

Another recommendation is that ELLs tested in English be offered specific accommodations that have been shown to have a significant positive effect on ELL scores (Abedi & Lord, 2001; Sireci et al., 2003). Such accommodations include additional or unlimited time on the test and simplified language in the test items (e.g., adjusting verb tense, sentence structure, vocabulary) to align the readability of those items at or below the students' level of English proficiency. One caution is that schools should not inadvertently disadvantage students by placing them in an unfamiliar test-taking situation, with unfamiliar accommodations, on the day of the high-stakes test. If accommodations are to be given, students should be familiar with them ahead of time.

Multiple Measures to Determine ELLs' Literacy Development

Because most assessments currently in use to measure literacy in adolescent ELLs (e.g., National Assessment of Educational Progress and state standardized tests) do not reveal information about development of specific literacy skills or content knowledge and place ELLs on the same scale with native English speakers, it is important to employ and examine the results from multiple assessments when drawing conclusions about the development of English literacy within this population. Multiple measures might assess native language content knowledge and literacy skills, as well as English vocabulary and content knowledge. The formats might include portfolios and formative classroom assessments.

ASSESSMENT AT J.E.B. STUART HIGH

J.E.B. Stuart High School in Fairfax County, Virginia, considers assessment a critical component of all students' educational plans, particularly in the area of literacy. All eighth graders who will attend Stuart are assessed with the Gates-MacGinitie reading exam, and new students are assessed in the first months of entering the school. English language learners (ELLs) take additional assessments during the year as well, to comply with No Child Left Behind (NCLB).

Each year that they are in the English for speakers of other languages (ESOL) program, students are required by NCLB to take an English language assessment; at Stuart, it is the Degrees of Reading Power (DRP). Stuart has raised the score that ELLs must achieve to exit the ESOL program above what is required by the district (from a score of 60 to one of 65) because too many students who exited at the lower score did not make expected progress in mainstream classes.

Before exiting the ESOL program, students also must again take the Gates-MacGinitie test as an additional check of their literacy skills. If students score above 65 on the DRP but below 40% on the Gates, they will exit ESOL, but are required to take a literacy intervention class (with native English speakers who also score low on the Gates) the following year.

During the school year, student language and content progress is monitored quarterly. If a student is ready to move up an ESOL level, the ESL department head works with the guidance counselor to facilitate an appropriate schedule change which is put into place immediately.

For more information on Stuart's program, see Appendix C.

Data Systems that Supply ELL Information

In addition to ensuring that adolescent ELLs receive appropriate diagnostic and formative assessments, and that those students are given a fair chance to demonstrate content mastery on high-stakes tests, states should invest in data collection, record keeping, and reporting systems that will permit them to make full use of the data those assessments generate. States should develop the capacity to determine whether a given ELL population is making progress in literacy or not, what funding or services a particular school might require, and if a program or course of study for adolescent ELLs needs improvement. States might invest in improved home language surveys, systems for data analysis and timely reporting, systems for tracking highly mobile populations, and better documentation of existing in-school practices. In those states that are experiencing surging enrollments of adolescent ELLs, many data tools and systems are lacking, so their development is highly desirable.

In order to help schools and districts build their capacity to perform such assessments, the following should be considered:

- Mandate the assessment of the literacy skills of incoming students in both English and their native languages.
- Increase funding for the Enhanced Assessment Grants program under Title VI of NCLB, with a portion of those funds dedicated to developing tools that appropriately assess the literacy skills of adolescent ELLs, such as native language content-area assessments.

- Allow states to use a threshold English language proficiency test (that includes a reportable reading measure) before testing content areas in English for up to 3 years while adolescent ELLs are receiving language services, under NCLB's reauthorization.

- Implement consistent accommodations for ELLs during high-stakes testing.

- Use multiple measures to get the full picture of students' language skills and content knowledge.

- Invest in data management systems that record and analyze disaggregated data on adolescent ELLs' performance and report results in a timely manner to schools and teachers to inform instruction.

- Survey districts and schools to determine how adolescent ELLs' literacy needs are currently being assessed and to identify the specific strengths and weaknesses of those assessments with the aim of replicating promising approaches and tools.

Challenge 3: Inadequate Educator Capacity for Improving Literacy in ELLs

The Challenge

Many of the educators working in secondary schools have had little professional development for teaching literacy to adolescents; fewer still have had training to teach second language literacy to adolescent ELLs. This lack of adequate teacher development conflicts with the fact that the relationship between literacy proficiency and academic achievement grows stronger as grade levels rise—regardless of individual student characteristics (Biancarosa & Snow, 2004; Kamil, 2003). Therefore, adolescent ELLs need skillful teachers so they can develop literacy skills for each content area *in* their second language as they simultaneously learn, comprehend, and apply content-area concepts *through* that second language (Garcia & Godina, 2004; Genesee et al., 2006).

As the number of adolescent ELLs grows in districts throughout the United States, it is increasingly apparent that middle and high school educators must learn the basic principles of effective second language literacy instruction and understand the second language acquisition process. All teachers and administrators do not require the same levels of training in working with ELLs, but schools of education and ongoing professional development opportunities must be calibrated not to current reality, but to the changing demographics of the coming years. Certainly, in schools and districts with moderate to large ELL enrollments, intensive professional development opportunities for teachers, coaches, and administrators are needed. Furthermore, all teachers must assume some responsibility for helping their students learn academic English within the context of their subject-area disciplines.

Potential Solutions

Building educator capacity to develop literacy skills in adolescent ELLs should happen schoolwide. Suggested topics for professional development for teacher, literacy coaches, and administrators are outlined below.

Teachers

Teachers need professional development to teach content effectively to students who are learning academic English at the same time they are trying to meet content standards. Although it should be a national goal for teacher education, only three states (Arizona, California, and Florida) have enacted policies to ensure teacher candidates have some preservice courses that will help them work successfully with ELLs (see sidebar for details). The following knowledge bases are recommended to be part of the teacher development programs for all teachers (Crandall, 2000; Crawford, 2003; Echevarria, Vogt, & Short, 2004; Grant & Wong, 2003; Short & Echevarria, 2004; Wong, Fillmore, & Snow, 2002):

- First and second language acquisition theory—knowledge of how children learn their first language and how learning a second language differs, and which first language literacy skills transfer to the second language and how
- Subject-area content—a basic understanding of the subjects ELLs take in secondary schools for ESL teachers, a deep understanding for content-area teachers

HIGHLY QUALIFIED TEACHERS?

No Child Left Behind (NCLB) requires that secondary school teachers be "highly qualified," and states ensure that teachers of "core academic subjects"—English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography—meet stringent qualifications that include full understanding of the content area (generally demonstrated by holding a degree in the content-area specialty).

NCLB does not emphasize the need for high school teachers to be able to teach reading or writing, nor does it require that teachers have any training in working with adolescent English language learners (ELLs). Despite the growing numbers of these students, only three states have policies that require all teachers, at least in principle, to have an understanding of how to teach ELLs effectively.

- Arizona adopted a new certification policy in 2005 that requires every certified educator (e.g., administrators, teachers, psychologists) to complete 15 hours of sheltered English immersion training by August 2006, and an additional 45 hours by August 2009 to renew their certification.
- Florida requires that English as a Second Language (ESL), English, and language arts teachers take 300 in-service training hours or 15 semester hours of coursework on Methods of Teaching ESL, ESL Curriculum and Materials Development, Cross-cultural Communication and Understanding, Applied Linguistics, and Testing and Evaluation of ESOL. Teachers of other subjects also take coursework in most of these topics but for fewer hours.
- California has a two-part credentialing system that includes teacher preparation and induction, with a focus on program standards. Those standards call for programs to prepare teachers to instruct and assess ELLs, but no specific coursework for ELL preparation is articulated.

- ESL and sheltered instruction methodologies—knowledge of how to integrate language development activities and explanations with content-area instruction

- Content-area pedagogy—knowledge of specific methods for different content areas

- Content-area language and discourse—an understanding of how language is used in a specific subject area or discipline and of subject-specific text genres and structures

- Linguistic and cross-cultural contexts—an understanding of language policies, sociocultural factors that influence language use and classroom behavior, and similarities and differences between English and student native languages

- Curriculum development—knowledge of how to design content-based ESL and sheltered subject curricula that integrate language development with content topics

- Assessment—knowledge of how to minimize the English language demands of assessments to allow ELLs to demonstrate content knowledge and how to employ and interpret multiple measures of assessment to get a fuller picture of student knowledge and ability

Motivating teachers to change the way they have traditionally taught, and to include literacy instruction for ELLs into their lesson designs, is a slow process that takes a great deal of support. It is generally agreed that teachers need sustained professional development and job-embedded practice if they are to implement new interventions or substantially change their instructional approach (Gonzalez & Darling-Hammond, 1997; National Commission on Teaching and America's Future, 1996). Collaboration between content-area teachers and teachers of English as a second language can be helpful in this process (Grant & Wong, 2003), as can be activities that involve teachers in the community and allow them to develop a deeper understanding of their students' linguistic and cultural resources (Gonzalez et al., 1993).

Literacy Coaches

There is also an important role for literacy coaches who act as schoolwide resources. For coaches or literacy specialists, the issue of first language literacy development is generally well-covered in their pre-service or in-service training; less so is second language literacy. Therefore, in setting standards, the International Reading Association (IRA) has called for coaches to receive training in specific subject areas and on ESL issues in order to provide appropriate guidance to content teachers. The *Standards for Middle and High School Literacy Coaches* (IRA, 2006) also recommends that coaches

- Share a positive vision for students' learning with teachers, including understanding and educating teachers about the second language acquisition process.

- Encourage ESL teachers to serve as resources for content-area teachers and help them understand how ELLs learn language.

- Serve as the experts for their schools on research and practice for adolescent ELL language development, and share new findings with colleagues.

- Help teachers design instruction that helps improve ELLs' ability to read and understand content-area information, and identify teaching strategies that take into account ELLs' different proficiency levels while moving them toward grade-level literacy.

Administrators

Administrators also play a critical part in ensuring that teachers receive the support they need to improve content-area literacy instruction for adolescent ELLs (Duff, 2005). This support should include scheduling time and opportunities for ESL and content teachers to collaborate and compare teaching strategies, to review the progress of ELLs in the school, and to choose appropriate interventions and classroom resources (Crandall, Bernache, & Prager, 1998; Harklau, 1999). Administrators should fully understand the principles of second language acquisition, and be given training on job-related issues such as evaluation of literacy programs and classroom-based instruction for adolescent ELLs. As instructional leaders, they should look for and recognize effective instructional techniques for working with ELLs when they observe in classrooms, such as use of appropriate speech, with few idioms and clear enunciation; use of visuals and demonstrations; scaffolded instruction; targeted vocabulary development; connections to student experiences; student-to-student interaction; and use of supplementary materials.

HOOVER HIGH SCHOOL STAFF DEVELOPMENT

In the late 1990s, Hoover was ranked the lowest performing school in San Diego by California's accountability measures. In response, Hoover staff and partners designed and implemented staff development and student assessment practices to guide and increase academic literacy among their adolescent ELLs. Since 1999, Hoover High has followed a sustained, mandatory, and consistent professional development program—the Literacy Staff Development Plan—as a member of the San Diego State University/City Heights Education Collaborative Partnership. Today, the high school is exceeding its state growth benchmarks.

The Literacy Staff Development Plan focuses on teachers' use of seven key strategies for developing students' academic literacy: *anticipatory activities, shared reading or read-aloud activities, structured note-taking, graphic organizers, vocabulary instruction, writing to learn prompts,* and *reciprocal teaching* in addition to questioning techniques. The program includes (a) monthly mandatory meetings for teachers during planning blocks; (b) weekly course-alike meetings for teachers in each department to discuss and troubleshoot curricula and pacing guides, student progress, selection of course materials, instructional strategies, content standards, and assessment; (c) collegial coaching; (d) dissemination of information about state standardized tests; (e) department chair meetings on the professional development program; and (f) new and future teacher support including peer coaching, reflective journaling, and participation in collegial coaching training. As part of the partnership, professors of education at San Diego State University connect daily with Hoover's principal and faculty. The principal attends and participates in every monthly meeting for each planning block. Teacher observation forms used by administrators focus on the seven key strategies.

What is particularly striking about the Hoover site has been its long-term commitment to this educational intervention. Far too often schools chase the flavor of the month when it comes to professional development topics or instructional techniques. Teachers are exposed to new ways of organizing instruction but before they have a chance to learn the intervention well, let alone master it, the school moves on to the next "magic bullet." Hoover's resolve to stick with this approach and to deepen the teachers' knowledge of literacy instruction is commendable.

For more information on Hoover's program, see Appendix C.

Outlined below are a number of policy strategies for building educator capacity:

- Set national teacher education policy to ensure all teacher candidates learn about second language and literacy acquisition, reading across the content areas, and sheltered instruction and ESL methods. The policy might propose a continuum of teacher development from pre-service to induction and mentoring to ongoing development for new and experienced teachers.

- Update state teacher certification requirements so all credentialed teachers are capable of working effectively with ELLs.

- Require districts that serve ELLs to provide meaningful, ongoing, on-the-job training for administrators, coaches, and teachers within content area, literacy, and ESL instruction. At present, over 50% of the adolescent ELL population is located in just 10% of the secondary schools (Batalova, Fix, & Murray, 2005), so these districts should engage in more staff development.

- Provide teachers with release time and financial support to enable them to participate in professional development in ELL literacy instruction and/or to earn endorsements or advanced certification in that area.

- Offer similar incentives for ESL and bilingual educators to become more knowledgeable about adolescent literacy instruction, so they can effectively integrate teaching strategies in their lessons and collaborate with regular content-area teachers.

- Modify the highly qualified teacher definitions in the reauthorization of NCLB and in state criteria for demonstrating competency, so that content-area teachers in schools with high percentages of ELLs demonstrate competence in working with them.

Challenge 4: Lack of Appropriate and Flexible Program Options

The Challenge

One of the most significant challenges for programs that serve adolescent ELLs is helping them become proficient in English and meet high school graduation requirements in the time available. Implementing the best program to do so is a difficult proposition given the diversity among the learners in terms of their backgrounds and aspirations and the policies in place that conflict with what is known about the second language acquisition process.

It is a myth that adolescent ELLs can learn the academic English they need for schooling in 1 or 2 years of specialized instruction, unless they are the exceptional case, like Krystyna (described earlier in the Diversity and Adolescent ELL Literacy section), who was well educated, entered her U.S. school on grade level, and was learning English as her third language. Most ELLs require 4 to 7 years of instruction to reach the average academic performance of native English speakers (Collier, 1987) so time is of the essence for those who enter high school as beginners. The academic vocabulary challenge alone is overwhelming. Consider that high school students are expected to have a vocabulary of approximately 50,000 words to be able to master the increasingly complex coursework of high school (Graves, 2006; Nagy & Anderson, 1984) and the average student learns 3,000 new words each year. In 4 years, then, the average beginning ELL might learn 12,000 to15,000 words without targeted interventions, falling far short of the 50,000-word goal. When they have to perform double the work, learning academic English while learning content of multiple subjects, they are at a decided disadvantage in the country's schools.

Many secondary school programs are not designed around individual student needs, ELL research findings, or data on ELL performance. The United States' educational system continues to favor the traditional 4-year high school model for all, even though adolescent ELLs as well as some native English-speaking students might be more successful with a 5- or 6-year option (AFT, 2006; Callahan, 2005). The system allocates course credits based on seat time, and in some cases end-of-course test scores, rather than other means for demonstrating competence in a subject. Receiving a diploma in many states requires passing a standardized exit exam. And increasingly, high schools are designed to prepare all students for college, yet college is not the goal of all high schoolers. Instead of offering flexible pathways for students who might want to pursue a vocational education, for example, courses of study and tests focus on college preparation.

Furthermore, NCLB defines high school graduation rates in a particular way: Only students who receive a regular, standards-based diploma, on time with their class, are to be counted as high school graduates. States have challenged aspects of this federal definition—such as seeking to count students who receive GEDs or certificates of attendance, or those who take longer than 4 years to finish high school as graduates—but, to date, the states have not prevailed. Many adolescent ELLs enter ninth grade with no English skills and interrupted educational backgrounds and therefore need additional time to graduate; thus this NCLB accountability measure is a significant challenge to students and schools.

Potential Solutions

Adolescents are under far greater time pressures to become sufficiently fluent in English and develop the literacy skills necessary for success in content-area classes and assessments than are younger ELLs and native English speakers. Finding an appropriate program that will accelerate their English language development and let them make progress in content-area coursework is the ultimate goal. In light of the diversity of the adolescent ELL population, no single or rigid approach to literacy instruction is likely to work for every learner. Therefore programs have to be flexible, strategic in their use of time and resources, open to options for the language of instruction and for attaining course credit, and considerate of individual student goals.

As the nation seeks to implement programs for adolescent ELLs who are struggling with academic literacy, it should begin with certain goals in mind. The choice of language development program, literacy intervention, and pathway to graduation should depend on the students' aspirations as well as educational policies. The ideal programs for adolescent ELLs will be age-appropriate, motivating, designed with realistic second language and literacy development expectations, and supported with adequate resources and staff. Special populations, such as newcomer students, may need a specialized program to accelerate their learning of English, their acculturation to U.S. schooling practices, and basic content information.

Language Development Program

Selecting a language development program is the first order of business. On the basis of the growing knowledge from research studies and program evaluations, a sheltered instruction or bilingual education program is recommended, coupled with content-based ESL classes. These program options will use the limited time more effectively. If necessary, these program models may be augmented with additional literacy interventions that have proven track records for second language learners. It is also worth noting that a district can implement more than one model in order to better meet the diverse needs of its student population and, in fact, many do. The most successful programs provide flexible pathways through the program and into the regular curriculum. The key is to make sure that the program articulates smoothly with the mainstream program to maximize its effectiveness and ease the students' transition when they exit the language support program.

Content-based ESL classes are taught by language educators whose main goal for students is English language development but who collaborate with different subject area departments to prepare the students for the mainstream classroom by integrating content topics. Teachers develop the students' English language proficiency by building background knowledge and vocabulary from subject areas that students are likely to study or from courses the students may have missed if they are new to the school system. They use special instructional strategies and carefully selected materials. Content-based instruction is often accomplished through thematic or interdisciplinary units, such as a rain forest ecology unit, and lessons could include objectives drawn from life sciences, history, or mathematics—as well as ESL. Throughout the course syllabus, different content areas and topics are usually covered, although in some instances, the class follows the entire curriculum of a particular subject.

Sheltered instruction is a term with two related meanings. It can refer to an instructional approach for content-area teachers to teach academic subjects using English as the language of instruction. The teachers highlight key language features and incorporate ESL techniques that make the content comprehensible to students while at the same time promoting their English language development. In the research-based Sheltered Instruction Observation Protocol Model, teachers include language objectives in every content lesson, develop background knowledge for the lesson's topic, focus on content-related vocabulary, promote oral interaction, and emphasize academic literacy practice (Echevarria, Vogt, & Short, 2004). Sheltered instruction can also refer to the program model, in which ELLs generally have a schedule consisting of a set of sheltered courses (e.g., sheltered algebra, sheltered

U.S. history) in addition to content-based ESL classes. Each sheltered course should have a specially developed curriculum that identifies the language goals of the subject area as well as strategies and techniques to help students develop appropriate academic literacy skills while covering state standards of learning. Sheltered programs are often implemented when the ELL population includes multiple native languages.

If adolescent ELLs are literate in their native language and on grade level, a bilingual program might be the best option. While students are learning academic English, they can augment their content knowledge. Research has shown that academic literacy in the native language facilitates the development of academic literacy in English (August & Shanahan, 2006; Genesee et al., 2006). Transitional bilingual education (TBE) is one bilingual model that provides initial instruction in academic content in the ELLs' native languages, along with content-based ESL instruction. This model helps ELLs make progress in academic subjects at the same pace as native English speakers, and content knowledge gained through use of the native language will transfer to English too. Students typically spend 2 to 3 years in a TBE program, but the transition from instruction in the first language to

UNION CITY (NEW JERSEY) SCHOOL DISTRICT'S BILINGUAL PROGRAM DESIGN

Union City's program is based on research that native language literacy and content knowledge transfer to the second language and on practical experience that newly arrived high school students will not have much time to learn English and academic subjects taught through English in 4 years. So, Union City middle and high schools offer bilingual content classes to their mostly Spanish-speaking students while they learn English. In this way, the students can study grade-level courses and receive core credit necessary for graduation. Biliteracy and multicultural understanding along with academic achievement are goals of the program.

The high school program offers more than 20 bilingual content courses, such as bilingual earth science, biology, physics, algebra, geometry, High School Proficiency Assessment math skills (preparation courses for the high school exit exam), U.S. history, world history, health, and driver's education. The middle schools also offer a bilingual program with self-contained ESL and content-area classes for bilingual students, and English as a second language (ESL) and sheltered classes for advanced bilingual students. For students with weak math skills, paired periods may be built into their schedule, one being the regular grade-level math and the other a math support class.

In addition, the district incorporates five levels of ESL for middle and high school students: ESL reading and writing for new entrants, beginner, intermediate, advanced, and ESL C (which prepares students for the transition to mainstream language arts classes). In New Jersey, English language learners (ELLs) can receive up to four core credits for language arts for ESL courses at high school because the state ESL language and literacy standards are aligned to the state language arts standards. This policy helps ELLs meet graduation requirements.

Secondary ELLs are designated as bilingual or advanced bilingual based on their initial assessment and subsequent yearly assessments. Bilingual students take grade-level bilingual content classes and have 2 periods of intensive ESL each day. Those at the beginning level of English proficiency also have 1 period of Spanish. For intermediate-level students, the ESL instruction is content-based. Advanced bilingual students continue to take ESL if needed as well as sheltered content or mainstream classes.

For more information on Union City's program, see Appendix C.

English should be gradual, phasing in subjects one at a time; students should interact socially with native English speakers from the start.

Dual language and two-way bilingual programs are the most successful programs for developing bilingual students who perform at grade level or above academically (Lindholm-Leary, 2006; Thomas & Collier, 2002). These programs educate ELLs using both English and their first language for academic instruction, promoting full proficiency in all aspects of the two languages, usually separating language by content subject taught. However, these program types are rarely implemented for adolescent students. Nonetheless, if a district has a dual language or Two Way Immersion program at the elementary level, it is valuable to continue it in some capacity through middle school and beyond.

A final program model to consider is the newcomer program. Often implemented at the secondary level, a newcomer program is specifically designed to educate recent immigrant students—particularly those with no or very limited English language proficiency and limited formal education—in a special academic environment for a limited time. Common features among newcomer programs include (a) distinct, intensive courses to integrate students into American life and fill gaps in their educational backgrounds; (b) specialized instructional strategies to

INTERNATIONAL ACADEMY– LEAP: OFFERING FLEXIBLE OPTIONS FOR NEWCOMER ENGLISH LANGUAGE LEARNERS

The International Academy–LEAP, in the St. Paul (Minnesota) school district, was established in 1994 as a 4-year, ungraded high school program to serve a large number of older, limited English proficient immigrant and refugee students who entered school after age 15 (Dufresne & Hall, 1997). Many of these students failed to meet graduation requirements and dropped out or became too old to remain in school.

The International Academy–LEAP is available to older students (ages 16–26) who have been in the United States. for 2 years or less and who are unlikely to graduate from a traditional high school. The majority of LEAP's students have been 18 to 20 years old. The program serves more than 200 students who usually come from 15 or more different countries and who speak 15 to 19 different languages.

The program aims to help the students acquire a high school diploma; prepare for vocational training, college, or work; and improve English language proficiency. It is an English as a second language (ESL) program with native language support that offers the courses necessary for a diploma. The curriculum provides different levels of ESL and sheltered content classes with bilingual tutoring and support in Somali, Hmong, Russian, Spanish, Arabic, Lao, and Vietnamese. Teachers devote considerable instructional time to developing students' academic vocabulary skills and background knowledge in the content areas. The program also includes cultural orientation activities and prepares students for work by developing their computer and vocational skills and providing career exploration.

The International Academy–LEAP provides a flexible schedule. Mature, highly able students may earn more credits over a shorter period than they could in ordinary high schools because of independent study options, extended scheduling, and cooperative arrangements with adult programs, the St. Paul Technical College, and nearby community colleges. These students are usually college bound and need to accelerate their English proficiency. Many students remain at the school for their high school career and graduate, receiving their high school diploma when they pass the Minnesota basic standards test. Some of the younger students make a transition to a traditional high school and some older students may make a transition directly to a vocational program.

address literacy because many students become literate for the first time in these programs; (c) a length of enrollment determined by individual students' needs, usually one to three semesters; and (d) hand-picked staff who have ESL endorsements or long-term experience in working with adolescent ELLs (Boyson & Short, 2003).

Flexible Student Pathways

After a language development program model has been chosen, districts and schools must look for flexible pathways so students can progress through high school and graduate. One significant way for schools to provide flexibility is to allot extra instructional time by adopting an extended school year, year-round schooling, or a longer daily schedule (Crandall, Bernache, & Prager, 1998; Short, Boyson, & Coltrane, 2003). Adding time in any form is advisable from a second language acquisition perspective. However, merely increasing the hours in a school day or days in a year may not be an option for some students, particularly those who are employed after school or over the summer. Thus, another option is for schools to build additional time into the schedule by permitting ELLs to stay in high school for more than the usual 4 years (Garcia, 1999) or to design flexible school-day schedules that might include the availability of evening classes, weekend classes, and distance learning opportunities. Some schools are experimenting with paid internships for half of the school day.

The Union City (New Jersey) School District, for example, has recognized the importance of extending learning time for students who are struggling in school or who are recent arrivals. The district offers before- and after-school sessions at the high schools, and after-school programs at the elementary and middle schools. One middle school has a lunchtime intervention program for students with low test scores. There are Saturday programs for all grade levels and summer programs as well. For example, if ELLs have not passed the High School Proficiency Assessment (HSPA) in the spring of 11th grade, they participate in an intensive summer program to prepare them for the following fall administration. These summer classes are customized to their needs based on data derived from scores on the test. Specialized tutoring opportunities are available for students at the high school as well, such as HSPA and ESL tutoring every Tuesday and Thursday.

At J.E.B. Stuart High School in Virginia, the staff work with students to develop a variety of pathways to graduation, including 5- and 6-year individualized graduation plans. Usually these plans include summer sessions in addition to the usual school year, but not always. The school uses a block scheduling design that helps provide time for required coursework or extra literacy intervention classes. Stuart also offers an after-school tutoring program 3 days per week. It is mandatory for students who receive Ds and Fs (in a core subject or foreign language) to attend at least 1 day per week. Other students are welcome to attend any session and many ELLs take advantage of this opportunity.

Stuart also supports a program called The Academy. Designed for students who are unlikely to complete high school at Stuart, this 2-year program incorporates vocational education, allowing students to choose among close to 20 different courses. Students spend half the day in regular school classes and half the day in Academy courses. Approximately 50% of the students in this program are ELLs, who must be at the intermediate level of proficiency or above. The staff encourage the older ELLs to enter the program, especially those who lack the prior education to realistically meet their high school graduation requirements. While they are learning skills for the world of work (e.g., as an electrician, carpenter, or hair stylist), they engage in authentic interactions and practice their English.

Academic Credits

As programs explore ways to help ELLs meet graduation requirements, they may want to consider ways that students attain core credits. New Jersey and other states award some language arts credits for certain levels of ESL instruction. In addition, some states and districts also permit immigrant students who enter at 10th grade or higher to demonstrate the content knowledge they gained from schooling in their home country by taking tests based on state content standards and receiving credit if they pass. (These tests are likely to be in English, however, so students would have to first reach a level of proficiency that allows them to understand the language of the test.) Moreover, a number of districts make significant efforts to translate transcripts that immigrant students bring with them (sometimes working through the embassies) in order to provide appropriate credit for equivalent coursework taken in the home country.

Exit Exams

In addition to turning their schools into more flexible organizations, states may want to reconsider the type of high school exit exam they require. For those that mandate a high school exit exam, only a handful offer alternative options to the paper-and-pencil test. Washington State has options available for students who do not pass one or more subjects on the Washington Assessment of Student Learning (WASL) exit exam after two attempts. The state-approved measures include (a) a comparison of a student's grades in applicable courses with the grades of other students who took those courses and passed the WASL; (b) the examination of a collection of work samples (developed in class under teacher supervision) that shows a student has met state standards; or (c) a consideration of a student's score on the math portion of the PSAT, SAT, or ACT exams (for the math WASL only).

Nonetheless, in order for the extended-time and other flexible programming solutions to work, NCLB graduation accountability measures for high school graduation rates need to be reconsidered. Schools and districts are understandably hesitant to try new options if they will be negatively affected.

Policymakers could help to solve these problems by

- Requiring that program design decisions be based on appropriate and effective language development practices, as determined by rigorous surveys of student data.
- Adjusting or developing sheltered curriculum frameworks for high school content courses and establishing core credit for these courses.

- Allowing schools greater flexibility in the use of learning time and encouraging them to provide ELLs with extended or extra opportunities for literacy instruction beyond the classroom (and coordinate with any out-of-school tutoring or mentoring opportunities).

- Encouraging the development of plans for a 5-year high school path for beginning level ELLs who enter in ninth grade that include rigorous preparation for students with either college or vocational goals.

- Adjusting school accountability measures under NCLB to avoid penalizing districts and schools that allow ELL students to take more than the traditional 4 years to complete high school successfully.

- Securing appropriate funding for these endeavors.

Challenge 5: Limited Use of Research-Based Instructional Practices

The Challenge

There is not a large body of research on effective instruction for adolescent ELL literacy development, but it is possible to make a number of recommendations based on currently available evidence and promising practices. The instructional methods that secondary school teachers have typically used do *not* facilitate learning or literacy instruction for ELLs (Tharp, Estrada, Dalton, & Yamauchi, 2000). Lectures and worksheets, for example, do not provide effective learning scaffolds for these students. Textbook features intended to aid student understanding may have the opposite result for students who do not know how to use bolded words, headings, sidebars, and graphs. Many ELLs with weak literacy skills have difficulty tracking the flow of information on cluttered text pages.

No matter what program design is selected or what educational plan is developed for an adolescent ELL, the instruction in the courses should account for the students' second language development needs as well as their content-knowledge requirements. As discussed under Challenge 3, many content-area teachers are not well prepared to integrate language instruction in their content lessons. They also lack sheltered curricula and materials that could supplement the regular textbook. Furthermore, although there are some research-based literacy interventions for native English-speaking struggling readers, few of them have been evaluated as to their efficacy for adolescent ELLs.

Finally, adolescent ELLs often employ literacy knowledge outside of school that is often not readily apparent in school practices nor indicated by school assessments. For instance, students use the internet, send emails and text messages, listen to music, and read magazines. Students also engage in sophisticated literacy skills such as paraphrasing, interpreting, and translating when asked to read English texts for family members (Moje et al., 2004; Orellana, 2004). These out-of-school literacy practices are therefore among the linguistic and cultural resources students bring to school, but so far little research has been done to examine the effects of these practices on literacy development and teachers have not received adequate support in finding ways to tap these resources in class.

Potential Solutions

The review of the research and of the model programs has found a number of instructional practices potentially effective for developing literacy in adolescent ELLs. Many of them are directly supported by the current theory of second literacy development and what is known about the relevant characteristics of these learners. This discussion highlights nine promising practices.

1. Integrate All Four Language Skills into Instruction from the Start

ELLs benefit from the integration of explicit instruction in reading, writing, listening, and speaking across the curriculum, regardless of student proficiency level (Genesee et al., 2006). Research strongly suggests that reading and writing are mutually reinforcing skill domains, and that this holds true for ELLs just as it does for native English speakers (August, 2002; Echevarria, Short, & Powers, 2006). Oral language development is also important because it facilitates English literacy development (August & Shanahan, 2006). To be academically literate, students must be able to engage in the oral discourse of the classroom as well as the reading and writing activities in the lessons. Therefore, teachers should integrate all four language skills in their lessons, and oral language practice should not be sacrificed for more time on reading and writing.

2. Teach the Components and Processes of Reading and Writing

For adolescent ELL students who do not read or write in any language, it is important to teach them the components of reading: beginning with phonemic awareness and phonics (the sounds of a language and how to put sounds together to form words) and adding vocabulary, text comprehension, and fluency (August & Shanahan, 2006). This instruction can occur in the native language or in English. If taught in the native language, knowledge and usage of these components will transfer to English. However, it is then useful to pay attention to differences between that language and English. For example, English has some phonemes (the smallest units of spoken language that have meaning) that do not exist in other languages, such as the phoneme "sh," which does not occur in Spanish. So students may benefit from targeted work in those phonemes. Instruction in these components of reading must, however, be appropriate for teens. Materials for primary grades are not suitable.

After adolescent ELLs acquire the basic skills, they need to become active readers and writers who use reading and writing processes, such as previewing, making predictions, paraphrasing, and inferring (for reading) and brainstorming, drafting, editing, and publishing (for writing). Skilled readers and writers engage in these processes in academic settings and in "real life," and researchers have found that adolescent ELL literacy is enhanced when teens are taught using a process-based approach (Garcia & Godina, 2004; Valdés, 1999; Villasenor, 2003). Using these processes, learners can examine a text, make conclusions about it, articulate and incorporate those conclusions, and then evaluate the effectiveness of the incorporation. The process creates awareness about the functions of language, and the reflection inherent in the process helps students practice the kinds of highly abstract thinking that is essential to succeeding in high school and beyond into college or the world of work.

3. Teach Reading Comprehension Strategies

Besides learning the basics of reading, ELLs need to receive explicit instruction about reading comprehension strategies (Bernhardt, 2005; Denti & Guerin, 2004; Garcia & Godina, 2004). If the students already apply these strategies when reading in their native language, then the strategies may transfer to English (August, 2002; Riches & Genesee, 2006). Some students, however, need explicit instruction in strategy use in order to make the transfer. For adolescent ELLs who lack reading strategies in their native language, second language strategies instruction can provide them with skills they can apply to all texts.

4. Focus on Vocabulary Development

To be academically literate, students need a strong and constantly growing vocabulary base. Knowledge of words, word parts, and word relationships is critical if students are to understand topics in a content area and develop strong reading comprehension and test-taking skills (Graves, 1986, 2006). Students can learn new words through a variety of methods. Visuals, graphic organizers, demonstrations, and other instructional aids and devices can help students better understand and remember words and their meanings. Also helpful are word attack techniques, such as identifying words in English that are similar and related to those in the student's native language (e.g., *tradition/tradición; university/universidad*) and developing clues to meaning of a word based on context clues and structural analysis (August, 2003; Echevarria, Vogt, & Short, 2004). Teachers must teach multiple meanings of words and help students incorporate words into their expressive vocabularies. For ELLs, teachers may also need to distinguish between content-specific words (e.g., *hypotenuse, equilateral*), process words (e.g., *scan, draft, clarify*), and words related to English structure (e.g., prefix, *photo*-; suffix, -*ly*) (Echevarria, Vogt, & Short, 2004; Graves, 2006).

5. Build and Activate Background Knowledge

Many adolescent ELLs lack background knowledge of the topics taught in middle and high school content classes or have gaps in information learned. Teachers must activate what prior knowledge exists and apply it to the lessons or explicitly build background schema. Students who have been in U.S. schools since the early grades generally have some of the background knowledge that is expected by teachers, textbooks, and curricula in the secondary grades if they understood the lessons, but students who are new to the United States may not. Although they often have a great deal of background knowledge, not all of it applies to the academic context of their courses.

This background knowledge—what students know from schooling, personal experience, or insights gained from study in another country or from oral history—is important because background schema is a major factor in reading comprehension (Bernhardt, 2005). Connecting instruction to what the learners know and then explicitly discussing how that knowledge applies to the topic at hand is a technique teachers should use with ELLs. For example, immigrant students may not have studied the U.S. Civil War, but they may have lived through a military conflict at home and that experience could give them special insight into U.S. history. Other ways to build background involve introducing students to new academic topics through short video clips, demonstrations, or field experiences.

A number of researchers argue that when teachers make an effort to learn about students' existing "funds of knowledge," and when they encourage students to relate that knowledge to the subjects studied in class, students tend to become more engaged in the lesson and their reading comprehension improves (Gonzalez et al., 1993; Moje et al., 2004).

6. Teach Language through Content and Themes

In the majority of cases, both the language and the content taught in school are new to ELLs. Therefore, when language instruction is linked closely to real-life experiences, including the content or themes being taught in other classes, students have more success integrating the two (Garcia & Godina, 2004; Short, 1999). With teacher facilitation, students can access their content knowledge to bolster their academic language development and similarly use their language skills to gain more content knowledge.

Adolescents thrive in situations in which they recognize the relevance of what they are learning. By helping them understand how the acquisition of language and academic literacy skills will allow them to achieve at higher levels in other classes, they may become more motivated. In a learning environment that incorporates language development with content or themes, students can see for themselves the importance of literacy skills in understanding the way material is presented and how texts are organized. The literacy skills needed to "do" science, for example, can be made clear and explicitly taught while students are engaged in "doing" science for a real purpose (Moje et al., 2004). Thus, providing content- or theme-based instruction gives ELLs an important framework for assimilating new information and applying language skills learned across the curriculum (Echevarria, Short, & Powers, 2006; Garcia & Godina, 2004; Schleppegrell, Achugar, & Orteíza, 2004; Short, 1999).

7. Use Native Language Strategically

One useful strategy for helping students understand difficult academic and content-specific concepts is to explain the ideas in their native language. In this way, students can develop a deep understanding of the concepts while they are still learning the English words and expressions that define or exemplify them. If students share the same language background, they may also be able to explain concepts

LITERACY STRATEGIES AT HOOVER HIGH SCHOOL

Four of the seven teaching strategies that comprise the Literacy Development Plan at Hoover High School in San Diego, California, are recommended by the research discussed above. *Anticipatory activities* build students' background knowledge, *structured notetaking* and use of *graphic organizers* teach students how to use reading strategies to improve comprehension, and explicit *vocabulary instruction* across the curriculum gives students access to academic literacy not available in the typical English as a second language class. The use of these strategies across the content areas gives students a common framework with which to learn on their own, no matter the context.

and terms to each other (Gumperz, Cook-Gumperz, & Szymanski, 1999). Other options for clarifying or explaining information in the native language include the use of bilingual dictionaries, glossaries, or websites. Several research studies have also found that secondary language minority students in bilingual programs (receiving instruction in their native language and in English) outperformed students in English-medium programs (receiving instruction only in English) on measures of English reading proficiency (Lindholm-Leary, 2006; August & Shanahan, 2006).

8. Pair Technology with Existing Interventions

Technology and second language literacy development generally relate in two ways—through the teaching of technology-based literacy skills and through technology supports for literacy development. The incorporation of technology into instruction for ELLs is seen as promising, as the practical relevance and often two-way nature of the work are thought to positively impact student motivation (Kim & Kamil, 2004). However, research on the effects of technology interventions on reading and writing development for adolescents conducted thus far is still inconclusive and the number of studies that have focused on ELLs is small.

One study found that technology use paired with other interventions, such as project-based instruction, heterogeneous student grouping, and interdisciplinary teacher teaming, related positively to adolescent ELL literacy development (Warschauer, Grant, Del Real, & Rosseau, 2004). Projects requiring students to undertake field work, prepare a product, and present the project and its findings to a real audience by means of multiple technologies (internet research; information exchange through email, chat rooms, and bulletin boards; and production of DVDs and CD-ROMs) led to improved standardized test scores. They also provide opportunities for background reading, editing, language building, and vocabulary development.

The use of audio books can also support students' literacy development, especially if students follow along with a written text; the recordings provide students with models for pronunciation and read-aloud fluency. For students whose spoken English is better than their reading skills, hearing the words read aloud can aid in vocabulary comprehension. In general, computer-based literacy instruction can promote reading and writing development for adolescent ELLs but that instruction should be highly scaffolded. Murray (2005) suggested that teachers choose or develop the websites they ask students to work with. Kim and Kamil (2004) recommended that instruction for ELLs include strategies for reading in a "multimedia environment."

9. Motivate ELLs through Choice

Most students tend to be more motivated and more successful in reading when they have meaningful opportunities to exercise choice, whether that means choice of text (deciding what to read), choice of task (what sort of reading or writing project to do with the text), or choice of partner (picking a partner with whom to do a project).

Adolescent ELLs will benefit from access to diverse texts that present a wide range of topics at a variety of reading levels. High-interest, low-difficulty texts play a significant role in a successful adolescent ELL literacy program and are critical to the fostering of reading skills of struggling readers and to engaging all students. Appropriate grade-level textbooks are important tools, but are more difficult for ELLs to read (Hornberger, 2003), so they must be supplemented by a selection of more accessible texts to reach multiple proficiency levels and connect to students' background experiences.

Policymakers could help improve ELL literacy instruction by

- Encouraging the use of proven and promising instruction for ELLs in schools, such as
  - integrating listening, speaking, reading, and writing skills into instruction from the start;
  - teaching the components and processes of reading and writing;
  - teaching reading comprehension strategies;
  - focusing on vocabulary development;
  - building and activating background knowledge;
  - teaching language through content and themes;
  - using native language strategically;
  - pairing technology with existing interventions; and
  - motivating adolescent ELLs through choice.
- Requiring states, districts, and schools developing literacy plans to incorporate appropriate instruction for adolescent ELLs.
- Designating a state or district adolescent ELL literacy coordinator to ensure instruction rigorously supports adolescent ELLs through the use of proven and promising practices.
- Reviewing the state English language development standards for grades 6 to 12 to make sure they incorporate language learning strategy development and use of literacy processes.
- Amending the Improving Literacy through School Libraries program to allow and encourage schools to procure reading materials and classroom resources in English and students' native languages that are appropriate for use with adolescent ELLs to support the use of proven and promising instructional practices.
- Clarifying regulations to ensure that ELLs receiving Supplementary Educational Services are provided with services that incorporate proven and promising practices specific to adolescent ELLs.
- Requiring surveys of staff knowledge of research-based instructional practices for second language literacy for use in planning staff development.
- Promoting consideration of appropriate instruction for adolescent ELLs during the design phase of any high school redesign efforts.
- Securing appropriate funding for these endeavors through NCLB and other state and local sources.

Challenge 6: Lack of a Strong and Coherent Research Agenda for Adolescent ELL Literacy

The Challenge

Over the past several years, two national panels were formed to conduct reviews of research on areas of literacy relevant to adolescent ELLs. Of the 450 studies reviewed by the National Reading Panel, only 17 studies addressed instruction for ELLs, with even fewer focusing on secondary school students (Snow, Burns, & Griffin, 1998). The National Literacy Panel reviewed 309 studies of language minority students aged 3 to 18 acquiring literacy in a societal language (including studies not conducted in U.S. schools and not for acquisition of English literacy) but less than 10% of the studies that focused on classroom instruction targeted students in grades 6 to 12. On the whole, the research for adolescent ELLs is spotty. The current knowledge base is much more extensive at the elementary level than it is at the middle and high school levels. Likewise, the research tells us far more about the teaching of native Spanish speakers than it does about the teaching of speakers from all other language backgrounds combined (August & Shanahan, 2006; Genesee et al., 2006).

Far too few programs serving large numbers of adolescent ELLs graduate these students with adequate levels of literacy achievement in English. Because of the paucity of research demonstrating outcomes for these students, programs wishing to make research-based reforms have little published or definitive work to guide them. Therefore, there is a need to conduct more research on and disseminate findings about promising practices that have been identified in schools and districts around the nation as having positive impact. Such evaluation studies could both strengthen the interventions and determine when and in what circumstances replication and scaling up are most likely to be successful.

Potential Solutions

Studies of New ELL Literacy Interventions

A mix of targeted qualitative and quantitative studies should be used to generate and test new literacy interventions for adolescent ELLs (research and development studies) and to explore the effectiveness of existing interventions for this group (rigorous evaluations). Such interventions could be instructional, curriculum-based, or programmatic. For example, it would be helpful to examine the ways in which native language literacy transfers to second language literacy for a particular age group, to find out whether adding a specialized academic literacy course to a high school ELL student's daily schedule yields a difference in performance, and to identify best strategies for literacy coaches working with the ELL population. In light of the diversity among ELLs, it is important to learn whether some interventions work better for students of certain language or educational backgrounds or at specific stages along the proficiency continuum. Further, it would be useful to know if certain interventions in combination are more effective than one intervention alone.

Studies on Out-of-School Literacy Practices

The field would also benefit from more research into the out-of-school literacy practices of adolescent ELLs. Such knowledge, if identified by research (particularly ethnographic and multiyear studies), might be used to better engage students in the classroom and bolster the literacy development of adolescent ELLs.

Studies of Adolescent ELLs' Achievement

There is an urgent need for more research on adolescent ELLs' current performance in school. Researchers can begin to mine forthcoming NCLB data for information about this group. Although the data will not be comparable across states until common definitions are used, longitudinal, within-state studies can be conducted. This type of research can help determine expected gains for different types of adolescent ELLs (e.g., newcomers who are several grade levels behind, students without literacy in their native language, second- and third-generation ESL students, immigrants with strong educational backgrounds, migrants, special education students).

Longitudinal Studies of ELL Literacy Development

In addition, the field would benefit from longitudinal studies of ELLs' literacy development, particularly studies that follow students after they reach FEP status. The true measure of a program for ELLs is not the results of an assessment while they are classified as LEP, because by definition they are not at a proficient level, but rather their results after they have reached the FEP level. If a program has been effective for them, FEP students will demonstrate proficiency on measures of English literacy and on content-area assessments (State of New Jersey, Department of Education, in press; New York City Department of Education, 2004). Such longitudinal studies would not only provide valuable insight on what school programs are doing well and where they fall short in teaching literacy to ELLs, but would help determine what can be expected in terms of gains in literacy skills and English proficiency over time for different kinds of ELLs in different types of programs.

Longitudinal, evaluative studies of different program models would also prove valuable to state and local districts in designing better programs for ELLs. For example, schools report that most students who enter ninth grade with the lowest proficiency levels in English and significant educational gaps do not have enough time to acquire English and obtain all the core content credits required for graduation in 4 years. Newcomer programs serve some of these students—that is, recent immigrants with low or no literacy skills (Boyson & Short, 2003). If newcomer programs can successfully accelerate the adolescent ELLs' language and content learning, then researchers need to evaluate how they do so and disseminate that information.

Research on ELL Graduation Rates

Researchers might also begin collecting and analyzing data on ELL high school graduation rates (using consistent data collection procedures across the states) and exit exam passing rates. When students drop out of school, they could be tracked to see if they seek employment or switch to adult education programs. Researchers could find out why they make a particular choice and use that information in a program review. High school graduation rates of ELLs in states with alternative exit exam options would be interesting to compare with those in states without such options.

Studies on Assessing ELL Literacy

Finally, to more accurately measure student progress on subject area tests, additional research on appropriate assessments (e.g., those written in simplified English or in the native language) and comparative studies of available assessment tools and the use of accommodations in high-stakes testing is needed. In light of NCLB accountability requirements, such research will provide practitioners and policymakers with critical information and confirmation about what is—or is not—working for ELLs.

Policymakers could help build the research base on ELL adolescent literacy by

- Funding short-term research and development on literacy interventions for adolescent ELLs targeting students from diverse language and educational backgrounds.
- Funding longitudinal studies on adolescent ELLs and former ELLs (FEPs) to evaluate promising programs and investigate the effects of teacher development pertaining to this student population.
- Funding research to identify and evaluate a set of model programs for secondary ELLs, such as newcomer programs and early college programs with an ELL focus, and disseminate information about their effective practices.
- Calling for an analysis of forthcoming NCLB data for information about adolescent ELLs that would target longitudinal, within-state studies. (But such studies should take care to distinguish between ELLs and former ELLs to avoid confusion.)
- Encouraging the collection and analysis of data on ELL high school graduation rates (using consistent data collection procedures across the states) and exit exam passing rates, and tracking which students drop out and which switch to adult education programs.

CONCLUSION

The nation's ultimate goal must be the education of all students, including those struggling with academic literacy in their adolescent years. Without highly developed literacy skills, adolescent students will find that pathways for success in school and in a profession are blocked. The consequences of dropping out of school are dire. More and more jobs (and the better paying ones) need employees with high levels of literacy, advanced technological knowledge, and problem-solving skills (Barton, 2000). Educated adults are less likely to be unemployed. They have better health care, participate more in civic life, and gain higher incomes. Therefore, appropriate educational opportunities for all of the nation's students must be ensured.

Adolescent ELLs are a diverse group of students whose needs, overall, have not been well served by the country's educational system. Yet with programs targeted to their language development needs, they can be successful in learning English and the content of their secondary school courses. For example, former ELLs in New York and California pass exit exams and graduate at a higher percentage than do all students as a whole (Center for Education Policy, 2005). Most adolescent ELLs are moving along the path to academic literacy, but some move more slowly than do others because of certain factors, such as their native language literacy skills and educational backgrounds.

As the research base on adolescent ELL literacy grows and as the best literacy practices become more widely disseminated through increased dialogue among educators, researchers, and policymakers, the right strategies for helping these students attain their full potential are being determined. The following responses would strengthen the efforts to date:

- Set common criteria for identifying these learners and tracking their performance.
- Develop new and improved assessments of their native language abilities, English language development, and content-knowledge learning.
- Build capacity among pre-service and current educators to instruct these learners effectively.
- Design appropriate and flexible secondary school programs that offer time and coursework that account for the second language development process.
- Use research-based instructional practices more widely and consistently.
- Fund and conduct more short- and long-term research on new and existing interventions and programs, and on the academic performance of these adolescent ELLs.

By helping ELLs learn and perform more effectively in the nation's schools, America's educational system and society as a whole will be strengthened and enriched.

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APPENDIX A: ADOLESCENT ENGLISH LANGUAGE LEARNER LITERACY ADVISORY PANEL

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APPENDIX B: PROJECT METHODOLOGY

In April 2005, Carnegie Corporation of New York contracted with the Center for Applied Linguistics (CAL) to examine the research and promising practices of adolescent English language learner (ELL) literacy. Because the number of kindergarten through 12th-grade students from non-English-speaking backgrounds has risen dramatically and represents the fastest growing subgroup of the student population, stakeholders determined that interventions that successfully address the adolescent literacy problem for ELLs needed to be identified and disseminated. Educators, program designers, and policy-makers have some limited research to draw from in this area, but need more focused attention on short-term and long-term recommendations for the problem.

Scope of Work

CAL conducted this work by: a) convening a panel of experts for advice and feedback; b) conducting a selected literature review; and c) visiting sites with successful track records of working with adolescent ELLs. In addition, CAL asked the Migration Policy Institute (MPI) to look specifically at the demographic trends and academic achievement of ELLs at a national and state level. The project goal was to produce a policy-oriented document that would address the following questions:

<u>Context:</u> Who are the adolescent ELLs and what does research tell us about their literacy development and academic achievement?

<u>Success:</u> What are some promising practices and policies at the district and program levels?

<u>Action:</u> What steps might be taken at the national, state, district, and school levels to address this issue?

To begin, a definition of academic literacy was set, with the following characteristics:

- Includes reading, writing, and oral discourse for school
- Varies from subject to subject
- Requires knowledge of multiple genres of text, purposes for text use, and text media
- Is influenced by students' literacies in contexts outside of school
- Is influenced by students' personal, social, and cultural experiences

Advisory Panel

The advisory panel included well-known researchers in the areas of literacy and ELLs; state, district, and school administrators with firsthand experience of promising programs; and policy advisors with significant knowledge of federal and state education legislation and its impact on this student group. A list of panelists is found in Appendix A.

The panel met in June 2005 to provide direction for the research and final document topics and suggest literature to review and promising programs to examine. The panel reconvened in September

2005 after the literature review had taken place and programs had been contacted in order to generate policy recommendations and to review and comment on a draft document. In March 2006, the panelists reviewed the full report. In addition, several conference calls took place with subgroups of the full panel during the first year.

Literature Review

The selective review of the available literature on adolescent ELLs was undertaken in the summer of 2005. CAL staff began with a search of several key databases: databases of the National Literacy Panel on Language-Minority Children and Youth, the ERIC Clearinghouse, PsycINFO, Linguistics & Language Behavior Abstracts (LLBA), and Sociological abstracts. Combinations of search terms for the *students* and *programs* were used, such as adolescent, English as a second language, limited English proficient, non-English-speaking, bilingual, linguistic minorities, and immigrants; for *topics*, such as literacy, reading, writing; and for *educational settings*, such as grade 6, grade 7, grade 8, grade 9, grade 10, grade 11, and grade 12; high school; middle school; and junior high. Most of the documents were published in the past 15 years, although some earlier, seminal works were also examined. Peer-reviewed journal articles, book chapters, dissertations, and technical reports were also reviewed.

Articles were selected for review according to the following criteria: a) the student subjects were adolescents in grades 6 through 12 (grades 4 and 5 were accepted if students in higher grades were involved in the study as well), and b) the study provided outcomes related to literacy development. At the first advisory panel meeting, the advisors set categories for examining the literature: a) instructional practices; b) technology; c) program design; d) teacher, coach, and administrator professional development; e) intake, formative, and summative assessment; f) middle and high school transitions; g) fiscal issues; h) policy issues; i) community issues; j) second language literacy development, process, or theory; and k) student characteristics and diversity within adolescent ELL populations. The articles were abstracted and additional articles were located if they were pertinent and relevant to the identified literature. For some of the topics, particularly for middle and high school transitions and for fiscal issues, the available literature was thin.

Demographic and Achievement Data on Adolescent ELLs

As part of the background research, the Migration Policy Institute prepared an adolescent ELL demographic and achievement report in response to the following questions:

- Who are these adolescent ELLs and where are they from?
- What is the background (e.g., social, economic, linguistic) of their families?
- What are the education levels of their parents?
- How well do they do in school now and what is their progress over time?

- To what extent do these students meet state and national literacy standards (in English language and general content)?
- What can the schools do to improve the performance and literacy levels of such students?

MPI staff used several sources to respond to the questions. They examined the 2000 U.S. Census data to capture a national picture of the adolescent ELLs and their families, and then analyzed data from 2003 eighth-grade National Assessment of Educational Progress (NAEP) Reading and Mathematics exams, the most recent data then available, to determine adolescent ELL achievement. Finally, they identified two traditional immigration states with large numbers of ELLs (California and Illinois) and two new destination states that have experienced rapid ELL student growth in the past decade (Colorado and North Carolina) to determine student achievement using results from state exams as reported on state websites and in No Child Left Behind (NCLB) data submitted to the U.S. Department of Education.

Site Visits to Promising Programs

Three sites of promising practices were suggested by the panelists and visited by project staff in fall 2005 and winter 2006: J.E.B. Stuart High School in Fairfax County, VA; Union City Public Schools in NJ; and Hoover High School in San Diego, CA. In determining sites, the following characteristics were sought: ELLs comprised 20% or more of the student population; the school or district had targeted interventions for adolescent ELL literacy development; staff development was job-embedded and sustained; and adolescent ELL student achievement was documented. Staff visited the sites for 2 or more days, observed in classrooms, interviewed central office and school-based staff, and collected documentation. Descriptions of these sites' promising practices for adolescent ELLs are detailed in Appendix C.

Challenges and Recommendations

The final task of the project staff and advisors was to identify the major challenges facing policymakers and educators of adolescent ELLs and then develop a series of strategies and possible policy solutions. These form the basis of this report.

APPENDIX C: HIGH SCHOOL AND DISTRICT PROFILES

The profiles presented here reflect three programs that have implemented research-based approaches and other promising practices. All three sites—two high schools and one school district—from different locations in the United States have a strong commitment to adolescent English language learner (ELL) literacy. The profiles below highlight their efforts and call attention to their strategies for facing the challenges discussed earlier in this policy document. The site visits took place during the 2005–06 school year.

J.E.B. Stuart High School
Fairfax County, Virginia

Background

J.E.B. Stuart High School is a mid-size, urban high school in the metropolitan Washington, DC, area. The attendance area of the school includes primarily middle class and working class neighborhoods in Fairfax County. Many immigrants to the DC area have settled nearby. Approximately 1,450 students attended Stuart in the 2005–06 school year. Two-thirds of the students at Stuart are ELLs from more than 70 countries and 51% of them are eligible for free and reduced-price lunch. Stuart meets requirements to be eligible for Title I funds, but Fairfax County Public Schools has decided not to provide any Title I monies to its high schools. Close to 400 students are enrolled in the English for Speakers of Other Languages (ESOL) program and more than 100 other students are still monitored as ELLs—students who have exited the ESOL program.[1] Stuart is culturally and ethnically diverse: 22% of the students are Asian/Pacific Islander, 10% are Black, 40% are Hispanic, 26% are White, and 2% are in the "Other" category. The mobility rate in the 2004–05 school year was 22%, although teachers reported the ELL student mobility rate was closer to 30%. Stuart is fully accredited and made Annual Yearly Progress (AYP) the past 2 years in all categories. In 2004–05, the attendance rate was 94% and the graduation rate was 74%.

The picture was different in 1997 when the principal, Mel Riddile, arrived at the school. The attendance rate was much lower than the county average (students missed more than 20 days per year on average) and reading scores on state tests were low as well. (In 1997–98, only 64% of students passed the state reading and literature test and only 73% passed the writing test.) The academic program focused more on meeting minimum competencies than high standards. The school staff decided to raise academic expectations and focus on literacy. All students were assessed with the Gates-MacGinitie reading test, which has been normed on ELLs and students of poverty. At that time, 76% of students were 1 year below grade level and 25% were more than 3 years below level.

[1] The district program is called English for Speakers of Other Languages (ESOL), but the instruction is referred to as ESL (English as a second language).

Policy Decisions

A number of policy decisions have been enacted over the past 8 years that have supported all the students at Stuart, including the adolescent ELLs. Some of these policies were school-based and others developed by or with the district and state education agency's collaboration.

Literacy Intervention Program

Because student performance was so poor in 1997, the school decided to hire a literacy coach, who has been with the school since then. Her job is to work with all staff to enhance literacy across the curriculum, monitor the students, set curriculum for the literacy intervention class that has been offered each year, and analyze reading assessment data for incoming ninth graders. Many ninth graders take a required literacy class to prepare them for reading in the content areas. (ELLs have different classes depending on their proficiency levels as described below.) Additional intervention classes are offered in 10th and 11th grades for the students who are struggling with critical literacy needs, based on reading assessments and teacher recommendation. The school set up a literacy computer lab, with individualized reading development computer programs for literacy and ESL classes to use (especially the advanced students). The teachers report it provides good practice for the state language arts exams.

Attendance

The staff at Stuart recognized that if students were not in school, they were unlikely to be successful in their classes. As a result, the staff undertook several initiatives that improved the attendance rate. One is close monitoring of absentees. Students check-in each morning via an identification card scanning process. The teachers know by first period which students arrived at school on any given day. If the students are absent for one or more classes during the day, a call-out (from an automated phone system) goes home. In addition, letters are sent to parents every Friday if their child missed any class any day that week. A second initiative was the wake-up option within the automatized phone system. Students can request a wake-up call for each day or specific days, to their home or cell phone, so they can get to school on time. ESOL teachers reported that beginning-level ESOL students, new to the school system, usually have excellent attendance, but more advanced students who have been in school for several years have more absences and so benefited from the changes. By 2003, the average number of days missed was only 7 per year, a vast improvement over the number in 1997–98.

School Calendar

In order to support student success on state exams, Stuart received permission from the state to follow a modified school calendar. The modified school year starts 2 weeks earlier than most of the county schools, enabling the students to complete their coursework in the material they will be tested on before the state exams in May. This provides an instructional time benefit to all struggling students, including the adolescent ELLs.

Stuart students may also attend two separate summer sessions (held some years at Stuart, other years at another high school) where they can complete a year-long course each session. This summer program is particularly useful for ESOL students who need additional credits in core classes for graduation. Many of the ESL classes carry only elective credit. The core credit courses are usually offered in the second summer term, closest to the August administration of the end-of-course state tests. Other students attend the summer program to retake classes they failed or to advance in their coursework.

The modified calendar plus summer program allows Stuart students to obtain 5.5 years of instruction in 4 calendar years. This option is useful for ESOL students at lower levels of English proficiency who do not obtain many core credits while they are learning English and need the summer sessions to catch up if they wish to graduate with their peers or soon thereafter. The school also follows a block schedule, which offers some flexibility in course selection.

ASAP (After-School Academic Program)

Stuart offers an after-school tutoring program for 40 minutes, 3 days per week. It is mandatory for students who receive Ds and Fs (in a core subject or foreign language) on their interim reports or quarterly report cards to attend at least 1 day per week. Other students are welcome to attend any session and many ELLs take advantage of this opportunity.

The Academy

This 2-year program incorporates vocational education, allowing students to choose among almost 20 different courses. Students spend half the day in regular school classes and half the day in Academy courses. Approximately 50% of the students in this program are ESOL students, who must be at the intermediate level of proficiency or above. The ESOL staff encourages many students to enter the program and view it as an opportunity to add time to the school careers of these students. While they are learning skills for the world of work (e.g., as an electrician, carpenter, hair stylist), they engage in authentic interactions and practice their English.

Advanced Studies

Over time, the school added programs to promote advanced studies. The International Baccalaureate (IB) program started in 1994, but it was opened up to all students who expressed interest after 1997. The Advancement Via Individual Determination (AVID) program began in 2004–05. AVID is designed specifically for students "in the middle" who do average work but need additional support to succeed in advanced courses and apply for college.

ESOL Program Design

Stuart High School has created and implemented a sophisticated program for ESOL students that is designed to meet both their language proficiency and academic needs. The school offers five levels of ESL, including three A levels at the traditional "beginner proficiency level" because so many of the students enroll in Stuart with no or low literacy in their own language and gaps in their educational backgrounds. The five levels, in order of advancing proficiency, are designated A1, A2, A3, B1, and B2; and even within A1, there is a group of designated LA level students, those with the lowest literacy levels of all. Furthermore, students who have exited the ESOL program are designated B3 students for monitoring and tracking purposes. These students, who may still be acquiring proficiency in academic English, are counted as Limited English Proficient (LEP) for the No Child Left Behind Act (NCLB) accountability targets for 2 years after exit. The ESOL staff and the literacy coach monitor these students. If some continue to struggle with literacy in their coursework, they are placed into the literacy intervention class that is offered to native English speakers.

ESOL Program Courses

The ESOL program has a strong commitment to academic language and content development and has developed a series of courses for each proficiency level that includes language- and content-focused ESL classes. The ESL language courses focus on vocabulary development, early reading through academic reading skills, writing, grammar, and oral language development tied to school language demands. A1 students have three ESL language classes that help them learn basic vocabulary, study skills, and initial reading and writing skills. In addition, they have two one-semester classes, one for sheltered Life Science[2] and the other for sheltered geography, both taught by ESOL teachers. A2 and A3 students have two language-focused ESL classes, plus an ESL content reading class linked to history topics, and two one-semester classes as well in sheltered Life Science/Introduction to Biology and sheltered U.S. history, both taught by ESOL teachers. B1 students have one ESL language class focused on language arts standards-based curriculum and an ESL content reading class linked to history and science topics in the ESOL program. They also have sheltered World Studies I and sheltered biology classes taught by history and science teachers. B2 students have a double-block of ESL language and English 9 as part of their ESOL program. They are typically in mainstream classes for other core subjects by this level. In addition, all students (A1–B2) have a math class according to their ability level, taught by math teachers. The course offerings range from arithmetic and pre-algebra (offered as specially designed sheltered courses known as FAST Math[3]) through calculus.

In terms of academic literacy development, the ESOL program aims to develop students' reading skills to a first- to second-grade level by the end of A1, a second- to third-grade level by the end of A2,

[2] The sheltered content courses taught by the ESOL staff are known as Concepts courses; this class is listed in a students' schedule as Concepts Science.

[3] Focus on Achieving Standards in Teaching (FAST) Math was developed by Fairfax County educators. At Stuart, the course is named Individualized Math. The students with the lowest levels of math skill may take 2 years of Individualized Math to cover typical mathematics topics from kindergarten to grade six.

third- to fourth-grade level by the end of A3, a fourth- to fifth-grade level by the end of B1, and approaching eighth- to ninth-grade level by the end of B2, in which the students study the regular ninth grade English curriculum and state standards. An introduction and/or review of phonemic awareness and phonics occurs throughout the A levels. Guided reading is utilized to develop the A-level students' comprehension skills. More independent reading occurs in B1 and B2. Vocabulary is an important component of all the language courses with specific attention to academic terms. Beginning at the A3 level, teachers use specific materials for word attack skills and SAT preparation. Vocabulary development is also an important part of the regular English language arts classes at Stuart.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) LEVEL SCHEDULING

The following are typical course schedules for the ESOL students at the five levels of proficiency. The courses in bold are part of the ESOL department. The other courses are part of the specific subject department.

A1 student: **2 periods of ESL with same teacher, 1 period of ESL focusing on survival vocabulary and basic content vocabulary, 1 period of Concepts Science and Concepts Geography (1 semester each),** 1 period of math (usually FAST Math elementary level for A1 students), 1 period of physical education (PE), and 1 elective

A2 student: **2 periods of ESL with same teacher, 1 period of ESL content reading related to U.S. history, 1 period of Concepts Life Science and Concepts U.S. History to the Civil War (1 semester each),** 1 period of math, 1 period of PE, and 1 elective

A3 student: **2 periods of ESL with same teacher, 1 period of ESL content reading related to World history, 1 period of Concepts Biology and Concepts U.S. History from the Civil War to present (1 semester each),** 1 period of math, 1 period of PE, and 1 elective

B1 student: **1 period of ESL focusing on English language arts, 1 period of ESL content reading related to World history and biology**, 1 period of sheltered World Studies I, 1 period of sheltered biology, 1 period of math (usually algebra or higher), 1 period of PE or elective, and 1 elective

B2 student: **Double-block (2 periods) of ESL and English 9 with the same teacher**, World Studies II or U.S./Virginia history, chemistry or Active Physics, 1 period of math (usually geometry or higher), and 2 periods of electives

Cross-Department Collaboration

To accomplish this complex but thoughtful program of studies for English language learners, the ESOL department works closely with other departments in scheduling students and designing classes. In-house staff development is offered to the subject area teachers of sheltered courses and ESOL staff are asked for input into decisions about textbooks for sheltered content classes. Alignments are made where possible between the content reading ESL courses and the sheltered courses students take in the subject area departments. These content reading courses help build some of the background knowledge the students lack in the core subjects and develop their academic vocabulary and comprehension skills. The ESL curriculum has been aligned to the Virginia language arts curriculum as well, so students in the ESL courses are making progress in reaching those standards. The double English block offers B2 students a programmatic strategy for successfully meeting the high-level literacy demands of an English 9 class (e.g., extended literature selections, academic writing, and research).

One example of the cross-department collaboration and scheduling flexibility that Stuart staff have established is represented in the Algebra I course options. Because Algebra I is a gatekeeper course and required for high school graduation, the staff created several pathways for students to take and pass the course (including the end-of-course exam). These options are particularly important for the adolescent ELLs who arrived with limited formal education and weak math skills. One option is for students to take two semesters of FAST Math during their first year at Stuart and then take a double-block of algebra for both semesters of their second year. (Students use an elective period to accommodate this double-block.) Another option for students who may have slightly more math background and at least the A3 proficiency level is to take one semester of FAST Math in the first year and then take Algebra I, Part 1 the second semester. If the student is successful, s/he will take Algebra I, Part 2 (1 period) both semesters of the second year. If the student struggles with Algebra I, Part 1, a third option is to take a double-block of Algebra I both semesters the following year. Students who take FAST Math and algebra or Algebra I, Parts 1 and 2 can receive two core math credits if they pass the state algebra exam. The staff at Stuart are considering moving the FAST Math courses into the ESOL program in the 2006–07 school year.

The plan for student success in biology shows a similar collaboration. The program teaches biology through a 2-year design. In the first year, the A3 students have the Concepts Biology with an emphasis on vocabulary and reading taught by an ESOL teacher, for which they receive elective credit. In the second year, B1 students have a sheltered biology class taught by a science teacher, which covers many of the same topics but in more depth. The ELL students take the state biology exam at the end of that year and have a 90% pass rate. They receive a core science credit for the second course.

Class Size

Another strategic decision made at Stuart benefits the adolescent ELLs who are struggling with literacy development. Stuart allocates its fiscal resources carefully in order to maintain a class size lower than the district's recommendations. This allows the teachers to provide more individualized instruction and offers the teens more interaction time to practice their English. Teachers are also able to make closer connections to the students, many of whom are at risk for dropping out of school. Research has shown that these types of connections with teachers can encourage students to stay in school. The following shows the class size guidelines at Stuart:

LA students in A1 level have a 12 student cap.
A2 classes have 15–16 students.
A3 classes have 15–18 students.
B1 classes have 16–18 students.
B2 classes have 18–20 students.

Of course, as more students enroll throughout the year, the class sizes may increase. In the first semester of 2005–06, the ESOL program had three sections of A1 and A2 students and two sections of A3, B1, and B2 students.

Credits for Graduation

It is very difficult for a beginning-level ELL student who enters a U.S. school for the first time in ninth grade to take all the core courses and learn enough academic English to pass all the required courses and exams for graduation in 4 school years. In fact, ESOL staff at Stuart have found that most students who enter at the A1 level do not remain until graduation, especially the older learners who come to Stuart at age 16 or higher. In a number of cases, it is not the desire of the students to obtain a high school diploma or pursue post-secondary education. Those students are more interested in developing their English and academic skills sufficiently for better job opportunities. In other cases, students are discouraged by the number of years they need to remain at Stuart to complete all the requirements. Research has proven that adolescents need 4 to 7 years of English instruction before they reach the average performance level of native English speakers, and adolescents who arrive without native language literacy skills need even longer. Therefore, the 4-year high school need not be the standard for this student population.

Nonetheless, the staff at Stuart work with the students to show them potential pathways to graduation, including 5- and 6-year high school plans. In either the 9th or 10th grade, students who desire a diploma meet with ESOL staff and counselors to develop their individualized plan. Usually these plans include summer sessions in addition to the regular school years. Virginia state law allows students to stay in high school until they are 22 years old.

The courses taught by ESOL staff generally carry elective credit. Those taught by subject area teachers carry core credit. The exceptions are the B2 language block and the FAST Math courses discussed below. The state of Virginia has approved some credit options for the ELLs in Fairfax County high schools that help them reach graduation requirements.

These flexible pathways for earning credits are important for adolescent ELLs who are doing double the work—learning English and content—because they first need to learn enough English in order to succeed in the core content classes, yet the ESOL classes do not carry core credit for graduation.

<u>Credit for courses taken in native country</u>. Students who have documentation (e.g., transcript) that they have taken a core class in their native country may sit the state exam without taking the course at Stuart; and if they pass, they receive the credit for that course. The Virginia tests are in English, however, so students need to reach a level of proficiency whereby they can understand the language of the test. Stuart staff screen the students with a pre-test made of released test items. If a student scores at or above the top cut-off level, they take the exam at the next administration (usually in January). If they score below the bottom cut-off level, they are advised not to take the test. For students who score in the mid-range of the two cut-offs, the staff analyzes the test results item by item to determine the students' areas of difficulty. If there is a likelihood of success with some remediation, Stuart offers special classes to help prepare the students for the test vocabulary and subject-specific discourse patterns.

English credit. If B2 level students who have a double language block exit the ESOL program the first time they are in this double block option and pass the English 9 state exam, they receive two English credits for the year. If they do not pass the first time, they do not receive any core credit that year. If they pass the following year or next administration of the test, they receive one English credit.

Algebra credit. Students who take FAST Math and then Algebra I, or Algebra I, Parts 1 and 2, and pass the state exam may receive two mathematics credits (essentially for pre-algebra and algebra).

Foreign Language credit. Stuart offers four levels of Spanish for Fluent Speakers (SFS). ESOL students at all levels can take a SFS class and receive a foreign language credit. Also, students who have proficiency in a language other than English can take an oral and written assessment in that language. If they pass, they receive two foreign language credits and do not have to take the course. This opportunity is available for 19 languages, including ones for which no course is offered.

Assessment

Assessment is an important component of the Stuart educational plan for all students, particularly in the area of literacy. All eighth graders who will attend Stuart are assessed with the Gates-MacGinitie reading exam and new students are assessed in the first months of their first year at Stuart. In Virginia, students must pass end-of-course exams in six key areas to graduate and receive credit for the course. English language learners sit through additional assessments as well to comply with NCLB. Stuart hired a test coordinator for the school in 2004–05, in large part to manage NCLB reporting requirements.

Intake and Placement

When secondary school students enroll in Fairfax County Public Schools, they or their parents complete a home language survey. If they indicate a language other than English is used at home, the students' language proficiency is assessed at an intake/registration center. There, bilingual staff examine the students' transcripts and administer oral and writing assessments (scored with a 6 point rubric), reading (Degrees of Reading Power [DRP] test), and math tests in English. If a student's dominant academic language is not English, writing and math assessments are also given in the other language to ascertain the student's academic literacy. The intake process helps determine appropriate placement for students in the programs.

Stuart English for Speakers of Other Languages' **Level Placement Chart**

Level	DRP Score	Writing Score	Oral Score
A1	-15 to 15	1, 2	1, 2
A2	16 to 29	2, 3	1, 2
A3	30 to 39	3, 4	3
B1	40 to 55	4	4
B2	55 to 65	4, 5	5
B3 (exited English language learners)	66+	5, 6	5, 6

Student Progress

Each year in the ESOL program, the ELLs also take an English language assessment as required under NCLB. At Stuart, they take DRP tests and their scores determine their level placement and promotion. Fairfax County sets 60 as the score for exiting the ESOL program, but Stuart raised the score to 65 in recent years because they found too many students who exited at the lower score did not make expected progress in the mainstream classes. Before the B2 students exit, they also take the Gates-MacGinitie test in the spring. This is an additional check on their literacy skills. Students who get above 65 on the DRP, and above 40% on the Gates, exit and are placed in the mainstream program. Students who get above 65 on the DRP, but below 40% on the Gates, exit ESOL but take a literacy intervention class (with native English speakers) the following year. If B2s do not reach a 65 score on the DRP, they do not exit. They repeat the B2 ESL language class and take English 10 but the classes are not scheduled as a double-block. Approximately one-third of the B2 students do not exit each year.

During the school year, student language and content progress is monitored by the quarter. If students are ready to move up an ESL level, the ESL department head develops a new schedule of classes appropriate to the new ESOL level and works with the guidance counselors to change schedules—they do not need to wait until the end of semester.

Challenges

Adolescent ELLs are making progress at J.E.B. Stuart and the staff has built flexible pathways to success into the programmatic options. There are some challenges still being addressed. One area of need is staff development on sheltered instruction techniques for all teachers. Although there have been occasional workshops, Stuart has not yet undertaken a sustained program of staff development, so many teachers who receive ELLs or former ELLs do not have a solid foundation of the best instructional practices for continuing to develop these students' academic language skills while teaching them the key concepts of their subjects.

Another challenge concerns the LA and A1 level students who enter ninth grade with low literacy skills in their first language and limited formal schooling. For these students, a traditional 4-year high school path is an unlikely scenario. These students are the most likely to drop out and need special attention to make the notion of following a 5- or 6-year high school career path appealing. It is possible that a partnership with the adult

HONORS

- Identified as one of the 10 best high schools in the nation serving underserved students as part of a study commissioned by the National Association of Secondary School Principals (NASSP) and the Bill and Melinda Gates Foundation.
- Named an NASSP Breakthrough High School in 2003 and was named one of 30 model schools in the country by the International Center for Leadership in Education (ICLE) in 2004.
- Received the International Baccalaureate (IB) North America Inspiration Award in 2004 for opening its IB program to all students.

basic education program in Fairfax or the local community college might be designed. It is also important to accept that for some of these students, especially the older learners over age 16, a high school diploma is not the goal. Therefore, a different type of program might be designed for them.

A related issue is the retention of 11th graders. NCLB penalizes high schools with large numbers of retained 11th graders; however, low-level ELLs may need the extra years. This is a federal policy issue that Stuart staff cannot resolve; nonetheless, it has an impact at Stuart and in schools across the country on whether students are subtly discouraged from staying in school or even enrolling in the first place.

Hoover High School
San Diego, California

Background

The atmosphere at Hoover High School is sunny, which is not altogether unexpected given its setting in the balmy Southern California climate. But 7 years ago, the story was different. Hoover High School, located in one of the poorest sections of San Diego, CA, had safety problems due in large part to the presence of gangs. "Faculty went to the bathroom in pairs," said Douglas Fisher of San Diego State University's (SDSU) Department of Education, which has formed a university partnership with the school. "It was a scary place." In this environment, academics suffered. In the late 1990s, Hoover was ranked the lowest performing school in the city by the state's accountability measures. Today, the high school that serves a population of 71% English language learners or reclassified ELLs is peaceful, focused on school success, and exceeding its state growth benchmarks. The Hoover community has accomplished this through a sustained, mandatory, and consistent professional development program focusing on seven strategies for literacy development and a strong support system in place for the students. Hoover staff and partners designed and implemented the staff development and student assessment practices to guide and increase academic literacy among their adolescent ELLs.

The student body at Hoover High School is very diverse. In the 2003–2004 school year, 40.9% of the student body were categorized as ELLs, 85% of whom were Spanish-speaking. Just over 34% of the student body were former ELLs. Of the 2,160 students enrolled at Hoover, the ethnic breakdown was as follows: Hispanic, 65%; African-American, 14.5%; Indochinese, 13%; White, 4.8%; Asian, 1.1%; Filipino, 0.8%; Pacific Islander, 0.6%; and Native American, 0.2%. The attendance rate was 94.3%. Hoover is a Title I school with 99% of its students eligible for free and reduced lunch. One hundred six teachers (47.9% of whom hold Masters degrees) support these students.

Prior to the school reforms that began in the late 1990s, ELLs at Hoover had limited academic support and expectations for their success. ELLs were placed in "developmental" English classes that were not linked to the state English language arts content standards. These classes did little to prepare them for the rigorous academic work and the advanced literacy skills required for high school graduation. Instruction was focused on decontextualized vocabulary activities and discrete point tasks and lacked the academic focus that would allow students to "read and write to learn."

The revitalized program for ELLs at Hoover now consists of academic literacy-focused English as a Second Language (ESL) and sheltered content classes. Hoover operates on a quarter/block system so that each student takes four classes a quarter: sixteen classes a year. There are six levels of ESL classes offered at Hoover that can be completed over 3 years of attendance (ESL 1-2, 3-4, 5-6). Students progress through beginning ESL 1-2 reading, writing, and social studies courses, plus math, to advanced ESL 5-6 language arts, literature, and sheltered science and history courses. Four quarters of ESL social studies are offered along with the first four levels of language development (ESL Social Studies 1-4). Sheltered history and science are offered when students are in the last two levels of ESL (5-6). All of the classes are aligned to California's English Language Arts and English Language Development standards. There are four classes offered for each level: one reading class, one writing class, one ESL class, and one literature class. Two classes for each of the three ESL levels are offered per quarter. Thus, students may take at least two of their four class periods each day in ESL programming. The course schedules are designed so that ELLs at the same level have at least two out of the four courses with the same students per day. This practice provides a support system for these students and helps teachers get to know and monitor the students better.

English as a Second Language (ESL) Schedule of Classes, 2005–2006

Quarter 1	Quarter 2	Quarter 3	Quarter 4
ESL Writing 1 ESL Reading 1 ESL Social Studies 1 Math	ESL Writing 2 ESL Reading 2 ESL Social Studies 2 Math	ESL 1 Literature 1 Physical Education (PE) Math	ESL 2 Literature 2 PE Math
ESL Writing 3 ESL Reading 3 ESL Social Studies 3 Math	ESL Writing 4 ESL Reading 4 ESL Social Studies 4 Math	ESL 3 Literature 3 PE Math	ESL 4 Literature 4 PE Math
ESL Writing 5 ESL Reading 5 Math PE/Elective	ESL Writing 6 ESL Reading 6 Math PE/Elective	ESL 5 Literature 5 Sheltered Science/ History PE/Elective	ESL 6 Literature 6 Sheltered Science/ History PE/Elective

University & Community Partnerships

Hoover High School is not an educational island unto itself, nor simply a cog in an educational machine. Its academic turnaround did not happen in a vacuum. Since 1999, the school has been implementing its Literacy Staff Development Plan as a member of SDSU/City Heights Education Collaborative Partnership. A major aspect of this partnership is that professors of education at San Diego State University (Douglas Fisher, Nancy Frey, and others) work closely with Hoover's principal, Douglas Williams, and faculty on a daily basis to oversee and advise on all aspects of professional development, instruction and assessment, student support, policy decisions, parent communications, and guidance. Hoover hosts a complete teacher induction program. The university places student teachers at Hoover, and Mr. Fisher, Ms. Frey, and others teach credentialing classes to them on site. Mr. Fisher serves on the school's professional development committee—along with several teachers and one full time staff developer—and even teaches one class to Hoover students for one quarter each year.

Mr. Fisher has written proposals for and administered hundreds of thousands of dollars of private and public grants for the school since 1999. Such grants include those that fund SDSU staff time at Hoover, book purchases for Sustained Silent Reading time, after-school tutoring and extracurricular activities, student trips, and an on-site parent center that offers classes in parenting, life skills, adult basic education, and ESL. This partnership between the university and Hoover brings both financial and professional support to Hoover's day-to-day functioning. It has also allowed the school to operate somewhat independently of other schools in the district—at this point following its own improvement plan in the midst of districtwide reforms.

Professional Development

Hoover prides itself on the fact that school professional development and classroom instruction are driven by student assessment data. Before the school undertook serious reform, assessment data showed that many ELL and non-ELL students alike lacked basic reading and writing skills and were not making the necessary academic progress to succeed in and graduate from high school. A change in the school administration and teaching staff led to a renewed vision for Hoover that consists of "an ever-growing repertoire for teaching and assessing diverse learners; a passion for engaging all students in the learning process; and the use of data to make and assess instructional decisions." Along with changes in school policies and structures, the Literacy Staff Development Plan was designed and implemented to combat the discouraging assessment data and low graduation rates.

SEVEN LITERACY STRATEGIES

- Anticipatory Guides
- Read-Alouds and Shared Readings
- Notetaking and Note Making
- Graphic Organizers
- Vocabulary Instruction
- Writing to Learn
- Reciprocal Teaching

Source: Fisher & Frey, 2004

The Literacy Staff Development Plan is grounded in seven key strategies for academic literacy. Teachers across the curriculum use ***anticipatory guides,*** such as K-W-L (know, want to know, learn) charts to help students record their own background knowledge, questions, and learning related to a given instructional topic. For the second strategy, students are read to for approximately 5 minutes during a class period. If they are doing ***shared reading,*** the students follow along with a copy of the text; if it is a ***read-aloud,*** they just listen. Teachers also work with students to build ***structured notetaking*** skills (usually through the form of Cornell notes [Pauk, 2000]) into their lessons so that students identify main ideas and key vocabulary, as well as summarize their learning. ***Graphic organizers*** help students to see relationships among ideas in the text. Teachers use them before, during, or after reading to help students organize new information. Explicit ***vocabulary instruction*** across the curriculum includes attention to general, specific, and technical academic vocabulary. The ***writing to learn*** strategy teaches students to reflect on their learning through writing, often using open-ended prompts such as "What three things do you remember?" or "Which historical figure from this unit is most like you and why?" Through ***reciprocal teaching,*** students work in small groups to discuss reading for comprehension. They predict, clarify, question, and summarize (Palinscar & Brown, 1984) in order to monitor their progress and check their understanding of the text. Finally, as the program has developed, teachers have incorporated the strategy of ***questioning*** into their repertoire. Teachers learn a variety of techniques to ask quality questions that tap higher order thinking among the students, scaffold the instruction, and provoke students to elaborate their ideas. They also teach students to ask thoughtful questions.

Cornell Notes (sample)	
Subject: *Biology*	**Date:** *Jan 11, 2006*
Main Ideas	**Details**
•	• • • • •
Summary:	

The same seven literacy strategies have been the focus of the professional development program since 1999—making it a spiraling curriculum. They are covered in a new way, one-by-one over the course of each school year. Because many newly hired teachers do their credential work at Hoover, they already have familiarity with the techniques before the school year begins.

Initially, many teachers were resistant to the strategies, believing that they were another educational fad that would fade away. Many of the teachers believed that the strategies were not working. Looking back now, these same teachers realize that when they first began implementing the strategies, a key piece of the puzzle was missing: personal reflection and collegial collaboration. One teacher explained that his initial disillusionment with the strategies was not helped by the fact that he was not thinking critically and reflecting on *why* the strategies weren't working. He did not enlist the help of a teaching colleague to think collaboratively about the problem. Now, personal reflection and collegial collaboration are essential parts of all teachers' professional development and pride.

Nothing is accidental about Hoover's professional development program. Hoover's block scheduling gives staff the opportunity to attend monthly meetings and weekly course-alike meetings during school hours. The hub of the program is Room 408—a spacious, bright room that is dedicated to professional development. In Room 408, the staff development committee plans the schoolwide program. The program includes the following components:

1) **Monthly meetings for teachers.** Since 1999, these meetings have occurred during planning blocks that have focused on deepening teachers' understanding of the seven literacy strategies, as well as other best practices. The meetings are mandatory and attended by the principal. They include presentations, discussion, demonstration lessons, reflective journaling, and coaching corners. Coaching corners are small group activities during the meetings that focus on a particular strategy, best practice, or activity that teachers want to share with colleagues. Teachers sign up both to lead and to participate in the groups. After the teacher-coach presents the strategy, each participant discusses how it can be implemented in his/her class and then practices on the spot. When a participant is ready to implement the strategy in class, the teacher-coach observes and then meets with the participant to debrief and strategize for future lessons. Teachers take pride in initiating their participation in presenting and attending these sessions.

2) **Weekly course-alike meetings.** Teachers in each department meet weekly to discuss and troubleshoot course curricula and pacing guides, student progress, selection of course materials, instructional strategies, content standards, and assessment. These meetings also provide time throughout the year to develop and later score common course assessments that are clearly aligned with California's content standards. After scoring the common assessments, the teacher team conducts item analyses of the results to determine where students are struggling with particular concepts and skills and how teachers can address these problems by adjusting their instructional techniques and foci.

3) **Collegial coaching.** Approximately 70% of Hoover staff volunteer to be partnered with another colleague to participate in collegial coaching. These pairs work together for a year to conduct three cycles of pre-conferences, observation, and reflection. The observations focus on some aspect of instruction for literacy development. The coaching program is facilitated by the professional development committee.

4) **State test preparation.** This component consists mainly of disseminating information about standardized testing, infused test readiness techniques, school test results, and test administration procedures to the school staff. As a complement to this component, every student meets with either the school principal, vice principal, or head librarian prior to the spring state testing cycle to talk about test performance and academic goals based on their previous standardized test scores.

5) **Department chair support.** Department chairs meet jointly at the start of the year for a full day of training on the professional development program. They attend monthly planning sessions as well as leadership trainings so that they may facilitate department meetings and consensus scoring.

6) **New and future teacher support.** New teachers receive peer coaching, engage in reflective journaling, participate in a book club focusing on classroom management, and receive

> collegial coaching training. Outside of their credentialing classes at Hoover, future teachers have a staff mentor, attend an orientation, and participate in all professional development opportunities. Teacher turnover has decreased from approximately 50% in the late 1990s to an incredible 8% during the 2004–2005 school year; almost all new teachers hired at Hoover come from the on-site teacher induction program, through which they have received much of the same professional development that full-time staff participate in. The pre-hiring interview at Hoover asks potential teachers to agree to commit to the values and mission of the school, which includes the rigorous literacy and professional development programs.

The staff development curriculum—from the monthly teacher development meetings to the coaching corners—is planned at least 1 year in advance. All staff are required to participate in most components of the program and attendance is enforced. This helps to deliver the message to Hoover staff that the professional development work is integrated throughout the school year and is purposeful. Principal Williams, who has overseen the program since its inception, attends and participates in every monthly meeting for every planning block. Teacher observation forms used by administrators focus on the strategies presented in the professional development programs.

The program maintains the feel of a bottom-up, teacher-supported effort, but the administration also supports it in a number of important ways. A non-staff psychologist was hired to train department chairs, full-time teachers, student teachers, course-alike team leaders, and other school staff in effective communication and interpersonal skills in order to improve peer coaching and professional development experiences. These trainings have led to more collaboration and effective communication among teachers and administration. Each teacher becomes his or her own "literacy coach," as he or she becomes more aware of the personal and professional strengths among school staff and can seek help from the appropriate colleague.

Because of block scheduling, teachers have enough time during the day to prepare for class work, reflect on their instruction, collaborate with colleagues, handle administrative paperwork, and meet with students individually. Block scheduling also gives teachers a smaller student load (three classes instead of four or more), which allows them to better get to know their students' strengths and needs.

All of this development and instruction has had an impact on teacher morale and commitment to the school. The extremely low turnover rate at Hoover is due to its newly earned reputation as a model school. In the not-too-distant past, no teachers ever bid to work at the school; there is now a waiting list of teachers requesting assignment to Hoover. The consistent administrative dedication to the seven strategies at the outset was, in part, a response to initial faculty resistance to the program. But "success feels good," according to Principal Williams, and now the teachers, by and large, buy into the program because it is working. They enjoy and avail themselves of opportunities to present what is working in their classrooms during the coaching corners at the monthly meetings. They appreciate the constancy of the professional development, refer to the environment as a "teaching hospital," and note that although they work harder to meet their students' needs and their own professional development needs, they work smarter. Despite the progress and senses of accomplishment, however, the weight of being a "failing" school in terms of absolute scores on state exams is heavy.

Instruction

Hoover uses the California English Language Development Test (CELDT) assessment, along with information about prior schooling, grade level, and age to determine student placement upon enrollment. Effects of the professional development program are evident across instructional contexts. In addition to posters featuring the seven literacy strategies in every classroom, both teachers and students speak fluently about the strategies and other aspects of schoolwide programs, such as Sustained Silent Reading (SSR). SSR is a schoolwide, daily program at Hoover that requires everyone on campus to read for approximately 20 minutes between Periods 2 and 3. This includes staff, students, administrators, visitors, and even external contractors. Over 2 years, teachers were allocated $1,300 each to purchase SSR books and magazines for their class libraries. The teacher-run SSR committee works with administrators, students, and staff to monitor implementation and results of the daily SSR program, choose texts, and support teachers. Hoover staff use the "Eight Factors of SSR Success" (Pilgreen, 2000) and data gathered from classroom observations and the Gates-MacGinitie test to direct their program. The students who serve on the SSR committee choose one book each semester that the entire school will read (fiction in the fall, nonfiction in the spring), create public service announcements about the importance of reading, and earn a varsity letter in reading.

The effects of the literacy strategies and SSR program on instruction are seen throughout the school. In one ESL Reading 6 class, after just 20 minutes of SSR, a student easily described how he chose his book for pleasure reading. "First, I decide if I want to read it from the cover. You know, fiction, nonfiction. Then, I read the back. Then, I open up to the middle to see if it will be OK." In the same class, a student described how learning to write reading comprehension questions was useful: "You learn what a question is asking you…higher level or lower level. You can use it to write questions about reading in other classes…to study." This student understood how *writing* questions helped her to *comprehend* reading more deeply. In a sheltered physics class, the teacher uses a reading comprehension and questioning technique called *ReQuest*: "Students read a passage from the physics textbook, which can be quite challenging, with a partner. Each student practices writing questions about the text, then poses the questions about the text to her partner. Our literacy strategies training demonstrates that successful readers constantly ask questions when they are reading, and they know where to go back in the text when they don't understand something. *ReQuest* encourages students to self-assess their reading comprehension." Students proudly showed their foldables—three-dimensional *graphic organizers*—of notes in a cooking class. In a sheltered geometry class, students were *writing to learn* vocabulary by creating their own geometry textbooks, including glossaries. Throughout the school, students refer to information they have recorded in class: "It's in our Cornell notes," they say to refer each other to previously practiced material.

The school has also adopted a "Words of the Week" program to focus on academic vocabulary and serve as another test readiness tool. Five words that are related in some way (e.g., they share a root, prefix, or suffix) are highlighted each week at Hoover. They are taught in language arts classes the first day of each week, and all teachers are expected to integrate them into their classes. Incentives for learning the words include small prizes for passing pop quizzes that administrators might pose to students in the halls. Community members get involved, too, as the words are posted on the marquee (usually reserved for sports events in many schools) outside the school for passersby to note.

Literacy Development in Action

The following vignettes illustrate the literacy development strategies in classrooms with adolescent ELLs.

ESL 1-2 Reading Vignette

The ESL 1-2 Reading class is many students' first exposure to academic vocabulary, reading, and literacy. Most of the 20 students in this small class are ninth-grade-aged, new to the United States, and require considerable guidance and scaffolding from their teacher, Mr. Rudolph. On the walls of the classroom, there are simple posters featuring vocabulary related to fiction (e.g., character, setting, plot) and "big" and "small" genres of fiction. The day's class agenda is written on the board and details the lesson activities and numeric links to specific California English Language Academy (ELA) standards. Students finish up the vocabulary and reading lesson and begin the daily cloze activity that focuses on the most common sight words in the English language. Today's words are *might, close, something, seem,* and *next* and the students have to correctly complete five sentences with them. When the students finish their cloze activity and it has been corrected, they choose two nonfiction trade books from the classroom collection to read. Students record the titles in their reading logs, report the titles in a brief one-on-one conversation with Mr. Rudolph, and state which book they preferred and why.

Each student keeps a "Personal Stories" notebook that scaffolds their reading and writing processes. In the beginning of the year, students start by copying simple sentences with personal information into their notebooks from the board. Each sentence is followed by columns stating "Right/Wrong" or "Correct/Incorrect." They circle the appropriate response according to their own personal situation.

As their literacy skills progress, students are gradually guided to writing paragraphs about themselves, using the model sentences as a basis.

I am a boy.	Correct	Incorrect
I am a girl.	Correct	Incorrect
I live near the school.	Correct	Incorrect
I live far from the school.	Correct	Incorrect

ESL 5-6 Reading Vignette

In a focused reading lesson for advanced ESL students, Ms. Sevenbergen helps to build students' fluency by modeling one literacy strategy: *reading aloud*. The class has been reading and responding to the short story, *What My Father Wore,* which recounts the memories and feelings that a Mexican immigrant to the United States has about his father. This story is featured in a popular book titled, *Chicken Soup for the Teenage Soul on Tough Stuff* (Canfield, Hansen & Kirberger, 2001), and shares some topical similarities to another story that these students are reading in the ESL 5-6 Writing class they attend together. During the read-aloud, which follows previous individual and shared readings of the story, both teacher and students contribute to *vocabulary development* by stopping to paraphrase or define difficult words, such as "prestigious." After the read-aloud, the class pauses to have a quick discussion on corporal punishment, which is mentioned in the story.

The class then continues with a reading and writing activity that guides them through two of the schoolwide literacy strategies: *questioning* and *writing to learn*. These students' peers in the other section of ESL 5-6 Reading have written 14 reading comprehension questions for their response. Ms. Sevenbergen's students use their knowledge of low-level and high-level question-answer relationships to accomplish the responding task. They use handy, laminated notecards with four types of questions and related examples to identify the types of questions their peers have posed and where they can find the answers to the questions. They also must justify how they identified a particular question as a low- or high-level question. The teacher extensively models this reading, thinking, and writing process on an overhead, then asks students to work on their own or in pairs to complete the activity.

Lower-level questions	"Right there" questions: The answer is 100% in the text. The answer is usually easy to find. The answer usually comes from one sentence of the text.
	"Think and search" questions: The answer is in the text. The answer usually comes from different parts of the text. It may be in a different sentence, a different paragraph, or even a different page. You have to put together information you find in order to answer the question.
Higher-level questions	"Author and me" questions: The answer comes from thinking about what you already know, thinking about what the author said, and thinking about how those two go together.
	"On my own" questions: Everyone who reads the text may have a different answer. Your answer comes from the opinion you have formed after reading the text; it is your own judgment. The answer is <u>not</u> in the text.

The SSR period directly follows this ESL 5-6 Reading class. A different group of students files in and immediately picks up their chosen reading material for the day. This initial rush of activity and subsequent settling down is reflected throughout every classroom and public area of the school for the next 20 minutes. Students are observed intently reading teen magazines, novels, comic books, graphic novels, short stories, newspapers, and internet publications on classroom computers. For many of the students, this is the only time in their entire day where they will have the opportunity to read self-selected material in a quiet and supportive environment.

Sheltered Biology

Students walk into Mr. Bonine's sheltered biology class and start off with a vocabulary activity. Although it is a designated sheltered class, many of the 32 students are not in the language support program—but they get the benefits of extra attention towards language and literacy development. Mr. Bonine passes out "Ecology Vocab Tic-Tac-Toe"—a game card with one vocabulary word boldfaced in each of the nine squares that comprise the familiar playing surface. Next to the chart is a text box featuring nine numbered definitions. The front and back of the sheet are identical and the students proceed to play the game—strategically matching definitions to words—two times. When the activity is completed, students file the sheet away in their notebooks.

Next, Mr. Bonine takes 3 minutes to remind students of requirements for a group research project on biomes, when it is due, and where they can find resources they will need. "And come to the back if you'd like to check out a laptop," he concludes. Students then begin—moving into their groups, taking books off of shelves, lining up to borrow laptops, or gathering materials to create a poster.

The project directions are concisely listed as steps 1 to 12 on the front of one sheet of paper. Each group chooses to research a biome that interests them. Students use resources available (laptops with wireless connections, textbooks, supplementary texts) to answer eight questions, draw a food chain, and draw a trophic pyramid in their science notebooks. Once the students have recorded this information individually, they create a joint poster that they will present to the class. The posters are to include not only the information researched for individual accountability, but also a food web that synthesizes the group members' individual webs. As students work, Mr. Bonine circulates to check on progress and answer questions.

This lesson features a number of instructional strategies for literacy development. It began with student choice, in terms of group members, research topic, and medium of text (while many students preferred to work with the laptops, others preferred the textbooks). The lesson allowed students to work with technology—helping students to develop their computer-related literacy skills. The laptop use and choice options seemed to promote motivation as more than 90% of the students were highly engaged in the lesson. Also, throughout the project, Mr. Bonine incorporated ways for students to read and write vocabulary in context. In a sense, the food chains and food webs that students were creating were graphic organizers—ways of showing visually how the information they were reading is related. Finally, and perhaps most important, students spent the majority of the period reading and negotiating the meaning of text in relation to content standards with other students.

Assessment

Although these qualitative observations reveal promising practices, the faculty, administration, and partners at Hoover are more deliberate about how they measure the effects of their training and instruction. Student assessment is an important part of the work at the school. As mentioned before, departments write common course assessments based on state content standards and subsequently conduct item analyses of student results to understand how instruction should be adjusted. This cycle occurs at least twice a year. Thus, the annual staff development meeting at the beginning of each school year that is devoted to an analysis of state standardized test results from the previous year rarely contains surprises for the staff.

Although the school is still far behind the state and district averages in percentage of students passing the standards-based English Language Arts test, it has exceeded its growth targets consistently and has demonstrated the most growth (+136 points on the state Academic Performance Index of Growth [API]) of all San Diego City High Schools since 1999 (Fisher, 2006). The API is California's accountability measure. It includes information such as graduation rate and scores from the state standardized tests. In addition, the Gates-MacGinitie test of vocabulary and comprehension is given two times per year to all students. Reported results for this test include an increase of the schoolwide average from a 5.9-grade reading level in 1999 to an 8.2 level in 2002 (Fisher, Frey, & Williams, 2002).

Recognizing the need for multiple measures to assess the content knowledge of students who are still learning English and building their academic skills, Hoover requires senior portfolios as another form of student assessment. The portfolios consist of student-chosen course projects that highlight the students' careers at Hoover. Teachers explicitly remind students to store their best work throughout their time at Hoover and students participate in a portfolio seminar course in the semester prior to the senior exhibition in order to compile and present their best possible work. Students present the portfolios to community members and faculty in a formal event during the spring of their senior year. The portfolios are evaluated at the event and participation in the showcase is a graduation requirement. Seniors preparing for this important event take pride in the presentation of their cumulative work and look forward to sharing their academic accomplishments with faculty and community members.

Student Support

Hoover has established strong systems of communication about students among teachers, other faculty, administration, parents, and community members. All teachers are asked to take 10 students "under their wing" and mentor, monitor, and follow up with them as they progress through the school year. For many ELLs, this mentorship is vital to their acclimation to school and life in the United States. Teachers are strongly encouraged to communicate with parents as much as possible, to the point of scheduling random "check-in" phone calls to discuss students' successes. The home/school connection is also in effect when students are struggling in school: those with three Fs on a quarterly report card have a mandatory meeting with the principal and their parents, and must sign a contract promising to improve. Hoover is working with the elementary and middle school feeder schools to improve communication and better prepare students and parents for the expectations of high school academic life.

English language learners value the knowledge that Hoover teachers have about the students' backgrounds and needs and appreciate the teachers' belief in students' abilities and potential. These students relate to the stories about the immigration experience that many teachers use in their classes. Students learn from teachers and then use independently various academic tools, such as Cornell notes, graphic organizers, and reciprocal teaching. In classes that use rubrics to assess learning, students practice peer coaching and scoring using the class rubric on their draft submissions of projects. They rely on the many opportunities for individual conferencing with teachers, peer tutors, and administrators that take place during and after school. The grant-funded Synergy after-school program pays teachers and community members to stay until 6:00 p.m. and give students tutoring and practice in a variety of academic topics, arts and music, and sports.

Hoover is exploring the development and implementation of small learning communities, which create cohorts of students who take three or more courses together and thus share the same teachers. The first phase of this development is a ninth-grade cohort of students taking Foundations of Democracy (a sheltered class with both mainstream and ESL students), Physics (Hoover's required ninth-grade science class), and English. This design will slowly spread to include additional classes, eventually resulting in a model whereby groups of teachers all have the same students. Hoover staff believe that this level of collaboration is essential for creating the types of learning environments in which teachers support each other and students do not slip through the cracks.

The presence and partnership of faculty members from the San Diego State University (SDSU) cannot be underestimated. SDSU faculty contribute to the annual professional development plan, demonstrate model lessons, teach high school courses, observe teachers, find funding, and disseminate information to the field about the successes of the school's instructional practices and professional development structures. Students observe the clear proximity and relationship between their high school and SDSU and are continually reminded of what their culminating goals are, whether high school graduation or even university education. Field trips to local universities, guest speakers, mentoring from university faculty, and a special admissions program with SDSU help students set and meet academic and career goals that many of their peers in neighboring schools would never dream of.

Challenges

As students, faculty, and administrators at Hoover continue to work for success, they face some challenges. Many of the interventions reported here depend in some part on funding from outside sources. Such funding is usually not guaranteed over the long term, so the pursuit of this significant funding will remain a challenge. In addition, although Hoover's growth scores are positive, the absolute scores on the state standardized tests fall short of district averages, resulting in a stigma that Hoover community members will continue to fight.

In addition, faculty must struggle with challenges that most urban, impoverished school districts face. Student mobility is an issue, as is trying to meet the needs of students who do not know what their futures will be. Faculty members try to help students avoid teenage pregnancy, stay healthy, and take responsibility for themselves by getting to know the students well, personalizing their classes, and incorporating what they know about their students' backgrounds into their lessons.

What is particularly striking about the Hoover site has been its long-term commitment to this educational intervention. Far too often schools chase the flavor of the month or year when it comes to professional development topics or instructional techniques. Teachers are exposed to new ways of organizing instruction but before they have a chance to learn the intervention well, let alone master it, the school moves on to the next "magic bullet." Hoover's resolve to stick with this approach and to deepen the teachers' knowledge of literacy instruction is exceptional. All in all, students, faculty, and administrators at Hoover have reason to be proud of the work they are doing and their ability to demonstrate success across the student body in a variety of ways.

Union City School District
Union City, New Jersey

Context

Union City school district is located across the Hudson River from New York City. Much of the area is on a bluff with views of the Manhattan skyline. The area is a traditional immigration site with a large, working class population. Most of the residents are Spanish-speaking immigrants from the Caribbean and Central America. U.S. Census data reported about 70,000 residents living in the 1.4 square miles of Union City in 2000. School officials estimate the number is now closer to 100,000.

In the 2004–05 school year, this urban district served more than 12,000 students in prekindergarten through 12th-grade programs. Approximately 92% of the students were Latino and 75% of them did not speak English at home. Forty-two percent of them were English language learners and about 40% were enrolled in the district's transitional bilingual/ESL program. Fifteen percent of the students were new immigrants. Close to 90% of the ELLs were native Spanish speakers. Other native languages included Gujarati, Russian, Arabic, Italian, and Mandarin.

Union City is an area of high poverty. More than 90% of all the district's students were eligible for free or reduced-price lunch in 2004–05. Statewide, the average was 25%. This is significant because, as discussed below, New Jersey provides additional funding to low-income districts. It was also a federal Title I district. Besides serving large numbers of students of poverty and limited English proficiency, the district also had significant student mobility with rates of movement in or out of the schools close to 20%.

This profile focuses on the Union City school district, which has made a commitment to academic literacy development for all its students. As a district profile, the impact of state and local policy decisions is very informative. The district perspective offers a view of vertical articulation as well, with an examination of a prekindergarten through 12th-grade plan to move students up through the grades with eased transitions and monitoring of low achievers across school levels.

State Policies

New Jersey has an array of fiscal and educational policies that affect the programming in Union City schools. Besides local property tax and state per-pupil monies, one major revenue source for Union City is the funding that is allocated as a result of the Abbott v. Burke court decision. This decision requires the state to reallocate educational funds according to the poverty levels of the districts and student performance in the schools. Union City is one of the poorest districts in the state and thus receives more state Abbott funds than many other districts. New Jersey, like other states, also has categorical aid money for districts serving ELLs. New Jersey provided approximately $1,150 per ELL pupil in 2005 without stipulating a particular educational program model.

The flexibility that New Jersey allows for educational programming plays an important role when serving ELLs. School districts in New Jersey have the option of offering a bilingual program, an ESL program, or both for these students. Many New Jersey districts offer bilingual elementary school programs and some extend the bilingual program into middle school. Few, however, have a bilingual program at the high school level. Union City is one of these few. Its transitional bilingual/ESL program is available to students through grade 12. The bilingual program option allows adolescent ELLs to receive core credits for high school bilingual courses that apply to graduation requirements. Moreover, in New Jersey, students may receive up to four core language arts literacy credits for ESL courses. This policy was put in place because the state ESL standards are aligned to the state language arts literacy standards.

The state Department of Education in New Jersey encourages districts to assess students' English and native language literacy levels and content knowledge when they enroll in school. In 2006, New Jersey began using the Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs) test (WIDA, 2004) for measuring English language development. This test focuses on both social and academic English skills and is used by 14 other states as well. The placement test for ACCESS for ELLs can help districts determine student facility with the language of mathematics, science, and social studies, for example. For adolescent ELLs, this information should prove particularly beneficial given the more sophisticated language demands of their content classes than those in the primary grades. In Abbott districts, Spanish-speaking ELLs are assessed in reading and math in Spanish for enrollment and placement in the bilingual program in grades kindergarten through eighth grade. One commonly used assessment for this process is the Spanish Terra Nova. New Jersey also requires districts to give a home language survey to all new entrants.

Another state policy concerns second language learning. The world language requirement obliges districts to provide 90 minutes per week of world language instruction to students. It can be used to offer literacy development in native language for non-native English-speaking students. Native language literacy classes are most often taught in Spanish, but across the state, classes in Arabic, Polish, and other languages also occur.

New Jersey has a high school graduation policy that allows ELLs to remain in school for 6 years. Students may stay in school until they are 21, or for special populations, until they are 23. This policy is very helpful for new adolescent entrants with no or low English proficiency who need additional time to meet all high school requirements and acquire academic English. (Unfortunately, however, NCLB accountability measures criticize schools that have students who take longer than 4 years to graduate.)

New Jersey has a high school exit exam all students should pass before graduation, known as the HSPA (High School Proficiency Assessment). It assesses reading and mathematics, and students take it in the spring of their 11th-grade year. If they fail one or both subjects, they may take the failed portion(s) again the following fall. The State Department of New Jersey has recognized, however, that some students are less able to demonstrate their knowledge on a standardized assessment such as the HSPA. Therefore, New Jersey has had an alternate assessment option, the Special Review Assessment, that some students may participate in after failing the HSPA twice.

Local District Policies

Over the past 15 years, the Union City school district has strengthened its educational program for all students, including ELLs. In 1989, the district was under a state mandate to reform its educational services within 5 years due to repeated poor performance on state assessments. Drawing from best practices and state flexibility, a reform committee composed of 11 teachers and three administrators set forth a plan to promote academic literacy for all students. Two beliefs were articulated: "Every student is college-bound" and "No student is unteachable." This plan involved five key areas of reform—professional development, curriculum, technology, leadership, and community. From 1990 to 1995, the plan was implemented incrementally, first in grades kindergarten through three, then grades four through six, middle school, and finally high school. These reform efforts paid off and by the late 1990s Union City was one of the top-performing urban districts in New Jersey.

Professional development for teachers and administrators focused on literacy training and effective instructional and assessment strategies for linguistically and culturally diverse students. The district paid for the teaching staff to obtain ESL or bilingual certification and by the end of this intensive reform period, 100% of the teachers had done so or were in the process of completing such certification. With grants from Bell Atlantic and the National Science Foundation, the district integrated technology in the classrooms with teacher training, curriculum development, and new equipment. Each classroom was wired. In 1997, the district implemented the Road to College program to promote student aspiration for college, provide awareness of the college application process, visit college campuses, and prepare students for career choices. Many of the students in Union City schools came from households where parents had not gone to college.

The district has maintained many of the reforms set in place in the early 1990s and has added additional practices to serve the student population. Many of the current local policies have a positive impact on the adolescent ELLs. These include policies in the following areas:

- Educational programs for adolescent ELLs
- Extended time for learning and student supports
- Transitions
- Teacher certification
- Professional development
- Targeted funding
- Data analysis

Educational Programs for Adolescent ELLs

Union City's philosophy is based on research that first language literacy and content knowledge transfer to second language literacy and content knowledge, and on practical experience that newly-arrived high school students will not have much time to learn English and the academic subjects taught through English in 4 years. So, Union City middle and high schools offer bilingual content classes to the students while they are learning English. In this way, the students do not lose time and can study the courses and receive core credit necessary for graduation. Biliteracy and multicultural understanding are goals of the program along with academic achievement.

Union City has an articulated program of services for ELLs. Student achievement data (discussed later) reveal that investments in the early grades are paying off when students reach middle and high school. However, as is the case everywhere, beginning level ESL students can enter school at any grade, so not all of the ELLs in Union City have had schooling in the district's elementary or middle schools.

In the elementary program, students are designated as bilingual or advanced bilingual students based on their enrollment assessment and subsequent yearly assessments. Bilingual students have self-contained, grade-level bilingual classes. Advanced bilingual students are in the regular grade-level classes but co-teaching occurs during the 3-period communications block that all kindergarten through eighth-grade schools incorporate to develop literacy. An ESL or bilingual certified teacher joins the classroom teacher to support the students. (Union City also has a kindergarten through eighth-grade dual-language program in one of its schools.)

The secondary program offers five levels of ESL for middle and high school students: ESL reading and writing for new entrants, beginners, intermediate, advanced, and ESL C, which prepares students for the transition to mainstream language arts classes. As noted, in New Jersey, the ESL courses at high school can receive up to four core credits for language arts because the state ESL language and literacy standards are aligned to the state language arts standards. Over 20 bilingual content courses are in the program of studies at the high school, such as bilingual earth science, biology, chemistry, and physics; bilingual algebra, geometry, and HSPA math skills 1, 2, and 3; U.S. History 1 and 2 and world history, and bilingual health and driver's education. The middle schools also offer the bilingual program with self-contained ESL and content-area classes for bilingual students and ESL and sheltered classes for advanced bilingual students. For some students with weak math skills, paired periods may be built into their schedules, one being the regular grade-level math and the other, a math support class.

As with the younger learners, secondary ELLs are designated as bilingual or advanced bilingual students based on their initial assessment upon enrollment and subsequent yearly assessments. Bilingual students take the bilingual content classes appropriate to their grade level and have 2 periods of intensive ESL each day. Those at the beginning level of English proficiency also have 1 period of Spanish. For intermediate level students, the ESL instruction is content-based. Advanced bilingual students continue to take ESL if needed and take sheltered content or mainstream classes.

Several specialized programs are also offered to adolescent ELLs who are at risk of educational failure. The Alternative Education program for older, at-risk ELLs is a unique program at José Martí Middle School, for example. Students who are older than the average eighth grader may be enrolled in this accelerated academic program, which has a seventh- through eighth-grade focus. Most are able to go on to high school after 1 year. As part of this program, students have work study within the building. For 1 period, they work with mentors (non-teachers) doing tasks such as helping in the library or main office. Most of the students in this program have moved up from the elementary schools in the district and enrolled in summer school beforehand. Once a week, these students meet with a social worker, and once a month their parents do too.

A Port-of-Entry (POE) program is available for new entrants who have gaps in their schooling, low literacy in their native language and in English, and are overage (16- or 17-year-old ninth graders). In the 2005–06 school year, there were 40 to 45 students in the ninth grade POE. The half-day program is designed for ninth graders and classes take place at the Career Academy, an off-site satellite of Emerson High School. Students take 2 periods of intensive ESL, 1 period of bilingual mathematics (algebra), and 1 period of career exploration. These older learners are motivated by the career classes, which include fashion design, computer repair, retail sales, hospitality, criminal justice, and computer networking. When they return to Emerson High for the afternoon session, they take a bilingual world history class, Spanish for native speakers, and physical education. Students are assessed every 6 to 8 weeks to ensure they are meeting curricular objectives. Class size is kept under 20 students. Most students remain in POE for 1 year.

Newly enrolled 10th graders who score low on the basic skills placement tests (English language, native-language literacy, mathematics as tested in native language) are placed in a New Entrant ESL class (a double period each day) with the same ESL curriculum as the ninth-grade POE students. However, these 10th graders have the content-area bilingual classes with support given during their lunch or free periods or in the after-school extended day program.

Extended Time for Learning and Other Student Supports

Each school in Union City has a school improvement coordinator and a Support Services Task Force. It is their job to monitor the students' academic and social development in the schools, examine student performance data, recommend options such as tutoring or special test preparation classes to students at risk of failure, and work with guidance counselors on course scheduling.

Union City has recognized the importance of extending time for learning for students who are struggling with literacy or, in the case of recent ELL arrivals, need more time to learn English and the content subjects. It accomplishes this extra time in a variety of ways. There are before- and after-school sessions at the high schools, after-school programs at the elementary and middle schools, Saturday programs for all grade levels, and summer programs. The following describe a sample of the programs that adolescent ELLs can participate in.

- The district received a 5-year 21st-Century Community Learning Centers grant for upper elementary and middle school Saturday programs that target mathematics and language arts. Several elementary schools and José Martí Middle School participate in this. José Martí also has extended day reading and writing classes for the students and the school has established a lunchtime intervention program as well. Students with low test scores and teacher recommendations attend the program twice a week to focus on reading and writing. For eighth graders, the focus is on GEPA preparation (the New Jersey standardized Grade Eight Performance Assessment in mathematics, language arts, and science) and the course is taught by the school improvement coordinator.

- Specialized tutoring opportunities are available for students at the high school. For example, each day a resource room is open for tutoring and students may stop in during free periods. In addition, students are recommended for tutoring according to the data from assessments that are given every 6 weeks. After school, there are HSPA and ESL tutoring every Tuesday and Thursday. The high school also offers extended day programs before school begins. These programs focus on mathematics and language arts.

- If bilingual students have not passed the HSPA in the spring of 11th grade, they participate in an intensive summer program to prepare them for the following fall administration. These summer classes are customized to their needs based on data derived from scores on the HSPA. Until the students pass the HSPA or go through the SRA process, they are retained as 11th graders.

Transitions

The Union City school system has put structures in place to help students make transitions out of the bilingual program, across school levels, and beyond secondary school. The following are some examples of these practices.

- At the elementary level for grades two through five, struggling readers have a targeted intervention known as Essentials of Literacy in which they work on phonics, fluency, comprehension, guided reading, and vocabulary. Students are pulled from their regular classrooms each day (except during reading) but at varied times, so they do not consistently miss the same subject. Support teachers also work with the curricula in the classrooms with struggling students in small groups or one-on-one.

- The district makes a concerted effort to manage the transition of eighth graders into high school. For bilingual and monolingual students with low GEPA scores, counselors schedule paired classes of key subjects. For example, a student may have an English language arts class and an English for Today class or algebra and math skills. These support classes help students develop the skills for the paired core class.

- When students make the transition out of the ninth-grade POE program, they are monitored by the ESL department in Emerson High School as well as the school improvement coordinator. There is a support service task force that considers options for students who are struggling. Support teachers are available to help out in classrooms and students are encouraged to attend extended day programs for tutoring.

- Transitions to careers after high school take place in several programs as well. There is a Career to Business program at the high schools in which advanced bilingual students may participate. This offers on-the-job training. Cingular Wireless is one company involved. It trains students in the summer and they work for the company after school during the year. The Career Academy also promotes postsecondary skills. Students in the full program (not the POE students who take only one course) complete a course of study in a particular career and have access to postsecondary training through agreements that the Union City Board of Education has established with certain businesses.

- The Road to College program is one support for students interested in schooling beyond high school. Another program is the New Jersey Institute of Technology Early College program. This is an intensive summer program to prepare Union City students for mathematics, science, technology, and engineering careers. Union City pays for scholarships and provides transportation. Advanced bilingual students are eligible to participate and do so.

Teacher Certification

Almost all of the teachers in Union City schools are highly qualified according to state definitions in accordance with NCLB regulations. In 2004–05, only 1% of teachers were on emergency or conditional certificates in the district; none were at Emerson High, which has the highest percentage of high school ELLs. All bilingual content-area instructors are dual certified in their content area and in bilingual education. Union City's policy is for all high school math, science, and language arts teachers to obtain ESL or bilingual certification within 3 years of employment. Certification requirements for kindergarten through eighth-grade teachers depend on the need at the school and the teaching assignment. The district pays 100% of the costs for the certification coursework at New Jersey City University or 80% of the costs for a masters degree. The district is concerned, however, with retaining teachers after they have received certification so the students benefit from the district's investment.

Professional Development

Professional development continues to be an important tool for promoting academic literacy in Union City schools. In New Jersey, all teachers must participate in at least 100 hours of professional development (through their school district and/or on their own with approved programs) to maintain their teaching license. Union City encourages staff development that focuses on literacy and has held specific sessions on literacy for ELLs. ESL and POE teachers have 5 half-days of professional development each year. The topic for each year's series is determined the summer prior to the start of the year. Recent topics included content-area instruction, learning strategies, and assessment. Additionally, the district runs "Super Saturday" professional development institutes for the teachers.

Professional development takes place at the school level as well. Schools design collaborative planning periods for the teachers by grade level at the elementary schools or by content area in middle and high schools. In-class coaching takes place occasionally to help content teachers work successfully with bilingual and special education students. Moreover, Union City has a Professor in Residence from nearby New Jersey City University. This ESL/bilingual education professor comes to the district twice per week and does model teaching in classrooms and plans lessons with teachers. The school improvement coordinator also mentors new staff and provides some model teaching in their classes, and new teachers can observe master teachers on an informal basis.

Targeted Fiscal Resources

Much of the innovative programming and creation of student support systems have been made possible through strategic use of funding. The district uses its Abbott funds across the prekindergarten through 12th-grade spectrum for extra staff, materials, and technology. The district combines some of their federal Title I and Title III funds to maintain the transitional bilingual/ESL program. Union City has also been successful in obtaining additional grants from federal, state, and private philanthropic sources. They have Reading First monies in the elementary schools, a 21st Century Learning Centers grant for upper elementary and middle school Saturday programs that target mathematics and language arts, and a Family Friendly extended-day program. The district had a Title VII dual-language grant for 5 years; and after it ended, the Board of Education continued to support the program. The district currently has a Bill & Melinda Gates Foundation grant to implement small learning communities in the middle and high schools.

The district also uses some of its funds to control class size in order to promote better learning environments. Class size is lower for the ESL classes. In the ninth-grade POE class, the average is 15 students per class. In ESL classes, the range is 15 to 20 students. Content-area classes for bilingual students have 25 to 30 students. In the kindergarten through eighth-grade self-contained bilingual and sheltered classes, the range is 15 to 22 students.

The district has hired a parent liaison and social workers for each school. These staff members help parents understand school policies and access social services in the community.

Data Analysis and Tracking

Since the major reform effort that began in 1989, Union City has collected, analyzed, and tracked student data in order to make informed decisions about programs, resources, and staffing. The reform efforts have led to student achievement over time.

From the 1998–99 school year until 2002–03, the number of fourth graders who met state standards on the New Jersey state language arts literacy test rose from 45% to 86%. Ninety percent of the district's eighth graders reached the proficient or advanced proficient level on the state language art literacy test in 2002–03. Progress was being sustained as students moved from elementary school into middle school. However, as is occurring elsewhere in the country, less success has occurred in high school. Eleventh graders did not perform as well as the younger students. For example, less than half of them scored at or above the proficient level on the 2002–03 HSPA mathematics exam.

The district's website reports more progress in 2004. "Students met or exceeded virtually every state requirement, fourth graders placing in top three urban districts for state, eighth graders exceeding all statewide averages, and 11th graders increasing test scores by 20 percentage points over previous year."

When compared to similar districts in New Jersey, Union City adolescent ELLs are performing better. The following data from José Martí Middle School and Emerson High School show the percentage of students at or above the proficient level on the GEPA or HSPA in four categories: the schoolwide percentage, the school's LEP student percentage, the state LEP percentage, and the average percentage of LEP students in districts with similar socioeconomic status.

José Martí Grade Eight Performance Assessment Results for 2004–05				
	School	Limited English Proficient (LEP)	State LEP	DFG*LEP
Language Arts Literacy	63%	28%	20%	11%
Mathematics	61%	28%	24%	14%
Science	71%	46%	27%	18%

* DFG is the measure of poverty used in New Jersey. The percentage in this column refers to districts with similar levels of poverty.

Although the LEP students in José Martí did not perform as well as the student body overall in the three GEPA subjects, they did perform better than LEP students across the state and much better than LEP students in districts at matching levels of poverty.

The story was similar at Emerson High School.

Emerson High School Proficiency Assessment Results for 2004–05				
	School	Limited English Proficient (LEP)	State LEP	DFG*LEP
Language Arts Literacy	68%	33%	23%	16%
Mathematics	54%	27%	35%	25%

* As noted earlier, DFG is the measure of poverty used in New Jersey. The percentage in this column refers to districts with similar levels of poverty.

Emerson High had 68% of its total student population reach proficient or advanced status on the HSPA language arts literacy assessment in 2004–05; but only 33% of the LEP students did so. For mathematics, the results were 54% and 27%, respectively. However, Emerson's results in both HSPA subjects were better than the statewide LEP average and the average among LEP students in districts with similar socioeconomic status.

In terms of attendance, Union City schools are doing well. The statewide average attendance rate in 2004–05 was 94% and this included the rural, suburban, and urban schools. The average attendance rate for the district was 95% in 2004–05; for José Martí, it was 96%; and for Emerson High, 94%. District staff reported that bilingual students tend to have better overall attendance records at the high schools than the monolingual students.

To help make more informed decisions and track student progress, Union City makes sure that the POE students as well as the bilingual and ESL students are specifically identified in the district's accountability system so their progress after exiting the programs can be monitored. Teachers have access to online data about the students. In this way all teachers are aware of the students' backgrounds, LEP/ESL/bilingual status, participation in special programs (e.g., POE), and grades and attendance records.

The district reports that on average ELLs who enter the transitional bilingual/ESL program in early elementary grades exit the program in 3 to 4 years. Students who enter at fourth grade or later need about 5 years to exit. Multiple measures are used to determine whether the students are ready to exit: scores on the English language development test, scores on the Terra Nova or New Jersey standardized tests, teacher recommendation, and whether or not students are reading on grade level. Students are monitored for 2 years after they have exited the program.

The POE students are the most challenging group. As is the case in many schools and districts around the United States, newly arrived ninth graders with interrupted schooling backgrounds, weak literacy skills in the native language and English, and limited content-area knowledge have a very high risk of dropping out. Four years is not long enough for most students to learn academic literacy in English and pass the content courses and high school exit exam. New Jersey's policy that supports ELLs staying in high school for up to 6 years is one promising practice, but not all of the students want to stay that long. Union City staff reported that for the past 2 years 46% to 49% of its POE students graduated from high school in Union City in 4 years. (This number does not include students who may have left the district and enrolled in another high school.) Some of the POE students remain for a fifth high school year in Union City but the number is small. The graduation rate for all of Emerson High school students is lower than the state average: 80% compared to 91%.

Conclusion

This profile opens a window on the promising efforts of Union City schools to serve adolescent ELLs and promote their academic literacy development. The district has seen some significant growth in overall student performance and continues to improve services for ELLs. Two schools with high numbers of ELLs have been honored in recent years. José Martí Middle School was a Governor's School of Excellence awardee and Hudson Elementary School was a Title I Distinguished Scholar's School.

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Language Demands and Opportunities in Relation to Next Generation Science Standards for English Language Learners: What Teachers Need to Know

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This paper discusses challenges and opportunities expected as English language learners (ELLs) engage with Next Generation Science Standards (NGSS). We subscribe to a view of language learning and proficiency that is most concerned with students' ability to use language to function in the context of their lives both in and out of school. We have discussed this view of second language acquisition and its implications for the science classroom in greater detail in a separate paper. Here, we concern ourselves with learning opportunities for ELLs in an English-speaking science classroom in which NGSS have been implemented based on the National Research Council (NRC, 2011) document "*A framework for K-12 science education: Practices, crosscutting concepts, and core ideas*" (hereafter called "the Framework").

The Framework (NRC, 2011) refines and deepens the meaning of the term "inquiry-based science" by identifying a set of science and engineering practices. These practices are both a representation of what scientists do as they engage in scientific inquiry and a necessary part of what students must do to learn science and understand the nature of science. There is a parallel between the Framework's assertion that learning science requires students to engage in these practices, and our claim that meaningful "language for use" learning occurs in contexts where students are required to communicate (speak, listen, read and write) about science. A practice-oriented science classroom can be a rich language-learning as well as science-learning environment, provided teachers ensure that ELLs are supported to participate. Indeed it is a language learning environment for all students, as the discipline itself brings patterns of discourse and terminology that are unfamiliar to most of them. In this context, teacher knowledge about language and language learning support strategies can improve the overall science learning experience of all students, especially of ELLs. We do not suggest that science teachers should function as language teachers, but rather as supporters of the language learning that occurs in a content-rich and discourse-rich classroom environment.

Next Generation Science Standards: Focus on Science and Engineering Practices

The Framework defines science learning as having three dimensions: (1) science and engineering practices, (2) crosscutting concepts, and (3) core ideas in each science discipline. The central content of the Framework document is a detailed explanation of what is intended in each dimension, how the three dimensions should be integrated in curriculum and instruction, and how these dimensions progress in sophistication across K-12.

The framework defines eight science and engineering practices:

1) Asking questions (for science) and defining problems (for engineering);
2) Developing and using models;
3) Planning and carrying out investigations;
4) Analyzing and interpreting data;
5) Using mathematics and computational thinking;
6) Constructing explanations (for science) and developing designs (for engineering);
7) Engaging in argument from evidence; and
8) Obtaining, evaluating and communicating information.

Engagement in any of the practices involves both scientific sense-making and language use. The practices intertwine with one another in the sense-making process. This sense-making is a key endeavor for students as it helps them transition from their naïve conceptions of the world to more scientifically-based conceptions. In particular, we focus here on four of the eight practices, namely 2, 6, 7 and 8. These four practices are selected for the following reasons.

First, these practices represent a major shift. Even where science has been taught in an activity rich "inquiry-based" classroom, the practices related to investigation have often been stressed without an equivalent stress on the four sense-making practices highlighted here. Particularly in the lower grades the activity often ends at the stage of recording observations, with minimal attention paid to interpreting them and almost no attention to constructing models or explanations and refining them through argumentation from evidence.

Second, these practices are deeply interrelated because each is used to support effective engagement in the others. Argumentation from evidence requires students to apply both mental and diagrammed models that clarify their thinking and to develop model-based explanations using evidence (data and observations), logic, and information obtained from outside sources or prior experience. To develop an explanation and examine its success or failure in explaining all the evidence about a phenomenon or system requires argumentation. Clearly students must obtain, evaluate and communicate information as they engage in the process of building and critiquing explanations.

Third, engagement in these practices requires classroom science discourse, which demands both receptive and productive language skills. Students read, write, and visually represent as they develop their models and explanations. They speak and listen as they present their ideas and engage in reasoned argumentation with others to refine them and reach shared conclusions. This offers rich opportunities and demands for language learning at the same time that it supports science learning. Hence these practices merit special attention in science classrooms that include ELLs.

Finally, teachers implementing these practices need an understanding both of the practices and of strategies to engage all students in them regardless of students' English proficiency. The classroom culture of argumentation must be developed and supported to ensure that all voices are respected and included, even as the process reveals flaws in a student's model or explanation or limitations of their language proficiency.

Intersections between Science Practices and Language Learning

The learning of school subjects takes place through the use of language in oral and written forms. This section addresses two issues: (1) language skills involved as students engage in science and engineering practices and (2) features of science text and science talk.

Language Intensive Tasks to Engage in Science and Engineering Practices

Students develop facility with all of the eight science practices by using them in a concerted way to support sense-making about a phenomenon or system. Through an iterative cycle of engaging in these practices students develop understanding of science. Language is essential to successfully engage in any of these practices and all of the practices provide language learning opportunities, particularly the four that we discuss below. Engagement in these practices in the classroom both *demands* and *affords* rich student discourse. The discourse of the science classroom, and of science textbooks as well, differs from the everyday discourse of students and from that of a mathematics or language arts classroom or textbook. It is also distinct from the professional discourse and writing of scientists though it mirrors the conventions of that discourse more closely as the students advance across the grades.

The teacher must define and facilitate a classroom culture of discourse. This culture should be inclusive, accepting contributions for their meaning and their value in the discourse however flawed or informal the language of the speaker. It should support students to maintain a spirit of shared sense-making and discovery while they question others, ask for further explanation, and provide arguments that refute an idea expressed. Most importantly for ELLs, it allows students to hear many examples of the discourse that they are expected to produce.

Below we elaborate on the four highlighted practices, stressing the language learning opportunities that they provide as well as their roles in science learning.

Developing and Using Models. Each phenomenon or system under investigation demands description via a model. In developing a model, students operate with language and diagrams as well as with observations of the system in question. The model may include reference to a graph of some data or an equation describing a relationship between quantities. Precise observation demands both precise descriptive language – of which many examples must be provided – and carefully constructed diagrammatic representation. Diagrams can display both the seen (e.g., objects) and the inferred (e.g., force arrows, energy flow across an imagined system boundary) aspects of the system. Diagrams and graphs require labels to help students communicate all that has been observed and inferred about the system.

At all grades students can produce, describe and apply models of a system under study. What progresses across the grades are the sophistication and abstraction of the models that they work with and of the language and diagrams or other representations contained within their description of their model. This progress is aided when the teacher leads students to discuss examples of models, as well as ways to describe them that incorporate higher-level features. The interplay between diagrammatic representations of models, or three-dimensional models, of a system and the language used to describe these representations both builds students' conceptual understanding of the system in question and refines their ability to talk about it. Teaching strategy and repeated practice develops students' ability to make explicit a mental model of a system or process, expose contradictions between observations and the current mental model, and modify the mental model toward a more scientifically-supported one.

The practice of developing and using models provides an initially nonverbal way to express a thought or an understanding. Using models to explain and describe systems provides students an impetus to name aspects or parts of their own model and to speak about how it explains observations. In doing so, students refine their understanding of needed scientific terminology. With a model in hand students can say "this piece here . . . ." and then have a reason to want to know that the piece is called a *cog* or a *flagellum*. This helps students to learn appropriate language in context as they express their ideas and grow in their understanding of the system under study.

Models are useful as more than a record of observation – they support the development of explanations for phenomena. As students support their explanations with reference to their models, their thinking is made more visible and explicit, both to themselves and to others. Language is the essential tool for them to engage in explanations and arguments with their peers around the model at hand. Students' ability to use language precisely is supported by the visual representation of their model. For ELLs the progression from observation of a system to modeling a system, to using language about the system, provides a rich language-learning experience where the learning is driven by the classroom discourse around the objects and ideas being considered and represented.

Developing Explanations (for Science) and Designing Solutions (for Engineering). The process of science is to make ever more precise and explicit explanations of phenomena, while engineering likewise requires precision and explicit features in a design solution. The level of explicit detail of observation and explanation required by science and engineering is not common in everyday experience; it demands a comparable level of precision in language use. Models are an important step in the development of an explanation of how something happens or of an idea for a design solution. When students are provided examples of diagrams and descriptions of models and then diagram and describe the model that underlies their proffered explanation or design, they become more explicit about their ideas. This move toward explicit detail occurs even when students do not yet have the language to be explicit if simply asked for a verbal explanation or design proposal. Thus like the process of developing models, the process of developing explanations and designs involves language development, mediated by diagrams, lists, charts and other elements of models and observations and examples of the types of verbal explanations that are the end goal of student learning.

As students are asked to explain their ideas or designs and critique those of others, including written examples, they learn from the experience of encountering multiple examples of the level of precision and detail that scientific thinking requires. Likewise students' ability to use technical terminology develops because they need the precision that it offers. This process needs teacher support but it is not helpful to insist on distinctions in terminology for which the student does not yet have access to distinctions in concept. This is particularly true for words such as *energy* that have an everyday usage broader and less defined than their scientific meaning. The development of correct scientific language usage comes from the development of scientific concepts through experience and application; it cannot be achieved by learning definitions. In this sense all students are language learners.

Engaging in Argument from Evidence. Argument is a discourse practice, whether practiced in writing or verbally. Across all disciplines an argument can be deconstructed as a claim and the logic and evidence used to support or refute that claim. What counts as evidence is discipline-specific. In science what counts as evidence is data and observations. Hence argumentation in science is not a purely verbal exercise. It is an exercise in the coordination of language and experience and thus another rich language learning opportunity.

As students analyze written examples of arguments they learn the characteristics of a strong scientific justification of a claim and they learn to identify weak support. As they engage in argument with others to arrive at a shared "best" explanation or model, they are motivated to clarify both their language and their thinking by the atmosphere of shared interest and goals.

Obtaining, Evaluating and Communicating Information. This practice, more than any other, points to reading and writing as well as to listening and speaking. It is here that the student meets the difficulties of reading and interpreting scientific writing, though typically not at the level of scientific papers. The writing in question is that of textbooks, science-related trade books, websites and popular articles about science. Each of these genres has different language conventions.

Particular challenges for ELLs arise when they are asked to read textbooks or other written materials about a science topic. Challenges can be of two types. First, ELLs may not have developed strong reading skills if their previous ESL instruction primarily focused on grammatical structures. They will therefore need support in the development of reading comprehension proficiencies. Second, the language style and complexity of texts written for science learners is different from those of other written genres encountered in other school subjects and from spoken language, as we discuss below. Thus all students need support and strategies for reading these materials.

Students need multiple opportunities to write after they have been guided in examining examples of the type of writing that is required. For example, if students are to be asked to regularly use journals to develop and express their own understanding and to engage in metacognition about it, they need to see examples of such writing. Similarly, before they are expected to give oral presentations and written reports that demonstrate what they have understood or to describe an investigation or design project, they should be given examples of such presentations and reports. The point of this work is science understanding and science communication; these exercises should not become tests of accuracy and fluency of language production. Opportunities to revise and correct are appropriate for formal reports; however, for journal writing the emphasis should be on rethinking rather than on rewriting. Nevertheless students must understand what writing that reflects thinking looks like as well as what it includes and does not include.

Features of Science Language

It is helpful for science teachers to understand that not only technical terms, but also other features of science text and science talk, may make them difficult for students to understand. All students encounter these difficulties, but problems may be magnified for ELLs who have not had access to good instruction. We here briefly review these features.

Science vocabulary. As they engage with science students need to code-switch from everyday uses of language to the language of science (Brown & Ryoo, 2008; Moje, Collazo, Carillo, & Marx, 2001). Within science vocabulary there are different types of challenges for students. First, some everyday words have science-specific meanings that are different from or more narrowly-defined than their everyday meanings (e.g., *force*, *energy*, *work*, *cell*, *space*, *fault*). Second, general academic vocabulary that is used across disciplines (e.g., *compare*, *infer*, *analyze*, *evaluate*; tier II words according to Beck, McKeown, & Kucan, 2002) present challenges. Third, discipline specific words invented and defined for science use (e.g., *gene*, *biome*, *proton*; tier III words according to Beck et al., 2002) are new to most students, even those with fluency in everyday English. Finally, even everyday words can make subtle shifts in meaning as they are used in science. For example, in everyday English, "Why did that happen?" may be asking about the motivations of those that made it happen, whereas in the natural sciences it is asking students to restrict their attention to the mechanisms and conditions that caused the effect.

Science Discourse. Each area of science has different disciplinary discourse conventions, adapted to what has proven effective and efficient for communication among experts. Learning the register of discourse of a discipline is a form of socialization into how members of the discipline talk, write, and participate in the knowledge construction. These differences are reflected in science textbooks and classroom talk, which have registers specific to a discipline and grade level. Students must absorb these differences in register as they work to construct meaning appropriate to the topic at hand.

Science discourse at any level requires students to attend to and argue about precise meanings. This demand for attention to precision and attention to detail goes beyond the meaning of technical vocabulary, to the evidence and logic of connecting cause and effect, and the validity of claims or warrants. Students must develop an understanding of the forms of this discourse as well those used in written science text.

Multiple Modes of Representation. Science information is conveyed not just through oral or textual forms but also through visual and mathematical representations, including pictures, diagrams, graphs, charts, tables, maps, and equations. Students need to master these non-linguistic modes of representation to gain an understanding of science. In addition they need to coordinate information presented through the various modes into a single coherent understanding of the material being presented or a coherent presentation of their own ideas. For ELLs the coordination of these multiple representations provides an additional path to language learning, as well as to science learning.

Science Texts. Discipline-specific texts written for learners typically have particular features that over time have been thought to provide the most effective way for the content of that discipline to be expressed. It is helpful for students to examine these features and discuss why they are used. Recent analyses of the written language of secondary science texts carried out from the perspective of Systemic Functional Linguistics have found that these text structures are complex and include lexical, syntactic, and discourse structures that are not typically present in everyday language (Fang & Schleppegrell, 2008; Halliday & Martin, 1993; Halliday & Matthiessen, 2004; Schleppegrell, 2004). Key features include:

- Authoritativeness to "suppress" human agents behind events, concepts, and discoveries and to render the scientific discourse more objective or timeless through simple present tense, passive voice, generalized or virtual participants ('scientists,' 'research team members'), and hidden evaluations ('claimed,' 'confirmed').

- Nominalization of verbs or adjectives into nouns to economically summarize sentences into one abstract noun phrase

- Long and complex noun phrases and clauses to effectively pack complex content within shorter sentences

- Technical vocabulary to use terms with specialized meanings in science lexical density to “pack” texts with more information

Supporting Science and Language Learning for ELLs

We note five areas where teachers can support science and language for ELLs: (1) literacy strategies with all students, (2) language support strategies with ELLs, (3) discourse strategies with ELLs, (4) home language support, and (5) home culture connections.

Literacy Strategies. In science classrooms, effective teachers incorporate reading and writing strategies in their instruction to promote both science learning and literacy development for all students (Douglas, Klentschy, Worth, & Binder, 2006). These strategies include activating prior knowledge, having explicit discussion of reading strategies for scientific texts, prompting students to use academic language functions (e.g., *describe*, *explain*, *predict*, *infer*, *conclude*) in science practices, requiring and exemplifying scientific genres of writing (e.g., keeping a science journal, investigation or design reports, conference posters), teaching the uses of graphic organizers (e.g., concept map, word wall, Venn diagram), encouraging reading trade books or literature with scientific themes, and providing journal writing prompts (e.g., *I observed…*, *I noticed…, I wondered…*, *I inferred…*) as part of an investigation protocol.

It is not a service to language learners to “protect” them from the demands of subject area reading. If they are to reach grade level understanding of a topic, they will need strategies for reading the relevant text and interpreting its complex sentences, as well as for linking these to diagrams, data charts and equations that appear in the same section. In supporting students to read and understand scientific texts, it is more important to provide them with strategies for sense making and ways to “decode” complex sentences and to coordinate text and diagrams than to provide vocabulary lists and glossaries. Word definitions are indeed sometimes needed but they are better learned by use in context than by memorizing a vocabulary list. Dictionary use is likewise a helpful but limited strategy. (However, ELLs should be encouraged to use an English to English dictionary to interpret unfamiliar words before resorting to a translation dictionary.)

Students are expected to learn how to describe, explain, and predict phenomena in science-specific genres of writing (Hand, Wallace, & Yang, 2004; Palincsar & Magnusson, 2001). They need to report science investigations and design projects in multiple-mode formats (e.g., those that include written description plus graphs of data, diagrams of equipment or observations). Additionally, students need to code-switch from everyday uses of language (e.g., telling or writing stories) to the language of science (Brown & Ryoo, 2008; Brown & Spang, 2008). To perform the kinds of writing tasks described here, all students, but particularly ELLs, benefit from multiple examples of the desired product, annotated and discussed by the whole class or in small groups to examine the organizational structure and particular features. For example, without teaching the passive voice as such, teachers can certainly call students’ attention to the fact that all the actions in a particular paragraph have no specified agent (e.g., data are examined, conclusions are reached) and that this is a common feature of scientific writing.

ELLs’ needs with respect to written materials used in science class require ongoing attention from teachers. The joint goals of science and language learning must both be considered as strategies that are chosen to assist any student in mastering a difficult reading assignment. The appropriate strategy for a student depends on the student's language level, reading level, and science comprehension level. The more the teacher is aware of all three through their observation (formative assessment) of the student, the better s/he can match the student's needs.

Language Support Strategies

To support ELLs in learning science and developing English proficiency simultaneously, teachers engage students in purposeful activities, ensure that students experience multiple examples of language in use, and call students' attention to the ways in which language is used to communicate meaning in science. They encourage students to communicate and reflect about ideas and to engage with others in sense-making talk and activity. They encourage non-linguistic modes of representation (e.g., graphs, charts, tables, diagrams, pictures), as well as language production. They guide students to comprehend, through use in context, key science vocabulary – both general academic terms (tier II words) and discipline specific terms (tier III words) (Beck et al., 2002). All these strategies for science teaching support ELLs, provided teachers ensure that these students are full members of the classroom science discourse community.

Student journals of their science activity and thinking are a major tool used in many science classrooms and they can also provide support for language learning. Students are encouraged to use their journals to record observations, develop explicit representations of their models, and analyze their experiences and understandings of what they are learning in science. This is not formal science writing; it is writing to make thinking explicit. Journals become an effective tool only if they are used regularly and if in-class time is provided for reflective writing about what has just occurred in an activity or a discussion. Early stage ELLs may gain science understanding by doing this writing initially in their first language *if they have been instructed in this language,* but should be encouraged to then restate (rather than to translate) this thinking in English. As language proficiency in English develops, the student should be encouraged to transition to thinking and writing in English.

Discourse Strategies. Discourse strategies can be used to enhance ELLs' understanding of academic content (i.e., adjust the level and mode of communication). Discourse strategies focus specifically on the teacher's role in facilitating ELLs' participation in classroom discourse (Gibbons, 2006). A major challenge for teachers is in how to structure activities so as to reduce the language barrier for participation while maintaining the rigor of science content and processes.

The implementation of science and engineering practices demands that students work and talk with one another, sometimes in small groups, sometimes as a whole class. Classroom management strategies for students to engage in such work begin with the establishment of a classroom culture as to what is acceptable behavior. The mode of argument from evidence must be established, with norms that ensure civil discourse and respect for all speakers. Inclusion of ELLs in the discourse must be established (by example) as a part of this culture.

Further, one of the discourse conventions should be that any participant should feel free to say, "I did not understand what you said" and ask for repetition or clarification. Whether the lack of understanding is at its root linguistic or whether it depends on the conceptual clarity of what has been said, the respectful back and forth of questioning and responses will lead to the further development of understanding of science concepts and of the language needed to discuss them.

Teachers need to recognize ELLs' varying levels of developing language proficiency and adjust norms of interaction with a student accordingly, for example, by using clearer enunciation or longer periods of wait time. They provide students with multiple redundancies of the same concepts, for example, using synonyms or paraphrases of difficult language, repeating and rephrasing main ideas, or recasting and elaborating on students' responses (Gibbons, 2006). If they have beginners in their classes, they determine which students can and cannot understand whole class explanations and they provide alternatives for those who need such alternatives. They use multiple modes of representation (gestural, oral, pictorial, graphic, and textual) to communicate meanings. They amplify rather than simplify their presentations, expressing concepts in multiple ways (van Lier & Walqui, 2010).

A student with an idea to share will want to express that idea. Often the language used to do so will not be "correct" either in the sense that the words used are not the correct technical terms, or that the grammar of the sentences is non-canonical. If these normal characteristics of emerging English are corrected, the discourse becomes stilted and the student's urge to speak is suppressed. A teacher needs to mediate such discussions to ensure that poorly-expressed ideas are being heard and considered by others, not to ensure that the students speak correctly. Asking questions to elicit amplification or clarification of an expressed idea is an effective strategy. Asking students to restate in their own words an idea just expressed by another provides chances to speak, to clarify an idea, and for the teacher to check whether other students have followed what was said. This exercise can begin with a good idea that was well expressed, or one that was poorly expressed. Either way, the repetition and ensuing discussion reinforce the idea and the language needed to talk about it. Both precision and correctness in language use develop from repeated experiences, and from models offered by the teacher in summarizing or interpreting a student's statement.

Home Language Support. It is important to draw a distinction between home language instruction (i.e., bilingual education) and home language support (Goldenberg, 2008). Even in the absence of bilingual education programs or fully-trained bilingual teachers, ELLs' home language can be used as instructional support for their learning of academic content and processes in English.

In the science classroom teachers can build upon and make use of students' home language to support science learning in English. If teachers share the same home language as their students they can use the home language to communicate and reinforce key science vocabulary and concepts (Hudicourt-Barnes, 2003). They can also allow students to communicate using combinations of their first language and English, referred to by Garcia (2009) as "translanguaging." If teachers do not speak students' home language, the home language can still be supported through a number of strategies. In the beginning of a lesson, teachers may introduce key science terminology in both the home language and English. Teachers may highlight cognates as well as false cognates between English and the home language. For example, Spanish and other Romance lexicon are often derived from Latin, the primary language of science. Bravo, Hiebert, and Pearson (2007) found that approximately 88% of key science words selected for instruction were cognates in Spanish and about half of them were high-frequency words in Spanish. Such cognates are likely to be known by Spanish speakers, even those with limited schooling in their first language.

In a bridge period for students entering with very limited English, teachers may encourage bilingual students to assist them in their home language as well as in English, allow ELLs to write about science ideas or investigations in their home language, and invite family and community members to participate as local experts in classroom literacy events. When students are asked to engage with other students in their common home language, a small group discussion is preferable to a single student "translation," which may transmit the conceptual errors of the speaker. The small group should also be asked to communicate their conclusions to others in English.

Home Culture Connections. While making connections to ELLs' home language is quite concrete, the notion of making connections to their cultural experiences in relation to academic content can be more abstract and subtle. Since science has traditionally been regarded as "culture-free," incorporation of home culture into science instruction is often ignored. Most science educators need a better understanding of how to articulate connections between home culture and school science (Lee, 2002; Warren, Ballenger, Ogonowski, Rosebery, & Hudicourt-Barnes, 2001).

The literature on cultural congruence indicates that students participate in classroom interactions in ways that reflect culturally-based communication and interaction patterns from their home and community (Gay, 2002; Villegas & Lucas, 2002). Teachers need to know how different students might be more or less familiar with the participation norms that are expected in science classrooms, what interactional patterns are common among different groups of students, and how these patterns might foster or constrain students' participation in science classrooms. Teachers must balance considerations of culturally-based patterns of communication and interaction with the risks of applying stereotypes or over-generalization based on students' cultural backgrounds. Teachers make the norms and expectations for classroom discourse explicit and look for opportunities to honor the full range of student discourse patterns when appropriate. For example, cross-talk (talking simultaneously with other speakers to add to what they are saying) is completely acceptable in some cultures, while it is considered rude and disruptive in other cultures including the cultural norms in most U.S. schools (Lee & Fradd, 1996).

The literature on funds of knowledge indicates that the lived experiences of students at home and in the community can serve as intellectual resources for academic learning (González, Moll, & Amanti, 2005; Moll, 1992). In science classrooms teachers ask questions that elicit students' funds of knowledge related to science topics (Solano-Flores & Nelson-Barber, 2001). They use cultural artifacts and community resources in ways that are academically meaningful and culturally relevant. These cultural connections can be of great assistance as ELLs strive to integrate prior experiences with new academic expectations. For example, Rodriguez and Berryman (2002) worked with high school students in predominantly Latino and impoverished school settings in a U.S.-Mexican border city. Using a curriculum unit on investigating water quality in their community, the students engaged in authentic science as they explored how this topic was socially relevant and connected to their everyday lives. Having come to see science as relevant to their lives, students saw scientific investigations as worthwhile for themselves and for students in other schools in the region.

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Mathematics, the Common Core, and Language: Recommendations for Mathematics Instruction for ELs Aligned with the Common Core

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1. Introduction

This paper outlines recommendations for meeting the challenges in developing mathematics instruction for English Learners (ELs) that is aligned with the Common Core Standards. The recommendations are motivated by a commitment to improving mathematics learning *through language* for all students and especially for students who are learning English. These recommendations are not intended as recipes or quick fixes, but rather as principles to help to guide teachers, curriculum developers, and teacher educators in developing their own approaches to supporting mathematical reasoning and sense making for students who are learning English.

These recommendations for teaching practices are based on research that often runs counter to commonsense notions of language. The first issue is the term *language*. There are multiple uses of the term *language*: to refer to the language used in classrooms, in the home and community, by mathematicians, in textbooks, and in test items. It is crucial to clarify how we use the term, what set of phenomena we are referring to, and which aspects of these phenomena we are focusing on. Many commentaries on the role of academic language in mathematics teaching practice reduce the meaning of the term to single words and the proper use of grammar (for example, see Cavanagh, 2005). In contrast, work on the language of specific disciplines provides a more complex view of mathematical language (e.g., Pimm, 1987) as not only specialized vocabulary (new words and new meanings for familiar words) but also as extended discourse that includes syntax and organization (Crowhurst, 1994), the mathematics register (Halliday, 1978), and discourse practices (Moschkovich, 2007c). Theoretical positions in the research literature in mathematics education range from asserting that mathematics is a universal language, to claiming that mathematics is itself a language, to describing how mathematical language is a problem. Rather than joining in these arguments, I use a sociolinguistic framework to frame this essay. From this theoretical perspective, language is a socio-cultural-historical activity, not a thing that can either be mathematical or not, universal or not. I use the phrase “the language of mathematics” not to mean a list of vocabulary or technical words with precise meanings but the communicative competence necessary and sufficient for competent participation in mathematical discourse practices[i].

It is difficult to make generalizations about the instructional needs of all students who are learning English. Specific information about students’ previous instructional experiences in mathematics is crucial for understanding how bilingual learners communicate in mathematics classrooms. Classroom instruction should be informed by knowledge of students' experiences with mathematics instruction, their language history, and their educational background. In addition to knowing the details of students' experiences, research suggests that high-quality instruction for ELs that supports student achievement has two general characteristics: a view of language as a resource, rather than a deficiency; and an emphasis on academic achievement, not only on learning English (Gándara and Contreras, 2009).

Research provides general guidelines for instruction for this student population. Since students who are labeled as ELs, who are learning English, or who are bilingual are from non-dominant communities, they need access to curricula, instruction, and teachers proven to be effective in supporting academic success for this student population. The general characteristics of such environments are that curricula provide "abundant and diverse opportunities for speaking, listening, reading, and writing" and that instruction "encourage students to take risks, construct meaning, and seek reinterpretations of knowledge within compatible social contexts" (Garcia & Gonzalez, 1995, p. 424). Teachers with documented success with students from non-dominant communities share some characteristics: a) a high commitment to students' academic success and to student-home communication, b) high expectations for all students, c) the autonomy to change curriculum and instruction to meet the specific needs of students, and d) a rejection of models of their students as intellectually disadvantaged[ii].

Research on language that is specific to mathematics instruction for this student population provides several guidelines for instructional practices for teaching ELs mathematics. Mathematics instruction for ELs should: 1) treat language as a resource, not a deficit (Gándara and Contreras, 2009; Moschkovich, 2000); 2) address much more than vocabulary and support ELs' participation in mathematical discussions as they learn English (Moschkovich, 1999, 2002, 2007a, 2007b, 2007d); and 3) draw on multiple resources available in classrooms – such as objects, drawings, graphs, and gestures – as well as home languages and experiences outside of school. This research shows that ELs, even as they are learning English, can participate in discussions where they grapple with important mathematical content[iii]. Instruction for this population should not emphasize low-level language skills over opportunities to actively communicate about mathematical ideas. One of the goals of mathematics instruction for ELs should be to support all students, regardless of their proficiency in English, in participating in discussions that focus on important mathematical concepts and reasoning, rather than on pronunciation, vocabulary, or low-level linguistic skills. By learning to recognize how ELs express their mathematical ideas as they are learning English, teachers can maintain a focus on mathematical reasoning as well as on language development.

Research also describes how mathematical communication is more than vocabulary. While vocabulary is necessary, it is not sufficient. Learning to communicate mathematically is not merely or primarily a matter of learning vocabulary. During discussions in mathematics classrooms, students are also learning to describe patterns, make generalizations, and use representations to support their claims. The question is not whether students who are ELs should learn vocabulary but rather how instruction can best support students as they learn both vocabulary and mathematics. Vocabulary drill and practice is not the most effective instructional practice for learning either vocabulary or mathematics. Instead, vocabulary and second-language-acquisition experts describe vocabulary acquisition in a first or second language as occurring most successfully in instructional contexts that are language-rich, actively involve students in using language, require both receptive and expressive understanding, and require students to use words in multiple ways over extended periods of time (Blachowicz and Fisher, 2000; Pressley, 2000). In order to develop written and oral communication skills students need to participate in negotiating meaning (Savignon, 1991) and in tasks that require output from students (Swain, 2001). In sum, instruction should provide opportunities for students to actively use mathematical language to communicate about and negotiate meaning for mathematical situations.

The recommendations provided in this paper focus on teaching practices that are simultaneously: a) aligned with the Common Core Standards for mathematics, b) support students in learning English, and c) support students in learning important mathematical content. Overall, the recommendations address the following questions: How can instruction provide opportunities for mathematical reasoning and sense making for students who are learning English? What instructional strategies support ELs' mathematical reasoning and sense making skills? How can instruction help EL students communicate their reasoning effectively in multiple ways?

2. Alignment with Common Core State Standards

The Common Core State Standards (CC) provide guidelines for how to teach mathematics for understanding by focusing on students' mathematical reasoning and sense making. Here I will only summarize four emphases provided by the CC to describe how mathematics instruction for ELs needs to begin by following CC guidelines and taking these four areas of emphasis seriously.

Emphasis #1 Balancing conceptual understanding and procedural fluency
Instruction should a) balance student activities that address both important conceptual and procedural knowledge related to a mathematical topic and b) connect the two types of knowledge.

Emphasis #2 Maintaining high cognitive demand
Instruction should a) use high-cognitive-demand math tasks and b) maintain the rigor of mathematical tasks throughout lessons and units.

Emphasis #3 Developing beliefs
Instruction should support students in developing beliefs that mathematics is sensible, worthwhile, and doable.

Emphasis #4 Engaging students in mathematical practices
Instruction should provide opportunities for students to engage in eight different mathematical practices: 1) Make sense of problems and persevere in solving them, 2) reason abstractly and quantitatively, 3) construct viable arguments and critique the reasoning of others, 4) model with

mathematics, 5) use appropriate tools strategically, 6) attend to precision, 7) look for and make use of structure, and 8) look for and express regularity in repeated reasoning.

We can see from these areas of emphasis that students should be focusing on making connections, understanding multiple representations of mathematical concepts, communicating their thought processes, and justifying their reasoning. Several of the mathematical practices involve language and discourse (in the sense of talking, listening, reading, and writing), in particular practices #3 and #8. In order to engage students in these mathematical practices, instruction needs to include time and support for mathematical discussions and use a variety of participation structures (teacher-led, small group, pairs, student presentations, etc.) that support students in learning to participate in such discussions.

According to a review of the research (Hiebert & Grouws, 2007), mathematics teaching that makes a difference in student achievement and promotes conceptual development in mathematics has two central features: one is that teachers and students attend explicitly to concepts, and the other is that teachers give students the time to wrestle with important mathematics. Mathematics instruction for ELs should follow these general recommendations for high-quality mathematics instruction to focus on mathematical concepts and the connections among those concepts and to use and maintain high-cognitive-demand mathematical tasks, for example, by encouraging students to explain their problem-solving and reasoning (AERA, 2006; Stein, Grover, and Henningsen, 1996).

One word of caution: concepts can often be interpreted to mean definitions. However, paying explicit attention to concepts does not mean that teachers should focus on providing definitions or stating general principles. Instead the CC and the National Council of Teachers of Mathematics (NCTM) Standards provide multiple examples of how instruction can focus on important mathematical concepts (e.g. equivalent fractions or the meaning of fraction multiplication, etc.). Similarly, the CC and NCTM also provide examples of how students can show their understanding of concepts (conceptual understanding) not by giving a definition or describing a procedure, but by using multiple representations. For example, students can show conceptual understanding by using a picture of a rectangle as an area model to *show* that two fractions are equivalent or how multiplication by a positive fraction smaller than one makes the result smaller, and pictures can be accompanied by oral or written explanations.

The preceding examples point to several challenges that students face in mathematics classrooms focused on conceptual understanding. Since conceptual understanding is most often made visible by showing a solution, describing reasoning, or explaining "why," instead of simply providing an answer, the CC shifts expectation for students from carrying out procedures to communicating their reasoning. Students are expected to a) communicate their reasoning through multiple representations (including objects, pictures, words, symbols, tables, graphs, etc.), b) engage in productive pictorial, symbolic, oral, and written group work with peers, c) engage in effective pictorial, symbolic, oral, and written interactions with teachers, d) explain and demonstrate their knowledge using emerging language, and e) extract meaning from written mathematical texts. The main challenges for teachers teaching mathematics are to teach for understanding, support students to use multiple representations, and support students in using emerging and imperfect language to communicate about mathematical concepts. Since the CC documents already provide descriptions of how to teach mathematics for understanding and use multiple representations, the recommendations outlined below will focus on how to connect mathematical content to language, in particular through "engaging students in mathematical practices" (Emphasis #4).

3. Recommendations for Connecting Mathematical Content to Language

Recommendation #1: Focus on students' mathematical reasoning, not accuracy in using language.
Instruction should focus on uncovering, hearing, and supporting students' mathematical reasoning, not on accuracy in using language (either English or a student's first language). When the goal is to engage students in mathematical practices, student contributions are likely to first appear in imperfect language. Teachers should not be sidetracked by expressions of mathematical ideas or practices expressed in imperfect language. Instead, teachers should first focus on promoting and privileging meaning, no matter the type of language students may use. Eventually, after students have has ample time to engage in mathematical practices both orally and in writing, instruction can then carefully consider how to move students toward accuracy.

As a teacher, it can be difficult to understand the mathematical ideas in students' talk in the moment. However, it is possible to take time after a discussion to reflect on the mathematical content of student contributions and design subsequent lessons to address these mathematical concepts. But, it is only possible to uncover the mathematical ideas in what students say if students have the opportunity to participate in a discussion and if this discussion is focused on mathematics. Understanding and re-phrasing student contributions can be a challenge, perhaps especially when working with students who are learning English. It may not be easy (or even possible) to sort out what aspects of what a student says are due to the student's conceptual understanding or the student's English language proficiency. However, <u>if the goal is to support student participation in a mathematical discussion and in mathematical practices, determining the origin of an error is not as important as listening to the students and uncovering the mathematical content in what they are saying.</u>

Recommendation #2: Shift to a focus on mathematical discourse practices, move away from simplified views of language.
In keeping with the CC focus on *mathematical practices* (Emphasis #4) and research in mathematics education, the focus of classroom activity should be on student participation in mathematical discourse practices (explaining, conjecturing, justifying, etc.). Instruction should move away from simplified views of language as words, phrases, vocabulary, or a list of definitions. In particular, teaching practices need to move away from oversimplified views of language as vocabulary and leave behind an overemphasis on correct vocabulary and formal language, which limits the linguistic resources teachers and students can use in the classroom to learn mathematics with understanding. Work on the language of disciplines provides a

complex view of mathematical language as not only specialized vocabulary – new words and new meanings for familiar words – but also as extended discourse that includes syntax, organization, the mathematics register, and discourse practices. Instruction needs to move beyond interpretations of the mathematics register as merely a set of words and phrases that are particular to mathematics. The mathematics register includes styles of meaning, modes of argument, and mathematical practices and has several dimensions such as the concepts involved, how mathematical discourse positions students, and how mathematics texts are organized.

Another simplified view of language is the belief that precision lies primarily in individual word meaning. For example, we could imagine that *attending to precision* (mathematical practice #6) means using two different words for the set of symbols "x+3" and the set of symbols "x+3 =10." If we are being precise at the level of individual word meaning, the first is an "expression" while the second is an "equation." However, attending to precision is not so much about using the perfect word; a more significant mathematical practice is making claims *about precise situations*. We can contrast the claim "Multiplication makes bigger," which is not precise, with the question and claim "When does multiplication make the result bigger? Multiplication makes the result bigger when you multiply by a number greater than 1." Notice that when contrasting these two claims, precision does not lie in the individual words nor are the words used in the more precise claim fancy math words. Rather, the precision lies in the *mathematical practice* of specifying when the claim is true. <u>In sum, instruction should move away from interpreting precision to mean using the precise word, and instead focus on how precisions works in mathematical practices.</u>

One of the eight mathematical practices, "Attend to precision" (Number 6), is open to such multiple interpretations of the term "precision." It is important to consider what we mean by *precision* for all students learning mathematics, since all students are likely to need time and support for moving from expressing their reasoning and arguments in imperfect form. However, it is essential for teachers of ELs to consider when and how to focus on precision for ELs. Although students' use of imperfect language is likely to interact with teachers' own multiple interpretations of precision, we should not confuse the two. In particular, we should remember that precise claims can be expressed in imperfect language and that attending to precision at the individual word meaning level will get in the way of students' expressing their emerging mathematical ideas. More work is needed to clarify how to guide practitioners in helping students become more precise in their language over time.

Recommendation #3: Recognize and support students to engage with the complexity of language in math classrooms.
Language in mathematics classrooms is complex and involves a) multiple modes (oral, written, receptive, expressive, etc.), b) multiple representations (including objects, pictures, words, symbols, tables, graphs, etc.), c) different types of written texts (textbooks, word problems, student explanations, teacher explanations, etc.), d) different types of talk (exploratory and expository), and e) different audiences (presentations to the teacher, to peers, by the teacher, by peers, etc.). "Language" needs to expand beyond talk to consider the interaction of the three

semiotic systems involved in mathematical discourse – natural language, mathematics symbol systems, and visual displays. Instruction should recognize and strategically support EL students' opportunity to engage with this linguistic complexity.

Instruction needs to distinguish among multiple modalities (written and oral) as well as between receptive and productive skills. Other important distinctions are between listening and oral comprehension, comprehending and producing oral contributions, and comprehending and producing written text. There are also distinctions among different mathematical domains, genres of mathematical texts (for example word problems and textbooks). Instruction should support movement between and among different types of texts, spoken and written, such as homework, blackboard diagrams, textbooks, interactions between teacher and students, and interactions among students[iv]. Instruction should: a) recognize the multimodal and multi-semiotic nature of mathematical communication, b) move from viewing language as autonomous and instead recognize language as a complex meaning-making system, and c) embrace the nature of mathematical activity as multimodal and multi-semiotic (Gutierrez et al., 2010; O'Halloran, 2005; Schleppegrell, 2010).

Recommendation #4: Treat everyday language and experiences as resources, not as obstacles.

Everyday language and experiences are not necessarily obstacles to developing academic ways of communicating in mathematics. It is not useful to dichotomize everyday and academic language. Instead, instruction needs to consider how to support students in connecting the two ways of communicating, building on everyday communication, and contrasting the two when necessary. In looking for mathematical practices, we need to consider the spectrum of mathematical activity as a continuum rather than reifying the separation between practices in out-of-school settings and the practices in school. Rather than debating whether an utterance, lesson, or discussion is or is not mathematical discourse, teachers should instead explore what practices, inscriptions, and talk mean to the participants and how they use these to accomplish their goals. Instruction needs to a) shift from monolithic views of mathematical discourse and dichotomized views of discourse practices and b) consider everyday and scientific discourses as interdependent, dialectical, and related rather than assume they are mutually exclusive.

The ambiguity and multiplicity of meanings in everyday language should be recognized and treated not as a failure to be mathematically precise but as fundamental to making sense of mathematical meanings and to learning mathematics with understanding. Mathematical language may not be as precise as mathematicians or mathematics instructors imagine it to be. Although many of us may be deeply attached to the precision we imagine mathematics provides, ambiguity and vagueness have been reported as common in mathematical conversations and have been documented as resources in teaching and learning mathematics (e.g., Barwell, 2005; Barwell, Leung, Morgan, & Street, 2005; O'Halloran, 2000; Rowland, 1999). Even definitions are not a monolithic mathematical practice, since they are presented differently in lower-level textbooks – as static and absolute facts to be accepted – while in journal articles they are presented as dynamic, evolving, and open to revisions by the mathematician. Neither should textbooks be seen as homogeneous. Higher-level textbooks are more like journal articles in allowing for more uncertainty and evolving meaning than lower-level textbooks (Morgan, 2004), evidence that there are multiple approaches to the issue of precision, even in mathematical texts.

Recommendation #5: Uncover the mathematics in what students say and do.
Teachers need to learn how to recognize the emerging mathematical reasoning learners construct in, through, and with emerging language. In order to focus on the mathematical meanings learners construct rather than the mistakes they make or the obstacles they face, curriculum materials and professional development will need to support teachers in learning to recognize the emerging mathematical reasoning that learners are constructing in, through, and with emerging language (and as they learn to use multiple representations). Materials and professional development should support teachers so that they are better prepared to deal with the tensions around language and mathematical content, in particular a) how to uncover the mathematics in student contributions, b) when to move from everyday to more mathematical ways of communicating, and c) when and how to approach and develop "mathematical precision." Mathematical precision seems particularly important to consider because it is one of the mathematical practices in the Common Core that can be interpreted in multiple ways (see Recommendations #2 and #4 for examples).

In sum, materials and professional development should raise teachers' awareness about language, provide teachers with ways to talk explicitly about language, and model ways to respond to students. Teachers need support in developing the following competencies (Schleppegrell, 2010): using talk to effectively build on students' everyday language as well as developing their academic mathematical language; providing interaction, scaffolding, and other supports for learning academic mathematical language; making judgments about defining terms and allowing students to use informal language in mathematics classrooms, and deciding when imprecise or ambiguous language might be pedagogically preferable and when not.

4. Closing Comments

Three issues are not addressed in the preceding recommendations: assessment, reading, and effective vocabulary instruction. Assessment is crucial to consider for ELs, because there is a history of inadequate assessment of this student population. LaCelle-Peterson and Rivera (1994, 2) write that ELs "historically have suffered from disproportionate assignment to lower curriculum tracks on the basis of inappropriate assessment and as a result, from over referral to special education (Cummins 1984; Durán 1989)." Previous work in assessment has described practices that can improve the accuracy of assessment in mathematics classrooms for this population. Assessment activities in mathematics should match the language of assessment with language of instruction, and include measures of content knowledge assessed through the medium of the language or languages in which the material was taught (LaCelle-Peterson and Rivera, 1994). Assessments should be flexible in terms of modes (oral and written) and length of time for completing tasks. Assessments should track content learning through oral reports and other presentations rather than relying only on written or one-time assessments. When students are first learning a second language, they are able to display content knowledge more easily by showing and telling, rather than through reading text or choosing from verbal options on a multiple-choice test. Therefore, discussions with a student or observations of hands-on work will provide more accurate assessment data than written assessments. Evaluation should be clear as to the degree to which "fluency of expression, as distinct from substantive content" is being evaluated. This last recommendation raises an important challenge for assessing ELs' mathematical proficiency: Classroom assessments based on mathematical discussions need to evaluate *content* knowledge as distinct from fluency of expression in English[v].

Learning to read mathematical texts is a topic that needs further research. Studies need to examine how ELs learn to read different mathematical texts (textbooks, word problems, etc.). In designing this research it is important to *differentiate between reading textbooks and reading word problems, two different genres in mathematical written discourse.* When working with children learning to read in English, it will be important to distinguish between children who are competent readers in a first language and children who are not. Lastly, since "language" seems to be so closely associated with "vocabulary," we should develop principled and research-based best practices for supporting students in learning to use vocabulary in mathematics classrooms. Research should explicitly consider more and less successful ways for ELs to learn vocabulary in mathematics. This work will need to start by establishing what vocabulary assessment instruments are relevant to ELs learning mathematics.

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[i] I sometimes use the term “language(s)” as a reminder that there is no pure unadulterated language and that all language is hybrid.

[ii] Curriculum policies for ELs in mathematics should follow the guidelines for traditionally underserved students (AERA, 2006), such as instituting systems that broaden course-taking options and avoiding systems of tracking students that limit their opportunities to learn and delay their exposure to college-preparatory mathematics coursework.

[iii] For examples of lessons where ELs participate in mathematical discussions, see Moschkovich, 1999 and Khisty, 1995.

[iv] Topics for further research include defining linguistic complexity for mathematical texts and providing examples of linguistic complexity that go beyond readability (such as the syntactic structure of sentences, underlying semantic structures, or frequency of technical vocabulary, verb phrases, conditional clauses, relative clauses, and so on).

[v] For examples of how assessment and instruction can focus on mathematical content and reasoning see Appendix A, Moschkovich (1999) and Moschkovich (2007a).

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Appendix A: A Classroom Vignette

This vignette is presented to ground the subsequent descriptions of the recommendations and to show how these recommendations play out in classroom interactions. The lesson excerpt presented below (Moschkovich,1999) comes from a third-grade bilingual classroom in an urban California school[i]. In this classroom, there were thirty-three students identified as Limited English Proficient. In general, this teacher introduced students to topics in Spanish and then later conducted lessons in English. The students had been working on a unit on two-dimensional geometric figures. For several weeks, instruction had included vocabulary such as "radius," "diameter," "congruent," "hypotenuse," and the names of different quadrilaterals in both Spanish and English. Students had been talking about shapes and the teacher had asked them to point, touch, and identify different shapes. The teacher identified this lesson as an English as a Second Language mathematics lesson, one where students would be using English in the context of folding and cutting to make Tangram pieces (see Figure 1).

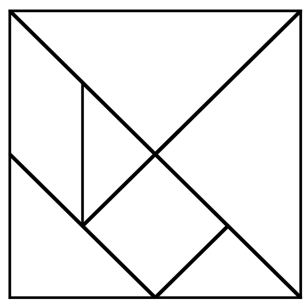

Figure 1: A tangram puzzle

Vignette

1.	Teacher:	Today we are going to have a very special lesson in which you really gonna have to listen. You're going to put on your best, best listening ears because I'm only going to speak in English. Nothing else. Only English. Let's see how much we remembered from Monday. Hold up your rectangles . . . high as you can. (Students hold up rectangles) Good, now. Who can describe a rectangle? Eric, can you describe it [a rectangle]? Can you tell me about it?
2.	Eric:	A rectangle has . . . two . . . short sides, and two . . . long sides.
3.	Teacher:	Two short sides and two long sides. Can somebody tell me something else about this rectangle, if somebody didn't know what it looked like, what, what . . . how would you say it.
4.	Julian:	Paralela [holding up a rectangle, voice trails off].
5.	Teacher:	It's parallel. Very interesting word. Parallel. Wow! Pretty interesting word, isn't it? Parallel. Can you describe what that is?

6.	Julian:	Never get together. They never get together [runs his finger over the top side of the rectangle].
7.	Teacher:	What never gets together?
8.	Julian:	The parallela . . . they . . . when they go, they go higher [runs two fingers parallel to each other first along the top and base of the rectangle and then continues along those lines], they never get together.
9.	Antonio:	Yeah!
10.	Teacher:	Very interesting. The rectangle then has sides that will never meet. Those sides will be parallel. Good work. Excellent work.

The vignette serves to show that English language learners can and do participate in discussions where they grapple with important mathematical content. Students were grappling not only with the definitions for quadrilaterals but also with the concept of parallelism. Student were engaged in mathematical communication because they were making claims, generalizing, imagining, hypothesizing, and predicting what will happen to two lines segments if they are extended indefinitely. To communicate about these mathematical ideas students used words, objects, gestures, and other students' utterances as resources. This vignette also illustrates several instructional strategies that can be useful in supporting student participation in mathematical discussions. Some of these strategies are: asking for clarification, re-phrasing student statements, accepting and building on what students say, and probing what students mean. It is important to notice that this teacher did *not* focus directly on vocabulary development but instead on mathematical ideas and arguments as he interpreted, clarified, and rephrased what students were saying. This teacher provided opportunities for discussion by moving past student grammatical or vocabulary errors, listening to students, and trying to understand the mathematics in what students said. He kept the discussion mathematical by focusing on the mathematical content of what students said and did.

Recommendation #1: Focus on Students' Mathematical Reasoning, Not Accuracy in Using Language.

In the vignette: Uncovering the mathematical content in Julian's contributions is certainly a complex endeavor. Julian's utterances in turns 4, 6, and 8 are difficult both to hear and interpret. He uttered the word "parallela" in a halting manner, sounding unsure of the choice of word or of its pronunciation. His voice trailed off, so it is difficult to tell whether he said "parallelo" or "parallela." His pronunciation could be interpreted as a mixture of English and Spanish; the "ll" sound being pronounced in English and the addition of the "o" or "a" being pronounced in Spanish. The grammatical structure of the utterance in line 8 is intriguing. The apparently singular "parallela" is preceded by the word "the" which can be either plural or singular and then followed with a plural "when they go higher." In any case, what is clear is that Julian made several attempts to communicate a mathematical idea in his second language. If we only focus only on his English proficiency, we would miss his mathematical reasoning. Julian is, in fact, accurately describing a property of parallel lines.

This teacher moved past Julian's unclear utterance and use of the term "parallela." He focused on the mathematical content of what students said, not the mistakes they made. He attempted to uncover the mathematical content in what Julian had said. He did not correct Julian's English, but instead asked questions to probe what the student meant.

Recommendation #2: Shift to a Focus on Mathematical Discourse Practices, Move Away from Simplified Views of Language.

In the vignette: What competencies in mathematical practices did Julian display? Julian was participating in three central mathematical practices: abstracting, generalizing, and imagining. He was describing an *abstract* property of parallel lines and making a generalization saying that parallel lines will *never* meet. He was also imagining what happens when the parallel sides of a rectangle are extended. If we only focused on vocabulary, we would miss Julian's use of these important mathematical practices.

Recommendation #3: Recognize and Support Students to Engage with the Complexity of Language in Mathematics Classrooms.

In the vignette: What modes of expression did Julian and the teacher use? Julian used gestures and objects in his description, running his fingers along the parallel sides of a paper rectangle. The teacher also used gestures and visual displays of geometric figures on the blackboard. This example shows some of the complexity of language in the mathematics classroom.

Recommendation #4: Treat Everyday Language and Experiences as Resources, Not as Obstacles.

In the vignette: What language resources did Julian use to communicate his mathematical ideas? He used colloquial expressions such as "go higher" and "get together" rather than the formal terms "extended" or "meet." These everyday expressions were not obstacles but resources[ii].

Recommendation #5: Uncover the Mathematics in What Students Say and Do.

In the vignette: How did the teacher respond to Julian's contributions? The teacher moved past Julian's confusing uses of the word "parallela" to focus on the mathematical content of Julian's contribution. He did not correct Julian's English, but instead asked questions to probe what the student meant. This response is significant in that it represents a stance towards student contributions during mathematical discussion: listen to students and try to figure out what they are saying. When teaching English learners, this means moving beyond vocabulary, pronunciation, or grammatical errors to listen for the mathematical content in student contributions. (For a discussion of the tensions between these two, see Adler, 2001.)

In the vignette: What instructional strategies did the teacher use? The teacher used gestures and objects, such as the cardboard geometric shapes, to clarify what he meant. For example, he pointed to vertices and sides when speaking about these parts of a figure. Although using objects to clarify meanings is an important ESL instructional strategy, it is crucial to understand that these objects do not have meaning that is *separate* from language. Objects acquire meaning as students talk about them and these meanings are negotiated through talk. Although the teacher and the students had the geometric figures in front of them, and it seemed helpful to use the objects and gestures for clarification, students still needed to sort out what 'parallelogram' and 'parallel' meant by using language and negotiating common meanings for these words.

In the vignette: The teacher did not focus on vocabulary instruction but instead supported students' participation in mathematical arguments by using three instructional strategies that focus more on mathematical discourse: 1) **Building on student responses**: The teacher accepted and built on student responses. For example in turns 4-5, the teacher accepted Julian's response and probed what he meant by "parallel." 2) **Asking for clarification:** The teacher prompted the students for clarification. For example, in turn 7 the teacher asked Julian to clarify what he meant by "they."
3) **Re-phrasing**: The teacher re-phrased (or re-voiced) student statements, by interpreting and rephrasing what students said. For example, in turn 10 the teacher rephrased what Julian had said in turn 8. Julian's "the parallela, they" became the teacher's "sides" and Julian's "they never get together" became "will never meet". The teacher thus built on Julian's everyday language as he re-voiced Julian's contributions using more academic language.

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[i] This work was supported by Grants #REC-9896129 and #ROLE-0096065 from NSF. The Math Discourse Project at Arizona State University videotaped this lesson with support by an NSF grant.
[ii] The question of whether mathematical ideas are as clear when expressed in colloquial terms as when expressed in more formal language is highly contested and not yet, by any means, settled. For a discussion of this issue, see Tim Rowland's book *The Pragmatics of Mathematics Education: Vagueness in Mathematical Discourse*.

Realizing Opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy Standards

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> *Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, [they] develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.* (Standards, p. 3).

This brief paper is intended to contribute to a larger—and longer—conversation about what those collectively responsible for the education of English Learners (ELs) must consider in order to maximize the affordances presented by the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (hereafter referred to as the "the Standards").[1] In order to address how opportunities presented by the Standards can be *realized* for ELs—both *understood* and *actualized*—we focus on four particular areas emphasized by the Standards as necessary for career and college readiness and for becoming "a literate person in the twenty-first century": engaging with complex texts; using evidence in writing and research; speaking and listening in order to work collaboratively and present ideas; and developing the language to do all of the above effectively. Each of these areas represents a shift from how language and literacy instruction has often been approached, both in mainstream English language arts (ELA) and in separate courses for ELs, such as English language development (ELD).[2]

The selected areas also highlight the fact that literacy instruction is a shared responsibility among teachers in *all* disciplines. In grades K–5, the standards articulate expectations for students in the areas of reading, writing, speaking and listening that apply to all subjects; in grades 6-12, the standards are divided into two sections—those specifically for ELA and those for history/social studies, science, and technical subjects. This interdisciplinary approach reflects the crucial role ELA teachers play in developing students' literacy skills while at the same time acknowledging the impact other subject matter teachers have in students' literacy development. The Standards acknowledge that college and career readiness requires reading with "an appreciation of the norms and conventions of each discipline" and writing with consideration of different kinds of tasks, purposes, and audiences.[3] This focus on disciplinary literacy presents new challenges for both content-area teachers and English and ESL instructors.

For each of the domains included in the Standards (reading, writing, listening and speaking, and language), we first outline what the Standards call upon students to do, emphasizing the simultaneous challenges and opportunities for ELs. We then offer insights, derived from both research and theory, for addressing the challenges and realizing the opportunities. Before turning to each of the areas, however, it is important to emphasize the following overarching considerations:

- Any discussion about potential affordances for ELs must consider variation among ELs, including age, grade level, native languages, language proficiency levels, literacy background both in English and other languages, and quality of previous schooling.[4]

- Instruction for ELs must include both “macro-scaffolding,” in which teachers attend to the integration of language and content within and across lessons and units, as well as “micro-scaffolding” during the “moment-to-moment work of teaching.”[5]

- Because language and literacy practices vary from discipline to discipline, realizing opportunities for ELs must involve collaborative efforts across a number of different instructional settings, including ELA, ELD, and other content-area classrooms.[6]

- Practices called for by the Standards, such as *argument* and *critique*, are grounded in particular socially and culturally specific values and practices that may or may not align with those of students from different backgrounds; students from non-dominant linguistic and cultural groups may position themselves in various ways vis-a-vis mainstream expectations.[7]

- Socialization into new academic discourse communities involves not only the acquisition of new language and literacy skills, but also potential “internal and interpersonal struggles” and “emotional investment and power dynamics.”[8]

Our comments in this paper can best be understood in the context of insights about language, literacy, and learning outlined in several other papers prepared for this project[9]:

- All learning builds on students’ prior knowledge and experiences; instruction for ELs must consider *and expand* what ELs bring to the classroom.

- Instruction should provide apprenticeship for ELs in communities of practice with teachers and peers in order to develop students’ independence.

- Language development and cognitive development are interrelated and mutually dependent; ELs learn language as they learn content.

- Language can best be understood as action, rather than “form” or “function” alone; students learn to do things with language when they are engaged in meaningful activities that engage and challenge them.

- Literacy involves social practices as well as cognitive processes; reading and writing, as well as other forms of meaning-making, always represent *activity* (whether intended or not by teachers) in which participants have different purposes and take on different roles and identities.

- In order to develop the ability to read complex texts and engage in academic conversations, ELs need access to such texts and conversations, along with support in engaging with them.

- Learning languages involves expanding *linguistic repertoires* in order to engage in a wide variety of situations, with a wide variety of audiences, for a wide variety of purposes.

- With support, ELs can build such repertoires and engage productively in the kinds of language and literacy practices called for by the Standards for both ELA and other disciplines, even though their developing language will be marked by "non-native" or imperfect features of English.

1. Reading: Engaging with Complex Texts to Build Knowledge Across the Curriculum

The Standards require students to read and comprehend both literary and informational texts that represent steadily increasing complexity as they progress through school. Text complexity, according to the Standards, involves not only the grammatical features of a text and its vocabulary demands, but also elements such as the multiple levels of meaning embedded in a text, the explicitness with which the author's purpose is stated, the typicality of genre conventions, and the extent to which the text employs figurative language.[10] The Standards require that 50% of the complex texts read by students at the elementary level be informational in character—shifting to 75% in high school—reflecting the role of texts in building students' knowledge across K-12 disciplines and after high school.

Accessing and comprehending texts featuring complexity of the kinds outlined above present challenges for all students as they grapple with new and cognitively complex ideas and concepts, particularly for those who have had limited access to such texts either at home or at school. Those reading in a second language face additional challenges, as they are called upon to process "intricate, complicated, and, often, obscure linguistic and cultural features accurately while trying to comprehend content and while remaining distant from it in order to assess the content's value and accuracy."[11] To meet this challenge, second language readers draw on a variety of potential resources, including knowledge of the (second) language they are reading in, literacy skills in their first language, reading comprehension strategies, background knowledge related to the target reading, and interest and motivation.[12]

Beginning-level ELs in the younger grades learning to read for the first time face particular challenges, as they are attempting to learn to decode written text in a language they are at the very early stages of acquiring. The use and development of oral language is particularly important at this stage, as it serves as one foundation that students use to build early reading skills. The standards themselves emphasize the importance in the early grades of students' participating in discussions, asking questions, sharing their findings, and building on others' ideas. It is important to note that research has shown that ELs can develop literacy in English even as their oral proficiency in English develops. Meanwhile, ELs' early literacy experiences, including those in students' first languages, support subsequent literacy development, and "time spent on literacy activity in the native language—whether it takes place at home or at school—is not time lost with respect to English reading acquisition."[13]

Throughout the grades, learning about ELs' language and literacy backgrounds, interests, and motivations provides teachers with clues as to what supports might help students to compensate for the linguistic and textual challenges presented by different kinds of texts.

Understanding students' knowledge and interests does not mean that only texts that already fit within ELs' "comfort zones" should be assigned—indeed, one of the opportunities afforded by the Standards is the promise of access to a wide variety of texts that can expand those comfort zones. Leveraging students' existing background knowledge, and building new knowledge, can be accomplished in a number of ways before and during a lesson or unit of study—without preempting the text, translating its contents for students, telling students what they are going to learn in advance of reading a particular text, or "simplifying" the text itself.[14] Possibilities include pre-reading activities and conversations that access and build on students' background knowledge and set up excitement and purpose for reading in a unit; text annotations that gloss crucial vocabulary or provide necessary contextual information without paraphrasing the text for students; and activities during and after reading that allow students to engage in knowledge-building with their classmates and teachers.[15] Crucial to all of the above is teachers' understanding that texts are approached differently for different purposes, and that students need opportunities to approach texts with these varied purposes in mind.[16]

A consideration of students' second language proficiency, literacy backgrounds, and background knowledge can also inform instructional efforts to enhance the strategic moves students can apply to engage successfully in independent reading across the curriculum—especially when called upon to read texts beyond their English language proficiency levels. Such instruction can do the following:[17]

- Induce readers to consider (or even research) the topic at hand using more accessible texts (including those in a students' L1 for ELs who read in their first languages) in preparation for reading more difficult texts as part of the same lesson or unit.

- Assist readers in deciding which words in a given text are critical for particular uses of the text and which can be skipped.

- Focus readers' attention on meaning-critical grammatical structures (and how those might compare with how grammar is used to make similar meaning in students' first languages).

- Build on and expand readers' knowledge about how different kinds of texts are structured.

- Focus readers' attention on specific features of text complexity by choosing authentic and original texts that emphasize one or two features at a time (such as a linguistically more accessible text that features multiple meanings, a lexically dense piece with a simpler grammatical structure, or a text in the students' native language that includes the challenging text structures of an unfamiliar genre).

- Integrate a focus on vocabulary-building with meaningful activities centered around texts.[18]

When envisioning how to support ELs' reading of the kinds of complex texts called for by the Standards, and how to recognize students' developing ability to do so, it is also important to consider how "comprehension" is defined and measured. As is the case with struggling readers in the general student population, ELs' developing ability to "make decisions about a text and to subsequently evaluate and revise those decisions"—arguably the kind of reading valued by the Standards—may be masked, and even stifled, by instruction that only values "correct" interpretations of what a text "really" means on one hand, or the use of a pre-ordained set of "reading comprehension" strategies on the other. In other words, especially for ELs who may be called upon to read texts with increasingly unfamiliar content matter expressed in language that is beyond their English proficiency levels, what is important to foster and recognize is ELs' use of texts and textual evidence for sense-making, even if their inferences and processes do not initially match those of the more experienced readers or native speakers of English. This is not to say that a focus on "correct answers" is never justified. Especially in content area classrooms, such clarification may be crucial. But in terms of fostering—and recognizing—students' ability to make sense of complex text, both literary and informational, ELs may be well served by opportunities to explore—and justify—their own "textual hypotheses," even if their initial interpretations diverge from those of the teacher.[19]

2. Writing: Using Evidence to Inform, Argue, and Analyze

The Standards call upon students, by the time they graduate, to be adept at sharing information accurately to help readers better grasp a topic or concept, presenting arguments logically to defend interpretations or judgments, and crafting written language skillfully to achieve their purposes. The Standards draw on studies showing that a nexus of skills—using evidence, analyzing information in writing, and conducting research—is essential for success in the argument-based culture of universities as well as today's diverse, information-rich professional environments.[20] As students progress through the grades, the Standards ask them to demonstrate their growing ability to cite specific evidence in defense of the claims they make as well as consider the strength of the evidence others provide when making arguments.[21] The standards also incorporate and integrate a focus on research skills in order to prepare students to ask questions and solve problems independently. The goal is to ready students for college and careers so that they are able to conduct investigations, analyze information, and create products that reflect the increasing emphasis research receives in an information-based economy. In relation to research-based writing specifically, ELs not only face the common obstacles all students experience in attempting to gather, manage, and organize the flow of information; they also must analyze and evaluate what they read while negotiating a second language. This research process requires students to read complex texts and use evidence in writing (and/or orally) while navigating conventions of textual ownership and citations, an area that offers challenges for all students in an electronic age but that can be particularly challenging for EL students who have learned these culturally defined practices outside of U.S. academic settings.[22]

Just as teachers can carefully scaffold the reading of complex texts, they can also assist ELs to develop the ability to write for the wide variety of audiences and purposes emphasized by the Standards. Like first language writing, second language writing develops gradually over time, with considerable variation in individual learners' progress through different stages of development.[23] However, second language writing development is also distinct. Although second language writers are still acquiring oral language proficiency in English, they already possess age-appropriate oral language proficiency in their home language(s). Depending on their age and background, some may also have home-language literacy skills from which they can draw.[24] EL writers, however, are a diverse group. Some young children are exposed to writing for the first time in English-medium ELD or ELA classes. Others learn to write in more than one language in bilingual classrooms, at home, or in the community. At the secondary level, some ELs bring first-language literacy skills to the task of writing in English, but many write only in English, not having acquired home language literacy in the school or home. For individuals with prior literacy background, writing skills can transfer across languages, although questions remain regarding how these processes occur.[25] ELs' opportunities for classroom writing also vary according to teacher expectations, course placement, and content area, and for students with limited exposure to English outside of school, writing development may occur very slowly.[26]

Just as print exposure improves students' long-term writing development in their first language, the features of texts read by ELs influence the writing they subsequently produce.[27]

Several instructional strategies hold promise for ELs in meeting the Writing Standards. Overall, such strategies focus on developing what is called for by the Standards (e.g. writing different text types for different audiences and purposes and presenting knowledge gained through research) rather than ELs' production of mechanically and grammatically "flawless" writing.[28] Accordingly, writing instruction can do the following:

- Maximize the use of ELs' existing linguistic and cultural resources by ensuring that students have meaningful ideas to write about, allowing them to use their home languages or varieties of language during the writing process, employing technology that students already use, and drawing upon their background knowledge, practices, and experiences.[29]

- Provide ELs with meaningful exposure to the types of texts they will be writing, guiding students through the linguistic and rhetorical patterns found in different genres.[30]

- Ensure that writing instruction creates meaningful opportunities to communicate rather than mechanical exercises for text production.[31] These opportunities include interactions with peers and teachers about ELs' writing and sensitive yet substantive feedback about the content of their writing at multiple points throughout the writing process.

In relation to research skills specifically, instruction can:

- Encourage students with L1 literacy backgrounds to draw upon this resource to help them locate, evaluate, and analyze information.

- Assist students in selecting reading and drafting strategies appropriate for varied research tasks.

- Provide explicit guidance on the conventions of textual ownership and citations in U.S. academic settings, alongside clear yet critical explanations of the purposes these conventions serve.

- Create opportunities that allow ELs to learn research processes by participating in teacher-guided and collaborative endeavors before attempting research independently.

Teachers can use such approaches to aid students in learning how to conduct investigations, analyze information, and create final products that meet the expectations of the Standards while strengthening and deepening the understanding students have of L2.

3. Speaking and Listening: Working Collaboratively, Understanding Multiple Perspectives, and Presenting Ideas

The Speaking and Listening Standards call upon students to listen critically and participate actively in cooperative tasks. They require students to build upon others' ideas, articulate their own ideas, and confirm their understandings through informal, collaborative group interactions as well as formal presentations that integrate information from oral, visual, quantitative, and media sources for different audiences, tasks, purposes, and disciplines. The Standards also expect students to interpret information; explain how it contributes to target topics, texts, and issues; and “present claims and findings by sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes.”[32]

As with reading, the comprehension of oral language requires a number of interrelated knowledge sources.[33] Effective listening comprehension also requires the use of strategies, such as focusing on relevant parts of a message, making predictions, and monitoring one’s own comprehension.[34] At the same time, speaking and listening in the classroom involve more than individuals acting alone. Students use *interactional competence* to participate in the social context of the classroom, negotiating, constructing, and sometimes resisting norms of interaction governing various typical classroom participation structures.[35] Classrooms feature a number of different speech events, each of which is “directly governed by the rules or norms of the use of speech.”[36] Even within a single speech event, norms can be quite complex.[37]

For ELs to realize opportunities presented by the Listening and Speaking Standards, teachers across the curriculum can support students by offering a wide variety of classroom discourse structures. Many of the interactive structures conducive to building knowledge and discussing ideas also hold promise for language development.[38] Teachers can do the following:

- Engage students in individual, small group, and whole-class discussions that move beyond traditional initiation-response-evaluation structures to “bridging discourses” that encourage ELs to produce extended oral discourse and engage with academic registers.[39]

- Develop collaborative tasks that require effective and linguistically rich discussions.[40]

- Allow ELs to collaborate in their home languages as they work on tasks to be completed in English.[41]

- Teach ELs strategies for using their still-developing English language proficiency to engage in different communicative modes.[42] For example, listening comprehension activities can help ELs to “arrive successfully at a reasonable interpretation of extended discourse,” rather than to process every word literally, which is impossible even for native English speakers to do.[43]

4. Language: Using and Developing Linguistic Resources to Do All of the Above.

The Standards maintain that in order to be college and career ready, students need a “firm control over the conventions of standard English,” but also that “they must come to appreciate that language is at least as much a matter of craft as of rules.”[44] According to the Standards, students must be able to “choose words, syntax, and punctuation to express themselves to achieve particular functions and rhetorical effects.” It is important to understand that ELs, by definition, will use “imperfect” (i.e. non-native-like) English as they engage in these functions and achieve these effects. By focusing on language as it relates to communicative and academic endeavors, rather than merely as the acquisition of “good” English, teachers can help students develop and use grammatical structures, vocabulary, and written and oral conventions as resources for making meaning, for learning, and for communicating with an increasing number of audiences for an increasing number of purposes.

In the context of the expectations for all students articulated by the Standards, “language instruction” for ELs can no longer be envisioned as isolated from the context of meaningful and engaging academic work. Although the decontextualized teaching of discrete elements of a second language (e.g. verb tenses, grammatical structures, vocabulary) may be effective for inducing the use of those elements on restricted tasks and tests that highlight them, it is unclear whether such instruction is effective for fostering the use of those elements in wider communication.[45] This is not to say that an explicit focus on language is not called for, but rather that such a focus must occur in conjunction with, and in the service of, meaningful academic work across the curriculum.[46]

In supporting the development of ELs' language, it is also important to keep in mind that all school-age children (barring either extreme impairment or severe early childhood abuse and isolation) already have the linguistic resources in at least one language to engage in a wide range of communicative settings.[47] All students, therefore, have first-hand knowledge of the conventions and the rhetorical craft of language as used in their own communities of practice.[48] In fact, children who are in the process of developing more than one language may have a heightened awareness of such functions and effects because they use two or more languages.

At the same time, students' linguistic backgrounds will be more or less closely aligned with the varieties of language privileged in school, and it is undoubtedly in the interest of ELs to expand their linguistic repertoires to include those varieties. In supporting students to do so, a couple of final points are important to keep in mind:

- ELs' incomplete acquisition of standard varieties of English should not be interpreted as students' inability or unwillingness to participate in a wide range of learning, language, and literacy practices across the disciplines, including those called for by the Standards.

- With appropriate supports, ELs' participation in the key practices called for by the Standards—especially those highlighted in this paper— can promote the development of both language and literacy.

Conclusion

We conclude by pointing out that "shared responsibility" for preparing ELs for the language and literacy called for by the Standards rests not only with teachers across the disciplines, but also with curriculum developers, textbook writers, assessment specialists, teacher educators, administrators, researchers, policymakers, and others. Our hope is that the brief comments in this paper can serve as a starting point for envisioning what role each of us—individually and collectively—might play in realizing the opportunities potentially afforded to English Learners by the Standards.

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Notes

[1] Our intention is not to render a judgment regarding the content of the standards, the assumptions about literacy upon which they are based, or the appropriateness of the standards for ELs. Nor is it to provide a systematic review of the empirical literature available on the language and literacy development of ELs (for such reviews, see American Educational Research Association, 2004; Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Goldenberg & Coleman, 2010; Saunders & Goldenberg, 2010).
[2] Other terms to refer to these classrooms include English for Speakers of Other Languages (ESOL) and English as a Second Language (ESL).
[3] Standards, p. 60 and p. 63.
[4] Helpful discussions of the range of characteristics necessary to consider can be found in Walqui (2005), Olsen (2010), Valdés, Bunch, Snow, & Lee (2005), and Enright (2011).
[5] Schleppegrell & O'Hallaron (2011, p. 7); see also Walqui (2006) and Walqui & van Lier (2010).
[6] Lee & Spratley (2010); Olsen (2010); Schleppegrell (2004); Shanahan & Shanahan (2008); Valdés et al. (2005); Wineburg, Martin, & Monte-Sano (2011).
[7] Canagarajah (2004), Pennycook (2000).
[8] Duff (2010, p. 170).
[9] See especially VanLier & Walqui (2012); Hull (2012); Wong Fillmore & Fillmore (2012); Walqui & Heritage (2012)
[10] See Appendix A of the ELA and disciplinary literacy standards for further information about how text complexity can be defined and determined.
[11] Bernhardt (2011, p. 19).
[12] While research on second language readers has only begun to study the ways in which these various factors interrelate, it is likely that second language readers use the resources they have in some areas to compensate for those they are lacking in others (Bernhardt, 2011).
[13] Riches & Genesee (2006); see also Goldenberg & Coleman (2010).
[14] Available research on second language reading indicates that text simplification is ineffective for promoting comprehension and may even be counterproductive (see Bernhardt, 2011, pp. 59-60).
[15] See Walqui & vanLier (2010) for helpful suggestions for creating such activities.
[16] Also important to understand is that readers play multiple roles when approaching any text. Gibbons (2002) draws on Luke and Freebody (1990) to point out that readers are simultaneously *code breakers*, *text participants*, *text users*, and *text analysts*; see also Schleppegrell & Colombi (2002).
[17] Many of these strategies are elaborated upon in Bernhardt (2011).
[18] For examples, see Kelley, Lesaux, Kieffer, & Faller (2010) and Scott, Skobel, & Wells (2008).
[19] This paragraph draws heavily from Aukerman (2008), and the quotations are from that source.
[20] See Graff (2003); Postman (1997); Williams & McEnerney (n.d.).
[21] Using evidence is particularly emphasized in Reading Standard 1 and Writing Standard 9.
[22] See Pecorari (2003) and Flowerdew (2007) for recent perspectives on textual borrowing and second language writers.
[23] R. Ellis's (1994) contention that acquisition of an L2 grammar occurs in stages is echoed in findings for first language writing (Loban, 1976; Henderson, 1981; Graves, 1983). See Fu (2009) and Valdés (2001) for differing descriptions of stages observed in L2 writing development.
[24] See Harklau (2002).
[25] See Grabe and Kaplan (1996) and Grabe (2003).
[26] See Fu (1995), Harklau (1999), Hartman & Tarone (1999), Valdés (2001), and Valdés & Sanders (2006).
[27] For the effects of exposure to print in the L1, see Wagner and Stanovich (1996); for the impact of texts read on L2 writing, see Samway and Taylor (1993).
[28] See Truscott's (1996) review claiming no evidence supporting grammar correction in writing instruction and Ferris' (1999) rebuttal and subsequent publications (2002, 2003).
[29] See the recent collection edited by Manchón (2011) regarding the use of writing in the learning process. For uses of the first language while writing, see Fu (2009), Kibler (2010), National Council of Teachers of English (2012), and Souryasack & Lee (2007). Black (2005) and Smythe & Neufeld (2010) suggest the use of various technologies to

facilitate writing. See Langer (1997), McGinnis (2007), and Trueba, Moll, Diaz, & Diaz (1984) regarding use of students' background knowledge, practices, and experiences.
[30] Such instruction can focus explicitly on the role of grammatical and lexical features in making meaning for different audiences and purposes (e.g. Achugar, Schleppegrell, & Oteíza, 2007; Aguirre-Muñoz, Park, Amabisca, & Boscardin, 2008; Gebhard**,** Harman, and Seger, 2007; Gebhard & Willett, 2008; Schleppegrell, 2004).
[31] For an example, see Bunch, Lotan, Valdés, & Cohen (2005); see also Valdés (2001) and Valdés & Sanders (2006).
[32] Standards, p. 49.
[33] Sources of information required for listening comprehension include schematic knowledge (factual, sociocultural, and discourse-related background information), contextual knowledge (physical settings, participants, and what has been/will be said), and systemic knowledge (semantics, syntax, and phonology) (Anderson & Lynch, 1988).
[34] See Anderson & Lynch (1988) and Goh (2005). It is also important to understand that because comprehension rests on such a broad base of knowledge and strategies relevant to a given situation, the fact that ELs and their interlocutors encounter difficulties in spoken interaction is not surprising: second language listening research has documented a range of lexical, grammatical, and conceptual causes of misunderstandings for non-native speakers in spoken interactions (Rost, 2002).
[35] Cazden (1986, 2001); Mehan (1979); Philips (1972, 1983).
[36] Hymes (1972, p. 56).
[37] In classroom presentations, for example, students are often asked to manage the floor, either as individuals or as a group, while also being ready to respond to the teachers' unpredictable interjections and directives at moment's notice, as well as often engage with the student audience's questions and comments after the delivery of information (Bunch, 2009). Meanwhile, during the entire presentation, students are called upon to address different audiences simultaneously. In almost every presentation, students are asked to address their fellow classmates while knowing that the teacher is the audience who will ultimately be evaluating them. Some presentations additionally call for students to imagine that their audience knows nothing about the topic they are presenting on (even if this is not the case), or to engage in a roleplay in a contemporary or historical context. Engaging in whole-class discussions or group work involve different, but similarly complicated, rules of interaction and audience engagement.
[38] See Gutiérrez (1995); Hawkins (2004); McGroarty (1993); McGroarty & Calderón (2005).
[39] See Mehan (1979) and Sinclair & Coulthard (1975) for an overview of the three-part classroom discourse structure; the term "bridging discourses" comes from Gibbons (2006); see also Wells (1999) and Valdés (2004).
[40] See Bunch (2006, 2009); Bunch, Abram, Lotan, & Valdés, (2001); Bunch et al. (2005).
[41] See Anton & DeCamilla (1998); Brooks & Donato (1994); DeGuerrero & Villamil (2000); Kibler (2010); Swain & Lapkin (2000).
[42] These include the *interpersonal mode*, which requires moment-by-moment, unplanned interaction but affords the opportunity for immediate clarification of meaning; the *presentational modes*, which allows for planning but requires anticipating audiences' needs; and *interpretive mode*, which does not require production but does not generally allow for clarification of understanding (National Standards in Foreign Language Education Project, 1996).
[43] See Brown & Yule (1983, p. 57). A number of helpful instructional activities for focusing on listening comprehension in the context of K-12 academic content instruction are available in Gibbons (2002) and Zwiers (2008).
[44] Standards, p. 51.
[45] See Valdés, Capitelli, & Alvarez (2011) for a review of the literature on this topic.
[46] For examples of integrating a focus on discrete language features with meaningful academic work, see Gebhard, Harman, & Seger (2007); Schleppegrell (2004), Kelley, Lesaux, Kieffer, & Faller (2010); and Scott, Skobel, & Wells (2008).
[47] All students, regardless of their language or cultural background, speak one or more variety of a home language, and that variety is associated with students' geographical background, racial and ethnic community, and identity affiliations; there are no speakers of any language without an "accent," and, from a linguistic standpoint, there are no varieties of English (or any other language) that are superior to any other variety (see MacSwan, 2000; MacSwan, Rolstad, & Glass, 2002; Valdés et al., 2005).
[48] See Gutiérrez, Morales, & Martinez (2009); Gutiérrez & Orellana (2006); Orellana & Gutiérrez (2006).

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Academic Language Chart

Academic thinking runs on academic language—and vice versa. Teachers need to develop activities that scaffold students' use of language to organize and express their thinking. This chart offers examples of vocabulary, expressions, and functions of English that drive (and show us) a student's academic thinking.

Thinking Type	Language that expresses academic thinking	Other responses	Level
Observe & inquire, ask questions* & give answers	● Why…, How…, Would…, Should…, Could… ● I wonder…, I found the information in the (resource)… ● One answer might be… ● What do you think about…, What is your opinion of…		
Solve problems & hypothesize	● We need to define the problem, The main problem is…The conflict is mainly between… ● There are different ways to solve it, The best solution is…because… ● I think that the answer is…because…		
Infer & Predict*	● I predict that…,I think that…, I think we could infer that…, I bet that…because, I hypothesize that…, Based on…I guess that…, The picture (or other graphic) means…		
Determine importance & main idea*	● The part where…is important because…, The gist of it is…, The main idea is…, The key details that support the main idea are… ● The purpose of this text is…, The author wanted to tell us…, It's about a … that…		
Identify causes & effects	● I think ….was caused by…, The main cause was probably…,I hypothesize that…caused…, The most likely cause was…, The … led to ….which led to…,The effects of… were… ● That wasn't cause by…because…, Just because it happened after …, doesn't mean it was caused by…		
Compare & contrast objects, ideas, or processes	● They are similar because...,The two differ because one…, while the other…, If we look closely at…, we will see that …. is different from… ● This is much like when…Notice how the two compare. On the other hand, …		
Classify & categorize objects, ideas, or processes	● It is important because…, It is not that important because…, It belongs in the category of…We should put this in the --- group, I would call this a type of …, It fits in this (column, file, genre, etc.), ● I don't think it fits anywhere, It needs a new category		
Analyze – separate whole into parts and describe	● When we break it down into these areas, we can see that…,The parts are related in the following ways:…		

relationships & patterns among the parts	● Let's see how the pieces fit together to make…Each component plays a key role. First…; We can describe it as…, It's important traits are…		
Persuade & justify – use evidence to support a position or opinion	● That is a good point, but I think the evidence shows that…, What it seems to come down to is … versus…, Even though both sides have merits, the greater good will come from..., ● It is a difficult issue, but I feel that the (positives) of… outweigh the (negatives) of…, If we look closely at…, we will see that it is better to… In my opinion, we should… because…		
Synthesize – integrate multiple ideas into a new whole	● In a nutshell, it means that…, Other sources also argue that…, It all boils down to…, Even though it seems that the text is about…, I think that …, The author is essentially saying...If we think about all the issues, we come up with…		
Interpret – understand figurative language, analogies, metaphors, etc.	● This part meant that…For us today, it could mean that… ● The --- is a metaphor for …, The --- is like a --- because…, The author used that analogy because…, In the same way that people…, the … ● It's a figurative way to describe how…, It's not literal—that's the author's way to describe how…		
Empathize – understand the thoughts and feelings of others in various situations and time periods	● That is a great point, I feel the same way. I would like to add…, If I were in (person)'s shoes, I would…I think (person) felt… because…, ● Let's remember the time in which (person) lived and what he/she went through. First…, I bet (person) was thinking… ● How would you feel if you were her/him? I would…		
Apply ideas and concepts across different disciplines & time periods	● It's not all that different today. Think about…, This is similar to solving problems in science, because…We also learned about … in…I can use and apply ideas about… to… ● This relates a lot to the stuff about…in our English class. The reading strategy of … works for this text too. This applies to my life because…		
Figure out and use appropriate **vocabulary** and expressions*	● I guess the word means something like --- because of the words around it, The word part (prefix, suffix, root) --- means…, I think it means…, I think a better word to use in this case is…, --- is an important word because…		
Evaluate – assess worth of an idea, object, or process by using clear criteria with	● The idea is important because…The best solution is… because…, In looking at the criteria for …., the best idea is… ● It is not as valuable because it doesn't meet the criteria of… ● That was not a good idea because…That was good advice since…		

evidence and explanation of priorities			

Content Area Thinking		Language that expresses content thinking	Other student responses	Leve l
History/Social Science				
Science				

Book 2 of 3

Practical Guidelines for the Education of English Language Learners

RESEARCH-BASED RECOMMENDATIONS FOR SERVING ADOLESCENT NEWCOMERS

CENTER ON INSTRUCTION

Practical Guidelines for the Education of English Language Learners

RESEARCH-BASED RECOMMENDATIONS FOR SERVING ADOLESCENT NEWCOMERS

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This is Book 2 in the series Practical Guidelines for the Education of English Language Learners:

Book 1: Research-based Recommendations for Instruction and Academic Interventions
Book 2: Research-based Recommendations for Serving Adolescent Newcomers
Book 3: Research-based Recommendations for the Use of Accommodations in Large-scale Assessments

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FOREWORD

The fundamental principles underlying the *No Child Left Behind (NCLB) Act of 2001* focus on high standards of learning and instruction with the goal of increasing academic achievement—reading and math in particular—within all identified subgroups in the K-12 population. One of these subgroups is the growing population of English Language Learners (ELLs). NCLB has increased awareness of the academic needs and achievement of ELLs as schools, districts, and states are held accountable for teaching English and content knowledge to this special and heterogeneous group of learners. However, ELLs present a unique set of challenges to educators because of the central role played by academic language proficiency in the acquisition and assessment of content-area knowledge. Educators have raised multiple questions about effective practices and programs to support the academic achievement of all ELLs, including questions about classroom instruction and targeted interventions in reading and math, the special needs of adolescent newcomers, and the inclusion of ELLs in large-scale assessments. While ELLs vary in their academic outcomes and many thrive in U.S. schools, there is indeed a significant proportion—whether or not formally designated Limited English Proficient (LEP) or English Language Learner (ELL) and thus receiving support services for language development—who struggle considerably in developing English proficiency and academic skills, as well as meeting grade-level standards. This document was written primarily with this latter group in mind, and, in particular, the group of ELLs who are adolescent newcomers. This group of ELLs has a relatively short period of time in which to simultaneously develop academic language skills and master grade-level content. This document provides evidence-based recommendations for policymakers, administrators, and teachers in middle and high schools who seek to make informed decisions about effectively serving adolescent newcomers.

OVERVIEW

Who Are English Language Learners?

The U.S. Department of Education defines ELLs as national-origin-minority students who are limited-English-proficient. The ELL term is often preferred over Limited-English-Proficient (LEP) as it highlights accomplishments rather than deficits. As a group, ELLs represent one of the fastest-growing groups among the school-aged population in this nation. Estimates place the ELL population at over 9.9 million students, with roughly 5.5 million students classified as Limited English Proficient by virtue of their participation in Title III assessments of English language proficiency. The ELL school-aged population has grown by more than 169 percent from 1979 to 2003[1], and speaks over 400 different languages, with Spanish being the most common (i.e., spoken by 70 percent of ELLs).

Within this diverse and growing population there are many ELLs who thrive academically; however, there is also a significant proportion that struggles to reach grade level[2]. For example, on a national assessment of reading comprehension in 2005, only 7 percent of fourth grade ELLs with a formal designation scored at or above the proficient level compared with 32 percent of native English speakers[3]. Only 4 percent of eighth grade ELLs scored at or above the proficient level. Similarly, on a national assessment of mathematics, while only 36 percent of all fourth graders scored at or above the proficient level, within the ELL population designated limited English proficient, only 11 percent scored at or above the proficient level[4]. Thus, the great majority of the nation's ELLs are scoring at or below basic levels of academic proficiency despite an increase in the demand for numeracy and literacy skills in order to fully participate in society.

Statistics on the performance of ELLs are generally based on the performance of students designated as Limited English Proficient (LEP) within state accountability systems. This designation is unlike others, such as gender or ethnicity, insofar as students' membership in the group of LEP students is dynamic and meant to be temporary in nature. Generally, students are counted within the LEP group only as long as they are considered to lack enough proficiency in English to participate in mainstream classrooms. When ELLs have gained the proficiency in the English language needed to participate in grade-level classes, they lose their LEP designation, are required to participate in the mainstream classroom without specialized support, and are no longer included in percent proficient calculations for the LEP subpopulation of a school. Because language proficiency plays a significant role in student achievement, this reporting practice will tend to underestimate the achievement performance of ELLs insofar as those students with the highest language proficiency are removed from the LEP group as they become proficient in English.

Under NCLB, students can be counted within the LEP category for up to two years after becoming proficient in English, thus allowing more proficient students to contribute to the percent proficient for accountability purposes. This reporting practice mitigates the problem of underestimation somewhat. However, states' results are generally not reported separately for current and former LEP students. Rather, the former LEP students are simply included in the LEP category for up to two years. Failure to distinguish between former and current LEP students when disaggregating accountability data makes it difficult to accurately evaluate the performance of schools in educating ELLs. Recent efforts to examine the performance of former LEP students have shown that some ELLs do quite well in public schools[5]. On the other hand, many ELLs who are no longer formally designated (ELL, LEP) continue to struggle with academic text and language; these learners are a growing concern for students, parents, educators, administrators, and policymakers.

Who Are Adolescent Newcomers?

Given the growing number of ELLs in U.S. schools, understanding and serving this population effectively is essential. A particular group of ELLs with unique needs includes the many immigrants who first enroll in U.S. schools at the middle or high school level, often with limited English proficiency and sometimes with limited formal schooling. We use the term "adolescent newcomers" to refer to this subset of ELLs who are currently enrolled in grades 6 though 12 who have attended an English-speaking school for fewer than two years. The proportion of ELLs who are adolescent newcomers varies from school to school, but estimates suggest that it is a relatively small population within the overall ELL population. For example, data from the 2000 census indicate that over half of secondary school ELLs were born in the U.S.[6]; and that, of the 44% of ELLs who are immigrants, many entered U.S. schools at some point before or during the elementary years. Although adolescent newcomers are a particularly vulnerable and often highly visible group of learners, it is important to note that they are but part of a much larger population of foreign- and U.S.-born ELLs that must be served.

Although there is considerable variation within the ELL population, adolescent newcomers are an especially diverse group of learners. They differ on key factors related to academic achievement, including amount and degree of formal schooling, level of literacy in their native language, and age of arrival in U.S. schools. Therefore, meeting the needs of adolescent newcomers requires a concerted and thoughtful effort on the part of educators who serve them. While simultaneously developing conversational ability and basic reading skills, these learners must quickly begin to develop oral and written academic language skills for the development of academic knowledge and success in content-area classrooms. These students must develop these skills in a much shorter window of time than that of other ELLs and especially their native English-speaking peers.

Academic Language as Key to Academic Success

Mastery of academic language is arguably the single most important determinant of academic success for individual students. While other factors—such as motivation, persistence, and quantitative skills—play important roles in the learning process, it is not possible to overstate the role that language plays in determining students' success with academic content. Unfortunately, ELLs often lack the academic language necessary for success in school. This lack of proficiency in academic language affects ELLs' ability to comprehend and analyze complex texts, limits their ability to write and express themselves effectively, and can hinder their acquisition of content in all academic areas, including mathematics. Many ELLs have well-developed conversational skills yet lack the specialized language of academic discourse central to school success. An example of the distinction between conversational and academic language may help to explicate this point:

> *When a student walks up to a newspaper stand and purchases a newspaper, he utilizes his conversational language skills to converse with the clerk and make the purchase. In contrast, other skills altogether are used to read and understand the front-page article, as well as to discuss the pros and cons of the proposed policy change*

that the article describes. The student might use still other skills to compare the writer's opinion to his own, and to the opinion of the store clerk. The oral and written language required to be able to engage in the latter "conversation" will involve more advanced and specialized vocabulary, more complex sentence structures, and more complex discourse structures than that required for the former.

Many skills and factors are wrapped up in the notion of academic language. Vocabulary knowledge (including the multiple meanings of many English words), the ability to handle increasing word complexity and length over time, and understanding complex sentence structures and the corresponding syntax of the English language are all aspects of academic language. Other aspects relate to text itself, including the organization of expository paragraphs, the function of transitions such as *therefore* and *in contrast*, and a wide range of vocabulary that appears far more often in text than in oral conversation.

A particular aspect of academic language and source of ELLs' difficulties focused on in this report is academic vocabulary—the words necessary to read and talk about—and learn—content-area knowledge. Academic vocabulary is central to text and plays an especially prominent role in the upper elementary, middle, and high school years as students read to learn about concepts, ideas, and facts in content-area classrooms such as math, science, and social studies. In doing so, ELLs encounter many words that are not part of everyday classroom conversation. Words such as *analyze*, *therefore*, and *sustain* are more likely to be encountered while reading than in conversation, and they are often key to comprehension and learning[7].

The need for well-developed academic language skills runs well beyond high school graduation. Many learners—especially learners from minority backgrounds—who graduate from high school and enroll in post-secondary education often need additional support and remediation to succeed in their post-secondary classrooms[8]. This highlights the importance of academic English as it relates to oral language, reading skills, and writing. Supporting the development of academic English skills requires a systematic and concerted effort on the part of educators who serve adolescent newcomers. In this light, this document provides evidence-based recommendations for policymakers, administrators, and teachers in middle and high schools who seek to make informed decisions about effectively serving adolescent newcomers.

Methods

As a starting point to identify the relevant research for this report, we drew on the findings from two reports. The first, *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth* (NLP)[9], is a seminal review that systematically and rigorously synthesized the research on acquiring literacy in a second language. The second, *Educating English Language Learners: A Synthesis of Research Evidence*[10], is a narrative review of relevant research in this area. Since these reviews incorporate studies published before 2002, we also systematically searched for empirical[a] research published after that time. *Creating Access: Language and Academic Programs for Secondary School Newcomers* (Short & Boyson, 2004) is a third document that we consulted and that we recommend for those who are involved with program development. It addresses many issues of program implementation, offers practical advice for educators, and describes select newcomer programs across the United States.

There are many gaps in the direct evidence available from research on adolescent newcomers. Some of these gaps are addressed in research conducted with the overall population of ELLs, and some are addressed or informed by the research conducted with native English speakers. Therefore, when necessary and appropriate, we examined the relevant empirical research on adolescent literacy and reading instruction conducted with ELLs who are not newcomers, as well as research conducted with native English speakers where generalization to the population of adolescent newcomer ELLs was warranted. For example, although there have been few, if any, empirical evaluations of comprehensive newcomer programs, there is a great deal of evidence from research conducted with both native English speakers and ELLs that can and should come to bear on instructional decisions.

Organization

This document serves as a practical guide for policymakers, administrators, and teachers who seek to make informed decisions about educating adolescent newcomers. The guide addresses instructional elements to effectively meet learners' needs, as well as organizational elements of programs designed to support teaching and learning. This document will be particularly helpful to those administrators and teachers endeavoring to create or improve programs that serve newcomers. The document is organized into two sections: the first

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[a] Many articles on newcomer programs that were attained are not reflected—or cited—in this report because they were thought pieces, discussions without data, whether qualitative or quantitative in nature, or not relevant to the questions at hand. Electronic databases searched included *PsycINFO, Academic Search Premier, ERIC,* and *Education Abstracts.*

addresses elements of effective instruction for adolescent newcomers and the second addresses organizational elements that support instruction in schools serving these learners. Within each section, we describe the conceptual framework as well as the sources we consulted and present in-depth recommendations for educators seeking to better serve their adolescent newcomer students.

ELEMENTS OF EFFECTIVE INSTRUCTION FOR ADOLESCENT NEWCOMERS

Conceptual Framework

The conceptual framework for this section uses a developmental perspective that assumes that there are many skills involved in literacy learning and many factors that influence this learning. This is especially the case for this diverse group of adolescent newcomers. Although there are many factors that influence adolescent newcomers' success in middle and high schools, the recommendations that follow focus on the cognitive and language skills that are required for academic success in all classrooms, especially content-area classrooms. The key outcomes on which these recommendations are based include *reading comprehension*, especially comprehension of content-area texts, and *expository writing*. The recommendations reflect an understanding that adolescent newcomers are likely to struggle with academic English. The recommendations also reflect an understanding of how adolescent newcomers' skills can be resources—how they can use their developed cognitive skills and content knowledge to their advantage in the U.S. classroom. For example, newcomers who arrive with a strong basis in math concepts can quickly and simply map new English words (i.e., labels) onto these pre-existing concepts.

Evidence-based Recommendations for Instructional Elements

Effective programs for adolescent newcomers demonstrate six elements of effective instruction. Of course, there are many more elements of effective instruction that are generally applicable to all learners—for instance, effective teachers must establish high standards for their students, engage and motivate their students, and create supportive environments that reaffirm their students' cultural backgrounds. However, the six elements highlighted here have particular importance for adolescent newcomers and complement these more general instructional principles. Furthermore, these six elements stand outside the question of language of instruction; they are essential regardless of the language in which students are taught. Thus, once states and districts have made decisions regarding the use of English and/or native language in instruction, they must attend to each of these elements to insure that newcomers receive effective instruction.

For each element, we provide the rationale for its importance, explain its defining features, and provide examples of how it might be used in classroom practice. The minimal research that has evaluated these instructional approaches requires that teachers and administrators monitor and evaluate their effectiveness for their students. For some of these recommendations, their effectiveness will also depend on the degree to which they match students' strengths and weaknesses.

1. All middle and secondary school classrooms must address the language and literacy skills adolescent newcomers need for content area learning.

Why?

To meet the increasing literacy demands of the workplace, all students must leave high school with the ability to speak and understand academic English, read complex texts for understanding, and write expository texts proficiently. These are not simple goals, particularly for students who enter middle and high school with limited English proficiency. Such students must acquire the content knowledge, academic vocabulary, command of language structures, and strategic thinking skills necessary to meet these goals, in a relatively short period of time. For adolescent newcomers, the challenges of content-area texts can be even greater than for other students and these students' learning must be accelerated toward these grade-level content standards very quickly.

The growing consensus among educators and researchers is that preparing all students for academic reading and writing tasks requires an understanding that content-area reading (e.g., mathematics, social studies) provides unique challenges to students with respect to sophisticated language and text structures. Therefore, content-area instruction must incorporate support for the language and literacy demands of the material[11]. This is especially true for those students entering high school less equipped with academic language, including ELLs and many of their native English-speaking classmates. No longer can educators assume that English Language Arts teachers alone will carry the burden of teaching students to read to learn. Instead, a content-based literacy approach that incorporates explicit instruction in language and literacy addresses the needs of all adolescent learners, but in particular has the potential to draw on the cognitive skills and knowledge of many newcomers.

How?

The goal of a content-based literacy approach is the successful comprehension of content-area texts (e.g., a social studies textbook, a science article, a math conceptual word problem) and successful writing of expository texts in the content areas (e.g., an historical analysis essay, a lab report, an explanation of how a problem is solved in math). Similarly, this approach involves the identification of potential sources of students' comprehension difficulties, and targets instruction to address them. As part of this approach, teachers provide explicit instruction in language and literacy skills (e.g., vocabulary instruction) within the context of meaningful purposes for reading and writing (e.g., to learn about the human circulatory system or to write a persuasive essay taking a position on U.S. foreign policy). This content-based approach anchors instruction in the literacy demands facing students encountering middle and high school texts, rather than in the remediation of "basic" reading skills.

Content-based Language & Literacy Instruction in Action

The International High School at La Guardia Community College in New York serves newcomers with fewer than four years of residence in the U.S. at the time of application, and sends more than 90 percent of its graduates on to college[14]. The curriculum revolves around a content-based literacy approach. Unlike traditional ESL instruction, the students learn academic English skills in heterogeneous classrooms focused on content-area learning. The curriculum is organized around interdisciplinary themes, such as "Origins," "Inquiry and Action," or "World of Money." Each theme is developed by a team of teachers and integrates challenging material with intensive study of academic English.

In a content-based approach, teachers evaluate their students' needs relative to content knowledge and to content-specific language and literacy demands. Teachers begin their planning aware of the content knowledge and concepts that students need to learn based on grade-level content standards[12]. Then they identify the particular challenges that newcomers are likely to encounter with respect to literacy (e.g., students may lack strategies to effectively scan a chapter for key terms) and language (e.g., they may lack the vocabulary for the key concepts or lack an understanding of particular sentence structures to explain a process). Based on this information, teachers identify two objectives for each lesson: one for content learning and another for language and literacy learning. In teaching toward those dual objectives, teachers address content through language as well as language through content.

For example, a science teacher focused on a cell biology text can improve reading comprehension and increase content area learning by building background knowledge before reading or by teaching relevant conceptual vocabulary. Alternatively, a history teacher can teach historical thinking by having students write an essay on the causes of the Civil War. This is also an opportunity to teach her students about cause and effect sentence structures in writing. This process is modeled within *Sheltered Instruction Observational Protocol (SIOP),* a lesson-planning approach designed to meet the needs of ELLs in content-area classes[13].

2. All adolescent newcomers need instruction in academic language—the language they need for text comprehension and school success.

Why?

All students require proficiency in academic language. Whether the task is comprehending a challenging text, composing an essay for a state writing assessment, or participating in an academic discussion, command of academic English is essential. Language proficiency includes various aspects of vocabulary knowledge, grammar, and listening comprehension skills. For native English speakers[15] and ELLs[16], there is a strong relationship between language skills—especially vocabulary—and reading comprehension. The relationship is a reciprocal one: Knowing more words supports successful comprehension, while successful comprehension and more reading lead to more opportunities to learn words. Although few would disagree with the importance of vocabulary instruction for adolescent newcomers, current practices are not necessarily sufficient to support the development of vocabulary knowledge, which is a sophisticated, complex undertaking[17].

There are two important distinctions to be made about vocabulary: The first is the distinction between *breadth* of vocabulary knowledge (the number of words one knows) and *depth* of vocabulary knowledge (how well one knows the meaning(s) of a word). *Depth* includes knowing a word's multiple meanings, its relationship to other words, its connotations in different contexts, and the various ways that it can be changed into other forms (e.g., noun to adjective) or other words (e.g., into antonyms)[18]. ELLs, including newcomers, are likely to be limited in breadth and depth of vocabulary. The second distinction is between teaching words that are new *labels* for existing *concepts* and words that are new concepts. This distinction is particularly important for adolescent newcomers. Some may arrive at school with a large number of well-developed academic concepts but need the English words and proficiency to describe them, whereas other adolescent newcomers may need in-depth instruction in new academic concepts and the corresponding vocabulary.

How?

Effective vocabulary instruction for adolescent newcomers is *explicit*, *systematic*, *extensive*, and *intensive*. To be explicit, it must include not only direct teaching of the meanings of specific key words but also include direct instruction in effective word-learning strategies, such as breaking words down into parts, using contextual clues, and using glossaries and dictionaries as references. To be *systematic*, teachers must thoughtfully choose the words that they teach, identify the most useful general academic words that are not specific to any one particular text, and create multiple opportunities for meaningful exposure to the words and their meanings. To be *extensive*, vocabulary instruction should be incorporated into virtually every lesson, every day, and across the curriculum. Vocabulary instruction across the curriculum is arguably the most important instructional leverage point for adolescent newcomers[b]. Finally, to be *intensive*, vocabulary instruction should teach for depth of knowledge, giving students an understanding of multiple meanings of words, relations with other words, and different forms of words. Teaching for depth of vocabulary requires a significant investment of time, but is crucial if students are to develop academic language to be used independently for learning.

Effective vocabulary instruction for newcomers, as for other ELLs, begins with careful selection of words to teach. Researchers agree that teachers should identify and invest the majority of time in teaching general-purpose academic words—such as *analyze*, *frequent*, and *abstract*[19]—that are sophisticated in meaning but also appear in a variety of academic texts. The selection should start with the specific academic texts used in the classroom. Unfortunately, textbooks are not always helpful in the selection of vocabulary words; most often the words highlighted in them are simply rare and interesting words, such as *dandelion* or *burrowed*. These words appear so

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[b] In fact, such systematic, intensive vocabulary instruction is fundamental to the educational attainment of many subgroups of learners, including racial and ethnic minorities and children from low income households. The benefits of a curriculum-wide focus on the development of students' academic language would be felt across the population of learners at a school.

rarely in other texts that they are unimportant compared to *analyze* or *abstract,* which appear across texts[20]. And focusing on simply rare or interesting words that are not key to comprehension can actually distract a reader from the main idea in the text[21]. These considerations are doubly important for teachers of newcomers who have to select the words to teach from a very large number of words that are unfamiliar for their students.

Complexities of Academic Language: What Makes Texts Difficult for Newcomers

If we examine these three sentences that adolescent newcomers might encounter in a text, we notice several potential sources of language difficulty:

1. *When father heard that Lisa had ripped up the letter from Steve, father commended her for it.*
2. *The mother made him get out and he ran off.*
3. *Directions. Make and record three observations.*

The first example illustrates how context can often be unreliable; based solely on the context of the word, a student might suspect that "commended" has a negative connotation. The second example illustrates how the multiple meanings of words can cause difficulties for students with shallow vocabulary knowledge; a newcomer may know the meaning of "make" as "to build" and thus not comprehend the sentence. The third example illustrates the important role that academic language can play in a content-area text (even one as simple as a sentence providing directions); without a solid understanding of the scientific concept of an observation, it will be difficult for a student to complete the task.

In addition to the selection of which words to teach, the other key decision for educators designing vocabulary instruction centers on striking a balance between *direct teaching of word meanings in meaningful contexts* and *teaching word-learning strategies.* Although good readers learn many words just by encountering them while reading, struggling readers can find it difficult to discern the meaning of novel words from context. Thus, direct instruction in the meanings of specific words is crucial. Such instruction should engage students in using the words while speaking and writing. Moving beyond the common, yet insufficient, techniques of copying definitions or writing sentences with the words, students should engage in using words in multiple, meaningful ways. For instance, students should talk with peers to connect words to their

Complexities of Academic Language: A Math Example

Just before the bell rang at the end of class, Faith measured the following two dimensions of a right rectangular prism.

Length: 9 centimeters   Width: 6 centimeters

She did not have time to measure the height of the prism, but she knew that the volume of the prism was 162 cubic centimeters.

a. Based on Faith's information about the prism, what is the height, in centimeters, of the prism? Show or explain how you got your answer.

b. What is the total surface area, in square centimeters, of the prism? Show or explain how you got your answer.

c. If the length, the width, and the height of the original prism are all doubled, the resulting prism has a total surface area that is m *times greater than the total surface area of the original prism. What is the value of* m*? Show or explain how you got your answer.*

d. If the length and the width of the original prism are both doubled, the resulting prism has a volume that is n *times greater than the volume of the original prism. What is the value of* n*? Show or explain how you got your answer.*

This example, drawn from a state math standards text[14], illustrates some of the complexities of language involved in solving a math problem. First, students need to have a deep understanding of key math concept vocabulary, such as "dimensions," "volume," *and* "surface area." *Second, students need to know the math-specific meaning of the multiple-meaning word* right, *as in a* right rectangular prism. *Third, students need to be able to understand that* "If" *in c. and d. signal that a new hypothetical situation is being described and that* "resulting prism" *refers to the prism in this situation. Students must also be able to establish which information is essential to solving the problem and which is not.*

personal experiences, to other words learned, and to different versions of the word. Similarly, teachers should hold students accountable for using words taught when writing for academic purposes.

Given the enormity of this task of learning words, no teacher or curriculum can possibly expose newcomers to, and directly teach, knowledge of the many thousands of words that are needed for academic success. Therefore, in addition to providing direct instruction of particular words, teachers must also provide students instruction that equips them with strategies to more effectively learn words independently while reading and engaging in conversation. Effective word-learning strategies for ELLs include breaking a word down into parts and/or using surrounding words to determine the meaning of a word and using dictionaries or glossaries[22]. Additionally, depending on their native language oral and reading proficiency, some ELLs may benefit from instruction in recognizing cognates, words that have similar structure and meaning in the two languages (e.g., "information" in English and "información" in Spanish)[23]. Estimates indicate that over 30 percent of English words share common roots with words in Spanish and many of these are academic words.

3. Adolescent newcomers need direct, explicit instruction to support their comprehension of challenging texts.

Why?

Consistent with findings for native English speakers, research indicates that adolescent newcomers benefit from direct, explicit instruction in reading comprehension[25]. Many students in middle and high school—ELLs and native English speakers alike—can accurately and automatically read words aloud but struggle to comprehend what they read[26]. These "automatic word-callers" often struggle when asked to approach texts strategically, monitor their understanding, and learn new information from texts. Effective comprehension instruction focuses on these skills and strategies, which are especially important for adolescent newcomers.

How?

Effective comprehension instruction is explicit and purposeful, engages students actively, and promotes students' own understanding of the process of reading comprehension. To be explicit, teachers must define, explain, discuss, and reinforce good comprehension practices in multiple contexts and across different types (i.e., genres) of text. Educators should connect strategies to the specific purposes of reading certain texts (e.g., to learn about the Civil War or to solve an algebra problem) and should present these strategies as part of the active process of comprehension. To be engaging, instruction should be planned in such a way that students understand that they need to focus on the language and the thinking behind the strategies. This approach to strategy instruction stands in direct contrast to approaches that teach strategies as procedures to be memorized. To promote student thinking and reflection on the reading comprehension process, the goal of instruction should be for readers to be able to independently monitor their own understanding, identify when comprehension breaks down, and use appropriate strategies to address their difficulties.

Reading Comprehension Instruction in Action: Reciprocal Teaching

Reciprocal teaching is a scaffolded *approach to teaching* comprehension strategies*. Although designed for native English speakers who struggle with reading comprehension, it is an instructional practice that has been found effective for ELLs as well*[28]*. Aimed at teaching students, who work together in small groups, to actively process text, it involves teacher modeling of four critical strategies (i.e., questioning, clarifying, predicting, and summarizing) and gradual transfer of responsibility for implementing these strategies to students. Through extended discussions and modeling, students learn to apply the strategies independently and with different texts. For ELLs, the approach provides explicit instruction in comprehension strategies, teacher support for understanding language, and extensive opportunities for students to use academic language with peers. The following excerpt from a reciprocal teaching conversation illustrates how the teacher can scaffold the language demands for a struggling 7th grade student learning to ask questions*[29]*.*

> TEXT: Spinner's mate is much smaller than she, and his body is dull brown. He spends most of his time sitting at one side of her web.

Student: *(No question)*
Teacher: *What's this paragraph about?*

S: *Spinner's mate. How do spinner's mate…*

T: *That's good. Keep going.*

S: *How do spinner's mate is smaller than… How am I going to say that?*

T: *Take your time with it. You want to ask a question about spinner's mate and what he does, beginning with the word "how."*

S: *How do they spend most of his time sitting?*

T: *You're very close. The question would be, "How does spinner's mate spend most of his time?" Now, you ask it.*

S: *How does spinner's mate spend most of his time?*

As outlined in the recent *Reading Next* report, there are at least five approaches that have been shown to be effective in improving students' reading comprehension and that are promising approaches for use with adolescent newcomers[27]. These approaches are important elements of literacy instruction which should be used in connection with vocabulary instruction. They include:

1) *comprehension strategies instruction,* in which strategies of various types are explicitly provided to students to use with a wide variety of texts,

2) *comprehension monitoring and meta-cognitive instruction,* in which students are taught to consciously monitor their own understanding, reflect on the processes by which they make sense of text, and identify when and where their understanding breaks down,

3) *teacher modeling,* in which teachers think aloud to make their use of strategies apparent to students,

4) *scaffolded instruction,* in which teachers provide high levels of support for students practicing new skills and then incrementally decrease support as students become increasingly independent in their use, and

5) *apprenticeship models,* in which teachers act as content-area experts and apprentice students in the ways of reading and writing within their subject area.

Although many good readers employ these approaches to reading comprehension automatically and unconsciously, others, particularly ELLs, require direct and explicit attention to use them successfully.

4. Adolescent newcomers must receive intensive instruction in writing for academic purposes.

Why?

Reading and writing are closely related and therefore adolescent newcomers are likely to struggle with academic writing for many of the reasons previously discussed, including limited oral proficiency in English, limited exposure to English texts, and possible gaps in background knowledge for the topic at hand. It is important to note that given the interrelatedness of reading and writing, intensive and effective instruction in writing can improve reading comprehension as well as writing skills[30].

How?

Effective writing instruction, like effective reading instruction, must be guided by an understanding of the specific sources of students' difficulties and/or targeted skills for improvement. Writing instruction for newcomers must be integrated with instruction in academic language and reading comprehension in order to provide the kind of repetition that all ELLs—but especially adolescent newcomers—require to develop proficiency in all aspects of literacy. By providing a variety of opportunities for students to write for meaningful, academic purposes, and by building in opportunities for feedback (e.g., student conferences) students can engage in language learning in different ways. Further, writing provides a unique opportunity for students to produce academic language without the time pressure involved in speaking, and if done correctly can also be a non-threatening way in which to try out the use of different, new words.

Research conducted with native English-speaking adolescents has demonstrated that teaching writing strategies, having students summarize information in a written format, providing models and support for writing, and using approaches that teach the steps in the writing process (e.g., pre-writing, drafting, revising) are effective ways to improve students' writing[31]. However, traditional explicit grammar instruction that is taught in isolation, outside of meaningful contexts—a fairly common practice in English-as-a-Second-Language classrooms—has not been shown to be effective and can actually detract from writing proficiency. Instead, approaches that encourage students to think purposefully about language while writing to communicate meaning, and to reflect on this process, are more promising. For instance, a sentence-combining approach to grammar instruction, in which students are taught to use more complex and sophisticated sentence structure through activities in which they combine two or more basic sentences to build a meaningful composite sentence, can be effective in improving students' writing. Research with adolescent ELLs is scarce, but there is some evidence that writing about content, opportunities for independent reading, and teaching students to revise may improve these learners' writing[32].

5. Effective classroom instruction begins with systematic assessment of students' strengths and needs as well as ongoing monitoring of students' progress.

Why?

Although all newcomers may qualify for a program on the basis of recent arrival to the U.S. and beginning English proficiency, these two commonalities mask very striking and important differences within this population—differences that have a significant impact on academic achievement. Adolescent newcomers vary with respect to native language skills and content knowledge as well as their proficiency in English. In any given classroom of newcomers, variation in students' mathematical computation skills, knowledge of the scientific process, experience with Social Studies concepts, and general academic competencies are likely to vary more than in almost any other single classroom. Some students may arrive with grade-level reading skills in their native language and having studied advanced mathematics, whereas others may have never attended school in their home country or learned to read or do basic calculations. Because of these differences, adolescent newcomers progress at very different rates and instruction must be calibrated accordingly. And because of these differences in abilities, rates of learning, and English language development, ongoing assessment of students' language, literacy, and content skills must be a guiding force of instructional planning for newcomers.

How?

An effective assessment system focuses on multiple skills and includes different sources of information, each serving a distinct purpose. Together, sources of student data should serve to identify students' difficulties as well as strengths, monitor students' progress, and measure outcomes. Within the classroom, teachers may need to use multiple measures and instruments to serve these purposes[33]. High-quality classroom assessment requires multiple measures of students' skills with the aim of targeting instruction towards the sources of students' difficulties and capitalizing on their strengths. However, it's important to strike a balance between getting enough information to make sound and informed instructional decisions and not "over-testing" students.

An effective approach to assessment acknowledges that there are several dimensions to any one academic domain (e.g., language, literacy, social studies, science, math). Effective literacy assessments, for example, disentangle students' word-level decoding skills from their reading comprehension ability and identify the aspects of academic language (e.g., vocabulary, syntax, etc.)

Classroom Assessment in Action

Liberty High School in New York is a one-year program that prepares ninth grade newcomers—many of whom have had interrupted schooling and approximately a quarter of whom are not literate in their first language—to enter mainstream high schools. Based on initial assessment of their English language proficiency and native language literacy, students are placed in one of eight different levels in an English-as-a-Second-Language course. The staff has generated assessments to be used for placement and progress monitoring purposes at each level, as well as authentic performance assessments based in the curriculum. Teachers work collaboratively to design their curriculum based on the information from the annual placement assessment, ongoing progress monitoring assessments conducted six to eight times a year, and informal daily assessments embedded in the curriculum[35].

that may prove challenging while reading. Similarly, assessments of newcomers' math abilities would shed light not only on students' computational skill, but also on their knowledge of math vocabulary and mathematical problem solving.

As with assessments for all students, classroom assessments of newcomers should be ongoing and integrated into instruction such that they provide quality feedback about students' progress toward rigorous standards[34]. These assessments should cover a far broader range of students' skills and provide more detailed information than traditional standardized assessments. They also should provide insight into the processes involved in learning, rather than simply the products of learning. Reading comprehension assessments, for instance, should shed light on the process of comprehension as students read texts rather than simply classify students into reading levels. Effective teachers of newcomers have a systematic approach for monitoring the progress of students individually, compiling the data, and planning targeted class-wide and individualized instruction on the basis of the learner's needs.

6. Students with word-reading difficulties need targeted and explicit instruction to promote their reading skills.

Why?

The ability to decode words is a necessary condition for effective comprehension among all students, yet not all students will develop these skills without explicit instruction. As with other dimensions of academic achievement, adolescent newcomers are likely to vary considerably in their preparation for and progress in acquiring word-reading skills. Although newcomers with well-developed literacy skills in their native language are likely to make faster progress in reading than those students with limited or interrupted formal schooling, any newcomer who lacks the ability to decode words requires targeted, systematic intervention in phonics in order to benefit from higher-level reading comprehension instruction. The proportion of newcomers who need explicit instruction in decoding will depend largely on the characteristics of the specific population served. Therefore, careful identification of the source of students' word reading difficulty is crucial before providing any intervention. Further, for all students, comprehension and vocabulary instruction should begin immediately and should by no means be postponed until students have mastered the code; delaying the onset of comprehension and vocabulary instruction would only place these students at a further disadvantage.

How?

Effective interventions for adolescents who struggle to decode words are similar to those found to be effective with younger children in that they provide systematic and explicit instruction in the code of English reading. This instruction will most often need to be conducted in small-group or one-on-one settings in order to be intensive, as well as to avoid using whole-class time on instruction that is not necessary for many adolescent newcomers. These interventions are characterized by explicit instruction in letter-sound correspondences in English, including phonics instruction, and instruction to build fluency. More comprehensive interventions also include attention to the development of comprehension and vocabulary skills. Optimal intervention is carefully planned and coordinated so that it relates to and builds on classroom instruction. It is important to point out that many code-based interventions for struggling readers will begin with explicit phonemic and phonological awareness instruction—instruction in the sounds of the language. This phase of intervention can be omitted for students who are literate in another alphabetic language[36] and instead instruction should focus on the sound-symbol correspondences in English, and in turn word reading.

ORGANIZATIONAL ELEMENTS OF EFFECTIVE NEWCOMER PROGRAMS

Conceptual Framework

This section of the report focuses on factors that influence the effectiveness of instructional practices, in particular those factors that can be controlled by school and district administrators to create conditions that foster effective teaching and rapid learning for adolescent newcomers. Given the variation within the population of newcomers, the differences in the capacity of the teaching forces who serve them, and the local nature of constraints and requirements with respect to educational programming and administration, it is not possible to specify a single prototype for a "model" newcomer program. To date, there are no studies that evaluate the effectiveness of newcomer programs. However, based on case studies of exemplary programs and research conducted with native English speakers that provides guidance for theoretically sound decisions, certain elements have been identified as key ingredients for programs that serve newcomers. Although it would be desirable to have rigorous tests of the effectiveness of recommendations, both individually and collectively, such evidence is not available at this time.

These recommendations are based on a two-step process of research and review. First, potentially effective practices were identified based on a review of case studies of exemplary programs. A review of these case studies generated several practices that were potential sources of the programs' reported successes. In the second step, the theoretical and empirical bases for those practices were examined to determine if there is reason to believe that these practices would be effective for newcomers. Thus, while there was no direct evidence of the effectiveness of individual elements on student outcomes, there was empirical support for the theoretical principles behind the elements of effective programs reflected in the five recommendations that follow.

Evidence-based Recommendations for Organizational Elements

There are five specific organizational elements that are important to consider in the context of delivering effective instruction for adolescent newcomers. Although these elements do not, in and of themselves, promote language or content learning, they are likely to contribute to establishing positive environments in which students' opportunities to learn are maximized. Of course, there are other general organizational elements that are essential to any effective school. For instance, strong leadership by principals, ongoing professional development of teachers, and internal accountability are necessary components of effective schools. However, each of the five elements described below have particular importance for newcomer programs and merit special attention by educators creating such programs[C].

1. Systematic Support for Assessment and Placement of Students

Effective newcomer programs are often supported by district and schools with formal student assessment systems. As previously described, formal assessment systems provide information to guide placement, identify students' strengths and weaknesses, monitor progress, and measure outcomes. Instructional leaders at the district level should provide support to ensure that teachers are equipped with multiple reliable and valid measures that are used consistently across schools, and that instruction is driven by the information provided by these assessments. These district and school leaders can also help bridge the gap between ongoing classroom assessments and the large-scale evaluative assessments of accountability systems by ensuring that the assessments within the system are aligned. Among newcomer programs recognized to be effective, there is often a clear understanding between district leaders and school staff about the role of student assessment in program placement, in decisions to exit students from the program, and in meeting the academic goals of the program. Assessment and placement in appropriate programs and/or classrooms is particularly important to the special case of adolescent newcomers.

In one promising model, all ELLs who enter the district spend a day or more at a central location where they are administered an extensive battery of assessments of language and content knowledge, in English and in their native language when possible and appropriate, given the individual newcomer's educational history in their native language. Based on the newcomers' language proficiency assessment results, students are then placed in specialized newcomer programs, programs with some language support (i.e., more general ESL or bilingual classes), or mainstream classrooms according to uniform criteria set at the district or state level.

This type of centralized assessment facility allows districts to pool their resources in one location, particularly in staff members fluent in a variety of

[C] Just as the preceding recommendations on instructional practice stand outside of the question of the language of instruction, these five organizational elements are essential whether the program follows a bilingual model, a structured English immersion model, or some combination of the two.

languages, and allows greater consistency in student placement. For instance, at the Toronto District Reception Centre, newly arrived immigrants aged 13–18 undergo a day-long assessment process which involves an extensive background interview, review of academic records, and assessments in oral language, reading, math, and writing. All interviews and assessments are conducted by multilingual, certified teachers with experience teaching ELLs. Staff members then place students into the appropriate newcomer, ESL, or mainstream setting and send a detailed written report on the student to the receiving school[37]. What is an appropriate setting for a given student depends to a large extent on both the student's language proficiency and the programs in place for supporting students' language and literacy needs. Investing time and resources into student assessment and placement is the first step towards ensuring that newcomers receive appropriate instruction upon school entry. Having relatively extensive information on students' profiles and abilities is not only important for accurate placement, but it also provides valuable information for teachers. The initial report from an assessment center can serve as the starting point for a teacher's planning and the first step in an ongoing process of measuring and monitoring student learning, as described in the previous section.

2. Heterogeneous Grouping

Effective programs recognize that students often learn language among their peers with different levels of oral language proficiency; these programs provide structured opportunities for newcomers to work collaboratively with more advanced ELLs and native English speakers. Much research suggests that that structured opportunities for interaction with peers is an important aspect of second language learning[38]. Such opportunities include working collaboratively on a common project, discussing an academic topic, or asking one another questions about personal experiences. We acknowledge that the benefits of learning from more advanced peers can be in conflict with teachers' needs to target instruction for students at particular levels of proficiency; programs that serve newcomers address this tension in different ways. At International High School in New York—the successful newcomer program previously described above—ELLs of different proficiency levels and language backgrounds are grouped together throughout the day[39]. At César Chávez Multicultural Academic Center—another successful program for newcomers, housed in a comprehensive middle school in Chicago—students are grouped by English proficiency level in ESL classes but grouped heterogeneously for content-area classes[40]. Such school-within-a-school programs have the added advantage that newcomers can spend part of the day learning alongside native English-speaking classmates. Although they take many different forms, effective programs share a concerted and purposeful effort to provide flexible grouping in which students can not only receive instruction targeted to their skill levels, but also have many opportunities to learn from their peers who are more proficient in English than they are.

3. Extended Instructional Time

Effective programs recognize that newcomers may not necessarily develop high levels of proficiency in English literacy and content knowledge if they are only provided with the traditional academic year of 180 six-hour days. Instead, adolescent newcomers must be immersed in language-rich environments, engaged with challenging content in English, and provided with effective instruction for more time than are their native English-speaking counterparts. For example, at the César Chávez Multicultural Academic Center, students are required to attend school year-round, with special intervention and enrichment courses offered during intersession periods. Other programs provide targeted summer school or after-school programs that are meant to supplement the instruction students receive during the regular school year.

A strong research base supports the notion that, provided instruction is deemed effective, greater time on task is essential to the success of students performing below grade level, ELLs in particular[41]. To be most successful, supplemental programs should be designed to meet individual students' specific academic needs and be well-coordinated with the overall instructional program. In addition to increasing the overall instruction time, effective newcomer programs increase the amount of instructional time focused on language and literacy development, whether through two- to four-hour ESL blocks daily, extended time for content-based literacy instruction designed with particular language and literacy objectives in mind, or, preferably, a combination of both.

4. Coordinated Efforts: Newcomer Programs, Programs for Advanced ELLs, and Mainstream Classes

Effective newcomer programs recognize that they provide temporary, short-term supports, in some cases for only part of the school day, for students' first entry into U.S. schools. A guiding principle is that following their placement in a newcomer program these students will continue to require additional support to meet high academic standards in mainstream classrooms. Most newcomer programs are characterized as a first step in a long-term process within which the students transition into increasingly integrated settings with decreasing levels of support.

For this model to be successful, teachers must coordinate curriculum and instruction across newcomer programs, ESL/bilingual programs, and mainstream classes. For instance, at International Newcomer Academy in Fort Worth, Texas, recent immigrants in grades 6 through 12 attend the academy for a semester or year. Although operated at a separate site, the program organization reflects the goals of all ELL centers, operated in 16 of the district's schools. Teachers in the newcomer program base their courses on the state's standards, an emphasis that yields substantial effects for student achievement according to district records—the program has one of the highest success rates for the district's end-of-course algebra test. Entry and exit procedures (e.g., collection of assessment data, teacher evaluation of students' placement) are carefully monitored by the district, as is students' academic progress toward state standards after leaving the program. Program counselors assist students in making the transition to mainstream middle and high schools by providing students with individual planning meetings, academic orientation to their home school, and connections to other newcomers who have successfully transitioned into a mainstream setting.

5. Targeted Resources for Language and Literacy Instruction

Effective programs—usually led by educators focused on students' core instructional needs in terms of language and content learning—target resources to those areas most likely to have an impact on student achievement. Rather than spreading resources across infrastructure, staff, or materials only tangentially related to instruction, educators leading these programs make instructional improvement a first priority, either by creating contexts that maximize students' opportunities to learn, or by supporting teachers in ways that are directly relevant to students' needs.

For instance, effective newcomer programs often have smaller class sizes in order to maximize interactions between students and to allow teachers to provide more individualized instruction. Smaller classes are particularly beneficial for those students most in need of opportunities to speak and interact with one another[42]. Similarly, effective newcomer programs provide professional development to teachers that focuses on developing teachers' knowledge of second language development, literacy instruction, and content-based literacy instruction.

CONCLUSIONS

Meeting the complex and diverse needs of adolescent newcomers is far from simple. There are several instructional and organizational elements that must be in place to serve these learners effectively. To meet the challenges posed by texts in middle and high school, newcomers require:

- content-based literacy instruction
- an instructional emphasis on developing academic language
- explicit comprehension instruction
- instruction in writing for academic purposes

There are many ways in which these instructional elements can be combined in the service of adolescent newcomers. However, to maximize their potential as instructional approaches, these elements must be combined with:

- high-quality ongoing classroom assessment
- appropriate intervention for newcomers with word-reading difficulties

To support the implementation of these six instructional approaches, we have provided five organizational elements that must simultaneously be in place:

- systems for assessment and placement
- heterogeneous student grouping
- extended time for learning
- coordinated efforts
- targeted resources

Each of these organizational and instructional elements can enhance the opportunities to learn that schools provide to newcomers. We have provided an overview of the evidence behind each element and an explanation of how it might be implemented. However, we strongly urge readers to pursue a deeper understanding of each element by pursuing the resources referenced throughout. We also support the need for more direct empirical research on the effectiveness of newcomer programs, both in terms of their individual instructional and organizational elements, and as collective packages or whole programs. In addition, more rigorous evaluations of existing programs and of modifications to programs would significantly enhance our understanding of programs and their potential impacts on student achievement. Enabling our nation's newcomers to reach the highest standards of achievement demands the concerted and best efforts of our educators and educational researchers.

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ENDNOTES

1 For documents that outline the demographics of this population, including its size, see NCES (2004); Capps, Fix, Murray, Ost, Passel, & Herwantoro (2005); Population Resource Center (2000).

2 August & Hakuta (1997); Biancarosa & Snow (2004); NCES (2005a, 2005b).

3 NCES (2005b).

4 NCES (2005a).

5 Texas reported performance on the 2002 state accountability assessment in English Reading for ELLs as a function of their scores on the Reading Proficiency Test in English (RPTE). The RPTE is designed to assess proficiency in English and is used to indicate when students are ready to take the state accountability test in English. The study found that 15.8% of students passed the English reading test if they scored at the Beginning level on the RPTE in 2002. This percent passing compared to 30.4% for Intermediates, 76.4% for students who scored Advanced in 2002, and 89.6% for students who scored Advanced in 2000. Similar results were found at each grade from 3 through 10, although some differences are noted between the early and later grades. Results can be found at http://www.tea.state.tx.us/student.assessment/reporting/results/rpteanalysis/2002/reading/statewide.html. In a study of students who first entered Grade 9 in 1996, the New York State Education Agency found that 32.6% of current ELLs graduated high school in four years, while 60.1% of former ELLs graduated high school in four years, as compared to 54.5% of students who had never been ELLs. These percentages increased to 49.5%, 76.5%, and 70.5% at seven years. Thus, while former ELLs are completing high school at rates comparable to non-ELLs, it's clear that many ELLs are still not successful. For the complete report see: http://www.regents.nysed.gov/2005Meetings/March2005/0305emscvesidd4.html. Both reports were last accessed by the authors on September 28, 2006 in preparing this report.

6 Capps, Fix, Murray, Ost, Passel, & Herwantoro (2005).

7 For a discussion of academic language see Scarcella (2003), and of reading vocabulary see Nagy & Anderson (1984); Nagy & Scott (2000); Stahl (1999); Stahl & Nagy (2006).

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13 Echevarria, Vogt, & Short (2004); Echevarria, Short, & Powers (2006).

14 Ancess & Darling-Hammond (1994); International High School (2006).

15 E.g., Anderson & Freebody (1981); Chall, Jacobs, & Baldwin (1990).

16 For a review, see Geva (2006).

17 Constantino & Lavadenz (1993); Roser & Juel (1982); Watts (1995).

18 Stahl (1999); Nagy & Scott (2000).

19 E.g., Beck, McKeown, & Kucan (2002); Graves (2006); Kame'enui, Dixon, & Carnine (1987); Stahl & Nagy (2006).

20 Hiebert (2005).

21 Wixon (1986).

22 Beck, McKeown, & Omanson (1987); Carlo, August, & Snow (2005); Fukkink & de Glopper (1998); Kieffer & Lesaux (in press); Nagy, Breninger, & Abbott (2006); Nagy, Winsor, Osborn, & O'Flahavan (1993); Nation (2001); Swanborn & de Glopper, K. (1999).

23 García & Nagy (1993).

24 Massachusetts Department of Education (2006).

25 NICHD (2000); Shames (1998); Klingner & Vaughn (1996).

26 For a review on the skills of ELLs, see Lesaux, Koda, Siegel, & Shanahan, (2006); for a discussion of struggling adolescent readers, see Biancarosa & Snow (2004) and the empirical references therein. The term "automatic word-callers" comes from Buly & Valencia (2002).

27 Biancarosa & Snow (2004).

28 Klingner & Vaughn (1996); Hernandez (1991).

29 Palinscar & Brown (1984).

30 Bangert-Drowns, Hurley, & Wilkinson (2004); Berninger, Abbott, Abott, Graham, & Richards (2002).

31 Graham & Perin (2006).

32 Echevarria, Short, & Powers (2006); Sengupta (2000); Tsang (1996).

33 National Research Council (2003).

34 National Research Council (2003).

35 Short & Boyson (2004).

36 This recommendation is based on the theoretical work of Ziegler & Goswami (2005) and empirical evidence relating performance on phonological awareness across different languages, e.g., Branum-Martin, et al. (2006), Geva, Yaghoub-Zadeh, & Schuster (2000), and Durgunoglu, Nagy, & Hancin-Bhatt (1993).

37 Boyson, Coltrane, & Short (2002).

38 Blum-Kulka & Snow (2004); National Research Council (2000); Rogoff (1990).

39 Ancess & Darling-Hammond (1994); International High School (2006).

40 Short & Boyson (2004).

41 National Research Council (2000).

42 Folger (1989); Pedder (2006).

CENTER ON
INSTRUCTION

2718971

State of California

SECRETARY OF STATE

I, *Kevin Shelley*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

FEB - 2 2005

Kevin Shelley

Secretary of State

Sec/State Form CE-107 (rev. 1/03)

OSP 03 80510

2718971

ARTICLES OF INCORPORATION
OF
EDUCATION FOR CHANGE

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

JAN 21 2005

KEVIN SHELLEY
Secretary of State

ARTICLE I

The name of this corporation is Education for Change.

ARTICLE II

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific and primary purpose of this corporation is to engage in charitable and educational activities within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States internal revenue law (the "Code").

ARTICLE III

The name and address in this state of this corporation's initial agent for the service of process is Desten Broach, 485 Boulevard Way, Oakland, CA 94610.

ARTICLE IV

A. This corporation is organized and operated exclusively for exempt purposes within the meaning of Section 501(c)(3) of the Code. Notwithstanding any other provision of these Articles, this corporation shall not carry on any activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (2) by a corporation, contributions to which are deductible under Sections 170(c)(2), 2055(a)(2), 2106(a)(2)(A)(ii), 2522(a)(2), or 2522(b)(2) of the Code.

B. Except as permitted by law, no substantial part of the activities of this corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, nor shall this corporation participate in, or intervene in (including the publication or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE V

The property of this corporation is irrevocably dedicated to charitable purposes, and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member, if any, of this corporation, or any other private person. Upon the winding up and dissolution of this corporation and after paying or adequately providing for the debts and obligations of this corporation, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable purposes and that has established its tax-exempt status under Section 501(c)(3) of the Code.

DATED: January 20, 2005

Desten Broach

Desten Broach, Incorporator

OFFICE OF THE SECRETARY OF STATE

BYLAWS

of

EDUCATION FOR CHANGE PUBLIC SCHOOLS

Revised April 18, 2013

TABLE OF CONTENTS

BYLAWS
of
EDUCATION FOR CHANGE

ARTICLE I
PRINCIPAL OFFICE

The principal office of this corporation shall be located in the county of Alameda, California.

ARTICLE II
MEMBERSHIP

This corporation shall have no voting members, but the Board of Directors may, by resolution, establish one or more classes of nonvoting members and provide for eligibility requirements for membership and rights and duties of members, including the obligation to pay dues.

ARTICLE III
BOARD OF DIRECTORS

Section 1. Powers. This corporation shall have powers to the full extent allowed by law. All powers and activities of this corporation shall be exercised and managed by the Board of Directors of this corporation directly or, if delegated, under the ultimate direction of the Board.

Section 2. Number and Qualification of Directors. The number of directors shall be not less than five nor more than eleven, with the exact authorized number of directors to be fixed from time to time by resolution of the Board of Directors. Two of the seats on the Board will be reserved for representatives from the EFCPS Family Leadership Council. The Family Leadership Council membership will elect two representatives to be recommended to the Board of Directors.

Section 3. Limitations on Interested Persons. At all times, not more than 49% of the directors of this corporation may be interested persons. An interested person means either:

(a) any person currently being compensated by this corporation for services rendered to it within the previous twelve months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director in his or her capacity as director; or

(b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

Section 4. Selection and Term of Office of Directors. The directors then in office shall elect successors to the directors. Except for the initial directors appointed by the incorporator, and as provided below, each elected director shall be elected for a term of three years and shall hold office until a successor has been elected. Directors who are representatives from the Family Leadership Council will serve a one-year term.

(a) Staggered Terms. One-third of the total authorized number of directors shall be elected in each year, at the annual meeting or as soon as practical thereafter. Whenever a new director position is authorized as provided in Article III, Section 2, the Board may elect the initial incumbent to an initial term of one or two years in lieu of the standard term of three years, so that approximately one-third of all directors' terms shall expire each year. If the total authorized number of directors at any time shall not be evenly divisible by three so that a different number of directors must be elected one year out of every three, this different number shall be elected in every third year after 2005.

Section 5. Vacancies. A vacancy shall be deemed to exist on the Board in the event that the actual number of directors is less than the authorized number for any reason. Vacancies may be filled by the remaining directors for the unexpired portion of the term.

Section 6. Resignation and Removal. Resignations shall be effective upon receipt in writing by the President (if any), the Secretary, or the Board of Directors of this corporation, unless a later effective date is specified in the resignation. A majority of the directors then in office may remove any director at any time, with or without cause.

Section 7. Annual Meetings. A meeting of the Board of Directors shall be held at least once a year. Annual meetings shall be called by the President (if any), or any two directors, and noticed in accordance with Section 9.

Section 8. Special Meetings. Special meetings of the Board of Directors may be called by the President (if any), or any two directors, and noticed in accordance with Section 9.

Section 9. Notice. Notice of the annual meeting and any special meetings of the Board of Directors shall state the date, place, and time of the meeting and shall be given to each director at least four days before any such meeting if given by first-class mail or forty-eight hours before any such meeting if given personally or by telephone, including a voice messaging system, or by other electronic transmission such as e-mail, in compliance with Article VIII, Section 5 of these Bylaws.

Section 10. Waiver of Notice. The transactions of any meeting of the Board of Directors, however called and noticed and wherever held, shall be valid as though taken at a meeting duly held after proper call and notice, if a quorum is present, and if, either before or after the meeting, each of the directors not present provides a waiver of notice, a consent to holding the meeting, or an approval of the minutes in writing. The waiver of notice or consent need not specify the purpose of the meeting. All waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Notice of a meeting shall also be deemed given to any director who attends the meeting without protesting the lack of adequate notice before the meeting or at its commencement.

Section 11. Quorum. A majority of the total number of directors then in office shall constitute a quorum, provided that in no event shall the required quorum be less than one-fifth of the authorized number of directors or two directors, whichever is larger. The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, except as otherwise provided in Article III, Sections 5 (filling board vacancies), 6 (removing directors) and 12 (taking action without a meeting); Article IV, Section 1 (appointing Board Committees); Article VI, Section 3 (approving self-dealing transactions); Article VII, Section 2 (approving indemnification); and Article VIII, Section 6 (amending Bylaws), of these Bylaws or in the California Nonprofit Public Benefit Corporation Law. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

Section 12. Action Without a Meeting. Any action required or permitted to be taken by the Board may be taken without a meeting if all members of the Board shall individually or collectively consent to such action in writing. Such written consents shall be filed with the minutes of the proceedings of the Board, and shall have the same force and effect as the unanimous vote of such directors.

Section 13. Telephone and Electronic Meetings. Directors may participate in a meeting through use of conference telephone, electronic video screen communication, or other electronic transmission in compliance with Article VIII, Section 5 of these Bylaws so long as all of the following apply:

(a) each director participating in the meeting can communicate with all of the other directors concurrently, and

(b) each director is provided with the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.

Members shall state their name upon joining the meeting. Upon establishing a quorum, the chair will announce the names of all of the members in attendance. Each member should seek recognition from the chair before beginning to speak. Members shall state their name upon joining the meeting. Each member should identify himself or herself prior to speaking. Motions will be voted on by voice vote. If the chair has a problem determining the vote, he or she may call for a roll call vote.

Section 14. Standard of Care.

A. General. A director shall perform the duties of a director, including duties as a member of any Board Committee on which the director may serve, in good faith, in a manner such director believes to be in the best interest of this corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like situation would use under similar circumstances.

In performing the duties of a director, a director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by:

(i) one or more officers or employees of this corporation whom the director believes to be reliable and competent as to the matters presented;

(ii) counsel, independent accountants, or other persons as to matters which the director believes to be within such person's professional or expert competence; or

(iii) a Board Committee upon which the director does not serve, as to matters within its designated authority, provided that the director believes such Committee merits confidence;

so long as in any such case, the director acts in good faith after reasonable inquiry when the need therefor is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Except as provided in Article VI below, a person who performs the duties of a director in accordance with this Section shall have no liability based upon any failure or alleged failure to discharge that person's obligations as a director, including, without limiting the generality of the foregoing, any actions or omissions which exceed or defeat a public or charitable purpose to which a corporation, or assets held by it, are dedicated.

B. Investments. Except with respect to assets held for use or used directly in carrying out this corporation's public or charitable activities, in investing, reinvesting, purchasing or acquiring, exchanging, selling, and managing this corporation's investments, the Board shall avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income as well as the probable safety of this corporation's capital. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to this corporation.

Section 15. Inspection. Every director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents, and to inspect the physical properties of this corporation.

Section 16. Director Compensation. The Board may authorize the advance or reimbursement to a director of actual reasonable expenses incurred in carrying out his or her duties as a director, such as for attending meetings of the Board and Board Committees.

Section 17. Executive Compensation Review. The Board of Directors (or a Board Committee) shall review any compensation packages (including all benefits) of the President or the chief executive officer and the Treasurer or chief financial officer, regardless of job title, and such other officers as may be required by law or which shall be so designated by resolution of the Board of Directors from time to time, and shall approve such compensation only after determining that the compensation is just and reasonable. This review and approval shall occur when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to substantially all of the employees of this corporation.

ARTICLE IV
COMMITTEES

Section 1. Board Committees. The Board of Directors may, by resolution adopted by a majority of the directors then in office, create any number of Board Committees, each consisting of at least one director, and no more than two members of the Staff Leadership Council and the Family Leadership Council, to serve at the pleasure of the Board. Appointments to any Board Committee shall be by a majority vote of the directors then in office. Board Committees may be given all the authority of the Board, except for the powers to:

(a) set the number of directors within a range specified in these Bylaws;

(b) elect directors or remove directors without cause;

(c) fill vacancies on the Board of Directors or on any Board Committee;

(d) fix compensation of directors for serving on the Board or any Board Committee;

(e) amend or repeal these Bylaws or adopt new Bylaws;

(f) adopt amendments to the Articles of Incorporation of this corporation;

(g) amend or repeal any resolution of the Board of Directors which by its express terms is not so amendable or repealable;

(h) create any other Board Committees or appoint the members of any Board Committees; or

(i) approve any merger, reorganization, voluntary dissolution, or disposition of substantially all of the assets of this corporation.

Section 2. Advisory Committees. The Board of Directors may establish one or more Advisory Committees to the Board. The members of any Advisory Committee may consist of directors or non-directors and may be appointed as the Board determines. Advisory committees may not exercise the authority of the Board to make decisions on behalf of this corporation, but shall be restricted to making recommendations to the Board or Board Committees, and implementing Board or Board Committee decisions and policies under the supervision and control of the Board or Board Committee.

Education for Change Public Schools will operate a Family Leadership Council and a Staff Leadership Council which will meet regularly with the President to advise on EFCPS and send delegates to Board meetings to advise the Board as needed.

Section 3. Audit Committee. For any tax year in which this corporation has gross revenues of $2 million or more, this corporation shall have an Audit Committee whose members shall be appointed by the Board of Directors, and who may include both directors and non-directors, subject to the following limitations: (a) a majority of the members of the Audit Committee may not consist of members of the Finance Committee, if any; (b) the chair of the Audit Committee may not be a member of the Finance Committee, if any; (c) the Audit Committee may not include any member of the staff or the President or Treasurer; (d) the Audit Committee may not include any person who has a material financial interest in any entity doing business with this corporation; and (e) Audit Committee members who are not directors may not receive compensation greater than the compensation paid to directors for their Board service.

If the Audit Committee is composed and appointed as required by Section 1 above (concerning Board Committees), it shall be deemed a Board Committee on which the other directors are entitled to rely as provided in Article III, Section 14 of these Bylaws; otherwise, the Board of Directors shall remain responsible for oversight and supervision of the Audit Committee as an Advisory Committee.

The Audit Committee shall: (1) recommend to the Board of Directors the retention and, when appropriate, the termination of an independent certified public accountant to serve as auditor, (2) negotiate the compensation of the auditor on behalf of the Board, (3) confer with the auditor to satisfy the Audit Committee members that the financial affairs of this corporation are in order, (4) review and determine whether to accept the audit, and (5) approve performance of any non-audit services provided to this corporation by the auditor's firm.

Section 4. Meetings.

A. Of Board Committees. Meetings and actions of Board Committees shall be governed by and held and taken in accordance with the provisions of Article III of these Bylaws concerning meetings and actions of the Board of Directors, with such changes in the content of those Bylaws as are necessary to substitute the Board Committee and its members for the Board of Directors and its members. Minutes shall be kept of each meeting of any Board Committee and shall be filed with the corporate records.

B. Of Advisory Committees. Subject to the authority of the Board of Directors, Advisory Committees may determine their own meeting rules and whether minutes shall be kept.

The Board of Directors may adopt rules for the governance of any Board or Advisory Committee not inconsistent with the provisions of these Bylaws.

ARTICLE V
OFFICERS

Section 1. Officers. The officers of this corporation shall be a President, a Vice President, a Secretary, and a Treasurer. The corporation may also have, at the discretion of the directors, such other officers as may be appointed by the Board of Directors. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the President of the Board, if any. The President shall be elected from among the directors of the corporation and must remain a director to be eligible to continue to serve as President.

Section 2. Election. Except for the initial officers appointed by the incorporator, the officers of this corporation shall be elected annually by the Board of Directors, and each shall serve at the pleasure of the Board, subject to the rights, if any, of an officer under any contract of employment.

Section 3. Removal. Subject to the rights, if any, of an officer under any contract of employment, any officer may be removed, with or without cause, by the Board of Directors or by an officer on whom such power of removal may be conferred by the Board of Directors.

Section 4. Resignation. Any officer may resign at any time by giving written notice to this corporation. Any resignation shall take effect on receipt of that notice by any other officer than the person resigning or at any later time specified by that notice and, unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any, of this corporation under any contract to which the officer is a party.

Section 5. Vacancies. A vacancy in any office for any reason shall be filled in the same manner as these Bylaws provide for election to that office.

Section 6. President. The President shall preside at all meetings of the Board of Directors and shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

Section 7. Vice President. The Vice President shall, in the absence of the President, carry out the duties of the President and shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

Section 8. Secretary. The Secretary shall supervise the keeping of a full and complete record of the proceedings of the Board of Directors and its committees, shall supervise the giving of such notices as may be proper or necessary, shall supervise the keeping of the minute books of this corporation, and shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

Section 9. Treasurer. The Treasurer shall be the chief financial officer of this corporation and shall supervise the charge and custody of all funds of this corporation, the deposit of such funds in the manner prescribed by the Board of Directors, and the keeping and maintaining of adequate and correct accounts of this corporation's properties and business transactions, shall render reports and accountings as required, and shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

ARTICLE VI
CERTAIN TRANSACTIONS

Section 1. Loans. Except as permitted by Section 5236 of the California Nonprofit Public Benefit Corporation Law, this corporation shall not make any loan of money or property to, or guarantee the obligation of, any director or officer; provided, however, that this corporation may advance money to a director or officer of this corporation or any subsidiary for expenses reasonably anticipated to be incurred in performance of the duties of such director or officer so long as such individual would be entitled to be reimbursed for such expenses absent that advance.

Section 2. Self-Dealing Transactions. Except as provided in Section 3 below, the Board of Directors shall not approve, or permit the corporation to engage in, any self-dealing transaction. A self-dealing transaction is a transaction to which this corporation is a party and in which one or more of its directors has a material financial interest, unless the transaction comes within California Corporations Code Section 5233(b).

Section 3. Approval. This corporation may engage in a self-dealing transaction if the transaction is approved by a court or by the Attorney General. This corporation may also engage in a self-dealing transaction if the Board determines, before the transaction, that (a) this corporation is entering into the transaction for its own benefit; (b) the transaction is fair and reasonable to this corporation at the time; and (c) after reasonable investigation, the Board determines that it could not have obtained a more advantageous arrangement with reasonable effort under the circumstances. Such determinations must be made by the Board in good faith, with knowledge of the material facts concerning the transaction and the director's interest in the transaction, and by a vote of a majority of the directors then in office, without counting the vote of the interested director or directors.

Where it is not reasonably practicable to obtain approval of the Board before entering into a self-dealing transaction, a Board Committee may approve such transaction in a manner consistent with the requirements above; provided that, at its next meeting, the full Board determines in good faith that the Board Committee's approval of the transaction was consistent with the requirements above and that it was not reasonably practical to obtain advance approval by the full Board, and ratifies the transaction by a majority of the directors then in office without the vote of any interested director.

ARTICLE VII
INDEMNIFICATION AND INSURANCE

Section 1. Right of Indemnity. To the fullest extent allowed by Section 5238 of the California Nonprofit Public Benefit Corporation Law, this corporation may indemnify its agents, in connection with any proceeding, and in accordance with Section 5238. For purposes of this Article, "agent" shall have the same meaning as in Section 5238(a), including directors, officers, employees, other agents, and persons formerly occupying such positions; "proceeding" shall have the same meaning as in Section 5238(a), including any threatened action or investigation under Section 5233 or brought by the Attorney General; and "expenses" shall have the same meaning as in Section 5238(a), including reasonable attorneys' fees.

Section 2. Approval of Indemnity. On written request to the Board of Directors in each specific case by any agent seeking indemnification, to the extent that the agent has been successful on the merits, the Board shall promptly authorize indemnification in accordance with Section 5238(d). Otherwise, the Board shall promptly determine, by a majority vote of a quorum consisting of directors who are not parties to the proceeding, whether, in the specific case, the agent has met the applicable standard of conduct stated in Section 5238(b) or Section 5238(c), and, if so, may authorize indemnification to the extent permitted thereby.

Section 3. Advancing Expenses. The Board of Directors may authorize the advance of expenses incurred by or on behalf of an agent of this corporation in defending any proceeding prior to final disposition, if the Board finds that:

(a) the requested advances are reasonable in amount under the circumstances; and

(b) before any advance is made, the agent will submit a written undertaking satisfactory to the Board to repay the advance unless it is ultimately determined that the agent is entitled to indemnification for the expenses under this Article.

The Board shall determine whether the undertaking must be secured, and whether interest shall accrue on the obligation created thereby.

Section 4. Insurance. The Board of Directors may adopt a resolution authorizing the purchase of insurance on behalf of any agent against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, and such insurance may provide for coverage against liabilities beyond this corporation's power to indemnify the agent under law.

ARTICLE VIII
MISCELLANEOUS

Section 1. Fiscal Year. The fiscal year of this corporation shall end each year on June 30.

Section 2. Contracts, Notes, and Checks. All contracts entered into on behalf of this corporation must be authorized by the Board of Directors or the person or persons on whom such power may be conferred by the Board from time to time, and, except as otherwise provided by law, every check, draft, promissory note, money order, or other evidence of indebtedness of this corporation shall be signed by the person or persons on whom such power may be conferred by the Board from time to time.

Section 3. Annual Reports to Directors. Within 120 days after the end of this corporation's fiscal year, the President shall furnish a written report to all directors of this corporation containing the following information:

(a) the assets and liabilities, including the trust funds of this corporation, as of the end of the fiscal year;

(b) the principal changes in assets and liabilities, including trust funds, during the fiscal year;

(c) the revenue or receipts of this corporation, both unrestricted and restricted to particular purposes, for the fiscal year;

(d) the expenses or disbursements of this corporation, for both general and restricted purposes, for the fiscal year; and

(e) any transaction during the previous fiscal year involving more than $50,000 between this corporation (or its parent or subsidiaries, if any) and any of its directors or officers (or the directors or officers of its parent or subsidiaries, if any) or any holder of more than ten percent of the voting power of this corporation or its parent or subsidiaries, if any, or any of a number of such transactions in which the same person had a direct or indirect material financial interest, and which transactions in the aggregate involved more than $50,000, as well as the amount and circumstances of any indemnifications or advances aggregating more than $10,000 paid during the fiscal year to any director or officer of this corporation. For each transaction, the report must disclose the names of the interested persons involved in such transaction, stating such person's relationship to this corporation, the nature of such person's interest in the transaction and, where practicable, the value of such interest.

The foregoing report shall be accompanied by any report thereon of independent accountants or, if there is no such report, the certificate of an authorized officer of this corporation that such statements were prepared without an audit from the books and records of this corporation. The report and any accompanying material may be sent by electronic transmission in compliance with Article VIII, Section 5 of these Bylaws.

Section 4. Required Financial Audits. This corporation shall obtain a financial audit for any tax year in which it receives or accrues gross revenue of $2 million or more, excluding grant or contract income from any governmental entity for which the governmental entity requires an accounting. Whether or not they are required by law, any audited financial statements obtained by this corporation shall be made available for inspection by the Attorney General and the general public within nine months after the close of the fiscal year to which the statements relate, and shall remain available for three years (1) by making them available at this corporation's principal, regional, and district offices during regular business hours and (2) either by mailing a copy to any person who so requests in person or in writing or by posting them on this corporation's website.

Section 5. Electronic Transmissions. Unless otherwise provided in these Bylaws, and subject to any guidelines and procedures that the Board of Directors may adopt from time to time, the terms "written" and "in writing" as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means, and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions *from* the corporation, the corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions *to* the corporation, the corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

Section 6. Amendments. Proposed amendments to these Bylaws shall be submitted in writing to the directors at least one week in advance of any Board meeting at which they will be considered for adoption. The vote of a majority of the directors then in office or the unanimous written consent of the directors shall be required to adopt a bylaw amendment.

Section 7. Governing Law. In all matters not specified in these Bylaws, or in the event these Bylaws shall not comply with applicable law, the California Nonprofit Public Benefit Corporation Law as then in effect shall apply.

CERTIFICATE OF SECRETARY

I certify that I am presently the duly elected and acting Secretary of Education for Change, a California nonprofit public benefit corporation, and that the above Bylaws, consisting of eleven thirteen pages, are the Bylaws of this corporation as adopted by the board of directors on April 19th, 2005 and amended on October 15, 2011.

DATED: October 15, 2011

___________________, Secretary

Brian Rogers currently serves as the Chief Executive Officer of the Rogers Family Foundation located in Oakland, California. Having served as Executive Director of the Rogers Family Foundation from 2003 to 2014, Brian was promoted to the role of Chief Executive Officer in 2014. During his tenure at the foundation, Brian has helped to create and grow Oakland education organizations such as Great Oakland Public Schools Leadership Center, the Oakland Education Fund, the Oakland Charter Collaborative and the Oakland Literacy Coalition. Brian currently serves on the Board of Directors of the Lighthouse Community Charter Schools and Education for Change Public Schools. Before joining the Rogers Family Foundation, Brian was the manager of the Lair of the Bear, a family summer camp run by the University of California, Berkeley, Alumni Association. Prior to that, Brian was an English teacher and Varsity Tennis Coach at his alma mater, Bishop O'Dowd High School in Oakland. Brian graduated from UC Berkeley's Haas Business School as an undergraduate in 1995 and received his California single subject teaching credential from St. Mary's College in 2000. Brian currently lives in Orinda with his wife Katie and their three children.

Dirk Tillotson is the Founder and Director of Great School Choices, a nonprofit developed to seed and grow strong and sustainable community-based charter schools dedicated to educating underserved student populations in New York, where he helped launch 17 schools. Prior to his work there, he served as COO and interim CEO for the New York City Center for Charter School Excellence, and consulted for the National Alliance for Public Charter Schools post-Katrina in New Orleans, as the first national charter school boots on the ground, post storm. He also led the school based aspects of RAND education's largest project; reform of the education system of the Middle Eastern nation of Qatar, and the implementation of charter-like "independent schools" there. His charter school work began in Oakland, California, where he led or developed several high achieving schools and founded a charter support organization under the aegis of ARC Associates, Oakland Charters Together.

Eva Camp also serves on the Board of Full Circle Fund. A mother of three children, she dedicates her time to improving education. She currently leads the Parents Association with over 600 volunteers and serves on the Board of Trustees at Head-Royce, her children's school. She also serves on the Board of National Equity Project (formerly BAYCES), which coaches people to become the leaders who deliver on the promise of a quality education for every child in America. Eva worked for more than 10 years at Microsoft, marketing some of the company's most successful products, including Word, Office and consumer titles. Her last role there was Director of Market Planning and Analysis for Microsoft's line of home products. Other highlights at Microsoft include helping lead the turnaround in the company's Japanese application software business during a 3 year stint in Microsoft's Far East region and leading the first worldwide launch of Microsoft Office in over 25 languages. Prior to Microsoft, she worked in product management at Proctor & Gamble. Eva has a BA from Harvard University.

Mike Barr is the CFO of Reading Partners, an Oakland-based national non-profit focused on improving childhood literacy. After working in the tech sector for a number of years, Mike joined Aspire Public Schools as their CFO in 2004. Over the next 7 years, he oversaw Aspire's growth from 10 schools serving 3,000 children to 30 schools serving 10,000 children. Since leaving Aspire in 2011, Mike has served as Interim CFO for a variety of educational non-profits at various stages of their life cycle, including StudentsFirst, Oakland Schools Foundation (now the Oakland Public Education Fund), Envision Education, and College Track. Mike has also done consulting for a number of other education-related organizations over the past few years. Mike lives in Oakland with his wife and two daughters, both of whom proudly attend public schools in Oakland. He also serves on the board of Oakland School for the Arts.

Nick Driver works to support new school growth and strategic development for Charter School Management Corporation, a California social venture that supports the public charter school movement as well as district public schools. Nick joined CSMC in 2011 after diverse experiences in education advocacy and advice, research, and business. From 2004 until 2011, he supported hundreds of public schools through his work at the California Charter Schools Association, the country's largest charter school support organization. At both CSMC and CCSA, he has served on school design teams, trained school leaders and board members, advocated for quality schools at school board meetings, and provided technical, political and operational advice for charter and district public schools.

Over the past 12 years, in Oakland, San Francisco and across the state, Nick has helped design and campaigned for a range of successful public school funding measures and policies passed by voters, policies that support a public school sector that has since 2004 grown by 800 schools and 400,000 students.

A parent of two students in San Francisco, Nick has also served as an active parent organizer, as a board member, staff member and volunteer. In the San Francisco Unified School District, he served on the Alvarado Elementary School Site Council for six years, was selected to the SFUSD Citizens' Bond Oversight Committee, and served as member and chair of the district's Parent Advisory Council.

At Education for Change, in addition to chairing the board, Nick serves on the executive and academic accountability committees. He takes an active role in the strategic direction of the organization as it seeks to make a difference for its 3,000+ Oakland students, as well as the overall direction of public education in Oakland.

Paul Byrd Jr. serves the role of not only a Parent Board Member but also a Parent Leader at Achieve Academy. Paul Byrd Jr. is committed to helping the development, enrichment and expansion of EFC (Education for Change) and its commitment, to education and the community that it serves. He believes that change begins with a thought and with that thought comes action. Our future resides in knowing we did everything to give every child the life they deserve, and it's starts with their education and safety. Paul Byrd Jr. is committed to EFC for these great reasons.

Roy Benford is the founder and CEO of Benford & Associates LLC, a real estate consulting company located in Oakland, California. He has worked as a fulltime real estate professional since 1990. Roy has two sons and 4 grandsons. They motivate him to rise and shine each and every day to help others reach their goals and objectives.

His enthusiasm for his work as a real estate professional and his civic activities have made him well known in his East Bay community. Roy is widely known and respected by his colleagues and clients alike for his calm demeanor, his win-win negotiating and keen problem solving skills.

Sudhir Aggarwal is an accomplished CEO, financier, private investor and business advisor. Currently, he is “Advisor to the CEO” for multiple companies, including a publishing company, a 401k plan administrator, a saas model database company, an internet retailer, and a digital marketing company. Sudhir has invested in private companies, taken board roles, and overseen and guided management teams through periods of growth and transition. At present, he is Chairman of Zuca, a specialty consumer products company, and a Director of Skyline, a general contractor, and Earth Mama Angel Baby, an organic baby products firm. Sudhir completed his undergraduate work at Dartmouth College and holds a MBA from Stanford. Throughout his career, he has supported reform efforts in public education.

Brian Kingwell Rogers

24 Brookside Road
Orinda, CA 94563
(H) 925-386-0747 - (C) 510-910-0059
brogers@rogersfoundation.org

Education

1991-1995	University of California at Berkeley – Class of 1995 B.S. Business Administration – Haas School of Business
1999-2000	Saint Mary's College of California State of California Teaching Credential (BCLAD, Single Subject)

Work Experience

6/14 – Present	Rogers Family Foundation – Chief Executive Officer
1/04 – 5/14	Rogers Family Foundation – Executive Director *Responsible for the strategic planning of the organization, management of staff and annual dispersement of 5 million dollars in community grants in the areas of education, medical research and youth development.*
11/01 – 8/03	Lair of the Golden Bear – Manager *Recruited and managed a staff of 60 employees that serviced and entertained 3000 campers each summer at the University of California Alumni Association family camp in Pinecrest, CA.*
9/00 – 9/01	Bishop O'Dowd High School – English Teacher, Tennis Coach *Taught the subjects of Grammar, American Literature and Ethnic Literature to Freshmen, Juniors and Seniors at a Catholic high school in Oakland, CA. Also coached both the Boys and Girls varsity and junior varsity tennis teams.*
2/99 – 9/00	7171 Co. LLC – President *Founded a construction development company that constructed single-family homes in Oakland, CA.*
9/98 – 1/99	Mahalovich Partners – Associate *Assisted General Partner in securing commercial real estate clients in San Francisco, CA.*
3/98 – 8/98	Il Fornaio Restaurant – Host/Waiter
5/97 – 9/97	Lair of the Golden Bear – Athletic Director *Organized and officiated over all sporting events and tournaments for 300 campers a week. Also taught tennis, volleyball, basketball and swimming lessons to both children and adults.*
10/96 – 5/97	Northstar-at-Tahoe – Ski Instructor *Instructed both children and adults of all levels to snow ski in Lake Tahoe, CA.*

Board and Advisory Board Service (Current)
Lighthouse Community Charter School
Oakland Reads 2020 Steering Committe (Chair)
Education for Change Public Schools (President)

Board and Advisory Board Service (Past)
Bring Me A Book Foundation (President)
Chabot Space and Science Center Foundation
Bishop O'Dowd High School Board of Regents
Sigma Alpha Epsilon Cal Beta Alumni Housing Corporation – (President)
Collegeworks – (President)
St. Elizabeth's Elementary School – Advisory Board
UC Berkeley Graduate School of Education - Advisory Board
Oakland Schools Foundation
Aim High East Bay Advisory Board

Other Achievements, Pursuits and Memberships
100 Club, Member
Oakland Rotary, Member
Candidate, Oakland Unified School District Board of Education– District 1 - 2008
Co – Founder – Oakland Education Funders
Co - Founder – Oakland Charter Collaborative
Founder – Oakland Literacy Coalition

2000 – 2004	Head Tennis Coach – Bishop O'Dowd High School
5/91 – present	Eagle Scout
5/96 – 9/96	U.S. Baseball Stadium Tour
1/99	Summited Mount Kilimanjaro in Tanzania
1994	Head Yell Leader – University of California at Berkeley

Eva Lum Camp

98 Sea View Avenue, Piedmont, CA 94611 • 510-594-2267 • eva_camp@hotmail.com

Community Experience

Full Circle Fund, Board Member 2003 – Present

Full Circle Fund is an alliance of emerging business leaders who address public problems in the Bay Area through engaged philanthropy and public policy advocacy.

Head-Royce School, Parents Association President, Board Member, Auction Chair 2010-2012

National Equity Project, Board Member 2008-2011

Work Experience

Microsoft Corporation 1991 - 2001

Director of Market Planning and Analysis, Home Products Division **Oct '99- Oct '01**

Identified, assessed and prioritized market and customer information needs for Microsoft's line of consumer products. Developed a research plan and managed a team to execute it.

Contributed to strategic planning and analysis for Microsoft's Home Products Division. Worked with different functions across the division, including finance, product management, sales and corporate communications.

Director of Channel Marketing **Jan '98 – Sept '99**

Created and managed Microsoft's retail channel marketing organization. Responsible for developing channel promotions, the group played a critical role in balancing conflicting priorities between the sales organization and product marketing organization.

Group Marketing Manager, Far East Headquarters (based in Tokyo) **Jan '95 – Dec '97**

Responsible for strategic planning and marketing consulting for Microsoft's consumer businesses in Japan, Korea, Hong Kong, Taiwan and China subsidiaries, reporting to the regional Vice President.

In particular, drove regional efforts to win the word processing market against entrenched local competitors. Helped persuade subsidiary management to focus on Microsoft Word when they thought it was futile. Facilitated extra funding to support aggressive marketing, established measurements in each country to identify areas of strength and weaknesses as well as to provide benchmarks for measuring progress. These efforts resulted in Microsoft Word becoming the #1 word processor in the company's biggest market, Japan.

Group Product Manager, Microsoft Office **June '94 - Dec '94**

Managed team of product managers to develop and execute competitive response strategies, demand-generating marketing activities such as channel promotions, manufacturing, sales tools and events.

International Product Manager, Microsoft Office **Aug '92 - May '94**

Led first worldwide launch of Office in over 25 languages. Established worldwide sales and marketing training and SKU naming strategy. Pioneered communication infrastructure to work more closely with subsidiaries and incorporated their requirements, many of which are used today.

Analyzed worldwide business and established rational localization strategy for Microsoft Office.

Product Manager, Microsoft Word **Apr '91 - July '92**

Managed Word's end-user marketing activities including end-user satisfaction programs, switcher seminar efforts and customer-focused market research plan.

Procter & Gamble

Assistant Brand Manager, Paper Division **Oct ’90 - Mar ‘91**

Defined market opportunity and developed positioning and marketing plans for a new toilet tissue product, including advertising, pricing, packaging and promotions — for test market and national expansion.

Repositioned a premium niche product for mass market.

Brand Assistant, Paper Division **Sept ’89 - Sept ‘90**

Contributed to 20% growth in market share by developing and implementing successful promotion plan involving coupons, direct mail, samples and pricing controls such as pre-priced packages.

Initiated Brand entrance into warehouse clubs, the fastest growing segment of the supermarket industry. Negotiated pricing strategy and designed product format.

Led multi-functional teams to rapidly execute package changes that saved the brand over $3 million.

Education

Harvard University Sept ’85 – June ‘89

Bachelor of Arts degree with Honors in History of Science, June 1989. Specialization in Computer Science and Asian history. Elected President of Asian American Association, a 500-member group. Awarded 4-year Grumman Science and Engineering Scholarship (which covered 25% of college tuition) based on academic achievement and leadership qualities.

Other Interests

Travel, cooking, my three children.

Paul Byrd

3411 East 12th St Apt 205 | Oakland, CA 94601
paulbyrdjr@gmail.com | Tel: 510-866-5221
Online Portfolio: http://www.coroflot.com/paulbyrdjr

OBJECTIVE	Print, Illustration, Graphic Design, Motion Graphics/ Film / Video, Marketing, in the Entertainment or Advertising Agency
TECHNICAL QUALIFICATIONS	(see table below)

Skilled	Proficient
Adobe CC	Photoshop CC / Illustrator CC
Apple Final Cut Studio / X	Adobe After Effects CC
Microsoft Word / IWorks	Final Cut Pro / Adobe Premiere CC

SKILLS

Technical Skills Include:
Hand Illustration: sketching, pencil, pen and ink, color pencil, marker, watercolor, Storyboarding, Painting and other mixed medias.

Graphic Design Skills Include:
Adobe CC / Photoshop / Illustrator, Painter, Photo Restoration and Manipulation, Logo design, Page layout, Info Graphics, Banners & posters etc.

Video Post Production Skills: Shooting Video / Film, Photography, Lighting, Green Screen Shooting.

Video Post Production Skills Include: Adobe After Effects, Adobe Premiere, Final Cut Studio, Green Screen Video Compositing

Sound Production Skills: Audio Cleanup / Restoration, Royalty free Music Creation

Other Skills
I have some web experience with Adobe Dreamweaver and Adobe Flash Banner creations. DVD Authorizing done with DVD Studio Pro. Some 3d with Cinema 4d for 3D Logo Design and modeling.

EXPERIENCE

D.P.W Cleaner greener campaign, D.P.W Pick it up campaign
06/ 14/01 to 07/10/01 and 03/ 06/02 to 04/12/02

The objective to both of these projects were to create print ads that show a cleaner city thru character design mixed with images of schools and landmarks located in San Francisco. The main goal for the designs were to create fun looking but eco conscious characters that will pull junior highand high school students into a program to help keep the streets of San Francisco clean. This project comprised of various print work from bookmarks, Book covers, D.P.W card, posters, banners, bus ads and billboard layouts. My role in this project was to create concepts for characters also handle all print aspects such as design layout and typography. Methods used for both projects were a combination of hand illustration, Adobe Photoshop, Adobe Illustrator and Adobe Indesign.

Def Con 3 Energy Drink
06/ 04/02 to 11/01/02

Def Con 3 is an energy drink created by Russell Simmons Beverages; the project consisted of design and print work. The first part was to create labels for the packaging of the beverage Logo was created with Adobe Illustrator and packaging design was done in Adobe Photoshop and Adobe Indesign. For the project I had to make Ads that went into magazines,
Different Print materials and in store displays.

Def Jam and the Hip Hop Summit
02/ 11/03 to 03/11/03

Main responsibility was to create and design concepts for logo and do print work for the hip-hop summit. The programs used were Adobe Illustrator and Adobe Photoshop.

San Francisco All About The Arts Campaign
09/ 07/03 to 09/14/03

The main objectives for this project was to take images provided by the team and graphically enhance them with effects and color correction for ad spaces and television spots.

P.H.A.T Promoting Healthy Activities together Campaign for CANFit Organization.
02/ 01/04 to 03/10/04

Main goal was to create characters to identify with demographics in area to promote healthy eating. I had to create character concepts and then once approved do poster, mailers, cards and package design for video.

Team X
03/ 12/04 to 05/12/04
Responsibilities for Team X were to come up with a logo and do print material for the project. The logo was done in freehand Illustration and then traced and cleaned up in Adobe Illustrator. Once done in Illustrator I
took it into Cinema 4d to make it into 3d.

U.S.G Clothing
05/ 20/04 to Present
My goals were to first design the logos for the clothing brand and then come up with concept designs that would be used for merchandise. My other task consisted of doing all print and web work from flyers, web
banners to in store ads.

Pursuit of Equality
06/ 12/04 to 10/20/06

My many responsibilities for this project included logo concept and design, print material such as banners, posters, mailers, business cards and all media packets and so on.

Youth Uprising
07/ 06/06 to Present
My responsibilities for this project included logo design, character design and such as banners, posters, mailers, flyers.

MAMAS BOY Clothing
02/ 01/ 09 to Present
My role in this clothing line is to create various designs for shirts, hoodies, jackets etc. Besides that I am responsible for all print and web materials.

Dolby
Design the Future FY14 Worldwide Sales and Marketing Conference
Creating Graphics, Motion Graphics and Video Edit for video highlight of event.

Sony 4K Napa Valley Film Festival Challenge 2013
Film Is Hey Mickey
https://vimeo.com/80116000
Password is: MONKEYBUSINESS
https://vimeo.com/80183906

Brad Thorson was the lead for sony on the festival

Doritos Sample Commercials 2014
1 Chip or 1 Bag Kids Compilation
https://vimeo.com/80183906

Herbalife
05/ 10/ 09 to Present
Video Production and print materials for various shows and conferences.

References

Enough Said Productions
Michael Shaw
Owner
enoughsaidproductions@yahoo.com
415 867 2200

Project Description: Contract work
Projects done for Enough Said Productions were for print, video and web. Working on such projects ranging from the city of San Francisco's Cleaner Greener and Pick it up campaign, Def Jam and the Hip Hop Summit to entertainment, non-profit and corporate identity. My main task for Enough Said Productions was to create designs in print, web and video that have high impact visuals that produce results for a project and its product

Herbalife

Lisa Wonson
Event Manager North America
Herbalife International of America, Inc. 310-410-9600 x22916 | Direct 310-258-7116
Lisawo@herbalife.com

	Project Description: Contract work Video production & presentations for various vacation trips Main task was motion graphics and editing pieces for quick turnaround with high quality and impact to viewers. Jacky Johnson Public Relations / Project Manager The National Action Network jackyjohnson@gmail.com 510 717 2260 Project Description: Contract work Project was for contract to make print work and logo design for a program towards youth empowerment and education for a facility in Oakland. My role was to create animated characters that fit their demographic of participants that would sign up for their programs. I also did print work for various projects and events for Youth Uprising. Recently working on print material to be put in the Youth Uprising center focused on Oakland musicians, actors etc. Sciortino Design Group Rich Sciortino Owner 510 824 6960 Rich@sciortino.com Project Description: Contract work Projects done for Sciotino Design Group were for print, video and web. Allot of the design work done was for manufacturing and apparel websites. Print work such as cards, flyers posters etc.	
EMPLOYMENT	**Enough Said Productions,** San Francisco, CA Graphic Design, Video production, Post production Independent Contractor **Sciortino Mfg,** West Oakland, CA Graphic Design, Video production, Post production Independent Contractor Samples of Motion graphic editing work. My Motion Graphic / Video Demo Here is a project I did for RAVN a social outing site. I did the photoshop composition and Animation http://youtu.be/nJiF8V_Uiag Uncle Junior (EXTENDED) Trailer Editing and Mostion graphics http://youtu.be/ECWNUnRHfQU Hey Mickey Sony 4K Film Challenge Napa Valley Fim Festival I did the editing.	

	http://vimeo.com/80116000Video for Herbalife Video, editing, photoshop layout and Motion Graphics https://www.youtube.com/watch?v=t272v_AMk_I LifeBotanica Presentation (WIP) photoshop layout and Motion Graphics http://youtu.be/k6D1yFjgrHQ Sample Motion graphic Connect Marketing photoshop layout and Motion Graphics http://www.youtube.com/watch?v=-MqRVqhWMt8 Motion graphic video for Canyon Beachwear photoshop layout and Motion Graphics https://www.youtube.com/watch?v=5RdAN4i-1Rw Pipe Spy logo graphic https://www.youtube.com/watch?v=_8wyLy22Ev8	

DIRK TILLOTSON, Esq.
2618 Monticello Ave
Oakland, CA 94619
Dirk.tillotson@charterschoolincubator.org

EDUCATION

DEPARTMENT OF JURISPRUDENCE AND SOCIAL POLICY, UC BERKELEY

Jurisprudence and Social Policy, M.A. December 2004

Fields: Law and Economics, Constitutional Law

Thesis: Charter Schools and the "Market" in Urban Education

Awards: Graduate Opportunity Fellowship 1994-95, Olin Fellowship 1997 and 2000, Mentored Research Fellowship 1998-99

BOALT HALL SCHOOL OF LAW, UNIVERSITY OF CALIFORNIA, BERKELEY

Juris Doctor, May 1995

STATE UNIVERSITY OF NEW YORK AT ALBANY

Political science, Sociology minor, B.A. (1991)

STATE UNIVERSITY OF NEW YORK AT BROCKPORT (1987-1989)

PROFESSIONAL EXPERIENCE

NEW YORK CHARTER SCHOOL INCUBATOR,

Founder and Executive Director (Sept 2008-present)

*Designed, founded, and led program to incubate community based charter schools catering to underserved students

*Successfully incubated and opened 17 community based charter schools in NYS encompassing a variety of innovative models, including the first autism-inclusion charter, first college prep charter that targeted students with mental health challenges, first Montessori charter, and a range of other models

NEW YORK CITY CENTER FOR CHARTER SCHOOL EXCELLENCE

Chief Operations Officer (Jan 2007-Sept. 2008), Interim Chief Executive Officer (March 2007-Sept. 2008)

*Responsible for providing comprehensive support to 60 current NYC charter schools and new schools and development groups

*Oversight of $41 million organization, responsible for program development and implementation of initiatives to support the range of NYC schools

TILLOTSON AND ASSOCIATES, Oakland, California

President (Aug. 2005-Jan. 2007)

*Provided comprehensive charter school development and program implementation consulting services for primarily independent, community-grown charter schools

*Served as senior advisor for the National Alliance for Public Charter Schools during 5 month residency in New Orleans for comprehensive support structures for charter school reform post-Katrina

RAND EDUCATION, Doha, Qatar

Senior Independent School Advisor (Jan. 2004- Aug. 2005)

*Served as senior policy advisor for comprehensive education reform in the Middle Eastern state of Qatar

*Developed charter law and regulations, reviewed applicants, and assisted in selecting school operators

*Served as senior policy advisor on national school facilities plan for independent schools

*Guided new school operators through all stages of development and implementation

*Developed and implemented school and contractor evaluation protocols

OAKLAND CHARTERS TOGETHER, Oakland, California

Founder, School Governance Specialist (2001-2003)

*Served as primary program staff for federally-funded urban charter school collaborative

*Doubled number of charter schools during program, with charters showing the highest student gains and highest overall achievement at particular levels

*Coordinated and directed school collaborative, conducted trainings, disseminated best practices, conducted needs assessments and delivered technical assistance

AMERICAN INDIAN PUBLIC CHARTER SCHOOL, Oakland, California

President, Board of Directors (2000-2003)

*Defended school in revocation procedures and oversaw restructuring that led to extremely successful education outcomes and naming as a "National Charter School Success Story" school, http://www.ncsc.info/newsletter/may2003/american_indian.htm

*Greatest Academic Performance Index (API) gain of any middle school in California 2000-2002

*Reviewed and revised all major policies, oversaw all aspects of school operation

DIRK TILLOTSON, ATTORNEY AT LAW, Oakland, California

Solo Practitioner, Consultant (1996-Present)

*Manages solo practice focusing primarily on education and non profit corporation law

*Provides comprehensive charter school organizational and operational consulting services

UNIVERSITY OF CALIFORNIA AT BERKELEY, LEGAL STUDIES DEPARTMENT

Graduate Student Instructor (1993-1998)

*Taught undergraduates in the subject areas of law and economics and

courts and social policy
*Taught law students in academic support program constitutional law and torts

MORRISON & FOERSTER L.L.C., San Francisco, California
Law Clerk (1994)
*Drafted memoranda on numerous litigation issues

PUBLIC ADVOCATES INC., San Francisco, California
Law Clerk (1993)
*Wrote memoranda on wide-ranging civil rights issues including arguing for affirmative action in the San Francisco Police Department and implementation of sufficient bilingual programs in the Oakland Unified School District
*Developed suggestions for preliminary contract language for guidelines to promote cultural competency in managed health care

NORTHEAST PARENT AND CHILD SOCIETY, Schenectady, New York
Counselor (1989-1992)
*Counseling of emotionally disturbed adolescents

PRACTICAL SKILLS

Trained extensively, and wide range of experience, in conflict resolution and third party mediation

Familiarity with broad range of school startup and implementation issues

Legislative drafting and policy promulgation

Extensive experience working with and organizing underrepresented communities around educational opportunities

Successful grant writer and fundraiser

References available upon request

MICHAEL P. BARR, CMA

4046 Waterhouse Road ♦ Oakland, California 94602 ♦ Cell: (415) 613-2277 ♦ barr.mike@gmail.com

Finance executive with over 25 years of increasingly responsible positions leading financial teams to partner with key stakeholders in achieving successful and rapid growth. Experience includes leadership roles in companies ranging from multi-national to start-ups in both the private and public sectors. Executed key transactions including IPO, secondary offering, mergers & acquisitions, debt restructuring and public bond issuance.

PROFESSIONAL EXPERIENCE

Reading Partners, Oakland, CA April 2014 - Present

Chief Financial Officer

Nation-wide non-profit focused on addressing childhood literacy by engaging community volunteers to provide one-on-one tutoring to elementary school students.

- *Reported to*: CEO; *Revenue*: $23m; *Managing Team of*: 10.
- Oversaw completion of FY15 budget.
- Oversaw completion of FY14 tax returns.
- Negotiating lines of credit to support expansion.
- Overseeing FY14 year-end close and working with external auditors to address previous year audit issues.

Independent Consultant July 2011 – May 2014

Providing executive-level Finance consulting to early-stage and high-growth clients, with a focus on planning for successful and predictable growth. Selected engagements include:

College Track, Oakland, CA (Interim CFO) April 2013 – May 2014

- Upon departure of former CFO, overseeing a seamless transition to a new organizational structure that consists of a COO and a Director of Finance
- Completely revamped monthly reporting tools to increase the value of the data while dramatically decreasing the effort required to prepare
- Completely revamped monthly cash flow tool to better project future balances
- Oversaw complete overhaul of organization’s benefits plans, yielding $150k in annual savings
- Overseeing implementation of online timesheet tool that will dramatically improve accuracy while dramatically decreasing the level of effort required

Envision Education, Oakland, CA (Interim CFO) April 2013 – December 2013

- Upon departure of former CFO, oversaw a seamless transition to a new organizational structure that consists of a COO and a Controller
- Revised monthly forecasting tool to better meet needs of schools and departments
- Created monthly cash flow tool to better project borrowing needs
- Re-negotiated line of credit to ensure access to cash for organizational needs
- Oversaw successful completion of annual audit

Great Oakland Public Schools, Oakland, CA February 2013 - Present

- Worked with the Executive Director and Managing Director to implement a new financial structure
- Providing high-level strategic financial guidance, including board communications
- Revamped monthly forecast tool to meet needs of organization
- Currently covering for Director of Finance & Operations who is on maternity leave
- Identifying process improvements within the finance, accounting, and operations areas

Oakland Schools Foundation, Oakland, CA (Interim VP of Finance & Ops) June 2012 – March 2013

- Brought in by Board of Directors to serve in a turnaround role as Vice President of Finance and Operations and Co-Executive Director overseeing all finance, administrative and operations functions
- Identified and implemented multiple efficiency in tools and processes, including:
    - Revised budget reports to clients to provide accurate and timely information
    - Redesigned internal documents and processes to ensure sufficient controls are in place for all transactions
    - Revamped HR processes and employee handbook to ensure compliance with regulations
    - Converted from outdated, inefficient email solution to a true corporate email solution
- Oversaw annual audit and tax return for 2011-12 fiscal year

Learning Matters Educational Group, Glendale, AZ April 2012 – August 2013

- Provided deep financial analysis of affiliated school in San Bernardino for client's founder
- Negotiated settlement of disputed contractual amounts with affiliated school in San Bernardino, generating over $500k of upside to client
- Created budgets for charter petitions for two new affiliated schools in California
- Providing ongoing updates on charter funding in California

Fortune Schools, Sacramento, CA January 2012 – March 2012

- Designed and conducted 2-day retreat of Cabinet-level staff retreat to plan for future growth.
- Provided insight into a road map for the organization's growth plans as they expand from 2 schools to 10 or more over the next few years.
- Working with staff to prepare a 3-year organizational budget that will serve as a model for affordability of home office staffing costs.

StudentsFirst, Sacramento, CA (Interim CFO) September 2011 – March 2012

- Served as organization's first CFO on an interim capacity during length of project
- Established policies and practices to meet the organization's complex 501c3 and 501c4 reporting requirements.
- Implemented fully automated solutions for Payroll and Time & Attendance (using ADP)
- Implemented fully automated, paperless expense reporting solution using Concur
- Selected and developed implementation plan for financial and accounting system.
- Oversaw completion of organization's first audit and first tax returns.

Harlem Village Academies, New York, NY August 2011 – February 2012

- Established matrix of responsibilities and job definitions for HVA's Finance team to support organization's two current schools and expansion to four schools.
- Assisted with interviewing of senior-level Finance position.
- Provide guidance to senior staff about best practices for a growing charter organization.
- Assisted with long-term financial modeling.

Aspire Public Schools, Oakland, CA March 2004 – June 2011

Chief Financial Officer / Treasurer

Aspire is a non-profit that is widely recognized as one of the leading Charter Management Organizations in the country, providing educational choice to underserved communities. Responsible for all Finance, Accounting, Payroll and Treasury and Legal functions.

- *Reported to*: CEO; *Revenue Growth*: $22m to $90m; *Managed Team of*: 7 to 15
- Oversaw growth from 10 schools serving 3,000 students to 30 schools serving over 9,800 students.

- In April 2010, led a $93m tax-exempt bond issuance to finance permanent homes for 10 Aspire schools. This deal is the largest charter school bond issuance to date in the U.S. and was rated investment grade.
- Worked closely with banks and other lenders on loans and lines of credit to navigate through significant cash deferrals implemented by the state of California. In August 2010, Aspire became the first statewide charter operator in California to issue Revenue Anticipation Notes, commercial paper with the flexibility of a revolving loan.
- Conservative approach to budgeting at the school site level helped avoid staff layoffs during the state financial crisis which led to a 17% reduction in per-student funding over 3 years.
- In conjunction with Aspire's Facilities staff, oversaw the on-time and on-budget construction of 10 schools.
- In 2005, refinanced tax-exempt bonds, resulting in lowered interest rate from 7.25% to 4.64%.
- Led implementation of MIP Fund Accounting (G/L Software) and Payroll.
- Led efforts to revamp and improve forecasting, budgeting and reporting tools.
- Board Activity (service was in conjunction with my role at Aspire)
  - Served as member of the Board of the **California Charters Schools Association's Insurance Joint Powers Authority** from January 2007 to June 2011; served as Board Chairman from November 2007 June 2011.
  - Served on the board of **St. HOPE Public Schools** in Sacramento from December 2006 to September 2009

***NightFire Software*,** Oakland, CA Jan 2001–Oct 2003

Vice President, Finance and Administration / Controller / Treasurer

Responsible for all Finance, Accounting, Treasury, Legal, Administration and Human Resources functions for a venture-backed telecommunications software company.

- *Reported to*: CFO, then President/CEO; *Revenue Growth*: $6m to $20m; *Managed Team of*: 4 to 6
- Supported revenue growth of 68% in 2001 and 158% in 2002; profitability was reached temporarily in early 2002 and on a sustained basis in 2003.
- Completed sale of NightFire's assets to NeuStar, Inc., in August 2003.
- Simultaneously closed a restructuring of a long-term loan facility ($3.6m), senior credit arrangement ($5.0m), and Series D funding ($11.7m).
- Implemented a cash management system that provided an early-warning system that led to pro-active cost reductions.
- Reduced close process from 25 days to 7 days and audit process from 9 months in 2001 to 4 months in 2003.
- Moved the HR function beyond start up mode by revamping internal performance review process, providing NightFire's first management training classes, and publishing first employee handbook.
- Structured deal pricing in to align with corporate objectives and ensure compliance with Revenue Recognition guidelines (SOP 97-2).

***Scient Corporation*,** San Francisco, CA

Apr 1998 – Dec 2000

Global Systems Controller / Controller

As first member of finance team, established: all Finance and Accounting policies and procedures; Banking, Insurance, and Audit relationships; internal budgeting, reporting, and analysis procedures; and vendor selection for Payroll, Relocation, Stock Transfer, and Travel.

Reported to: CFO, then SVP-Finance; *Revenue Growth*: $0 to $400m run-rate; *Managed Team of*: 8

Built and led an F&A team to support Scient's growth from 40 to 1,900 employees.

Led the hands-on work to complete Scient's IPO (May 1999) and secondary offering (December 1999), including SEC documentation and reporting, S-1 preparation, and interface with auditor and bankers.

Managed ongoing SEC reporting, including 10-Q and 10-K filings, financial press releases, and preparation for analyst calls.

Implemented Leadership Team Dashboard, which was used by executive management to manage the business on a daily basis and was used as an early-warning reporting system.

Led implementation of PeopleSoft financials and two subsequent upgrades to the software, including the integration of new Scient entities in UK, Singapore, France, Hong Kong, and Japan.

***Electronic Data Systems*, Inc.** Pleasanton, CA and Dallas, TX — Sep 1985 – Feb 1998

Business Unit Controller, Pleasanton, CA — Aug 1991 – Feb 1998

Helped launch the Hi Tech Business Unit, which became one of the fastest growing and highest margin units within EDS.

- *Reported to*: Business Unit President (dotted line) & Group Controller (direct line); *Revenue Growth*: $40m to $440m; *Managed Team of*: 13
- Worked closely with Sales, Business Development, Marketing and Operations managers to ensure Business Unit goals were set, measured, and achieved.
- Managed team of New Business Analysts who were responsible for building detailed 5- to 10-year cost projections. Closed business with total contract value over $2.5b; 95% of deals performed at or above cost model projections.
- Managed team of Financial Analysts who were responsible for all budgeting, monthly close, invoicing, collections, and reporting functions for the accounts they supported.
- Managed team that was responsible for all FP&A functions for the Business Unit and ensured integration with up-stream consolidations.

Financial Manager/Financial Supervisor/Financial Analyst, Dallas, TX — Sep 1985 – Jul 1991

Held a series of increasingly responsible positions, moving up the management chain within EDS's financial organization.

Provided financial support for two subsidiaries and two joint ventures in the telecom business unit; led team of five Financial Analysts.

Led due diligence and financial integration of two acquisitions.

Provided competitive analysis within EDS's International, Commercial, and Consumer Services Group, leading a team of two Financial Analysts.

Served as group lead during implementation and integration of new corporate-wide budgeting system, and led corporate-wide budgeting process for two years.

Other major projects included FP&A, Account Support, Stock Tracking, and development of automated invoicing procedure.

EDUCATION

Oregon State University
B.S., Financial Planning & Analysis

Adam Smith

1st PREMIUM

Senior Partner at Lippincott

San Francisco Bay Area | Management Consulting

Current Lippincott, Bonfire Communications

Previous Hill & Knowlton, PriceWaterhouseCoopers, Bank One / American National Bank

Education Northwestern University - Kellogg School of Management

Send a message

500+ connections

https://www.linkedin.com/in/adamdsmith

Contact Info

Relationship

Note | Reminder | Tag

Connected 7 months ago

4/28/2016

Background

Summary

Dynamic business leader with a team-oriented approach to implementing and managing operational, financial and strategic initiatives. Demonstrated expertise in strategic consulting, financial analysis, marketing communications and interactive technology.

Specialties: Strategic consulting, financial analysis, marketing communications, interactive technology, HR managment

Experience

Senior Partner

Lippincott

September 2014 – Present (2 years 4 months) | San Francisco

Lippincott (www.lippincott.com) is a leading, global brand strategy and identity firm. Lippincott pioneered the discipline of corporate identity nearly 70 years ago. Today, we continue to assist the world's leading brands define differentiating and powerful go-to-market strategies. While Lippincott has served hundreds of clients over the years, recent clients of note include IBM, Walmart, Starbucks, McDonald's, Wells Fargo, Visa and Infiniti.

Chief Operating Officer

Bonfire Communications

July 2005 – Present (11 years 6 months)

Bonfire leverages a deep understanding of organizational development and change management to provide an array of audience-centric employee communications services. Our offerings--ranging from the design of the function to the creation and implementation of multi-phased multimedia campaigns--raise awareness, deepen understanding, inspire commitment and drive action.

Why We Do What We Do

Senior Vice President
Hill & Knowlton
April 2000 – January 2005 (4 years 10 months)

Managed the day-to-day operations for H&K’s online communications practice with staff in San Francisco; Washington, D.C.; and New York.

Consultant
PriceWaterhouseCoopers
June 1999 – April 2000 (11 months)

Worked with Fortune 500 clients to improve their business process planning and manage large-scale corporate transformation projects.

Vice President
Bank One / American National Bank
1991 – 1999 (8 years) | Greater Chicago Area

Specialized in highly leveraged loan transactions including management buyouts, recapitalizations, mezzanine financing and business acquisitions.

Vice President
American National Bank & Trust Co. of Chicago
1991 – 1999 (8 years)

Specialized in highly leveraged loan transactions including management buyouts, recapitalizations, mezzanine financing and business acquisitions.

Volunteer Experience & Causes

Board Member
Education for Change Public Schools
January 2013 – Present (4 years) | Education

Oakland, California based charter management organization that specializes in converting existing district public schools to charter schools.

Causes Adam cares about:

- Animal Welfare
- Education

Skills

Top Skills

- 17 Internal Communications
- 11 Management
- 11 Organizational...
- 10 Leadership
- 10 Strategy

- 6 Finance
- 6 Strategic Communications
- 5 Financial Analysis

Adam also knows about...

- 4 Employee Engagement
- 4 Public Relations
- 3 Strategic Consulting
- 3 Business Process
- 2 Operations Management
- 2 Employer Branding
- Interactive Technology

Education

Northwestern University - Kellogg School of Management
MBA, Marketing & Management Strategy
1996 – 1999

Indiana University
BS, Finance
August 1987 – January 1991

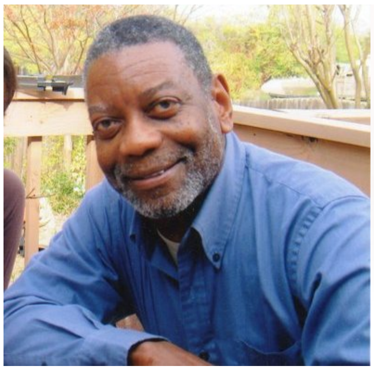
Honors & Awards

Additional Honors & Awards

Bonfire Communications- Bay Area's Best Places to Work in 2007 & 2008

Bonfire Communications- Inc. 5000 fastest growing private companies in the US for 2007

Hill and Knowlton-Finalist for PR Week’s PR Innovation of the Year Award in 2004.



Roy Benford

2nd PREMIUM

Experienced Bay Area Real Estate Consultant Helping Clients Buy,Sell and Manage Real Estate

San Francisco Bay Area | Real Estate

Current	Benford & Associates LLC, RE/MAX Accord
Previous	Network for Teaching Entrepreneurship, American Red Cross Bay Area, Organizing For America - 2008 Obama Campaign
Education	College of Marin

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https://www.linkedin.com/in/roybenford

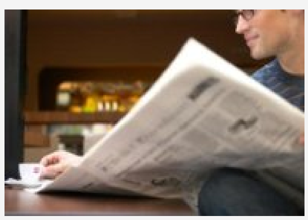
Contact Info

Posts

Published by Roy

See more

Home Ownership Workshop in SF
November 1, 2016



Education For Change Sponsors Home Ownership...
September 29, 2016

Justice Antonin Scalia's Quote Is An Affront to...
December 13, 2015

Background

Summary

Living and working in the San Francisco Bay Area since 1970 has provided Roy with a broad perspective on lifestyles and demographics of the most desirable communities in which to buy and sell real estate. His enthusiasm for his work as a real estate professional and his civic activities have made him a favorite son in his East Bay community. Roy is widely known and respected by his colleagues and clients alike for his calm demeanor, his win-win negotiating and keen problem solving skills.

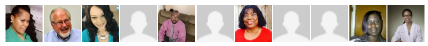
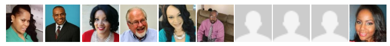
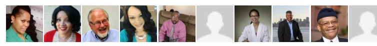
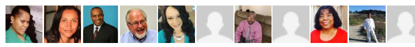
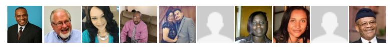
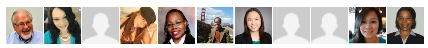
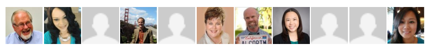
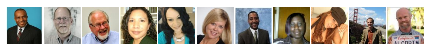
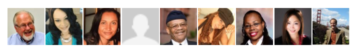
Roy's involvement in community issues affecting his community is well known. He is often seen at city council meetings, or conversing with joggers walking around Lake Merritt. His quality of character and cooperative energy gives his clients assurance that their transaction will close successfully.

Roy knows real estate! He has sold properties from San Leandro in the East Bay to San Anselmo in Marin County, and just about every city in between. Whether it's a hard-to-sell listing, or a hard-to-find jewel of a dream home, let Roy be your first choice for knowledgeable representation.©2013 Benford & Associates, LLC

He is founder and CEO of Benford & Associates LLC, a real estate consulting company located in Oakland, California. He has worked as a full-time real estate professional since 1990. He ranked in the top 10 percent of the 11,000 RE/MAX Sales Associates in the California/Hawaii Region in 2004, 2005 and 2006. He was the top listing agent in September 2006 in an office of 110 agents at RE/MAX In Motion, Castro Valley California. Roy has two sons and 4 grandsons. They motivate him to rise and shine each and every day to help others reach their goals and objectives.

Skills

Top Skills

- 32 Sellers 
- 27 Real Estate 
- 23 Investment Properties 
- 20 Real Estate Transactions 
- 15 Residential Homes 
- 12 Property 
- 12 Referrals 
- 11 Foreclosures 
- 9 Selling 
- 8 First Time Home Buyers

Roy also knows about...

- 8 Investors
- 7 Buyers
- 6 Short Sales
- 6 Relocation
- 6 Leadership
- 5 Real Estate Development
- 5 Single Family Homes
- 5 Sales
- 4 Contract Negotiation
- 4 Relocation Buyers
- 4 Property Management
- 4 Commercial Real Estate
- 3 Market Analysis
- 3 Social Networking
- 3 Luxury

See 18+ >

Experience

Realtor/CEO
Benford & Associates LLC
August 2007 – Present (9 years 5 months) I 2070 Mountain Blvd, Oakland CA

Duties and responsibilities include actively listening to buyers and sellers to determine their goals and objectives for purchasing, selling or managing residential and commercial property, pre-qualifying buyers to help them determine their affordable price range. Answering questions and finding solutions to real estate problems. Generate Comparative Market Analysis to determine a property's value. Show homes that are currently for sale to prospective buyers. Negotiate purchase prices, and Listing Agreements. Prepare disclosures and net sheets.

Confer with title and escrow companies, lenders, attorneys, home inspectors, contractors, other agents, and pest control companies. Establish and maintain good communications between all parties to a transaction. Coordinate escrow closings. Keep in contact with past clients. Prospect for new buyers and sellers. Preview homes that are newly listed for sale by other agents to see if any of them meet my clients' needs and wants. Participate in office meetings, workshops and coaching sessions.

1 recommendation

Joel Freid
Deputy Attorney IV, Caltrans, Legal Division

To whom it may concern: Roy Benford is a principled and dedicated leader who would be a valuable asset for any client or organization lucky enough to have him. I've worked closely with Roy for several years on an interfaith non-profit... View↓

Realtor
RE/MAX Accord
October 2011 – Present (5 years 3 months) | Montclair Village Oakland, CA 94611

Full service listing and buyers' agent. Real Estate Sales,Comparative Market Analysis, Property Management, Marketing Presentations, Contract Negotiations, Escrow Cordinating.

▾ 7 recommendations, including:

Igor Tregub
Engineer/Deputy Operations Team Lead…

Roy is a community-oriented broker who uses his experience to not only help his clients cut through red tape to get a square... View↓

Majett Whiteside
Real Estate Professional

Roy is an experienced real estate professional. He helped to identify several investment opportunities, but more... View↓

5 more recommendations↓

Volunteer
Network for Teaching Entrepreneurship
2009 – 2015 (6 years)

As a business plan coach, I am responsible for helping students to
develop their business ideas and fine-tune their business plans by focusing on specific areas, including the plan review, market analysis and segment, competitive advantage, economics of one unit, and presentation of the business plan to judges for state,regional,, and national competition.

▸ 1 organization

External Realtions Committee
American Red Cross Bay Area
2012 – 2013 (1 year)

As a member of the External Relations Committee my activities included building relationships with local business leaders, faith based organizations and City of Oakland officials in order to help the Red Cross utilize local resources more efficiently to prepare for, prevent and respond to disasters.

Precinct Captain
Organizing For America - 2008 Obama Campaigh
2007 – 2012 (5 years) | Oakland CA

Served as communication source between assigned Precinct and local campaign headquarters. The primary objective: Increase voter turnout.

Realtor
RE/MAX In Motion
2002 – 2007 (5 years) | Castro Valley, CA

Full service listing and buyers' agent. Real Estate Sales, Market Analysis, Contract Negotiations, Property Management,
Marketing Presentations,Contract Negotiations, Escrow Cordinating.

▾ 1 recommendation

Winnie Wang
San Francisco Bay Area Real Estate Consultant/ Property Manager, CCRM

It was a pleasure to work with Roy in the real estate business. Roy is a dedicated and trustworthy real estate professional that I would highly recommend to anyone! View↓

Past Co-Chair Public Ministry Committee
Allen Temple Baptist Church

2002 – 2004 (2 years)

Past Vice Chair Youth Services for ARCBA

experiences young people need to become leaders. ARCBA covers six of the nine Bay Area counties. My responsibilities included chairing monthly meetings, planing and coordinating youth activities and maintaining communications between the six Youth Services Coordinators - one for each county: Alameda, Contra Costa, Marin, San Francisco, San Mateo, and Sanoma.

Realtor
RE/MAX of Central Marin
1996 – 2001 (5 years) | San Rafael, CA

Real Estate Sales, Listing Agent, Property Management, Marketing Presentations, Contract Negotiations,Escrow Cordinating.

Computer Systems Analyst
Bank of America
1980 – 1984 (4 years) | San Francisco, CA

System Analyst on project team that automated Bank of America's Remittance Accounting Procedures for world-wide wire transfers.

Education

College of Marin
Real Estate License, Real Estate Principles, Ethics
1988 – 1990

Prairie View A&M University
Industrial Education/Business, Industrial Education/Business
1963 – 1967

Activities and Societies: Prairie View A&M University National Alumni Association

Additional Info

- **Interests**

Real estate consulting services, social networking, progressive politics, reading, writing, volunteering with the American Red Cross. Racquetball, fishing. Working with buyers, Sellers, Investors, in Oakland, Berkeley, Emeryville, San Leandro, Montclair, Piedmont. Church, Family. Dating. Marketing, Referrals, Networking, Commercial Real Estate, Residential Real Estate, Property Management, Strategic Planning, Foreclosures, Real Estate Development, REOs, CMA, Relocation. Referral Network, Facebook, LinkedIn, Twitter.

- **Personal Details**

Birthday December 30

- **Advice for Contacting Roy**

Call 510.860.6008 or
Email roy@benfordproperties.com
www.roybenford.com

Honors & Awards

Additional Honors & Awards

Top Listing Agent for the month of September, 2006 in an office of 110 agents at RE/MAX In Motion.

Community Service Award, Oakland Coalition of Congregations in 2006

Organizations

Burbank Elementary School, Oakland CA

Founder and President of Burbank PTA

2001 – 2003

This opportunity came about when an issue arose on the playground at Burbank where my grandson attended Elementary school. I suggested to the principal that we take the issue to the PTA (Parent Teacher Association), and was surprised to learn that there was no PTA at the school. My first thought was to enroll my grandson in another school where there was a PTA. And then this thought occured to me:... **more**

Network For Teaching Entreprenership

Business Plan Coach/Judge

2008 – 2015

The Network for Teaching Entrepreneurship inspires young people from low-income communities to find their paths to success.

We work closely with educators in high-need schools to re-engage students in learning, introduce them to business concepts, and open up their possibilities for the future.

As a volunteer with NFTE, my roll is to use my business expertise to help students turn their... **more**

Allen Temple Baptist Church

Co-Chair Public Ministry Committee

2002 – 2004

The Public Ministry Committee at Allen Temple Baptist Church is on standby to respond to ad hoc issues and other requests made by the Pastor. We host and serve the Community Thanksgiving Dinner, Children’s Christmas Party, local political candidates' Mixers, and publish recommendations for balloting on local measures and propositions. The Public Ministry Committee continues to work on economic... **more**

Additional Organizations

Oakland Association of Realtors, California Association of Realtors, National Association of Realtors, American Apartment Owners Association. Prairie View A&M University National Alumni Association, American Red Cross Leadership Council, American Red Cross Bay Area External Relations Committee. Education For Change; member, board of directors.

Languages

English

Native or bilingual proficiency

Publications

Bay Area Housing Market: Trends For 2016

Nick Driver

1st

Vice President, Strategic and Client Services

San Francisco Bay Area | Education Management

Current	CSMC, Education for Change Public Schools, Educate Our State
Previous	California Charter Schools Association, San Francisco Examiner, Clear Thinking
Education	University of California, Berkeley

Send a message

500+ connections

https://www.linkedin.com/in/nick-driver-4a2373

Contact Info

Relationship

Note | Reminder | Tag

Connected 7 months ago

4/28/2016

Background

Summary

Specialties: Collective action and organizing to develop and support public schools in California. Creating or locating value-added services to strengthen schools and provide better learning outcomes for kids.

Experience

Vice President, Strategic and Client Services
CSMC
November 2011 – Present (5 years 2 months) I California

Behind every great school is a solid teaching staff and leadership, impeccable governance and sound financial practices. CSMC is the national leader for services and tools to help schools and their boards improve their performance...so that teachers and leaders can focus on educating students.

1 project

Board Member
Education for Change Public Schools
May 2011 – Present (5 years 8 months) I Oakland, CA

Education for Change's mission is to provide a superior public education to Oakland's most underserved children by creating a system of public schools that relentlessly focuses on our students' academic achievement. We believe that high quality instruction, and its continuous refinement, will lead to success for our students. When our students succeed, they will be prepared to make thoughtful and informed choices that will set them on a path for a successful life.

Board Member
Educate Our State
August 2011 – Present (5 years 5 months)

Editor, Reporter
San Francisco Examiner
2001 – 2003 (2 years)

Consultant
Clear Thinking
1995 – 2000 (5 years)

Correspondent
los angeles times
1988 – 1992 (4 years)

Projects

Education for Change
Starting December 2012

Positioning and messaging project for Education for Change, a network of Oakland neighborhood schools working in collaboration with teachers and parents to turnaround education for all Oakland students

2 team members


Nick Driver
Vice President, Strategic and Client Serv…


Jennifer Johnson
Vice President Corporate Marketing at A…

Education

University of California, Berkeley
Bachelor of Arts, Asian Studies
1985 – 1989

Leadership San Francisco

Sudhir Aggarwal

2nd

Managing Director at TransitionCo

San Francisco Bay Area | Internet

Current	Earth Mama Angel Baby, Cruiser Customizing, Inc., TransitionCo
Previous	Mercury Media, Cruiser Customizing, Ancora
Education	Stanford University Graduate School of Business

Follow

549 followers

https://www.linkedin.com/in/sudhir-aggarwal-763b311

Contact Info

Background

Experience

Board Member
Earth Mama Angel Baby
2014 – Present (2 years) | Portland, Oregon Area

Member of the Board
Cruiser Customizing, Inc.
2013 – Present (3 years) | San Francisco Bay Area

Managing Director
TransitionCo
2013 – Present (3 years) | San Francisco Bay Area

Advisor to the CEO for a number of growing companies. Providing management guidance and access to resources, helping these first time CEO's become outstanding managers and assisting their companies to scale.

Board Member
Skyline Construction
2011 – Present (5 years) | San Francisco Bay Area

Chairman
Zuca Inc
2007 – Present (9 years) | Milpitas, CA

Interim CEO
Mercury Media
2013 – 2013 (less than a year)

CEO
Cruiser Customizing
2010 – 2013 (3 years) | Livermore, CA

CEO
Ancora
January 2001 – December 2004 (4 years)

CEO (Turnaround)
National Pen Corporation
January 2000 – May 2001 (1 year 5 months)

Senior Vice President
Bank of America/Bank of Boston
1990 – 1998 (8 years)

Banking Associate
J.P. Morgan
1986 – 1989 (3 years)

Skills

Top Skills

- 43 Management
- 35 New Business Development
- 33 Start-ups
- 28 Business Strategy
- 21 Entrepreneurship
- 19 Mergers & Acquisitions
- 18 Bankruptcy
- 18 Strategic Planning
- 17 Venture Capital
- 15 Strategy

Sudhir also knows about...

- 12 Business Development
- 11 Private Equity
- 10 Corporate Development
- 10 Strategic Partnerships
- 8 Executive Management
- 5 E-commerce
- 5 Restructuring
- 3 Mergers

Education

Stanford University Graduate School of Business
Master of Business Administration (MBA)
1984 – 1986

Dartmouth College
AB, Economics and Engineering Sciences
1979 – 1983

Latitude Leadership Skills Matrix

Director or Leader / **Staff Leadership Skills**	Hae-Sin Thomas (CEO)	Larissa Adam (CTO)	Noah Bradley (CAO)	Sundar Chari (CSO)	Fabiola Harvey (COO)	Jen Nguyen (CLD)	Paul Byrd (Board)	Brian Rogers (Board)	Dirk Tillotson (Board)	Adam Smith (Board)	Sudhir Aggarwal (Board)	Mike Barr (Board)	Nick Driver (Board)	Eva Camp (Board)	Carmika Robinson (Board)	Roy Benford (Board)	Lillian Hsu (Prin)
Educational Program	x	x	x	x		x			x	x							x
School Turnaround Experience	x	x	x		x	x		x	x	x			x				
Charter School Finance	x	x			x			x	x		x	x	x				
Charter School Facilities	x				x			x	x			x	x			x	
Governance and Law	x		x		x			x	x		x	x	x	x			
Development / Fundraising	x							x				x	x	x			x
School Administration & Operations	x	x	x	x	x	x			x	x	x		x				x
Educational Technology	x	x	x	x		x	x			x				x			x
Family Leadership	x	x			x	x	x								x		x
Community Outreach	x	x	x		x	x			x						x	x	x

Education *for* Change

EFC Board of Directors
Calendar FY17-18

Please click on dates (e.g. 7.20.17) for agenda and links to relevant documents for that meeting.

	Board	Committee	Committee	Committee
	Full Board **Lead:Hae-Sin Thomas**	**Executive** ***Tentative Dates*** **Lead: Nick Driver**	**Finance** ***Tentative Dates*** **Lead: Richard McNeel**	**Student Outcomes** ***Tentative Dates*** **Lead: Noah Bradley**
July	Special - 7.13.17			
August	8.24.17	7.20.17 8.3.17 8.22.17		8.24.17
September	9.5.17	9.6.17		
October			10.26.17	10.19.17
November	11.2.17	11.2.17		
December				12.20.17
January	Retreat TBD?			
February	2.1.18		2.22.18	2.21.18
March				
April	4.5.18	5.7.18		3.27.18
May			5.24.18	5.30.18
June	6.7.18			6.27.18
Drivers:			Interim Reporting	Data Results

Special meetings and non-regularly scheduled meetings are not reflected above but may be scheduled as needed. Calendar subject to changes as needed.

FULL BOARD
When? All FULL board meetings will begin at 4:30pm.
Where? The location of these meetings will rotate across school sites. Click on links above for locations and topics.
Who? All board members, Hae-Sin Thomas (CEO), and appropriate HO chiefs and directors.

EXECUTIVE COMMITTEE
Where? EFC Home Office, Conference Room, Suites 600 or 206 located at 333 Hegenberger Rd. Oakland, CA 94621
Who? Nick Driver (chair), Eva Camp, Dirk Tillotson, Paul Byrd, Hae-Sin Thomas (CEO)

FINANCE COMMITTEE
Where? EFC Home Office, Conference Room, Suites 600 or 206 located at 333 Hegenberger Rd. Oakland, CA 94621
Who? Michael Barr (chair), Adam Smith, Brian Rogers, Fabiola Harvey (COO), Rich McNeel (Director of Financial Strategy), Sandra Barrios (Director of Internal Operations)

STUDENT OUTCOMES COMMITTEE
Where? EFC Home Office, Conference Room, Suites 600 or 206 located at 333 Hegenberger Rd. Oakland, CA 94621
Who? Dirk Tillotson (chair), Eva Camp, Paul Byrd, Sudhir Aggarwal, Nick Driver, Noah Bradley (CAO), TBH (Director of Assessment)

Education *for* Change

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the Education for Change Public Schools hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Education for Change Public Schools ("Charter Management Organization"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter Management Organization, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter Management Organization: All Statements shall be supplied by the Charter Management Organization. All Statements shall be filed with the Charter Management Organization. The Charter Management Organization's filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter Management Organization decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter Management Organization Chief Executive Officer, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter Management Organization bylaws.

EXHIBIT A

Designated Positions

I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in "Exhibit B" (i.e., categories 1, 2, and 3).

A. Members of the Governing Board and their alternates (if applicable)
B. Candidates for Member of the Governing Board
C. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)
D. Chief Executive Officer of Charter Management Organization
E. Principal of Charter School
F. Assistant Principals
G. Chief Business Officer
H. Director Personnel Services
I. Assistant Director of Personnel Services
J. Consultants[1]

II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of "Exhibit B."

A. Purchasing Manager
B. Assistant Business Officer

III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of "Exhibit B."

A. Information Systems Technician
B. Contractor

EXHIBIT B

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[1] The Charter Management Organization Chief Executive Officer may determine, in writing, that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter Management Organization Chief Executive Officer's determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

Disclosure Categories

Category 1 Reporting:

A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter Management Organization Chief Executive Officer. Investments include interests described in Category 1.

Category 3 Reporting:

A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter Management Organization Chief Executive Officer. Investments include the interests described in Category 1.

Education for Change

Guidebook for EFC Family Leadership Councils

Table of Contents

Background and Purpose

Research shows that strong home-school partnerships are important for student academic achievement[1], and for teacher retention[2]. There is a perception, however, that low-income parents of color are too busy, too overwhelmed or too apathetic to get involved in their children's school. More than a dozen years of community organizing in Oakland schools has proven this perception to be false.[3] The purpose of the EFC Family leadership council Guidebook is to provide a helpful structure that encourages close relationships between parents and educators, promotes shared decision-making within schools, and leverages the strengths and resources of the community in service of the students.

Necessary Conditions

All parents can play a critical role in their children's education if the right conditions exist:

1) The entire school staff—principal, teachers, office manager, security guard and lunch lady—value parents as partners

2) Teachers, administrators and classified staff adopt behaviors that are welcoming to families, and reach out when things are going well, as well as when there is a problem

3) The school creates structures to support Family leadership development

4) The school allocates resources for parental involvement, such as funding for a parent coordinator position; routine translation of written communications; translation for parent meetings; childcare for meetings; and scheduling meetings/events at times when parents are able to come

5) The school intentionally connects families to resources and services designed to support and promote healthy families and communities

Core Beliefs

Parents in affluent neighborhoods are involved in every aspect of their child's school experience, and low-income families can be as well. Two core beliefs underlying EFC's approach:

---

[1] Henderson and Mapp, A New Wave of Evidence

[2] Futernick/West Ed Study

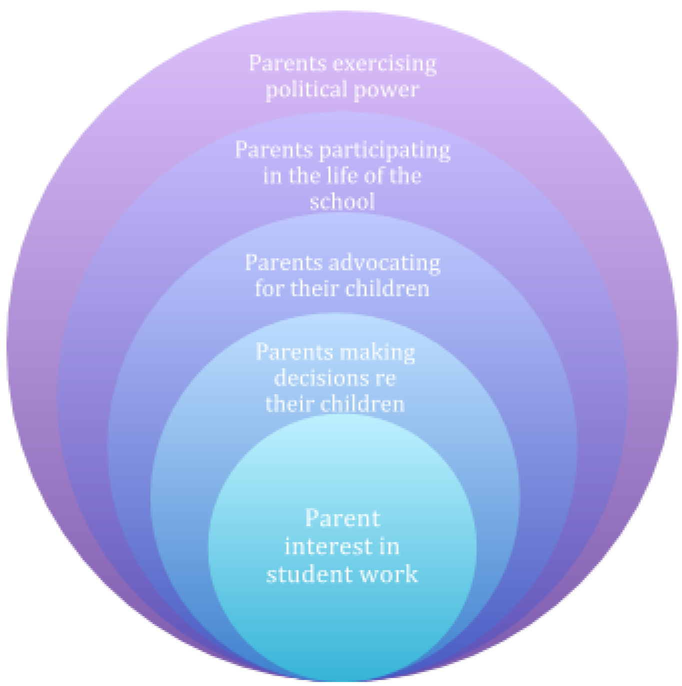
[3] Annenberg study

- **All parents have hopes and dreams for their children**
- **All families have the capacity to support their student's learning**

We also believe that it is important to support a variety of parent partnership practices, and to link parent activities to student learning[4]. We expect parents to show interest in their student's work; to make decisions about their children's education; to advocate on behalf of their children; to share in the day to day life of the school as volunteers and decision makers; and to build political will in the larger community to protect and advance the interests of our students and the school.

The Bulls Eye of High Leverage Parental Activities

Affluent parents move with agility among diverse spheres of activities, and our goal is for *all* parents to feel confident and competent in doing the same. The family leadership council structure is designed to support parents to act as full partners in their child's education. Below is a graphic representing parent activities associated directly or indirectly with student academic growth.[5] The strongest association is for "Parent Interest in Student Work."



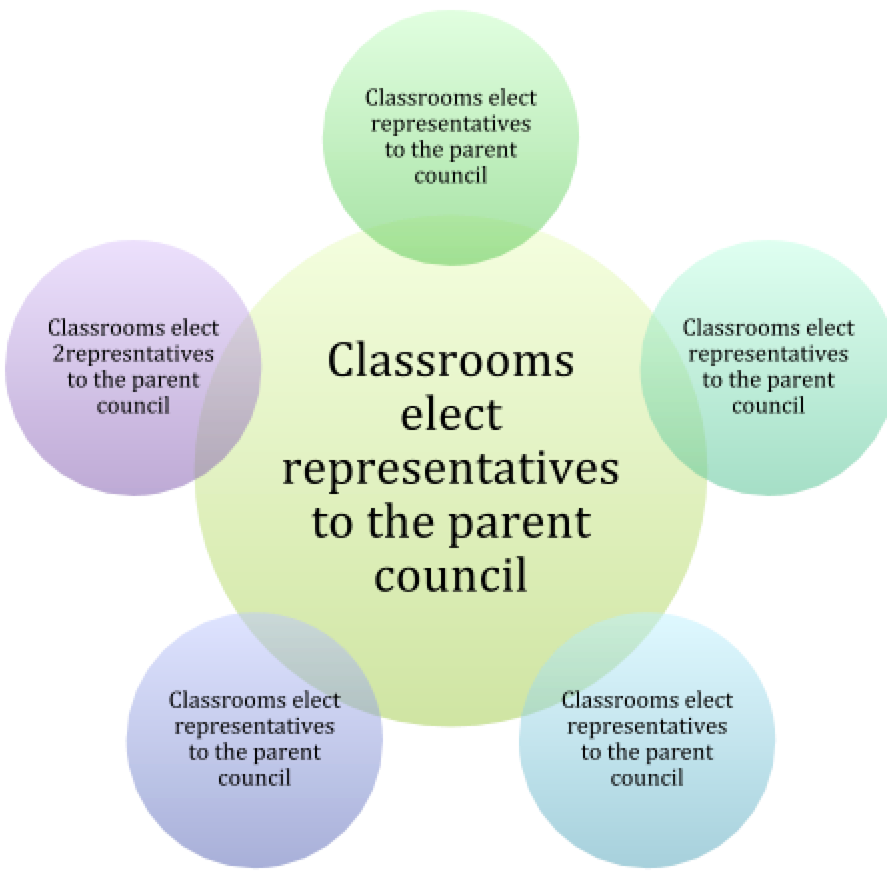
[4] Beyond the Bake Sale
[5]

Basic Structure of the EFC Family leadership councils

Purpose and Function:

The family leadership council is a group of Family leaders representing every classroom in the school that meets monthly with the principal. The family leadership council helps set the direction of the school, becoming familiar with school achievement data, and participating in programmatic decisions. The Family leaders provide a dynamic link between the classroom and the home, working closely with the teacher and with other parents from their child's class. Family leadership council representatives help the classroom teacher to conduct meetings and events with parents during the school year. Family leadership council leaders also fundraise for the school.

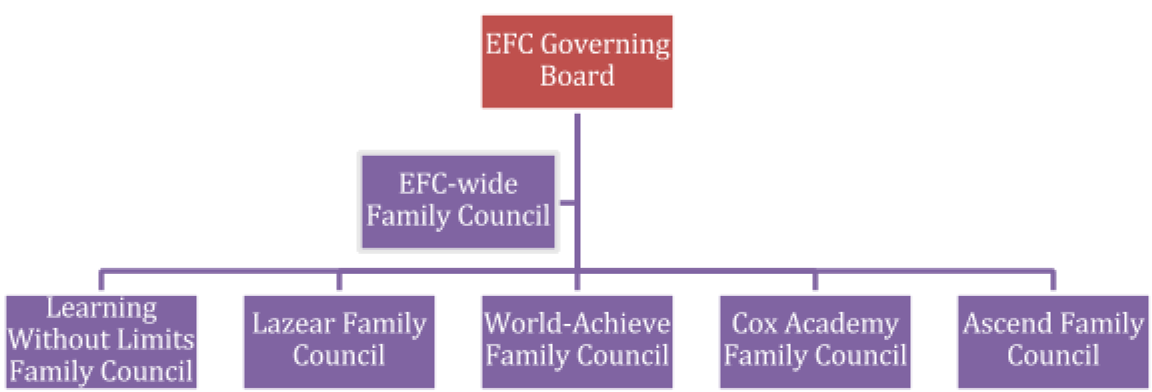
When necessary, the family leadership council takes on outside issues that impact the families in the school, such as public safety, and other neighborhood concerns. The family leadership council might also take on issues that arise with the Alameda County Department of Education, the Oakland Unified School District, as necessary, acting as advocates for the school.



Organization:
The family leadership council consists of one to four elected representatives for every classroom in the school. The family leadership council members are elected by each classroom's parents on back to school night. If a class fails to elect a family leadership council representative on back to school night, then the teacher will recommend a parent to represent his/her class. The family leadership council meets once a month with the principal. There are no elected officers for the family leadership council, rather agenda preparation and facilitation of the meetings rotates between grade levels, so that many parents gain leadership experience and feel confident in creating agendas and running meetings.

Family Leaders Build a Classroom Constituency
Family leaders are charged with representing the families from their classroom, so they must develop the practice of listening to other parents. They bring information, concerns and discussions from the classroom to the council, and from the council to the classroom. Family leaders are trained in the practice of "1-1" visits as a way to build and maintain strong relationships with other parents. See page __ for more information about "1-1's." Periodically, Family leaders hold classroom meetings, which are co-planned with the teacher.

Connection to the EFC Regional Council and Governing Board
The family leadership council from each EFC affiliated school elects two representatives to the EFC-wide family leadership council, which meets with the CEO of EFC on a regular basis. The EFC-wide family leadership council elects a parent representative to the EFC Governing Board. Below is a chart of the structure:



Invitation

Role of the School, Role of the Family

In the book *Beyond the Bake Sale*, Karen Mapp and Anne Henderson argue that the primary responsibility for building a partnership between home and school lies with the school staff, especially school leaders.[6] This is because there are "lopsided" power dynamics between teachers and principals, who are education professionals, and parents, who are not. The power difference becomes magnified when educators come from a different racial, cultural or economic background than the parents. Mapp and Henderson observe that "reaching out" is easier for educators than "reaching in" is for parents.[7]

Parents are more likely to participate in their children's education if they feel invited by school staff, and by their child; if they believe their involvement will help; and if the culture of the school and of the community expects parents to be involved. This cultural expectation can be thought of almost as a "job description" for parents. Interestingly, teachers also need to feel invited by their peers in order to be comfortable reaching out to families.[8]

The most effective invitation to parents is always personal. Sending home a letter is rarely enough for parents to feel genuinely welcomed and needed. Teacher phone calls, and/or a personalized student note, are good ways to follow-up a on a letter. Below is text for a one-page family leadership council flyer, which can be given to families prior to back to school night. It is based on a document used by ASCEND.

BE A FAMILY LEADER AT (Name of school)!

- **Who is on the Family Leadership Council?**
  - Elementary: 2 or more parents from each classroom
  - Middle School: 4 or more parents from each grade level
  - Family Leaders are selected by their peers in each classroom during Back to School Night

- **What does the Family Leadership Council do?**
  - Family Leaders are a "bridge" between teachers and other parents – they support both parties to communicate with each other (through one-on-one meetings, phone calls, and co-facilitation of grade level parent meetings)
  - Family Leaders participate in analysis and discussion of school data and our instructional program in order to set budget priorities. Their

[6] Anne T. Henderson and Karen L. Mapp, *Beyond the Bake Sale*

[7] Anne T. Henderson and Karen L. Mapp, *Beyond the Bake Sale*

[8] IBID

recommendations, along with those of the staff, are forwarded to the EFC Regional Family leadership council, and the EFC Governing Board during budget planning. The Family leaders are also consulted for input on any major issue facing the school (safety, academic program, etc.)
  - Family leaders choose 1-2 community issues to focus on for the year. For example, leaders might choose to work with city officials to improve traffic safety around the school.
  - Some Family leaders also participate in meetings, leadership training sessions, and community actions with partner organizations, such as OCO.
  - Family leaders help to organize and/or volunteer at events such as the Exposition of Student Learning, student registration, and school festivals.
  - The Family Leaders Fundraising Committee raises money for fieldtrips. This group raises money through food sales at events such as the Exposition of Student Learning and through sales of various items throughout the year. The fundraising committee fundraises for every grade, not just for the grades represented by its members.

- **How often do the Family leaders meet?**
  - The entire family leadership council meets once a month, with additional meetings scheduled as needed in order to organize major events.

- **Who sets the agenda for and facilitates Family Leadership Council meetings?**
  - The meetings are co-planned and co-facilitated by a team consisting of the principal and 3-4 Family leaders. They meet one week prior to the family leadership council meeting to set the agenda and designate meeting roles and responsibilities.

- **What are our goals for the future?**
  - A greater emphasis on formal training in leadership, with a particular focus on meeting facilitation.

If for some reason, not enough Family leaders are selected during back to school night for every grade level, then teachers can nominate parents to represent their classrooms on the family leadership council. Here is a sample letter that ASCEND uses for this purpose:

September 16, 2011

Dear ________________________________,

I am writing you because you have been recommended by your child's teacher to represent ____________________'s class as a parent leader. Our Family leaders group meets one Thursday a month from 6 p.m. to 7:15 p.m. to work on issues that will improve ASCEND School and make it a great place for our kids to learn. At these meetings, we work together to fund raise for specific grades as well as the whole school, identify ways that we can get more parents involved in classroom and school-wide activities, learn more about how ASCEND students are doing academically, and work on issues that affect all students (like traffic safety, or school cleanliness).

The responsibilities of being a classroom representative are:

- Attending our once a month meetings
- Helping 3-4 times per year to call about 10 parents in your child's classroom to invite them to participate in class or school events
- Communicating with your child's teacher regularly to see if there are any issues to address in your child's grade level

Our first meeting is on Thursday, September 22, from 6:00 to 7:15 p.m. in Room 202. We will have childcare; we all bring food to share so that we can snack during the meeting (potluck-style). This will be an important meeting where Family leaders will discuss and decide on the direction of ASCEND in the future.

Please indicate below if you would do us the honor of serving as your child's classroom representative this year, and return the bottom part of this letter to the office. We hope that you will join us!

Sincerely,

Larissa Adam, Principal

✂---✂

Parent Name: ___________________________ Child's name: ______________________

❑ Yes, I will represent __________________'s class as a parent leader this year.

❑ No, I will not be able to represent __________________'s class as a parent leader this year.

Election of Family leaders

Back to school night should start with a whole school meeting where the principal welcomes families, introduces teachers, briefly talks about the goals for the year, and describes the family leadership council.

During the classroom portion of back to school night, set aside ten minutes for the election of parent representatives. Make a warm invitation, clearly describing the duties of Family leaders (attend monthly meeting, make phone calls) and offer to support the people who take on this role.

Write the names of the people willing to participate on a whiteboard or chart paper. There should be at least one person, but as many as four are welcome, if you have an enthusiastic group. Ask parents to vote "Yes" or "No" on slips of paper, indicating if they agree for the parents who have volunteered to be their representatives. If there are more than four parents who want to be on the council, ask everyone to vote by writing four names on the paper. Count the ballots immediately and announce the outcome. If someone volunteered but was not elected, talk to that person afterward, and offer to help them find another way to participate with the class or school.

Monthly Family Leadership Council Meetings

The family leadership council meetings are co-planned and co-facilitated by the principal and Family leaders. The Family leaders rotate each month by grade level, so everyone gets the experience of planning and running a meeting. The principal can select the grade level to start with, and then a schedule is created for the rest of the year. The agenda should be planned a few days before the meeting, to give parents time to get comfortable with their roles, and to do reminder calls to other Family leaders.

Agenda template:

1. Welcome and ice breaker/introductions (5-10 minutes)
2. Purpose/outcomes (2 minutes)
3. Review norms (2 minutes)
4. Brief reports on tasks from the previous meeting (5 minutes)
5. Presentation/discussion of main topic, with a training component (30 min.)
6. One to one reports: parents share concerns they are hearing (10 minutes)
7. Next Steps (5 minutes)

Length of meeting

The family leadership council meetings should last no longer than 1 hour and 15 minutes. Parents will return next month if they know that their time will be respected. Time keeping is an essential role. The principal or a parent leader can offer to meet offline with people who need more time to discuss a particular item.

Evaluation

After the meeting, gather the small group of Family leaders who prepared the agenda and facilitated the meeting into a circle, and do a 5 minute evaluation with them. Ask how they feel, what went well, what could have gone better, and what they learned. Recognize people for what they did well. It is important to do the evaluation immediately and to keep it brief. At a later time, you can follow-up with more thoughtful conversations to explore what each parent learned from leading the meeting.

Food and Childcare

Ask people to come early if there will be food at the meeting, or if they need to take their children to childcare, so that the meeting can start within 5 minutes of the start time on the agenda. It is essential to always start on time, even if not every parent has arrived. This will establish discipline in the group and encourage regular attendance at the meetings.

Time line of topics

There is a reciprocal nature to the family leadership council. The principal generates topics that are related to the school program and follow a predictable timeline that can be scheduled in advance. Parents will also generate topics, and these are not as predictable, although the basic practice of listening to others before and after meetings creates a predictable pattern for parent activity and learning.

Here are some ideas for topics that will position Family leaders to be able to make recommendations at the appropriate times in the budget cycle for EFC Schools, to fundraise, and to address community issues that directly impact the school. Care should be taken to allow parents to choose topics and shape the agendas, finding a balance between the necessary timeline for program and budget decisions, and the interests and passion of parents. Teachers will plan some events, such as data nights or science nights, with parents playing a supportive role.

September:

1. Discuss school wide achievement data (CSTs and other local assessments)
2. Establish a calendar of fundraising activities and parent nights

October:

1. Study subgroup achievement data, with a focus on those who are behind
2. Plan the first fundraiser; provide phone support for a parent night

November:

1. Research effective programs or teaching practices for subgroups
2. Plan a second fundraiser as part of the winter holiday celebration

December:

1. Continue research on effective interventions or programs for subgroups
2. Evaluation of first fundraisers and parent nights

January:

1. Study mid-year bench mark data
2. Phone support for student led conferences

February:

1. Discuss program and budget recommendations for next year
2. Begin to organizing around larger community concerns

March:

1. Discuss program and budget recommendations for next year
2. Continue organizing around larger community concerns

April:

1. Finalize program and budget recommendations
2. Conduct a community action

May:

1. Plan spring fundraiser
2. Phone support for student led conferences

June:

1. Reflect on what was learned
2. Celebration and recognition of Family leaders

Classroom Support

The Family leaders and the classroom teacher will form a team that works closely together over the year. At the beginning of the year, the teacher and parents should get to know each other through one to one conversations and/or small group meetings. The goal is to build trust and a level of comfort that makes it easy to work together. Family leaders support the teacher with classroom projects that require parent participation by activating a parent phone tree. Such projects could include field trips, class parties, fundraisers, parent nights and student led conferences. Family leaders are trained to listen to other parents, engaging them in intentional "one to one" conversations, and can play a mediating role with an angry parent if needed. The goal of the parent leader and the teacher is to build trust and unity by being responsive and respectful to families.

Building a Relational Culture in the School

Unfortunately, most schools function as small bureaucracies nested inside a larger bureaucracy. As a result, almost everyone involved—parents, teachers, students and even the principal—feel powerless to some extent. But schools don't have to be so bureaucratic. We can choose to create a relational school culture.

Bureaucratic Culture	**vs.**	**Relational Culture**
Unilateral		Reciprocal
Subject to Object		Subject to Subject
Communication=transmission of info		Art of Conversation=exchange of ideas
Fixed activities endlessly repeat		Flexible, dynamic activities
Decisions are made “top-down”		Decisions are made together
Power “over”=the ability to act		Power “with”=the ability to act and to be acted upon

The hazards of a bureaucratic school culture:

- The same people do the same things in an unexamined way
- New talent and energy is not discovered or engaged
- Group meetings get certain tasks done, but only use the skills of folks which apply to the set agenda
- Leaders and followers grow fatigued over time and ask: why do the same people do everything around here?

The benefits of building a relational school culture:

- Leaders come to know each other beyond a task-oriented agenda, begin to trust one another, and find room to try new things in new ways
- New people can be engaged around their own interests, rather than finding a way to fit into an existing plan
- The school grows a network of people who know and trust each other, and over time are able to take action in a variety of ways
- There is a stronger, more dynamic, more creative school life.

The practice of “one to one” visits can transform school culture

Doing individual “one to one” meetings is the essential strategy for creating a relational school culture over time. Parent and teacher leaders learn how to use the art of conversation. “One to ones” are not interviews, nor are they focused on a specific task. These conversations represent an exchange of views, judgments, and commitments. They are about uncovering issues, developing relationships and cultivating leaders.[9]

A “one to one” visit is

- A 30-45 minute face-to-face conversation with another person
- Getting to know another person and being known by that person
- An inquiry into what matters deeply to a person and why
- An opportunity to know the private motivations each person has for doing public action
- A search for leaders with the talent and desire to change a situation
- A way to identify issues the community cares about

[9] Annenberg Study

Community Organizing

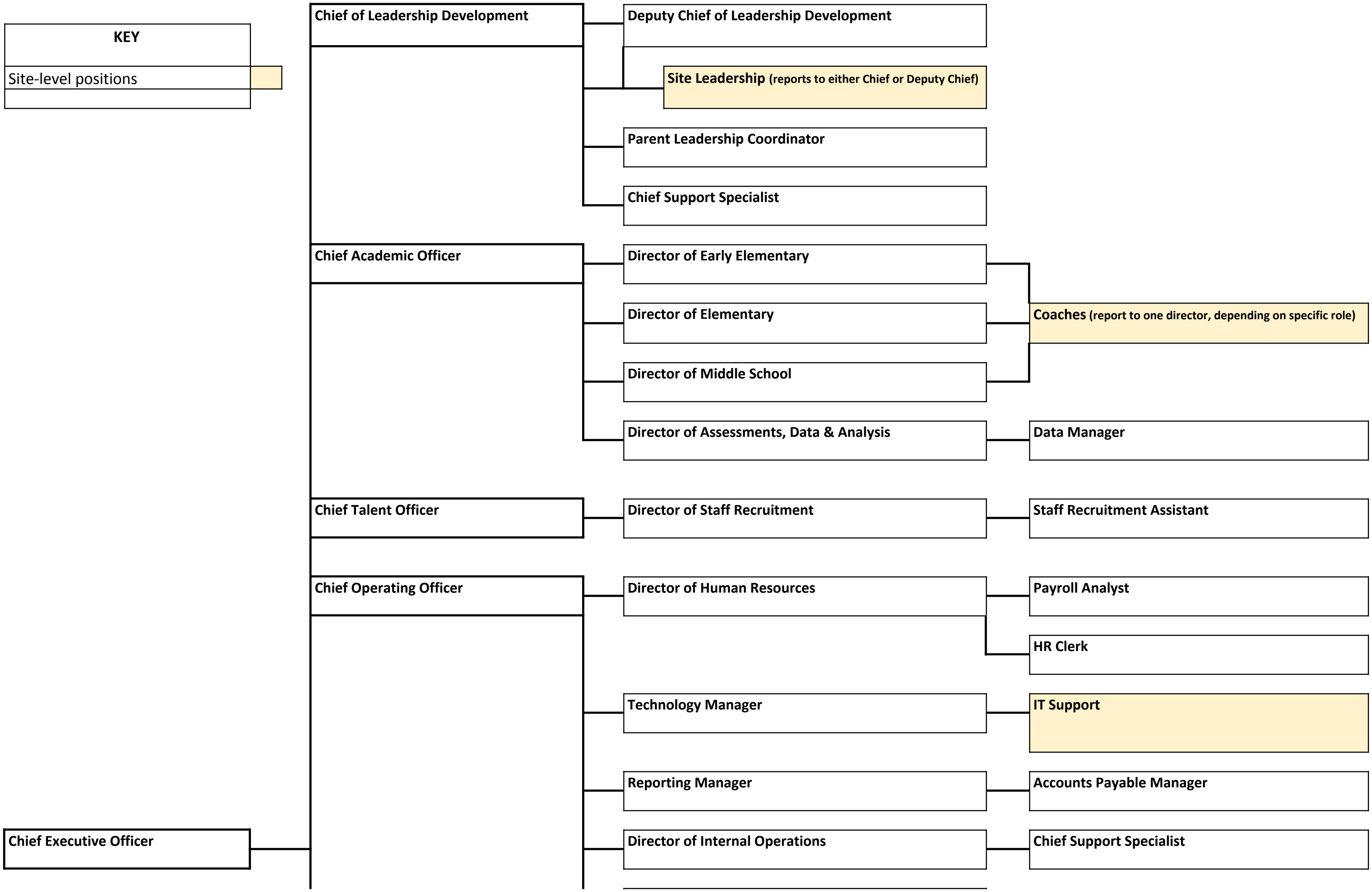
Oakland has a rich history of community organizing and a diverse group of "base-building" community groups involved with public schools. A recent study by the Annenberg Institute for School Reform documents the contributions of community organizing to improve public education in low-performing schools and districts. These contributions include new or upgraded facilities, whole school reform programs, new resources for teaching and curriculum, and new funding for afterschool programs and family support.[9] In addition, community organizing addresses outside issues that directly or indirectly impact schools, such as traffic, violence prevention, affordable housing, jobs, immigration, and health care. Good administrators see community organizers as allies, and make time to meet with them.

Care should be taken to understand the community the school serves, and to thoughtfully select the community organizing group with whom the school will partner. Base building groups are somewhat territorial, and unaware administrators can unintentionally set up competition. For example, Oakland Community Organizations agreed not to organize on the ACORN Woodland Elementary School Campus, nor in the East Bay Asian Youth Center Schools, so as not to create competition with ACORN or EBAYC, who had their own parent organizing efforts. OCO took on the role of ally instead. Sometimes two base-building groups can peacefully co-exist in one school, if the roles and relationships are intentionally worked out ahead of time, or in the case of large high schools with multiple student organizing groups. GO Public Schools and OCO have been able to work in the same schools because their roles are slightly different, and their goals are closely aligned. The value that organizing adds to the school community makes it well worth the effort to figure these things out.

Celebration/Recognition for Family Leaders

Family leaders put in long hours over the course of the year in their efforts to support the school. They are internally motivated to do so, out of love for the children, and a sense of responsibility to the community and to the next generation. While Family leaders are not externally motivated, they should be thanked and recognized for their efforts none-the-less. Simple acts of gratitude, a comment, phone call or note after a big event; and planned group activites such as a party or dinner mid-way through the year, or a picnic at the end of the year are important ways of celebrating the accomplishments of the Family leaders, and signaling that their efforts are noticed and valued by teachers and the principal.

Education *for* Change Public Schools



- Student Recruitment Manager
- Facilities & Maintenance Manager
- Community Relations Assistant
- Director of Site Operations
  - Asst Director Site Operations
  - Site Operations Managers

- Chief Strategy Officer
  - Director of Financial Strategy
  - Latitude HS Founding Principal
    - Latitude HS Director of Instruction
    - Latitude HS Founding Teacher

- Deputy Chief of Student Support Services
  - Director of Student Support Services
    - EFC Ed Specialists
    - Social Worker
      - Community Relations Assistant
  - Director of Academic Acceleration
    - Seneca Ed Specialists
  - Operations Manager
    - Program Assistant

Latitude High

MULTI-YEAR BUDGET PROJECTION

This charter school uses the following basis of accounting:

- [X] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- [ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	STARTUP YEAR	YEAR 1			Totals for YEAR 2	Totals for YEAR 3
			Unrestricted	Restricted	Total		
A. REVENUES							
1. LCFF Sources							
State Aid - Current Year	8011		419,061.00		419,061.00	888,423.00	1,796,043.00
Education Protection Account State Aid - Current Year	8012		9,500.00		9,500.00	19,000.00	36,100.00
State Aid - Prior Years	8019				0.00		
Tax Relief Subventions (for rev. limit funded schools)	8020-8039				0.00		
County and District Taxes (for rev. limit funded schools)	8040-8079				0.00		
Miscellaneous Funds (for rev. limit funded schools)	8080-8089				0.00		
Revenue Limit Transfers (for rev. limit funded schools):							
PERS Reduction Transfer	8092				0.00		
Charter Schools Funding in Lieu of Property Taxes	8096		108,442.00		108,442.00	216,885.00	412,082.00
Other Revenue Limit Transfers	8091, 8097				0.00		
Total, LCFF/Revenue Limit Sources		0.00	537,003.00	0.00	537,003.00	1,124,308.00	2,244,225.00
2. Federal Revenues							
No Child Left Behind	8290			19,713.00	19,713.00	39,425.00	74,908.00
Special Education - Federal	8181, 8182				0.00	5,928.00	11,856.00
Child Nutrition - Federal	8220				0.00		
Other Federal Revenues	8110, 8260-8299	375,000.00		200,000.00	200,000.00		
Total, Federal Revenues		375,000.00	0.00	219,713.00	219,713.00	45,353.00	86,764.00
3. Other State Revenues							
Charter Categorical Block Grant ***(8480 N/A thru 2014/15 - SBX3-4)***	N/A				0.00		
Special Education - State	StateRevSE			23,028.00	23,028.00	46,056.00	87,506.00
All Other State Revenues	StateRevAO		6,603.00	52,867.00	59,470.00	118,940.00	225,986.00
Total, Other State Revenues		0.00	6,603.00	75,895.00	82,498.00	164,996.00	313,492.00
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	450,000.00	128,087.00	47,975.00	176,062.00	241,410.00	305,035.00
Total, Local Revenues		450,000.00	128,087.00	47,975.00	176,062.00	241,410.00	305,035.00
5. TOTAL REVENUES		**825,000.00**	**671,693.00**	**343,583.00**	**1,015,276.00**	**1,576,067.00**	**2,949,516.00**
B. EXPENDITURES							
1. Certificated Salaries							

Latitude High

MULTI-YEAR BUDGET PROJECTION

Certificated Teachers' Salaries	1100	133,530.00	139,940.00	2,075.00	142,015.00	367,709.00	744,443.00
Certificated Pupil Support Salaries	1200				0.00		
Certificated Supervisors' and Administrators' Salaries	1300	110,800.00	194,811.00	2,865.00	197,676.00	201,630.00	205,662.00
Other Certificated Salaries	1900				0.00		
Total, Certificated Salaries		244,330.00	334,751.00	4,940.00	339,691.00	569,339.00	950,105.00
2. Non-certificated Salaries							
Non-certificated Instructional Aides' Salaries	2100				0.00	53,060.00	108,243.00
Non-certificated Support Salaries	2200		21,848.00		21,848.00	22,285.00	68,193.00
Non-certificated Supervisors' and Administrators' Sal.	2300				0.00		
Clerical and Office Salaries	2400		114,444.00		114,444.00	116,733.00	156,953.00
Other Non-certificated Salaries	2900				0.00		
Total, Non-certificated Salaries		0.00	136,292.00	0.00	136,292.00	192,078.00	333,389.00

Latitude High

MULTI-YEAR BUDGET PROJECTION

Description	Object Code	STARTUP YEAR	YEAR 1 Unrestricted	YEAR 1 Restricted	YEAR 1 Total	Totals for YEAR 2	Totals for YEAR 3
3. Employee Benefits							
STRS	3101-3102	34,564.00	54,589.00	713.00	55,302.00	103,221.00	181,470.00
PERS	3201-3202		22,897.00	0.00	22,897.00	25,440.00	64,011.00
OASDI / Medicare / Alternative	3301-3302	3,473.00	15,204.00	148.00	15,352.00	22,949.00	39,281.00
Health and Welfare Benefits	3401-3402	23,151.00	57,159.00	1,604.00	58,763.00	99,672.00	179,409.00
Unemployment Insurance	3501-3502	2,569.00	7,643.00	99.00	7,742.00	12,526.00	21,588.00
Workers' Compensation Insurance	3601-3602	2,700.00	7,397.00	96.00	7,493.00	12,346.00	21,419.00
OPEB, Allocated	3701-3702				0.00		
OPEB, Active Employees	3751-3752				0.00		
PERS Reduction (for revenue limit funded schools)	3801-3802				0.00		
Other Employee Benefits	3901-3902				0.00		
Total, Employee Benefits		66,457.00	164,889.00	2,660.00	167,549.00	276,154.00	507,178.00
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	245,000.00		25,000.00	25,000.00	10,000.00	19,000.00
Books and Other Reference Materials	4200			10,000.00	10,000.00	20,000.00	38,000.00
Materials and Supplies	4300	3,000.00	13,500.00		13,500.00	14,000.00	23,900.00
Noncapitalized Equipment	4400	16,550.00		75,000.00	75,000.00	24,500.00	35,000.00
Food	4700	1,500.00	6,500.00		6,500.00	11,500.00	20,500.00
Total, Books and Supplies		266,050.00	20,000.00	110,000.00	130,000.00	80,000.00	136,400.00
5. Services and Other Operating Expenditures							
Subagreements for Services	5100				0.00		
Travel and Conferences	5200	3,600.00	0.00	17,300.00	17,300.00	33,400.00	61,900.00
Dues and Memberships	5300		500.00		500.00	1,000.00	1,900.00
Insurance	5400		2,000.00		2,000.00	4,000.00	7,600.00
Operations and Housekeeping Services	5500		59,625.00	10,375.00	70,000.00	70,000.00	70,000.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600		47,207.00	61,008.00	108,215.00	169,715.00	243,215.00
Professional/Consulting Services and Operating Expend.	5800	85,550.00	9,638.00	107,300.00	116,938.00	153,125.00	303,063.00
Communications	5900	1,450.00	6,000.00	30,000.00	36,000.00	26,000.00	36,000.00
Total, Services and Other Operating Expenditures		90,600.00	124,970.00	225,983.00	350,953.00	457,240.00	723,678.00
6. Capital Outlay							
(Objects 6100-6170, 6200-6500 for mod. accrual basis ONLY)							
Sites and Improvements of Sites	6100-6170				0.00		
Buildings and Improvements of Buildings	6200				0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300				0.00		
Equipment	6400				0.00		

Latitude High

MULTI-YEAR BUDGET PROJECTION

Equipment Replacement	6500				0.00		
Depreciation Expense (for full accrual only)	***6900***				0.00		
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00	0.00
7. Other Outgo							
Tuition to Other Schools	7110-7143				0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00		
All Other Transfers	7281-7299				0.00		
Debt Service:							
Interest	7438				0.00		
Principal	7439				0.00		
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		**667,437.00**	**780,902.00**	**343,583.00**	**1,124,485.00**	**1,574,811.00**	**2,650,750.00**
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		157,563.00	(109,209.00)	0.00	(109,209.00)	1,256.00	298,766.00

Latitude High

MULTI-YEAR BUDGET PROJECTION

Description	Object Code	Totals for YEAR	YEAR 1 Unrestricted	YEAR 1 Restricted	YEAR 1 Total	Totals for YEAR 2	Totals for YEAR 3
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979				0.00		
2. Less: Other Uses	7630-7699				0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999				0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		157,563.00	(109,209.00)	0.00	(109,209.00)	1,256.00	298,766.00
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791		157,563.00		157,563.00	48,354.00	49,610.00
b. Adjustments to Beginning Balance	9793, 9795				0.00		
c. Adjusted Beginning Balance		0.00	157,563.00	0.00	157,563.00	48,354.00	49,610.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		**157,563.00**	**48,354.00**	**0.00**	**48,354.00**	**49,610.00**	**348,376.00**
Components of Ending Fund Balance							
a. Nonspendable							
Revolving Cash	9711				0.00		
Stores	9712				0.00		
Prepaid Expenditures	9713				0.00		
All Others	9719				0.00		
b. Restricted	9740			0.00	0.00		
c. Committed							
Stabilization Arrangements	9750				0.00		
Other Commitments	9760				0.00		
d. Assigned							
Other Assignments	9780				0.00		
e. Unassigned/Unappropriated							
Reserve for Economic Uncertainties *(% of Total Exp.)*	**9789**	**20,023.11**	**33,734.55**		**33,734.55**	**47,244.33**	**79,522.50**
Undesignated / Unappropriated Amount	9790	137,539.89	14,619.45	0.00	14,619.45	2,365.67	268,853.50

XYZ CHARTER SCHOOL		STARTUP YEAR - PROJECTED CASH FLOW															
	Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	Budget
Actuals through Month of:	N/A																
A Beginning Cash	9110	0	0	0	97,741	309,292	270,844	232,395	193,946	155,497	117,048	78,599	20,150	0			
B Receipts																	
LCFF Sources																	
State Aid - Current Year	8011													0		0	
Education Protection Account	8012													0		0	
State Aid - Prior Years	8019													0		0	
Local In Lieu of Prop. Taxes	8096													0		0	
Federal Revenue (List)	8100-8299													0		0	
A	8298												84,375	84,375	290,625	375,000	375,000
B														0		0	
C														0		0	
Other State Revenue (List)	8300-8599													0		0	
A														0		0	
B														0		0	
C														0		0	
Other Local Revenue (List)	8600-8799													0		0	
Walton Foundation					250,000									250,000	0	250,000	250,000
New Schools Venture Fund				200,000										200,000	0	200,000	200,000
C														0		0	
Interfund Transfers In	8910-8929													0		0	
All Other Financing Sources	8930-8979													0		0	
Other Receipts/Non-Revenue	TRANS	20,361	43,449	(63,810)										0		0	
Total Receipts		20,361	43,449	136,190	250,000	0	0	0	0	0	0	0	84,375	534,375	290,625	825,000	825,000
C Disbursements																	
Certificated Salaries	1000-1999	20,361	20,361	20,361	20,361	20,361	20,361	20,361	20,361	20,361	20,361	20,361	20,361	244,330	0	244,330	244,330
Classified Salaries	2000-2999													0		0	-
Employee Benefits	3000-3999		5,538	5,538	5,538	5,538	5,538	5,538	5,538	5,538	5,538	5,538	5,538	60,919	5,538	66,457	66,457
Books & Supplies	4000-4999		10,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	25,000	71,000	146,000	120,050	266,050	266,050
Services	5000-5999		7,550	7,550	7,550	7,550	7,550	7,550	7,550	7,550	7,550	7,550	7,550	83,050	7,550	90,600	90,600
Capital Outlay	6000-6599													0		0	
Other Outgo	7000-7499													0		0	
Interfund Transfers Out	7600-7629													0		0	
All Other Financing Uses	7630-7699													0		0	
Other Disbursements/Non-Exp.														0		0	
Total Disbursements		20,361	43,449	38,449	38,449	38,449	38,449	38,449	38,449	38,449	38,449	58,449	104,449	534,299	133,138	667,437	667,437
D Prior Year Transactions	PY Amount																
Accounts Receivable-9200	0													0		0	
Due From Grantor Govts.-9290														0		0	
Due From Other Funds-9310														0		0	
Prepaid Expense-9330														0		0	
Accounts Payable-9500	0													0		0	
Due To Grantor Govts.-9590														0		0	
Due to Other Funds-9610														0		0	
Due to Other Agencies-9620														0		0	
Current Loans/TRANs-9640														0		0	
Deferred Revenue-9650														0		0	
Total Pr. Yr. Transactions	-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
E Net Increase/Decrease (B-C+D)		0	0	97,741	211,551	(38,449)	(38,449)	(38,449)	(38,449)	(38,449)	(38,449)	(58,449)	(20,074)	76	157,487	157,563	
F Ending Cash (A+E)		0	0	97,741	309,292	270,844	232,395	193,946	155,497	117,048	78,599	20,150	76	76			
G Ending Cash plus Accruals																157,563	

	XYZ CHARTER SCHOOL		YEAR 2 - PROJECTED CASH FLOW															
		Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	Budget
	Actuals through Month of:	N/A																
A	Beginning Cash	9110	95,090	187,314	97,410	40,797	93,187	77,203	38,929	56,742	59,047	20,774	77,737	63,925	95,090			
B	**Receipts**																	
	LCFF Sources																	
	State Aid - Current Year	8011		44,421	44,421	79,958	79,958	79,958	79,958	79,958	79,958	79,958	79,958	79,958	808,465	79,958	**888,423**	888,423
	Education Protection Account	8012				4,750			4,750			4,750			14,250	4,750	**19,000**	19,000
	State Aid - Prior Years	8019													0	0	**0**	
	Local In Lieu of Prop. Taxes	8096		13,013	26,026	17,351	17,351	17,351	17,351	17,351	17,351	17,351	17,351	17,351	195,196	21,689	**216,885**	216,885
	Federal Revenue (List)	8100-8299													0	0	**0**	
	NCLB					9,856			9,856			9,856			29,569	9,856	**39,425**	39,425
	Fed Sped													4,446	4,446	1,482	**5,928**	5,928
	C														0	0	**0**	
	Other State Revenue (List)	8300-8599													0	0	**0**	
	SPED AB 602				4,606	4,606	4,606	4,606	4,606	4,606	4,606	4,606	4,606	4,606	46,056	0	**46,056**	46,056
	SB 740					52,868						52,868			105,735	0	**105,735**	105,735
	Lottery + Mandated Block					3,301			3,301			3,301			9,904	3,301	**13,205**	13,205
	Other Local Revenue (List)	8600-8799													0	0	**0**	
	Measure N													80,750	80,750	0	**80,750**	80,750
	Measure G1													15,200	15,200	0	**15,200**	15,200
	Educate 78		145,460												145,460	0	**145,460**	145,460
	Interfund Transfers In	8910-8929													0	0	**0**	
	All Other Financing Sources	8930-8979													0	0	**0**	
	Other Receipts/Non-Revenue	TRANS													0	0	**0**	
	Total Receipts		145,460	57,434	75,053	172,689	101,914	101,914	119,822	101,914	101,914	172,689	101,914	202,310	1,455,031	121,036	1,576,067	**1,576,067**
C	**Disbursements**																	
	Certificated Salaries	1000-1999	8,540	47,445	47,445	47,445	47,445	47,445	47,445	47,445	47,445	47,445	47,445	47,445	530,434	38,905	**569,339**	569,339
	Classified Salaries	2000-2999	2,305	16,007	16,007	16,007	16,007	16,007	16,007	16,007	16,007	16,007	16,007	16,007	178,377	13,702	**192,079**	192,079
	Employee Benefits	3000-3999	0	23,013	23,013	23,013	23,013	23,013	23,013	23,013	23,013	23,013	23,013	23,013	253,141	23,013	**276,154**	276,154
	Books & Supplies	4000-4999	2,400	12,000	9,600	6,400	4,000	8,000	6,400	4,000	8,000	6,400	6,400	6,400	80,000	0	**80,000**	80,000
	Services	5000-5999	9,145	22,862	45,724	27,434	27,434	45,724	9,145	9,145	45,724	22,862	22,862	22,862	310,923	146,317	**457,240**	457,240
	Capital Outlay	6000-6599													0	0	**0**	
	Other Outgo	7000-7499													0	0	**0**	
	Interfund Transfers Out	7600-7629													0	0	**0**	
	All Other Financing Uses	7630-7699													0	0	**0**	
	Other Disbursements/Non-Exp.														0	0	**0**	
	Total Disbursements		22,390	121,326	141,788	120,299	117,899	140,188	102,009	99,609	140,188	115,726	115,726	115,726	1,352,876	221,936	1,574,812	**1,574,812**
D	**Prior Year Transactions**	PY Amount																
	Accounts Receivable-9200	112,466	74,228	28,116	10,122										112,466	0	**112,466**	112,466
	Due From Grantor Govts.-9290														0	0	**0**	
	Due From Other Funds-9310														0	0	**0**	
	Prepaid Expense-9330														0	0	**0**	
	Accounts Payable-9500	159,202	105,073	54,129											159,202	0	**159,202**	159,202
	Due To Grantor Govts.-9590														0	0	**0**	
	Due to Other Funds-9610														0	0	**0**	
	Due to Other Agencies-9620														0	0	**0**	
	Current Loans/TRANs-9640														0	0	**0**	
	Deferred Revenue-9650														0	0	**0**	
	Total Pr. Yr. Transactions	(46,736)	(30,846)	(26,012)	10,122	0	0	0	0	0	0	0	0	0	(46,736)	(0)	(46,736)	
E	Net Increase/Decrease (B-C+D)		92,225	(89,904)	(56,613)	52,391	(15,984)	(38,274)	17,813	2,305	(38,274)	56,963	(13,812)	86,584	55,419	(100,900)	(45,481)	
F	Ending Cash (A+E)		187,314	97,410	40,797	93,187	77,203	38,929	56,742	59,047	20,774	77,737	63,925	150,509	150,509			
G	Ending Cash plus Accruals																49,609	

Latitude High School v18.2a

LOCAL CONTROL FUNDING FORMULA 2016-17

CALCULATE LCFF TARGET

					COLA	0.000%
Unduplicated as % of Enrollment		3 yr average		0.00%	0.00%	2016-17
	ADA	Base	Gr Span	Supp	Concen	TARGET
Grades TK-3	-	7,083	737	-	-	-
Grades 4-6	-	7,189		-	-	-
Grades 7-8	-	7,403		-	-	-
Grades 9-12	-	8,578	223	-	-	-
Subtract NSS	-	-	-			-
NSS Allowance		-				-
TOTAL BASE	-	-	-	-	-	-
Targeted Instructional Improvement Block Grant						-
Home-to-School Transportation						-
Small School District Bus Replacement Program						-
LOCAL CONTROL FUNDING FORMULA (LCFF) TARGET						-
Funded Based on Target Formula *(based on prior year P-2 certification)*						-

ECONOMIC RECOVERY TARGET PAYMENT	1/2	-

CALCULATE LCFF FLOOR

		12-13 Rate	16-17 ADA	
Current year Funded ADA times Base per ADA		-	-	-
Current year Funded ADA times Other RL per ADA		-	-	-
Necessary Small School Allowance at 12-13 rates				-
2012-13 Categoricals				-
Floor Adjustments				-
2012-13 Categorical Program Entitlement Rate per ADA * cy ADA		-	-	-
Less Fair Share Reduction				-
Non-CDE certified New Charter: District PY rate * CY ADA				-
Beginning in 2014-15, prior year LCFF gap funding per ADA * cy ADA	$	-	-	-
LOCAL CONTROL FUNDING FORMULA (LCFF) FLOOR				-

CALCULATE LCFF PHASE-IN ENTITLEMENT

		2016-17
LOCAL CONTROL FUNDING FORMULA TARGET		-
LOCAL CONTROL FUNDING FORMULA FLOOR		-
LCFF Need *(LCFF Target less LCFF Floor, if positive)*		-
Current Year Gap Funding	56.08%	-
ECONOMIC RECOVERY PAYMENT		-
Miscellaneous Adjustments		-
LCFF Entitlement before Minimum State Aid provision		-

Latitude High School v18.2a

LOCAL CONTROL FUNDING FORMULA *2017-18*

CALCULATE LCFF TARGET						
					COLA	1.560%
Unduplicated as % of Enrollment		3 yr average		0.00%	0.00%	**2017-18**
	ADA	Base	Gr Span	Supp	Concen	TARGET
Grades TK-3	-	7,193	748	-	-	-
Grades 4-6	-	7,301		-	-	-
Grades 7-8	-	7,518		-	-	-
Grades 9-12	-	8,712	227	-	-	-
Subtract NSS	-	-	-			-
NSS Allowance		-				-
TOTAL BASE	-	-	-	-	-	-
Targeted Instructional Improvement Block Grant						-
Home-to-School Transportation						-
Small School District Bus Replacement Program						-
LOCAL CONTROL FUNDING FORMULA (LCFF) TARGET						-
Funded Based on Target Formula *(based on prior year P-2 certification)*						-

ECONOMIC RECOVERY TARGET PAYMENT	5/8	-

CALCULATE LCFF FLOOR			
	12-13 Rate	17-18 ADA	
Current year Funded ADA times Base per ADA	-	-	-
Current year Funded ADA times Other RL per ADA	-	-	-
Necessary Small School Allowance at 12-13 rates			-
2012-13 Categoricals			-
Floor Adjustments			-
2012-13 Categorical Program Entitlement Rate per ADA * cy ADA	-	-	-
Less Fair Share Reduction			-
Non-CDE certified New Charter: District PY rate * CY ADA	-	-	-
Beginning in 2014-15, prior year LCFF gap funding per ADA * cy ADA	$ -	-	-
LOCAL CONTROL FUNDING FORMULA (LCFF) FLOOR			-

CALCULATE LCFF PHASE-IN ENTITLEMENT		
		2017-18
LOCAL CONTROL FUNDING FORMULA TARGET		-
LOCAL CONTROL FUNDING FORMULA FLOOR		-
LCFF Need *(LCFF Target less LCFF Floor, if positive)*		-
Current Year Gap Funding	43.19%	-
ECONOMIC RECOVERY PAYMENT		-
Miscellaneous Adjustments		-
LCFF Entitlement before Minimum State Aid provision		-

Latitude High School v18.2a

LOCAL CONTROL FUNDING FORMULA — 2018-19

CALCULATE LCFF TARGET

	ADA	Base	Gr Span	Supp	Concen	TARGET
					COLA	2.150%
Unduplicated as % of Enrollment		3 yr average		92.00%	77.61%	2018-19
Grades TK-3	-	7,348	764	1,493	917	-
Grades 4-6	-	7,458		1,372	843	-
Grades 7-8	-	7,680		1,413	868	-
Grades 9-12	47.50	8,899	231	1,680	1,032	562,498
Subtract NSS	-	-	-			-
NSS Allowance		-				-
TOTAL BASE	47.50	422,703	10,973	79,796	49,027	562,499
Targeted Instructional Improvement Block Grant						-
Home-to-School Transportation						-
Small School District Bus Replacement Program						-
LOCAL CONTROL FUNDING FORMULA (LCFF) TARGET						**562,499**
Funded Based on Target Formula *(based on prior year P-2 certification)*						**FALSE**

ECONOMIC RECOVERY TARGET PAYMENT	3/4	-

CALCULATE LCFF FLOOR

	12-13 Rate	18-19 ADA	
Current year Funded ADA times Base per ADA	-	-	-
Current year Funded ADA times Other RL per ADA	-	-	-
Necessary Small School Allowance at 12-13 rates			-
2012-13 Categoricals			-
Floor Adjustments			-
2012-13 Categorical Program Entitlement Rate per ADA * cy ADA	-	-	-
Less Fair Share Reduction			-
Non-CDE certified New Charter: District PY rate * CY ADA	10,257.77	47.50	487,244
Beginning in 2014-15, prior year LCFF gap funding per ADA * cy ADA	$ -	47.50	-
LOCAL CONTROL FUNDING FORMULA (LCFF) FLOOR			**487,244**

CALCULATE LCFF PHASE-IN ENTITLEMENT

		2018-19
LOCAL CONTROL FUNDING FORMULA TARGET		562,499
LOCAL CONTROL FUNDING FORMULA FLOOR		487,244
LCFF Need *(LCFF Target less LCFF Floor, if positive)*		75,255
Current Year Gap Funding	66.12%	49,759
ECONOMIC RECOVERY PAYMENT		-
Miscellaneous Adjustments		-
LCFF Entitlement before Minimum State Aid provision		**537,003**

Latitude High School v18.2a

LOCAL CONTROL FUNDING FORMULA — 2019-20

CALCULATE LCFF TARGET

	ADA	Base	Gr Span	Supp	Concen	TARGET
					COLA	2.350%
Unduplicated as % of Enrollment		3 yr average		92.00%	77.61%	2019-20
Grades TK-3	-	7,521	782	1,528	939	-
Grades 4-6	-	7,633		1,404	863	-
Grades 7-8	-	7,860		1,446	889	-
Grades 9-12	95.00	9,108	237	1,719	1,056	1,151,489
Subtract NSS	-	-	-			-
NSS Allowance		-				-
TOTAL BASE	95.00	865,260	22,515	163,351	100,363	1,151,489
Targeted Instructional Improvement Block Grant						
Home-to-School Transportation						-
Small School District Bus Replacement Program						-
LOCAL CONTROL FUNDING FORMULA (LCFF) TARGET						1,151,489
Funded Based on Target Formula *(based on prior year P-2 certification)*						FALSE
ECONOMIC RECOVERY TARGET PAYMENT					7/8	-

CALCULATE LCFF FLOOR

	12-13 Rate	19-20 ADA	
Current year Funded ADA times Base per ADA	-	-	-
Current year Funded ADA times Other RL per ADA	-	-	-
Necessary Small School Allowance at 12-13 rates			-
2012-13 Categoricals			-
Floor Adjustments			-
2012-13 Categorical Program Entitlement Rate per ADA * cy ADA	-	-	-
Less Fair Share Reduction			-
Non-CDE certified New Charter: District PY rate * CY ADA	10,257.77	95.00	974,488
Beginning in 2014-15, prior year LCFF gap funding per ADA * cy ADA	$ 1,047.55	95.00	99,517
LOCAL CONTROL FUNDING FORMULA (LCFF) FLOOR			1,074,005

CALCULATE LCFF PHASE-IN ENTITLEMENT

		2019-20
LOCAL CONTROL FUNDING FORMULA TARGET		1,151,489
LOCAL CONTROL FUNDING FORMULA FLOOR		1,074,005
LCFF Need *(LCFF Target less LCFF Floor, if positive)*		77,484
Current Year Gap Funding	64.92%	50,303
ECONOMIC RECOVERY PAYMENT		-
Miscellaneous Adjustments		-
LCFF Entitlement before Minimum State Aid provision		**1,124,308**

sal Assumptions				
School				

unding	2016-17	2017-18	2018-19	2019-20
Target Components:				
Base Grant	-	-	422,703	865,260
Grade Span Adjustment	-	-	10,973	22,515
Supplemental Grant	-	-	79,796	163,351
Concentration Grant	-	-	49,027	100,363
Add-ons	-	-	-	-
Total Target	-	-	562,499	1,151,489
Transition Components:				
Target	$ -	$ -	$ 562,499	$ 1,151,489
Funded Based on Target Formula *(based on prior year*	-	-	FALSE	FALSE
Floor	-	-	487,244	1,074,005
Remaining Need after Gap (informational only)	-	-	*25,496*	*27,181*
Current Year Gap Funding	-	-	49,759	50,303
Miscellaneous Adjustments	-	-	-	-
Economic Recovery Target	-	-	-	-
Additional State Aid	-	-	-	-
Total Phase-In Entitlement	**$ -**	**$ -**	**$ 537,003**	**$ 1,124,308**

3y Object Code	2016-17	2017-18	2018-19	2019-20
8011 - State Aid	$ -	$ -	$ 419,061	$ 888,423
8011 - Fair Share	-	-	-	-
8311 & 8590 - Categoricals	-	-	-	-
EPA (for LCFF Calculation purposes)	-	-	9,500	19,000
Local Revenue Sources:				
8021 to 8089 - Property Taxes	-	-	-	-
8096 - In-Lieu of Property Taxes	-	-	108,442	216,885
Property Taxes net of in-lieu	-	-	-	-
TOTAL FUNDING	$ -	$ -	$ 537,003	$ 1,124,308
Basid Aid Status	*$-*	*$-*	*$-*	*$-*
Less: Excess Taxes	$ -	$ -	$ -	$ -
Less: EPA in Excess to LCFF Funding	$ -	$ -	$ -	$ -
Total Phase-In Entitlement	**$ -**	**$ -**	***$ 537,003***	***$ 1,124,308***
8012 - EPA Receipts (for budget & cashflow)	$ -	$ -	*$ 9,500*	*$ 19,000*

Education for Change, Latitude High

Multi-Year Budget Assumptions Narrative

The following assumptions are unaudited statements based on the current financial position of Education for Change, Inc. and an estimate of Revenues and expenditures based on known charter rates and Latitude High's current and future program as an Education for Change school. They are accurate to the best of the current information available as of August 4, 2017.

1. Latitude High is projected to begin enrolling students in 12th Grade in Fiscal Year 2018-19. The projected enrollment target for year 1 is 50 students. The average daily attendance number is budgeted at 95.00% based on attendance rates at other Education for Change Sites. Please see the chart below as a reference for the enrollment targets to full enrollment by FY 2023-24.

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Enrollment Target	0	50	100	190	280	320	360
ADA	0	47.5	95	180.5	266	304	342

2. Latitude High expects to serve the student population in the Fruitvale neighborhood which is approximately 85% Free and Reduced Lunch students, 60% English Language Learners and 7% Special Education students. This is based on other Education for Change School's in the area.

3. Local Control Funding Formula rates are based on the FCMAT (Fiscal Crisis & Management Assistance Team) version 18-2a calculator rate of $11,305.33 per ADA (Average Daily Attendance Rate) in FY18-19 and follows the chart below. This rate is made up of State Aid Revenue, In Lieu Property Tax and EPA revenue (Education Protection Account also known as Prop 30).

	2017-18	2018-19	2019-20	2020-21
Funded ADA	-	47.50	95.00	180.50
Estimated LCFF Sources per ADA	$ -	$11,305.33	$11,834.82	$12,433.38

4. Federal revenues include Title I assumed at approximately $350 per ADA, Title II assumed at approximately $5 per ADA, Title III Limited English Proficiency assumed at approximately $53 per ADA, Title III Immigrant Education assumed at approximately $7 per ADA and IDEA Special Education Revenue assumed at approximately $125 per ADA (beginning in FY19-20 based on

prior year ADA) . These revenues on a per ADA basis, are conservatively assumed to remain flat. The increase is based only on the increased enrollment.

5. The Public Charter School Grant Program is assumed at $375k in FY17-18 (Planning Year) and $200k in FY18-19.

6. Latitude High is budgeted for approximately $485 per ADA for AB 602 Revenue as a projected SELPA (Special Education Local Plan Area) member of Eldorado County. No annual increase is assumed for this revenue on a per ADA basis. Only the growth in enrollment.

7. Latitude High School is expected to qualify for the National School Lunch Program and is budgeted at $100 per student for School Lunches. The program will be managed by either the San Lorenzo School Food Authority (SFA) or Oakland Unified School District (Education for Change's current SFA partners). Lunches are assumed to be delivered to the sites by one of these partners.

8. SB 740 which is projected to mitigate facilities costs is budgeted at $1,113 per ADA based on the current FY17-18 projected budget rates.

9. Latitude is projected to receive Measure N revenue at $850 per ADA and Measure G-1 revenues at $160 per ADA.

10. Latitude High has been awarded a $200k NewSchools Venture Fund grant in FY17-18, and is projecting receipt of $250k from the Walton Foundation. Beginning FY18-19 through FY20-21 an Educate78 Foundation grant is projected at $100k per year. The Walton Foundation and Educate78 grants are based on other Education for Change School's receiving similar grants in the past, and we believe them to be very likely. However, should any of these grants not be received, it would not harm the school operations as they would be used primarily for opening one-time costs and consulting. Much of these costs can be spread out over time, as the school grows, to lessen the impact if this funding were not to be awarded.

11. Facilities Costs are budgeted at approximately $78k in FY18-19, $146k in FY19-20 and $213k in FY20-21. This is based on obtaining a Tax Exempt bond for approximately $5 MM to construct the required hub space of approximately 10K square feet on land currently owned by Education for Change. This bond can be structured to ramp up payments as the enrollment grows each year to full capacity. At full Capacity, the bond debt service would be approximately $380k per year at 5.5% interest over 30 years.

12. Certificated Salaries include the design team in the planning year consisting of a 1.0 Administrator, a 1.0 Teacher and a 1.0 Coach. In FY18-19 this will increase by a 1.0 Teacher. In FY20-21, 3.0 Teachers will be added. 5.0 Teachers will be added in FY21-22.

13. Classified Salaries beginning in FY18-19 include a 0.50 Custodian, a 1.0 Director of Recruitment/ Community Development and a 1.0 Office Manager/Receptionist. In FY19-20 a 1.0 Instructional Aid will be added. In FY20-21 a 1.0 Custodian, a 1.0 Instructional Aid and a 0.50 Office Assistant will be added.

14. Latitude High provides STRS benefits to full time certificated employees and PERS benefits for full time classified staff. The published ramp up increased rates are calculated in the assumptions.

15. Latitude High employee benefits are comprised of medical, dental and vision coverage, along with Workman's Compensation and Payroll Tax contributions. Benefits increases are calculated to follow a 2% COLA.

16. Latitude High is budgeted for Books and Supplies costs at approximately $313K, in the planning year FY17-18. This includes the purchase of curriculum and the equipment and furniture needed to begin instruction in FY18-19. In FY18-19 $130k is budgeted to continue to build the curriculum and equipment needed for that and future years. In FY 19-20 $80k is budgeted, and in FY20-21 $136k is budgeted. This should adequately meet the needs for all students.

17. Latitude High is budgeted for approximately $3,600 in travel and conferences in FY17-18. This line is projected to increase to $17k in FY18-19, $33k in FY19-20 and $62k in FY20-21 to insure all staff are receiving the needed training and professional development.

18. Dues and Memberships are budgeted at $10 per student beginning in FY18-19.

19. Insurance is budgeted at $40 per student beginning in FY18-19.

20. Utilities & Security costs are budgeted at $70k for an estimated 10,000 Square foot facility.

21. Rentals, Leases and repairs are budgeted at $108k beginning in FY18-19. This includes the facility cost as described in item 11 above plus maintenance at $15k per year and copier leases at $15k per year.

22. Professional Consultants and Operating Expenditures are budgeted at approximately $85k in FY17-18 for the Planning Year, this includes School System Design costs, Other Consultants and Other Fees. In FY18-19 the total budgeted is approximately $117k which includes School System Design costs, Other Consultants (Includes Payroll services and Audit Services), Community Partnership fees, Student Information System costs, Student Assessments, Oversight Fees and Special Education Costs. In FY19-20 this line is budgeted for approximately $153k, which includes all items listed in FY18-19. In FY20-21 this line is budgeted at approximately $303k, this includes all of the items listed in the prior year.

23. Communications are budgeted at $1,450 in FY17-18 for the planning year. $36k is budgeted in FY18-19 which includes costs related to setting up the new facility. $26k is budgeted in FY19-20 which is the internet and phone costs only as no new set up costs will be needed, then will increase in FY20-21 to $36k as the student population increases.

24. Reserves-Latitude is projected to have an operating reserve at the end of FY17-18 of approximately $158k, approximately $48k in FY18-19, approximately $49k in FY19-20 and

approximately $348k in FY20-21. This will allow Latitude High to reach an annual 3% reserve target. The reserve will be closely monitored to assure that it remains in line with projections.

25. Cash Flow-The Home Office of Education for Change will closely monitor any cash flow issues Latitude High may have. The cash flow model reflects the Home Office covering any short falls so that Latitude High will not have to add any debt services costs beyond the facilities Bond.

26. Education for Change will manage the oversight of the school. This includes appropriate training and support for all budgeting, purchasing, payroll, personnel, and day to day operations for the Latitude High team.

27. The Site Administrator is responsible for managing expenditures on a daily basis. She is supported by the Education for Change Home Office Finance Team which includes a dedicated Analyst. Budgets are reviewed together on a monthly basis to make sure they are on track with the Board approved version. If there are any significant issues or differences, they are brought to the attention of the Chief Operating Officer and Chief Executive Officer for review.

28. Education for Change's Governing Board will have operational oversight responsibilities including finance and academic progress for Latitude High as it does for all Education for Change schools. The Board is made up entirely of non-compensated individuals that represent a wide range of experience including two voting parent member seats. The Board reviews and approves financials at the quarterly Interim periods including the required annual financial audit and reviews academic data at critical times throughout the year. The Board also approves the Local Control Accountability plan and the individual site plans as required.

Education for Change

EDUCATION FOR CHANGE PUBLIC SCHOOLS
CHIEF EXECUTIVE OFFICER

Background

Founded in 2005 by experienced educators and entrepreneurs, Education for Change (EFC) is a nonprofit public benefit corporation. As a Charter School Management Organization, EFC operates public elementary schools designed to offer a high quality education at no cost to parents. EFC serves ethnically and economically diverse student bodies. EFC currently enrolls over 1200 students at three elementary schools in Oakland, California: Education for Change at Cox Elementary, World Academy and Achieve Academy.

The mission of Education for Change is straightforward: to provide a superior public education to Oakland's most underserved children by maintaining a system of public schools that relentlessly focuses on academic achievement. The high quality instruction at EFC and its continuous refinement is the key to success for their students. Since its inception, all three EFC schools have experienced substantial growth on the API. Cox gained 148 points, improving from 581 to 729; Achieve gained 117 points, improving from 672 to 789; and World gained 182 points, improving from 603 to 785.

Education for Change has several core beliefs that are at the foundation of the organization. They strive to hire individuals who share their beliefs about what makes a great school - and what it takes for all children to succeed in school and in life. EFC believes that organizations can only be successful when people are aligned around a common purpose and a shared set of goals. This applies to their schools and to Education for Change as a whole.

Through a shared set of core beliefs, EFC is building one community of adults across multiple schools that share responsibility for the EFC mission. The following is a list of EFC's core beliefs:

1. Every child has a right to a high quality, free, public education.
2. Every student can learn and succeed at high levels.
3. The most important attribute of successful schools is the ability to have consistently high quality instruction in every classroom.
4. Building a professional learning community is the key to a schools' success.
5. Every child will succeed when a school is organized around a coherent, comprehensive, rigorous, standards-based curriculum and when school leaders make decisions about how to improve instruction based on data.

6. The best measure of what we value is how we spend our time.
7. Every adult within the school community - principals, teachers, staff, parents/guardians, and administrators - is responsible for student performance.

Additional information about Education for Change can be found at www.efcps.org.

Opportunity

Education for Change is seeking a visionary Chief Executive Officer who can capitalize on the momentum of the past five years and work collaboratively with the board and dedicated staff to take the organization to the next level. EFC is well-positioned to have a significant impact on the education landscape in Oakland for a number of reasons. First, EFC has a strong academic foundation and schools continue to experience significant academic gains every year. Second, the organization is financially stable. And third, the board has recently restructured and added several new members. They are united in their commitment to create more quality educational options for traditionally underserved families, and they are engaged around finding a strong CEO who can lead this effort.

Additionally, the new CEO will be have the opportunity to galvanize the team behind a shared vision and build a dynamic organizational culture that is embraced by school level and central office staff.

Specifically, over the next two to three years, the new CEO will be expected to:

- Evaluate potential expansion models and execute on a growth strategy in order to increase the number of students served by EFC;

- Achieve aggressive academic targets by supporting the instructional team;

- Build the EFC brand in the community by engaging stakeholders at all levels;

- Create a culture of openness and trust where there is collaboration between central office and school staff, and where all employees feel supported and empowered with the tools they needs to be successful.

Responsibilities

In addition to leading the growth and replication of EFC, the CEO will be responsible for overseeing the central office team and working with them collaboratively to create sustainable, scalable systems and policies that will support the schools and enable them to maintain their focus on delivering high quality instruction.

S/he will address the strategic challenges the organization will face as it transitions into a growth mode and will consider specific strategic questions including the following: How does EFC maintain a focus on improving academic outcomes while pursuing growth? What is the ideal growth model? Where should the next school(s) be located? How will the organization secure the financial resources necessary to fund its growth in an increasingly tight economic environment? What types of human capital systems are necessary to support the growth of the organization and ensure that there are enough high quality teachers and administrators to staff new schools?

The specific responsibilities of the CEO include:

- **Strategic Planning**: In partnership with the Board of Directors, the CEO will finalize a strategic plan to set the stage for both short and long term growth;
- **Team Building**: CEO will be responsible for creating the team necessary to carry out the expansion of the organization and provide ongoing operations and instructional support to the established schools;
- **Advancement:** The CEO will further advance the mission of the organization by identifying and securing new sources of funding from foundations, corporations and individual donors, and by forming additional strategic partnerships;
- **Governance:** The CEO will work with the Board Chair to ensure that the Board of Directors fulfills its governance functions. S/he will be responsible for facilitating optimum performance of the Board, its committees, and individual members;
- **External Relations:** The CEO will serve as the chief spokesperson for the organization, ensuring proper representation of the organization to the local civic, business and political community, the greater education reform sector and other external constituents, including parents and families;
- **Financial Management:** The CEO will oversee the financial systems of the organization, including the development of the annual budget;
- **School Support:** The CEO will provide support to instructional team as needed in the areas of staff management and evaluation, hiring, HR issues, and other tasks that are necessary to ensure that the mission of EFC is fulfilled.
- **Compliance –** add description

The CEO will report directly to the EFC Board of Directors. S/he will directly manage the Chief Operating Officer and the Chief Academic Officer.

<u>Qualities & Qualifications</u>

The ideal candidate will demonstrate the following qualities:

- **Commitment to Urban Education***:* Belief that reversing the racial and socio-economic achievement gap is one of the greatest civil rights issues of our generation;
- **Philosophical Alignment***:* Belief that every single student should be held to the highest academic and behavioral expectations and that a structured environment is essential for learning;
- **Relentlessness & Composure:** Drive to do whatever it takes, regardless of circumstances, to fulfill responsibilities and to achieve results. Ability to remain calm even when faced with the relentlessness of the work and with unexpected challenges.

- **High Emotional Intelligence:** The requisite self-awareness, confidence, and maturity to work productively with a wide variety of people and personalities;
- **Natural Transparency**: An open, honest and transparent style that is effective with a wide range of audiences;
- **Collaborative Style**: A management style that is collaborative, inclusive, supportive and empowering.

The ideal candidate will have some background in education, with experience leading a successful classroom or school preferred. However, the board is open to traditional and non-traditional candidates who possess the following qualifications:

- At least 15 years of work experience including a track record of leadership, ideally in an entrepreneurial, start-up and/or high growth organization;
- Specific and substantial management experience in at least two of the following functions: human resources, information technology, general operations, strategic planning, fundraising and marketing;
- A track record of leading, motivating and developing high performance teams;
- The executive presence to inspire confidence and passion in both ***internal*** and ***external*** audiences;
- Bachelor's degree from an accredited, four-year university; advanced degree preferred (e.g. MBA, JD, MPA).

Education *for* Change

Chief Operating Officer

Job Description

The Chief Operating Officer will be a member of the senior leadership team and will report to the CEO. S/he will play a critical role in developing the systems and policies that will serve Education for Change as it pursues growth and long-term sustainability. S/he will have primary responsibility for finances, operations, human resources, information systems, and strategic planning. This is an exciting opportunity for an accomplished finance executive with significant management experience who understands and appreciates the charter school movement, even if s/he has not worked within education in the past.

Skills/Required

The Chief Operating Officer will be a seasoned manager with at least ten years of progressively responsible financial and operations management experience to create and expand systems and operations of a successful, fast-paced, start-up nonprofit organization expected to make a major impact on the education of our nation's children. The Chief Operating Officer will demonstrate maturity, leadership, intellectual acumen, and a commitment to the mission. Expertise in a wide range of management processes, including strategic planning, organizational development, and financial management. Creativity in providing first-rate operations support to a small but national non-profit will be critical. Flexibility, patience, resiliency, and tenacity along with an abundance of common sense and good judgment.

Major areas of responsibility:

1. *Financial management and oversight*
   a. Maintain and manage the budget; fiscal oversight of the sites
   b. Payroll and invoice payment
   c. Manage cash effectively
   d. Oversee fundraising and grant management
   e. Financial planning for future
   f. Manage state financial/operational reporting

2. *General operations*
   a. Oversee payroll and benefits administration
   b. Oversee general administrative support and contracts for home office
   c. Oversee non-instructional, operational support and contracts for school sites
   d. Oversee human resources administration (hiring, in-processing, integration)
   e. Oversee staffing plan
   f. Oversee information technology and student information systems
   g. Manage and support meetings of the board of directors

3. *Growth and strategy development*
   a. Coordinate petition submissions
   b. Evaluate operational impact of new school growth opportunities
   c. Financial planning and budget development for new schools

NON-DISCRIMINATION POLICY

EFC does not discriminate in any program, activity, or in employment on the basis of age, creed, sex, race, ethnic background, marital or veteran status, national origin, disability, sexual orientation or religion.

POSITION: Chief of Leadership Development

REPORTS TO: CEO

About Education for Change
Education for Change (EFC) is a charter management organization that manages a diverse portfolio of charter schools in Oakland, California, all of which were district public schools that converted to charter public schools.

The mission of Education for Change is straightforward: to provide a superior public education to Oakland's most underserved children by maintaining a system of public schools that relentlessly focuses on academic achievement. The high quality instruction at EFC and its continuous refinement is the key to success for their students. Since its inception, all three EFC schools have experienced substantial API growth.

Additional information about Education for Change can be found at www.efcps.org.

Responsibilities:

- Oversee up to 12 school sites, with bottom line responsibility for both fiscal and academic performance
- Facilitate principal and assistant principal professional development and ensure a strong principal pipeline
- Lead the site planning and budget development process for sites
- Facilitate autonomy for accountability of schools and principals
- Develop and lead Principals and Assistant Principals in their roles as instructional leaders and site managers
    - Support site leadership to ensure high quality implementation of approved instructional programs, including standards, assessments, instructional guidelines, and culture.
    - Support principals in effective and efficient budget and human resource management
- Act as liaison with Home Office staff to ensure school sites receive necessary support; work closely with Home Office staff to improve systems and processes to serve the schools
- Recruit highly qualified Principals and Assistant Principals: hire, develop and appraise staff effectively. Take corrective action as necessary on a timely basis and in accordance with company policy. Consult with Human Resources as appropriate.
- Cultivate relationships with local district officials and community leaders to further EFC and individual school goals.
- Demonstrate knowledge of, and support, the EFC mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
- Performs other related duties as required and assigned.

- Monitor student performance data and effectiveness of instructional responses and interventions at an organization-level
- Work collaboratively with the Instructional Management team to support the development of instructional leadership at the administrative, coach, and teacher leader level
- Work with the CEO in the development of new school proposals

Basic Qualifications:

- Demonstrated success as an instructional leader and in the professional development of teachers and principals
- Demonstrated command of the intricacies of school operations and planning
- Exceptional management skills including planning, directing, reporting, budgeting and administrative responsibilities
- Knowledge of characteristics of successful schools and how to implement them
- Knowledge of California school finance
- Strong problem analysis and problem resolution at both a strategic and functional level
- Proven leadership skills with the ability to attract, develop and inspire a team; exceptional ability to bridge and enhance cooperative working relationships
- Entrepreneurial passion
- Masters Degree or Ph.D in education
- 5+ years teaching
- 5+ years experience as a principal

Compensation and Benefits
EFC offers a highly competitive salary and benefits package in the Bay Area.

Application Process
All interested applicants should submit a

- Cover letter of no more than one page that specifically addresses candidate's qualifications and qualities as described above
- Curriculum vita/resume and online portfolio, if available
- Contact information for three references

Please submit inquiries and the documents above to jobs@efcps.net.

Education for Change

EDUCATION FOR CHANGE PUBLIC SCHOOLS

PRINCIPAL

ORGANIZATION: Education for Change

POSITION: Elementary Charter School Principal

REPORTS TO: CEO

Instructional Leadership

Education for Change is looking for a dynamic instructional leader who will engage students, staff and parents to ensure high student achievement. The site principal, as the instructional leader, communicates and supports the mission of Education for Change, maintains the focus on high student achievement for all students, creates a collaborative, results-oriented professional learning community, analyzes and responds to data, supports teachers in their growth, evaluates and responds to the effectiveness of interventions and instructional practices. As the instructional leader, the principal creates an environment in which school attendance, learning and high achievement are valued.

Having well developed knowledge of what is required to successfully manage an urban elementary school with a high English Learner and low income population is critical. Being driven to achieve success is a basic characteristic of the ideal candidate.

Responsibilities:

Instructional Leadership

- Establish and maintain an instruction and results- oriented professional learning community
- Analyze performance and observational data to determine professional development needs, including content and pedagogical knowledge, ,grade level needs, teacher coaching and support
- Monitor student performance data and effectiveness of instructional responses and interventions
- Provide concrete and actionable feedback for teachers to drive instructional improvement
- Maintain and support the focus on high student achievement for all students through the Education for Change instructional program
- Work collaboratively with the Instructional Management team to identify professional development needs, develop and lead professional development
- Communicate a sense of urgency around student academic needs

- Utilize research-based content and pedagogical knowledge in core areas including the reading and writing process, mathematics instruction, educational theory, research and current issues in urban education

Personnel Performance Management and Interpersonal Relations:

- Attract, recruit and select high performing staff members
- Evaluate all personnel in an effective, timely manner
- Create support systems for staff improvement
- Motivate staff to excel
- Create a culture where the staff works as a dedicated professional team
- Hold staff accountable for high quality job performance
- Involve staff in decision making appropriate to the situation including school site planning, committees, etc.
- Actively commit to building a strong EFC Management Team

Site Management

- Lead school site planning and implementation processes
- Manage school budget, ensuring that expenditures are aligned to the school plan, in compliance with restricted and categorical fund restrictions, compliance with assurances
- Follow all established EFC policies and procedures
- Develop systems, timelines and milestones for completion of initiatives
- Work collaboratively with the Business Operations Manager to ensure that the school site is safe, clean and well maintained
- Develop, lead and manage systems for efficient and efficacious daily operations
- Ensure effective, regular communication system with all staff

Community Relations

- Skillfully and appropriately involve parents and the community in school activities
- Maintain good community relations and effective, regular communication with parents
- Foster and maintain positive working relationship with co-located EFC school and neighboring district schools
- Organize and facilitate Parent Leadership Council and grade level specific parent education meetings
- Develop and execute strategy to attract and retain students and families at school site, with the goal of full enrollment with a waiting list
- Function as a collaborative team member (EFC Management Team, Instructional Management Team, with co-located school)
- Effectively collaborate and assume responsibility for organizational success

The site principal performs other related duties as assigned. The site principal is responsible for the administration of the school within the regulations of the Governing Board and reports to the Chief Executive Officer

Basic Qualifications:

- Minimum of 3 years teaching experience with a minimum of 7 years teaching and/or administrative experience
- Valid Teaching and Administrative Credentials
- Knowledge of primary/elementary curriculum and administrative practices
- Successful experience working in a collaborative environment
- Experience working with diverse communities

Desired Qualifications:

- Experience as an Assistant Principal for aspiring Principals
- Spanish Bilingual
- Masters Degree
- Content Knowledge in the Reading Process, Writing Process, and Mathematics instruction
- Strong data analysis skills
- Experience working with English Language Learners
- Experience coaching, mentoring or developing teachers
- Strong community building skills
- Outstanding communication and organization skills

Education for Change has several core beliefs that are at the foundation of the organization. They strive to hire individuals who share their beliefs about what makes a great school and what it takes for all children to succeed in school and in life. EFC believes that organizations can only be successful when people are aligned around a common purpose and a shared set of goals.

Through a shared set of core beliefs, EFC is building one community of adults across multiple schools that share responsibility for the EFC mission. The following is a list of EFC's core beliefs:

1. Every child has a right to a high quality, free, public education.

2. Every student can learn and succeed at high levels.

3. The most important attribute of successful schools is the ability to have consistently high quality instruction in every classroom.

4. Building a professional learning community is the key to a school's success.

5. Every child will succeed when a school is organized around a coherent, comprehensive, rigorous, standards-based curriculum and when school leaders make decisions about how to improve instruction based on data.

6. The best measure of what we value is how we spend our time.

7. Every adult within the school community - principals, teachers, staff, parents/guardians, and administrators - is responsible for student performance.

Education *for* Change

ELEMENTARY SCHOOL TEACHER

BASIC FUNCTION:

Under the direction of the Principal, to serve as a teacher in an elementary school.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- ✓ Organize and direct a classroom program meeting the individual needs of students, implementing EFC and school instructions, goals and objectives.
- ✓ Provide a classroom climate and learning experience that will further the emotional, physical, social, and mental development of the student.
- ✓ Make effective daily and long-range instructional plans.
- ✓ Evaluate and record student progress.
- ✓ Demonstrate knowledge of child growth and development by identifying student needs, and, when necessary, referring to appropriate resources, such as health and psychological services.
- ✓ Demonstrate sensitivity to various family and cultural patterns in planning classroom activities.
- ✓ Maintain an attractive room environment appropriate to grade level and area of student and maintain high standards of classroom neatness.
- ✓ Work cooperatively with Home Office staff, support personnel, local school staff, and parents to coordinate effective learning for students.
- ✓ Supervise pupils in out of classroom activities during assigned work time, and accept responsibility for maintaining behavior standards school wide.
- ✓ Establish and maintain standards of pupil behavior needed to achieve a desirable learning atmosphere in and out of the classroom.
- ✓ Participate in and support activities that are conducive to staff rapport and morale and positive school-community relationships.
- ✓ Participate in professional growth activities such as classes, workshops, conferences, school and District curriculum committees, and school community activities, (such as advisory committees, PTA, youth organizations)

OTHER FUNCTIONS:

Perform related duties as assigned.

REQUIRED KNOWLEDGE AND ABILITIES:

- ✓ Plan and prepare lessons.
- ✓ Present lessons in a variety of instructional deliveries.
- ✓ Maintain a climate conducive to student learning.

- ✓ Create an appropriate physical environment.
- ✓ Utilize a variety of classroom discipline strategies.
- ✓ Develop and maintain open channels of communication between home and school.
- ✓ Develop and maintain an atmosphere of mutual respect among students, teachers and staff.
- ✓ Diagnose and prescribe in order to enable the progress of pupils toward established standards.
- ✓ Evaluate academic progress.
- ✓ Adhere to curricular objectives
- ✓ Participate in curriculum development.
- ✓ Incorporated within one or more of the previously mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical requirements:
  - Ability to read printed matter and computer screens.
  - Ability to communicate so others will be able to clearly understand a normal conversation.
  - Ability to understand speech at normal levels.
  - Ability to bend, twist, stoop, and reach.
  - Ability to push, pull, and transport instructional materials.
  - Ability to drive a personal vehicle to conduct business.

OTHER INFORMATION:

Employment is subject to and contingent upon the completion of a criminal background check by the California Department of Justice. Convictions of certain crimes, including, but not limited to sex and narcotics offenses and serious and violent felonies, as specified in the Education and Penal Codes, will bar employment with the Organization. In addition, employees will be required to provide a current verification of a negative TB test prior to employment

CREDENTIAL:

- ✓ Must possess a valid California teacher credential authorizing service in a self-contained elementary classroom, including an authorization to teach English Language Learners.
- ✓ Must be NCLB compliant.
- ✓ Must possess a valid California driver's license.

Education for Change

Cafeteria Worker

Job Description:

Duties include but are not limited to the following:

- Perform routine food service activities related to the preparation and serving of foods
- Prepare food service facilities for the serving of food
- Assure that serving lines are properly stocked with adequate food, beverages and supplies; count and set out food trays, heat items and serve meals
- Ensure safety of students by being visible and providing active supervision
- Assist in storing unused food and supplies to assure compliance with health and sanitation standards
- Dispose of unusable leftovers and trash
- Operate a variety of standard kitchen equipment such as food warmer, can opener, etc
- Maintain work areas and serving areas in a clean, sanitary and safe condition
- Wash and clean counters and tables, wash and store equipment
- Proficient in Microsoft Outlook and trainable in “Mealtime” software

Physical Demands
Dexterity of hands and fingers to operate kitchen utensils and equipment; seeing to clean assigned areas; bending at the waist, kneeling or crouching to clean assigned areas; reaching overhead, above the shoulders and horizontally; standing for extended periods of time; lifting and carrying moderately heavy objects.

Working conditions
Food service environment; heat from ovens and cold from refrigerators and freezers; exposure to sharp knives.

Ability to:
Prepare and serve food in accordance with health and sanitation regulations
Learn and follow health and sanitation requirements
Maintain food service equipment and areas in a clean and sanitary condition
Follow oral and written instructions
Demonstrate interpersonal skills using tact, patience and courtesy
Maintain cordial relations with co-workers, children, school staff and public

Education for Change

Custodian

Position Duties and Responsibilities:

- Clean and disinfect restrooms
- Vacuum carpet floors
- Wet and dry mop floors
- Operate power vacuums, scrubbing and buffing machines, and shampooing machines
- Clean, dust, and polish furniture, woodwork, lockers, walls, and metal work
- Coat special hardwood gym floor; chemically clean, prep, tack, and apply finish
- Clean and sweep walks, corridors, and entrances
- Clean and disinfect drinking fountains
- Clean and wash windows and glass doors
- Empty waste containers and carry out waste
- Move and rearrange desks, chairs, tables, furniture, and other equipment
- Replace light bulbs
- Lubricate and service equipment used in the course of work
- Report safety, sanitary, and fire prevention hazards
- Secure buildings and turn off lights
- Learn and implement safe work practices to meet safety standards
- Use cleaning methods, chemicals, and equipment for all phases of custodial services
- Understand Hazard Communication Regulations and Material Safety Data Sheets
- Perform heavy physical labor
- Demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of staff and students, and of staff and students with physical and learning disabilities
- Establish and maintain cooperative working relationships with faculty, staff, students, and others contacted in the performance of duties
- Perform other related duties as required.

Education/Certifications:

- Equivalent to graduation from 12th grade
- Must possess a valid California Driver's License

Experience: Prior experience in custodial work preferred

Skills:

- Knowledge of: Modern cleaning methods, procedures, equipment, and materials;
- Basic building maintenance and repair techniques;

Education for Change

School Service Assistant

Job Description:

Duties include but are not limited to the following:

- Work with the Principals to insure smooth school operations and the promotion of a high achieving school environment.
- Work with the Principals to provide and maintain safety for school sites.
- Ensure safety of students by being visible and providing active supervision on and around school grounds and securing and monitoring all exits.
- Work with the Office Manager to provide on-going support to teachers and staff, ex: supply orders, copying, providing office coverage, inventorying supplies, etc.
- Provide assistance, as needed, for all afterschool programs.
- Provide support for parent communication.
- Good communication and interpersonal skills; accuracy, discretion, and ability to work independently and as part of a team; flexibility; and a willingness to learn are essential.
- Solid computer skills - proficiency in Microsoft Office (Word, Excel)
- Spanish bilingual preferred.

Education for Change

Job Description

Office Manager-School Site

The School Site Office Manager performs a variety of complex and diverse administrative duties requiring independent judgment.

In conjunction with the Site Administrator, the School Site Office Manager will identify, implement and monitor office administrative procedures and policies.

BASIC FUNCTIONS

- Prioritize the work and activities of a school office, ensuring the completion of a wide variety of work related to operating a school
- Maintain and ensure accuracy of Student Information Systems and submit monthly enrollment reports
- Maintain and ensure accuracy of data of daily attendance records for staff and submit monthly report to Home Office Operations and Finance
- Prepare requisitions for school materials, provide budget line codes, monitor available funds and verify receipt of materials
- Arrange for substitutes teachers, as needed, to ensure classes are covered; orient and explain policies and procedures to substitutes
- Perform secretarial functions for the principal which include typing correspondence; coordinating and maintaining calendars, master schedules, handbooks, reports and work orders; arranging conferences, appointments and events; and ordering and maintaining office and instructional supplies
- Maintain communications with Home Office and other schools
- Maintain absence, registration, transcripts, and other files and records related to students, including confidential records, and assist in compiling information and preparing reports
- Process and distribute all incoming mail for the principal and staff
- Serve as chief information receptionist, greeting visitors and responding to routine inquiries
- Supervise schedules and work assignments for the school's support staff
- Be proficient with Microsoft Office applications and email system
- Perform all other tasks and duties assigned

Charter School Vice-Principal

The site Vice-principal, as an instructional leader, communicates and supports the mission of Education for Change, manages curriculum and instruction, supervises teaching, monitors student progress and creates an environment in which school attendance, learning and high achievement are valued. The site vice-principal is responsible for assisting the administration of the school within the regulations of the Governing Board and reports to the Chief Executive Officer

Having well developed knowledge of what is required to successfully manage an urban elementary school with a high English Learner and low income population is critical. Being driven to achieve success is a basic characteristic of the ideal candidate.

Basic Qualifications:

- Minimum of 5 years teaching experience
- Valid Teaching and Administrative Credentials
- Knowledge of primary/elementary curriculum and administrative practices
- Successful experience working in a collaborative environment
- Experience working with diverse communities

Desired Qualifications:

- Spanish Bilingual
- Masters Degree
- Knowledge of Open Court Language Arts Program
- Experience working with English Language Learners

Responsibilities:

Instructional Leadership

- Assists principal to establish and maintain positive school climate
- Is knowledgeable about educational theory, research and current issues in urban education
- Able to effectively assist principal in assessment of instructional program
- Assist staff in the improvement of instruction

Personnel Performance Management and Interpersonal Relations:

- Assist principal in evaluating personnel in an effective, timely manner
- Helps motivate staff to excel
- Helps create a culture where the staff works as a dedicated professional unit
- Involves staff in decision making appropriate to the situation

Community Relations:

- Assists principal in skillfully and appropriately involving the community in school activities
- Helps maintain good community relations and effective regular communication
- Budget and Plant Management
- Helps support sound and strategic budgetary management
- Follows established business and operations procedures
- Functions as a Member of the EFC Management Team:
- Effectively collaborates and assumes responsibility for organizational success

JOB TITLE: **FAMILY LIAISION**

(PART-TIME)

REPORTS TO: **PRINCIPAL**

LOCATION: **EPIC CHARTER SCHOOL**

THE ORGANIZATION

Founded in 2005 by experienced educators and entrepreneurs, Education for Change (EFC) is a nonprofit public benefit corporation. As a Charter School Management Organization, EFC operates public charter schools designed to offer a high quality education at no cost to parents. EFC serves ethnically and economically diverse student bodies. EFC currently operates six schools in Oakland, California: ASCEND, Achieve Academy, Cox Academy, Lazear Academy, Learning Without Limits, and World Academy.

The mission of Education for Change is straightforward. We will provide a superior public education to Oakland's most underserved children by creating a system of public schools that relentlessly focuses on our students' academic achievement.

At Education for Change our core beliefs are the foundation for our organization. We have built strict and deliberate screens into our hiring process to ensure that we hire only individuals that share our beliefs about what makes a great school-and what it takes for all children to succeed in school and in life. We believe that organizations can only be successful when people are aligned around a common purpose and a shared set of goals. This applies to our schools, and Education for Change as a whole.

THE OPPORTUNITY

The Family Liaision will act as a liaison between parents and the school to enhance positive parent involvement with the school.

RESPONSIBILITIES

- Help the school to develop a family-friendly school climate in cooperation with the principal, teachers, guides and other staff
- Develop programs and activities designed to engage families in improving student achievement.
- Help teachers/guides and families develop strong partnerships and enhance communication between parents/families and school staff
- Develop and implement effective family involvement strategies and activities to empower students and their families

- Take part in opportunities for professional development.
- Help to recruit partners to become part of the school's family involvement program and to bring services and program to the school
- Maintain a positive and welcoming family resource center with access to resources and programs
- Build parent capacity to monitor and track student progress data through the parent portal
- Develop strong relationships with families with a particular focus on families of struggling students

REQUIREMENTS

- Understands class and cultural backgrounds of families and how to interpret culture of school to them
- Thinks and acts in ways that respect ethnic, cultural and language diversity
- Communicates successfully with teachers, families, administrators, and students
- Is computer-literate
- Strong interpersonal skills
- Shows organizational skills
- Outstanding problem solving skills
- Effective oral and written communication skills with an ability to communicate with various constituencies and to work comfortably with a variety of staff at all levels within the organization
- Proactive, independent thinker, goal oriented
- Excellent team player with a high degree of willingness to be hands-on and do whatever it takes to support the success of Education for Change
- Experience or strong interest in K-12 public education
- Spanish bilingual

TO APPLY

Applications should include a resume and a thoughtful cover letter describing your interest and qualifications.

Please also include 3 professional references. Email applications to lpovlsen@efcps.net.

JOB TITLE: INFORMATION TECHNOLOGY SUPPORT TECHNICIAN

REPORTS TO: IT MANAGER

START DATE: ASAP

LOCATION: HOME OFFICE AND SIX CAMPUSES

THE ORGANIZATION

EFC believes it is the right for every child to have access to a high-quality, 21st century education. Our mission is to provide a superior public education to Oakland's most underserved children by creating a system of schools that focuses relentlessly on our student's academic achievement. EFC is a charter management organization that manages a diverse portfolio of K-8 schools, growing to a portfolio of preK-12 schools in the Fruitvale and Elmhurst neighborhoods of Oakland, serving 2,500 children currently. Additional information about Education for Change can be found at www.efcps.org.

THE OPPORTUNITY

The IT Support Technician will support EFC's IT department in technology support and customer service on company supported technology systems, applications and platforms. It is important to EFC that the support technician will effectively and efficiently take charge and provide solutions; ensuring users can continue to be productive within the company. Additional responsibilities may include process improvement projects, in collaboration with the IT team.

RESPONSIBILITIES

- Track work orders using our ticketing system
- Provide expert technical support to all users in a timely and efficient manner
- Perform desktop support duties including troubleshooting software and hardware issues
- Image new and older systems and deploy to end users
- Partner with teammates and other departments to drive process improvement efforts
- Perform basic network troubleshooting and work with switches to activate ports
- Support Windows, Mac and Android OS platforms as well various corporate applications
- Various other technology support such as setting up for org-wide events.

- Provide feedback on technology purchasing decisions.

REQUIREMENTS

- Demonstrate strong customer service knowledge and skills, and the ability to develop those in others
- Technical knowledge of current network and operating systems, hardware, protocols, network infrastructure and standards, including WANs, LANs, virtualization, cloud computing, network and systems security, and web-based applications
- Experience configuring, managing and supporting devices and systems on various platforms
- Demonstrated ability to quickly learn new areas of knowledge, technology, and systems
- Track record of establishing effective relationships with business and technical staff.
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work independently
- Ability to research complex problems and develop cost effective solutions
- Bachelor's degree in computer science, educational technology/other systems and/or or equivalent work experience demonstrated ability to document processes and improvement suggestions.
- Effective oral and written communication skills with an ability to communicate with various constituencies and to work comfortably with a variety of staff at all levels within the organization
- Proactive, independent thinker, goal oriented
- Excellent team player with a high degree of willingness to be hands-on and do whatever it takes to support the success of Education for Change
- Experience or strong interest in K-12 public education
- Familiarity with Google Apps, Microsoft Office required.
- Familiarity with Meraki access points, Cisco routers and Chromebooks preferred

TO APPLY

Apply online at www.efcps.org/immediate-openings.

EDUCATION FOR CHANGE
ADMINISTRATOR EVALUATION

Evaluatee: ____ Evaluation period: Year: ____________________

Evaluator: ____

PERFORMANCE APPRAISAL OVERVIEW:
Performance appraisals are designed to improve performance, improve communication, give recognition for work well done, and promote an accountability model for organization's goals. Employees will be evaluated in terms of the overall performance based upon prescribed areas of responsibility (job requirements), competencies required for the job, and attainment towards school targets and professional growth goals.

In this document, the individual being evaluated is referred to as the "employee" or the "evaluatee." The individual conducting the evaluation is referred to as the "manager" or the "evaluator."

Employees will be formally evaluated once every year. The review period is July 1st through June 30th.

PERFORMANCE APPRAISAL OVERVIEW:
The administrator's evaluation is composed of five distinct components. Each component will be scored individually and weighted for an end of year summative score as follows:

- **20%** **School-wide KPI Targets -** The evaluatee, in collaboration with the Chief Academic Officer and Chief Schools Officer, will set two Key Performance Indicator (KPI) targets - one for math "on track" student achievement results, and one for ELA "on-track" student achievement results.
- **20%** **Instructional Leadership Performance Assessment (ILPA)** – This is an instrument designed by the Reach Institute to assess an instructional leader's ability around the teacher observation/assessment/feedback/coaching cycle. *The instrument is scored by Reach staff.*
- **20%** **Professional Growth Goals** –The evaluator and evaluatee will confer and agree upon three professional goals aligned with the administrator evaluation rubric. These should be identified areas of growth for the leader. *Growth in the target areas will be evaluated by the evaluator.*
- **20%** **EFC Administrator Evaluation Rubric Scores** – Using the rubric embedded in this document, all administrators will be assessed on their competency in 5 key areas: 1. Organizational vision and planning for increased student achievement; 2. Instructional program management; 3. Human resources management; 4. Financial and resource management; 5. Community engagement and communications.
- **20%** **360 Degree Feedback -** Using a survey tool provided to school staff, all administrators will be assessed on their ability to inspire and lead a shared vision, to proactively engage and lead stakeholders in creative and innovative problem-solving, to model and lead an accountable, data-driven, positive and collaborative school culture, to be responsive and productive in response to arising challenges, to meaningfully build staff capacity and leadership, and to design, refine, and implement strong systems.

TIMELINE:
By October 15
1. The evaluatee, in collaboration with the Chief Academic Officer and Chief Schools Officer, will set two KPI targets. The evaluator must sign off on the targets.
2. The evaluatee, in collaboration with the evaluator, sets 3 professional goals aligned with the administrator evaluation rubric. The evaluator must sign off on the goals.

Ongoing throughout year, as often as necessary
Home Office walkthroughs of classrooms, collecting data on walkthrough tools
Ongoing walkthroughs and meetings with the evaluator

End of October/November
Formal walkthroughs of classrooms, focused on implementation of HPIPs
Benchmark data analysis

No later than Jan. 5
Submit video and analysis for ILPA.

No later than the 4th Friday in February
Mid-year assessments are completed for administrators in their first two years at EFC, or at the discretion of the Chief of Schools. The mid-year assessment only includes the following components: ILPA (30%), Professional Growth Goals (30%), and the EFC Administrator Evaluation Rubric Scores (40%). The evaluator documents the employee evaluation on the Mid-year Evaluation Summary Form.

EDUCATION FOR CHANGE
ADMINISTRATOR EVALUATION

Evaluatee: ____ Evaluation period: Year: ____________________

Evaluator: ____

After joint review, the evaluator and evaluatee should sign the Mid-year Evaluation Summary Form. The evaluator submits the Evaluation Summary form to the Human Resources department.

February/March
Formal walkthroughs of classrooms, focused on implementation of HPIPs
Benchmark data analysis
Administration of 360 Degree Feedback Survey

No later than April 30
Submit video and analysis for ILPA.

By June 30th
This completed evaluation packet (including all required signatures on pp. 13-16) is submitted to the Human Resources department by June 30th. The evaluatee and evaluator should also keep copies of these documents.

<u>SUMMATIVE RATING SCALE (on a 100-point scale):</u>

Exemplary: 90-100 points

Strong: 75-89 points

Developing: 60-74 points

Unsatisfactory, below expectations: 0-59 points OR receives less than 60% of points for ANY component described above.

<u>FURTHER INSTRUCTIONS:</u>

Evaluation Goals and Targets Sign-off Form (page 15): The evaluatee and evaluator sign to indicate their agreement to the KPI Targets and professional growth goals.

Mid-Year and End of Year Evaluation Summary Forms (pp. 15-17): The evaluator completes the Mid-Year and End of Year Evaluation Summary forms by transferring the ratings from numerous component scores. The evaluator should then give a holistic overall summary rating for the employee.

When providing an overall rating of "unsatisfactory, below expectations" or "Developing," the evaluator must document and discuss with the employee next steps for improving performance.

The Mid-Year and End of Year Evaluation Summary forms should be sent to Human Resources for placement in the employee personnel file.

Evaluatee: ______________________________ Evaluation period: Year: ________________

Evaluator: ______________________________

School-wide KPI Targets

KPI Targets	**Mid year reflection (completed by evaluatee)**	**End of year reflection (completed by evaluatee)**
Target 1: Math		
Target 2: K-2 ELA		
Target 3: 3-8 ELA		
Target 4: Site-based Target		

Mid Year Evaluation Comments and Next Steps (completed by evaluator)	**Points (up to 10 points per goal)**
Target 1:	

Evaluatee: ___________________________________ Evaluation period: Year: ___________________

Evaluator: ___________________________________

Target 2:	
Target 3:	
Target 4:	

For each KPI Target:
10 pts = 100% of KPI Growth Target Met
9 pts = 90% of KPI Growth Target Met
8 pts = 80% of KPI Growth Target Met
7 pts = 70% of KPI Growth Target Met
6 pts = 60% of KPI Growth Target Met
5 pts = 50% of KPI Growth Target Met
4 pts = 40% of KPI Growth Target Met
3 pts = 30% of KPI Growth Target Met
2 pts = 20% of KPI Growth Target Met
1 pt = 10% of KPI Growth Target Met
0 pts = 0% of KPI Growth Target Met

School-wide KPI Targets section points: _________

Professional Growth Goals

Individual goal areas (must be aligned with the administrator evaluation rubric; should be strategic high leverage areas where a leader's improvement will have a dramatic impact on the school)	**Indicators of growth/attainment of goal**	**Professional Development Support Plan** ***What strategies will you use? What professional development support will you need?***	**Mid Year Reflection (completed by evaluatee)**	**End of Year Reflection (completed by evaluatee)**
Goal 1				

Evaluatee: ______________________________ Evaluation period: Year: ____________________

Evaluator: ______________________________

Goal 2				
Goal 3				

Mid Year Evaluation Comments and Next Steps (completed by evaluator)	**Points (up to 5 points per goal)**
Goal 1:	
Goal 2:	
Goal 3:	

End of Year Evaluation Comments and Next Steps (completed by evaluator)	**Points (up to 5 points per goal)**
Goal 1:	
Goal 2:	
Goal 3:	

For each goal:
0-5 points will be awarded, depending on level of attainment of the goal.

Mid Year Evaluation Professional Growth Goals section score: ____________ x 1.25 = _____________

End of Year Evaluation Professional Growth Goals section score: ____________ x 1.25 = _____________

EDUCATION FOR CHANGE
ADMINISTRATOR EVALUATION

Evaluatee: ______________________________________ Evaluation period: Year: ____________________

Evaluator: ______________________________________

ADMINISTRATOR EVALUATION RUBRIC

ORGANIZATIONAL VISION AND PLANNING FOR INCREASED STUDENT ACHIEVEMENT Leads the development of a shared vision of academic excellence and sustains focus on student outcomes.			
Exemplary	**Strong**	**Developing**	**Unsatisfactory: Below Expectations**
☐ Inspires a shared vision that motivates staff to achieve academic priorities. Develops shared expectations, ownership, and responsibility for the school.	☐ Holds a shares vision with staff about academic priorities. Develops shared expectations, ownership, and responsibility for the school.	☐ Attempts to motivate and encourage others and sometimes communicates beliefs.	☐ Allows an isolated, individualistic environment. Does not communicate beliefs or may send mixed messages about beliefs and priorities.
☐ Consistently demonstrates commitment to high expectations and equity in students' opportunities to learn an academically rigorous curriculum. All behaviors and programs align to high expectations and equity.	☐ Consistently demonstrates commitment to high expectations and equity in students' opportunities to learn an academically rigorous curriculum. Most behaviors and programs align to high expectations and equity.	☐ Can articulate a commitment to high expectations and equity in students' opportunities to learn an academically rigorous curriculum but doesn't always demonstrate that commitment.	☐ Doesn't clearly articulate core beliefs and values, or demonstrates a belief that some students can't learn at high levels.
☐ Leads (and develops capacity of others to lead) use of a variety of key data strategically and continuously to engage staff in cycles of inquiry and to make decisions aligned to the priorities and goals in the Site Plan.	☐ Leads use of a variety of key data strategically and continuously to engage staff in cycles of inquiry and to make decisions aligned to the priorities and goals in the Site Plan.	☐ Implements an ongoing cycle of inquiry in an attempt to meet organization and school Site Plan goals but doesn't always use data strategically to prioritize decisions.	☐ Uses data sporadically, may feel overwhelmed by data (analysis paralysis); does not effectively communicate key data to staff, students or community. Site Plan goals and objectives are not based upon achievement gap data analysis.
☐ Recognizes and probes for causes of achievement gaps and develops different, effective strategies to address the highest leverage areas.	☐ Recognizes and probes for causes of achievement gaps. Develops targeted but limited strategies.	☐ Recognizes achievement gaps but may focus on one gap and ignore another OR lacks focus and attempts to address too many gaps.	☐ May recognize achievement gaps but does not implement strategies to close the gaps.
☐ Leads staff, families, and students (and develops capacity of others to lead staff, families, and students) in use of culturally responsive practices related to school culture, instruction, and family, staff and student communications.	☐ Leads staff, families, and students in use of culturally responsive practices related to school culture, instruction, and family, staff and student communications.	☐ Attempts to lead staff, families, and students in use of culturally responsive practices related to school culture, instruction, and family, staff and student communications. Practices may not be consistently effective.	☐ Does not lead staff, families, and students in use of culturally responsive practices related to school culture, instruction, and family, staff and student communications.
☐ Implements and sustains systems, structures, rituals and routines that consistently support teaching and learning, site/organization core values and goals. Broad communication and buy-in to these systems, structures, etc by staff, students, and parents.	☐ Implements and sustains systems, structures, rituals and routines that consistently support teaching and learning, site/organization core values and goals. Growing buy-in to these systems, structures, etc by staff, students, and parents.	☐ Implements and sustains systems, structures, rituals and routines that usually support teaching and learning, site/organization core values and goals.	☐ Implements few systems, rituals or routines, or they may not support teaching and learning, site/organization core values and goals.
Overall Score for Organizational Vision and Planning:			
Mid Year: ☐ **EXEMPLARY**	☐ **STRONG**	☐ **DEVELOPING**	☐ **UNSATISFACTORY: BELOW EXPECTATIONS**
Mid Year Evaluator Comments:			
Mid Year Next Steps:			

Evaluatee: ______________________________ Evaluation period: Year: ________________

Evaluator: ______________________________

End of Year: ☐ **EXEMPLARY** ☐ **STRONG** ☐ **DEVELOPING** ☐ **UNSATISFACTORY: BELOW EXPECTATIONS**
End of Year Evaluator Comments:
End of Year Next Steps:

EDUCATION FOR CHANGE
ADMINISTRATOR EVALUATION

Evaluatee: ______________________________ Evaluation period: Year: ______________

Evaluator: ______________________________

ADMINISTRATOR EVALUATION RUBRIC

INSTRUCTIONAL PROGRAM MANAGEMENT Manages instructional programs to drive student achievement			
Exemplary	**Strong**	**Developing**	**Unsatisfactory: Below Expectations**
☐ Demonstrates consistent commitment to curricular improvement by implementing innovative, research-based instructional programs in collaboration with network and service providers.	☐ Strong commitment to curricular improvement by implementing innovative, research-based instructional programs. Demonstrated willingness to collaborate with network and service providers.	☐ Articulates, but may not consistently demonstrate commitment to the improvement of curricula and instructional programs.	☐ Demonstrates little to no enhancement or improvement in curricula and instructional programs at site.
☐ Aligns all possible resources (professional development, coaching, administrator time, interventions, outside providers, etc.) to achieve effective implementation of high priority instructional practices. Support for staff is appropriately differentiated so that all staff are growing within their zone of proximal development.	☐ Aligns professional development, coaching, and administrator time (eg. data collection and feedback) to achieve effective implementation of high priority instructional practices.	☐ Mostly aligns professional development, coaching, and administrator time (eg. data collection and feedback), or there is inconsistent implementation of high priority instructional practices.	☐ Rarely aligns professional development, coaching, and administrator time (eg. data collection and feedback); there is little evidence of implementation of high priority instructional practices.
☐ Understands and is able to articulate complexities with standards, assessment, student performance requirements. Demonstrates ability to build capacity of others in this area.	☐ Demonstrates fluency with standards, curriculum, assessments, student performance requirements for all subjects and grade levels in the school.	☐ Demonstrates familiarity with standards, curriculum, assessments, student performance requirements for most subjects and grade levels in the school.	☐ Unaware of, ignores, or disregards standards, curriculum, assessments and student performance requirements.
☐ Emphasizes and ensures that all staff develop capacity to use benchmark assessments to inform instructional priorities.	☐ Regularly and effectively uses benchmark assessments to inform instructional priorities.	☐ Frequently uses benchmark assessments to inform instructional priorities, or does so regularly but outcome is inconsistent.	☐ Benchmark assessments rarely inform instructional priorities.
☐ Institutionalizes use of standards throughout the school through a wide variety of methods, including examination/sharing of student work, backwards mapping, and ongoing discourse regarding standards mastery.	☐ Institutionalizes use of standards throughout the school using limited but effective methods.	☐ Use of standards is not consistently institutionalized throughout the school, or methods are limited in their effectiveness.	☐ Little evidence of institutionalization of use of standards.
☐ Supports systematic use of multiple intervention strategies/supports to close gaps and meet needs of all students. Continually assesses effectiveness, fosters staff sharing of knowledge and skills.	☐ Supports systematic use of multiple intervention strategies/supports to close gaps and meet needs of all students. Occasionally assesses effectiveness.	☐ Supports use of strategies to close gaps and meet needs of some students, but may not be systematic in approach or regularly assess for effectiveness.	☐ Rarely uses strategies to close gaps and meet needs of struggling students, or does not assess for effectiveness.
Overall Score for Instructional Program Management:			
Mid Year: ☐ **EXEMPLARY**	☐ **STRONG**	☐ **DEVELOPING**	☐ **UNSATISFACTORY: BELOW EXPECTATIONS**
Mid Year Evaluator Comments:			
Mid Year Next Steps:			

EDUCATION FOR CHANGE
ADMINISTRATOR EVALUATION

Evaluatee: ______________________________ Evaluation period: Year: ____________________

Evaluator: ______________________________

End of Year: ☐ **EXEMPLARY**	☐ **STRONG**	☐ **DEVELOPING**	☐ **UNSATISFACTORY: BELOW EXPECTATIONS**
End of Year Evaluator Comments:			
End of Year Next Steps:			

EDUCATION FOR CHANGE
ADMINISTRATOR EVALUATION

Evaluatee: ______________________________________ Evaluation period: Year: ____________________

Evaluator: ______________________________________

ADMINISTRATOR EVALUATION RUBRIC

HUMAN RESOURCES MANAGEMENT Optimal management of staff including appropriate resourcing. Uses supervision and evaluation to promote high performance by teachers and staff.			
Exemplary	**Solid**	**Developing**	**Unsatisfactory: Below Expectations**
☐ Strong systems are consistently implemented to ensure that high quality staff are recruited, selected, and retained. Relevant stakeholders are always meaningfully engaged in the process.	☐ Strong systems are consistently implemented to ensure that high quality staff are recruited, selected, and retained. Relevant stakeholders are frequently engaged in the process.	☐ There is inconsistent implementation of systems for recruitment, selection, and retention of high quality staff, or relevant stakeholders are only occasionally engaged in the process.	☐ There are weak or no systems in place for recruitment, selection, and retention of high quality staff.
☐ Routinely identifies, recruits, and develops emerging leaders from across the school.	☐ Identifies emerging leaders and recruits but has provided limited professional growth development.	☐ Relies on a few individuals to share expectations, ownership, and responsibility for the school. Focuses on a few individuals and mentors them as emerging leaders.	☐ Relies solely on self to maintain expectations and take responsibility for the school. Does not actively seek or develop emerging leaders.
☐ Has system that uses a variety of data and feedback including formal and informal observations; actively coaches staff for improvement. Consistently identifies the highest leverage next steps to move a teacher's practice, as evidence by steady growth in teacher practice.	☐ Has system that uses variety of data and feedback including formal and informal observations; actively coaches staff for improvement. Consistently identifies next steps to move a teacher's practice; these steps are frequently the highest leverage next steps and often result in changes in teacher practice.	☐ Implements some systems that use a variety of data and feedback including formal and informal observations; actively coaches most staff for improvement. Inconsistently identifies next steps to move a teacher's practice; these steps are sometimes the highest leverage next steps and at times result in changes in teacher practice.	☐ Implements few systems that use a variety of data and feedback including formal and informal observations; actively coaches an inadequate number staff for improvement. Rarely identifies next steps to move a teacher's practice; these steps are rarely the highest leverage next steps and do not often result in changes in teacher practice.
☐ Regularly documents teaching or coaching and operations staff performance in compliant, evidence-based writing, including all required evaluations. Identifies strengths and provides prescriptions for improvement; consistently aligns resources to provide appropriate support.	☐ Regularly documents teaching or coaching and operations staff performance in compliant, evidence-based writing, including all required evaluations. Identifies strengths and provides prescriptions for improvement; frequently aligns resources to provide appropriate support.	☐ Usually documents performance w/evidence-based writing; identifies strengths and areas for development.	☐ Rarely documents performance w/ evidence-based writing and/or does not consistently identify strengths and areas for development.
☐ Makes difficult decisions and deals with challenging circumstances when staff is not meeting expectations. Communicates effectively and proactively with staff when making these decisions. Follows EFC process effectively. Effectively manages staff culture during this process.	☐ Makes difficult decisions and deals with challenging circumstances when staff is not meeting expectations. Follows EFC process effectively.	☐ Sometimes makes difficult decisions and deals with challenging circumstances when staff is not meeting expectations and/or sometimes does not follow EFC process effectively.	☐ Avoids making difficult decisions and dealing with challenging circumstances related to staff performance. Does not follow EFC procedure effectively.
☐ Creates encouraging environment where staff are able to take risks in their learning. Develops reflective, mutually supportive environment in which faculty make practice public, and in which staff are improve their practice as a community and as individuals. There is a strong sense of mutual accountability among all staff.	☐ Creates encouraging environment where staff are able to take risks in their learning. Develops reflective, mutually supportive environment in which faculty make practice public, and in which staff are improve their practice as a community and as individuals.	☐ Creates opportunities for staff to take risks in their learning and collaborate, but participation and depth is uneven. Develops a school community in which members reflect individually but rarely collectively.	☐ Rarely creates opportunities for staff to take risks in their learning and collaborate. Rarely creates opportunities for reflection.
☐ Creates an environment where ethnic,	☐Creates an environment where ethnic,	☐ Works towards valuing and achieving	☐ Does not identify diversity as an

Evaluatee: ______________________________ Evaluation period: Year: ________________

Evaluator: ______________________________

cultural and other forms of diversity are valued; creates systems for recurring open, honest discussion despite diverse differences; works jointly with staff to integrate multiple points of view in decision-making.	cultural and other forms of diversity are valued; solicits and integrates multiple points of view.	diversity within the staff; encourages multiple points of view.	asset or priority. Suppresses other points of view and discourages disagreement or divergent thinking.
Overall Score for Human Resources Management:			
Mid Year: ☐ **EXEMPLARY**	☐ **STRONG**	☐ **DEVELOPING**	☐ **UNSATISFACTORY: BELOW EXPECTATIONS**
Mid Year Evaluator Comments:			
Mid Year Next Steps:			
End of Year: ☐ **EXEMPLARY**	☐ **STRONG**	☐ **DEVELOPING**	☐ **UNSATISFACTORY: BELOW EXPECTATIONS**
End of Year Evaluator Comments:			
End of Year Next Steps:			

EDUCATION FOR CHANGE
ADMINISTRATOR EVALUATION

Evaluatee: ______________________________________ Evaluation period: Year: ____________________

Evaluator: ______________________________________

ADMINISTRATOR EVALUATION RUBRIC

FINANCIAL AND RESOURCE MANAGEMENT Optimizes and aligns school resources and finances according to Site Plan goals and objectives. Utilizes material resources to ensure optimal learning environment.			
Exemplary	**Strong**	**Developing**	**Unsatisfactory: Below Expectations**
☐ Effectively identifies, secures, and utilizes organization and external resources to meet student achievement objectives and core school functions as outlined in the Site Plan.	☐ Aligns budgetary resources to meet student achievement objectives and core school functions as outlined in the Site Plan.	☐ Generally successful in aligning budgetary resources but may fall short occasionally.	☐ Does not focus budgetary resources towards student achievement objectives.
☐ Evaluates resource needs in advance and is able to anticipate and effectively address gaps. Effectively solicits and incorporates stakeholder input during this process.	☐ Evaluates resource needs in advance and is able to anticipate and effectively address gaps. Makes attempts to solicit and incorporate stakeholder input during this process.	☐ Evaluates resource needs but doesn't address gaps consistently.	☐ Does not gather necessary resources or services to support school. Gaps are unidentified or unaddressed.
☐ Effectively manages partnerships in order to meet student achievement objectives and core school functions as outlined in the Site Plan. Ensures that partnership services complement each other and that partners collaborate across organizations.	☐ Effectively manages partnerships in order to meet student achievement objectives and core school functions as outlined in the Site Plan.	☐ Attempts to manage partnerships; partner services inconsistently meet the school's student achievement objectives and core school functions as outlined in the Site Plan.	☐ Spends excessive time managing operations in an inefficient manner. Allows service needs and gaps to remain unnoticed and/or unresolved. Partnership only results in partner's goals being met; school needs are not effectively addressed.
Overall Score for Financial and Resource Management:			

Mid Year: ☐ **EXEMPLARY**	☐ **STRONG**	☐ **DEVELOPING**	☐ **UNSATISFACTORY: BELOW EXPECTATIONS**
Mid Year Evaluator Comments:			
Mid Year Next Steps:			
End of Year: ☐ **EXEMPLARY**	☐ **STRONG**	☐ **DEVELOPING**	☐ **UNSATISFACTORY: BELOW EXPECTATIONS**
End of Year Evaluator Comments:			
End of Year Next Steps:			

EDUCATION FOR CHANGE
ADMINISTRATOR EVALUATION

Evaluatee: ______________________________________ Evaluation period: Year: ____________________

Evaluator: ______________________________________

ADMINISTRATOR EVALUATION RUBRIC

STAKEHOLDER ENGAGEMENT AND COMMUNICATIONS Works effectively with and engages all stakeholders. Builds a respectful culture that emphasizes high expectations for all members of the school community.			
Exemplary	**Strong**	**Developing**	**Unsatisfactory: Below Expectations**
☐ Implements systems and structures that provide an opportunity to surface and address issues that are important to families and the community. Family and community needs are consistently and effectively addressed.	☐ Effectively implements systems and structures that provide an opportunity to address issues that are important to families and the community. Family and community needs are mostly addressed.	☐ Generally tries to respond to family and community questions and concerns. Response may sometimes be inadequate or not very visible.	☐ Does not reach out to families or the community or address their concerns.
☐ Implements systems and structures that provide an opportunity to surface and address issues that are important to students. Student needs are consistently and effectively addressed.	☐ Effectively implements systems and structures that provide an opportunity to address issues that are important to students. Student needs are mostly addressed.	☐ Generally tries to respond to student questions and concerns. Response may sometimes be inadequate or not very visible.	☐ Does not reach out to students or address their concerns.
☐ Implements systems and structures that provide an opportunity to surface and address issues that are important to staff. Staff needs are consistently and effectively addressed.	☐ Effectively implements systems and structures that provide an opportunity to address issues that are important to staff. Staff needs are mostly addressed.	☐ Generally tries to respond to staff questions and concerns. Response may sometimes be inadequate or not very visible.	☐ Does not reach out to staff or address their concerns.
☐ Creates multiple opportunities and means for the school to connect families and the community to student learning. Provides opportunities for parents to develop deep understanding of achievement data, curriculum, and instruction.	☐ Creates some opportunities and means for the school to connect families and the community to student learning. Provides opportunities for parents to develop deep understanding of achievement data, curriculum, and instruction.	☐ Creates few opportunities and means for the school to connect families and the community to student learning. Provides opportunities for parents to develop very basic understanding of achievement data, curriculum, and instruction.	☐ Does not build productive, strong community relationships focused on student achievement. Does not provide substantive opportunities for parents/ caregivers to learn about student achievement, curriculum or instruction.
☐ Facilitates Family Leadership Council to identify and effectively act on strategic goals related to the five types of EFC family involvement: Parents' interest in their children's work; Parents making decisions regarding their children; Parents advocating for their children; Parents participating in the life of the school; and Parents exercising political power. Has a clear action plan and progress monitors continually in order to adjust course. The greater community is informed of the goals and actions taken, and has opportunities to give input.	☐ Facilitates Family Leadership Council to identify and effectively act on strategic goals related to the five types of EFC family involvement: Parents' interest in their children's work; Parents making decisions regarding their children; Parents advocating for their children; Parents participating in the life of the school; and Parents exercising political power. Has a clear action plan and progress monitors continually in order to adjust course.	☐ Attempts to facilitate Family Leadership Council to identify and act on strategic goals related to the five types of EFC family involvement: Parents' interest in their children's work; Parents making decisions regarding their children; Parents advocating for their children; Parents participating in the life of the school; and Parents exercising political power. Goals might not consistently be high leverage, may address inadequate types of family involvement, and/or actions may not be sufficiently effective.	☐ Limited evidence of or ineffective facilitation of Family Leadership. There is a lack of clear goals and/or a lack of alignment with larger school goals. Action steps are unclear and/or ineffective.
☐ Anticipates varying needs and assets of students, families, staff, and the community; proactively plans for and addresses challenges before they arise.	☐ Assesses the needs and assets of students, families, staff, and the community. In some cases proactively plans for and addresses challenges before they arise.	☐ Inconsistently assesses the needs and assets of students, families, staff, and the community and/or response plan is not consistently effective.	☐ Rarely assesses the needs and assets of students, families, staff, and the community and/or response plan is rarely effective.
☐ Understands constituent needs in order	☐ Provides information in an appropriate,	☐ Provides information, but sometimes	☐ Rarely provides information in an

Evaluatee: ______________________________ Evaluation period: Year: ________________

Evaluator: ______________________________

to provide information in an appropriate, clear, and timely way through a variety of media.	clear and timely way.	does not match the media to the message and sometimes gives late or short notice.	appropriate, clear and timely way.
☐ Has clear boundaries for student and family behaviors and has consistent systems to reinforce infractions. Consistently communicates boundaries and rationale.		☐ Establishes boundaries for student and staff behaviors, but may inconsistently communicate those boundaries and/or apply systems to reinforce desired behaviors.	☐ Has not established boundaries for behavior. Students and/or staff do not agree when asked to articulate boundaries.
Overall Score for Stakeholder Engagement and Communications			
Mid Year: ☐ **EXEMPLARY**	☐ **STRONG**	☐ **DEVELOPING**	☐ **UNSATISFACTORY: BELOW EXPECTATIONS**
Mid Year Evaluator Comments:			
Mid Year Next Steps:			
End of Year: ☐ **EXEMPLARY**	☐ **STRONG**	☐ **DEVELOPING**	☐ **UNSATISFACTORY: BELOW EXPECTATIONS**
End of Year Evaluator Comments:			
End of Year Next Steps:			

Evaluatee: ________________________________ Evaluation period: Year: ________________

Evaluator: ________________________________

EVALUATION GOALS AND TARGETS SIGN-OFF FORM

Objective	Signature – Evaluatee	Signature – Evaluator	Date of agreement
I. Evaluatee and evaluator agree on 2 Key Performance Indicator targets.	______________________	______________________	________________
II. Evaluatee and evaluator agree on 3 professional goals aligned with the EFC Administrator Evaluation Rubric.	______________________	______________________	________________

EDUCATION FOR CHANGE
ADMINISTRATOR EVALUATION

Evaluatee: ______________________________________ Evaluation period: Year: ____________________

Evaluator: ______________________________________

MID-YEAR EVALUATION SUMMARY FORM

Instructional Leadership Performance Evaluation (ILPA) (30%) **Point TOTAL:**	☐ Exemplary	☐ Strong	☐ Developing	☐ Unsatisfactory: Below Expectations
Professional Growth Goals (30%) **Point TOTAL:**	☐ Exemplary	☐ Strong	☐ Developing	☐ Unsatisfactory: Below Expectations
EFC Administrator Evaluation Rubric (40%) **Point TOTAL:**	☐ Exemplary	☐ Strong	☐ Developing	☐ Unsatisfactory: Below Expectations
Mid-year Overall Rating **Point TOTAL:**	☐ **Exemplary**	☐ **Strong**	☐ **Developing**	☐ **Unsatisfactory: Below Expectations**
Evaluator Comments: **Next Steps:**				

SUMMATIVE RATING SCALE (on a 100-point scale):

Exemplary: 90-100 points
Strong: 75-89 points
Developing: 60-74 points
Unsatisfactory, below expectations: 0-59 points OR receives less than 60% of points for ANY component described above.

Employee signature:____ Date: ________________

Evaluator signature: ____ Date: ________________

EDUCATION FOR CHANGE
ADMINISTRATOR EVALUATION

Evaluatee: ____________________________________ Evaluation period: Year: ___________________

Evaluator: ____________________________________

END OF YEAR EVALUATION SUMMARY FORM

School-wide KPI Targets (20%) **Point TOTAL:**	☐ Exemplary	☐ Strong	☐ Developing	☐ Unsatisfactory: Below Expectations
Instructional Leadership Performance Evaluation (ILPA) (20%) **Point TOTAL:**	☐ Exemplary	☐ Strong	☐ Developing	☐ Unsatisfactory: Below Expectations
Professional Growth Goals (20%) **Point TOTAL:**	☐ Exemplary	☐ Strong	☐ Developing	☐ Unsatisfactory: Below Expectations
EFC Administrator Evaluation Rubric (20%) **Point TOTAL:**	☐ Exemplary	☐ Strong	☐ Developing	☐ Unsatisfactory: Below Expectations
360 Degree Feedback (20%) **Point TOTAL:**	☐ Exemplary	☐ Strong	☐ Developing	☐ Unsatisfactory: Below Expectations
End of Year Overall Rating **Point TOTAL:**	☐ **Exemplary**	☐ **Strong**	☐ **Developing**	☐ **Unsatisfactory: Below Expectations**
Evaluator Comments: **Next Steps:**				

SUMMATIVE RATING SCALE (on a 100-point scale):

Exemplary: 90-100 points
Strong: 75-89 points
Developing: 60-74 points
Unsatisfactory, below expectations: 0-59 points OR receives less than 60% of points for ANY component described above.

Employee signature:____ Date: ______________
Signature indicates receipt of performance review, not agreement or disagreement.

Evaluator signature: ____ Date: ______________

EFC Principal 360 Survey

Welcome to the EFC Principal 360 Survey! Your feedback will help your principal strengthen his/her leadership practices. We appreciate that you are taking the time to share your feedback with us.

* Required

1. **Please select your role at the site.** *

   Mark only one oval.

   - Teacher
   - Non-teaching staff (operations staff, administrators, coaches, etc.)

2. **Please indicate the number of years you have worked at this site.** *

   Mark only one oval.

   - 0-4
   - 5 or more

Relationships

3. **Please mark the degree to which you agree with each statement.** *

   Mark only one oval per row.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My principal seems to care about me as a person.					
My principal communicates with me in a respectful and professional manner.					
My principal makes a concerted effort to build a trusting relationship with me.					

4. **Optional: Please comment on any of your responses in the Relationships section.**

Communication

5. **Please mark the degree to which you agree with each statement.** *
Mark only one oval per row.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I know what my principal expects of me at work.					
My principal communicates school policies clearly.					
My principal clearly communicates the school's vision.					
My principal clearly articulates how we will make the vision a reality.					
My principal clearly articulates how decisions are made, and the rationale for those decisions.					
My principal constantly feeds the team with information, and makes it easily accessible.					

6. **Optional: Please comment on any of your responses in the Communication section.**

Responsiveness

7. **Please mark the degree to which you agree with each statement.** *
Mark only one oval per row.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I need to meet with my principal, I am able to meet with him/her in a timely manner.					
When I email/text/call my principal, I receive a timely response.					

8. **Please mark the degree to which you agree with each statement.** *
Mark only one oval per row.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
When I communicate a problem or need to my principal, s/he makes a strong effort to address the problem or need.						
In the above situation (when I communicate a problem or need), my principal follows up with communication regarding next steps and/or progress in resolving the situation.						
In the above situation (when I communicate a problem or need), my principal follows through on the identified action steps.						

9. **Please mark the degree to which you agree with each statement.** *
Mark only one oval per row.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I have opportunities to give input on key site decisions.					
When I give input on site decisions, my opinions seem to count.					

10. **Optional: Please comment on any of your responses in the Responsiveness section.**

Leadership

11. **Please mark the degree to which you agree with each statement.** *
Mark only one oval per row.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My principal actively promotes ownership, responsibility, and personal accountability in the way that s/he involves staff in key initiatives and decisions in the team.					
My principal fosters diversity of viewpoints and experience, using difference to focus and foster clarity and understanding.					
My principal encourages me to try out new, innovative ways to do my work.					
My principal and my assistant principal work effectively as a leadership team.					

Supervision

If your principal is your evaluator, you will complete the Supervision section on the next page. If your principal is NOT your evaluator, you will skip to the General Feedback section.

12. **Is your principal your evaluator?** *
Mark only one oval.

- Yes *Skip to question 13.*
- No *Skip to question 15.*

Supervision, continued

13. **On average, how frequently does your principal observe you, coach you, and/or give feedback on your performance?** *
Mark only one oval.

- At least once a week
- Every other week
- Once a month
- Less than once a month

14. **Please mark the degree to which you agree with each statement.** *
Mark only one oval per row.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My principal's feedback is clear and direct.					
My principal's feedback is evidence-based.					
My principal engages me in a reflective process that builds my capacity to recognize my own strengths, areas for growth, and concrete next steps to strengthen my instruction.					
The activities/conversations I have engaged in with my principal have supported my professional growth.					

General Feedback

15. **The things my principal has done that are most helpful are…**

16. **The things my principal has done that are least helpful are…**

17. **Specific suggestions I have for my principal are:**

18. **Other comments:**

Survey Complete

Thank you for completing the EFC Principal 360 Survey!

Step 3: Conferencing (30-40 minutes)

Conference Video:

The conference will be video recorded.
Please place video camera close enough that we can hear and see both participants.
Please do not edit the video.
If you need to compress the video to get it on the thumb drive, consider using Handbrake or similar solutions.

Step 4: Post Conference Reflection

Complete right hand column in table in step 2

TNTP Core Classroom Walk-Through Tool

The TNTP Core Walk-Through Tool is a companion to the full TNTP Core Teaching Rubric and is aligned to the same vital performance areas. This tool can be used alone to guide peer-to-peer feedback, personal reflection and non-evaluative coaching. Observers who have experience with the TNTP Core Teaching Rubric may also use the Walk-Through Tool as a note-taking and feedback resource for all classroom observations.

When you visit a classroom, ask yourself the four Essential Questions and record your notes and/or evidence in the box below. A solid "yes" to an Essential Question merits at least a "4" rating.

1. Ineffective (Year 1: Entering)	2. Emerging	3. Developing	4. Proficient	5. Skillful

1. Are all students engaged in the work of the lesson from start to finish?

RATING: _____

2. Are all students working with content aligned to the appropriate standards for their subject and grade?

RATING: _____

What did you see students doing, reading and working with? What work do the grade-level standards call for?

3. Are all students responsible for doing the thinking in this classroom?

RATING: _____

4. Do all students demonstrate that they are learning?

RATING: _____

Follow-up Questions

What's keeping you from answering 'yes' to all four Essential Questions above?

What specific skill or technique will you and the teacher practice and develop over the next cycle?

	Observation Information					EFC TNTP Core Teaching Rubric Domains								Composite Rating for Observation(s)	What's keeping you from answering 'yes' to all four Essential Questions?	What specific skill or technique will you and the teacher practice and develop over the next cycle?	Optional: Paste links to videos, student work, etc.
						Culture of Learning		Essential Content		Academic Ownership		Demonstration of Learning					
MOY?	Type of Observation	Observer	Date	Time	Content Area	Rating	Observation Data/ Questions	Rating	Observation Data/ Questions	Rating	Observation Data/ Questions	Rating	Observation Data/ Questions				
Y																	
Y																	
Y																	
	Composite Score (MOY)																
	Composite Score (EOY)																

Key		
Observation Rating	**Effectiveness Level**	**Composite Score Range**
5	Skillful	4.7 - 5.0
4	Proficient	3.7 - 4.6
3	Developing	2.7 - 3.6
2	Emerging	1.7 - 2.6
1	Entering (Year 1)/Ineffective (Year 2+)*	1.0 - 1.6

*Note: "Year" denotes years in the teaching profession.

Midyear Evaluation Summary:

TNTP Rubric Domain	Composite Score	Effectiveness Level	Evaluator Comments	Next Steps
Culture of Learning				
Essential Content				
Academic Ownership				
Demonstration of Learning				
TNTP Rubric Summary				
Tripod Student Perception Survey				
Overall Evaluation Summary	0			

______________________________	________	_______________________	________
Teacher Signature	**Date**	**Administrator Signature**	**Date**

Note: Signature indicates receipt of Evaluation Summary, not agreement or disagreement.

Effectiveness Level Key		
Effectiveness Level	**Composite Score Range**	**Tripod Score Range**
Skillful	4.7 - 5.0	>=360
Proficient	3.7 - 4.6	320-358
Developing	2.7 - 3.6	282-318
Emerging	1.7 - 2.6	242-280
Entering (Year 1)/ Ineffective (Year 2+)*	1.0 - 1.6	<=240

Weight	
TNTP Rubric Observation Composite Score	80%
Tripod Student Perception Survey Composite Score	20%

End of Year Evaluation Summary:

TNTP Rubric Domain	Composite Score	Effectiveness Level	Evaluator Comments	Next Steps
Culture of Learning				
Essential Content				
Academic Ownership				
Demonstration of Learning				
TNTP Rubric Summary				
Tripod Student Perception Survey*				
Overall Evaluation Summary	0			

Teacher Signature	Date	Administrator Signature	Date
______________________________	_________	_______________________	_________

Note: Signature indicates receipt of Evaluation Summary, not agreement or disagreement.

Effectiveness Level Key		
Effectiveness Level	**Composite Score Range**	**Tripod Score Range**
Skillful	4.7 - 5.0	>=360
Proficient	3.7 - 4.6	320-358
Developing	2.7 - 3.6	282-318
Emerging	1.7 - 2.6	242-280
Entering (Year 1)/ Ineffective (Year 2+)*	1.0 - 1.6	<=240

Weight	
TNTP Rubric Observation Composite Score	80%
Tripod Student Perception Survey Composite Score	20%

***NOTE: For the End of Year evaluation, please enter the higher of the two (Fall & Spring) Tripod Student Perception Survey Composite Scores.**

Education *for* Change
Public Schools

Employee Handbook

2016-17

Table of Contents

I. WHO WE ARE

Introduction

As an Education for Change ("EFC") employee, you are an integral member of our team. Your dedication and commitment are the primary ingredients of our success as an organization and of the success of our students. We trust that you will find your employment with EFC to be both challenging and rewarding.

EFC recognizes that our strength as an organization lies in the quality of our employees and our ability to work together as a team to achieve our shared mission. We believe that each individual makes a profound and positive difference, not only in shaping the lives of our students, but also in contributing to the effectiveness of our Leadership Team. Toward this end, we encourage you to engage in open communication with the Leadership Team about any aspect of your employment with EFC.

Education for Change's History

Education for Change Public Schools ("EFC") was born in 2005 through a strategic partnership between the Oakland Unified School District and the education reform community. It was originally designed to become a charter management organization that would focus on converting existing OUSD Program Improvement schools to charter schools to provide the flexibilities and agilities of charter law to existing district public schools.

The designers of EFCPS operated under the belief that a laser-like focus on aligning curriculum implementation and improving instruction in Mathematics and English Language Arts was the most critical lever for improving student outcomes. EFC initially started with two schools, Achieve and Cox; over seven years, that laser-like focus translated into enormous gains with Achieve and Cox achieving API gains of over 200 points on the former state assessment (California State Test).

In 2012, Lazear Charter Academy, ASCEND, and Learning Without Limits, formerly OUSD schools, converted to become neighborhood charter schools as part of Education for Change. That same year, the EFC board passed a strategic plan to transition EFC from a K-5 school turnaround charter management organization to a preK-12 neighborhood transformation CMO. In 2014, as a response to community demand for a quality middle school, EFC developed its first brand new school, Epic Middle School, a Next Generation Learning Challenge school.

EFC's schools are heavily concentrated in two target neighborhoods – the Fruitvale and Elmhurst. EFC is currently the largest K-8 public school operator in the Fruitvale and serves over 3,000 TK-8 students in six schools throughout the Fruitvale and Elmhurst neighborhoods. We are committed to, over time, transforming the neighborhood by using educational opportunity and outcomes to empower the families and their children. In the short term, we will measure our impact through student outcomes, but over time, our impact will be measured by how many children in our target neighborhoods graduate from college.

Our Governance Structure

EFC is a California Non-Profit Public Benefit Corporation, and is a tax-exempt 501(c)(3) organization. All EFC schools operate as part of this single organization and all EFC employees are employees of this single non-profit corporation. While local school boards approve our charters, neither they nor the local school districts direct EFC's internal operating policies and procedures. EFC has the freedom to establish its own policies and procedures, as long as they comply with the EFC charters and applicable state and federal law.

The leader(s) of each school are the school Principal(s) and the entire school staff reports to the Principal(s). The principal, in turn, reports to the Chief Executive Officer of Education for Change or their designee. Each principal will work with and receive guidance on local issues from the Home Office, Parent Liaison, and the Parent Leadership Council, which include parents and community members

The EFC Board of Directors is responsible for governing the organization. The Trustees each have a personal fiduciary duty to look out for the long-term well-being of EFC. The Board is responsible for dealing with the strategic policies that affect the organization, as well as approving budgets, policies, and other important decisions. The Board is composed of a broad cross-section of the school community, the community-at-large, and professionals and community leaders.

Role of the EFC Home Office

The EFC Home Office provides support and assistance to each school, and helps disseminate EFC's values, programs, norms, and high standards. The Home Office focuses on:

- Facilitating learning across the community based on best practices, site innovation and research.
- Guiding school development, negotiating school district relationships, and building community partnerships.
- Providing centralized services and support, including professional development, curriculum development, financial management, enrollment-outreach, fundraising, human resources, recruiting, payroll, facilities development, government compliance, technology planning, and purchasing.

EFC combines Home Office coordination and oversight with significant school authority. Centralized functions have economies of scale and support our educational mission by enabling principals, teachers and school staff to focus on teaching, students and learning. The goal of the Home Office is to provide services to the schools far in excess of what a stand-alone charter school would be able to afford or acquire on its own.

Charter Schools Background

Charter schools are independent public schools with rigorous curriculum programs and unique educational approaches. In exchange for operational freedom and flexibility, charter schools are subject to higher levels of accountability than traditional public schools. Charter schools, which are tuition-free and open to all students, aim to offer quality and choice in the public education system. Charter schools can design their own innovative curriculum, hire their own staff, and control their own budget. They are publicly funded like other public schools.

When lawmakers passed the Charter Schools Act of 1992, California became the second state in the country (after Minnesota) to enact charter school legislation. The intent was to allow groups of educators, community members, parents, or others to create an alternative type of public school.

A charter school is generally exempt from most laws governing school districts, except where specifically noted in the law. For example, California public charter schools are required to participate in the statewide testing program. The law also requires that a public charter school be nonsectarian in its programs, admission policies, employment practices, and all other operations, and it prohibits the conversion of a private school to a charter school. Public charter schools may not charge tuition and may not discriminate against any person on the basis of ethnicity, national origin, gender, or disability.

The "charter" establishing each such school is a contract detailing the school's mission, program, goals, students served, methods of assessment, and ways to measure success. In California, charters are granted for five years. At the end of the term, the entity granting the charter ("authorizer") may renew the school's contract. EFC has schools authorized by both the Oakland Unified School District and the Alameda County of Education. Charter schools are accountable to their authorizer, and to the students and families they serve, to produce positive academic results and adhere to the charter contract.

For additional information on charter schools, please visit the following websites:

- California Charter School Association: www.charterassociation.org
- California Department of Education Charter Schools Home Page: www.cde.ca.gov/sp/cs/
- US Charter Schools: www.uscharterschools.org
- Charter Schools Development Center: www.cacharterschools.org
- US Department of Education Charter Schools Program: www.ed.gov/programs/charter/index.html

II. THE EDUCATION FOR CHANGE WAY

Our Mission

The mission of Education for Change is to provide a superior public education to Oakland's most underserved children by creating a system of public schools that relentlessly focuses on our students' academic achievement. We believe that high quality instruction, and its continuous refinement, will lead to success for our students. When our students succeed, they will be prepared to make thoughtful and informed choices that will set them on a path for a successful life.

Our Values

At EFC, our values are the foundation for our organization. Just as we believe every adult within a school must be aligned around a common purpose and a shared set of goals to be successful, we also believe that our organization must be similarly aligned. Through a shared set of values, we will build one community of adults across multiple schools who share a common purpose. Our values are:

We collaborate. We are a team. We plan together, observe and analyze each other's work, collaborate with our coaches, and site leaders, partner with our families, and together make decisions about our programming.

We are a learning organization. We approach our practice with an inquiry stance and a growth mindset; we analyze, innovate, and iterate every day so that we continually improve. We believe in coaching and developing people at every level of experience, at every level of the organization.

We are solution-oriented. We approach every challenge with a problem-solving orientation. We listen to and encourage each other. We are resilient in the face of adversity.

We are accountable. Our mission is to provide a superior public education to Oakland's most underserved children. We assume personal accountability for student growth we analyze multiple form data, and that analysis drives our instruction.

We are student-focused. We form close relationships, utilize personalized learning, differentiate instruction, make learning culturally relevant, engage families, and provide individualized interventions to meet the needs of every child.

We listen. We are a small, responsive organization that values students, family, and employee voice and input.

We are rooted in community. Ours is a place-based strategy that works deeply with neighborhood leaders and partners to serve our children. We understand that the cultures, values, traditions, and assets that our families bring must be leveraged and honored to reach our children.

What Makes EFC Unique

EFC is an organization filled with passionate, thoughtful and driven leaders who stand together committed to excellent educational outcomes and equitable educational opportunities for every child in Oakland. There are a few aspects of EFC that make us unique:

Diverse Portfolio of Schools

- No strict academic model
- Schools have instructional programs unique to their site but adhere to EFC non-negotiables
- Flexibility facilitates and encourages innovation across the schools

Committed to Serving ALL Children

- Comprehensive system of academic, socioemotional, and behavioral interventions leveraging a nationally-recognized partnership with Seneca
- Neighborhood schools serving neighborhood children and families
- Powerful Special Education model that serves a diverse range of disabilities

- Personalizing learning to ensure every child receives what they need and they are empowered and meta-cognitive as learners

Neighborhood Transformation

- Place-based strategy that builds powerful preK-12 neighborhood pipelines that ultimately have the ability to transform neighborhoods
- Engage and empower parents as community leaders and partners to accelerate student learning and neighborhood transformation

Our Board, our leadership, and our stakeholders have come together around a strategic plan to grow from a K-5 network of schools to a preK-12 pipeline to college by rethinking our educational approach to personalize learning and accelerate academic outcomes; offering a diverse portfolio of school options to families in the neighborhoods we serve; and ensuring every EFC school is preparing ALL children to access and succeed in college and life.

EFC Non-negotiables

The EFC non-negotiables define what all sites are required to implement and the programmatic features that ultimately define the EFC culture. These non-negotiables are a result of strategic planning work and input from all staff.

EFC Non-negotiables

Coherent Instructional Model	Strong Teacher Development	Supporting the Whole Child
● Coherent, research-based, standards-aligned instructional model ● EFC standards-aligned benchmarks ● Grade-level coherence: instructional goals, content, instructional strategies, pacing ● Structures that support high levels of student engagement ● Rigor – higher levels of Bloom's taxonomy	● Structures that enable coaching, modeling, training, feedback ● Data-based inquiry ● Grade-level collaboration ● Teacher leadership/decision- making structure ● Appropriate levels of teacher planning time built into schedule	● Family leadership council ● RTI – research-based interventions at every tier ● School-wide culture policy with clearly communicated values and expectations and an aligned curriculum ● Structures and practices to promote physically healthy kids

School-Level Site Planning

Every year, each school must engage community and staff stakeholders to develop their site plan. Each school has the opportunity to refine their instructional programming within the parameters of the EFC non-negotiables, their specific charter, and their budget. Specific areas where staff members have input are:

Instructional Framework

Each school develops an Instructional Framework that outlines the school's vision for their instructional program in each content area as well as the strategic next steps towards that vision, including a professional development plan, detailed descriptions of the phases of instruction, and assessment plan. The approved instructional framework then drives the base and strategic investments described each year in the site plan.

Staff Feedback and Organization Participation

Employees (both classified and certificated) can apply to be part of the EFC Staff Leadership Council. The employees meet with the CEO once monthly and hear about new ideas and changes for the organization. This gives the CEO an opportunity to talk with employees directly about goals and concerns. It also gives employees an opportunity to express their opinions about issues and concerns and be part of problem solving within the organization. EFC Staff Leadership Council representatives are then expected to report back to the entire site after each meeting to ensure that employees are aware of decisions being made and can give their representatives their perspective. Please contact your Principal if you are interested in being a Staff Leadership Council representative for your site and job classification. Please see job description for further details.

Dine and Delve is another means for Home Office to employee communication link. Employees are invited to explore certain topics in depth and give suggestions for solutions and hear the thinking of the Home Office Team. **Please contact the Home Office if you need more information about Dine and Delve.**

Each grade level, department or circuit has a Grade Level Chair who is responsible for leading and facilitating all grade level meetings and activities. The Grade Level Chair meets regularly with the grade level team about math, language arts, ELD, school functions and reports to the Principal. The Grade Level Chair meets at least monthly with all the Grade Level Chairs as part of the site Instructional Leadership Team. Please contact your Principal if you are interested in serving as your Grade Level Chair. Please see job description for further details.

Budget

Each school develops a school site plan that aligns resources to the goals for the school for the upcoming year. Schools use the instructional program described in the Instructional Framework and their current data analysis to set goals and strategic investments for the upcoming year.

Hiring

Schools are able to hire the qualified teachers they feel will best implement the instructional program at that specific site. EFC feels that it is important for schools to be able to attract and retain the teachers that are passionate about and skilled at implementing the school's instructional model.

Calendar and Scheduling

Schools use the base EFC calendar to create their own school-specific calendar that outlines professional development days, parent conferences, school events, etc. In terms of scheduling, each school creates their own bell schedules that best meet the needs of the families and the instructional program. Both the bell schedule and calendar must ensure compliance with the state expectations for instructional minutes. Scheduling also includes the setting of prep schedules, specials schedules, etc.

Professional Development and Data Analysis

As a cornerstone for all EFC schools, staff professional development will be developed and conducted with the intent of creating collaborative, supportive, continuous learning environments at each school. Just as we encourage our students to achieve through high expectations and by providing the best educational services possible, we look similarly at building this same culture of achievement, support, and quality for our teachers.

The professional development calendar and schedule varies by school and is outlined in the school's Instructional Framework. Each school has some form of professional learning community or inquiry groups as an anchor for teacher professional development.

During the school year, staff development will continue through professional development days, whole staff meetings, and grade level team or department meetings. Additional staff development could include structured dialogues, conferences, workshops, school visits, peer observation and coaching, videotaping in the classroom, collaboration with partner organizations, or involvement in other projects designed to enhance one's professional skill and knowledge.

Data analysis is a critical component of our professional development model. Teachers are expected to analyze their data as part of a grade level process. Together they set goals, design instructional responses to the data, implement those instructional responses, monitor students' progress and then assess whether the grade level has met their goals on the following assessment.

Preparation and Collaborative Planning

Preparation time is time for teachers to prepare for their teaching. This can include cognitively planning lessons, preparing necessary materials, planning instructional responses to data, etc. This also is a time when teachers can meet with parents, schedule pre- and post-observation conferences, meet with colleagues, give student assessments, etc. Actual prep schedules are specific to each school site.

Collaboration time is critical to teacher development. Each school structures and schedules collaboration time based on its instructional model. Teachers are expected to attend the entire grade level meeting/professional learning community meeting/inquiry group meeting and to arrive on time for it. If for any reason, a teacher cannot attend the grade level meeting they must clear it through the Principal and alert the grade level chair that they will not be available.

III. CONDITIONS OF EMPLOYMENT

General Professional Expectations

As a charter and reform-minded community of schools, EFC requires staff roles to be different from some traditional schools. EFC teachers and administrators will, at times, assume and incorporate new roles such as student mentor, activity leader, peer coach, problem solver, and team member. It is important that each staff member be accountable for their actions so that the intricate web of school functions remains intact. A breakdown in any part of this web puts great strain on all members of the school community. The school expects all staff to be professionals. The following professional expectations are the basis for staff to recognize and develop those attitudes and responsibilities necessary to function as a member of EFC. EFC staff will:

- Practice professional and respectful discourse in all communications with each other, students, parents, other community members and school partners. Staff will strive to consider others' points of view when identifying and solving problems. Whenever possible, we should seek to understand before we seek to be understood. Assume good intentions.
- Wear appropriate professional attire. Our professional reputation and atmosphere is maintained, in part, by the image that we present to the students, parents and community.
- Be on time to school, class, meetings and other scheduled events.
- Follow meeting norms, office norms and other agreed-upon norms.
- Model appropriate leadership and respectful behavior at school and all school events.
- Strive to support each other. Staff should go to the source when there is a conflict and use the appropriate and agreed-upon measures for conflict resolution.
- Maintain confidentiality for sensitive and/or confidential issues involving students and other staff.
- Be honest (e.g., in communications and on employment documents and time reports).
- Collaborate to create a positive learning environment for all that is focused on teaching and learning.
- Help maintain a safe work environment, one free of workplace injuries. This includes, among other things, not coming to work under the influence of alcohol or illegal drugs, not possessing firearms or weapons at work, not engaging in physical aggression with any person at work, and not engaging in the willful destruction of property or material.
- Model punctuality and appropriate attendance for students.

EFC takes professional expectations seriously as we want to create a positive place to work and learn.

By accepting employment with Education for Change, you are considered a disaster service worker. In the event of a natural, manmade or war-caused emergency which results in conditions of disaster or extreme peril to life, property and resources, all employees of Education for Change are subject to disaster service activities as assigned to them by their supervisors.

Employment Status

First and Second Year: During the first two years of employment with EFC, employment is on a probationary basis. During this probationary term, the employee may be released from employment without cause if the employee is provided severance in the amount of one (1) month's salary. Annual non-renewal of employment will be on an at-will basis. This means either party may terminate employment at the end of a contract year without advance notice or cause.

Third Year:

During the third complete consecutive year of employment with EFC, the employee shall be offered a fixed-term employment agreement, where formal discipline (suspension without pay or dismissal) during the term of employment may only be for cause as defined herein. Annual nonrenewal of employment will be on an at-will basis. This means either party may terminate employment at the end of a contract year without advance notice or cause.

Fourth Year and Thereafter:

Employees offered a fourth year of consecutive employment or greater shall serve on a fixed term employment agreement where formal discipline (suspension without pay or dismissal) during the term of employment may only be for cause as defined herein. Annual nonrenewal of employment may only occur if the employee's annual final performance evaluation is unsatisfactory and EFC provides notice of non-renewal by May 15 of that school year.

Procedures for a For Cause Release

General Provisions

The following independently or collectively are causes for discipline:

- Discourteous or disrespectful treatment of others, including parents or staff.
- Conduct that is vulgar, obscene, threatening, intimidating, or harassing is not acceptable.
- Dishonesty, including any falsifying of employment records, employment information, or other School records;
- Theft or deliberate or careless damage or destruction of any School property, or the property of any employee or student;
- Unauthorized use of School equipment, time, materials, or facilities;
- Possession of any firearms or any other dangerous weapons on School premises at any time;
- Possession of any intoxicant on School grounds, including alcohol or controlled substances (unless such substances are supported by a valid prescription);
- Conviction of any felony or crime of moral turpitude;
- Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management;
- Absence without leave, repeated tardiness or abuse of leave privileges;
- Unprofessional conduct; treat all clients, associates, visitors, and fellow employees in a respectful manner;
- Violating any safety, health, security or School policy, rule, or procedure or engaging in any conduct which risks injury to the employee or others;
- Engaging in conduct which constitutes a material conflict of interest;
- Committing of or involvement in any act of unlawful harassment of another individual;
- Failure to maintain appropriate credential(s) required for the position;
- Failure of good conduct either during or outside duty hours tending to injury the public service;
- Abandonment of position.

For Cause Suspension or Dismissal Process

Suspension or dismissal shall be initiated in writing by the Chief Executive Officer ("CEO") of EFC by providing Notice of Recommended Discipline ("Recommendation") and serving such Recommendation upon the employee in person or by certified mail. The Recommendation shall contain a statement, in ordinary language, of the factual basis upon which the disciplinary action is based, any rule or regulation alleged to have been violated, and the proposed penalty. The employee shall also be given a copy of any documentary materials upon which such action is based and a statement of the employee's right to respond, verbally and in writing, within five (5) working days prior to the proposed discipline being imposed, unless by agreement of both the CEO and the employee, this deadline is extended. Following this period, the CEO may provide Notice of Discipline to be served upon the employee in person or by certified mail.

If the employee wishes to appeal the imposition of disciplinary action to the Board of EFC, the appeal must be filed with the office of the CEO within five (5) work days from the time the Notice of Discipline is served on the employee. The appeal must be made in writing and delivered to the office of the CEO. The employee shall be entitled to appear personally before the Board to present any evidence or testimony to contest the Notice of Discipline. This appeal to the Board is not an evidentiary hearing. If the employee chooses to be accompanied by legal counsel at such meeting, the employee shall bear any cost therein involved. The employee shall be provided a written decision setting forth the decision of the Board.

During the pendency of any disciplinary proceedings, the Board reserves the right to place the employee on paid administrative leave.

Reference to or Reliance upon the Education Code

Provisions for certificated or classified discipline (suspension without pay or dismissal) which are enumerated in the California Education Code or interpreting case law do not apply to EFC.

The CEO or the Human Resources Designee/Manager and Principal jointly are the only representatives who have the authority to promise or enter into a written salary agreement or other employment contracts. To be enforceable, any commitment must be in writing and signed by both parties.

Salary agreements are generally made on an annual basis and are renewed in approximately May or June preceding the academic year. Staff members who do not intend to return to the school the following year should inform the Principal of that decision by April 1.

Job Duties

When you begin working at EFC, your supervisor will review your job responsibilities and the performance standards expected of you. Be aware that your job responsibilities may change at any time during your employment. From time to time, you may be asked to work on special projects, or to assist with other work necessary or important to the operation of your department or the organization. EFC depends on your cooperation and assistance in performing such additional work, and reserves the right to alter or change job responsibilities, reassign or transfer job positions, or assign additional job responsibilities.

School-site staff members are expected to attend all school arranged parent-teacher conferences, and to assume supervisory responsibilities at school events/activities. In addition, teachers are expected to share responsibility for attending Back to School Nights, Open House, Data Summits, other school-wide events, and participating on school committees.

We know that at times, the administrators will need to be away from the schools. In this case, the Principal appoints a Teacher in Charge who will act as principal in the absence of the administrators. The Teacher in Charge makes decisions for the administrators, except with regard to pupil suspension.

Work Schedule

Following are work schedule expectations for all staff. There are some staff members (e.g., receptionists, custodians) whose specific job requirements demand their presence at certain times. Part-time staff may have other hours, as determined by their supervisor. Occasionally, there will be events that require attendance at non-school times of the day or week, and staff members are expected to be present.

- **School Staff Arrival Time**

  School-site staff is expected to be at school every work day at least 30 minutes before school begins in order to be ready for classes or work, or at the time directed for other school events/responsibilities. Other school-site staff may be required to be on campus earlier because of their specific job responsibilities.

- **School Staff Departure Time**

  Unless otherwise indicated or required, teachers are expected to be at school until 4:00 p.m. daily. We expect teachers will do significant instructional preparation and coursework correction at other times and locations. Meetings, committees, tutoring and other responsibilities may require additional time at school. All other management staff (including Home Office staff) and administrators are expected to be at the school (or office) until 4:30 p.m., although later hours will be needed frequently. Supervisors will determine individual schedules.

- **Home Office Arrival and Departure Time**

  Home Office staff is generally expected to be in the office from 8:30 a.m. to 5:00 p.m. unless arrangements are approved by one's supervisor. Longer hours will be required as needed.

Meal and Rest Periods

The duty-free lunch period for teachers and other certificated employees required by Education Code Section 44813, shall not be less than 30 minutes. It shall be allowed as near noon as is reasonably possible.

If the principal leaves the school premises during his/her duty-free lunch period, he/she shall leave the assistant principal or other certificated employee in charge.

As required by law, non-exempt employees who work five (5) hours/day or more are entitled to a 30 minute unpaid meal period approximately in the middle of the day. Non-exempt employees are allowed a 10-minute paid rest period for every four hours of work. Non-exempt employees will be relieved of all active responsibilities during lunch periods and will not be compensated for that time. In addition, you may *not* work during your lunch period without prior authorization.

Documentation Required Prior to Employment

All EFC employees are responsible for submitting the following forms required either by our charters, insurance carriers, local law or state law: (a) a valid teaching certificate and transcripts for teachers; (b) a TB test; (c) fingerprints clearance; (d) employee benefit forms, if applicable; (e) a W-4 form; and (f) an I-9 Form. Other required forms are specified in our new hire checklist provided to new employees. In addition, all employees must consent to a background check as a condition of employment.

Equal Opportunity Employer

Education For Change is an equal opportunity employer and makes employment decisions on the basis of merit. EFC strives to hire the best available people for each job. EFC cultivates a work environment that encourages fairness, teamwork and respect among all employees. EFC is firmly committed to maintaining a work atmosphere in which people of diverse backgrounds and lifestyles may grow personally and professionally. EFC does not discriminate against employees and/or students based on their actual or perceived sex, gender, sexual orientation, gender identity or expression, race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability or genetic information, characteristics, family care status, or any other class protected by federal, state, or local laws.

Staff should be aware that AB1266 amended Education Code 221.5 to clarify that students must be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with their gender identity, regardless of the gender listed in their student records.

EFC is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the operations of EFC and prohibits unlawful discrimination by any employee of EFC.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, EFC will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Policy Against Unlawful Harassment

Education for Change (the "School") is committed to providing a work and educational atmosphere that is free of unlawful harassment. The School's policy prohibits sexual harassment and harassment based upon sex (including pregnancy, childbirth, breastfeeding or related medical conditions); race/color; religion (including religious dress and grooming practices); sexual orientation; gender perception or identity; national origin/ancestry; physical or mental disability; medical condition; marital status; age; military/veteran status; or any other basis protected by federal, state, local law, ordinance or regulation. The School will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business with. This policy applies to all employee actions and relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of their gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

The School is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been harassed or has witnessed harassment is encouraged to immediately report such harassment to their supervisor or the Chief Executive Officer ("CEO"). See Attachment B for the "Harassment Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults
    - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
    - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
    - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
    - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

The School will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Employees may also direct their complaints to the California Department of Fair Employment and Housing ("DFEH"), which has authority to conduct investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Council ("FEHC") or file a lawsuit in court. Both the FEHC and the courts have authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

Whistleblower Policy

Education For Change Public Schools is committed to lawful and ethical behavior in all its activities and requires board members, executives, directors and employees to act in accordance with all applicable laws, regulations and policies and to observe high standards of business and personal ethics in the conduct of their duties and responsibilities.

The objectives of Education for Change Public School's Whistleblower Policy are to establish policies and procedures to:

- Prevent or detect and correct improper activities.
- Encourage each board member, executive, director, and employee (reporting individual) to report what he or she in good faith believes to be a material violation of law, policy or questionable accounting or auditing matters by EFCPS.
- Ensure the receipt, documentation, retention of records, and resolution of reports received under this policy, protect reporting individuals from retaliatory action.

Reporting Responsibility

Each reporting individual has an obligation to report what he or she believes is a material violation of law, policy or any questionable accounting or auditing matter by Education for Change Public Schools, its officers, directors, executives, employees, or other representatives. Reporters must also notify Education for Change Public Schools if an action needs to be taken in order for Education for Change Public Schools to be in compliance with law, policy or with generally accepted accounting practices. The types of concerns that should be reported include, for purposes of illustration and without being limited to, the following:

- Providing false or misleading information on the Education for Change Public Schools financial documents, grant reports, tax returns or other public documents.
- Providing false information to or withholding material information from the Education for Change Public Schools auditors, accountants, directors or other representatives responsible for ensuring compliance with fiscal and legal responsibilities.
- Embezzlement, private benefit, or misappropriation of funds.

- Material violation of Education for Change Public Schools policy, including among others, confidentiality, conflict of interest, whistleblower, ethics and document retention.
- Discrimination based on race, gender, sexual orientation, ethnicity, and disability, or any other unlawful biases.
- Facilitation or concealing any of the above or similar actions.

Reporting Concerns

All Education for Change Public Schools Employees:

Whenever possible, employees should seek to resolve concerns by reporting issues directly to his/her manager or the next level of management as needed until matters are satisfactorily resolved. However, if for any reason an employee is not comfortable speaking to a manager or does not believe the issue is being properly addressed, the employee may contact the HR Director or Chief Executive Officer. If an employee does not believe that these channels of communication can or should be used to express his/her concerns, an employee may contact the Board of Directors within Education for Change Public Schools.

Handling of Reporting Violations

Except otherwise required by law, or as otherwise required by court order, Education for Change Public Schools will investigate all reports filed in accordance with this policy with due care and promptness. Matters reported internally without initial resolution will be investigated by the Chief Operating Officer or any Director to determine if the allegations are true, whether the issue is material and what actions, if any, are necessary to correct the problem. Education for Change Public Schools' staff will issue a full report of all matters raised under this policy to the Board of Directors. The Board of Directors may conduct a further investigation upon receiving the report from the CEO.

For matters reported directly to the Chairman of the Board of Directors, the Board of Directors shall promptly acknowledge receipt of the complaint to the complainant if the identity of the complainant is known and conduct an investigation to determine if the allegations are true and whether the issue is material and what, if any, corrective action is necessary. Upon the conclusion of this investigation, the Board of Directors shall promptly report its findings to all pertinent parties.

Authority of Investigative Parties

The Investigative Parties (any Chief or the Board of Directors) shall have full authority to investigate concerns raised in accordance with this policy and may retain outside legal counsel, accountants, private investigators, or any other resource that is necessary to conduct a full and complete investigation of the allegations.

No Retaliation

This Whistleblower Policy is intended to encourage and enable executives, directors, and employees to raise serious concerns within the organization for investigation and appropriate action. With this goal in mind, no executive, director, or employee who, in good faith, reports a concern shall be threatened, discriminated against or otherwise subject to retaliation or, in the case of any employee, adverse employment consequences as a result of such report. Moreover, an employee who retaliates against someone who has reported a concern in good faith is subject to discipline up to and including termination of employment.

Acting in Good Faith

Anyone reporting a concern must act in good faith and have reasonable grounds for believing the matter raised is a serious violation of law, policy or a materials accounting or auditing matter. The act of making allegations that prove to be unsubstantiated, and that prove to have been made maliciously, recklessly, with gross negligence, or with the foreknowledge that the allegations are false, will be viewed as a serious disciplinary offense and may result in discipline, up to and including termination of employment. Depending on the circumstances, such conduct may also give rise to other actions, including civil or criminal lawsuits.

Confidentiality

Reports of concerns, and investigations pertaining thereto, shall be kept confidential to the extent possible. However, consistent with the need to conduct an adequate investigation, Education for Change Public Schools cannot guarantee complete confidentiality. Disclosure of information relating to an investigation under this policy by staff, directors, or others involved with the investigation of Education for Change Public Schools to individuals not involved in the investigation may be viewed as a serious disciplinary offense and, with respect to Education for Change Public Schools' employees, may (on a case by case basis) result in discipline, up to and including termination of employment. Depending on the circumstances, such conduct may also give rise to other actions, including civil or criminal lawsuits.

Volunteers/Chaperones

EFC recognizes the importance of parent and community involvement in all aspects of our educational and extracurricular school programming. Volunteers contribute to the success of our schools and allow schools to expand many programs and activities. A volunteer is defined as someone who is not employed by EFC, and who, for no compensation, wishes to be involved in school activities or programs four (4) or more times during the school year.
EFC requires that:

1. Any volunteer who will be associated with any school program in any capacity and on a frequent basis during the year, and who may have regular and/or unsupervised contact with students, will submit fingerprints to allow for a criminal background check at the expense of the school. The volunteer may also need to complete a TB test depending upon the frequency/duration of the volunteer's visits to EFC. Administrators of each school will maintain records of volunteers and their number of visits to the school.
2. All volunteers comply with all polices and regulations set forth by the school or EFC that involve the safety of students, as well as have a signed "Volunteer Commitments & Oath" form on file with EFC.
3. All volunteers must sign in with the Office Staff when on school property.
4. All volunteers must work under the direction and supervision of a school employee.
5. All volunteers wear some form of proper identification (Volunteer Badge) visible to the entire staff and outside visitors.

Implementation:

- Volunteers must check in with the Office Manager and/or main office. Office Manager will monitor volunteer hours using a "Sign-in and out binder".
- Any volunteer who will be in schools and have significant and/or possibly unsupervised contact with students must be fingerprinted.

Fingerprinting and TB Test process:

- Office Staff provides a fingerprint/TB test packet to the volunteer. Packets can be found at the Home Office.
- Volunteer completes fingerprinting at the West Oakland location for appropriate billing
- Return at least one copy of the completed form to the Office Manager
- Return the original TB test results to Office Manager
- Office Manager maintains dated records for tracking purposes. For example, this may be a spreadsheet noting volunteer name, volunteer dates, TB test, and submission of fingerprints to EFC and DOJ results.
- EFC – HR Manager informs Office Manager of results and maintains confidential records
- EFC – HR Manager informs Principal of any updated DOJ information as it is available

Child Abuse Reporting Requirements

All EFC personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters must report suspected child maltreatment *immediately* when they have "reasonable suspicion to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm."

EFC shall provide training to all personnel regarding the obligations as mandatory reporters and the steps required to report suspected abuse. AB 1432 requires annual training for all our employees. This training is provided as an on-line course using Lawroom.

California law requires that you acknowledge your understanding of child abuse reporting requirements and that you will comply with these laws. Child abuse is defined as a physical injury which is inflicted by other than accidental means, sexual abuse, willful cruelty or unjustifiable punishment, cruel or inhuman corporal punishment or injury, and negligent treatment or maltreatment under circumstances indicating harm, or threatened harm, to the child's health or welfare. The California Penal Code section and acknowledgement are in your employment materials and must be filed with the Home Office.

Transportation of Students

Student transportation shall be allowed only with advance Administrator level approval. Any EFC employee transporting students must have and provide to Administration a valid California Driver's License as well as proof of auto insurance. A copy of the driver's license and current proof of auto insurance is to remain on file in the Human Resource Department in the employee's file at the Home Office. Staff members are to complete the EFC expense reimbursement form in order to be reimbursed for mileage relating to student transportation (use Google Maps to document the mileage). Staff members are expected to keep the student seating area free of trash and personal items and must have appropriate restraint devices required by law in order to transport students. Staff and students are required to wear required restraints at all times (ie; seatbelts). Students are not permitted to eat in the vehicle. EFC staff members are expected to obey all DMV regulations while transporting students, including obeying posted speed limits and not texting and/or using an electronic device that requires hands while driving or participating in any activity that compromises safety. Staff members transporting students are expected to keep a first aid kit in the vehicle in case of an emergency (this can be provided by the school).

Accident Policy while transporting students

1. Pull to the side of the road when it is safe to do so, putting vehicle in park and turning off the engine.

2. Check yourself, students and other staff for injury. Provide first aid where necessary. Do not move an injured person if it is likely to cause further injury unless leaving the individual in the vehicle puts them at a higher risk (ie; car fire), then move the individual to safety.

3. Call 911 if there is serious injuries.

4. Call your immediate supervisor, giving them your location, phone number, license plate number and names of any individuals in the vehicles.

5. **If a second party is involved, call the police and make a police report. Do NOT admit fault!**

6. Obtain all pertinent driver information (ie; license plate, driver's license number, make/model and color of vehicle, insurance card (take a photo if possible).

7. Notify your insurance carrier immediately.

8. Fill out EFC incident report form.

9. Notify appropriate Home Office personnel.

Student Files

Student files are kept under the supervision of the School Office Manager. All files are confidential and may not be removed from the locked file cabinet without the express consent of the Office Manager. The school makes every attempt to access the cumulative files of every student, though it is often a lengthy process to obtain the information. When a student transfers out of EFC, the school will not release copies of the files without written notification from the requesting school.

Confidentiality and Proprietary Information

The security of EFC property is of vital importance to EFC. School property includes not only tangible property, such as desks and computers, but also intangible property such as data and information. All employees share responsibility to ensure that proper security is maintained at all times. In the course of your work, you may have access to confidential information regarding EFC, its students, its suppliers, its customers, or perhaps even fellow employees. You have responsibility to prevent revealing or divulging any such information unless it is necessary for you to do so in the performance of your duties. Access to confidential information should be on a "need-to-know" basis and must be authorized by your supervisor.

Technology and Security of Passwords

EFC has developed an email system, voice mail system, access to the Internet and other technology systems to assist employees in conducting EFC business. All information, data and messages created, received, sent or stored in these systems are, at all times, the property of EFC. These systems are to be used solely for business related purposes. EFC does not allow these systems to be used in creating, receiving, sending, or storing data that may reasonably be considered to be maliciously defamatory, obscene or harassing. EFC has software and systems in place that are capable of monitoring and recoding all community traffic to and from any computer employees may use. EFC reserves the right to inspect any and all files stored in all areas of the EFC community in order to assure compliance with this and other policies.

EFC relies on Illuminate, student information system, and other software to run mission critical functions of the school, such as student attendance, grades, scheduling, and transcripts. Each employee entrusted with a network ID and password, and/or access to Illuminate, must carefully protect the assigned passwords, regularly change the passwords used, and use non-obvious passwords to avoid unauthorized access to the system. When leaving a computer unattended, always lock the workstation or shut down the machine to avoid unauthorized access by others on your account. Employees must acknowledge their acceptance of EFC Acceptable Use Policy in order to use EFC technology resources.

Electronic Communications

This policy describes EFC's guidelines with regard to the use of electronic mail, voice mail, Internet access and computer systems. This policy covers all EFC systems including all individual equipment (e.g., stand alone computers and laptops). These systems are important assets of EFC and have been installed at substantial expense to facilitate business communications.

EFC respects the individual privacy rights of its employees; however, employee privacy does not extend to the employee's work-related conduct or to the use of our equipment or supplies. EFC operates under this policy for several reasons including: (1) to ensure that these systems are only used for business purposes; (2) to follow up on departing employees' work-in-progress; (3) to ensure that the confidentiality of these trade secrets is being preserved; (4) to monitor employee performance; (5) to maintain the systems; and (6) to monitor our customer service and relations with outside business. You should be aware that the following guidelines might affect your privacy in the workplace.

Although each employee may have individual passwords to access these systems, the systems belong to EFC and the contents are to be accessible at all times by management for any business purpose. The systems may be subject to periodic unannounced inspections, and should be treated like other shared filing systems. All systems passwords must be given to EFC management and you may not use passwords that are unknown to your supervisor or Human Resources Manager. Of course, these systems are intended solely for business use. Employees should inform family members and friends not to use the systems for any confidential messages (e.g., confidential voice mail or e-mail messages).

Do not assume that messages and files are confidential. EFC has the capability to access, review, and copy or delete any messages sent, received or stored on the systems. EFC reserves the right to access, review, and copy or delete all such messages for any purpose and to disclose them to any party (inside or outside of EFC) it deems appropriate. Back-up copies of electronic mail messages, voicemail messages and computer files are maintained and referenced for business and legal reasons.

These systems may not be used in any manner that would be discriminatory, harassing or obscene, or for any other purpose which is illegal, or against EFC policy. Employees are not permitted to access the electronic communications of other employees or third parties unless directed to do so by EFC management. Accessing another employee's electronic communications is strictly forbidden. EFC reserves the right to access and review files and messages and to monitor the use of electronic communications as is necessary to ensure that there is no misuse or violation of EFC policy or any law. Employees who misuse these communication systems will be subject to discipline up to and including termination.

Employees may not install personal software in EFC computer systems without prior written approval.

All electronic information created by any employee using any means of electronic communication provided by EFC is the property of EFC and remains the property of EFC.

Use of e-mail on the Internet to copy and/or transmit any documents, software or other information protected by copyright laws is prohibited.

Employees must exercise a greater degree of caution in transmitting EFC confidential information by e-mail than they take with other means of communicating information, (e.g., written memoranda, letters or phone calls) because of the reduced human effort required to redistribute such information. EFC confidential information should never be transmitted or forwarded to outside individuals or companies not authorized to receive that information and should not even be sent or forwarded to other employees inside EFC who do not need to know the information.

Always use care in addressing e-mail messages to make sure that messages are not inadvertently sent to outsiders or the wrong person inside EFC. In particular, exercise care when using distribution lists to make sure that all addresses are appropriate recipients of the information. Lists are not always kept current and individuals using lists should take measures to ensure that the lists are current. Refrain from routinely forwarding messages containing company confidential information to multiple parties unless there is clear business need to do so.

Access to the Internet, Web sites and other types of EFC-paid computer access are to be used for EFC-related business only.

Any EFC provided laptops or portable computers are covered by this policy at all times. They are not to be used by employees for personal business activity.

Also, EFC strives to maintain a workplace that promotes a culture of respect. Therefore, EFC prohibits the use of computers, access to the Internet, and the E-mail system in ways that are malicious, disruptive, offensive to others, or harmful to morale.

For example, the display or transmission of sexually explicit images, messages, and cartoons is not allowed. Other such misuse includes, but is not limited to, ethnic slurs, racial comments, off-color jokes, or anything that may be construed as harassment or showing disrespect for others.

E-mail may not be used to solicit others for commercial ventures or purchases, religious or political causes, outside organizations, or other non-business matters or fundraising not approved by the CEO.

Remember that EFC purchases and licenses the use of various computer software for business purposes and does not own the copyright to this software or its related documentation. Unless authorized by the software developer, EFC does not have the right to reproduce such software for use on more than one computer.

Employees may only use software on local area networks or on multiple machines according to the software license agreement. EFC prohibits the illegal duplication of software and its related documentation.

Employees should notify their supervisor or Human Resources Manager upon learning of violations of this policy.

Employees who violate this policy will be subject to disciplinary action, up to and including termination of employment.

Cell Phone Policy

Cell phones (including ear pieces) of any type may not be used in the classroom during instructional time. Cell phone usage, except for in the case of an emergency, should be limited to employee's break/lunch periods. Cell phone usage during times of student supervision is prohibited. If you have a camera-phone, you may not use the camera function in any areas where other employees and students may have an expectation of privacy (eg: restrooms, locker rooms). Also, EFC has the legitimate expectation that you will respect all confidential information when using your cell phone on EFC premises. Violation of either of these expectations may result in discipline up to and including release from employment.

News Media Contacts

Employees may be approached for interviews or comments by the news media. Only individuals specifically designated by the CEO or Principal may comment on behalf of EFC to news reporters regarding matters such as EFC policy or events relevant to EFC.

Personal Property

EFC is not responsible for any loss or damage that occurs to employees' personal property which is brought onto its premises, in vehicles or in parking areas. Employees are to use their own discretion when choosing to bring personal property to the workplace and do so at their own risk. Employees should take necessary precautions to protect their personal effects from theft, loss, or damage while on EFC premises.

Parking

Employees may park their vehicles in permissible public areas in the vicinity of EFC facilities. Employees may not use loading zones or parking areas specifically designated other vehicles. EFC is not responsible for any loss or damage to employee vehicles or contents while parked during EFC sessions, nor is it responsible for employees' parking violations. However, as a courtesy, EFC may reimburse up to $200 of cost to repair vehicle damage. Original receipts must be submitted for reimbursement.

Solicitation and Distribution of Literature

In order to ensure efficient operation of EFC's business and to prevent disruption to students and employees, EFC has established control of solicitations and distribution of literature unrelated to EFC business on EFC property.

Employees may not solicit or disturb other employees for any reason whatsoever during working time and may not circulate, distribute, or post notices or other written material of any kind during working time or in working areas. "Working time" is when an employee should be performing his or her job duties. Non-working time includes rest or meal periods, before or after assigned work shifts, and other specified periods, if any, during the work day when employees are not expected to be performing their job duties.

Persons not employed by EFC may not solicit nor distribute literature for any purpose at any time without the express authorization of the Principal or CEO.

Conflicts of Interest

All employees must avoid situations involving actual or potential conflicts of interest. Personal or romantic involvement with a competitor, supplier, or subordinate employee of EFC, which impairs an employee's ability to exercise good judgment on behalf of EFC, creates an actual or potential conflict of interest. Supervisor-subordinate romantic or personal relationships also can lead to supervisory problems, possible claims of sexual harassment, and morale problems.

An employee involved in any of the types of relationships or situations described in this policy should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or Human Resources Director, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, EFC may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

EFC has no prohibition against hiring relatives of our staff members. However, to avoid potential conflicts of interest, relatives will not be hired, promoted, or transferred into positions in which there is a direct relationship between relatives. Relatives include the employee's spouse, children, parents, siblings, all in-laws, grandparents, grandchildren, stepparents, stepchildren, domestic partner, and any relative living in the household of the employee or domestic partner.

IV. WORKPLACE SAFETY

Health and Safety

The School is committed to providing and maintaining a healthy and safe work environment for all employees.
You are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times.

You are required to report immediately to your supervisor any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

EFC has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to security personnel or your supervisor. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your work station that may be accessible. The security of facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately notify your supervisor when keys are missing or if security access codes or passes have been breached.

Occupational Safety and Health

EFC will comply with applicable state and federal laws and regulations relating to Occupational Safety and Health.

Any employee(s) shall report to the Principal, any possible health or safety hazards so that EFC may resolve any such circumstances.

EFC's employees do have the right to file anonymous OSHA complaints if they see a need that is not being addressed.

EFC agrees to take no retaliatory action against any employee for his/her actions in reporting possible health or safety hazards.

Accident/Incident Reporting

It is the duty of every employee to immediately, or as soon as is practical, report any accident or injury occurring during work or on EFC premises to the sites office personnel, so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes. Every employee must complete an incident report.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

School Facilities and Security

EFC facilities are generally located in or near urban neighborhoods with higher than average crime rates. It is critically important that staff follow security procedures established for each school, and carefully protect keys, passwords, and other security related information.

Inspection of Property

In order to help ensure the health and safety of EFC students and staff, EFC reserves the right to inspect School premises, as well as of any of the personal property of its employees on School premises during work hours. An employee's consent to such a search is required as a condition of employment. By signing the acknowledgement of receipt of this Handbook, employees understand that they do not have a reasonable expectation of privacy with regards to EFC property and personal property while on EFC premises.

Drug Free Workplace

Employees are expected to remain drug free. "Drug free" shall be understood to mean free from the use of any illegal, non-physician prescribed drugs, alcohol, or other substances. Violation of this policy will not be tolerated. Use of these substances, whether on or off the job can detract from an employee's work performance, efficiency, safety, and health, and therefore seriously impair the employee's value to EFC. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of students and of other employees and exposes EFC to the risk of property loss or damage, or injury to other persons.

Employees shall not use, purchase, sell, transfer, or possess any form of illegal drugs or any type of drug paraphernalia on EFC property at any time or during working time in a professional capacity (e.g., with students) anywhere. Likewise, employees shall not possess or consume alcoholic beverages on EFC property or during work hours, including lunch and break periods. In addition, employees shall not report for work under the influence of drugs or alcohol.

Where a violation of this policy is suspected, an employee may be asked to submit to drug and alcohol screening and/or allow a search of his or her desk, work area, personal belongings, or vehicle. As stated earlier in this Handbook, an employee's consent to such a search is required as a condition of employment. Refusal to consent to a drug or alcohol screening or to allow a search of personal property will be considered to be insubordination and a basis for discipline, including possible release from employment. . In addition, EFC will decide, based on all other available information, whether a violation of the drug or alcohol prohibition in this policy has occurred. Such a violation, if found, constitutes a separate and independent basis for discipline or termination. EFC also may bring the matter to the attention of appropriate law enforcement authorities.

An employee's conviction on a charge of illegal sale or possession of any controlled substance while in the employment of EFC property will not be tolerated because such conduct, even while off duty, reflects adversely on EFC. In addition, EFC must keep people who sell or possess controlled substances off EFC premises in order to keep the controlled substances themselves off the premises.

Any employee who is using prescription or over-the-counter drugs that may impair the employee's ability to safely perform the job, or affect the safety or well-being of others, must notify a supervisor of such use immediately before starting or resuming work.

EFC will encourage and reasonably accommodate employees with alcohol or drug dependencies to seek treatment and/or rehabilitation. Employees desiring such assistance should request a treatment or rehabilitation leave. EFC is not obligated, however, to continue to employ any person whose performance of essential job duties is impaired because of drug or alcohol use, nor is EFC obligated to re-employ any person who has participated in treatment and/or rehabilitation if that person's job performance remains impaired as a result of dependency. Additionally, employees who are given the opportunity to seek treatment and/or rehabilitation, but fail to successfully overcome their dependency or problem, will not automatically be given a second opportunity to seek treatment and/or rehabilitation. This policy on treatment and rehabilitation is not intended to affect EFC's treatment of employees who violate the regulations described previously.

Rather, rehabilitation is an option for an employee who acknowledges a chemical dependency and voluntarily seeks treatment to end that dependency.

On occasion, the EFC CEO may authorize the use of EFC premises for celebrations or gatherings wherein alcohol is served. Employees participating in these gatherings are expected to show good judgment and reasonable behavior with respect to alcohol.

Lactation Accommodation

EFC will provide a reasonable amount of break time to accommodate an employee desiring to express milk for her infant child. The break time, if possible, must run concurrently with rest and meal periods already provided to the employee. EFC will make reasonable efforts to provide a room or other respectful location for an employee to express milk in private. This location may be a private room, if applicable. EFC may not be able to provide additional break time if doing so would seriously disrupt operations. Please speak to the Human Resources Director for additional information.

Employees' Children in the Workplace

Education for Change Public Schools strives to be a family-friendly employer that promotes healthy work-life balance. We are aware that many of our employees are also caregivers and parents and respect the challenges that arise when childcare emergencies or other unavoidable situations arise. However, EFC is liable for incidents involving employees' children in the workplace. Therefore,, the presences of children in the workplace is to be avoided whenever possible. If bringing a child to work with the employee is unavoidable, the employee must contact the principal/supervisor by email as soon as possible to discuss the situation and obtain permission to have the child accompany the employee while working. Factors the leadership will consider are the age of the child, how long the child needs to be present, the work environment in the employee's area, and any possible disruption to the employee's and co-workers' work. A child brought to the workplace in unavoidable situations will be the responsibility of the employee. Because of our liability, under no circumstances will an employee's child be allowed at a school site during school hours unless they are old enough (at least 10 years of age), to volunteer or assist in the classroom under the supervision of an employee. A child who is ill cannot be brought to the workplace at any time.

Recycling, Waste Prevention, and Conservation

EFC actively recycles as many materials as possible. Please place aluminum cans, glass, white paper, and envelopes in the proper recycling bins. Recycling containers are located near computer printers, copiers, and in the staffroom. Please do your part to prevent waste, conserve resources, and recycle reusable materials.

Workplace Violence

EFC is committed to providing a safe workplace. We want to minimize the risk of personal injury to employees and damage to property. We specifically discourage you from engaging in any physical confrontation with a violent or potentially violent individual. However, we do expect and encourage you to exercise reasonable judgment in identifying potentially dangerous situations and informing your supervisor or appropriate manager.

Smoking

Pursuant to California law, no smoking will be allowed in school facilities or at school-related activities. Employees choosing to smoke must do so only during their break and/or lunch periods, and must do so away from school facilities

V. COMPENSATION AND BENEFITS

Salary Basis Employee Classifications

For salary administration purposes and to determine eligibility for certain employee benefits, EFC assigns employees to one or more of the following employment categories:

10 Month Staff

10 Month Staff members typically work a 180-196 day work-year. School-Year staff typically does not have scheduled work days between the end of June and mid-August. This category generally includes all classroom teachers and some other school-site staff.

Payroll schedule and medical benefits run from September to August or August through July, depending on date of hire.

11 Month Staff

11 Month Staff members typically work from 200-214 days per year, depending on the position. These staff members typically do not have scheduled work days in the month of July. This category generally includes Reading Coaches and some other Intervention positions.

Payroll schedule and medical benefits run from July to June.

12 Month Staff/Year-Round Staff

Year-Round staff typically works a 12 month work year. This category includes all Home Office and other support staff such as school-site custodians. Site Office Managers and employees schedule to work 222 days are considered 12 month employees.

Payroll schedule and medical benefits run from July to June.

Full-Time Staff

Staff who are regular employees who are scheduled to work 8 hours per day and five days a week.

Part-Time Staff

Staff who are regular employees who regularly work less than 8 hours per day or less than five days per week.

Temporary Staff

Temporary staff is those working for less than 90 days. Temporary staff is not eligible for certain benefits, including health insurance, or paid time off.

Non-Exempt Staff (Eligible for overtime)

Under federal and state law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of eight (8) hours per day or forty (40) hours per workweek or for working seven consecutive days during the workweek. These employees are referred to as 'non-exempt' in this handbook. This means they are not exempt from (and therefore should receive) overtime pay. Supervisors will approve any overtime hours in advance and submit appropriate documentation for payroll purposes.

Salaried Non-Exempt Employees (Eligible for overtime)

Salaried Non-Exempt employees are generally salaried, i.e., not paid on an hourly basis, and eligible for overtime for hours worked over eight (8) hours per day or 40 hours in a week. Supervisors must approve any overtime hours in advance and will submit appropriate documentation for payroll purposes.

Exempt Employees (Not eligible for overtime)

Exempt employees include professional staff, teachers, supervisors, and executives, and others whose duties and responsibilities allow them to be exempt from overtime pay provisions. Exempt employees are paid on a salary basis, and their salary already takes into account that long hours are necessary at times. Change in employment status may result from a job change, promotion, a change in working hours, or a change in a job description.

Compensation

It is important to us that our compensation levels reflect the capabilities of our employees. It is EFC's objective to attract and retain talented and dedicated employees. EFC desires to pay all regular employees' wages and salaries that are competitive with other non-profit employers and local school districts. EFC has a teacher compensation system like that of traditional public school districts.

Classified employees' annual salary will be based on work experience and qualifications, and will be based on market rate salaries for similar positions. Classified employees will be paid on a semi-monthly basis and will be paid in twenty (24) equal monthly payments, less statutory and other authorized deductions.

Certificated employees (teachers only): compensation shall be determined based on the EFC Teacher Salary Schedule. Employees' annual salary will be based on verification of work experience and education-related courses and/or content courses related to the area of the teacher's credential and teaching assignment. and will be paid in twelve (12) equal monthly payments, less statutory and other authorized deductions. The employee understands that his/her position is exempt from overtime under State and Federal law and other applicable wage and hour laws. Until Employee submits appropriate verification, employee will be paid at the equivalent of Step 1, Column 1.

- **Column and Step Movement (Teachers only)**

  Official transcripts must be submitted by October 1st for fall movement and February 1st for spring movement. EFC does not retroactively adjust salaries due to incomplete transcripts or receiving late documents. The EFC teacher salary schedule reflects compensation based on the number of semester units completed after the issuance of a Bachelor's Degree. One quarter unit is equal to 2/3 of a semester unit. Credit is given for education-related courses and/or content courses related to the area of teacher's credentialing and teaching assignment. Courses taken outside of a USA institution must state the amount of hours completed.

  Completion of a program without hours specified will not be accepted for movement.

  - Teachers hired between September and December will receive step increases during the fall.
  - Teachers hired between January and March will receive step increases in February (Spring Semester).
  - Teachers hired between March and June will not receive a step increase until one school year of teaching experience. Example: If you are hired May 15, 2007 you would not move a step until the fall of 2008.

EFC does not reimburse for college course work taken during employment. Upper division courses to graduate maybe taken for column movement

- **Automatic Payroll Deposit**

  EFC requires automatic payroll deposit for all employees, either through a bank account or on the new Aline Visa card. To begin automatic payroll deposit, you must submit a direct deposit form and a cancelled check to the Home Office during the hiring process or be issued an Aline Visa Card . The automatic deposit should begin with the second payroll following the submission of your direct deposit information. Your paycheck will be deposited on or before the last business day of each month. Semi-monthly will be deposited on or before the 15th and on or before the last business day of each month.

  EFC has implemented the use of Aline Cards. These are Visa Cards that will be used in lieu of a checking accounts for direct deposit. Payroll deposits will be uploaded to the cards for the employees use. These Aline Cards are also available to any employee who is interested in using one. The card can be used in addition to your direct deposit. A designated amount would need to be indicated to be uploaded to the card. For more information, contact LaRayne Povlsen, in the HR/Payroll Dept lpovlsen@efcps.net.

- **Payroll Advance**

  A payroll advance may be granted to any regular employee when circumstances defined as unforeseen, unplanned and unavoidable require a staff member to secure funds on short notice and the employee has exhausted all other reasonable sources of financial relief. An employee may request 1 pay advance in a rolling 12 month period. Any additional pay advance requests must have CEO approval. Repayments must be made through payroll deductions.

Payroll Information

Paydays for certificated staff are generally scheduled on the last business day of each month. Your paycheck or pay statement will include an itemization of the various deductions required by law or authorized in writing by you. You should keep these statements for your personal records. Paychecks will be presented only to the named employee. Requests for special handling of your check in certain cases must be arranged in writing in advance with the Office Manager at the Site or the Home Office.

For non-exempt, hourly, temporary, or part-time employees on a semi-monthly pay schedule(including substitute teachers), as well as full-time employees performing approved extra duties, timesheets should be kept from the 1st of the month through the 15th of the month, then from the 16th day of the month through the last working day of the following month. Timesheets should be submitted to your supervisor for approval no later than the 15th, or last day of the month. Your supervisor will forward your approved timesheet to the Home Office for processing. Employees using time and attendance online, must clock in when they start their work schedule and clock out when they leave. If the employee is eligible for 30 minute unpaid lunch (working 5 or more hours), they must clock out for lunch and clock back in when they return from their lunch break.
If the 15th or the last day of the month falls on a weekend or holiday, timesheets should be submitted on the school day closest to the 15th and the last day of the month. You are responsible for accurately recording your time on your timesheet. Falsification of any time records is cause for disciplinary action, up to and including termination.

If you believe there is a mistake on your paycheck, notify the Payroll Analyst or Director of Human Resources/Payroll.

Reimbursement/Purchasing Policy

EFC will pay reasonable expenses incurred in the course of an employee's work. Employees must obtain approval prior to incurring expenses on behalf of EFC to ensure the expenses are within budgetary guidelines. In order to receive reimbursement, all costs should be itemized on an expense report, signed by your supervisor and accompanied by original receipts affixed to a full sheet of paper and submitted to the Home Office. Purchases made on behalf of EFC must be separated from personal items on the store receipt. All reimbursement reports must be completed in one calendar month of purchase.

EFC will reimburse employees for reasonable and necessary travel, accommodations, and other actual expenses incurred during the course of business travel. Use of an employee's personal automobile for company business will be reimbursed at the IRS-approved mileage reimbursement amount per mile after 'basic' miles are deducted. Basic miles are the number of round trip miles from home to your regular workplace.

Our EFC Operating Guidelines will contain more detailed information on our reimbursement and travel policies. If you have any questions about EFC's expense reimbursement policy, please contact your Principal, who is your liaison to the Home Office.

Employees requesting additional classroom supplies and/or instructional material must obtain approval prior to incurring expenses on behalf of EFC, to ensure the expenses are within budgetary guidelines.

Group Benefits

Education for Change is committed to providing competitive benefits. The following benefits are currently offered to those employees meeting eligibility requirements (e.g., those employees classified as Full-Time and/or Part-time who are working in excess of 30 hours per week). Education for Change does not provide for double coverage of health benefits for its employees. If spouses/domestic partners/or any dependent are both employed by Education for Change they have the option of either: 1) Individual separate coverage, or 2) being covered by spouse/domestic partner's plan. You are responsible for completing the necessary paperwork in a timely matter to ensure activation of your benefits. Also, please refer to the separate EFC benefits summary for more information. If there is any conflict between this handbook and the official Summary Plan Descriptions ("SPD"s) or plan documents, the official SPDs and/or plan documents will govern. As with all policies in this handbook, health care coverage may change at any time.

Health coverage runs consistently with your work term dates.

10 Month Employees: September – August or August –July, depending on date of hire.
11 Month Employees: July – June
12 Month Employees: July – June

- **Medical Insurance**

  Beginning October 1, 2015, HealthNet is no longer one of EFC's medical providers.

  Kaiser Permanente is our current medical provider. There are 3 different plan options within our Kaiser offering. EFC is continuing to offer our traditional HMO and HRA plan through Kaiser. The new plan with Kaiser is an HSA "Health Savings Account". Specific plan details are in the Benefits Guide booklet. The employees' cost share is 10% of the monthly premium. You will be given more information about the specific plans upon enrollment.

- **Dental Insurance**

  Dental benefits are provided by Delta Dental. The employees' cost share is 10% of the monthly premium. Specific details on this account are in the Benefits Guide booklet.

- **Vision Insurance**

  Vision benefits are provided by Vision Service Plan (VSP). The employees' cost share is 10% of the monthly premium. You will be given more information about the specific plans upon enrollment. VSP has added an additional benefit, TruHearing. All VSP members and their dependents have free access to ValueAdd Program, which offers an average 25% discount on hearing aids. Specific details on these accounts are in the Benefits Guide booklet.

- **Employee Assistance Program (EAP)**

  Employee Assistance benefits are provided by Concern-EAP. EFC currently covers the entire cost of the EAP plan for employees and their dependents. Specific details on this account are in the Benefits Guide booklet.

- **Flexible Spending Accounts (FSA)**

  Education for Change offers Flexible Spending Accounts to all employees. The plan year for Flexible Spending Accounts begins in July and runs through June. The different Flexible Spending Accounts are: Health Flexible Spending Account, Dependent Care Flexible Spending Account, and Commuter Benefits. Specific details on these accounts are in the Benefits Guide booklet.

- **Disability Insurance**

  All employees participate in California State Disability Insurance. The state designated amount is deducted from your paycheck.

- **Life Insurance**

  Life Insurance from Hartford is payable up to $30,000 in the event of your death, in accordance with the policy. You can indicate your beneficiary or beneficiaries by submitting the appropriate documents to Human Resources. You can change beneficiaries by submitting the change in writing.

- **COBRA**

  The federal Consolidated Omnibus Budget Reconciliation Act ("COBRA") gives you and your qualified beneficiaries the opportunity to continue health insurance coverage under our health plan when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are: resignation, termination of employment, or death of an employee; a reduction in your hours or a leave of absence; your divorce or legal separation; and a dependent child no longer meeting eligibility requirements.

  Under COBRA, you or your beneficiary pays the full cost of coverage at our group rates, plus an administration fee.

You will be provided with a written notice describing your rights granted under COBRA when you become eligible for coverage under our health insurance plan. The notice contains important information about your rights and obligations.

Health Insurance Portability

Under the Health Insurance Portability and Accountability Act, you and your qualified beneficiaries are entitled to Certificates of Coverage from EFC when any of three circumstances are present. These Certificates allow you and your dependents to transfer from one employer health plan to another without starting a new pre-existing condition waiting period. The three conditions are:

- When you are no longer covered under the health plan, or you begin COBRA coverage (as in the case of extended leaves of absence or termination);
- At the time your COBRA coverage ends; and
- When a request is made within 24 months of termination of coverage.

The term "portability" does not mean you may take your specific health insurance policy from one job to another. It means that once you obtain health coverage, you will be able to use evidence of that insurance to reduce or eliminate any pre-existing medical condition exclusion period that might otherwise have been imposed on you when you move to another group health plan. Portability is designed to help people maintain coverage by giving them credit for having been covered previously.

You will be advised in writing of any pre-existing condition clause in your health insurance plan when you are hired. You may then request Certificate(s) from your previous employer (if applicable) to apply to your current plan. You may also request Certificate(s) from us under the conditions mentioned above when applicable.

Domestic Partners Coverage

EFC offers domestic partners insurance coverage. This policy gives you the opportunity to cover a long-term, significant non-spouse partner under our medical and dental plans. A domestic partnership will be recognized when it meets the provisions of Family Code Section 297 and when the couple has registered with the California Secretary of State.

Unemployment Compensation

Depending upon the circumstances, employees may be eligible for unemployment compensation upon termination of employment with EFC. Eligibility for unemployment compensation is determined by the State Employment Development Department and not by EFC.

Retirement

EFC currently offers one of two mandatory retirement programs (depending on your job description and status), and an additional voluntary retirement program available to all employees.

- **Which Retirement Plan?**

  Mandatory participation: Full time non-teaching staff is automatically enrolled in the Public Employee Retirement System ("PERS"). Teachers working greater than 50% of full time are automatically enrolled in the California State Teachers Retirement System ("CalSTRS" or "STRS"). Special regulations dictate the participation of foreign teachers. In addition, any teacher or substitute already enrolled in STRS through a previous job must participate in STRS while working at EFC.

Elective participation: Teachers working less than 50% of full time, who are not already members of STRS, can elect to participate in STRS. However, membership in STRS becomes mandatory if a teacher works more than 60 hours in any month. Similarly, substitute teachers who are not already members of STRS can elect to participate in STRS. Membership in STRS becomes mandatory for substitutes once they have served 100 days in any school year.

- **Public Employee Retirement System**

For eligible staff, EFC offers PERS, a "defined benefit" retirement plan which covers most California classified employees. Employees contribute based on their PERS designation (Classic 7%. Pepra 6%) of their salary, and EFC contributes 12.600% of the staff member's salary (these rates may change over time). PERS has a five year vesting period; once vested, members are eligible for retirement benefits based on a formula including the member's years of service and salary. Complete information on PERS is available at www.calpers.com.

Accrued sick time from previous employers maybe carried over to EFC within 90 days of initial employment. It is the responsibility of the employee to contact a previous employer to obtain official documentation that lists the sick balances of previous work years. If a previous employer needs authorization from EFC please contact the Human Resources Manager.

- **California State Teachers Retirement System**

For eligible staff, EFC offers STRS, a "defined benefit" retirement plan which covers most California public school teachers. Employees contribute based on their STRS designation (Classic 10.25%, Pepra 9.20%) of their salary, and EFC contributes 12.58% of the teacher's salary (these rates may change over time). STRS has a five year vesting period; once vested, members are eligible for retirement benefits based on a formula including the member's years of service and salary. Complete information on STRS is available at www.calstrs.com.

Accrued sick time from previous employers may be carried over to EFC. It is the responsibility of the employee to contact a previous employer to obtain official documentation that lists the sick balances of previous work years. If a previous employer needs authorization from EFC please contact the Home Office.

- **Voluntary Supplemental Retirement Plans – 403(b)**

EFC allows additional voluntary retirement plans for employees who wish to save additional money for retirement on a pre-tax basis. Participation is voluntary, and all employees are eligible to participate. Employees can specify a percentage of salary or a flat amount to be withheld from each paycheck (the IRS currently caps contributions at $18,000 for 2016). EFC does not contribute any matching funds to 403(b) accounts.

A limited list of 403B carriers is available for viewing. Specific details are in the Benefits Guide booklet.

- **Social Security**

EFC does not participate in federal Social Security for certificated staff members.

VI. EVALUATION AND RECORD KEEPING

Support, Evaluation and Intervention

The support, evaluation, and intervention process for EFC faculty and staff is constantly being improved. More than an evaluation process, it is a philosophy. This process considers all aspects of the person at work: from the teacher in the classroom to the colleague in the faculty meeting or the staff person at a school or in the Home Office. Home Office Staff will also use the same process adapted for administrative functions. The evaluation process will typically occur annually.

The philosophy is that all staff can improve and that the evaluator is a support provider as well as an evaluator. Asking for help is valued because it helps others help you, the employee.

Ongoing Support

EFC believes that being an educator is a professional role that can be enhanced through continued scholarship, collegial interaction, evaluation, goal setting, self-assessment, and involvement in educational work beyond the school.

EFC is committed to use faculty and staff development time to:

- Reflect on our own practice for improvement;
- Educate ourselves on current research and best practices; and
- Build collegiality through a structured system of collaborations, peer observations ("peer coaching") and other protocols.

Formal Certificated Evaluations

Formal evaluations for certificated staff occur once or twice each year, depending on the employee's job classification, years of experience, and previous year's evaluation ratings.

We purposely set the performance standard high as we believe that highly effective teachers are critical to the success of our students. We firmly believe that the most important resource that we can provide for each and every one of our students is a highly skilled teacher. EFC is an appropriate organization for teachers who recognize the depth and breadth of content and pedagogical knowledge necessary to perform at proficient and advanced levels and who are committed to their own continuous growth as professionals.

Formal Classified Evaluations

Formal evaluations for classified staff occur twice each year (once in the fall and once in the spring). The evaluation process is used to recognize high levels of performance and to help all employees continue to grow as professionals.

Evaluation Periods

Fall Window: August 24 – January 15 - Evaluations are due to the Home Office by January 13.

Spring Window: January 20 – May 20 – Evaluations are due to the Home Office by May 26.

Personnel Files

EFC maintains a personnel file on each employee. The personnel file includes such information as your job application, resume, records of training, documentation of performance appraisals and salary increases, and other employment records.

Personnel files are the property of EFC and are kept in a locked file. Access to the information they contain is restricted. Generally, only management personnel who have a legitimate reason to review information in a file are allowed access.

You may review your personnel records and your payroll records if you wish. If you would like to review these records, you should contact the Human Resources Manager. With reasonable advance notice, you may review your own personnel file in the School's offices and in the presence of the Human Resources Manager.

Any records containing medical information are kept in a separate file and they will not influence employment decisions about you without your permission.

EFC's records about you will not be disclosed in individually identifiable form to people or organizations outside EFC without your written approval unless disclosure is compelled for legal reasons. The only other exception will be to confirm you are or were an employee, the dates of your employment and your title or position. This information may be disclosed without your authorization in response to a request identifying you by name.

Changes in Status

All employees are required to notify the Administration office of any status changes including

a) Name
b) Address
c) Marital status
d) Number of dependents
e) Telephone number (home, work, cell)
f) Person to be notified in case of emergency
g) Loss of driver's license, or restriction(s) in driving privileges
h) Felony arrest or pending charges or convictions

The following changes can be made directly by the employee in their ADP self-serve account.

a) Name
b) Address
c) Telephone number
d) Person to be notified in case of emergency
e) Change to your direct deposit information-new account or additional account
f) Changes to federal exemption number (W-4)
g) In an effort to reduce paper usage this is where you will find your pay statements. You can print out your pay statements, W-2, when you need them.

General Policies Regarding Paid Time Off, Sick Days, and Personal Days

It is EFC's expectation that all employees make every effort to schedule appointments outside of regular work hours. In the event that is not possible to schedule a necessary appointment outside of regular hours, employees may use sick leave for medical appointments and request personal leave for other important appointments (i.e. court date or a residential emergency). Leave time is usually requested and used in half-day increments. Should you have a need for minimal amount of leave time during regular work hours your supervisor should be consulted to determine the best way to address the specific circumstances.

Staff must arrive at school, to class, and to meetings on time every day. We ask staff make every effort to avoid absences on days preceding or following school vacations or long weekends. We strongly discourage the families of EFC students from taking such days off, and it is important that we model the behavior we request. Similarly, since students are not allowed to attend an after-school activity on a day during which they have been absent, staff should avoid absences on days when their attendance is required after school.

Planned absences for medical and dental appointments are expected to be arranged, as much as possible, during non-school hours and must be taken on either half-day or full-day blocks.

The school staff has an obligation to make sure their responsibilities are covered, including arranging substitutes.

Observed Holidays

EFC observes the following 12 holidays for all staff:

New Year's Day
Martin Luther King Jr.'s Birthday
President's Day
Cesar Chavez Day
Memorial Day
Independence Day
Labor Day
Veteran's Day
Thanksgiving Day
Friday after Thanksgiving Day
Christmas Eve
Christmas Day

When a holiday falls on a Saturday or Sunday it is usually observed on the preceding Friday or the following Monday. Specific holiday observance will be announced in advance. Holidays are not counted as part of the work year.

Personal Necessity Days

All full-time employees are entitled to up to five paid personal days off per year. Teachers hired mid-year are eligible for pro-rated personal leave. Employees must notify their supervisors as early as possible of their intention to use a personal day. Supervisors must report employees' use of personal days to the Home Office. It should be clear to all employees that personal days are to be used only in cases of necessity.

Staff must request personal days (paid or unpaid) at least 48 hours in advance. Personal days must be approved by the employee's supervisor. Approval is subject to school/organizational needs (i.e., substitute availability, number of staff out, etc.) Approval is limited to two requests for a particular day at each school site, and then may be approved only after all other classes are covered and if the requesting teacher secures coverage of her/his classes, and submits the plan for coverage along with her/his substitute plans.

Paid personal days will not be approved for the day before or after vacations (including the day before or after a three day weekend) nor on Staff Development Days. In addition, it is recommended that personal days may not be used consecutively when school is in session. Exceptions may be granted with principal/supervisor's recommendation and final approval of the CEO.

If a faculty or staff member wants to take a personal day on the day before or after a vacation, he/she may request an unpaid personal day. A request for an unpaid personal day will be considered on a case by case basis. Any unused personal leave days shall be converted to accumulated sick leave at the end of each school year for returning staff and will be part of that year's carry-over calculation.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness,, or by other emergencies, EFC offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physical or flu shots) or to diagnose, treat, or care for an health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouse/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking. Such family-related sick leave usage is subject to all of the same conditions and restrictions which apply to each employee's use of earned sick leave for his or her own personal illness.

If an employee has no spouse or registered domestic partner, the employee may designate one (1) person that the employee may use paid sick leave to aid or care for that person in lieu of a spouse or registered domestic partner. On an annual basis, the employee shall make or change such designation.

All full-time employees who work a ten (10) month work calendar are entitled to ten (10) days paid sick leave per year, eleven (11) month employees who work an eleven (11) month calendar are entitled to eleven (11) days paid sick leave per year, and twelve (12) month employees who work a twelve (12) month calendar are entitled to twelve (12) days paid sick leave per year, granted at the beginning of the employment year. Employees classified as 10 month, 11 month, or 12 month employees ("Staff") working more than half-time are eligible for pro-rated sick leave. Staff hired mig-year are eligible for pro-rated sick leave. Accrued sick leave may carry over from year to year.

Non-exempt employees classified as "hourly" (hereafter "Hourly") shall accrue one (1) hour of sick leave for every thirty (30) hours of work. Hourly employees may accrue up to thirty-two (32) hours of sick leave per year. Accrued sick leave may carry over from year to year but shall not exceed seventy-two (72) hours.

All other employees classified as "substitutes" shall be credited with twenty-four (24) hours of sick leave at the beginning of the of each work year. Accrued sick leave may carry over from year to year and shall not exceed seventy-two (72) hours.

Paid sick leave is available to all school employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. Employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours.

Eligible employees will receive pay at their normal base rate for any sick leave taken. However, no employee will receive pay in lieu of sick leave for any granted but unused sick leave at the close of any calendar year or at the time of termination.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave Employee requests for unpaid medical leave must be approved in advance by the School.

Employees must notify their immediate supervisors of their need to take sick leave as soon as practicable and, in no event, no later than 30 minutes after their scheduled starting time.

If you are absent longer than three (3) days due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work satisfactory to the EFCl will be required before the EFC honors any sick pay requests. EFC will not tolerate abuse or misuse of your sick leave privilege. If EFC suspects abuse of sick leave, EFC may require a medical certification from an employee verifying the employee's absence.

For members of STRS or PERS unused sick leave counts toward service credit for retirement purposes. Accrued sick time from previous employers may be carried over to EFC. It is the responsibility of the employee to contact a previous employer to obtain official documentation that lists the sick balances of previous work years. If a previous employer needs authorization from EFC, please contact the Home Office.

It is EFC's expectation that all employees make every effort to schedule appointments outside of regular work hours. In the event that is not possible to schedule a necessary appointment outside of regular hours, employees may use sick leave for medical appointments. Should you have a need for minimal amount of leave during regular work hours your supervisor should be consulted to determine the best way to address the specific circumstances.

Workers' Compensation/Industrial Illness Leave

EFC maintains a workers' compensation insurance policy for the benefit of all EFC employees with AmTrust North America. This policy provides compensation for lost wages and medical expenses resulting from an on-the-job injury or illness. It covers work-related injuries and illnesses only. The earnings benefit is provided only in those instances where the employee cannot immediately return to work as a result of his/her injury. Medical expenses are covered for any on-the-job injury that requires medical attention.

Any employee injured while performing work for EFC should report the incident immediately to his/her supervisor. The supervisor will complete an incident report and submit to the Home Office immediately. You are required to go to the EFC designated medical clinic to receive medical attention.

Workers' compensation coverage may be effective–upon the occurrence of a work-related injury; sick leave may be used during the waiting period.

It is important that all employees use caution on a daily basis while working. For example not using furniture for anything other than the purpose for what it was designed i.e. sitting on a table or standing on a chair.

Personal Unpaid Medical Leave

Any regular full-time employee who is temporarily disabled and unable to work due to a medical condition, will, upon request, be granted a leave of absence without pay for the period of his or her disability, provided such period shall not exceed 6 weeks, except where other laws require a greater leave entitlement. The term "medical condition" as used in this policy encompasses all temporary medical disabilities including, but not limited to, pregnancy, childbirth, and related medical conditions.

As soon as you become aware of a need for a medical leave of absence, you should request a leave from your supervisor in writing. A physician's statement must be provided verifying the beginning and expected ending dates of your leave of absence. Any changes in this information should be promptly reported to your supervisor.

Except where other laws require a greater leave entitlement, eligible employees are normally granted leave for the period of the disability, up to a maximum of 6 weeks. You must take any available paid sick leave or paid time off as part of the approved period of leave. If paid time off or sick leave is used, the paid and unpaid portions of the leave will be added together to total 6 weeks. You may also be eligible for State Disability Insurance ("SDI"). You may not apply for Paid Family Leave benefits for your own disability.

Subject to the terms, conditions, and limitations of the applicable plans, health insurance benefits will be provided until the first day of the month following the first full month of disability. After that time, you will become responsible for the full costs of these benefits if you wish coverage to continue. When you return from medical leave, benefits will again be provided by EFC according to the applicable plans. If you sustain a work-related injury or illness, you are eligible for a medical leave of absence for the period of disability in accordance with all applicable laws covering occupational disabilities.

Holiday benefits will be suspended and sick leave benefits will not continue to accrue during the approved medical leave period.

Please notify EFC at least two weeks before the date you will be able to return to your job. Prior to returning to your position, you must provide a written release from your doctor on or before your return date.

When a medical leave ends, every reasonable effort will be made to return you to the same position, if it is available, or to a similar position for which you are qualified. However, EFC cannot guarantee reinstatement in all cases.

If you fail to timely report to work at the end of the medical leave, we will assume that you have terminated your employment in accordance with the policies herein.

Family Care and Medical Leave

EFC complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), and all applicable state and local laws regarding staff leave. FMLA/CFRA authorizes an eligible employee to take up to a total of twelve(12) workweeks of paid or unpaid job-protected leave during a "rolling" twelve(12) month period for specified family and medical reasons. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

To be eligible for FMLA/CFRA leave, the employee must have been employed by EFC for at least 12 months and must have at least 1,250 hours of service preceding commencement of the FMLA leave.

Events That May Entitle An Employee To FMLA Leave

- To care for the employee's newborn child or a child placed with the employee for adoption or foster care.
  Leaves for this purpose must conclude 12 months after the birth, adoption, or placement. If both parents are employed by EFC, they will be entitled to a combined total of 12 weeks of leave for this purpose.

- Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by EFC's separate pregnancy disability policy).

- To care for a spouse, domestic partner, child, or parent with a serious health condition.

  A "serious health condition" is an illness, injury, impairment, or physical or mental condition that involves: (1) inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care; or (2) continuing treatment by a health care provider.

- Leave due to the "active duty of a family member," which is leave due to a "qualifying exigency" arising out of the fact that the employee's spouse, domestic partner, child or parent is on active duty or has been notified of an impending call or order to active duty in the Armed Forces in support of a contingency operation;

- For service member family leave, which is leave taken by an employee to care for an injured “covered service member” when the employee is the spouse, domestic partner, child, parent or next of kin of that service member.

Pay During FMLA Leave

Family care and medical leave is unpaid; except to the extent that paid sick leave is substituted for family care or medical leave. An employee on FMLA leave because of his or her own serious health condition must use all accrued paid sick leave and may use any or all accrued paid personal time at the beginning of any otherwise unpaid FMLA leave period. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave/personal leave at the beginning of any otherwise unpaid FMLA leave.

All other FMLA leaves are unpaid leaves

The receipt of sick leave pay, or State Disability Insurance, or worker compensation benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

Health Benefits

The provisions of EFC’s various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by EFC during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, EFC will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he or she had when the leave commence.

Medical Certifications

1. An employee requesting FMLA leave because of his or her own or a relative’s serious health condition must provide medical certification from the appropriate health care provider [on a form supplied by EFC]. Failure to provide the required certification in a timely manner (within 15 days of the leave request) may result in denial of the leave request until such certification is provided.

2. If EFC has reason to doubt the medical certification supporting a leave because of the employee’s own serious health condition, EFC may request a second opinion by a health care provider of its choice (paid for by EFC). If the second opinion differs from the first one, EFC will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

3. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA Leave

1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the HR Manager. An employee asking for a Request for Leave form will be given a copy of EFC's then-current FMLA leave policy.

2. Employees should provide not less than 30 days' notice or such shorter notice as is practicable, for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt EFC's operations.

4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two weeks, except that EFC will grant a request for FMLA leave for this purpose of at least one day but less than two weeks' duration on any two occasions.

6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

7. In most cases, EFC will respond to a FMLA leave request within two days of acquiring knowledge that the leave is being taken for an FMLA-qualifying reason and, in any event, within 10 days of receiving the request. If an FMLA leave request is granted, EFC will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to EFC's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.

2. When a request for FMLA leave is granted to an employee (other than a "key" employee), EFC will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

3. Before an employee will be permitted to return from FMLA leave taken because of his or her own serious health condition, the employee must obtain a certification from his or her health care provider that he or she is able to resume work.

4. If an employee can return to work with limitations, EFC will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from EFC.

Limitations on Reinstatement

1. EFC may refuse to reinstate a “key” employee if the refusal is necessary to prevent substantial and grievous injury to EFC’s operations. A “key” employee is an exempt salaried employee who is among the highest paid 10% of EFC’s employees within 75 miles of the employee’s worksite.

2. A “key” employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a “key” employee and the potential consequences with respect to reinstatement and maintenance of health benefits if EFC determines that substantial and grievous injury to EFC’s operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, EFC will notify the “key” employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee’s reinstatement would cause EFC to suffer substantial and grievous injury. If EFC realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

Employment During Leave

An employee on FMLA leave may not accept employment with any other employer without EFC’s written permission. An employee who accepts such employment will be deemed to have resigned from employment at EFC.

Pregnancy Disability Leave

This policy explains how EFC complies with the California Pregnancy Disability Act, which requires EFC to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle An Employee to Pregnancy Disability Leave

The four-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

2. The employee needs to take time off for prenatal care.

Duration Of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. “Four months” means the number of days the employee would normally work within four months. For a full-time employee who works five eight hour days per week, four months means 88 working and/or paid eight hour days of leave entitlement based on an average of 22 working days per month for four months.

Pregnancy disability leave does count against the FMLA leave, does not count against CRFA leave which may be available.

Pay During Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued personal time at the beginning of any otherwise unpaid leave period.
2. The receipt of sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.
3. Sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits

The provisions of EFC's various employee benefit plans govern continued eligibility during pregnancy disability leave and these provisions may change from time to time. When a request for pregnancy disability leave is granted, EFC will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

Seniority

An employee on pregnancy disability leave remains an employee of EFC and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, he or she will return with the same seniority he or she had when the leave commenced.

Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by EFC. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting And Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to her supervisor. An employee asking for a Request for Leave form will be referred to EFC's current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days or as much notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt EFC's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. In most cases, EFC will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, EFC will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return To Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless there is no comparable position available, but filling that position with the returning employee would substantially undermine EFC's ability to operate the business safely and efficiently. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
2. When a request for pregnancy disability leave is granted to an employee, EFC will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from a pregnancy disability leave of three days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, EFC will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from EFC.

Employment During Leave

An employee on pregnancy disability leave may not accept employment with any other employer without EFC's written permission. An employee who accepts such employment will be deemed to have resigned from employment with EFC.

Paid Family Leave (Wage Replacement Benefits)

Paid Family Leave ("PFL") does not create the right to a leave of absence but is part of the State Disability Insurance program which provides wage replacement benefits for eligible employees. California employees may file a claim for up to six (6) weeks of PFL benefits with the Employment Development Department ("EDD") within a 12 month period to take time off work to care for a child, spouse, parent or domestic partner or the child of a domestic partner with a serious health condition, or to bond with a newborn or a child under eighteen (18) who has been placed in their home by adoption or foster care. The plan will provide benefits of approximately 55% of lost wages after a 7-day waiting period. This leave is sponsored within the State Disability Insurance ("SDI") program and funded through employee contributions.

If you are eligible for either federal Family Medical Leave Act ("FMLA") and/or California Family Rights Act ("CFRA") leave, both of these leaves will overlap with your receipt of PFL benefits and you will be reinstated to the same position, or to a similar available position for which you are qualified. If you are not eligible for FMLA or CFRA, then reinstatement is not guaranteed.

PFL does not apply to your own illness or injury nor can benefits be applied to time off under medical leave, workers' compensation leave or pregnancy disability leave. Before collecting paid time off under Paid Family Leave, you must serve a seven (7)-day unpaid waiting period. If you have accrued unused personal leave, you may apply one (1) week to the otherwise unpaid waiting period. You may apply accrued but unused sick leave but are not required to do so.

Bereavement Leave

Bereavement leave of up to three (3) days with pay will be granted to regular employees, upon request and approval by the Human Resources Manager, in the event of a death of the employee's spouse, child, parent, parent-in-law, grandparent, grandparent-in-law, granddaughter, grandson, daughter-in-law, son-in-law, stepparent, domestic partner, brother, sister, brother-in-law, sister-in-law, stepchild, or domestic partner's child, and any relative living in the household of the employee or domestic partner. Upon request and approval, up to (5) days may be granted if travel of 200 miles or more are required. Personal days or non-scheduled days may be used in the event of a death of others not listed.

Time Off for School Children

Employees are encouraged to participate in the school activities of their child(ren). Parents, guardians, or grandparents having custody of schoolchildren are provided unpaid time off to participate in school or day care activities. EFC may require proof of your participation in these activities. You may use accrued personal leave or unpaid time off for this purpose. Please provide reasonable notice to your supervisor before taking time off for schoolchildren.

Military Leave of Absence

Any employee who is in any branch of the uniformed services or a similar government military operation may take military service leave for military duty for up to five (5) years. Advance notice is required to maintain such a leave status. Available time off may be used for the absence as military service leave is unpaid. For teaching staff a request must first be made to serve the time when school is not in session. Sick time and holiday benefits will not accrue during a military service leave.

Domestic Violence Crime Victims Leave

Victims of domestic violence and sexual assault may take time off work to obtain help from a court, seek medical attention, obtain services from a shelter, program, or crisis center, obtain counseling, or participate in safety planning. You may also assist a member of your immediate family who has been a victim. EFC may require proof of your participation in these activities. You may use accrued personal leave or granted sick leave or time without pay. When possible, give your supervisor reasonable notice.

Bone Marrow and Organ Donation Leave

Organ donation: A leave not exceeding 30 days to an employee who is an organ donor in any one-year period, for the purpose of donating his/her organ to another person.

Bone marrow donation: A leave not exceeding 5 days to an employee who is a bone marrow donor in any one-year period, for the purpose of donating his/her bone marrow to another person.

Jury and Witness Duty

Staff should notify their supervisor and the Home Office upon receipt of a jury summons. In order to maximize student education and school efficiency, staff must, whenever possible, request and use options such as on-call status or postponement to school vacation times such as summer. Staff is also expected to report to work as soon as the court releases them each day if there are any work hours left in the school day. EFC permits you to take the necessary time off and wishes to help you avoid any financial loss because of such service. Except as otherwise required by law, EFC will continue your salary or pay during jury service for a maximum of five business days. Beyond five days, non-exempt employees will serve jury duty on an unpaid basis and exempt employees will be paid for any week in which they do any work.

Staff required by law to appear in court as a witness may take personal days or unpaid days for such purpose. EFC requests that advance arrangements be made with their supervisor and the Home Office, and any necessary substitute plans are taken care of. Please submit a copy of your jury service verification to Home Office.

Leave for Volunteer Firefighters and Emergency Personnel

If you are a volunteer firefighter, reserve peace officer or other type of emergency rescue personnel, you are entitled to take up to fourteen (14) days off per calendar year to perform your duties, or to engage in fire or law enforcement training. Leave is unpaid but you may apply any accrued paid time off to your absence.

If you receive notice that you must report for duty prior to coming to work, or leave work after you have come to work, you must inform your immediate supervisor as soon as possible, stating the amount of time you expect to be gone, if possible. You are expected to come back to work as soon as you are able to do so.

Voting Time Off

You are encouraged to fulfill your civic responsibilities by participating in elections. Generally, employees are able to find time to vote either before or after their regular work schedule. If you are unable to vote in an election during your non-working hours due to your work schedule, we will grant you up to two (2) hours of paid time off to vote.

You should request time off to vote from your supervisor at least two (2) working days prior to the Election Day. Time off will be scheduled at the beginning or end of the workday, whichever provides the least disruption to the normal work schedule.

You must submit a voter's receipt to your supervisor on the first working day following the election to qualify for paid time off.

VIII. DISCIPLINE AND TERMINATION

Discipline and Rules of Conduct

Rules of Conduct

The following conduct is prohibited and will not be tolerated by EFC. This list of prohibited conduct is illustrative only and applies to all employees of EFC; other types of conduct that threaten security, personal safety, employee welfare and EFC operations also may be prohibited. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on EFC property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of EFC property.
5. Fighting or instigating a fight on EFC premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on EFC premises.
8. Gambling on EFC premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on EFC premises without prior written approval of management, unless posting is on an EFC bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.
19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or EFC's interests or its efficient operations.
23. Refusal to speak to supervisors or other employees.
24. Intentional dishonesty.

- **Staff Resignation Process**

  EFC may also consider that an employee has voluntarily terminated his or her employment if: (a) the employee fails to return from an approved vacation or leave on the date agreed upon; or (b) the employee fails to report for work without notice for three (3) consecutive days.

All EFC-owned property, including vehicles, computers, instructional materials, equipment, supplies, keys, security system fobs, uniforms, identification badges, and credit cards, must be returned immediately upon termination of employment.

IX. COMPLAINTS AGAINST PERSONNEL

Specific complaints of unlawful harassment are addressed under the School's "Policy Against Unlawful Harassment."

INTERNAL COMPLAINTS

(Complaints by Employees Against Employees)

This section of the policy is for use when a Charter School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Chief Executive Officer ("CEO") or designee:

1. The complainant will bring the matter to the attention of the CEO as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The CEO or designee will then investigate the facts and provide a solution or explanation;

3. If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the Chair of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Chair or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

POLICY FOR COMPLAINTS AGAINST EMPLOYEES

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a Charter School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the CEO or Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the employee's work-related concerns. The written complaint should set forth in detail the factual basis for the employee's complaint.

In processing the complaint, CEO (or designee) shall abide by the following process:

1. The CEO or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

2. In the event that the CEO (or designee) finds that a complaint against an employee is valid, the CEO (or designee) may take appropriate disciplinary action against the employee. As appropriate, the CEO (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The CEO's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the Charter School. The decision of the Board of Directors shall be final.

GENERAL REQUIREMENTS

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3. Resolution: The Board (if a complaint is about the CEO) or the CEO or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Open Door Policy

Suggestions for improving EFC are always welcome. At some time, you may have a complaint, suggestion, or question about your job, your working conditions, or the treatment you are receiving. We want to hear your good-faith complaints, questions, and suggestions. If you wish to raise an issue, please take the following steps:

- Bring the situation to the attention of your immediate supervisor, who will then investigate and provide a response or explanation.
- If the issue persists, you may describe it in writing and present it to the Human Resources Manager, who will investigate and provide a response or explanation. We encourage you to bring the matter to the Human Resources Manager as soon as possible after you believe that your immediate supervisor has failed to resolve it.
- If the issue is not resolved, you may present it in writing to the CEO, who will attempt to reach a final resolution.

This procedure, which we believe is important for both you and EFC, cannot guarantee that every problem will be resolved to your satisfaction. However, EFC values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

COMPLAINT FORM

Your Name: ____ Date: ____________________________

Date of Alleged Incident(s):____

Name of Person(s) you have a complaint against: ____

____

List any witnesses that were present: ____

____

Where did the incident(s) occur?

____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

____

____

____

____

____

____

I hereby authorize Education for Change to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

____ Date: _____________________________

Signature of Complainant

____

Print Name

To be completed by School:

Received by: __________________________________ Date: _____________________________

X. Uniform Complaint Policy

Scope

The Education for Change (the "Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program.

The Charter School acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. While the Charter School cannot guarantee anonymity of the complainant, this includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Chief Executive Officer ("CEO") or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Hae-Sin Thomas
Chief Executive Officer
Education for Change
3265 Logan Street
Oakland, CA 94601
510-568-7936

The CEO or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the CEO or designee.

Notifications

The CEO or designee shall annually provide written notification of the Charter School's uniform complaint procedures to students, employees, parents/guardians, the Governing Board, appropriate private officials or representatives, and other interested parties.

The CEO or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints.

2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.

3. Advise the complainant of the appeal process pursuant to Education Code Section 262.3, including the complainant's right to take the complaint directly to the California Department of Education ("CDE") or to pursue remedies before civil courts or other public agencies.

4. Include statements that:

    a. The Charter School is primarily responsible for compliance with state and federal laws and regulations;

    b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;

    c. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination;

    d. The complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision; and

    e. The appeal to the CDE must include a copy of the complaint filed with the Charter School and a copy of the Charter School's decision.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

  Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

  A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

  The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

  If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

- **Step 2: Mediation**

  Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

  Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

  If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

  The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

  The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

  The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

  A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

  The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **<u>Step 4: Response</u>**

OPTION 1:

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within 60 days of the Charter School's receipt of the complaint.

OPTION 2:

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60 day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the Charter School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

- **<u>Step 5: Final Written Decision</u>**

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the CEO or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within 60 days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

<u>UNIFORM COMPLAINT PROCEDURE FORM</u>

Last Name: ____ First Name/MI: ________________________________

Student Name (if applicable): _______________________________________ Grade: _______ Date of Birth: _____________

Street Address/Apt. #: ____

City: ____ State: _______________ Zip Code: __________________

Home Phone: ______________________ Cell Phone: _______________________ Work Phone: ________________________

School/Office of Alleged Violation: ____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

☐ Adult Education ☐ Consolidated Categorical Programs ☐ Nutrition Services

☐ Career/Technical Education ☐ Migrant and Indian Education ☐ Special Education

☐ Child Development Programs

For allegation(s) of unlawful discrimination/harassment, please check the basis of the unlawful discrimination/harassment described in your complaint, if applicable:

☐ Age ☐ Ethnic Group Identification ☐ Religion

☐ Ancestry ☐ Gender ☐ Sex (Actual or Perceived)

☐ Color ☐ National Origin ☐ Sexual Orientation (Actual or Perceived)

☐ Disability (Mental or Physical) ☐ Race

☐ Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you discussed your complaint or brought your complaint to any School personnel? If you have, to whom did you take the complaint, and what was the result?

____
____
____
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____
____
____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature: ____Date: ____________

Mail complaint and any relevant documents to:

Hae-Sin Thomas
Chief Executive Officer
Education for Change
3265 Logan Street
Oakland, CA 94601
510-568-7936

XI. EMPLOYEE ACKNOWLEDGEMENT

PLEASE READ THE EDUCATION FOR CHANGE EMPLOYEE HANDBOOK AND FILL OUT AND RETURN THIS PORTION TO YOUR PRINCIPAL OR OFFICE MANAGER WITHIN ONE WEEK OF RECEIVING THE HANDBOOK. This Acknowledgement will be placed in the employee's personnel file.

I acknowledge that I have received and read a copy of the Education for Change Employee Handbook which outlines the policies, benefits and expectations of Education for Change, including my responsibilities as an employee.

I agree to abide by the rules, policies, expectations and standards set forth in the handbook. I also agree to the following Education for Change policies regarding: anti-harassment, discrimination policy, child abuse reporting, alcohol and drug abuse, and technology use.

I understand that this handbook is a general guide and does not constitute an employment agreement or a guarantee to continued employment. I also understand that the employer can make changes to this handbook at any time without notice.

__________________________________ __________________________

Employee's Signature Date

____

Employee's Printed Name

Attachment B

SEXUAL HARASSMENT COMPLAINT FORM

It is the policy of EFC that all of its employees be free from sexual harassment. This form is provided for you to report what you believe to be sexual harassment, so that EFC may investigate and take appropriate disciplinary or other action when the facts show that there has been sexual harassment.

If you are an employee of EFC, you may file this form with the Director or Board President.

Please review EFC's policies concerning sexual harassment for a definition of sexual harassment and a description of the types of conduct that are considered to be sexual harassment.

EFC will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, EFC will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, EFC will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize EFC to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that EFC will be able to address your complaint to your satisfaction.

Charges of sexual harassment are taken very seriously by EFC both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: ____ Date: ___________________________
Date of Alleged Incident(s): ____
Name of Person(s) you believe sexually harassed you or someone else: ____________________
____
List any witnesses that were present: ____
____
Where did the incident(s) occur? ____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):
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I acknowledge that I have read and that I understand the above statements. I hereby authorize EFC to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_______________________________________ Date: _________________________

Signature of Complainant

____

Print Name

Received by: ____________________________ Date: _________________________

Table of Contents

AUTHORITIES AND REFERENCES

Introduction

Purpose of the Plan

The purpose of the **Education For Change** (District) and **Learning Without Limits** (School) Emergency Operations Plan (EOP) is to identify those threats, vulnerabilities and hazards that pose a risk to the health and safety of students, employees and visitors; to District/ School property; as well as to the safe and orderly operation of the District/School. The EOP outlines responses to the identified risks that, along with the exercise of professional judgment, empowers employees and students to act quickly and appropriately in response to an incident. The plan is both a reference and educational tool in that it provides emergency response guidance and is the basis for training stakeholders in their roles and responsibilities before, during and after and emergency incident.

The guidelines and procedures for dealing with incidents, contained in the basic plan, functional annexes and incident specific annexes, provide an organized systematic method to prevent, mitigate, respond and recover from various types of incidents. Not every imaginable degree of risk can be covered in the plan, however the plan provides the basics which when coupled with the professional judgment of staff provides a basis for knowledgeable decision making in a wide variety of incidents. Employees and students should receive annual training in in the plan relative to their respective obligations and responsibilities for plan implementation.

Developing, maintaining and exercising the EOP is another way the District/School is meeting its moral, ethical and legal obligations to the school community. Districts and schools without established incident management plans have been held legally liable for damages resulting from the lack of a plan and/or training. While no plans or policies can totally eliminate the potential for legal liabilities, establishing procedures and guidelines on the best professional practices provides a margin of protection against legal liability.

This plan has been developed to further the primary goals of protecting the health and welfare of students, staff and visitors, protecting District/School property against damage and continuing the mission of educating our children.

Scope of the Plan

The District and School EOP outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local and Federal government mandates; common and specialized procedures; and prevention/mitigation, preparation response and recovery associated with specific identified risks.

Definitions

Definitions of terms may vary owing to the context within which the term is used. In some emergency management publications certain terms may have more than one meaning or use. For the purposes of the EOP the following definitions will apply.

Threat:
A natural or human caused event, which could have a negative impact on the health and welfare of persons or result in the damage or destruction of property. Examples would include: Tornados; hurricanes; earthquakes; fires; transportation accidents; and, hazardous materials releases.

Hazard:
A naturally occurring or human caused condition that may be static or evolving which has the potential to have a negative impact on the health and welfare of persons or result in the damage or destruction of property. Examples would include: Broken sidewalks; overloaded electrical systems; a sinkhole; a beachside cliff; an untrained equipment operator.

Vulnerability:
Refers to weaknesses in, or lack of, systems, infrastructure, training, response capability or any other protective system or condition subject to exploitation by threats or hazards that might result in harm. Examples would include: Geographic location; flaws in information technology protection systems; inability to secure a premises; lack of training in the emergency operations plan; weakened infrastructure systems.

Risk:
Is a combination of the probability that an event or incident will occur; the possibility that it will impact assets (human, capital, material); and, the consequence of that impact. For example: California (geographical vulnerability)

has a high probability of earthquakes (threat) which could be strong (impacting assets) resulting in injury, death and property damage (consequence).

Incident:

An incident is an occurrence (natural, technological, or human-caused) that requires a response to protect life or property. The superintendent/principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Response Plan.

Board of Directors Policy Statement

It is the responsibility of District and School officials to use their best efforts to protect students and staff during an emergency situation. The plan takes an all-hazard approach based upon the four phases of emergency management: prevention – mitigation; preparedness; response; and recovery. In compliance with Homeland Security Presidential Directive 5, District and School utilizes the National Incident Management System (NIMS) and the Incident Command System (ICS) when responding to and managing emergencies.

There is no guarantee, either explicit or implied, that District and/or School will provide a sufficient response system. As personnel and resources may be overwhelmed, District and School can only endeavor to make every reasonable effort to respond to the situation.

Situation Overview / Hazard Analysis Summary

District Overview

Education For Change Public Schools (District) is a Charter Management Organization (CMO) that evolved through a strategic partnership between the State Administrator of the Oakland Unified School District and the Education Reform community. The District was originally designed to become a charter management organization that would focus on converting existing OUSD Program Improvement schools to charter schools to provide the flexibilities and agilities of charter law to existing district public schools. As of the writing of this EOP, the District oversees six (6) charter schools in the Oakland / Bay Area, including **Learning Without Limits** (School).

School Overview

The School's current enrollment is **419** students in grades **K** through **5**. The campus consists of **one main building plus an adjacent portable structure (pod) currently sharing the campus with an Oakland Unified School District school (Global Families) commonly known in the community as the "Jefferson Campus".** Employees on site consist of:

- **2** administrators
- **8** professional staff (nurse, psychologist, etc.)
- **4** office support staff
- **23** certificated teachers
- **6** instructional assistants
- **3** maintenance and custodial staff
- **3** cafeteria staff
- **0** staff from support organizations (not district employees)
- **8** regular volunteers (Reading Partners, Parent Volunteers)
- **1** student support staff (consultant, Positive Climate Coach)
- **7** after-school program staff (consultant, Oakland Leaf until 6 p.m.) See Appendix E for After-School Program Emergency Plan

Should we add Global Families Staff as additional information and contact numbers?

The master schedule, along with daily attendance, the student and visitors' sign in and out logs are maintained in the main office. Each classroom teacher maintains a daily attendance log for his/her class.

Special Needs Population

The District and School are committed to serving the needs of our students and staff with functional and access needs. The School's current population of students and staff with special needs is **23 students** with IEP's (Individual Educational Plan) **and 0 staff Unconfirmed**. This number could increase should students or staff members suffer a temporary disabling condition.

This population includes students and staff with:

- Limited English proficiency (Spanish)
- Visual disabilities
- Cognitive or emotional disabilities
- Hearing disabilities
- Speech disabilities
-
- Mobility/physical disabilities (permanent or temporary)
- Medically fragile health (including asthma and severe allergies)

- **Mariah Iniguez, Insulin Dependent**

Per mom, Mariah carries enough insulin with her at all times to get through 48 hours.

First check: 10:15am (if low or high recheck in 15min.) report number to mom and follow her instructions.

Lunch check: 12:20pm find out planned lunch carb intake, supervise while MI enters numbers. Pump dispenses insulin accordingly. Stay in communication with mom throughout the check. Make sure MI does not consume any other food.
Afternoon check on MTTh prior to dismissal.

Primary: Lee Butler
Backup 1: Sierra Thai-Binh
Backup 2: Katie Ruffman
Also trained to support checks:
Manuel Herrera and Samantha Aubry

- **Amari Aubry, severe food allergies, Epipen required**
- **Abel Maldonado, severe food allergies, Epipen required**
- **Chayanne Hugly, severe food allergies, Epipen required**
- **Kimari Hodges,severe food allergies, Epipen required**

There is one Epipen in the office and each teacher has an additional Epipen for Amari, Abel and Chayanne. Parents will supply with a food kit for each student to be placed in the container.

Building Information

The School is located on a **4.3 acre** lot and includes **two schools with a total building footprint of 72,000 sq ft. 41 classrooms, 1 room used as classroom, 1 library room, 2 multi-purpose rooms (cafeterias), 21 admin/office/conference room.**

Site maps showing evacuation routes, assembly areas, command post location (primary and alternate), emergency supplies storage, utility shut offs, access gates for fire apparatus, mass casualty triage area constitute **Appendix A.**

Threat, Vulnerability and Hazard Summary

The District and School are exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and/or damaging or destroying personal and school property.

District and School staff members and members of the school community engage in a structured process to identify and prioritize the risk posed by those threats, vulnerabilities and hazards which are likely to impact the District and/or School.

This process includes an assessment of the buildings' (interior and exterior) and grounds of the site to identify hazardous conditions.

The following table identifies threats, vulnerabilities and hazards that may affect the District and/or School.

Identified Threats, Vulnerabilities and Hazards

Earthquake	An earthquake is the most likely disaster to occur in the greater Bay Area. Alameda County and the City of Oakland are at high risk for significant earthquake related damage.
Incident of Targeted Mass Violence	In today's world, no organization amassing tens if not hundreds of employees and pupils in a single or multiple locations can ignore the possibility of an attacked mounted against the organization or members thereof.
Fire	Annually, more than 5,000 fires occur in schools across the United States with the majority occurring during the school day. Proper prevention and mitigation measures combined with effective response protocols has resulted in not a single death in a school fire since 1958. Maintaining these efforts is imperative to school safety.

Intruder	An intruder is any person who comes upon the school grounds with the intent to or after entry engages in any conduct that threatens the health and safety of any person/s or disrupts the safe and orderly operation of the school. This includes persons who enter school grounds during non school hours and misuse, vandalize or steal school property. At the very least, intruders cause an emotional disruption to the good order of the school.
Hazardous Materials Incident	Hazardous materials incidents may range from accidental spillage of cleaning solutions and lab chemicals to incidents involving hazardous material pipelines and transportation accidents.
Terrorism	Once thought a foreign problem, terrorism is now a domestic threat. It is not out of the question for a terrorist (individual or organization) to make a political or religious statement by attacking a defenseless school. More likely would be an attack on a public venue hosting school children or an attack in the school's neighborhood in which the school suffers collateral damage.

This is where the District/School uses the Risk Index, Threat and Vulnerability Assessment identification rating forms and the site assessment to identify threats, vulnerabilities and hazards and rank the risk. From this list the table is completed.

Prevention, Mitigation and Preparedness Overview

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. District/School is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff and prevent lose or damage to property.

Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities.

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. District/School fosters preparedness at all levels including students, parents, teachers, and staff. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Planning Assumptions and Limitations

Planning Assumptions

Stating the planning assumptions allows the District and School to deviate from the plan if certain assumptions prove not to be true during operations. The EOP assumes:

- The District/School community will continue to be exposed and subject to hazards and incidents described in the Threat, Vulnerability and Hazard Summary, as well as lesser hazards and others that may develop in the future.

- A major disaster could occur at any time, and at any place. In some cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, many emergency situations occur with little or no warning.

- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.

- Following a major or catastrophic incident, the district/school may have to rely on its own resources to be self-sustaining for up to 72 hours.

- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.

- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.

- Proper prevention, mitigation and preparedness actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident-related losses.

- Maintaining the District and School EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.

- A spirit of volunteerism among students and families will result in their providing assistance and support to incident management efforts.

- District/School recognizes that during an incident or disaster the District/School will maintain responsibility for its employees and pupils regardless of the agency that has assumed command of the situation.

- Per Government Code § 3100 – 3109: All government employees are disaster workers and subject to "such disaster service activities as may be assigned to them by their superiors or by law."

- The District/School recognizes that some employees are responsible for the care and safety of infirm or disabled family members who, in an emergency, will be unable to provide for their own welfare and/or safety. The District/School may identify these employees and, after considering the totality of the circumstances, release them for a period of time from their statutory duties as a disaster worker.

Limitations

It is the policy of District and School that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, the District and/or School can only endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

CONCEPT OF OPERATIONS

This Plan is based upon the concept that the incident management functions that must be performed by the School generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, mitigate, protect against, respond to and recover from and the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, District and School participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

District and School recognizes that District/School employees will be first responders during an incident. Adopting NIMS enables staff to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

District and School works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

- Adopt the National Incident Management System (NIMS)
- Identify key district/school personnel who will complete IS-700.a National Incident Management System An Introduction.
- Adopt the use of the Incident Command System (ICS).
- All staff who assume roles described in this system will receive ICS-100 training. ICS-100 SCa Introduction to ICS for Schools.
- District/School key personnel should also, as time permits, complete IS 200.b ICS For Single Resources and Initial Action Incidents and IS 800.b National Response Framework An Introduction.
- The above courses are web based free of charge from the Federal Emergency Management Agency (FEMA) Emergency Management Institute. https://training.fema.gov/is/nims.aspx

- Participate in local government's NIMS preparedness program and align the District and School Plan with the EOP's of the local government agencies serving the District/School.

- Train and exercise the Plan on a regular and consistent basis.

- All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The District/School is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS system can be used in all phases of incident management, including pre-incident activities, response, and recovery.]

The Incident Commander at the District and/or School level will be delegated the authority to direct all incident activities within the District's/School's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

Initial Response

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. In cases of transfer of incident command or joint command the District/School retains the primary responsibility for the custody and care of students and the direction of staff.

The principal or his/her designee is responsible for activating the School EOP, including common and specialized procedures as well as incident specific plans. The principal or designee will assign an Incident Commander based who is most qualified to direct the response. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of individual responsibilities.

The principal and assistant principals are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles must be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

District and/or School staff may be required to remain at school to assist in an incident. (Government Code § 3100 – 3109) In the event that the District/School EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise, ~~and~~ training and the needs of the incident.

District Administrator/Principal/Building Administrator

The District superintendent or the principal may serve as the Incident Commander or can delegate that authority to a qualified individual. At all times, the superintendent or the principal still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the superintendent/principal to focus on policy-level activities and interfacing with other agencies and parents. The principal shall coordinate between the superintendent's office and the Incident Commander.

Incident Commander

The Incident Commander responsibilities include:

- Must be bilingual

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.

- Take steps deemed necessary to ensure the safety of students, staff, other individuals within the District's/School's jurisdiction and to ensure the preservation of district property and resources.

- Determine whether to implement incident response functions (Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.

- Arrange for relocation of students, staff, and other individuals when safety is threatened by an incident.

- Work with emergency services personnel, including utility companies and public transportation agencies. Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, evacuation, rescue procedures, etc.

- Keep the superintendent and/or principal and other officials informed of the situation.

Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- Supervise students under their charge.

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.

- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.

- Give appropriate action command during an incident.

- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.

- Report missing students to the Incident Commander or designee.

- Execute assignments as directed by the Incident Commander or ICS supervisor.

- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.

- Render first aid if necessary. School staff will be trained and certified in first aid and CPR.

Instructional Assistants

Responsibilities include:

- Administer first aid or emergency treatment as needed.

- Supervise administration of first aid by those trained to provide it.

- Organize first aid and medical supplies.

Counselors, Social Workers, and Psychologists

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.

- Direct students in their charge according to established incident management protocols.

- Render first aid if necessary.

- Assist in the relocation of students, staff, and other individuals when their safety is threatened by an incident.

- Execute assignments as directed by the Incident Commander or ICS supervisor

Custodians/Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander or Operations Section Chief.

- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.

- Provide damage control as needed.

- Assist in the conservation, use, and disbursement of supplies and equipment.

- Keep Incident Commander or designee informed of condition of school.

District / School Secretary / Office Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.

- Provide for the safety of essential school records and documents.

- Execute assignments as directed by the District/School Incident Commander or ICS.

- Provide assistance to the principal and Policy/Coordination Group.

- Monitor radio emergency broadcasts.

- Assist with health incidents as needed, acting as messengers, etc.

- Other duties as assigned by the superintendent/principal/Incident Commander.

Food Service/Cafeteria Workers

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.

- Execute assignments as directed by the Incident Commander or ICS supervisor.

Transportation Employees **(Study Tours)**

Responsibilities include:

- Supervise the care of students if disaster occurs while students are in the bus.
- Transfer students to new location when directed.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Transport individuals in need of medical attention.

Issues

- Does EFC have an MOU for transportation services from another district?No
- If not, should EFC attempt to secure such services from another district?Not sure
- Would such services be available in an area wide catastrophe?Not sure
- Does the law allow transportation of public school children on private buses with drivers without CHP school bus driver certification?No

Other Staff (Itinerant Staff, Substitute Teachers)

Responsibilities include:

- Substitute teachers will remain with their class unless relieved of that duty by the Incident Commander or designee.
- Reporting to the Incident Commander or ICS supervisor if requested or activated.

Students

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.

- Understand the importance of not being a bystander by reporting situations of concern.

- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures, as age appropriate.

- Take an active part in school incident response/recovery activities, as age appropriate.

Parents/Guardians

The District and School recognizes that parents and guardians are a crucial part of our school community and are a major influence on their child's academic and social success. The District and School wants parents and guardians to be involved in and informed of our efforts to ensure their child's safety and welfare while at school or school functions. Parents and guardians are welcome to participate in School's emergency planning by becoming a participating member in the school safety or site committee.

Responsibilities include:

- Ensure current telephone numbers and home address are on file at the School by updating immediately when changes are made.

- When notified of an emergency at the School - adhering to instructions including not to come to the school until requested.

- Encourage and support School safety, violence prevention, and incident preparedness programs within the School.

- Participate in volunteer service projects for promoting School incident preparedness.

- Provide the School with requested information concerning the incident, early and late dismissals, and other related release information.

- Practice incident management preparedness in the home to reinforce School training and ensure family safety.

- Understanding their roles during a School emergency.

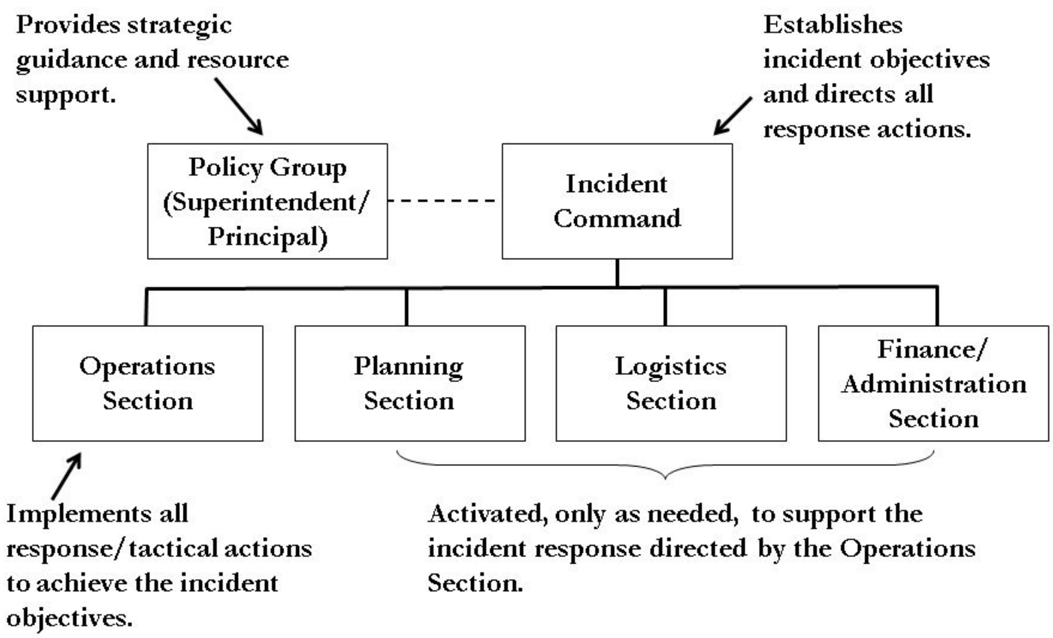
DIRECTION, CONTROL, AND COORDINATION

District/School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the District and/or School EOP will be activated including the implementation of the Incident Command System (ICS).

The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

Figure 1. Incident Management Team



The ICS is organized into the following functional areas:
(For a complete guide to the duties of each ICS position refer to FEMA ICS Resource Center http://training.fema.gov/emiweb/is/icsresource/index.htm)

Incident Command:

Directs the incident management activities using strategic guidance provided by the Policy Group.

School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
- Coordinate media relations and information dissemination with the principal.
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Document all activities.

Operations Section:

Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:

- Implement the incident action plan.

- Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing facility.

- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.

- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.

- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.

- Activate the Parent Student Reunification Plan.

- Document all activities.

As needed, the types of Strike Teams described in the following table may be established within the Operations Section.

<u>Table 2. Operations Section Teams</u>

<u>Strike Team</u>	**<u>Potential Responsibilities</u>**
Search & Rescue Team	Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for: ▪ Identifying and marking unsafe areas. ▪ Conducting initial damage assessment. ▪ Obtaining injury and missing student reports from teachers. ▪ **ICS Safety Officer may halt any search and rescue operation he/she deems unsafe to conduct.** ▪
First Aid Team	First Aid Teams provide triage and first aid services. First Aid Teams are responsible for: ▪ Setting up first aid area(s) for students. ▪ Assessing and treating injuries. ▪ Completing master injury report. Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students and other disaster victims.

Strike Team	Potential Responsibilities
Evacuation/Shelter/ Care Team	Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for: ▪ Accounting for the whereabouts of all students, staff, and volunteers. ▪ Setting up a secure assembly area. ▪ Managing sheltering and sanitation operations. ▪ Managing student feeding and hydration. ▪ Coordinating with the Student Release Team. ▪ Coordinating with the Logistics Section to secure the needed space and supplies.
Facility & Security Response Team	The Facility & Security Response Team is responsible for: ▪ Locating all utilities and turning them off, if necessary. ▪ Securing and isolating Fire/HazMat. ▪ Assessing and notifying officials of Fire/HazMat. ▪ Conducting perimeter control.
Crisis Intervention Team	The Crisis Intervention Team is responsible for: ▪ Assessing need for onsite mental health support. ▪ Determining need for outside agency assistance. ▪ Providing onsite intervention/counseling. ▪ Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.

Student Release Team	Reunification refers to reuniting students with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for: ▪ Setting up a secure reunion area. ▪ Checking student emergency cards for authorized releases. ▪ Completing release logs. ▪ Coordinating with the Public Information Officer on external messages.

Planning Section:

Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.

- Document all activities.

Logistics Section:

Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.

- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.

- Document all activities.

Finance/Administration Section:

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.

Additional duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.

- Develop a system to monitor and track expenses and financial losses, and secure all records.

This section may not be established onsite at the incident. Rather, the District management offices may assume responsibility for these functions.

Coordination with Policy/Coordination Group

In complex incidents, a Policy/Coordination Group will be convened at the school district operations center. The role of the Policy/Coordination Group is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.
- Provide factual information, both internally and externally through the Joint Information Center.

The school principal and Incident Commander will keep the Policy/Coordination Group informed.

Community Emergency Operations Plan (EOP)

Education For Change (District) maintains a district Emergency Operations Plan (EOP) to address hazards and incidents. The School EOP has been developed to fit into the larger district EOP in the case of a large-scale incident.

Does EFC fall under OUSD 's EOP? Need to check.

Coordination with First Responders

An important component of the District and School EOP is a set of interagency agreements with various county agencies to aid in timely communication and delivery of services. These agreements help coordinate services between the agencies, District and School.

Various agencies and services include county governmental agencies such as mental health, law enforcement, and fire departments. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event that is taking place in the community.

If a School incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur. The School Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

The District/School maintains responsibility for the control, safety and welfare of its students and staff.

Source and Use of Resources

District and School will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members have been trained to assist if called upon and available after an incident occurs.

The following organizations or agencies have agreed to be responsible for providing additional resources or assistance:

- First aid kit and sanitation supplies will be provided by: **EFC**
- Cots and bedding supplies will be provided by: **EFC**
- Food/water supplies will be provided by: **EFC**
- Security will be provided by: **school site**
- Counseling services will be provided by: **EFC**

COMMUNICATIONS

Communication is a critical part of incident management. This section outlines the District and School communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

Internal Communications

Communication Between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

- Telephone Tree/Robocall: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal, who contacts the members of the Incident Management Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff).

- Morning Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.

- End-of-Day Faculty Meeting: As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

Communication with the School District Office

The Incident Commander will use the School Emergency Radio Network to notify the principal of School status and needs. The principal will notify the District office. The District office will notify the chartering agency/ authorizer and/or the County Office of Education of the status of all district schools. He/she will designate staff member(s) to monitor all communications.

External Communications

Communication with First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. The District and School frequently exercises the School EOP with first responders to practice effective coordination and transfer of command.

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from District/School about the incident, what is being done about it, and the safety of the children and staff.

Communication With Parents

Before an incident occurs, the District and School will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and a presentation delivered at Back–to-School Night.
- Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

In the event of an incident, the District and School will:

- Disseminate information via text messages, radio announcements, and emails to inform parents about exactly what is known to have happened.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, website address, or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.

After an incident, District and School administrators may schedule and attend an open question-and-answer meeting for parents as soon as possible.

Communication With The Media

In the event of an incident, the Incident Commander will:

- Designate a Public Information Officer (Principal).
- Establish an off-campus briefing area for media representatives.
- Determine the need to establish or participate in a Joint Information Center.
- Coordinate messages with the principal and Policy Group.

All District/School employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center (if established). Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included in **Appendix B.**

Media contacts at the major television, internet, and radio stations are maintained by the principal. In the case of an incident, these media contacts will broadcast District and/or School's external communications plans, including the information hotline for parents and guardians.

Handling Rumors

In addressing rumors the most effective strategy is to provide facts as soon as possible. To combat rumors, the District and/or School will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, and cafeteria workers,. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.

- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.

- Designate and brief personnel answering calls to help control misinformation.

- Conduct briefings for community representatives directly associated with the school.

- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, the District and School will conduct public meetings as needed. These meeting are designed to provide the opportunity for people to ask questions and receive accurate information.

Communication After an Incident (Recovery Process)

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of School's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: estimate when the educational program can be fully operational; and identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Apprise the Oakland Unified School District, the county office of education and any other public agency or entity have a legitimate need to know of recovery status.

The District will:

- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.

- Establish absentee policies for teachers/students after an incident.

- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.

- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, video conferencing, telegroup tutoring, etc.

- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).

- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

Communication Tools

Some common internal and external communication tools that the District and School may use include the following:

- Standard Telephone: The District and School may designate a school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.

- Cellular Telephones: These phones may be the only tool working when electric service is out. They are useful to faculty/staff en route to or from a site.

- Intercom Systems: The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.

- Bullhorns and Megaphones: A battery-powered bullhorn should be part of the School's emergency to-go kit to address students and staff who are assembling outside the School. Procedures governing storage and use will help ensure readiness for use.

- Two-Way Radio: Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.

- Computers: A wireless laptop computer may be used for communication both within the School and to other sites and District. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as School evacuation, closure, or relocation on the home page of the school and district website.

- Fax Machines: Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.

- Alarm Systems: Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.

- Whistles: Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance

- ____

- ____

- ____

ADMINISTRATION, FINANCE, AND LOGISTICS

Agreements and Contracts

If school resources prove to be inadequate during an incident, the District and/or School will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

When normal operations are disrupted during an incident, the District Board or Policy Group must approve all donations that are intended to support the District and/or School during the emergency. Noncommercial food items may or may not be accepted by the District and/or School.

Recordkeeping

Administrative Controls

District/School is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

Activity Logs

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:

- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

Incident Costs

Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs.
- Equipment operations costs.
- Costs for leased or rented equipment.
- Costs for contract services to support incident management operations.
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

Preservation of Records

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Details are outlined in the

Continuity of Operations (COOP) Procedures, a functional annex of this Plan.

PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

Education for Change (Operations Team) is responsible for the overall maintenance and revision of the District/ School EOP. The **Site Administrators are** responsible for coordinating, training and exercising the School EOP. Both teams are expected to work closely together to make recommendations for revising and enhancing the plan.

The District/School Board of Directors and the superintendent are responsible for approving and promulgating this plan. Community fire, law enforcement, and emergency manager approval and suggestions will also be requested.

Approval and Dissemination of the Plan

The District/School Board of Directors, together with the principal and superintendent, will approve and disseminate the plan and its annexes following these steps:

- Review & Validate the Plan
- Present The Plan (For Comment or Suggestion)
- Obtain Plan Approval (District/School Board of Directors)
- Distribute The Plan

Record of Changes

Each update or change to the Plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change. The record of changes will be in table format and maintained by the District/School Emergency Operations Planning Team.

Record of Distribution

Copies of plans and annexes will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and acceptance of the Plan. The District and School Emergency Operations Planning Team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the District/School Board of Directors.

Plan Review and Updates

The basic Plan and its annexes will be reviewed annually by the District and School Emergency Operations Planning Team, emergency management agencies, and others deemed appropriate by school administration. Annual review will be completed and signed off by the reviewing committee members prior to the first day of August.

The District/School EOP will be updated as needed based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.
(Updating may be done at any time without waiting for annual review.)

Training and Exercising the Plan

The District and School understand the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that District and School personnel and community first responders are aware of their duties and responsibilities under the District/School Plan and the most current procedures, the following training, drill, and exercise actions will occur. The Exercise Planning Team will coordinate training and exercising efforts in accordance with the Homeland Security Exercise and Evaluation Program.

Basic training and refresher training sessions will be conducted during the first in-service day of the school year for all school personnel in coordination with local fire, law enforcement, and emergency managers.

Mandatory School EOP training will include:

- Hazard and incident awareness training for all staff.
- Orientation to the District/School EOP.
- First aid and CPR for all staff.
- Team training to address specific incident response or recovery activities, such as Parent/Student Reunification, Special Needs, and Relocation.
- Key personnel will complete the FEMA courses listed under Concept of Operations on Page11 of this Plan.

Additional training will include drills, tabletop and functional exercises. Drills will be conducted at least one (1) time per semester. Exercises will occur at least one (1) time per school year. The details of training are outlined in the Multi-Year Training and Exercise Plan **(see Appendix C).** Records of the training provided including date(s), type of training, and participant roster will be maintained.

Approved parent volunteers and community members will also be incorporated into larger training efforts.

All District and School staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively. A resource guide for family planning is included as **Appendix D.**

AUTHORITIES AND REFERENCES

The following are federal and state mandates, statutes, cases and authorities upon which the District and School EOP is based. These authorities and references provide a legal basis for incident management, operations and activities.

California Constitution Article 1, Sec. 28, Paragraph 7:

The right to public safety extends to public and private . . . campuses where "students and staff have the right to be safe and secure in their persons"

Homeland Security Presidential Directive 5:

Mandating adoption of NIMS by local government agencies (including school districts) as a condition for federal preparedness assistance, grants, etc.

California Education Code:

§ 47610: Exempting charter schools from laws governing school.

§32280 – 32289: Requirements for comprehensive safety schools plan (charter schools exempt; however, it is a useful guidance tool).

§ 47605(b)(F): The charter school application must contain "The procedures that the school will follow to ensure the health and safety of pupils and staff".

§ 46392(a): Recovery of ADA under declared state of emergency.

California Labor Code:

§ 6400(a): “Every employer shall furnish employment and a place of employment that is safe and healthful for the employee therein”.

California Government Code:

§ 3100 – 3101: School district employees are “disaster service workers” who may be assigned to such disaster service activities as deemed necessary by their superiors or by law.

Relevant Case Law Decisions:

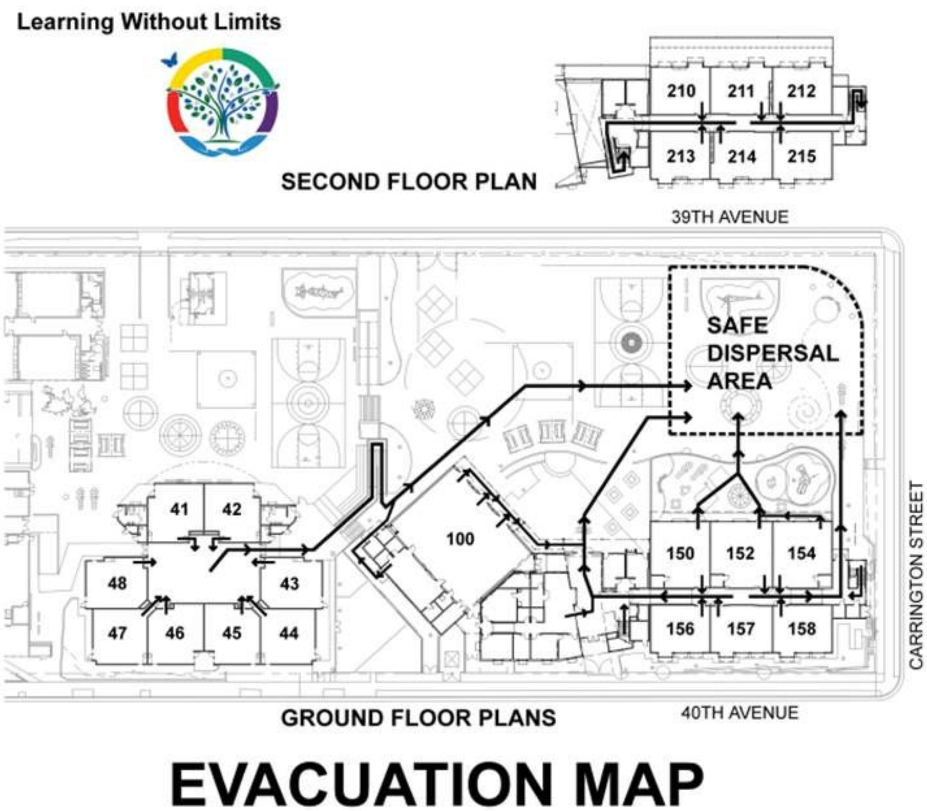
Canton v. Harris U.S.Sct. (1989): Liability for failure to train, which deprives plaintiff of a constitutional right.

Monell v. City of New York U.S. SCt. (1978): Local agencies can be considered persons and held civilly liable and in some cases criminally responsible for injuries or damages arising out of failure to train. (could be applied to “Disaster workers”)

City of Oklahoma v. Tuttle U.S. SCt. (1985): Failure to train in the practical area at issue in the litigation.

Jane Doe v. Forest Hills School Dist. USDC WDMI (Mich.) No. 1:13-cv-428: Failure to train deliberate indifference in light of foreseeable consequence.

Appendix A (evacuation maps)



Appendix B (media protocol)

Appendix C (Multi-Year Training and Exercise Plan)

Appendix D (Personal and Family Emergency Plans Resource Guide)

http://www.ready.gov/sites/default/files/documents/files/Family_Emegency_Plan.pdf

Appendix E-After-School Program Emergency Plan(To be updated every year and/or if personnel changes)

Contact Information (Lead and instructors included)

Rona Yee	ASP coordinator
Blanca Burciaga	ASP assistant coordinator
Monica Woodworth	Instructor
Kiran Romm	Instructor
Edward Galan	Instructor
Samantha Montemayor	Instructor
Shay Thornton	Instructor

Who to call in EFC

Leo

Bere

Erin

Who to call at OUSD

X

Need to be trained with all staff

Coordinator and Assistant part of the main team

Need access to emergency supplies

Need an emergency backpack (need a checklist)

LATITUDE FALL 2017 - SPRING 2018

STUDENT ENGAGEMENT/RECRUITMENT PLAN

To engage and recruit a diversity of students from across Oakland for our founding class, we are focused on five key strands of work:

- **Listening Campaign:** In September, we have planned a multiple-stop listening campaign with parents and 8th grade teachers in deep East Oakland and deep West Oakland to understand transportation issues and other challenges to sending their students to a Fruitvale-located school. Our learnings from this listening campaign will enable us to be proactive in co-designing solutions to these challenges early in our planning year in collaboration with families from these communities.
- **Latitude Student Design Team:** We will convene, once a month, a group of 8th graders representing the diversity of middle schools across Oakland, to serve as our Latitude Student Design Team. These full-day experiences will include opportunities for students to test out Latitude projects and field work, as well as opportunities for student dialogue and feedback on the ongoing design of our school program. These meetings will take place on Saturdays once a month. In September, we will be doing one-to-ones with middle school principals across Oakland to connect us with students from their sites who may be willing to serve on the Latitude Student Design Team, which will launch the first week of October.
- **Mid-Week Latitude Student Engagements at Middle School Campuses:** To reach 8th grade students who may have challenges coming to an event on a Saturday, we will also hold mid-week student engagement events during the after-school/extended care program at middle schools that are willing to open their doors to us. In our September one-to-ones with middle school principals across Oakland, we will gauge willingness and set dates for these engagements on their campuses.
- **On-Campus Presentations for 8th Grade Families and Students:** We will hold Latitude High School presentations for families and students at any middle school that will allow us to hold a presentation on their site. All interested families will be invited to join our monthly Design Team meetings, held on Wednesday evenings.
- **High School Fairs, Community Based Organizations, and Pop-Up Events:** We will, of course, have a table at any high school fairs scheduled throughout the fall. In addition, we have and will continue to connect with Community Based Organizations, including churches, local health clinics, and youth centers, to collaborate on outreach with families and students. We will work with these community partners to plan and facilitate Latitude pop-up events, where students and families can get a taste of the Latitude experience and learn about the school in greater depth.

CALENDAR

August 2017	Summer pilot with rising 8th graders to launch Latitude Student Design Team Continued one-to-ones with community based organizations across Oakland to discuss opportunities for collaboration and student/family recruitment Re-connect with Alameda homeschooling communities via Hickman Charter School and Alameda Oakland Home Learners group to plan fall presentations with 8th grade students
September 2017	Listening Campaign with parents and teachers in deep East Oakland and deep West Oakland to understand transportation issues and other challenges to sending students to a Fruitvale located school

	One-to-ones with middle school principals across Oakland to schedule (if willing): ● Recruitment of 8th grade students for Latitude Student Design Team (ideally 1-2 from every middle school in Oakland) ● Mid-week 8th grade student engagements during middle schools' after school/extended care programs ● Fall on-campus presentations for 8th grade families and students at middle schools across Oakland Continued one-to-ones with community based organizations across Oakland to discuss opportunities for collaboration and student/family recruitment
October 2017	Saturday, October 7: Launch of Student Design Team Wednesday, October 11: Regular Design Team Meeting (all families welcome) Saturday, October 18 (*tentative*): Latitude Community Pop-Up Event in collaboration with community partners THROUGHOUT OCTOBER: Mid-week 8th grade student engagements during middle schools' after school/extended care programs Fall on-campus presentations for 8th grade families and students at middle schools across Oakland Possible Latitude table at farmers' markets, swap meet, cultural events, including October 22 Mini Makerfaire and October 29 Dia de los Muertos Festival
November 2017	Saturday, November 4: Student Design Team Convening Wednesday, November 8: Regular Design Team Meeting (all families welcome) Saturday, November 11 (*tentative*): Latitude Community Pop-Up Event in collaboration with community partners THROUGHOUT NOVEMBER: Mid-week 8th grade student engagements during middle schools' after school/extended care programs Fall on-campus presentations for 8th grade families and students at middle schools across Oakland Possible Latitude table at farmers' markets, swap meet, cultural events
December 2017	Saturday, December 2: Student Design Team Convening

	Wednesday, December 13: Regular Design Team Meeting (all families welcome) Saturdays, December 9 and December 16: Oakland Public Schools Fair Sunday, December 17 (*tentative*): Latitude Family Picnic and Recruitment Event THROUGHOUT DECEMBER: Mid-week 8th grade student engagements during middle schools’ after school/extended care programs Fall on-campus presentations for 8th grade families and students at middle schools across Oakland Possible Latitude table at farmers’ markets, swap meet, cultural events
January 2018	Wednesday, January 10: Regular Design Team Meeting (all families welcome) Saturday, January 13: Student Design Team Convening Saturday, January 20: Latitude Community Pop-Up Event in collaboration with community partners THROUGHOUT JANUARY: Mid-week 8th grade student engagements during middle schools’ after school/extended care programs On-campus presentations for 8th grade families and students at middle schools across Oakland Possible Latitude table at farmers’ markets, swap meet, cultural events
February 2018	Saturday, February 3: Student Design Team Convening Wednesday, February 14: Regular Design Team Meeting (all families welcome) Saturday, February 17: Latitude Community Pop-Up Event in collaboration with community partners THROUGHOUT FEBRUARY: Mid-week 8th grade student engagements during middle schools’ after school/extended care programs Possible Latitude table at farmers’ markets, swap meet, cultural events, including Allen Temple Black History Family Festival, Oakland Asian Cultural Center Lunar New Year celebration, and Cambodian New Year Festival
March 2018	Open House on Latitude’s campus for all admitted students

	Spring Picnic for future Latitude families
April 2018	Open House on Latitude’s campus Campus Beautification/Gardening Day for future Latitude families
May 2018	Open House on Latitude’s campus Campus Beautification/Gardening Day for future Latitude families
June 2018	Summerbridge Program for rising 9th grade students Campus Beautification/Gardening Day for future Latitude families

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Achieve Academy (PreK-5) Info sessions: Nov 15 @ 10:00AM; Dec. 6 @ 10:00AM & Jan 10th & 17th @ 10:00am 1700 28th Avenue, Oakland, CA 94601 510-904-6440

ASCEND (TK-8) Info sessions: Dec.14 @ 8:45AM; Dec. 15 @ 9:15AM; Jan. 12 @ 8:45AM; Jan. 19 @ 9:15AM; Expo: May . 20, 11AM-3PM.
3709 East 12st Street, Oakland, CA 94601 510-879-3140

Cox Academy(PreK-5) Info session: Dec. 8 @ 10AM and Dec 15 @ 9AM : Jan. 12 & 19 @ 9AM
9860 Sunnyside Street, Oakland, CA 94603 510-904-6300

Epic Middle School (6-8) Info sessions: Weekly Thursdays @ 10:00AM
1112 29th Avenue, Oakland, CA 94601 510-689-2035

Lazear Charter Academy (TK-8) Info sessions: Dec. 8th & 12th; Jan. 12th & 17th @ 10:30AM
824 29th Avenue, Oakland, CA 94601 510-689-2000

Learning Without Limits (K-5) Info sessions: Dec. 6 @ 9:15AM; Dec. 14 @ 10:30 AM, Jan. 11 @ 10:30AM, Jan 17,@ 10:00 am
2035 40th Avenue, Oakland, CA 94601 510-879-1282

Applications available at our schools and www.enrolloak.org

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Achieve Academy (PreK-5) Sesion informativa: Nov. 15 @ 10:00am Dic. 6 @ 10:00AM; Ene. 10 y 17 @ 10:00AM
1700 28th Avenue, Oakland, CA 94601 510-904-6440

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9860 Sunnyside Street, Oakland, CA 94603 510-904-6300

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1112 29th Avenue, Oakland, CA 94601 510-689-2035

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824 29th Avenue, Oakland, CA 94601 510-689-2000

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2035 40th Avenue, Oakland, CA 94601 510-879-1282

Aplicaciones disponibles en nuestras escuelas y el sito web www.enrolloak.org

STUDENT & PARENT HANDBOOK
2016-2017 Policy and Procedures

Point Loma Campus

High Tech High
2861 Womble Road
San Diego, CA 92106-6025
Ph: (619) 243-5000
Fax: (619) 243-5050

High Tech High International
2855 Farragut Road
San Diego, CA 92106-6029
Ph: (619) 398-4900
Fax: (619) 758-1960

High Tech High Media Arts
2230 Truxtun Road, 3rd Floor
San Diego, CA 92106-6039
Ph: (619) 398-8620
Fax: (619) 224-1198

High Tech Middle
2359 Truxtun Road
San Diego, CA 92106
Ph: (619) 814-5060
Fax: (619) 814-5088

High Tech Middle Media Arts
2230 Truxtun Road, 2nd Floor
San Diego, CA 92106-6039
Ph: (619) 398-8640
Fax: (619) 758-9568

High Tech Elementary Explorer
2230 Truxtun Road, 1st Floor
San Diego, CA 92106
Ph: (619) 795-3600
Fax: (619) 795-3090

High Tech Elementary
2150 Cushing Road
San Diego, CA 92106
Ph: (619) 564-6700
Fax: (619) 564-6757

Chula Vista Campus

High Tech High Chula Vista
1945 Discovery Falls Drive
Chula Vista, CA 91915
Ph: (619) 591-2500
Fax: (619) 591-2503

High Tech Middle Chula Vista
1949 Discovery Falls Drive
Chula Vista, CA 91915
Ph: (619) 591-2530
Fax: (619) 591-2533

High Tech Elementary Chula Vista
1949 Discovery Falls Drive
Chula Vista, CA 91915
Ph: (619) 591-2550
Fax: (619) 591-2553

North County Campus

High Tech High North County
1420 W. San Marcos Blvd.
San Marcos, CA 92078-4017
Ph: (760) 759-2700
Fax: (760) 759-2799

High Tech Middle North County
1460 W. San Marcos Blvd.
San Marcos, CA 92078-4017
Ph: (760) 759-2750
Fax: (760) 759-2779

High Tech Elementary North County
1480 W. San Marcos Blvd.
San Marcos, CA 92078
Ph: (760) 759-2785
Fax: (760) 759-2788

www.hightechhigh.org

TABLE OF CONTENTS

INTRODUCTION

The policies and procedures described in this Student Parent Handbook ("Handbook") are applicable to all High Tech High ("High Tech High" or "HTH") schools unless specifically directed to one school or village in particular. Throughout this Handbook, the reference to HTH shall mean and include all HTH schools. The policies contained in this Handbook are not exhaustive. HTH has the discretion to supplement and modify policies noted here from time to time. For updates see the Handbook posted on the High Tech High website at: hightechhigh.org/handbook/

ATTENDANCE POLICIES AND PROCEDURES

Attendance Hours

The following are the school hours for each of the HTH schools. Students must be on time and present for all of their classes. Students must remain on campus during these hours unless on an approved field trip or participating in a school-sponsored internship or externship program.

High Tech High 8:40 a.m. – 3:40 p.m.
High Tech High International 8:25 a.m. – 3:25 p.m.
High Tech High Media Arts 8:30 a.m. – 3:30 p.m.
High Tech High Chula Vista 8:30 a.m. – 3:30 p.m.
High Tech High North County 8:30 a.m. – 3:30 p.m.
High Tech Middle 9:05 a.m. – 3:30 p.m.
High Tech Middle Media Arts 9:00 a.m. – 3:30 p.m.
High Tech Middle Chula Vista 8:45 a.m. – 3:00 p.m.
High Tech Middle North County 8:50 a.m. – 3:15 p.m.
High Tech Elementary Explorer 9:05 a.m. - 3:40 p.m.
High Tech Elementary 9:05 a.m. – 3:40 p.m.
High Tech Elementary Chula Vista 8:00 a.m. – 2:30 p.m.
High Tech Elementary North County 8:15 a.m. - 2:45 p.m.

Absences

The project-based nature of the HTH program makes daily attendance extremely important. Significant absences, repeated absences or tardiness could lead to academic and disciplinary consequences.

Appointments and other activities should be scheduled during non-school hours whenever possible. Likewise, HTH requests that families schedule vacations or special programs so as not to conflict with school. In particular, the final two (2) weeks of any semester are critical, as they culminate in the student exhibitions and presentations upon which faculty base their assessments.

In the event of a necessary absence, please call your school's main office to advise the school that your child will be absent. While this alone will not excuse the absence under this policy, the call allows the school the opportunity to track your student's attendance. Student absences will be verified.

Absences may be considered excused for the following reasons: illness, family emergency, funeral, legal matter, and religious holiday. If a student will be out of school for three (3) or more days due to illness, the student must provide a note from a doctor or nurse specifying the amount of time excused.

If a student is absent from school for ten (10) consecutive school days or more, and the student's parents or guardians have not contacted the school with an explanation for the absences, or otherwise expressing their intent to have their student attend the school, the student will be deemed to have voluntarily dropped from school enrollment. Such students may be referred back to the student's home district in accordance with district and county guidelines.

Tardies

If your student will be late for school, an advance call from a parent/guardian is preferred.

Students who arrive late to school or are returning from an appointment must:

- Check in with the school's front desk
- Provide a note from their parent/guardian or health care provider regarding their tardy
- Receive a tardy slip/pass prior to proceeding to their classroom

Students who are deemed chronically tardy or chronically absent may not be permitted to receive credit for the course(s) in which they have been chronically tardy or absent, or may jeopardize their position and privileges associated with attending any High Tech High school. Students and their parents will have an opportunity to meet with school administration to discuss potential consequences to address chronic tardiness and/or absenteeism.

Early Dismissal

While we encourage families to schedule appointments before or after school, we understand that sometimes missing school cannot be helped**. However, students cannot leave campus during the school day without consent from their parents or guardians. This includes students 18 years of age and older.**

An early dismissal slip is required for students to leave school before the end of the day. If your student needs to be excused early, please provide the attendance office with advance notice before the appointment, either by a call or a note. Your student will be given an early dismissal slip to be excused from class. In addition, we ask that parents please provide us with a doctor's note supporting the early dismissal, which can be brought in the following school day.

Contracts for Independent Study

High Tech High does not offer a "full time" or regular independent study program as part of its curriculum. Rather, independent study is conducted primarily for the educational benefit of the students attending High Tech High as a means to encourage daily engagement in academic work during certain times of extended absence, and for the school to track attendance according to applicable guidelines.

Any student who is absent five (5) days or more for a reason other than illness may request a Contract for Independent Study ("CIS"). Parents and guardians may contact the school office to learn about CIS and whether a CIS might be appropriate in any given situation. The school administration in its sole discretion will determine if the request meets the applicable guidelines for independent study. Independent Study Contracts may only be obtained on a limited, short-term basis.

School Calendars and Activities

Academic year calendars, daily class schedules, significant school events, and extended services information (if applicable) for each HTH school may be found on school webpages directed from the HTH website located at: www.hightechhigh.org.

CAMPUS POLICIES

Closed Campuses

Despite the open feeling in the schools, HTH campuses are closed campuses in order to provide safe and secure schools. Students must remain within the immediate vicinity of their respective schools during all school hours with the following general exceptions:

Point Loma

- ***Liberty Station:*** In general, Liberty Station may be considered to be on campus when students are accompanied by faculty and staff during class hours for a specific school purpose.
- ***Liberty Station Retail Area and Lunch Breaks***:
    - **High School Students:** High school students may walk over to a defined section of the Liberty Station Retail Area, located within the quadrangle defined by the following streets: Womble, Historic Decatur, Roosevelt and Truxtun Roads. High School students are permitted to patronize the Liberty Station stores located within the Liberty Station Retail Area before school, during lunch and after school. Students are not permitted to be in the Liberty Station Retail Area during class time. Moreover, students may not travel to any other off campus sites during school hours without the supervision of a teacher. Additionally, students who are absent or tardy to class, or who otherwise violate school policies, may have their privileges to visit the Liberty Station Retail Area revoked. By the receipt of the policies and procedures in this handbook, parents expressly acknowledge and agree that their high school students may go to the Liberty Station Retail Area as identified above.
    - **Middle and Elementary School Students*:*** Due to the age range of our middle and elementary school students, middle and elementary school students must stay within the immediate vicinities of their schools. Middle and elementary school students are not permitted to walk to or from the Liberty Station Retail Area or any other stores during school hours unless in the company of a teacher during the course of a school activity. Middle and elementary school students are not permitted to buy lunch from these stores and must stay in the current designated lunch areas near their schools. Students enrolled in the before and after school program also are not permitted to go to these stores during the 6 to 6 program hours.

Chula Vista

- Students at all Chula Vista schools may walk within a one-mile radius from campus when accompanied by faculty and staff, during school hours for specific school purposes. Examples of such walking excursions include a trip to Exploration Falls Park, an exercise walk in the neighborhood, or a walk to the neighboring canyon for project-related “field work.” Other than faculty and staff chaperoned excursions, students must remain on campus during school hours.

School Dances

School dances are held throughout the year. High school students may bring one (1) guest to most high school dances provided that:

- The guest is enrolled in a high school or is still under the age of 21;
- A completed guest form is submitted to the Dean of Students at least three (3) school days prior to the dance and approved by the Dean of Students;
- The HTH student must stay with his/her guest throughout the event and accept responsibility for the actions of their guests; and
- HTH policies, procedures and rules are observed by both the guest and the student.

Student Visitors

In general, HTH does not permit students to have visitors on campus. However, HTH recognizes that there are certain events, such as dances, where HTH students may want to invite non-HTH students as guests. In such cases, non-students or students from other schools must complete a guest form and submit it to the Dean of Students for prior approval. Visitors permitted in these circumstances will be expected to abide by HTH policies and guidelines.

Student Drivers and Parking

Driving to school is considered a privilege. Students who drive their own vehicles to and from school must comply with the following rules. Failure to follow these rules may result in an immediate disciplinary meeting and/or action.

<u>Student Driver Information</u>

Students who drive to and from school will be asked to provide the following information to their school's front desk:

- Name of student and signature
- Student's Driver's License number
- Parent and/or Guardian name and signature
- Car make and model ad license plate number of each vehicle the student may be driving
- Automobile Insurance Policy Number and expiration date

<u>High Tech High Point Loma Village Parking</u>

HTH has an allocation of parking spaces at the Point Loma Village parking lot and students must obtain permission to use one of those spaces. Forms, parking permits, and ID tags for student drivers may be obtained from the school's Dean of Students. Students will be issued parking permits for High Tech High Village parking spaces based on space availability and must display the parking permit prominently in the vehicle. Students who drive to school and park elsewhere must obtain an HTH identification tag that must be displayed in the vehicle when parking at Liberty Station or in off campus areas for other High Tech High students. HTH Point Loma

Village seniors are given priority registration for available spaces and all students may apply for parking permits beginning on the first day of the school year.

Due to the high demand for parking at the High Tech High Point Loma Village, parking on campus is considered to be a privilege. Failure to obey traffic laws and regulations while at Liberty Station, as well as failure to adhere to High Tech High rules and expectations noted in this Student Handbook, may result in a parking permit being revoked. Students are expected to drive and park safely and courteously.

High Tech High Chula Vista Village Parking

HTH Chula Vista ("HTHCV") has a limited allocation of parking spaces and permits for student drivers. To become eligible for an on-campus parking permit at HTHCV, a student must follow the HTHCV parking space application process, and attend a required HTHCV safety training. Students interested in a parking permit should see the HTHCV Dean of Students. Students will be issued parking permits for HTHCV parking spaces based on space availability and must display the parking permit prominently in the vehicle. HTHCV seniors are given priority registration for available spaces. Students without permits are not permitted to park on campus, and will need to park off-site.

Due to the high demand for parking at HTHCV, parking on campus is considered to be a privilege. Failure to obey traffic laws and regulations while on HTHCV property or easements, as well as failure to adhere to HTHCV rules and expectations noted in this Student Handbook, may result in a parking permit being revoked. Students are expected to drive and park safely and courteously.

High Tech High North County Village Parking

HTH North County ("HTHNC") has an allocation of parking spaces, and students must obtain permission to use one of those spaces. Forms and parking permits for student drivers can be obtained from the Dean of Students. Students will be issued parking permits for HTHNC parking spaces based on space availability and must display the parking permit prominently in the vehicle. HTHNC seniors are given priority registration for available spaces, and all students may apply for parking permits beginning on the first day of the school year. Students without permits are not permitted to park on campus, and will need to park off-site. Adjacent streets with unrestricted street parking are: Pacific Street and Discovery Street.

Due to the high demand for parking at HTHNC, parking on campus is considered to be a privilege. Failure to obey traffic laws and regulations while on HTHNC property or easements, as well as failure to adhere to HTHNC rules and expectations noted in this Student Handbook, may result in a parking permit being revoked. Students are expected to drive and park safely and courteously.

Student Passengers

Students who drive to and from school may not drive other HTH students in their vehicle during the school day unless:

- In accordance with applicable law, students are eligible to drive other students, **and**,

- In advance, parents and guardians have submitted a written and signed parental/guardian permission form (available at the school front desk), signed by the parents/guardians of the driver student and all students who may be passengers, **and**,
- Students conduct themselves in accordance with the law and HTH policies.

Automobiles and Other Vehicles

The following additional rules apply to cars and vehicles that are driven by students to school or on campus:

- Students may not sit in vehicles or gather in the parking areas before school, during school hours, or after school.
- When students enter and start their vehicles at the end of the school day, they must depart immediately. Students may not drive around the campus vicinity.
- Students must observe all traffic rules and speed limits. There are many people who walk around campus. Traveling at greater speeds than allowed may endanger others.
- While driving on campus, students may not play music in their cars at high volume.

Skateboards and Bicycles

The following rules apply to bicycles and skateboards while on campus:

- Skateboards:
    - **Point Loma Campus (Liberty Station):**
        - The HTH schools in Point Loma are situated in the midst of Liberty Station, adjacent to a public business district with several public thoroughfares between school buildings.
        - There are legal restrictions to the use of skateboards in such public spaces.
        - Based on these facts, and our experience with the common, shared public spaces surrounding our schools, we have concluded that in order to maintain a safe environment, skateboards will not be allowed on the Point Loma campus.
        - Students may not bring skateboards in any area within 500 feet of any HTH school building, any HTH parking lot, or HTH common area at any time.
        - If a student brings a skateboard onto campus, the skateboard may be confiscated by the school administration, and students may be subject to disciplinary action.
    - **Chula Vista Campus:**
        - In order to maintain a safe environment, students may not ride skateboards onto or on campus.
        - If a student brings a skateboard onto campus, he/she must carry it and store it properly as directed by faculty and staff members.
        - If a student violates these skateboard rules, the student's skateboard may be confiscated by the school administration, and students may be subject to disciplinary action.
    - **North County Campus:**
        - In order to maintain a safe environment, students may not ride skateboards onto or on campus with the exception of a designated skateboarding elective class, and in the case of such an elective, only in keeping with the parameters set forth below.

- Commuters:
  - If a student brings a skateboard onto campus, he/she must carry it onto campus as students may not ride onto campus.
  - All skateboards must be stored properly as directed by faculty and staff members.
- Elective – Skateboards: HTHNC and HTMNC only
  - In past years, HTHNC and HTMNC have offered skateboarding electives. To the extent this elective is offered, the following guidelines apply:
    - Parents and guardians must expressly agree to the terms of the elective, and agree to the terms of the release and waiver of liability associated with this elective.
    - Students must wear appropriate gear, including helmets, to participate.
    - Students may only ride their skateboards in the designated areas at designated times.
    - Students must adhere to all other guidelines established by North County School Directors and administration.
- If a student violates these skateboard rules, the student's skateboard may be confiscated by the school administration, and students may be subject to disciplinary action.

- Bicycles:
  - Students commuting to schools by bicycle should take precautions to park their bicycles in appropriate designated places.
  - Students are responsible for securing their bicycles with their own locks.

STUDENT HEALTH AND WELLNESS POLICIES

Administration of Medication at School (Prescribed or Over-the-Counter)

HTH does not have a nurse on staff at each school site. Each school's main office staff members will have first aid kits and will be your health center point of contact.

The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional. Medication will be administered during school hours only if determined by a physician to be necessary. Designated school personnel will keep records of medication administered at the school with the assistance of school personnel per the instructions of physicians, as applicable. All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by designated staff.

Designated school personnel will return all personal, surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.

In order for a student to be assisted by designated school personnel in taking prescription medication, including insulin shots, parents/guardians must provide HTH with: (1) a written and signed statement from a physician detailing the name of the medication, method, amount, and time schedule by which the medication is to be taken **and** (2) a written statement from the parent, foster parent, or guardian of the student indicating the desire that school assist the pupil with the administration of the medicine. These statements must be updated at least annually. Designated staff members will establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, and diabetes), consistent with instructions from the parents/guardians/physicians.

Certain medications may be carried by students as noted below:

- **Students in grades 6-12:** Students in grades 6-12 may keep inhalers for asthma conditions, so long as prescribed by a doctor, and certain over-the-counter medicines (i.e. Tylenol, Motrin, and supplements like glucose tablets) in their possession. Students are prohibited from sharing any medications, whether prescribed or over-the-counter, with any other students. HTH will not be responsible for any adverse reactions to medications self-administered by students without the knowledge of HTH staff, faculty or administration.

- **Students in grades K-5:** Unless otherwise prescribed by a doctor, students in grades K- 5, must keep their medications, including inhalers, locked at the front office with our Site Manager. Medication will only be administered according to the physician's instructions, as described below.

In order for a student to carry and self-administer prescription auto-injectable epinephrine ("EpiPen"), parents/guardians must provide HTH with: (1) a written and signed statement from a physician detailing the name of the medication, method, amount, circumstances during which the medication should be administered, a confirmation that the pupil is able to self-administer auto-injectable epinephrine, **and** (2) a written statement from the parent/guardian consenting to the self-administration, providing a release for designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing HTH and school personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication. These statements must be updated at least annually.

Additionally, the designated school personnel who have volunteered may use EpiPens to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. HTH will ensure it has the appropriate type of EpiPens on site (i.e., regular or junior) to meet the needs of its pupils. HTH will ensure staff properly store, maintain, and restock the EpiPens as needed. HTH will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of EpiPens based on the standards developed by the Superintendent of Public Instruction. HTH will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an EpiPen to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

Control of Communicable Diseases

HTH works to cooperate with the County of San Diego Health and Human Services Agency to prevent and control communicable diseases in school-age children. When there is good reason to believe a student has a contagious or infectious disease, the parent/guardian will be contacted and the student sent home. The student may return to school when well and/or released by a physician. If there is reason to believe a student is suffering from a recognized contagious or infectious disease, the student will be excluded from school until school officials are satisfied that the student no longer has the contagious or infectious disease.

Health Screening

HTH contracts with nurses from Rady Children's Hospital San Diego to provide hearing and visionscreenings as require by state law. You may contact the school at the time of the health screening if you would prefer that your child be excluded. Screenings are offered in grades K, 1, 2, 3, 5, 6, 8 and 10.

Immunization Requirements

State law requires that all students, kindergarten through grade 12, be immunized against certain diseases. At the time of the first day of attendance, the school is required to have proof that your child has received all currently due immunizations.

Personal Belief Exemptions (PBEs) will no longer be recognized for new incoming students. Pre-existing PBEsfiled at a California K-12 school before January 1, 2016 may remain valid until the student enrolls in the next grade span, typically at kindergarten or 7th grade(middle school entry) only where the student:

(1) Had a physician-issued, written exemption on file prior to January 1, 2016;
(2) At a California K-12 school (child care and preschool are not recognized for this purpose, however, qualified Transitional Kindergarten programs may be recognized for this purpose);
(3) In which the student was then-enrolled (Exempt Student).

PBEs may be transferred between California schools both within and across school districts. If a student's PBE is not successfully transferred, the student will have to demonstrate proof of age-appropriate immunizations in accordance with the law prior to registration.

However, even Exempt Students:

(1) Must receive any immunizations that become required of California students after January 1, 2016 when they transition to the next grade span.
(2) Are subject to rules requiring proof of immunization at kindergarten and seventh grade transitions. At the kindergarten and seventh grade registration points, Exempt Students must demonstrate proof that all required immunizations for the relevant grade level have been administered unless the student has a medical exemption that meets all legal requirements.

Wellness and Food

HTH has adopted a Wellness Policy in keeping with its participation in the National School Lunch Program (NSLP) that discusses food service, sales and distribution on HTH campuses. The following guidelines based on the Wellness Policy apply to school-based activities:

(1) To the extent food sales are conducted, school-based groups including parent associations, other parent groups, booster clubs, associated student body, student groups, clubs and teams, and teaching teams should abide by HTH health and wellness policies.
(2) Fundraising events involving food must be done after regular school hours. This means that food sales should not take place while any neighboring HTH village school may be in session. Please note that several HTH schools offer breakfast to students. Accordingly, any fundraising events involving food may not be conducted before school.
(3) Parents/guardians, volunteers, staff members and students should consider nutritional quality when selecting snacks for school events, sales, and parties.

ACADEMIC POLICIES

HTH Academic Program

HTH schools offer a unique, project-based academic program. The mission of all HTH schools, whether at the elementary, middle or high school level, is to provide students with rigorous and relevant academic and workplace skills, preparing its graduates for postsecondary success and productive citizenship. High Tech High schools all embody the design principles of personalization, adult world connection, common intellectual mission, and teacher as designer. For more information about your school's particular program visit your school website at: www.hightechhigh.org

High Schools: HTH Curriculum and Transferability of Credits

All HTH high school level core courses are approved or are in the process of being approved by the University of California ("UC"). We have seen that courses offered at HTH are as transferable as those of a traditional district high school to other schools, and are recognized as such by colleges and universities.

HTH does not offer the same courses or the same sequence of courses, as do many other schools. In some instances, this has caused 11th and 12th grade students transferring to other schools to need to make-up courses that were not offered in the traditional sequence, or at all, at HTH. We do not offer a high school credit for Physical Education (P.E.).

Students and parents/guardians are advised to take High Tech High's unique academic program into account when making decisions to enroll at HTH and to transfer to other schools.

HTH requires that students receive a C- or higher in all core academic courses. Consistent with University of California entrance requirements, students must earn a grade of C- or higher to receive credit for a course.

Code of Academic Integrity

HTH students, united in a spirit of mutual trust and fellowship, mindful of the values of a true education and the challenges posed by the world, agree to accept the responsibilities for honorable behavior in all academic activities, to assist one another in maintaining and promoting personal integrity, and to follow the principles and procedures in this Code of Academic Integrity.[1]

Violations of the Code of Academic Integrity may take several forms. Plagiarism and cheating are two examples of violations of the Code of Academic Integrity. Plagiarism is typically described as duplication of another's work without full acknowledgement of the debt to the original source, however, it also includes any of the following:[2]

- Direct duplication by copying (or allowing to be copied) another's work, whether from a book, article, Web site, another student's assignment, etc.;
- Duplication in any manner of another's work during an exam;
- Paraphrasing of another's work closely, with minor changes but with the essential meaning, form and/or progression of ideas maintained;
- Piecing together sections of the work of others into a new whole;
- Submitting one's own work which has already been submitted for assessment purposes in another subject; and/or,
- Producing assignments in conjunction with other people (e.g. another student, tutor), which should be your own independent work.

Cheating results in a loss of integrity on the part of the individual committing the act and on the educational process that is undermined by the act of cheating. It is a violation of the Code of Academic Integrity for any student to attempt to gain or gain an unfair advantage over another student by unfair or dishonest means. If you are unclear about an assignment, the methodology for the same or the permissible bounds of assistance for completing your work please speak to your teacher(s) and ask for clarification.

This following web page provides some examples of acceptable and unacceptable uses of sources in writing – www.oregonstate.edu/admin/stucon/plag.htm. In addition, a brief guide from the Paul Robeson Library provides an excellent overview. This may be found at - www.libraries.rutgers.edu/rul/libs/robeson_lib/flash_presents/text_plag.html. Consequences for not following the academic code of conduct may include receiving a zero on the assignment, failing the course, disciplinary action including the possibility of suspension and/or expulsion from school.

Intellectual Property Statement

Students have the rights to intellectual property they have created, unless the property is also owned by others in the school, or if that creation arose out of, or in the course of, class-work, and/or if it was developed with funds and facilities administered by High Tech High.

[1] "Code of Honor," n.d., www.nd.edu (15 September 2003)

[2] "Guidelines for Plagiarism," n.d., www.services.unimelb.edu (15 September 2003)

SAFETY POLICIES

Emergency Procedures

HTH staff receives training in order to provide for the safety of students, staff and visitors during times of emergency. Emergency preparedness includes fire and earthquake drills which happen at regular times during the school year.

All alarms are treated as real at HTH. In the event of an emergency drill, all staff, students and visitors are required to complete an orderly and safe evacuation of the classrooms and building. Staff and students will meet in pre-assigned areas, and will remain there until all students are accounted for and instructed to return to the building or move to a safer area.

Failure to follow emergency procedures or the willful attempt to compromise emergency preparedness at HTH is grounds for severe consequences, including possible suspension and expulsion.

In the case of a major emergency (such as a significant earthquake or fire), parents/guardians and families should contact the main phone number for your student's school. Please refer to the first page of this handbook for a school directory. You may also visit www.hightechhigh.org for more information. During such an emergency, HTH staff will be focused on ensuring that all students are safe and accounted for. Students and parents/guardians are asked to do their part by not having a student leave the premises without signing proper releases.

Internet Safety Policy

Introduction

It is the policy of High Tech High to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act ("CIPA") [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the CIPA[3].

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the High Tech High online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

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[3]**CIPA definitions of terms:**

MINOR. The term "minor" means any individual who has not attained the age of 17 years.

TECHNOLOGY PROTECTION MEASURE. The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. **OBSCENE**, as that term is defined in section 1460 of title 18, United States Code;
2. **CHILD PORNOGRAPHY**, as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors.

HARMFUL TO MINORS. The term ``harmful to minors'' means any picture, image, graphic image file,or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

SEXUAL ACT and SEXUAL CONTACT. The terms "sexual act" and "sexual contact" have the meaningsgiven such terms in section 2246 of title 18, United States Code.

Specifically, as required by the CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all members of the High Tech High staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the CIPA, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of High Tech High IT Administrators or designated representatives.

The High Tech High IT Administrators or designated representatives will provide age-appropriate training for students who use the High Tech High Internet facilities. The training provided will be designed to promote the High Tech High commitment to:

a. The standards and acceptable use of Internet services as set forth in theHigh Tech High Internet Safety Policy;

b. Student safety with regard to:

   i. safety on the Internet;
   ii. appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
   iii. cyberbullying awareness and response.

c. Compliance with the E-rate requirements of the CIPA.

COMMUNITY STANDARDS AND CONDUCT POLICIES

Dress Code

The purpose of the HTH dress code is to foster a professional, safe and respectful environment at school. The dress code is in effect from the time students arrive to school until they leave. Note that students must be in dress code before school begins if they enter the building before the official start of school. The dress code applies to field trips, site visits, academic internships, and other school-related activities, unless the supervising adult informs the students otherwise. The dress code applies equally to students and staff.

Guidelines for All Schools

- Tops
  - Students must either wear a short or long-sleeve blouse, shirt with a collar, or sweater.
  - Shirts must be buttoned.
  - Shoulders must be covered and exposed mid-sections are not acceptable.
  - T-shirts may not be worn over collared shirts.
  - Printed t-shirts are not allowed.
  - Sweaters and jackets of an appropriate size and length may be worn over, but not in place of, an appropriate shirt.
  - Hooded sweatshirts are not allowed to substitute for an appropriate shirt.

- <u>Bottoms</u>
  - Appropriate school attire includes long pants, shorts or skirts worn with the waistband at the waist.
  - Excessively baggy pantsathletic wear, and sweatpantsare not acceptable
  - Jeans in good repair are acceptable.
  - Skirts and shorts must be of acceptable length (2 inches above the knee).

- <u>Other clothing guidelines</u>
  - Text that promotes violence, alcohol, tobacco or drugs is prohibited.
  - Flips flops and slippers are not allowed
  - Exposed midsections are not allowed
  - Hats, hoods and bandanas are not allowed. Head coverings worn for religious reasons will be allowed.
  - Earrings are fine, but no other visible piercing. Small, clear studs are allowed in place of nose rings during the school day.
  - Appropriate attire for academic internships varies by workplace. Students must remain in dress code while at school.

<u>Elementary School Guidelines</u>

- Elementary school students should wear clothes that allow them to run, play and get dirty.
- Tops must cover the student's midsection and may only include child-appropriate graphics and text.
- Hats, hoods and bandanas may not be worn inside. Head coverings worn for religious reasons will be allowed.
- Students must wear shoes with a backstrap. Flip flops are not allowed.

<u>Consequences for Dress Code Violations</u>

One potential consequence for failure to adhere to the dress code is that the student may be asked to come to school wearing a school uniform, which is a collared, white shirt and long, khaki pants. This consequence will apply to both girls and boys. Students who do not wish to wear a uniform should ensure that the student is following the dress code at all times. Following the dress code is one way that students show that they wish to be a part of the HTH community.

Computer, Electronic Mail, And Internet Usage Policy

We are pleased to offer High Tech High students access to certain elements of school computer equipment, computer network and systems, electronic mail service and user accounts, the Intranet and the Internet (collectively "HTH IT"). HTH IT is provided for students to conduct research and communicate with others.

Access to HTH IT is given to students who agree to act in a considerate and responsible manner. Access is a privilege – not a right. Access entails responsibility. Students are expected to adhere to the following guidelines and policies applicable to the use of HTH IT. Students who violate these policies may be subject to disciplinary action.

HTH IT

HTH IT is shared and available to the HTH community. These resources may not be used in any way that disrupts or interferes with use by others.

Students must respect all copyrights and licenses to software and other on-line information, and may not upload, download, or copy software or other material through HTH IT.

The following are some of the actions that are not permitted, and violations may result in a loss of access as well as other disciplinary or legal action, including expulsion:

- Damage, vandalism or theft of equipment, systems or networks
- Use of the computer equipment, networks and systems for unlawful purposes, commercial purposes or personal gain
- Violations of copyright law
- Plagiarism
- Theft, piracy, improper downloading or modification of software
- Transmitting computer viruses
- Sending or retrieving information that violates school policies and/or applicable laws (e.g., sending and/or retrieving information that is pornographic, vulgar, racist, sexist, abusive, harassing, offensive or attacking)
- Any attempt to guess passwords, use another's password, break in to other accounts, or gain unauthorized access to administrator accounts
- Trespassing in another's portfolio, folders, work or files
- Concealing or misrepresenting one's identity while using the system
- Intentionally wasting limited resources
- Any use which is unlawful under applicable State or Federal law
- Any use which HTH determines is objectionable in its sole discretion

Communication using HTH IT

Students are responsible for their own behavior on HTH IT just as they are everywhere in the school environment. Communications on HTH IT are often public in nature. General school rules for behavior and communications apply.

It is presumed that users will comply with school standards. Aside from the clarification of such standards, HTH is not responsible for restricting, monitoring, or controlling the communications of individuals utilizing the network.

HTH and Access/No Expectation of Privacy

HTH IT and all user accounts are the property of HTH. As such, HTH reserves the right to monitor and access information on the system and in users' accounts. Network storage areas may be accessed by HTH to review files and communications, maintain system integrity, to ensure that users are using the system responsibly and to ensure there are no violations of school policies.

There is no right to privacy nor should any user of HTH IT have any expectation of personal privacy in any matters stored in, created, received, or sent over HTH IT. These are subject to review by the schools at any time, with or without notice, with or without cause and without the permission of any student or parent/guardian. HTH reserves the right to monitor access, retrieve, download, copy, listen to, or delete anything stored in, created, received or sent over school computer networks, computers, e-mail system or any other HTH IT, without notice and without the permission of any user.

Moreover, to protect the integrity of the HTH IT and the users thereof against unauthorized or improper use of these systems, HTH reserves the right, without notice, to limit or restrict any individual's use, and to inspect, copy, remove, or delete any unauthorized use of this technology upon authorization of the School Director or his/her designee.

Internet

Access to e-mail and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families are reminded, however, that HTH does not control the content of the Internet. Accordingly, HTH does not have control over the type of information accessible to students or the quality of the same, though HTHdoes use internet filters, as described in the Internet Safety Policy. HTH cannot completely limit access to materials that a parent/guardian or family might consider inappropriate. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well.

High Tech High believes that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information resources. To that end, HTH supports and respects each family's right to decide if their child should not have Internet access, and relies on the family to inform us of that choice. Ultimately, appropriate use of this resource is the responsibility of the user.

Community Code Of Conduct - Respect For Self And Others

HTH students, parents/guardians and staff are expected to treat one another with respect, support teaching and learning, and to respect our environment and surroundings. This expectation extends how we respect ourselves, how we talk and interact with one another, and how we treat each other's property and personal space. In keeping with this code of conduct, certain norms should be observed including, but not limited to those found in this Community Behavioral Policies and Commitments section:

- **Drugs, alcohol, and tobacco:** Drugs, alcohol, and smoking materials (including, but not limited to, all forms of e-cigarettes, vaporizer pens, vaporizers, e-hookahs, etc.) are prohibited in the school, on the campus, and at off-campus school functions. Likewise, students are prohibited from being under the influence of drugs, alcohol and from smoking while at school, on campus and at off-campus school functions.
- **Vandalism*:*** All students and staff are urged to treat school buildings and property with care and respect. No one is to injure, destroy, deface or trespass on school property. A clean environment is important to all; vandalism will be dealt with severely. Parents/guardians will be responsible for paying

for any damage done to school property by their child. People with any information about damage done to the building or its contents should report it to the Dean of Students or School Director.

- **Personal electronics:** Cell phones, mp3 players, and all similar electronic devices must be off, stored away, out of sight, and not in use during school hours, unless under the direct supervision of a HTH faculty member. If it has an on or off switch, it should be turned off for the duration of the school day. Headphones may be used only when provided by and under the supervision of an HTH faculty member.
- **Computer games:**HTH provides technology and internet access for the educational benefit of members of the community. Playing computer games or video games on campus during school hours is allowed only under the direct supervision of a teacher.
- **Free Speech on Campus:** The Supreme Court has referred to public schools as a "marketplace of ideas" where the protections of the First Amendment are particularly important. "The vigilant protection of constitutional freedoms is nowhere more vital than in the community of American schools." *Shelton v. Tucker*, 364 U.S. 479, 487 (1960).

At the same time, the law is clear that a student's right of free speech is not unfettered and that the free speech/press protection does not prevent a school from imposing certain restrictions and/or imparting discipline for certain forms of speech that may be considered disruptive to the community, in violation of school policies and/or considered unlawful harassment, discrimination, bullying, threats and/or intimidation. In short, HTH reserves the right to place reasonable time, place and manner restrictions on speech where the faculty and/or administration determine that such a restriction is appropriate.

Examples of student speech that may be restricted include:

- Speech which creates or threatens danger, and/or unlawful acts
- Speech which threatens or presents a violation of HTH rules and standards of conduct
- Speech which creates or threatens a substantial disruption of the orderly operation of the school
- Speech which impinges on the rights of others
- Vulgar, lewd, obscene, and plainly offensive speech or conduct

Search of Student Possessions

HTH reserves the right to examine and/or search all student possessions when, in the judgment of HTH administrators and officials, there is reasonable suspicion that the student may be in possession of alcohol, drugs, weapons, stolen goods, or any other materials that may be harmful or disruptive to the school community or in violation of any school policy, rule or law.

Student Non-Discrimination And Sexual Harassment Policies

Student Non-Discrimination Policy

HTH maintains that it is critical that all members of the HTH community respect each other's rights, individuality, and differences. Courtesy, tolerance and mutual respect provide the platform for sharing, learning, innovation and personal development. HTH is committed to equal opportunity for all individuals in education. HTH's programs and activities shall be free from harassment, or discrimination or bullying on the basis of actual or perceived sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, race, ancestry, national origin, religion, color and mental or physical disability or any other characteristic that is contained in the definition of hate crimes in the California Penal Code. HTH shall promote programs which ensure that discriminatory practices are eliminated in all school activities.

The School adheres to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

Any student who engages in prohibited harassment, discrimination or bullying of another student or anyone from HTH may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in unlawful harassment, discrimination, bullying or intimidation of a student may be subject to disciplinary action up to and including dismissal. Any student or parent/guardian who feels that unlawful harassment, discrimination, bullying, or intimidation has occurred should immediately contact the School Director or Dean of Students.

Student Sexual Harassment Policy

HTH is committed to making the school free from sexual harassment. This means that HTH prohibits sexual harassment by someone from or in the educational setting. HTH prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Sexual harassment refers to behavior that, among other things, is not welcome, is personally offensive, or undermines or weakens morale. Sexual harassment can include such actions as:

- Unwelcome sexual advances, or
- Requests for sexual favors, or
- Verbal, electronic, visual, or physical conduct of a sexual nature made by someone from or in the educational setting.

HTH prohibits conduct that has the purpose or effect of having a negative impact on the recipient’s educational progress, academic performance, or personal security, or of creating or contributing to an intimidating, hostile, or offensive educational environment. HTH further prohibits sexual harassment in which a student's grades, benefits, services, honors, program or activities are dependent on submission to such conduct.

HTH will not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which HTH does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteers and relationships, regardless of position or gender.

Students should report any sexual harassment to the School Director and/or Dean of Students. Students who violate this policy shall be subject to discipline including the possibility of suspension or possible expulsion. Any employee who permits or engages in sexual harassment of a student may be subject to disciplinary action up to and including dismissal. HTH prohibits retaliation against any participant in the complaint process. Each complaint shall be investigated promptly and in a way that respects the privacy of all parties concerned and insofar as is possible. HTH will take appropriate corrective action, if warranted.

Disciplinary Actions

Overview of Disciplinary Actions

The purpose of disciplinary action at HTH is to ensure that individual students, their parents/guardians and the HTH community stay focused on growth and learning. Prompt resolution of the problem or issues is expected.

Discipline may include any one, a combination and/or all of the following depending on the circumstances, and at the school administration's sole discretion.

- Verbal and/or written warning to the student
- Loss of privileges or removal from extra-curricular activities
- Parent/guardian notification
- A written commitment by the student to improve his/her behavior and/or performance and/or to take certain affirmative actions to improve
- A meeting with the Dean of Students, Director or some other school administrator or faculty member
- Academic Consequences
- Suspension
- Expulsion
- Denial of Re-admission
- Other forms of discipline that the school may determine appropriate

Suspension and Expulsion as Disciplinary Actions

HTH will regard suspension and expulsion as a last resort. Criteria for suspension and expulsion of students will be consistent with all applicable federal and state statutes and constitutional provisions. Students will be afforded due process, including a hearing and right of appeal, as described below. A student identified as an individual with disabilities or for whom there is a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal law or special education local plan area ("SELPA") policies require additional or different procedures.

The grounds for mandatory and discretionary suspension and expulsion are as follows:

1. Mandatory Suspension. A student shall be suspended with a mandatory recommendation for expulsion where he/she is found to have:
    a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.
2. Discretionary Suspension. A student may be suspended for any of the following offenses:
    a. Possession, use, offering, arranging and/or negotiating to sell or provide of a knife, imitation firearm, other weapon, or item that could be construed and/or used as a weapon.

b. Possession, use, being under the influence of, offering, arranging and/or negotiating to sell tobacco, alcohol, drugs, other controlled substances, or intoxicants of any kind, including, but not limited to over-the-counter medication and/or prescription drugs.
c. Theft of property including, but not limited to attempting to steal and/or receive stolen property and/or aiding or abetting in the same.
d. Physical assault including, but not limited to aiding or abetting in the same.
e. Damage to school or private property including, but not limited to attempted or caused damage.
f. Sexual harassment.
g. Threatening, harassing, bullying, and/or attempting to intimidate other members of the community including, but not limited to acts of "cyber-bullying."
h. Obscenity/Profanity/Vulgarity, including the commission of an obscene act and/or engagement in habitual profanity/vulgarity.
i. Disruption and/or defiance, including, but not limited to disruption of school activities and/or willful defiance of the authority of school personnel.
j. Violations of HTH academic policies, including, but not limited to plagiarism and/or cheating.
k. Violations of HTH Information Technology policies, including, but not limited to transmitting computer viruses, using or attempting to use other's accounts, trespassing in another's portfolio, folders or files, concealing or misrepresenting one's identity while using the IT system.
l. Violations of HTH conduct policies as articulated throughout the HTH Student-Parent Handbook.

3. <u>Mandatory Expulsion</u>. A student shall be expelled when it is determined that the student:
    a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.
4. <u>Discretionary Expulsion</u>. A student may be expelled for any of the following offenses:
    a. Possession, use, offering, arranging and/or negotiating to sell or provide a knife, imitation firearm, other weapon, or item that could be construed and/or used as a weapon.
    b. Possession, use, being under the influence of, offering, arranging and/or negotiating to sell tobacco, alcohol, drugs, other controlled substances, or intoxicants of any kind, including, but not limited to over-the-counter medication and/or prescription drugs.
    c. Theft of property including, but not limited to attempting to steal and/or receive stolen property and/or aiding or abetting in the same.
    d. Physical assault including, but not limited to aiding or abetting in the same.
    e. Damage to school or private property including, but not limited to attempted or caused damage.
    f. Sexual harassment.
    g. Threatening, harassing, bullying, and/or attempting to intimidate other members of the community including, but not limited to acts of "cyber-bullying."
    h. Obscenity/Profanity/Vulgarity, including the commission of an obscene act and/or engagement in habitual profanity/vulgarity.
    i. Disruption and/or defiance, including, but not limited to disruption of school activities and/or willful defiance of the authority of school personnel.
    j. Violations of HTH academic policies, including, but not limited to plagiarism and/or cheating.
    k. Violations of HTH Information Technology policies, including, but not limited to transmitting computer viruses, using or attempting to use other's accounts, trespassing in another's portfolio, folders or files, concealing or misrepresenting one's identity while using the IT system.
    l. Violations of High Tech High conduct policies as articulated throughout the HTH Parent/Student Handbook.

A student may receive consequences for those acts listed above as committed at any time, including, but not limited to, (a) while on school grounds; (b) while going to or from school; (c) during lunch period, on or off campus; (d) during, or while going to or from, a school sponsored activity; and, (e) during non-school time and while off campus if the school determines that there is a nexus between the action taken and the school community sufficient to warrant action by the school. If a student is arrested off campus, s/he may be suspended at that time or upon return to campus.

<u>Authority to Impose Discipline</u>

The School Director (or his/her designee) may conduct an investigation of the facts and circumstances presented in case of a disciplinary offense or infraction. The investigation may include search(es), a review of evidence, consulting the student and interviewing affected parties, and potential witnesses as well as the involvement authorities.

The School Director (or his/her designee) may consider the various disciplinary options available in any given set of circumstances, including whether alternatives to suspension or expulsion may be appropriate.

The School Director (or his/her designee) has the authority to determine whether or not to impose a suspension under this policy. Suspensions may be imposed: (1) Pending an investigation to determine whether further discipline, including the possibility of an expulsion hearing is warranted; or, (2) Companion to setting an expulsion hearing. School Directors (or their designees) have the discretion to determine which form of suspension may be imposed.

If a student matter proceeds to an expulsion hearing, the School Director (or his/her designee) shall have the authority to hear the matter and to determine whether or not to impose an expulsion. The decision of whether or not to expel a student remains at the sole discretion of the School Director (or his/her designee).

<u>Suspensions</u>

- **Suspension Pending Investigation**
  The School Director (or his/her designee) has the discretion to and may impose a suspension directly if s/he determines it is appropriate. If the School Director (or his/her designee) determines that a student is to be suspended, the School Director (or his/her designee) shall provide written notice to the student's parents and/or guardians of the suspension in writing, including reasons for the suspension and the time period for the suspension ("Suspension Notice"). Academic make-up work is required during suspension. Return to school may be contingent upon submission of a written essay addressing the issue at hand and stating how the student intends to move forward or some other form of restorative process as the School may determine in its sole discretion.

- **Suspension Pending Expulsion Hearing**
  If the School Director (or his/her designee) determines at the outset that an expulsion hearing is warranted, the School Director (or his/her designee) may impose a suspension pending an expulsion hearing. The School Director (or his/her designee) shall provide written notice to the student's parents and/or guardians of the suspension, the reasons for the suspension and the expulsion hearing, give notice of the expulsion hearing and provide information regarding HTH's expulsion procedures ("Suspension Pending Expulsion Hearing Notice").

- **Discipline Review Meeting**
  If a student is placed on a suspension of any form, the school may call for a Discipline Review Meeting with the parents and/or guardians. During the course of the Discipline Review Meeting, the School Director (or his/her designee) will discuss with the parents and/or guardians the: (1) nature of the offense; (2) the information and evidence gathered to date; and, (3) next steps.

  If the School Director (or his/her designee) determines that the school will move forward to an expulsion hearing, and the school has not yet given formal notice of an expulsion hearing, the School Director (or his/her designee) will provide the parents and/or guardians with a Suspension Pending Expulsion Hearing Notice.

<u>Expulsions</u>

- **Expulsion Hearings**
  If the School Director (or his/her designee) determines that consideration of expulsion is warranted, the School Director will hold an expulsion hearing where the School Director shall serve as the hearing officer. The student shall have the right to representation and the right to present evidence at the expulsion hearing. The School Director will consider evidence and/or testimony as appropriate and will render a decision that shall be in the best interests of the student and HTH.

  If a School Director determines that a student is to be expelled, the School Director shall inform the student's parents and/or guardians of his/her determination in writing including the reasons for expulsion ("Expulsion Determination Letter"). The School Director's written notification to the parents/guardians shall also include information about the appeal and due process rights in regard to the School Director's determination.

- **Right to Appeal School Director's Determination**
  The parents and/or guardians (or, if at least 18 years of age, the student) shall have ten (10) days from the School Director's Expulsion Determination Letter to submit a written request of appeal to the Chief Executive Officer ("CEO") of High Tech High ("Written Appeal Request").

  In response to the Written Appeal Request, the CEO of High Tech High shall convene a committee consisting of one member of the High Tech High Board of Directors, a school director or a school dean from another one of the HTH schools, and the CEO of HTH or his/her designee. The committee members appointed will be knowledgeable about HTH's bases for expulsion and the procedures regarding expulsion. The committee shall have the right to rescind or modify the expulsion.

  The committee shall convene a hearing on the appeal within ten (10) days of receipt of a timely written request for an appeal.

  At the hearing on the appeal, the student shall have the right to counsel and the right to present evidence. The committee will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interests of the student and HTH. That decision shall be final.

STUDENT INFORMATION POLICIES

Family Education Rights And Privacy Act

The Family Educational Rights and Privacy Act ("FERPA") affords parents/guardians and students over 18 years of age ("Eligible Students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after HTH has received a request for access. Parents/guardians or eligible students should submit to the School Director a written request that identifies the record(s) they wish to inspect. The HTH official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

   When a student moves to a new school/ school district, records will be forwarded upon request of the new district within 10 school days.

   In the case of divorce or separation, a school district must provide access to both natural parents, custodial and non-custodial, unless there is a legally binding document that specifically removes that parent's FERPA rights. In this context, a legally binding document is a court order or other legal paper that prohibits access to education record, or removes the parent's rights to have knowledge about his or her child's education.

   Pupil educational records maintained by HTH consist of any item of information directly related to an identifiable pupil, including but not limited to subjects taken, grades received, standardized test results, attendance record, and health record. Pupil records are maintained at each school where the pupil is attending. The School Director or designee is responsible for maintaining each type of pupil record and the information contained therein. Additional records, such as psychological and special education reports, are maintained at those respective offices. *General notices, lunch menus, Parent Association information, announcement of teacher conferences, school pictures, and other similar information, are not "education records" as defined by FERPA. Therefore, schools are not legally required to provide them.*

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students may ask HTH to amend a record that they believe is inaccurate or misleading. They should write the School Director and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If HTH decides not to amend the record as requested by the parent or eligible student, HTH will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by HTH as an administrator, supervisor, instructor, or

support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A HTH official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the HTH discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failure by HTH to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202-4605

With certain exceptions, FERPA requires HTH to obtain a parent/guardian written consent prior to the disclosure of personally identifiable information from his or her child's education records. However, HTH may disclose appropriately designated "directory information" without written consent, unless a parent/guardian has advised HTH to the contrary in accordance with this policy. "Directory information" is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. HTH has designated the following information as directory information:

- Student's name
- Student's address
- Parent's/Legal Guardian's address
- Telephone listing
- Student's electronic mail address
- Parent's/Legal Guardian's electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

<u>If you do not want HTH to disclose directory information from your child's education records without your prior written consent, you must notify HTH in writing at the time of enrollment or re-enrollment.</u> Please notify the School Director for your student's school. Please refer to the first page of this handbook for a school directory. You may also visit www.hightechhigh.org for more information.

Custody Matters

Schools are not the forum to mediate custody disputes and other personal family matters. Custody matters and other family law disputes must be handled by the courts.The schools do not have an independent legal basis to refuse a biological parent access to his or her child and the child's school records unless a valid, effective, and signed court order specifically setting forth limitations is on file at the school office.

Media Release

HTH reserves the right to make, produce, reproduce, exhibit, distribute, publish, and transmit by means of live broadcast, videotape, photograph and print student's name, grade, voice, picture, likeness and actions as an individual in connection with school activities. Your child's image or likeness may appear in occasional candid photos without any type of name identification and the use of these candid photos of your child is permissible. HTH is frequently approached with requests for interviews and pictures by print and broadcast media outlets. For individual student interviews with outside organizations, parent or guardian permission will be obtained prior to publication.

Parents/Guardians who prefer that their child not be photographed or video recorded for publication by the school (i.e. school website, newsletter or other school publication), need to indicate their preference annually during registration. Schools make every effort to ensure the wishes of the parent/guardian. Please be aware that photographing and video recording by devices such as mobile phones may take place without the knowledge of the teacher or school officials.

Returning Students

HTH retains the option, at its sole discretion, to re-enroll students who have previously left, consistent with HTH enrollment procedures. If you wish additional information about this, please contact your School Director.

Homeless Students

A staff person shall be designated as the School Liaison for homeless students as defined by applicable law. Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison. Please contact your school office for the name and contact information for the School Liaison, and for further information about HTH's policy regarding homeless children and youth, and supports available for homeless HTH students.

VOLUNTEER POLICIES

Parents and guardians wishing to volunteer at HTH schools will be asked to fill out volunteer forms, agree to a background check, and possibly submit to a TB assessment in accordance with applicable law.

In addition, parents/guardians volunteering to drive for school field trips will be asked to fill out additional volunteer forms and provide additional information including:

- Parent/guardian name
- Address
- Telephone number
- Driver's License number
- Make of vehicle, model and number of seatbelts in the car
- Insurance Company, Policy Number and Expiration date

We must point out that while the vehicle is being used to transport students, the policy associated with the vehicle is the primary insurance for all costs associated with an accident.

By law the number of people in the vehicle may not exceed the number of seats and seatbelts with a maximum of ten (10) passengers, including the driver. Every passenger in the vehicle must use a seatbelt. No exceptions.

RESOLUTION PROCEDURES

HTH encourages parents/guardians, community members, faculty, staff, and administration to work cooperatively to resolve issues. Parents/guardians, or community members with general concerns or complaints must notify the School Director for the school. Please refer to the first page of this Handbook for a school directory. You may also visit www.hightechhigh.org for more information.

1. If the complaint is with a teacher or staff member, contact that teacher of staff member directly to set up a mutually agreeable time to discuss the complaint. Remember that such meetings should not interrupt a teacher's instructional time. Complaints handled at this level do not need to proceed further in the process.

2. Complaints not resolved directly with a teacher or staff member should be brought to the attention of the Director (or his/her designee). The School Director (or his/her designee) may call or meet with the complainant to discuss and address the concern(s). Complaints handled at this level do not need to proceed further in the process.

3. Complaints relating to the administration and operation of HTH may be discussed informally with the School Director (or his/her designee). Complaints handled at this level do not need to proceed further. If the complainant is dissatisfied with the School Director (or his/her designee), the complainant may contact High Tech High's CEO (or his/her designee).

4. If contacting the CEO (or his/her designee) does not resolve the complaint, the complainant may direct their complaint, in writing, to the High Tech High Board Chair.

5. The Board Chair will determine if the matter will be handled directly by him or her or by a committee of the Board. The Board Chair or committee of the board will meet with the complainant, discuss the facts and circumstances for which the complaint is based and make a determination as to how to best resolve the matter.

6. The decision of the Board Chair or committee of the Board is final.

EFC Teacher Salary Schedule
FY17 School Year
192 Work Days

STEPS	BA	BA + 30	BA + 45	BA + 60	BA + 75	BA + 90
1	$ 47,156	$ 47,539	$ 47,908	$ 48,683	$ 50,501	$ 55,917
2	$ 47,908	$ 48,302	$ 48,683	$ 50,501	$ 52,306	$ 57,723
3	$ 48,683	$ 49,597	$ 50,501	$ 52,306	$ 54,111	$ 59,515
4	$ 50,501	$ 51,417	$ 52,306	$ 54,111	$ 55,917	$ 61,333
5	$ 52,306	$ 53,209	$ 54,111	$ 55,917	$ 57,723	$ 63,126
6	$ 54,111	$ 55,014	$ 55,917	$ 57,723	$ 59,515	$ 64,931
7	$ 55,917	$ 56,820	$ 57,723	$ 59,515	$ 61,393	$ 66,725
8	$ 57,773	$ 58,625	$ 59,515	$ 61,333	$ 63,126	$ 68,542
9	$ 59,515	$ 60,418	$ 61,333	$ 63,126	$ 64,931	$ 70,336
10	$ 61,333	$ 62,224	$ 63,126	$ 64,931	$ 66,725	$ 72,140
11	$ 63,126	$ 64,029	$ 64,931	$ 66,725	$ 68,542	$ 73,959
12	$ 64,931	$ 65,821	$ 66,725	$ 68,542	$ 70,336	$ 76,070
13	$ 64,931	$ 65,821	$ 66,725	$ 70,336	$ 72,140	$ 77,556
14	$ 64,931	$ 65,821	$ 66,725	$ 70,336	$ 73,959	$ 79,363
15	$ 64,931	$ 65,821	$ 66,725	$ 70,336	$ 73,959	$ 81,167
16	$ 66,725	$ 67,639	$ 68,542	$ 72,140	$ 75,751	$ 82,961
17	$ 68,542	$ 69,432	$ 70,336	$ 73,959	$ 77,556	$ 84,778
18-20	$ 69,571	$ 70,473	$ 71,390	$ 75,067	$ 78,720	$ 86,049
21-24	$ 70,962	$ 71,882	$ 72,818	$ 76,568	$ 80,294	$ 87,770

Education *for* Change
Public Schools

Benefit Guide 2016-2017

Plan Guidelines and Evidence of Coverage Disclaimer

The benefit summaries listed in this benefits guide are brief summaries and plan highlights only. They do not fully describe the benefits coverage for your health and welfare plans. For details on the benefits coverage, please refer to the plan's Evidence of Coverage. The Evidence of Coverage or Plan Summaries is the binding document between the elected plan carrier and the member.

Plan coverage levels are for education purposes only. A plan physician must determine that the services and supplies are medically necessary to prevent, diagnose, or treat the members' medical condition. These services and supplies must be provided, prescribed, authorized, or directed by the plan's network physician unless the member enrolls in the Dental PPO plan where the member can use a non-network physician.

The HMO member must receive services and supplies at a health plan facility or skilled nursing facility inside the service network except where specifically noted to the contrary in the Evidence of Coverage.

For details on the benefit and claims review and adjudication procedures for each plan, please refer to the plan's Evidence of Coverage on file with your Human Resources department. If there are any discrepancies between benefits included in this summary and the Evidence of Coverage or Plan Summary description, the Evidence of Coverage or Plan Summary description will prevail.

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Education For Change: Benefits Guide 2016-2017

EVERY ELIGIBLE EMPLOYEE MUST COMPLETE AN ENROLLMENT FORM OR COMPLETE A WAIVER

Introduction to 2016-2017 Benefits

We are pleased to provide you with our 2016-2017 Employee Benefits Guide.

At Education For Change, we are committed to providing you and your eligible dependents with a comprehensive benefits package that will meet your evolving needs. With respect to our employee benefits, our goal is to implement options, programs and resources which align with your personal health care, well-being and financial objectives.

We also aim to:

- Offer cost-effective coverage
- Provide meaningful programs and plan designs
- Maintain quality health care options
- Remain competitive with our benefits package

This year we are proud to offer a range of benefits to our employees. The Employee Benefits Guide can assist you in understanding your choices of coverage and resources available to you. We have included an overview of each option, along with plan summaries and cost comparisons.

We recognize that benefit selections are a personal decision and that health care costs have continued to rise on a national level. With these factors in mind, we have made every effort to design a benefits package that fits your lifestyle and rewards your contribution to our company's success. We encourage you to spend time reviewing the enclosed information in order to learn more about the benefits we are offering and appropriately select options that best suit you.

Eligibility and Enrollment

If you are a new employee or you are re-evaluating your choices, the benefits program offers a variety of coverage options that are available to you.

Who Can Enroll

Regular full-time employees working in excess of 30 hours per week are eligible to participate in the benefits program. Eligible employees may also choose to enroll eligible family members, including a legal spouse / domestic partner and/or children. Your domestic partner has to be of the same-sex, or can be opposite sex if one or both of you are age 62 or older. Also, a domestic partnership can be established when both persons file a Declaration of Domestic Partnership with the California Secretary of State. Registered partnerships must provide HR with the necessary documentation.

Children are considered eligible if they are:

- You or your spouse's / domestic partner's biological children, stepchildren, adopted children or foster child up to age 26.
- You or your spouse's / domestic partner's children of any age if they are incapable of self-support due to a physical or mental disability.

When Coverage Begins

For Newly Hired Employee's:

Your benefits will start on the 1st of the month following date of hire, as an active full time employee.

For Existing Employee's:

Your benefits plan year starts October 1st and ends September 30th.

Benefit Plans Available

- Medical
- Dental
- Vision
- Group Basic Life Insurance and AD&D
- Health Flexible Spending Account (FSA)
- Dependent Day Care Flexible Spending Account
- Pet Insurance
- Employee Assistance Program (EAP)
- 403(b) Retirement Plan
- Commuter Benefits Program

Please note: If you miss the enrollment period, you may not enroll in the benefits program unless you have a qualified change in status during the plan year.

Employees have an active open enrollment period, meaning you are required to take action and re-enroll in your benefits in order to continue coverage. If you miss the enrollment period, you may not enroll in the benefits program unless you have a qualified change in status during the plan year.

Eligibility and Enrollment (Continued...)

Changes During the Year

You are permitted to make changes to your benefits outside of the Open Enrollment period if you have a qualified change in status as defined by the IRS.

Generally, depending on the type of event, you may add or remove dependents from your benefits, as well as add, drop or change coverage if you submit your request for change within 30 days of the event.

Examples include:

- Marriage, divorce or legal separation
- Birth or adoption of a child
- Death of a dependent
- You or your spouse's / domestic partner's loss or gain of coverage through our organization or another employer
- Change in residence affecting eligibility or access

If your change during the year is a result of the loss of eligibility or enrollment in Medicaid, Medicare or state health insurance programs, you must submit the request for change within 30 days of the change event.

For a complete explanation of qualified status changes, please refer to the Legal Information Regarding Your Plan section of this guide.

Paying for Coverage

Education For Change strives to provide you with a valuable benefits package at a reasonable cost. Based on your benefit selections and coverage level, you may be required to pay for a portion of the cost. The Cost of Coverage section in this guide outlines the rates and frequency of payroll deductions for each benefit.

ENROLLMENT MADE EASY

You will receive the universal enrollment form to cover medical, dental, vision, as well as a section to indicate your beneficiary for the basic life insurance provided by Education For Change.

Please turn these forms into your HR representative during Open Enrollment or if you are a new hire, please submit prior to your effective date.

Medical Coverage

Using Prescription Drug Coverage

Many FDA-approved prescription medications are covered through the benefits program. Regardless of the plan you have, you will save money by filling prescription requests at participating pharmacies. Additional important information regarding your prescription drug coverage is outlined below:

- Drug formularies, or lists of prescription drugs including both generic and brand-name medications, with an applicable co-pay for each are available. If you obtain a medication that is not part of the formulary list, you will pay the highest co-pay.
- Generic drugs are required by the FDA to contain the same active ingredients as their brand-name counterparts
- A brand-name medication is protected by a patent and can only be produced by one specified manufacturer
- Although you may be prescribed non-formulary prescriptions, these types of drugs are not on the insurance company's preferred formulary list
- Specialty medications most often treat chronic or complex conditions and may require special storage or close monitoring

For a current version of the prescription drugs lists, visit the applicable carrier's website. A directory is included at the end of this benefit guide. The summary charts listed on the following pages contain plan coverage information.

Selecting a Plan that's Right for You

As you evaluate your health plan options and insurance needs, consider the following:

- **CHOICE:** If you prefer to obtain services from specific physicians, specialists or facilities, check to see if the medical plan option will cover services from those providers. While some health plans restrict your provider selection, others provide greater flexibility and choice.

- **COVERAGE:** Whether routine, surgical, prescription or another type of coverage, determine if the plan covers the services and medical treatments you value most. Plan exclusions, restrictions and limitations may also guide your selection process which are listed in the plan highlights.

- **COST:** Cost may be a large determining factor in your selection and each plan may contain a variety of cost components. Consider the amount of your payroll deduction, as well as other plan expenses such as deductibles, co-payments or coinsurance.

Do you have questions regarding a plan that are not covered in this guide? As this guide is not a complete overview of every plan detail, you can contact your local HR representative and they can refer to the complete Summary Plan Descriptions (SPD). You can also contact the carriers directly by referring to the Directory & Resources section for contact information.

PRESCRIPTION TIPS

You and your doctor can search for a drug, find out if it's covered and see what tier it falls under. You can also see if there are alternatives that cost less. Make sure your doctor knows that you pay more for tier 2 drugs. He or she can consider this before writing a prescription.

Please refer to plan highlights on mail order service for lower co-pays on all prescriptions.

DISCOUNT PROGRAMS

Kaiser offers multiple programs to help keep you stay fit and save money:

- For additional information, log in to your secure member profile at www.kp.org once you are a member.

Medical Coverage

Whether you have a common cold or will be undergoing surgery, medical benefits cover a range of services and can provide peace of mind to help you offset health care costs.

Your Medical Plan Options

The medical options available through Education For Change are provided by:

- Kaiser Permanente HMO
- Kaiser Permanente HRA

To help guide your plan selection, the following pages include details concerning how the plans will operate, as well as plan highlights and features. For your reference, an illustration of rates is listed in The Cost of Coverage section of the guide.

Using an HMO Plan

A Health Maintenance Organization (HMO) plan requires you and enrolled dependents to select a Primary Care Physician (PCP) who will direct the majority of your health care needs. Generally, an HMO operates as follows:

- With the exception of an OB/GYN specialist who is affiliated with your selected medical group, you must receive a referral from your PCP before receiving services from a specialist
- You and your enrolled dependent(s) are not required to see the same PCP, and you may change your PCP at any time
- Services may require a co-pay up front
- You do not have to submit claim forms to your insurance company
- Any services rendered out-of-network without the proper referral from your PCP will not be covered
- With an HMO you must select a PCP from within network.

USING AN HRA PLAN

An HRA is an account that gives you money to pay for care. Once you've enrolled in your HRA plan, Education for Change sets up the account and puts money into it. Because the money isn't counted as part of your wages, you won't be taxed on it.

Education for Change is sponsoring your HRA Deductible Account and pledging $1,500 individual/$3,000 for dependent coverage per plan year (10/01/2015-9/30/2016) toward deductible eligible expenses on your Kaiser HRA deductible plan.

These Kaiser eligible deductible expenses include:

- Office Visits
- Inpatient Hospitalization
- Outpatient Surgery
- Emergency Room Visits

The Kaiser website puts all of your plan information and cost-saving tools in one place.

www.kp.org

Find a doctor

- Find pharmacies and hopitals
- Get an ID card
- Print a temporary card or order a new card

Look up a claim to track your cost

- Plan ahead and review estimates for services
- Pay your Bills on line

Check your coverage

- Check who is on your plan and check what your plan covers
- Review your medical records and test results

Keep track of health care costs

- Check what a procedure may cost
- See how much you've paid so far and how much you have left to pay

Want health info on the go? Download the Kaiser Permanente mobile app on your smart phone. Lookf for it in your "App Store".

Education *for* Change Public Schools

601026 EDUCATION FOR CHANGE

Principal Benefits for
Kaiser Permanente Traditional Plan (10/1/16—9/30/17)

Accumulation Period

The Accumulation Period for this plan is 1/1/16 through 12/31/16 (calendar year).

Out-of-Pocket Maximum(s) and Deductible(s)

For Services that apply to the Plan Out-of-Pocket Maximum, you will not pay any more Cost Share for the rest of the Accumulation Period once you have reached the amounts listed below.

Amounts Per Accumulation Period	**Self-Only Coverage** (Family of one Member)	**Family Coverage** Each Member in a Family of two or more Members	**Family Coverage** Entire Family of two or more Members
Plan Out-of-Pocket Maximum	$1,500	$1,500	$3,000
Plan Deductible	None	None	None
Drug Deductible	None	None	None

Professional Services (Plan Provider office visits)	You Pay
Most Primary Care Visits and most Non-Physician Specialist Visits	$15 per visit
Most Physician Specialist Visits	$15 per visit
Routine physical maintenance exams, including well-woman exams	No charge
Well-child preventive exams (through age 23 months)	No charge
Family planning counseling and consultations	No charge
Scheduled prenatal care exams	No charge
Routine eye exams with a Plan Optometrist	No charge
Hearing exams	No charge
Urgent care consultations, evaluations, and treatment	$15 per visit
Most physical, occupational, and speech therapy	$15 per visit

Outpatient Services	You Pay
Outpatient surgery and certain other outpatient procedures	$15 per procedure
Allergy injections (including allergy serum)	$5 per visit
Most immunizations (including the vaccine)	No charge
Most X-rays and laboratory tests	No charge
Covered individual health education counseling	No charge
Covered health education programs	No charge

Hospitalization Services	You Pay
Room and board, surgery, anesthesia, X-rays, laboratory tests, and drugs	$250 per admission

Emergency Health Coverage	You Pay
Emergency Department visits	$50 per visit

Note: This Cost Share does not apply if admitted directly to the hospital as an inpatient for covered Services (see "Hospitalization Services" for inpatient Cost Share).

Ambulance Services	You Pay
Ambulance Services	$50 per trip

Prescription Drug Coverage	You Pay
Covered outpatient items in accord with our drug formulary guidelines:	
Most generic items at a Plan Pharmacy	$10 for up to a 30-day supply
Most generic refills through our mail-order service	$20 for up to a 100-day supply
Most brand-name items at a Plan Pharmacy	$25 for up to a 30-day supply
Most brand-name refills through our mail-order service	$50 for up to a 100-day supply
Most specialty items at a Plan Pharmacy	$25 for up to a 30-day supply

Durable Medical Equipment (DME)	You Pay
DME items in accord with our DME formulary guidelines	20% Coinsurance

Mental Health Services	You Pay
Inpatient psychiatric hospitalization	$250 per admission
Individual outpatient mental health evaluation and treatment	$15 per visit
Group outpatient mental health treatment	$7 per visit

Proposed Benefit Summary *(continued)*

Chemical Dependency Services	You Pay
Inpatient detoxification	$250 per admission
Individual outpatient chemical dependency evaluation and treatment	$15 per visit
Group outpatient chemical dependency treatment	$5 per visit

Home Health Services	You Pay
Home health care (up to 100 visits per Accumulation Period)	No charge

Other	You Pay
Skilled nursing facility care (up to 100 days per benefit period)	No charge
Prosthetic and orthotic devices	No charge
All Services related to covered infertility treatment	50% Coinsurance
Hospice care	No charge

This is a summary of the most frequently asked-about benefits. This chart does not explain benefits, Cost Share, out-of-pocket maximums, exclusions, or limitations, nor does it list all benefits and Cost Share amounts. For a complete explanation, please refer to the *EOC*. Please note that we provide all benefits required by law (for example, diabetes testing supplies).

YOUR KAISER PERMANENTE COMBINED CHIROPRACTIC AND ACUPUNCTURE BENEFIT

Services	Cost Sharing and Office Visit Maximums
Chiropractic Services are covered when provided by a Participating Provider and Medically Necessary to treat or diagnose Neuromusculoskeletal Disorders. Acupuncture Services are covered when a Participating Provider finds that the Services are Medically Necessary to treat or diagnose Neuromusculoskeletal Disorders, nausea, or pain. You can obtain Services from any ASH Plans Participating Providers without a referral from a Kaiser Permanente Plan Physician.	**Office visit cost share:** $10 copay per visit **Office visit limit:** Up to a combined total of 20 medically necessary Chiropractic and Acupuncture visits per year **Chiropractic appliance benefit:** If the amount of the appliance in the ASH Plans fee schedule exceeds $50, you will pay the amount in excess of $50, and that payment will not apply toward the Plan Deductible or Plan Out-of-Pocket Maximum. Covered chiropractic appliances are limited to: elbow supports, back supports, cervical collars, cervical pillows, heel lifts, hot or cold packs, lumbar braces and supports, lumbar cushions, orthotics, wrist supports, rib belts, home traction units, ankles braces, knee braces, rib supports, and wrist braces.

Office visits: Covered Services are limited to Medically Necessary Chiropractic and Acupuncture Services authorized and provided by ASH Plans Participating Providers except for the initial examination, emergency and urgent Chiropractic and Acupuncture Services, and Services that are not available from Participating Providers or other licensed providers with which ASH contracts to provide covered care. Each office visit counts toward any visit limit, if applicable, even if acupuncture or a chiropractic adjustment is not provided during the visit.

X-rays and laboratory tests: Medically Necessary X-rays and laboratory tests are covered at no charge when prescribed as part of covered chiropractic care and a Participating Provider provides the Services or refers you to another licensed provider with which ASH contracts for the Services.

Participating Providers

ASH Plans contracts with Participating Providers and other licensed providers to provide covered Chiropractic Services (including laboratory tests, X-rays, and chiropractic appliances). ASH Plans contracts with Participating Providers to provide acupuncture care (including adjunctive therapies, such as acupressure, moxibustion, or breathing techniques, when provided during the same course of treatment and in conjunction with acupuncture). You must receive covered Services from a Participating Provider or another licensed provider with which ASH contracts, except for Emergency Chiropractic Services, Emergency Acupuncture Services, Urgent Chiropractic Services, and Urgent Acupuncture Services, and Services that are not available from Participating Providers or other licensed providers with which ASH contracts to provide covered Services that are authorized in advance by ASH Plans. The list of Participating Providers is available on the ASH Plans website at ashlink.com/ash/kp or from the ASH Plans Customer Service Department at **1-800-678-9133.** The list of Participating Providers is subject to change at any time without notice.

How to Obtain Covered Services

To obtain covered Services, call a Participating Provider to schedule an initial examination. If additional Services are required, verification that the Services are Medically Necessary may be required. Your Participating Provider will request any medical necessity determinations. An ASH Plan's clinician in the same or similar specialty as the provider of Services under review will decide whether Services are or were Medically Necessary. ASH Plans will disclose to you, upon request, the written criteria it uses to make the decision to authorize, modify, delay, or deny a request for authorization. If you have questions or concerns, please contact the ASH Plans Customer Service Department.

Second Opinions

You may request a second opinion in regard to covered Services by contacting another Participating Provider. A Participating Provider may also request a second opinion in regard to covered Services by referring you to another Participating Provider in the same or similar specialty.

Your Costs

When you receive covered Services, you must pay your Cost Share as described in the *Combined Chiropractic and Acupuncture Services Amendment* of your Health Plan *Evidence of Coverage*. The Cost Share does not apply toward the Plan Out-of-Pocket Maximum described in the Health Plan *Evidence of Coverage* (unless you have a plan with an HSA option).

Emergency and Urgent Chiropractic and Acupuncture Services

We cover Emergency Chiropractic Services, Emergency Acupuncture Services, Urgent Chiropractic Services, and Urgent Acupuncture Services provided by both Participating Providers and Non–Participating Providers. We do not cover follow-up or continuing care from a Non–Participating Provider unless ASH Plans has authorized the services in advance. Also, we do not cover services from a Non–Participating Provider that ASH Plans determines are not Emergency Chiropractic Services, Emergency Acupuncture Services, Urgent Chiropractic Services, or Urgent Acupuncture Services.

Getting Assistance

If you have questions about the Services you can get from an ASH Plans Participating Provider or another licensed provider with which ASH contracts, you may call ASH Plans Customer Service Department at **1-800-678-9133** (TTY users call **711**), weekdays from 5 a.m. to 6 p.m. Pacific time.

Grievances

You can file a grievance with Kaiser Permanente regarding any issue. Your grievance must explain your issue, such as the reasons why you believe a decision was in error or why you are dissatisfied with Services you received. You may submit your grievance orally or in writing to Kaiser Permanente as described in your Health Plan *Evidence of Coverage.*

Exclusions and Limitations

- Acupuncture Services for conditions other than Neuromusculoskeletal Disorders, nausea, and pain
- Services for asthma or addiction, such as nicotine addiction
- Hypnotherapy, behavior training, sleep therapy, and weight programs
- Thermography
- Experimental or investigational Services
- CT scans, MRIs, PET scans, bone scans, nuclear medicine, and any other types of diagnostic imaging or radiology other than X-rays covered under the "Covered Services" section of your *Combined Chiropractic and Acupuncture Services Amendment*
- Ambulance and other transportation
- Education programs, nonmedical self-care or self-help, any self-help physical exercise training, and any related diagnostic testing
- Services for pre-employment physicals or vocational rehabilitation
- Acupuncture performed with reusable needles
- Air conditioners, air purifiers, therapeutic mattresses, chiropractic appliances, durable medical equipment, supplies, devices, appliances, and any other item except those listed as covered in your *Combined Chiropractic and Acupuncture Services Amendment*
- Drugs and medicines, including non-legend or proprietary drugs and medicines
- Services you receive outside the state of California, except for Emergency Chiropractic Services, Emergency Acupuncture Services, Urgent Chiropractic Services, or Urgent Acupuncture Services
- Hospital services, anesthesia, manipulation under anesthesia, and related services
- For Chiropractic Services, adjunctive therapy not associated with spinal, muscle, or joint manipulations
- For Acupuncture Services, adjunctive therapies unless provided during the same course of treatment and in conjunction with acupuncture
- Dietary and nutritional supplements, such as vitamins, minerals, herbs, herbal products, injectable supplements, and similar products
- Massage therapy
- Services provided by a chiropractor that are not within the scope of licensure for a chiropractor licensed in California
- Services provided by an acupuncturist that are not within the scope of licensure for an acupuncturist licensed in California
- Maintenance care (services provided to Members whose treatment records indicate that they have reached maximum therapeutic benefit)

Definitions

Acupuncture Services: The stimulation of certain points on or near the surface of the body by the insertion of needles to prevent or modify the perception of pain or to normalize physiological functions (including adjunctive therapies, such as acupressure, cupping, moxibustion, or breathing techniques, when provided during the same course of treatment and in conjunction with acupuncture) when provided by an acupuncturist for the treatment of your Neuromusculoskeletal Disorder, nausea (such as nausea related to chemotherapy, postsurgical pain, or pregnancy), or pain (such as lower back pain, shoulder pain, joint pain, or headaches).

ASH Plans: American Specialty Health Plans of California, Inc., a California corporation.

Chiropractic Services: Services provided or prescribed by a chiropractor (including laboratory tests, X-rays, and chiropractic appliances) for the treatment of your Neuromusculoskeletal Disorder.

Emergency Acupuncture Services: Covered Acupuncture Services provided for the treatment of a Neuromusculoskeletal Disorder, nausea, or pain, which manifests itself by acute symptoms of sufficient severity (including severe pain) such that a reasonable person could expect the absence of immediate Acupuncture Services to result in serious jeopardy to your health or body functions or organs.

Emergency Chiropractic Services: Covered Chiropractic Services provided for the treatment of a Neuromusculoskeletal Disorder which manifests itself by acute symptoms of sufficient severity (including severe pain) such that a reasonable person could expect the absence of immediate Chiropractic Services to result in serious jeopardy to your health or body functions or organs.

Neuromusculoskeletal Disorders: Conditions with associated signs and symptoms related to the nervous, muscular, or skeletal systems. Neuromusculoskeletal Disorders are conditions typically categorized as structural, degenerative, or inflammatory disorders, or biomechanical dysfunction of the joints of the body or related components of the motor unit (muscles, tendons, fascia, nerves, ligaments/capsules, discs, and synovial structures), and related neurological manifestations or conditions.

Participating Provider: An acupuncturist who is licensed to provide acupuncture services in California and who has a contract with ASH Plans to provide Medically Necessary Acupuncture Services to you, or a chiropractor who is licensed to provide chiropractic services in California and who has a contract with ASH Plans to provide Medically Necessary Chiropractic Services to you.

(continues)

Definitions *(continued)*

Urgent Acupuncture Services: Acupuncture Services that meet all of the following requirements:

- They are necessary to prevent serious deterioration of your health resulting from an unforeseen illness, injury, or complication of an existing condition, including pregnancy.
- They cannot be delayed until you return to the Service Area.

Urgent Chiropractic Services: Chiropractic Services that meet all of the following requirements:

- They are necessary to prevent serious deterioration of your health, resulting from an unforeseen illness, injury, or complication of an existing condition, including pregnancy.
- They cannot be delayed until you return to the Service Area.

This is a summary and is intended to highlight only the most frequently asked questions about the chiropractic and acupuncture benefit, including cost shares. Please refer to the *Combined Chiropractic and Acupuncture Services Amendment of the Kaiser Foundation Health Plan, Inc., Evidence of Coverage* for a detailed description of the chiropractic and acupuncture benefits, including exclusions and limitations, Emergency Chiropractic Services, Emergency Acupuncture Services, Urgent Chiropractic Services, or Urgent Acupuncture Services.

Kaiser Foundation Health Plan, Inc. (Health Plan) contracts with American Specialty Health Plans of California, Inc. (ASH Plans) to make the ASH Plans network of Participating Providers available to you. You can obtain covered Services from any Participating Provider without a referral from a Plan Physician. Your Cost Share is due when you receive covered Services. Please see the definitions section of your *Combined Chiropractic and Acupuncture Services Amendment of the Kaiser Foundation Health Plan, Inc., Evidence of Coverage* for terms you should know.

601026 EDUCATION FOR CHANGE

Principal Benefits for
Kaiser Permanente Deductible HMO Plan with HRA (10/1/16—9/30/17)

"Kaiser Permanente Deductible HMO Plan with HRA" is a health benefit plan that is designed for Members with an employer-sponsored HRA (Health Reimbursement Arrangement). You may use the funds in your HRA to pay deductibles (if applicable), Copayments, and Coinsurance. Your Group will give you information about your HRA, including the amount of your HRA funds and how to access your funds.

Accumulation Period

The Accumulation Period for this plan is 1/1/16 through 12/31/16 (calendar year).

Out-of-Pocket Maximum(s) and Deductible(s)

For Services that apply to the Plan Out-of-Pocket Maximum, you will not pay any more Cost Share for the rest of the Accumulation Period once you have reached the amounts listed below.

For Services that are subject to the Plan Deductible or the Drug Deductible, you must pay Charges for covered Services you receive during the Accumulation Period until you reach the deductible amounts listed below. All payments you make toward your deductible(s) apply to the Plan Out-of-Pocket Maximum amounts listed below.

Amounts Per Accumulation Period	**Self-Only Coverage** (Family of one Member)	**Family Coverage** Each Member in a Family of two or more Members	**Family Coverage** Entire Family of two or more Members
Plan Out-of-Pocket Maximum	$3,000	$3,000	$6,000
Plan Deductible	$1,500	$1,500	$3,000
Drug Deductible	None	None	None

Professional Services (Plan Provider office visits)	**You Pay**
Most Primary Care Visits and most Non-Physician Specialist Visits	$20 per visit after Plan Deductible
Most Physician Specialist Visits	$20 per visit after Plan Deductible
Routine physical maintenance exams, including well-woman exams	No charge (Plan Deductible doesn't apply)
Well-child preventive exams (through age 23 months)	No charge (Plan Deductible doesn't apply)
Family planning counseling and consultations	No charge (Plan Deductible doesn't apply)
Scheduled prenatal care exams	No charge (Plan Deductible doesn't apply)
Routine eye exams with a Plan Optometrist	No charge (Plan Deductible doesn't apply)
Hearing exams	No charge (Plan Deductible doesn't apply)
Urgent care consultations, evaluations, and treatment	$20 per visit after Plan Deductible
Most physical, occupational, and speech therapy	$20 per visit after Plan Deductible

Outpatient Services	**You Pay**
Outpatient surgery and certain other outpatient procedures	20% Coinsurance after Plan Deductible
Allergy injections (including allergy serum)	No charge after Plan Deductible
Most immunizations (including the vaccine)	No charge (Plan Deductible doesn't apply)
Most X-rays and laboratory tests	$10 per encounter after Plan Deductible
Preventive X-rays, screenings, and laboratory tests as described in the *EOC*	No charge (Plan Deductible doesn't apply)
MRI, most CT, and PET scans	$50 per procedure after Plan Deductible
Covered individual health education counseling	No charge (Plan Deductible doesn't apply)
Covered health education programs	No charge (Plan Deductible doesn't apply)

Hospitalization Services	**You Pay**
Room and board, surgery, anesthesia, X-rays, laboratory tests, and drugs	20% Coinsurance after Plan Deductible

Emergency Health Coverage	**You Pay**
Emergency Department visits	20% Coinsurance after Plan Deductible

Ambulance Services	**You Pay**
Ambulance Services	$150 per trip after Plan Deductible

Prescription Drug Coverage	**You Pay**
Covered outpatient items in accord with our drug formulary guidelines:	
Most generic items at a Plan Pharmacy	$10 for up to a 30-day supply (Plan Deductible doesn't apply)
Most generic refills through our mail-order service	$20 for up to a 100-day supply (Plan Deductible doesn't apply)

Proposed Benefit Summary *(continued)*

Most brand-name items at a Plan Pharmacy	$30 for up to a 30-day supply (Plan Deductible doesn't apply)
Most brand-name refills through our mail-order service	$60 for up to a 100-day supply (Plan Deductible doesn't apply)
Most specialty items at a Plan Pharmacy	$30 for up to a 30-day supply (Plan Deductible doesn't apply)

Durable Medical Equipment (DME)	**You Pay**
DME items in accord with our DME formulary guidelines	20% Coinsurance (Plan Deductible doesn't apply)

Mental Health Services	**You Pay**
Inpatient psychiatric hospitalization	20% Coinsurance after Plan Deductible
Individual outpatient mental health evaluation and treatment	$20 per visit after Plan Deductible
Group outpatient mental health treatment	$10 per visit after Plan Deductible

Chemical Dependency Services	**You Pay**
Inpatient detoxification	20% Coinsurance after Plan Deductible
Individual outpatient chemical dependency evaluation and treatment	$20 per visit after Plan Deductible
Group outpatient chemical dependency treatment	$5 per visit after Plan Deductible

Home Health Services	**You Pay**
Home health care (up to 100 visits per Accumulation Period)	No charge (Plan Deductible doesn't apply)

Other	**You Pay**
Skilled nursing facility care (up to 100 days per benefit period)	20% Coinsurance after Plan Deductible
Prosthetic and orthotic devices	No charge (Plan Deductible doesn't apply)
All Services related to covered infertility treatment	50% Coinsurance (Plan Deductible doesn't apply)
Hospice care	No charge (Plan Deductible doesn't apply)

This is a summary of the most frequently asked-about benefits. This chart does not explain benefits, Cost Share, out-of-pocket maximums, exclusions, or limitations, nor does it list all benefits and Cost Share amounts. For a complete explanation, please refer to the *EOC*. Please note that we provide all benefits required by law (for example, diabetes testing supplies).

Dental Coverage

Dental benefits are another important element of your overall health. With proper care, your teeth can and should last a lifetime.

Your Dental Plan Options

This year, you and your eligible dependents have the opportunity to enroll in the Delta Dental Premier Preferred Provider Organization (PPO) plan offered by Delta Dental. You can visit www.deltadentalins.com and create your secure account.

Using the Dental PPO Plan

The Dental PPO plan is designed to give you the freedom to receive dental care from any licensed dentist of your choice. Keep in mind, you'll receive the highest level of benefit from the plan if you select an in-network PPO dentist versus an out-of-network dentist who has not agreed to provide services at the negotiated rate. Additionally, no claim forms are required when using in-network PPO dentists.

ID Cards

No ID cards are issues and ID cards are not necessary. Just provide your dental office with your name, birth date, and enrollee ID or social security number. Register for online services to print an generic ID card, if you wish, or pull it up on your smartphone at the dentist's office.

TIPS FOR A HEALTHY MOUTH

- Use a soft-bristled toothbrush
- Choose toothpaste with fluoride
- Brush for at least two minutes twice a day
- Floss daily
- Watch for signs of periodontal disease such as red, swollen, or tender gums
- Visit a dentist regularly for exams and cleanings

Plan Benefit Highlights for: Education for Change
(Home Office, Cox Academy, World Academy, Achieve Academy, Ascend, Learning without Limits, Lazear Charter Academy & Epic Charter School)

Group No: 07046 - 00104, 00105, 00106, 00107, 00108, 00109, 00110 & 00116

Eligibility	Primary enrollee, spouse (includes domestic partner) and eligible dependent children to the end of the month dependent turns age 26			
Maximums	$1,500 per person each calendar year			
Waiting Period(s)	Basic Benefits None	Major Benefits None	Prosthodontics None	Orthodontics None

Benefits and Covered Services*	**Delta Dental Premier dentists****	**Non-Delta Dental dentists****
Diagnostic & Preventive Services (D & P) Exams, (2) cleanings and x-rays	100 %	100 %
Basic Services Fillings and sealants	90 %	90 %
Endodontics (root canals) Covered Under Basic Services	90 %	90 %
Periodontics (gum treatment) Covered Under Basic Services	90 %	90 %
Oral Surgery Covered Under Basic Services	90 %	90 %
Major Services Crowns, inlays, onlays and cast restorations	90 %	90 %
Prosthodontics Bridges and dentures	50 %	50 %
Orthodontic Benefits Adult and dependent children	50 %	50 %
Orthodontic Maximums	$1,500 Lifetime	$1,500 Lifetime
Dental Accident Benefits	100% (separate $1,000 maximum per person each calendar year)	

* Limitations or waiting periods may apply for some benefits; some services may be excluded from your plan. Reimbursement is based on Delta Dental contract allowances and not necessarily each dentist's actual fees.

** Fees are based on Premier contracted fees for Premier dentists and program allowance for non-Delta Dental dentists.

Delta Dental of California	**Customer Service**	**Claims Address**
100 First St. San Francisco, CA 94105	866-499-3001	P.O. Box 997330 Sacramento, CA 95899-7330

deltadentalins.com

This benefit information is not intended or designed to replace or serve as the plan's Evidence of Coverage or Summary Plan Description. If you have specific questions regarding the benefits, limitations or exclusions for your plan, please consult your company's benefits representative.

Your VSP Vision Benefits Summary

EDUCATION FOR CHANGE and VSP provide you with an affordable eye care plan.

VSP Coverage Effective Date: 10/01/2016 **VSP Provider Network:** VSP Signature

Benefit	Description	Copay	Frequency
Your Coverage with a VSP Provider			
WellVision Exam	• Focuses on your eyes and overall wellness	$5 for exam and glasses	Every 12 months
Prescription Glasses			
Frame	• $120 allowance for a wide selection of frames • $140 allowance for featured frame brands • 20% savings on the amount over your allowance	Combined with exam	Every 24 months
Lenses	• Single vision, lined bifocal, and lined trifocal lenses • Polycarbonate lenses for dependent children	Combined with exam	Every 24 months
Lens Enhancements	• Standard progressive lenses • Premium progressive lenses • Custom progressive lenses • Average savings of 35-40% on other lens enhancements	$50 $80 - $90 $120 - $160	Every 24 months
Contacts (instead of glasses)	• $120 allowance for contacts; copay does not apply • Contact lens exam (fitting and evaluation)	Up to $60	Every 24 months
Extra Savings	**Glasses and Sunglasses** • Extra $20 to spend on featured frame brands. Go to vsp.com/specialoffers for details. • 30% savings on additional glasses and sunglasses, including lens enhancements, from the same VSP provider on the same day as your WellVision Exam. Or get 20% from any VSP provider within 12 months of your last WellVision Exam. **Retinal Screening** • No more than a $39 copay on routine retinal screening as an enhancement to a WellVision Exam **Laser Vision Correction** • Average 15% off the regular price or 5% off the promotional price; discounts only available from contracted facilities • After surgery, use your frame allowance (if eligible) for sunglasses from any VSP doctor		

Your Coverage with Out-of-Network Providers

Visit **vsp.com** for details, if you plan to see a provider other than a VSP network provider.

Exam	up to $50	Lined Bifocal Lenses	up to $75	Progressive Lenses	up to $75
Frame	up to $70	Lined Trifocal Lenses	up to $100	Contacts	up to $105
Single Vision Lenses	up to $50				

VSP guarantees coverage from VSP network providers only. Coverage information is subject to change. In the event of a conflict between this information and your organization's contract with VSP, the terms of the contract will prevail. Based on applicable laws, benefits may vary by location.

TruHearing® Hearing Aid Discount Program

VSP® Vision Care members can save up to $2,400 on a pair of digital hearing aids. Dependents and even extended family members are eligible for exclusive savings, too.

Hearing loss is growing in the workplace.

Like vision loss, hearing loss can have a huge impact on productivity and overall quality of life. Unfortunately, of the 30 million people who need hearing aids, only one in five has them. Cost is often a major factor.

*96% of customers surveyed would recommend TruHearing to their friends and family.**

More Than Just Great Pricing

TruHearing also provides members with:

- 3 provider visits for fitting, adjustments, and cleanings
- A 45-day money back guarantee
- 3-year manufacturer's warranty for repairs and one-time loss and damage
- 48 free batteries per hearing aid

Plus, members get:

- Access to a national network of more than 4,500 licensed hearing aid professionals
- Straight-forward, nationally fixed pricing on more than 90 digital hearing aids in 400 styles from five of the seven industry-leading brands
- Deep discounts on replacement batteries shipped directly to their door

Best of all, if your organization already offers a hearing aid benefit, members can combine it with this program to maximize the benefit and reduce their out-of-pocket expense.

Learn more about this VSP Exclusive Member Extra at vsp.truhearing.com. Or, call 877.396.7194 with questions.

Here's how it works:

1. **Members call TruHearing.**
   Members and their family call 877.396.7194 and mention VSP.
2. **Schedule exam.**
   TruHearing will answer questions and schedule a hearing exam with a local provider.
3. **Attend appointment.**
   The provider will make a recommendation, order the hearing aids through TruHearing and fit them for the member.

How to register on the Carrier Websites

MEDICAL

Go to ***www.kp.org to*** register, enter the primary member's full Member ID***,*** member's first and last name and provide the Date of Birth, click on continue to complete process

DENTAL

Go to ***www.deltadentalins.com*** and find the "Login To Your Account" area on the main page. Click on the "Click here to register" link. Click the button for "I am a Subscriber and have coverage with Delta Dental" Enter your first and last name, Social Security or employee ID number, date of birth. Continue as instructed to create your account.

VISION

Go to ***www.vsp.com*** to register, enter the primary member's full Member ID, member's first and last name and provide the Date of Birth. Click on continue to complete process

FIND A DOCTOR

MEDICAL - KAISER

- www.kp.org
- click on "Find doctors & locations"
- select an area

Smart Phone: **Kaiser mobile app**

DELTA DENTAL

- www.deltadentalins.com
- on the main page you will see the "Find a Dentist" section

Smart Phone: **DeltaDental mobile app**

VSP VISION

- go to www.vsp.com
- click on "find a doctor"
- narrow your search if desired
- click on "search"

Smart Phone: **VSP Mobile app**

Cost of Coverage – Employee Monthly Cost

The rates below are effective October 1, 2015 – September 30, 2016

Plans	rate
MEDICAL	
Kaiser HMO	
Employee Only	$56.10
Employee + Spouse	$134.69
Employee + Child(ren)	$98.21
Employee + Family	$171.16
Kaiser HRA	
Employee Only	$44.68
Employee + Spouse	$107.23
Employee + Child(ren)	$78.19
Employee + Family	$136.27
DENTAL	
Delta Dental	
Employee Only	$6.80
Employee + 1 Dependent	$12.60
Employee + 2 or more Dependents	$18.10
VISION	
VSP	
Employee Only	$1.04
Employee + Spouse	$2.21
Employee + Child(ren)	$2.26
Employee + Family	$3.64
GROUP BASIC LIFE/AD&D	
The Hartford	
Employee Only	Company Paid
EMPLOYEE ASSISTANCE PROGRAM (EAP)	
CONCERN	
Employee and all household members	Company Paid
ADDITIONAL BENEFITS - Employee Option	
Wage Works Commuter Benefits Program	Company Sponsored
Conexis- Health Flexible Spending Account (FSA)	Company Sponsored
Conexis- Dependent Day Care Flexible Spending	Company Sponsored
NationWide	
Pet Insurance	Various Discounted Plan Rates Available

Group Basic Life / AD&D Coverage

In the event of your death, Life Insurance will provide your family members or other beneficiaries with financial protection and security.

Company Paid Life and AD&D Insurance

Education For Change provides employees with a $30,000 Basic Life and Accidental Death and Dismemberment (AD&D) insurance policy with The Hartford, fully paid for by the company. Be sure to keep your beneficiary updated at all times in the event of your death. Benefits will reduce by 35% at age 65 then by 50% at age 70, benefits will end at retirement.

Select Your Beneficiary

- Beneficiaries are individuals or entities that you select to receive benefits from your policy.
- You can change your beneficiary designation at any time.
- You may designate a sole beneficiary or multiple beneficiaries to receive payment in the amount you specify. (Primary and Contingent)
- Minor children: If the named beneficiary is a minor, the benefit is put 'On Hold' for Age of Majority (legal adult age is 18) or until Guardianship/Conservatorship Paperwork is received. For the state of CA, benefits may be paid if the benefit is under $10,000.

State Disability Insurance

California employees are covered under the California State Disability Insurance (SDI) program. If you become disabled due to an accident or illness you may be entitled to receive benefits under the SDI program. The benefits are approximately 55% of your earnings with a maximum weekly benefit up to $1,129 for 2016. Benefits under this program may continue up to 52 weeks. For more information please visit: www.edd.ca.gov/Disability/ or call 1-800-480-3287.

Health Flexible Spending Account (FSA)

Who Can Participate

All eligible employees can participate in a Health FSA, even if you do not have medical coverage through your employer. As an FSA participant you'll have access to tax-saving opportunities for you and your family.

How a Health FSA Works

A Health FSA may be used for the reimbursement of eligible medical expenses for you, your spouse or dependents (as defined by Federal tax law), up to the amount you elect to contribute to the FSA for the year (Max $2,550).

Your full annual Health FSA contribution amount is available on the first day of the plan year for your use. Deductions, however, will be made in equal amounts, per pay period, from your paycheck throughout the plan year.

Due to the "use or lose rule"; it is important for you to carefully estimate your out-of-pocket expenses for the upcoming plan year. Any amount, over $500, remaining in the account after the end of the plan year will be forfeited.

How to Get Reimbursed

Conexis provides three easy ways for you to receive your reimbursements from your FSA.

- Direct Deposit
- Debit Card
- Check by mail

How Your Card Works

The Health FSA Debit card allows you to pay at point-of-sale for approved out of-pocket expenses, such as co-pays, dental and vision expenses, and prescriptions.

The card can be used at:

- Healthcare related facilities, which include hospitals, physician's offices, dental and vision offices.
- Merchants participating in the Inventory Information Approval System (IIAS). This list can be accessed at www.sig-is.org.

Based on IRS regulations, Conexis will request documentation for ALL debit card claims, unless the transaction falls into one of the following categories:

1. **Co-Pay Amounts:** If your employer provides the necessary information for your medical carrier, the co-pay amount will be automatically approved. This is for fixed-dollar cost-sharing amounts. If you are required to pay a percentage of the total charge, additional substantiation will be required.
2. **Recurring expenses:** You will need to submit your first claim manually and state this will be a recurring claim from the same provider at the same dollar amount. It will be noted on your account that this will be a recurring expense, and additional substantiation will not be required for that plan year.
3. Items purchased at merchants participating in the IIAS.

It is important to keep ALL receipts and supporting documentation in the event Conexis requests additional substantiation or your debit card swipe does not fall into the categories listed.

FLEXIBLE SPENDING ACCOUNTS (FSA)

They are great cost savings tools to help with common medical expenses not covered by your insurance, and/or dependent care expenses. You can elect a portion of your salary to be deducted, on a pre-tax basis, from each paycheck to use for reimbursements of qualified out-of-pocket expenses throughout the plan year.

For eligible expenses please visit: www.conexis.com/myfsa or Myconexis mobile app

Education *for* Change Public Schools

Dependent Day Care Flexible Spending Account (FSA)

How A Dependent Day Care FSA Works

A Dependent Day Care FSA can be used to reimburse a participant for eligible dependent care expenses for a qualifying individual incurred while you, and your spouse if you are married, work or look for work or maintain a full-time student status. If one parent is not working or looking for work, a Dependent Day Care FSA is not available. You may allocate at least $20 per month, up to $5,000 per tax year, for reimbursement of dependent day care services ($2,500 if you are married and file a separate tax return).

Like the Health FSA, any remaining funds left in your account will be forfeited if you do not claim them by the deadline.

Types of Expenses That Are Reimbursable

Expenses for child care, elder care and care for a disabled dependent are reimbursable if the care is necessary for you to work or look for work. Below are additional details:

- Child Care - For child care expenses to qualify, your child must be a dependent under age 13 when the child care is provided. (There is no age limit if your child is disabled.) You must be able to claim an exemption for this child on your federal tax return. However, if you are divorced or separated, your expenses may qualify if you are the custodial parent (have more than 50% custody) even if you can't claim the child's exemption (see IRS publication 503 for details).

- Elder Care and Disabled Dependent Care - If the care is for a parent or other dependent who is disabled, that person must live in your home at least 8 hours a day, be unable to care for them self, and be someone you can claim an exemption for on your federal tax return.

- Household Maintenance Expenses - Services required for the maintenance of your household such as cleaning and cooking are eligible for reimbursement if the primary function of the provider of this service is to care for your dependent.

- How to get reimbursed - Have to send in reimbursement form available on Conexis website

DEPENDENT DAY CARE (FSA)

A Dependent Day Care FSA is similar to a Health FSA except it's for paying day care expenses.

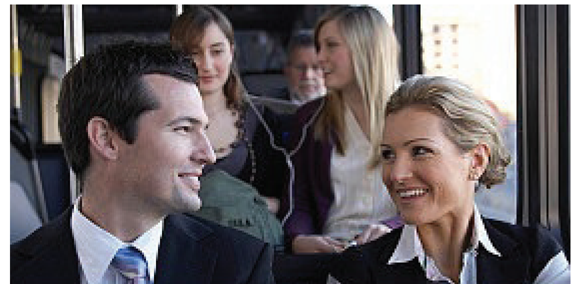
The money you contribute is not taxable, which means you'll pay less taxes than you would if this money is counted as taxable income.

That means you are saving money on dependent care expenses that you are already paying for!

For eligible expenses please visit: www.conexis.com/myfsa or Myconexis mobile app

Commuter Benefits Program

WageWorks Commuter is a pre-tax benefit account used to pay for public transit- including train, subway, bus, ferry, and eligible vanpool - as part of your daily commute to work. This is a great way to put extra money in your pocket!



Why you need it?

- Save an average of 30% on public transit as part of your daily commute to work
- Reduce your overall tax burden- funds ae moved from your paycheck to your commuter account before taxes are deducted
- No waiting- sign up any time to start saving- and no "use it or lose it" as long as you're employed by your current employer

How It Works

Simply decide how much to contribute up to the allowed monthly limit. Funds are moved from your paycheck to your account before taxes are deducted. As soon as funds are available in your account, start using them for qualified commuting expenses. Use or cancel contributions to your account at any time. There's no "use it or lose it" as long as you're employed by your current employer.

How You Use It

Use a variety of convenient payment methods associated with your account. Buy transit passes and vouchers using the WageWorks Commuter Card. Automatically load monthly transit passes directly from your account.

How You Manage It

Manage yor account via a secure website on any computer or mobile device that's connected to the Internet or via the WageWorks EZ Reciepts mobile app.

How Much You Can Contribute

Contribute up to a maximum of $255 per month for transit and eligible vanpools.

WAGEWORKS

Savings in 3 Simple Steps

1. Determine how much you want to spend each month on commuter expenses using the online savings calculator at www.conexismarketing.com
2. Log in your online account at www.wageworks.com and click "Enroll in a Commuter Benefits Plan" and then make your selection from the option listed
3. When you complete your order, all transit and/or parking passes will be mailed to your home each month.

Learn more at www.wageworks.com/mycommute

Questions? Ask us. If you have any questions, you can talk to a expert to learn more about the program. Just call 877-924-9367

* Assuming 25% federal income tax bracket, 7.35% state/local income tax, and 7.65% of employee share of FICA

Employee Assistance Program (EAP)

Education for Change understands that you and your family members might experience a variety of personal or work related challenges. Through the EAP, you have access to confidential resources, information and counseling in order to address situations affecting your work-life balance.

Your EAP Plan

Provided by CONCERN, the Employee Assistance Program (EAP) services are available to employee's and your dependents, as well as any member of your household. The purpose of the program is to provide confidential assistance at no-cost for a wide range of personal topics. Counseling visits are limited, depending on the service, to between one and five visits, per issue, per year.

Consultations are available for subjects such as:

- Parenting & Childcare Resources
  - New baby services
  - Childcare services
  - Adoption Assistance
  - Schools and Colleges
  - Special needs services
- Elder care consultations and referrals
  - Clarify and prioritize problems
  - Develop a plan
  - Find, arrange and coordinate services
  - Find support groups
- Legal Consultations
  - Bankruptcy
  - Child Custody
  - Estate Planning
  - Traffic accidents
  - Marital
- Financial Counselling
  - Buying a home
  - Tax basics
  - Investment basics

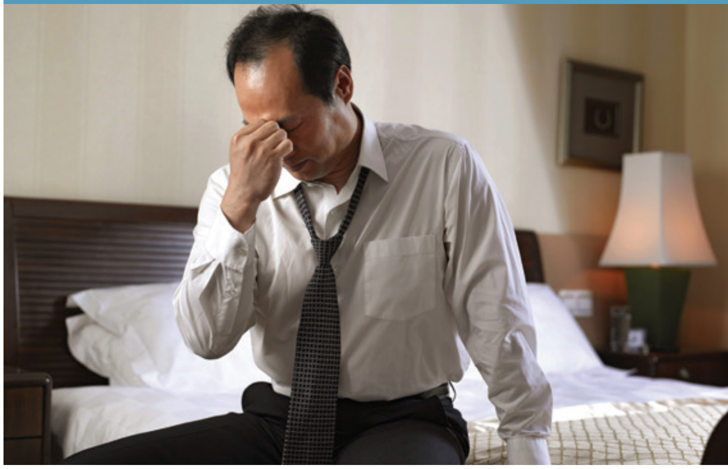
GETTING SUPPORT IS EASY

All services are accessible by one toll free phone call to CONCERN at (800) 344-4222.

You can call anytime, 24 hours a day, 7 days a week.

You can also submit a request for work/life services online at www.concern-eap.com

Create your personal user name and password, then enter our company code: EFC



Using *LifeAdvisor/Resilience Hub*

LifeAdviser is CONCERN's online member resource center, providing all plan members free, secure and centralized access to a wealth of information, education and sill building tools. Accurate, commercial-free content consists of articles, videos, self-assessments, calculators, training courses, and much more.

Pet Insurance

Pet insurance helps provide peace of mind in case the unfortunate should happen. Its purpose is to help cover the costs of unexpected accidents and illnesses that may occur in the future of your pet. Pet insurance is for those who want to provide their pet the best medical care possible with less worry about cost.

How It Works

Education for Change cares about you and your pets. We have partnered with Nationwide to provide you with a discount on the various plans and services they offer. With Nationwide Pet Insurance plans you can cover your dogs, cats, birds and exotic pets for multiple medical problems and conditions relating to accidents, illnesses and injuries. Wellness coverage and routine care is also available. All of their plans are accepted by all vets - even specialists and emergency providers.

Visit www.petsnationwide.com and enter your company's name to receive your quote and enroll. Once enrolled:

- Visit ANY vet and pay for your visit
- Submit a claim
- Receive reimbursement

Benefits to Employees

- Group discounts up 15% with multiple pet enrollment
- Plans designed by veterinarians ensure quality coverage
- Visit ANY licensed veterinarian, including specialist and emergency providers
- No additional charge for continuous coverage of chronic and recurring conditions
- Receive valuable pet health news and information throughout the year
- Exclusive discounts on pet products and services
- Nationwide Policyholder Portal

Nationwide Policyholder Portal

Once enrolled, you will have access to VPI Policyholder Portal. Here you can easily:

- Update your contact and payment information
- Check claim status and history
- Download forms (Claim forms, Benefit Schedule)
- Renew your policy
- View the Companion newsletter for pet health stories, features and policy news
- Have access to special and exclusive discounts!

PETS NATIONWIDE

"WE INVENTED PET INSURANCE"

- Did you know that Nationwide is the nation's oldest and largest provider of pet health insurance!
- More than one million pets insured since 1982!
- Products available in all 50 states!
- Toll Free Number: 877-738-7874
- www.PetsNationwide.com

403(b) Retirement Plan

A 403(b) plan, also known as a tax-sheltered annuity (TSA) plan, is a retirement plan for certain employees of public schools as well as other certain tax-exempt organizations. It gets its name from the particular section of the Internal Revenue Code (IRS) - section 403(b). Employees save for retirement by contributing to individual accounts.

What Are The Benefits

- You do not pay tax on allowable contributions in the year they are made. You do not pay tax on allowable contributions until you begin making withdrawals from the plan, usually after you retire. Allowable contributions are either excluded or deducted from your income.
- Earnings and gains on amounts in your 403(b) account are not taxed until you withdraw them.
- You may be eligible to take a tax credit for elective deferrals contributed to your 403(b) account. For more details, see chapter 10 of the Internal Revenue Service Publication 571.

If You Wish To Participate

- Check Education for Change's current list of vendors
- Locate an agent by visiting the vendors website
- Complete an application with your agent to set up your account
- Submit a salary ammendment agreement to your HR contact at Eduction for Change.

How To Get Started

Contact your personal Agent or Financial Advisor for details. Don't have one? Go online to find your own or contact any of the names below:

Sherwin Coleman
281 Estudillo Ave
San Leandro, CA 94577
Office: 510-667-0804
Mobile: 510-282-6080
Email: sherwin.coleman@ingfb.com

Peggy Sulkowski
CA Insurance Lic #0B31795
MetLife Resources
5973 Avenida Encinas, Suite 206
Carlsbad, CA 92008
Main: 760-930-9375
Message: 800-492-3553 x28888
Fax: 760-930-9379

Mary Ann
Represents Multiple Vendors
Business Development Manager
Teacher's Pension and insurance
Services Toll Free (866)814-2831
Cell (209) 605-6686

Please note that none of the above contacts are endorsed by Education for Change.

Tax Deferred Solutions (TDS) is Education for Change's Third Party Administrator. Their contact information is:

6939 Sunrise Boulevard, Suite 250
Citrus Heights, CA 95610
866-446-1072

Education For Change
Investment Provider Listing

Below is a list of the approved Investment Providers for the Employer's 403(b) Plan.

The Salary Amendment Agreement can be found following the Investment Provider Listing.

403bcompare Code	Investment Provider/Vendor Name	No Monthly Fee	$3 Monthly Fee (through payroll deduction)
1164	American Century Investments		X
1062	American Fidelity Assurance Company	X	
1057	American Funds Distributors, Inc. (AFD)		X
1128	American United Life (AUL), a OneAmerica Financial Partner		X
1035	Americo Financial Life and Annuity Insurance Company/Great Southern Life Insurance Company	X	
1041	Ameriprise Financial Inc.	X	
1067	AXA Equitable Life Insurance Company	X	
1097	CalSTRS Pension 2		X
1018	Commonwealth Annuity and Life Insurance Company	X	
1133	Fidelity Investments		X
1077	First Investors Corporation	X	
1025	Franklin Templeton Investments		X
1148	FTJ FundChoice, LLC		X
1817	GLP Investment Services, LLC	X	
1096	Great American Insurance Group (Annuity Investors Life Insurance Company)	X	
1113	GWN Securities, Inc	X	
1014	Horace Mann Companies	X	
1135	Industrial-Alliance Pacific Life Insurance Company, US Branch	X	
1108	Jackson National Life Insurance Company		X
1052	Legend Group; The	X	
1068	Lincoln Investment Planning, Inc.	X	
1029	Lincoln National Life Insurance Company (Lincoln Financial Group), The	X	
1074	MassMutual, through its subsidiary, C.M. Life Insurance Company	X	
1073	MetLife Insurance Company of Connecticut	X	
1024	Metropolitan Life Insurance Co/MetLife/MetLife Resources	X	
1043	Midland National	X	
1015	Modern Woodmen of America	X	
1036	National Life Group through member company Life Insurance Company of the Southwest	X	
1083	New York Life Insurance & Annuity Corp	X	
1472	North American Company for Life and Health	X	
1121	Oppenheimer Funds Distributor, Inc	X	
1130	Pacific Life Insurance Company		X
1718	Pentegra Retirement Servicest	X	
1030	PFS Investments Inc	X	
1127	PlanMember Services Corp	X	
1145	Putnam Investments	X	
1174	RSG Securities/Benefit Trust Company		X
1022	Security Benefit	X	
1038	Thrivent Financial for Lutherans	X	
1066	Thrivent Investment Management Inc.	X	
1023	TIAA-CREF (Teachers Insurance & Annuity Association of America)		X
1413	Transamerica Financial Life Insurance Company	X	
1076	Transamerica Fund Services, Inc.		X
1142	USAA Investment Management Company	X	
1053	USAA Life Insurance Company	X	
1117	VALIC	X	
1102	Vanguard Group, The		X
1060	Voya Financial	X	
1042	Waddell & Reed, Inc	X	
1162	Western National Life Insurance Company		X

Member Support

Understanding your employee benefits options can be confusing and complicated. Your Account Manager through Benefits Exchange Alliance (BXA) and your Human Resources Department are here to provide answers and information at your fingertips.

You are Not Alone

Plan options, co-pays and deductibles...

Planning for you and your family's health and welfare needs can be an overwhelming task. Your Account Manager is your resource for guidance when navigating your benefits plan, from open enrollment to handling life's many changes.

Just a Call or Click Away

Member Support is available Monday through Friday,
8:30 am – 5:00 PM Pacific Time.

- Toll-free: 888-549-8058
  - Kelly Dozier - Sr. Account Manager - Ext. 7116
    - E-mail: kdozier@bxall.com
  - Sharon Metoyer - Account Coordinator - Ext. 7108
    - E-mail: smetoyer@bxall.com

Dedicated Benefits Resource

As a company-sponsored benefit, Benefits Exchange Alliance gives you unlimited direct access to insurance professionals who are dedicated to knowing our plan options inside and out. Whether you are a new employee, looking for information on how to continue your coverage or your insurance needs are changing, you are bound to have questions on your plan options and programs.

CONTACT HR OR BXA FOR ENROLLMENT MATERIALS

General Benefits Support

- How to enroll
- Finding a service provider
- General benefit questions

Life Changing Events

- Add coverage for your newborn or adopted child
- Add / remove coverage due to change in marital or employment status

COBRA Support

- Information regarding continuation coverage
- Navigate through your individual options

Directory & Resources

QUESTIONS REGARDING	PHONE	EMAIL / WEBSITE
MEDICAL COVERAGE		
Kaiser - HMO	800-464-4000	www.kp.org
Kaiser - HRA	800-464-4000	www.kp.org
DENTAL COVERAGE		
Delta Dental - Premier PPO	866-499-3001	www.deltadentalins.com
VISION COVERAGE		
VSP	800-877-7195	www.vsp.com
ADDITIONAL BENEFITS		
Conexis FSA & Dependent Care FSA	877-266-3947	www.conexis.com/myfsa
WageWorks Commuter Benefits Program	877-924-3967	www.wageworks.com
403 (b) Tax Sheltered Annuity Retirement Plan	866-446-1072	www.tdsgroup.org
Nationwide Pet Insurance	877-738-7874	www.petsnationwide.com
Employee Assistance Program (EAP)	800-334-4222	www.concern-eap.com
COBRA ADMINISTRATOR		
Conexis	877-864-9546	www.mybenefits.conexis.com
BENEFITS EXCHANGE ALLIANCE (BXA) - BROKER		
Member Support		
Kelly Dozier - Sr. Account Manager	888-549-8058 ext. 7116	kdozier@bxall.com
Sharon Metoyer - Account Coordinator	888-549-8058 ext. 7108	smetoyer@bxall.com

Medicare Part D Notice

Important Notice from About Your Prescription Drug Coverage and Medicare

Model Individual Creditable Coverage Disclosure

Please read this notice carefully and keep it where you can find it. This notice has information about your current prescription drug coverage and about your options under Medicare's prescription drug coverage. This information can help you decide whether or not you want to join a Medicare drug plan. If you are considering joining, you should compare your current coverage, including which drugs are covered at what cost, with the coverage and costs of the plans offering Medicare prescription drug coverage in your area. Information about where you can get help to make decisions about your prescription drug coverage is at the end of this notice.

There are two important things you need to know about your current coverage and Medicare's prescription drug coverage:

1. Medicare prescription drug coverage became available in 2006 to everyone with Medicare. You can get this coverage if you join a Medicare Prescription Drug Plan or join a Medicare Advantage Plan (like an HMO or PPO) that offers prescription drug coverage. All Medicare drug plans provide at least a standard level of coverage set by Medicare. Some plans may also offer more coverage for a higher monthly premium.
2. Your employer has determined that the prescription drug coverage offered is, on average for all plan participants, expected to pay out as much as standard Medicare prescription drug coverage pays and is therefore considered Creditable Coverage. Because your existing coverage is Creditable Coverage, you can keep this coverage and not pay a higher premium (a penalty) if you later decide to join a Medicare drug plan.

When Can You Join A Medicare Drug Plan?

You can join a Medicare drug plan when you first become eligible for Medicare and each year from October 15th to December 7th.

However, if you lose your current creditable prescription drug coverage, through no fault of your own, you will also be eligible for a two (2) month Special Enrollment Period (SEP) to join a Medicare drug plan.

What Happens To Your Current Coverage If You Decide to Join A Medicare Drug Plan?

If you decide to join a Medicare drug plan, your current coverage will be affected.

If you do decide to join a Medicare drug plan and drop your current coverage, be aware that you and your dependents will not be able to get this coverage back.

Please contact Human Resources for more information about what happens to your coverage if you enroll in a Medicare prescription drug plan.

Your medical benefits brochure contains a description of your current prescription drug benefits.

When Will You Pay A Higher Premium (Penalty) To Join A Medicare Drug Plan?

You should also know that if you drop or lose your current coverage with and don't join a Medicare drug plan within 63 continuous days after your current coverage ends, you may pay a higher premium (a penalty) to join a Medicare drug plan later.

If you go 63 continuous days or longer without creditable prescription drug coverage, your monthly premium may go up by at least 1% of the Medicare base beneficiary premium per month for every month that you did not have that coverage. For example, if you go nineteen months without creditable coverage, your premium may consistently be at least 19% higher than the Medicare base beneficiary premium. You may have to pay this higher premium (a penalty) as long as you have Medicare prescription drug coverage. In addition, you may have to wait until the following October to join.

For More Information about This Notice or Your Current Prescription Coverage…

Contact your Human Resources Department for further information.

NOTE: You will get this notice each year. You will also get it before the next period you can join a Medicare drug plan, and if this coverage changes. You also may request a copy of this notice at any time.

For More Information About Your Options Under Medicare Prescription Drug Coverage…

More detailed information about Medicare plans that offer prescription drug coverage is in the "Medicare & You" handbook. You'll get a copy of the handbook in the mail every year from Medicare. You may also be contacted directly by Medicare drug plans.

For more information about Medicare prescription drug coverage:

Visit www.medicare.gov

Call your State Health Insurance Assistance Program (see the inside back cover of your copy of the "Medicare & You" handbook for their telephone number) for personalized help.

Call 1-800-MEDICARE (1-800-633-4227).

TTY users should call 1-877-486-2048.

If you have limited income and resources, extra help paying for Medicare prescription drug coverage is available. For information about this extra help, visit Social Security on the web at www.socialsecurity.gov or call them at 1-800-772-1213 (TTY 1 -800-325-0778).

Remember: Keep this Creditable Coverage notice. If you decide to join one of the Medicare drug plans, you may be required to provide a copy of this notice when you join to show whether or not you have maintained creditable coverage and, therefore, whether or not you are required to pay a higher premium (a penalty).

Legal Information Regarding Your Plans

Required Notices

Women's Health & Cancer Rights Act

The Women's Health and Cancer Rights Act (WHCRA) helps protect many women with breast cancer who choose to have their breasts rebuilt (reconstructed) after a mastectomy. Mastectomy surgery is to remove all or part of the breast. This federal law requires most group insurance plans that cover mastectomies to also cover breast reconstruction.

- Reconstruction of the breast that was removed by mastectomy
- Surgery and reconstruction of the other breast to make the breasts look symmetrical or balanced after mastectomy
- Any external breast prostheses breast forms that fit into your bra that are needed before or during the reconstruction
- Any physical complications at all stages of mastectomy, including lymphedema.

Mastectomy benefits may have a yearly deductible and may require that you pay co-insurance through your group health plan.

Your plans comply with these requirements.

Newborns' and Mothers' Health Protection Act

Group health plans and health insurance issuers generally may not, under Federal law, restrict benefits for any hospital length of stay in connection with childbirth for the mother or newborn child to less than 48 hours following a vaginal delivery, or less than 96 hours following a cesarean section. However, Federal law generally does not prohibit the mother's or newborn's attending provider, after consulting with the mother, from discharging the mother or her newborn earlier than 48 hours (or 96 hours as applicable). In any case, plans and issuers may not, under Federal law, require that a provider obtain authorization from the plan or the insurance issuer for prescribing a length of stay not in excess of 48 hours (or 96 hours). [Plans subject to State law requirements will need to prepare statements describing any applicable State law]

Special Enrollment Rights

If you are declining enrollment for yourself or your dependents (including your spouse) because of other health insurance or group health plan coverage, you may be able to enroll yourself or your dependents in this plan if you or your dependents lose eligibility for that other coverage (or if the employer stops contributing towards your or your dependents' other coverage). However, you must request enrollment within 30 days after your or your dependents' other coverage ends (or after the employer stops contributing toward the other coverage).

In addition, if you have a new dependent as result of marriage, birth, adoption, or placement for adoption, you may be able to enroll yourself and your dependents. However, you must request enrollment within 30 days after the marriage, birth, adoption, or placement for adoption.

Special enrollment rights also may exist in the following circumstances:

- If you or your dependents experience a loss of eligibility for Medicaid or a state Children's Health Insurance Program (CHIP) coverage and you request enrollment within 60 days after that coverage ends; or
- If you or your dependents become eligible for a state premium assistance subsidy through Medicaid or a state CHIP with respect to coverage under this plan and you request enrollment within 60 days after the determination of eligibility for such assistance.

"Change in Status" Permitted Mid-year Election Changes

The IRS regulations for mid-year health insurance changes (i.e. outside of open enrollment period) restrict any changes to your plan or coverage unless you have a qualified "change in status." The following are considered qualified changes in status by the IRS:

1. Change in legal marital status, including marriage, divorce, legal separation, annulment, and death of a spouse
2. Change in number of dependents, including birth, adoption, placement for adoption, or death of a dependent child
3. Change in employment status, including the start or termination of employment by you, your spouse, or your dependent child
4. Change in work schedule, including an increase or decrease in hours of employment by you, your spouse, or your dependent child, including a switch between part-time and full-time employment that affects eligibility for benefits
5. Change in a child's dependent status, either newly satisfying the requirements for dependent child status or ceasing to satisfy them
6. Change in place of residence or worksite, including a change that affects the accessibility of network providers
7. Change in your health coverage or your spouse's coverage attributable to your spouse's employment
8. Change in an individual's eligibility for Medicare or Medicaid
9. A court order resulting from a divorce, legal separation, annulment, or change in legal custody (including a Qualified Medical Child Support Order) requiring coverage for your child or dependent foster child
10. An event that is a special enrollment event under HIPAA (the Health Insurance Portability and Accountability Act), including acquisition of a new dependent or spouse or loss of coverage under another health insurance policy or plan if the coverage is terminated because of:
    - Voluntary or involuntary termination of employment or reduction in hours of employment or death, divorce, or legal separation,
    - Termination of employer contributions toward the other coverage, OR
    - If the other coverage was COBRA Continuation Coverage, exhaustion of the coverage
    - Two other rules apply to making changes to your benefits during the year:
    - Any changes you make must be consistent with the change in status, AND
    - You must make the changes within 31 days of the date the event (marriage, birth, etc.) occurs.

Pre-existing Condition Exclusion

A group health plan (or issuer) may not impose a pre-existing condition exclusion with respect to an individual before notifying the participant, in writing, of the following –

The existence and terms of any pre-existing condition exclusion under the plan. This includes –

- The length of the plan's look-back period,
- The maximum pre-existing condition exclusion under the plan, and
- How the plan will reduce the maximum pre-existing condition exclusion by creditable coverage.

- A description of the rights of individuals to demonstrate creditable coverage, and any applicable waiting periods, through a certificate of creditable coverage or other means. This includes –
- A description of the right of the individual to request a certificate from a prior plan or issuer, if necessary, and
- A statement that the current plan or issuer will assist in obtaining a certificate from a prior plan or issuer, if necessary.

A person to contact (including an address or telephone number) for obtaining additional information or assistance regarding the pre-existing condition exclusion.

HIPAA Privacy Notice

This Notice describes how health information about you may be used and disclosed and how you can get access to this information. This Notice provides you with information to protect the privacy of your confidential health care information, hereafter referred to as protected health information (PHI). The Notice also describes the privacy rights you have and how you can exercise those rights. Please review it carefully.

If you have any questions about this Notice, please contact Human Resources.

OUR COMMITMENT REGARDING YOUR PERSONAL HEALTH INFORMATION

Your company is committed to maintaining and protecting the confidentiality of our employees' personal information. This Notice of Privacy Practices applies to your company and the health plan you enroll in. The Plans are required by federal and state law to protect the privacy of your individually identifiable health information and other personal information. We are required to provide you with this Notice about our policies, safeguards and practices. When the Plans use or disclose your PHI, the Plans are bound by the terms of this Notice, or the revised Notice, if applicable.

We are required by law to:

- Maintain the privacy of protected health information
- Give you this notice of our legal duties and privacy practices regarding health information about you
- Follow the terms of our notice that is currently in effect

The Plan will use Your Health Information for:

For Treatment. We may use and disclose Health Information for your treatment and to provide you with treatment-related health care services. For example, we may disclose Health Information to doctors, nurses, technicians, or other personnel, including people outside our office, who are involved in your medical care and need the information to provide you with medical care.

For Payment. We may use and disclose Health Information so that we or others may bill and receive payment from you, an insurance company or a third party for the treatment and services you received. For example, we may give your health plan information about you so that they will pay for your treatment.

For Health Care Operations. We may use and disclose Health Information for health care operations purposes. These uses and disclosures are necessary to make sure that all of our patients receive quality care and to operate and manage our office. For example, we may use and disclose information to make sure the obstetrical or gynecological care you receive is of the highest quality. We also may share information with other entities that have a relationship with you (for example, your health plan) for their health care operation activities.

As Required by Law. We will disclose Health Information when required to do so by international, federal, state or local law.

Workers' Compensation. We may release Health Information for workers' compensation or similar programs. These programs provide benefits for work-related injuries or illness.

Public Health Risks. We may disclose Health Information for public health activities. These activities generally include disclosures to prevent or control disease, injury or disability; report births and deaths; report child abuse or neglect; report reactions to medications or problems with products; notify people of recalls of products they may be using; a person who may have been exposed to a disease or may be at risk for contracting or spreading a disease or condition; and the appropriate government authority if we believe a patient has been the victim of abuse, neglect or domestic violence. We will only make this disclosure if you agree or when required or authorized by law.

Law Enforcement. We may release Health Information if asked by a law enforcement official if the information is: (1) in response to a court order, subpoena, warrant, summons or similar process; (2) limited information to identify or locate a suspect, fugitive, material witness, or missing person; (3) about the victim of a crime even if, under certain very limited circumstances, we are unable to obtain the person's agreement; (4) about a death we believe may be the result of criminal conduct; (5) about criminal conduct on our premises; and (6) in an emergency to report a crime, the location of the crime or victims, or the identity, description or location of the person who committed the crime.

Your Rights Regarding Your Health Information

You have the following rights regarding Health Information we have about you:

Right to Inspect and Copy. You have a right to inspect and copy Health Information that may be used to make decisions about your care or payment for your care. This includes medical and billing records, other than psychotherapy notes. To inspect and copy this Health Information, you must make your request, in writing, to Human Resources. We have up to 30 days to make your Protected Health Information available to you and we may charge you a reasonable fee for the costs of copying, mailing or other supplies associated with your request. We may not charge you a fee if you need the information for a claim for benefits under the Social Security Act or any other state of federal needs-based benefit program. We may deny your request in certain limited circumstances. If we do deny your request, you have the right to have the denial reviewed by a licensed healthcare professional who was not directly involved in the denial of your request, and we will comply with the outcome of the review.

Right to Request Confidential Communications. You have the right to request that we communicate with you about medical matters in a certain way or at a certain location. For example, you can ask that we only contact you by mail or at work. To request confidential communications, you must make your request, in writing, to Human Resources. Your request must specify how or where you wish to be contacted. We will accommodate reasonable requests.

The Plan's Responsibilities

The Plans may change the terms of this Notice at any time. If the Plans change this Notice, the Plans may make the new Notice terms effective for all of your PHI that the Plans maintain, including any information the Plans created or received before we issued the new Notice. If the Plans change this Notice, the Plans will make it available to you.

For More Information or to Report a Problem

If you believe your privacy rights have been violated, you may file a complaint with our office or with the Secretary of the Department of Health and Human Services. To file a complaint with our office, contact Human Resources. All complaints must be made in writing. You will not be penalized for filing a complaint.

Important Information on how Health Care Reform Affects Your Plan

Primary Care Provider Designations

For plans and issuers that require or allow for the designation of primary care providers by participants or beneficiaries:

- Your HMO generally requires the designation of a primary care provider. You have the right to designate any primary care provider who participates in our network and who is available to accept you or your family members. For information on how to select a primary care provider, and for a list of the participating primary care providers, contact your Human Resources office.

For plans and issuers that require or allow for the designation of a primary care provider for a child.

- For children, you may designate a pediatrician as the primary care provider.

For plans issuers that provide coverage for obstetric or gynecological care and require the designation by a participant or beneficiary of a primary care provider:

- You do not need prior authorization from your insurance provider of from any other person (including a primary care provider) in order to obtain access to obstetrical or gynecological care from a health care professional in our network who specializes in obstetrics or gynecology. The health care professional however, may be required to comply with certain procedures, including obtaining prior authorization for certain services, following a pre-approved treatment plan, or procedures for making referrals. For a list of participating health care professionals who specialize in obstetrics or gynecology, contact your Human Resources department.

Important Information about Your COBRA Continuation Coverage Rights

Note: For use by single employer groups, please read the information contained in this notice very carefully.

To elect COBRA continuation coverage, contact your Human Resource Representative to obtain a copy of the COBRA election form.

If you do not elect COBRA continuation coverage, your coverage under the plan will end on the last day of the month in which the following "qualifying events" occur:

- Termination of employment (18 months of COBRA)
- Reduction in hours (18 months of COBRA)
- Death of employee (36 months of COBRA for the spouse and dependents)
- Divorce or legal separation (36 months of COBRA for the ex-spouse)
- Entitlement to Medicare (36 months of COBRA for the spouse and dependents)
- Loss of dependent child status (36 months of COBRA for the dependent)

Each person ("qualified beneficiary") in the category(ies) checked below is entitled to elect COBRA continuation coverage, which will continue group health care coverage under the plan for up to 18 or 36 months. (Extensions under state continuation coverage of due to disability may also be available. Contact Human Resources to find out more). The following are eligible to elect COBRA:

- Employee or former employee
- Spouse of former spouse
- Dependent child(ren) covered under the plan on the day before the event that caused the loss of coverage
- Child who is losing coverage under the plan because he or she is no longer a dependent under the plan.

If elected, COBRA continuation coverage will begin on the date specified by your plan administrator. You may elect any coverage you currently were enrolled in for COBRA continuation coverage.

COBRA continuation coverage will cost the amount determined at the time of the loss as specified by your plan administrator. You do not have to send any payment with the Election Form. Important additional information about payment for COBRA continuation coverage is included in the following pages.

If you have any questions about this notice or your rights to COBRA continuation coverage, you should contact Human Resources.

What is continuation coverage?

Federal law requires that employers give employees and their families the opportunity to continue their health care coverage when there is a "qualifying event" that would result in a loss of coverage under an employer's plan. Qualifying events are situations that would ordinarily cause an individual to lose group health coverage. Depending on the type of qualifying event, "qualified beneficiaries" can include the employee or retiree covered under the group health plan, the covered employee's or retiree's spouse or domestic partner, and the dependents of the covered employee or retiree.

COBRA continuation coverage is identical to the group coverage provided to employees and retirees (the same coverage the qualified beneficiary had immediately before qualifying for continuation coverage). Any change in benefits under the plan for active employees or retirees will also apply to COBRA qualified beneficiaries.

How long will continuation coverage last?

Coverage generally may be continued for up to 18 months in the case of the employee's loss of coverage due to termination of employment or reduction in hours of employment (includes leave without pay or layoff).

Coverage may be continued for up to 36 months in the case of a loss of coverage due to the employee's or retiree's divorce/legal separation/ annulment or termination of domestic partnership, the employee's or retiree's death, or a dependent's loss of eligibility.

If a covered employee becomes entitled to Medicare (due to age) within 18 months before a termination of employment or reduction of hours, family members who are qualified beneficiaries may continue COBRA continuation coverage for up to 36 months counted from the date of the employee's Medicare entitlement.

Continuation coverage will be terminated before the end of the maximum period if:

- Any required premium is not paid in full on time.
- A qualified beneficiary becomes covered, after electing continuation coverage, under another group health plan that does not impose any pre-existing condition exclusion for a pre-existing condition of the qualified beneficiary.
- The employer ceases to provide any group health plan for its employees.

Continuation coverage may also be terminated for any reason to plan would terminate coverage of a participant or beneficiary not receiving continuation coverage (such as fraud).

How can you extend the length of COBRA continuation coverage?

If you elect continuation coverage, an extension of the maximum period of coverage may be available if a qualified beneficiary is a disabled or a second qualifying event occurs. You must notify Human Resources of a disability or a second qualifying event within 60 days in order to extend the period of continuation coverage. Failure to provide notice of a disability or second qualifying event may affect the right to extend the period of continuation coverage.

Disability An 11-month extension of coverage may be available if a qualified beneficiary is determined by the Social Security Administration (SSA) to be disabled. The disability must have started at some time before the 60th day of COBRA continuation coverage. It is the qualified beneficiary's responsibility to obtain the disability determination from the SSA and provide a copy of the Social Security disability determination to the Plan within 60 days of the date of determination and before the original 18 months of COBRA expire. Each qualified beneficiary who has elected continuation coverage will be entitled to the 11-month disability extension even if only one of them qualifies. If the qualified beneficiary does not comply with these time frames, the additional 11-month extension of COBRA coverage will not be provided. If the qualified beneficiary is determined by SSA to no longer be disabled, he or she must notify the Plan of that fact within 30 days after the SSA's determination.

Second Qualifying Event An 18-month extension of coverage will be available to a spouse or domestic partner and dependents who elect continuation coverage if a second qualifying event occurs during the first 18 months of continuation coverage. The maximum amount of continuation coverage available when a second qualifying event occurs is 36 months from the date of the original qualifying event. Such second qualifying events may include the death of a covered employee or retiree, divorce/legal separation/ annulment or termination of domestic partner relationship from the employee or retiree, or a dependent losing eligibility. These events will be considered to be second qualifying events only if they would have caused the qualified beneficiary to lose coverage under the Plan if the first qualifying event had not occurred. The qualified beneficiary must notify the Plan within 60 days after a second qualifying event occurs if he or she wants to extend continuation coverage.

How can you elect COBRA continuation coverage?

To elect continuation coverage, you must complete the Election Form and furnish it according to the directions on the form. Each qualified beneficiary has a separate right to elect continuation coverage. For example, the employee's spouse may elect continuation coverage even if the employee does not. Continuation coverage may be elected for only one, several, or for all dependent children who are qualified beneficiaries. A parent may elect to continue coverage on behalf of any dependent children. The employee or the employee's spouse can elect continuation coverage on behalf of all of the qualified beneficiaries.

In considering whether to elect continuation coverage, you should take into account that you have special enrollment rights under federal law. You have the right to request special enrollment in another group health plan for which you are otherwise eligible (such as a plan sponsored by your spouse's employer) within 30 days after your group health coverage ends because of the qualifying event listed above. You will also have the same special enrollment right at the end of continuation coverage if you get continuation coverage for the maximum time available to you.

You must notify Human Resources within 30 days of any of the following COBRA triggering events:

- Entitlement to Medicare
- Termination of Employment
- Reduction in hours

You must notify Human Resources within 60 days of the following resulting in a loss of coverage:

- Divorce or Legal Separation
- Loss of Dependent Child Status

How much does COBRA continuation coverage cost?

Generally, each qualified beneficiary is required to pay the entire cost of continuation coverage. The amount a qualified beneficiary is required to pay may not exceed 102 percent (or, in the case of an extension of continuation coverage due to a disability, 150 percent) of the cost to the group health plan (including both employer and employee contributions) for coverage of a similarly situated plan participant or beneficiary who is not receiving continuation coverage.

When and how must payment be made for COBRA continuation coverage?

First payment for continuation coverage

If you elect continuation coverage, you do not have to send any payment with the Election Form. However, you must make your first payment for continuation coverage not later than 45 days after the date of your election. (This is the date the Election Notice is post-marked, if mailed.) If you do not make your first payment for continuation coverage in full not later than 45 days after the date of your election, you will lose all continuation coverage rights under the Plan. You are responsible for making sure that the amount of your first payment is correct. You may contact [enter appropriate contact information, e.g., the Plan Administrator or other party responsible for COBRA administration under the Plan] to confirm the correct amount of your first payment.

Periodic payments for continuation coverage

After you make your first payment for continuation coverage, you will be required to make periodic payments for each subsequent coverage period. The amount due for each coverage period for each qualified beneficiary is shown in this notice. The periodic payments can be made on a monthly basis. Under the Plan, each of these periodic payments for continuation coverage is due on the specified date for that coverage period. If you make a periodic payment on or before the first day of the coverage period to which it applies, your coverage under the Plan will continue for that coverage period without any break. The Plan will not send periodic notices of payments due for these coverage periods.

Grace periods for periodic payments

Although periodic payments are due on the dates shown above, you will be given a grace period of 30 days after the first day of the coverage period to make each periodic payment. Your continuation coverage will be provided for each coverage period as long as payment for that coverage period is made before the end of the grace period for that payment. However, if you pay a periodic payment later than the first day of the coverage period to which it applies, but before the end of the grace period for the coverage period, your coverage under the Plan will be suspended as of the first day of the coverage period and then retroactively reinstated (going back to the first day of the coverage period) when the periodic payment is received. This means that any claim you submit for benefits while your coverage is suspended may be denied and may have to be resubmitted once your coverage is reinstated.

If you fail to make a periodic payment before the end of the grace period for that coverage period, you will lose all rights to continuation coverage under the Plan.

For More Information

This notice does not fully describe continuation coverage or other rights under the plan. More information about continuation coverage and your rights under the plan is available in your summary plan description from the plan Administrator.

If you have any questions concerning the information in this notice, your rights to coverage, or if you want a copy of your summary plan description, you should contact Human Resources.

For more information about your rights under ERISA, including COBRA, the Health Insurance Portability and Accountability Act (HIPAA), and other laws affecting group health plans, contact the U.S. Department of Labor's Employee Benefits Security Administration (EBSA) in your area or visit the EBSA website at www.dol.gov/ebsa . Addresses and phone numbers of Regional and District EBSA Offices are available through EBSA's website.

Keep Your Plan Informed of Address Changes

In order to protect your and your family's rights, you should keep the plan administrator informed of any changes in your address and the addresses of family members. You should also keep a copy, for your records, of any notices you send to the plan administrator.

Employee Rights & Responsibilities Under the Family Medical Leave Act

The Family and Medical Leave Act (FMLA) entitles eligible employees of covered employers to take unpaid, job-protected leave for specified family and medical reasons. This fact sheet provides general information about which employers are covered by the FMLA, when employees are eligible and entitled to take FMLA leave, and what rules apply when employees take FMLA leave.

COVERED EMPLOYERS

The FMLA only applies to employers that meet certain criteria. A covered employer is a:

- Private-sector employer, with 50 or more employees in 20 or more workweeks in the current or preceding calendar year, including a joint employer or successor in interest to a covered employer;
- Public agency, including a local, state, or Federal government agency, regardless of the number of employees it employs; or
- Public or private elementary or secondary school, regardless of the number of employees it employs.

ELIGIBLE EMPLOYEES

Only eligible employees are entitled to take FMLA leave. An eligible employee is one who:

- Works for a covered employer;
- Has worked for the employer for at least 12 months;
- Has at least 1,250 hours of service for the employer during the 12 month period immediately preceding the leave*; and
- Works at a location where the employer has at least 50 employees within 75 miles.

The 12 months of employment do not have to be consecutive. That means any time previously worked for the same employer (including seasonal work) could, in most cases, be used to meet the 12-month requirement. If the employee has a break in service that lasted seven years or more, the time worked prior to the break will not count unless the break is due to service covered by the Uniformed Services Employment and Re-employment Rights Act (USERRA), or there is a written agreement, including a collective bargaining agreement, outlining the employer's intention to rehire the employee after the break in service. See "FMLA Special Rules for Returning Reservists".

LEAVE ENTITLEMENT

Eligible employees may take up to 12 work weeks of leave in a 12-month period for one or more of the following reasons:

- The birth of a son or daughter or placement of a son or daughter with the employee for adoption or foster care;
- To care for a spouse, son, daughter, or parent who has a serious health condition;
- For a serious health condition that makes the employee unable to perform the essential functions of his or her job; or
- For any qualifying exigency arising out of the fact that a spouse, son, daughter, or parent is a military member on covered active duty or call to covered active duty status.

An eligible employee may also take up to 26 workweeks of leave during a "single 12-month period" to care for a covered servicemember with a serious injury or illness, when the employee is the spouse, son, daughter, parent, or next of kin of the servicemember. The "single 12-month period" for military caregiver leave is different from the 12-month period used for other FMLA leave reasons

Under some circumstances, employees may take FMLA leave on an intermittent or reduced schedule basis. That means an employee may take leave in separate blocks of time or by reducing the time he or she works each day or week for a single qualifying reason. When leave is needed for planned medical treatment, the employee must make a reasonable effort to schedule treatment so as not to unduly disrupt the employer's operations. If FMLA leave is for the birth, adoption, or foster placement of a child, use of intermittent or reduced schedule leave requires the employer's approval.

Under certain conditions, employees may choose, or employers may require employees, to "substitute" (run concurrently) accrued paid leave, such as sick or vacation leave, to cover some or all of the FMLA leave period. An employee's ability to substitute accrued paid leave is determined by the terms and conditions of the employer's normal leave policy.

NOTICE

Employees must comply with their employer's usual and customary requirements for requesting leave and provide enough information for their employer to reasonably determine whether the FMLA may apply to the leave request. Employees generally must request leave 30 days in advance when the need for leave is foreseeable. When the need for leave is foreseeable less than 30 days in advance or is unforeseeable, employees must provide notice as soon as possible and practicable under the circumstances.

When an employee seeks leave for a FMLA-qualifying reason for the first time, the employee need not expressly assert FMLA rights or even mention the FMLA. If an employee later requests additional leave for the same qualifying condition, the employee must specifically reference either the qualifying reason for leave or the need for FMLA leave. See Fact Sheet 28E: Employee Notice Requirements under the FMLA .

Covered employers must:

(1) Post a notice explaining rights and responsibilities under the FMLA (and may be subject to a civil money penalty of up to $110 for willful failure to post);

(2) Include information about the FMLA in their employee handbooks or provide information to new employees upon hire;

(3) When an employee requests FMLA leave or the employer acquires knowledge that leave may be for a FMLA-qualifying reason, provide the employee with notice concerning his or her eligibility for FMLA leave and his or her rights and responsibilities under the FMLA; and

(4) Notify employees whether leave is designated as FMLA leave and the amount of leave that will be deducted from the employee's FMLA entitlement.

CERTIFICATION

When an employee requests FMLA leave due to his or her own serious health condition or a covered family member's serious health condition, the employer may require certification in support of the leave from a health care provider. An employer may also require second or third medical opinions (at the employer's expense) and periodic recertification of a serious health condition.

- Certification of a Serious Health Condition under the FMLA
- Certification requirements for military family leave
- Qualifying Exigency Leave under the FMLA
- Military Caregiver Leave for a Current Servicemember under the FMLA
- Military Caregiver Leave for a Veteran under the FMLA.

JOB RESTORATION AND HEALTH BENEFITS

Upon return from FMLA leave, an employee must be restored to his or her original job or to an equivalent job with equivalent pay, benefits, and other terms and conditions of employment. An employee's use of FMLA leave cannot be counted against the employee under a "no-fault" attendance policy. Employers are also required to continue group health insurance coverage for an employee on FMLA leave under the same terms and conditions as if the employee had not taken leave.

OTHER PROVISIONS

Special rules apply to employees of local education agencies. Generally, these rules apply to intermittent or reduced schedule FMLA leave or the taking of FMLA leave near the end of a school term.

NOTICE OF PATIENT PROTECTIONS

For plans and issuers that require or allow for the designation of primary care providers by participants or beneficiaries, insert:

Kaiser Permanente generally requires the designation of a primary care provider. You have the right to designate any primary care provider who participates in our network and who is available to accept you or your family members. If you do not designate one, Kaiser Permenente will designate a primary care provider automatically for you. For information on how to select a primary care provider, and for a list of the participating primary care providers, contact the Kaiser Permanente Membership Team at 800-731-4661, option 4.

For children, you may designate a pediatrician as the primary care provider.

You do not need prior authorization from Kaiser Permanente or from any other person (including a primary care provider) in order to obtain access to obstetrical or gynecological care from a health care professional in our network who specializes in obstetrics or gynecology. The health care professional, however, may be required to comply with certain procedures, including obtaining prior authorization for certain services, following a pre-approved treatment plan, or procedures for making referrals. For a list of participating health care professionals who specialize in obstetrics or gynecology, contact the Kaiser Permanente Membership Team at 800-731-4661, option 4.

NOTICE OF SPECIAL ENROLLMENT RIGHTS

If you are declining enrollment for yourself or your dependents (including your spouse) because of other health insurance or group health plan coverage, you may be able to enroll yourself and your dependents in this plan if you or your dependents lose eligibility for that other coverage (or if the employer stops contributing toward your or your dependents' other coverage). However, you must request enrollment within "30 days" after your or your dependents' other coverage ends (or after the employer stops contributing toward the other coverage).

In addition, if you have a new dependent as a result of marriage, birth, adoption, or placement for adoption, you may be able to enroll yourself and your dependents. However, you must request enrollment within "30 days" after the marriage, birth, adoption, or placement for adoption.

To request special enrollment or obtain more information, contact Human Resouce at 510-904-6353.

MICHELLE'S LAW NOTICE

Note: Pursuant to Michelle's Law, you are being provided with the following notice because the Education for Change group health plan provides dependent coverage beyond age 26 and bases eligibility for such dependent coverage on student status. Please review the following information with respect to your dependent child's rights under the plan in the event student status is lost.

When a dependent child loses student status for purposes of Education for Change group health plan coverage as a result of a medically necessary leave of absence from a post-secondary educational institution, the Education for Change group health plan will continue to provide coverage during the leave of absence for up to one year, or until coverage would otherwise terminate under the Education for Change group health plan, whichever is earlier.

In order to be eligible to continue coverage as a dependent during such leave of absence:

The Education for Change group health plan must receive written certification by a treating physician of the dependent child which states that the child is suffering from a serious illness or injury and that the leave of absence (or other change of enrollment) is medically necessary; and eligibility requirements are met.

TRUSTED
BXA
ADVISORS

BENEFITS EXCHANGE ALLIANCE

Education for Change
Strategic Plan 2015-2018

Protecting, restoring and advancing neighborhood schools

2015

Education *for* Change

We will provide a **superior public education** to Oakland's most underserved children by creating a system of public schools that **relentlessly focuses on our students' academic achievement**. We believe that **high quality instruction**, and its continuous refinement, will lead to success for our students. When our students succeed, they will be prepared to make thoughtful and informed choices that will set them on **a path for a successful life**.

EFC's MISSION

Self-motivated, self-aware, and confident learners with a high level of resilience who strive for excellence

↓

Critical-thinkers who know how to solve problems, make informed decisions and generally navigate life in the 21^{st} century

↓

A powerful, culturally-competent and positive citizen of the world

↓

Technologically and academically capable young people who are prepared to succeed and compete with their peers when they move from EFCPS

↓

Collaborative team players who can both facilitate and participate in collective efforts

↓

Fit young people who are able to make good choices to maintain a healthy and safe life

INGREDIENTS FOR A SUCCESSFUL LIFE

EFC's MISSION

We collaborate. We are a team. We plan together, observe and analyze each other's work, collaborate with our coaches and site leaders, partner with our families, and together make decisions about our programming

We are a learning organization. We approach our practice with an inquiry stance and a growth mindset; we analy innovate, and iterate every day so that we continually improve. We believe in coaching and developing people at ev level of experience, at every level of the organization.

We are solutions-oriented. We approach every challenge with a problem-solving orientation. We listen to and encourage each other. We are resilient in the face of adversity.

We are accountable. Our mission is to provide a superior public education to Oakland's most underserved childre We assume personal accountability for student growth; we analyze multiple forms of data, and that analysis drives instruction.

We are student-focused. We form close relationships, utilize personalized learning, differentiate instruction, make learning culturally relevant, engage families, and provide individualized interventions to meet the needs of every chi

We listen. We are a small, responsive organization that values student, family, and employee voice and input.

We are rooted in community. Ours is a place-based strategy that works deeply with neighborhood leaders and partners to serve our children. We understand that the cultures, values, traditions, and assets that our families brin must be leveraged and honored to reach and teach our children.

EFC's VALUES

EFC's HISTORY

2005 | 2008 | 2011 | 2014 | 2017

OUSD partners with New Schools Venture Fund to create a CMO that will take over failing OUSD elementary schools. The original business plan targeted ten failing elementary schools over five years.

Hawthorne Elementary and E. Morris Cox Elementary convert to become Education for Change public charter schools, their respective API scores were 596 and 556.

In 2010, the three schools managed by EFC have APIs of 819, 822, and 783, but converting existing district schools proves controversial, and EFC's portfolio remains at three schools until 2012.

In 2011, Hae-Sin Thomas becomes the new CEO of EFC. She converts three OUSD schools in one year, doubling EFC in size, revisioning EFC as a K-12 neighborhood pipeline, and reinstating a partnership with the district.

In 2012, EFC transitions its instructional models across all of its schools from intervention/remediation to college readiness and success. EFC partners with Seneca Center to develop a nationally-recognized model to serve our most at-risk children.

In 2013, EFC adopts blended learning/personalized learning across all of its schools and begins to shift its focus from more teacher-directed to increasingly student-directed.

In 2014, EFC opens Epic School, our first new school (non-conversion) and first middle school. Epic is recognized as a national "Breakthrough" school model by Next Generation Learning Challenge.

In 2014, EFC serves almost 2,400 students in the Fruitvale alone and almost 3,000 students in East Oakland.

Diverse Portfolio of Schools

No strict academic model,
Schools have instructional programs unique to their site but adhere to EFC non-negotiables,
Flexibility facilitates and encourages innovation across the schools.

Committed to Serving ALL Children

Comprehensive system of academic, socio-emotional, and behavioral interventions leveraging a nationally-recognized partnership with Seneca,

Neighborhood schools serving neighborhood children and families,

Powerful Special Education model that serves a diverse range of disabilities

Personalizing learning to ensure every child receives what they need and they are empowered and metacogntive as learners

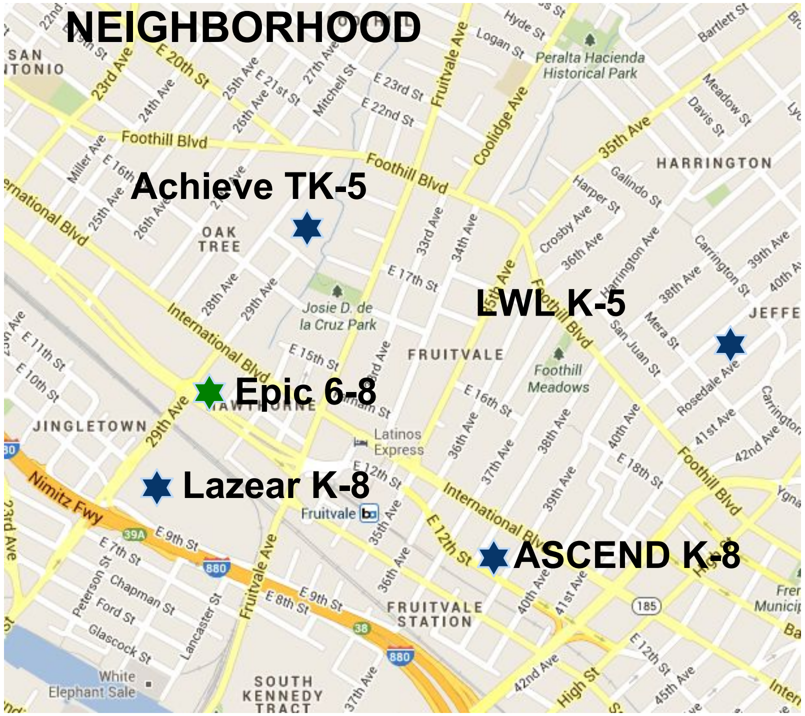
Neighborhood Transformation

Place-based strategy that builds powerful preK-12 neighborhood pipelines that ultimately have the ability to transform neighborhoods

Engage and empower parents as community leaders and partners to accelerate student learning and neighborhood transformation

WHAT MAKES US UNIQUE

THE FRUITVALE NEIGHBORHOOD



THE ELMHURST NEIGHBORHOOD

- Current EFC elementary or TK-8 school
  -serving 2,000 students
- Current EFC middle school
  -serving 500 students at capacity

- Current EFC elementary school
  -serving 600 students

NEIGHBORHOOD SCHOOLS

Mission:

Provide a superior public education to Oakland's most underserved children by creating a system of public schools that relentlessly focuses on our students' academic achievement.

Three-Year Objectives:

1. Provide quality educational programs that prepare EFC students for success in the 21st Century
2. Transition the EFC instructional framework and instructional support systems to ensure success in the Common Core and NGSS standards
3. Develop strong relationships with Oakland Unified and community partners to build strong preK-12 neighborhood pipelines in the Elmhurst and Fruitvale neighborhoods

Strategic Imperatives

Accelerating student outcomes and ensuring students are on a path for success in the 21st Century

1 **HUMAN CAPITAL STRATEGY: recruit, select, retain, and support excellent staff**

2 **EFC GROWTH STRATEGY: Convert/build powerful new preK-12 schools in our target neighborhoods**

4 **FAMILY PARTNERSHIP: ally with and empower families to accelerate student learning**

5 **ACADEMIC APPROACH: build an instructional system that supports powerful Common Core teaching and learning**

EFC's PRIORITIES

EFC's PRIORITIES

Strong Student Outcomes

Human Capital Strategy (CTO)	EFC Growth Strategy and Plan (CEO)	Academic Approach and Framework (CAO)	Family Partnerships to support Student Learning (COS)

Communications Strategy (DI,CEO)

Infrastructure, Process, Systems (DI)

Financial Feasibility (COO)

Organizational Culture (CEO)

LEADS FOR PRIORITY AREAS - CTO: Chief Talent Officer; CEO: Chief Executive Officer; CAO: Chief Academic Officer; COS: Chief of Schools; COO: Chief Operating Officer; DI: Director of Innovation

Competency	Objectives
1 **Develop effective communication systems**	• Ensure all EFC staff receive regular communications around new initiatives and proposed changes • Strengthen systems to facilitate stakeholder input and feedback to EFC leadership • Build a stronger EFC brand in the larger community using social media, news media, website, and other strategic communications media
2 **Strengthen the organizational culture**	• Develop adult resiliency and excitement around change, growth, and iteration • Strengthen staff and family pride in being part of EFC and its mission • Build stronger connections and relationships between and across school communities • Develop innovation culture that supports strategic problem solving in priority areas
3 **Build the infrastructure and systems to support strategic initiatives**	• Improve information flow and sharing throughout organization so that all stakeholders feel more informed and connected to EFC and to each other • Develop knowledge sharing system for sharing instructional best practices • Develop processes to evaluate the effectiveness and scalability of initiatives/pilots • Ensure all operational/organizational systems are efficient, effective, and scaleable • Build a strong data management system and processes to facilitate self-evaluation and inquiry
4 **Maintain financial sustainability**	• Develop 3-year budget projections to ensure multiyear sustainability for EFC • Build a financial model for growth - TK/preK, elementary conversion, new school • Develop a sustainable development plan that ensures a steady source of soft income for strategic initiatives

CORE COMPETENCIES

Priorities for EFC	Objectives
1 Grow quality pK-12 neighborhood schools	• Ensure EFC students have the skills/motivation to attend and complete a quality 4-year college • Increase the EFC impact in target neighborhoods; support neighborhood transformation • Convert, design and open schools to serve grades preK-12 in target neighborhoods
2 Recruit, retain, support talent	• Ensure human capital systems are in place to ensure high quality staff are recruited, selected, evaluated, developed, and retained • Develop a leadership pipeline for instructional and operations staff
3 Family partnership to accelerate student learning	• Build family leadership through site and organization-wide Family Leadership Councils; build leader capacity to participate authentically on the Board of Directors • Increase site capacity to more authentically engage families and build a family community that becomes strong advocates for EFC
4 A powerful academic approach and instructional framework	• Align all EFC schools around research-based best practices • Strengthen instructional practices of all teachers at all sites by providing effective instructional coaching, collaborative structures and professional development opportunities • Build site capacity to develop, refine, articulate and manage their instructional programs • Develop a comprehensive assessment system that effectively drives instructional and programmatic decisions

EFC's PRIORITIES

1 Ensuring EFC Students have Quality Neighborhood Schools

Objectives:

- Ensure EFC students have the skills/motivation to attend and complete a quality 4-year college
- Increase the EFC impact in target neighborhoods; support neighborhood transformation
- Convert, design and open schools to serve grades preK-12 in target neighborhoods

Owners:

- CEO/CAO
- Chief of Growth/School Improvement
- Director Early Childhood

Actions:

1. Develop and open pre-K and TK programs

- Evaluate options for opening pre-K programs at existing school sites
- Develop TK facilities at Lazear and seek TK facilities for ASCEND and LWL; open TK programs for all three sites

2. Facilitate ongoing opportunities for EFCPS growth in the Elmhurst and Fremont neighborhoods

- Work with charter funders and partners to build an EFC brand identity in target neighborhoods and in national and statewide education reform community
- Strengthen Epic School and develop replicable instructional and operational systems
- Engage strategically with OUSD, GO, CCSA on Quality Schools Initiatives, Charter Compact, SPED SELPA, Common Enrollment
- Develop strategic partnership with high school operators to address high school need in Fruitvale

3. Submit powerful charter proposals in alignment with the growth timeline

- Submit renewal petitions for Achieve, LWL, Lazear, and ASCEND; materials revisions for TK as appropriate
- Work with elementary conversions school communities to write and submit charter proposals as appropriate
- Work with elementary conversion communities to garner community support for conversions as appropriate
- Submit material revision of Epic charter to facilitate pilot high school

4. Ensure all operational and instructional systems are scaleable and facilitate growth

- Develop financial models in alignment with the growth strategy
- Transition operational and financial systems to ensure they are scaleable and efficient
- Develop a school improvement process that facilitates strong renewal proposals, develops powerful new school proposals, and thoughtfully integrates existing schools to EFC; ensure the process encourages innovation, iteration, and aligns with the larger instructional framework developed by the CAO

Metrics and targets:

- All charters submitted are high quality and reflect some of the strongest in the district/county; all charters recommended for approval by authorizers
- Facilities secured for all TK programs
- 100% of targeted state start-up funds secured
- All conversion opportunities come with 150 parent signatures indicating interest and support for EFC operating their school
- All new and newly-added schools meet year 1 growth targets and have strong staff and family satisfaction data (>=75%)
- >80% of existing EFC schools meet academic KPI targets

Resources required:

- Chief of Growth/School Improvement
- Additional recruitment staff; secondary HO instructional team for 6-12; operations support/expertise to evaluate/develop scaleable systems
- For conversions, a community organizer to engage parents
- For new schools, a principal and an office support person ½ year in advance, seasonal ops support during summer/ fall
- Marketing materials
- Startup materials, equipment, furniture in non-conversion schools, curricular resources

STRENGTHS

- Strong charter authorizer relationship and authorizing rate
- Solid leadership team
- Healthy reserve and financial stability
- Recognized RTI/innovative SPED model
- Respected charter leader
- Strong relationships with local funders

WEAKNESSES

- Lack of scaleable systems
- Human capital systems
- Minimal high school capacity
- Results not strong yet in existing schools
- Middle school is still new - still growing capacity
- HO staff at capacity; growth would require additional HC

Internal factors

OPPORTUNITIES

- New OUSD superintendent has a turnaround strategy that includes charters
- Epic, NGLC, and Next Gen Personalized Learning models = a lot of funding potential
- Strong foundation partners in Rainin, Rogers, Silicon, Startup
- Community engagement opps

THREATS

- Too many charters in OUSD? Political environment
- Cost of secondary facilities
- Churn of leadership at OUSD in last three years
- Charter high schools performance variable
- Teacher shortage
- Lack of state academic accountability system

External factors

Positive

Negative

GROWTH POSSIBILITIES

GROWTH STRATEGY

	Y0: 2014-15	Y1: 2015-16	Y2: 2016-17	Y3: 2017-18
	Achieve (TK-5) *750 students*	**Achieve (TK-5)** *750 students*	**Achieve (TK-5)** *750 students*	**Achieve (TK-5)** *750 students*
	Lazear (K-8) *425 students*	**Lazear (TK-8)** *450 students*	**Lazear (TK-8)** *450 students*	**Lazear (TK-8)** *450 students*
	ASCEND (K-8) *425 students*	**ASCEND (TK-8)** *450 students*	**ASCEND (TK-8)** *450 students*	**ASCEND (TK-8)** *450 students*
	LWL (K-5) *425 students*	**LWL (TK-5)** *450 students*	**LWL (TK-5)** *470 students*	**LWL (TK-5)** *470 students*
	Epic (6) *170 students*	**Epic (6-7)** *340 students*	**Epic (6-8)** *510 students*	**Epic (6-8)** *510 students*
District 5 - Fruitvale				**School 8 (9)**** *? students*
District 7 - Elmhurst	**Cox (TK-5)** *600 students*	**Cox (TK-5)** *625 students*	**Cox (TK-5)** *625 students*	**Cox (TK-5)** *600 students*
				School 7 (TK-5)* *425 students*

*In response to OUSD RFQ if appropriate

**A small extension of Epic as a pilot HS

2 The Human Capital Strategy: Ensuring We Have the Talent

Objectives:
- Ensure human capital systems are in place to ensure high quality staff are recruited, selected, evaluated, developed, and retained
- Develop a leadership pipeline for instructional and operations staff

Owners:
- CTO/COO/CAO/CEO
- Director of Recruitment
- Director Human Resources
- Site principals

Actions:

1. Strengthen the existing staff recruitment, selection, and on-boarding processes to attract top talent
- Develop and implement effective marketing strategies and partnerships to increase quality, diversity, and quantity of applicants for all positions
- Evaluate national best practice with respect to selection and revise the existing selection processes for ALL staff positions
- Train all leadership in effective selection and on-boarding processes

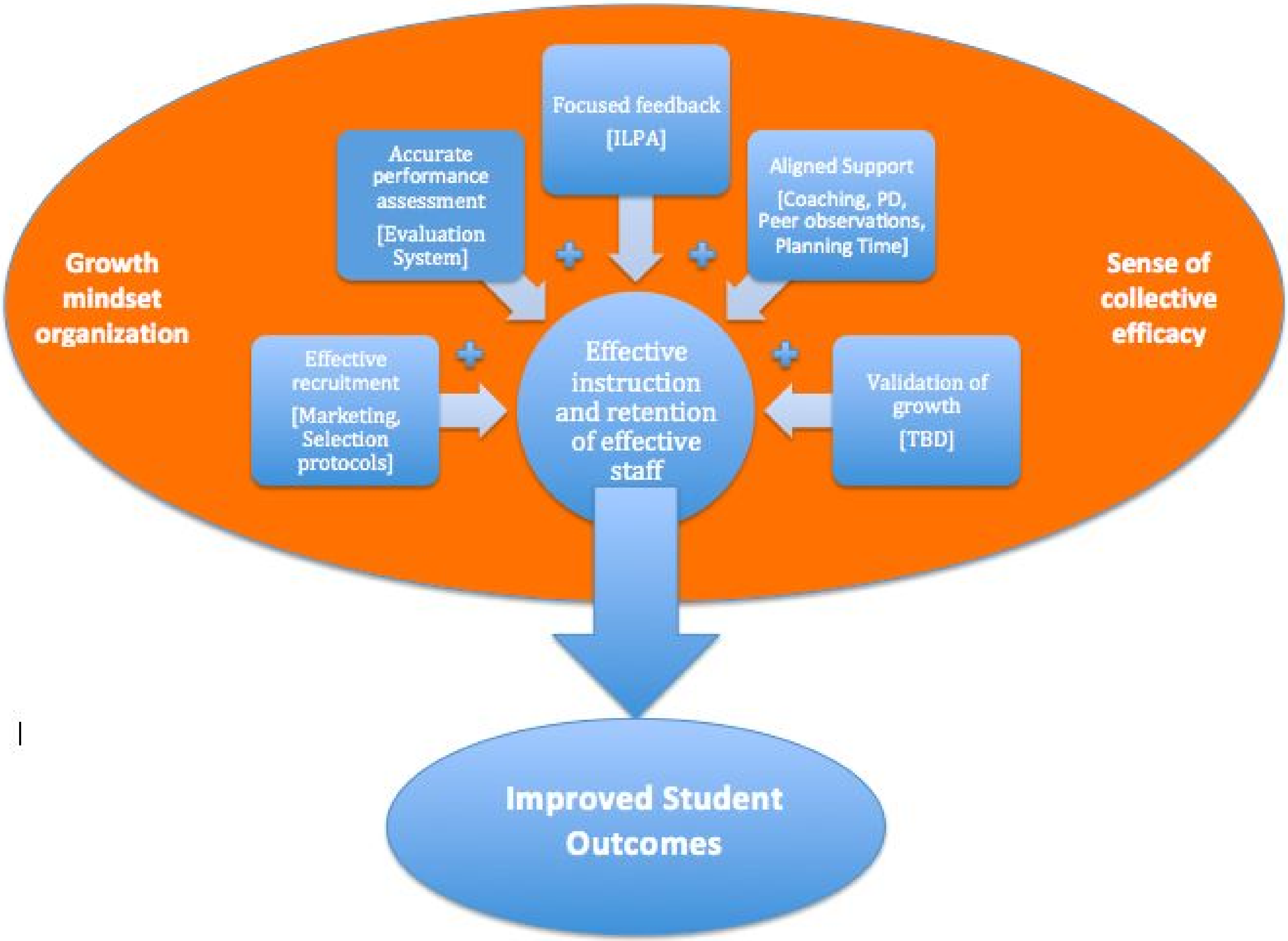
2. Develop and implement an internal leadership development plan for all staff that retains talent
- Develop and implement a leadership development plan for teachers who wish to continue teaching
- Develop and implement an internal leadership development plan for existing staff with administrative interest or potential
- Develop and implement a professional development plan to develop staff leadership in ALL positions

3. Develop and implement strategic evaluation and compensation systems that drive student outcomes
- Evaluate national best practice with respect to evaluation and compensation systems
- Develop and implement revised evaluation systems for all staff that align with current research with respect to best practice
- Develop and implement a revised compensation system in alignment with the new evaluation system

4. Strengthen existing support systems in alignment with revised evaluation systems to drive powerful instruction
- Support sites to develop effective professional development models that include extensive peer observation
- Develop and implement systems to ensure staff receive effective coaching aligned to evaluation goals
- Revise calendar to include increased amounts of high quality, structured data analysis, planning, and professional development time
- Develop and implement a systematic and effective new teacher development system

Metrics and targets:
- >80% of staff report the compensation system is relatively/very competitive with the Bay Area
- >80% of open positions filled with either high quality or growing staff (as measured by staff evaluations)
- >80% of staff report they are committed to staying at EFC
- >80% of staff report the performance management system enhances their work and contributes to their professional development
- >80% of staff report they had informal and formal opportunities to take leadership roles at the site and organizational levels

Resources required:
- Staff (Director of Recruitment, Induction Coaches, *Seasonal staffing support for Director of Recruitment, Master Educator Teacher positions*)
- Recruitment/selection/collateral materials, service contracts, events
- Leadership development resources, site visits, stipends, release time
- *Consultant support to provide eval norming and certification system*
- Ed Pioneer support to revise compensation system
- *Increased teacher compensation (increased work year)*



HUMAN CAPITAL STRATEGY

3 Family Partnerships to Support Student Learning

Objectives:
- Increase principal, teacher and staff capacity to more authentically engage families and build a family community that becomes strong partners in their children's education
- Establish a strong home & school connection
- Develop collective responsibility around the organization's advancement towards academic targets

Owners:
- COS/CAO
- Director of ELA/ELD
- Director of Math
- Site principals

Actions:

1. Deepen the work of the Family Leadership Council to build collective responsibility towards academic targets
- Build FLC capacity to be engage in strategic governance – focusing resources on academic targets
- Ensure that each site FLC has 2 academic goals, 1 community organizing "squeeky wheel" goal and at least one fundraising goal
- Build FLC representatives' capacity to be active members of the EFC board

2. Build staff capacity to authentically engage families in student learning
- Build capacity of teachers, site leadership, and parent coordinators to more authentically and strategically work with families
- Ensure that sites participate in home visits or some similar structure to build relationship between teachers and families
- Ensure that each site has a FRC staffed with a Family Resource Coordinator

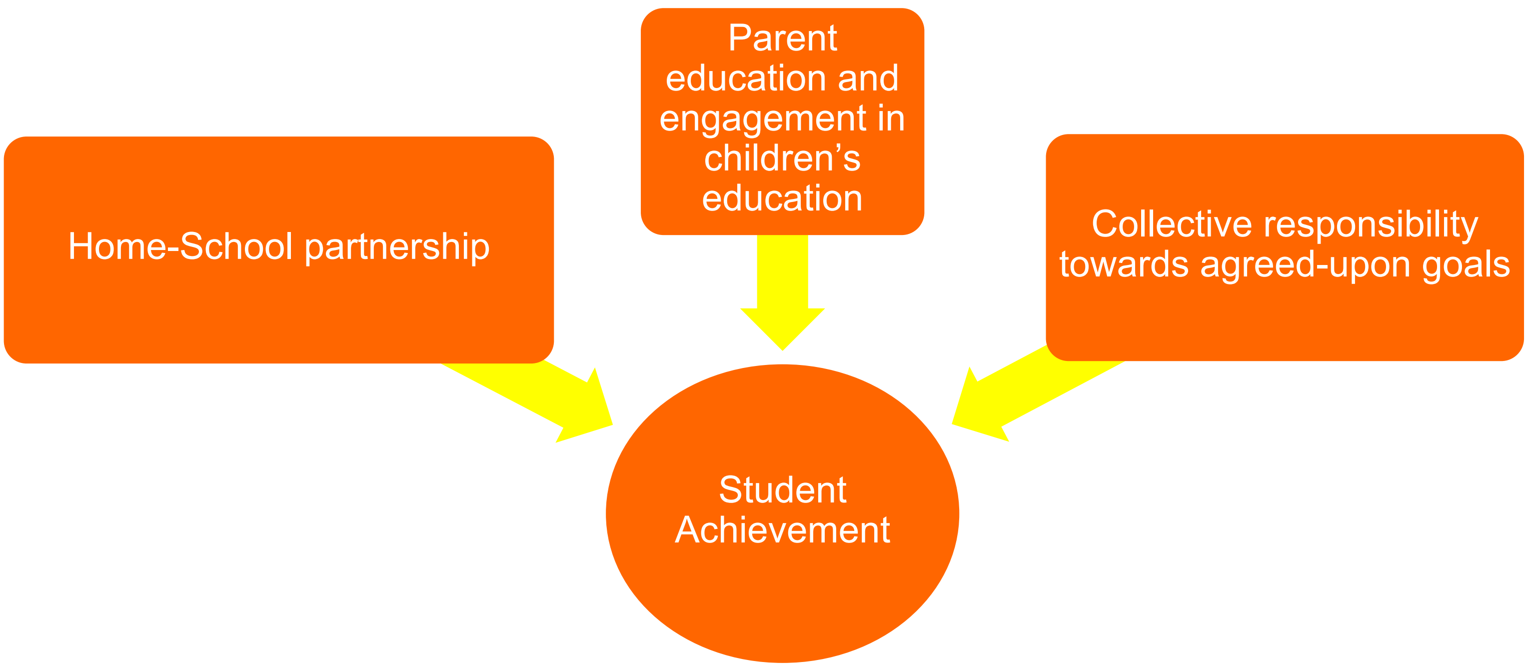
3. Build Family Engagement Core Teams at all Sites
- Ensure that each site creates a common vision for family partnerships
- Systematize practice of monthly meetings with principal, family resource coordinator, teacher

4. Engage Families in Student Learning
- Ensure that every school identifies a systemic way in which every teacher engages families in student learning (eg. APTT-like structure)
- Facilitate structures for parent education and involvement in student learning and achievement (via strategies such as Cycles of Inquiry and Classroom/Site Observations, Data Talks, Content Events, & Parent Workshops and Trainings)
- Pilot initiatives to build capacity of parents in grades TK-2 to build students' reading skills

Metrics and targets:
- 100% of sites have Family Resources Coordinator and designated FRC that offer comprehensive services
- 100% of sites have a family engagement planning team in place
- 100% of sites have identified a systemic approach to meaningfully involve families in student learning
- >75% of sites participate in home visits or some similar structure
- >80% of responses to Family Survey indicate that families are involved in decision making & understand their child's academic performance

Resources required:
- Consultant support to build principal and organization capacity to implement a family leadership council at all levels
- Materials, supplies, refreshments, service contracts and events
- Leadership development resources
- Staff: Parent Resource Coordinator at each site
- Community organizer/parent engagement lead at HO level
- Resources to implement literacy pilots – Learning Lab, Springboard, Build a Better Reader, etc

WHEN schools create an optimal pathway for parents and teachers to work as partners (intentionally bridging the gap in culture and power between parents and educators), are systematic in their attempts to engage families broadly and deeply around the education of their children, and have collaborative structures in which stakeholders can act collectively to achieve agreed-upon ends, **THEN** parent efficacy for engagement grows, students thrive, and schools improve.



PARENT PARTNERSHIP STRATEGY

4 Academic Approach and Framework

Objectives:

- Align all EFC schools around research-based best practices
- Develop instructional practices of all teachers at all sites through providing effective instructional coaching, collaborative structures and professional development opportunities
- Build site capacity to develop, refine, articulate and manage their instructional programs
- Develop a comprehensive assessment system that effectively drives instructional and programmatic decisions

Owners:

- CAO
- Chief Team
- Directors of ELA/ELD, Math/Science, Data
- Site principals

Actions:

1. Ensure there are strong, research-based org-wide and site-based instructional frameworks

- Develop an EFC TK-5 academic framework that coalesces all sites around essential programmatic components while providing site-based flexibility
- Design and align all EFC 6-8 programs around an EFC middle school instructional framework that effectively prepares our middle school students for success in high school and beyond
- Ensure each site develops and implements strong frameworks aligned to the EFC frames and communicated across stakeholders
- Facilitate site's revisioning processes during charter renewal process
- Lead annual site-planning and build site capacity to strategically align resources to move their educational program forward in alignment with their approved instructional framework and their approved charter petition

2. Refine EFC's comprehensive assessment and analysis system

- Develop analysis tools and protocols for all levels of the organization to drive instructional and programmatic decision-making
- Develop and implement EFC-wide performance tasks and formative assessment portfolio
- Refine strategic qualitative assessments (i.e., surveys, walkthrough tools) as part of the comprehensive assessment system

3. Build instructional capacity across the organization

- Strengthen site leader pedagogical and content knowledge and leadership capacities to ensure effective programmatic implementation and teacher development
- Ensure all sites (priority around middle school) have strong teacher development structures in place (instructional coaching, walkthrough structures, professional development, collaborative structures)
- Invest in instructional coach pedagogy and content expertise development

4. Advance knowledge and practices around competency-based and personalized learning

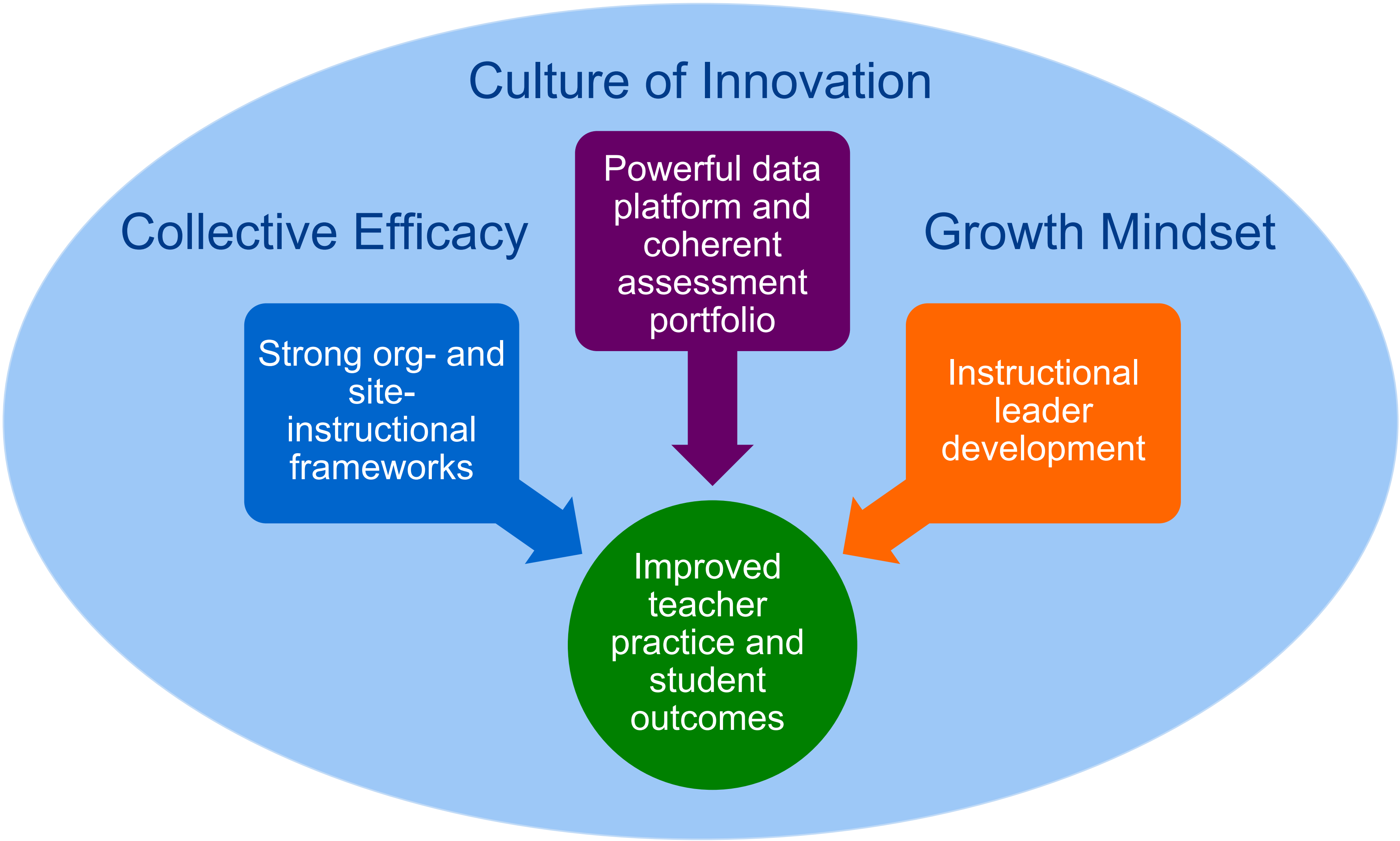
- Continue to deepen the implementation of personalized learning
- Research and investigate innovative solutions to individualize and personalize learning
- Identify and manage strategic pilots

Metrics and targets:

- All site plans reflect clarity of program, integration of EFC instructional frameworks, strategic use of resources to implement the approved program
- All sites demonstrate effective implementation of site plans demonstrated through an annual review process
- >80% of staff report that the PD they participated in positively impacted their practice
- >80% of staff report they have access to frequent and accurate academic data and effective tools to enable strategic instructional decisions
- >80% of sites achieve targeted annual growth on academic KPIs
- >80% of staff report the organization has a culture of continuous learning and improvement

Resources required:

- Staff (Instructional Coaches, CALPADs management, Data Manager, Directors of ELA/ELD, Math/Science, Data)
- *Schoolzilla or similar data reporting platform*
- Instructional leadership development resources (site visits, stipends, release time, outside PD)
- Professional development resources for HO Instructional Team and coaches around personalized learning
- Resources to visit best practices sites/learn from innovative conferences
- Resources to pilot LMS systems or platforms that facilitate personalized competency-based learning
- Partnerships (e.g., Rainin, SEEDS, Spring Board, New Classrooms)



ACADEMIC APPROACH STRATEGY

WHAT PROGRAMMATIC FEATURES AND VALUES PERMEATE EFC AND DEFINE US?

The Instructional Model	Teacher development	Supporting the whole child
• Coherent, research-based standards-aligned instructional model • EFC standards-aligned benchmarks • Grade-level coherence – instructional goals, content, instructional strategies, pacing • Structures that support high levels of student engagement • Rigor – higher levels of Blooms taxonomy	• Structures that enable coaching, modeling, training, feedback • Data-based inquiry • Grade-level collaboration • Teacher leadership/decision-making structure • Appropriate levels of teacher planning time built into schedule	• Family leadership council • RTI – research-based interventions at every tier • Schoolwide school culture policy with clearly communicated values and expectations and an aligned curriculum • Structures and practices to promote physically healthy kids

EFC's NON-NEGOTIABLES

COMMUNICATION

[illegible] Connection
- Weekly email to site admin

Monthly newsletters
- Human capital (CTO)
- Instruction (CAO)
- Growth/larger community (CEO)
- Family engagement (share site best practices)
- Calendar – coming events
- Highlight an innovative practice at a school
- Video highlights

Marketing
Student Recruitment
- Events
- Collateral materials

Staff Recruitment
- Events
- Collateral materials
- Website

Intranet/Website
- Website, social media
- Communication strategy for families
- Refine Intranet – create strategy to increase use

Leadership/Advisory Structures:
- Staff Leadership Council
- Family Leadership Council
- ILTs at sites
- FLCs at sites
- Principals Advisory Committee
- Teacher Evaluation Working Group

6 Dine and Delves:
- BOY and EOY general feedback
- Human capital initiatives
- 2 instructional initiatives
- Culture/communication pulse points

CULTURE

Instructional Initiatives
- Assessment calendar
- Report cards
- Quality of coaching
- HO support/collective accountability

Human Capital Initiatives
- NAATE – teacher leaders and admin teams
- Quality of coaching
- Quality of site leadership
- Seminars

Social events:
- BOY Retreat
- Holiday Party
- EOY Happy Hour
- 2-3 hosted Happy Hours
- Org-Wide design challenges

CULTURE/COMMUNICATION DRIVERS

Infrastructure, Processes & Systems

Systems efficiency and effectiveness

Support data management & information flow

- Comprehensive Human Capital Management (HCM) system
- Applicant tracking system
- Knowledge-sharing system
- Principal dashboard
- Assessment system
- Communications platform

Infrastructure to scale

Support growth/scaleability

- Facilities
- Information Technology
- Financial systems
- Operational systems

Processes to facilitate decision making

Support development of innovation culture

- Design & Evaluation framework for Pilots / Prototypes
  - ✓ *Tech-enhanced parental communication*
  - ✓ *Springboard*
  - ✓ *Long-term substitutes*
- Overall evaluation framework (ROI)
  - ✓ *Seneca*
  - ✓ *Blended learning*
- Align site planning & long-term strategic planning (school life cycle)
  - ✓ Renewal – annual site plan
  - ✓ New school charter – annual site plan
- Performance management framework
  - ✓ *Home office pilot*

INFRASTRUCTURE DRIVERS

Item	FTE	Salary/Cost	Investment	HO Budget (Fees)	Year 1	Year 2	Year 3
Priority: Family							
Family Coordinator	1.0	50,000	**76,186**			76,186	76,186
Spring Board (Summer Program) - Noah		30,000	**30,000**		30,000		
Pilots Licenses for Family Engagement - HST - Raising a reader/Bring Me a Book/Parent Portal/Homework Replacement		20,000	**20,000**		5,000	5,000	10,000
Subtotal Family	1.0	107,000	**126,186**		**35,000**	**81,186**	**86,186**
Priority: Academic							
Middle School Coach	0.5	40,000	**46,047**	x	46,047		
Schoolzilla - HST		20,000	**20,000**	x		20,000	20,000
Subtotal Academic	1.0	100,000	**66,047**		**46,047**	**20,000**	**20,000**
Priority: Human Capital							
Asst to Director of Recruitment	0.5	22,200	**26,092**	x	26,092	26,092	26,092
Master Teacher	1.0	70,000	**103,107**	x		103,107	103,107
Applicant System Replace Applitrack (Larissa)		17,000	**17,000**	x	17,000	17,000	17,000
Subtotal Human Capital	2.6	179,200	**146,199**		**43,092**	**146,199**	**146,199**
Priority: Growth							
Secondary (High school expertise)	1.0	90,000	**124,426**			124,426	
TK Coordinator (funding secured)	1.0	80,000	**114,426**		114,426	114,426	114,426
Operational scaleability analysis/transition	1.0	100,000	**118,166**		118,116		
Chief of Growth/School Improvement		150,000	**184,426**		184,426	184,426	184,426
Subtotal Growth	3.0	420,000	**541,444**		**416,968**	**423,278**	**298,852**
Priority: Communication							
Communications Fellow (HST)		35,000	**35,000**	x	35,000	35,000	35,000
Subtotal Communication		35,000	**35,000**		**35,000**	**35,000**	**35,000**
Totals		**841,200**	**914,876**		**576,107**	**705,663**	**586,237**
Fundraising possibilities strong					232,542	315,038	190,612
Need funder interested in funding our long-term capacity to grow							
EFC INVESTMENT					**219,426**	**189,426**	**194,426**

EFC's INVESTMENTS

Priority	Year 0	Year 1	Year 2	Year 3
1. A pK-12 Portfolio	a. Plan for TK classrooms at LWL, ASCEND, and Lazear (LWL and ASCEND pending facilities) b. Grow Lazear to K-8 c. Launch Epic grade 6 only	a. Launch Epic grade 7 b. Launch TK classes at Lazear, LWL, ASCEND c. Plan and develop renewal petitions for ASCEND, LWL, Lazear; submit Achieve renewal d. Build secondary instructional leadership; research high school best practice; develop HS design team e. Transition instructional/operational systems to scalable f. Identify K-5 Elmhurst growth opportunities g. Develop a new school/conversion process that facilitates maximum growth from year 1	a. Launch Epic grade 8 b. Submit and facilitate renewals for Lazear, LWL, ASCEND c. Design high school model for EFC d. Design and submit Elmhurst area elementary school charter (if possible?)	a. Launch Elmhurst area elementary school b. Prototype a small high school model as an extension of Epic
2. Human Capital	a. Revise teacher eval system b. Aggressively market EFC teaching positions c. Develop/strengthen partnerships with teacher credentialing and leadership development programs d. Develop and implement selection/on-boarding training for sites e. Revise new teacher Induction Program f. Revise teacher work calendar, Phase I	a. Implement Phase I of revised teacher eval system b. Revise admin eval system c. Develop and implement revised selection process for operations staff d. Develop leadership development plan for all staff e. Implement revised new teacher Induction Program f. Revise teacher work calendar, Phase II	a. Implement Phase II of revised teacher eval system b. Implement revised admin eval system c. Revise Ops and HO staff eval systems d. Implement leadership development plan e. Develop revised compensation system	a. Implement revised Ops and HO staff eval systems b. Implement revised compensation system
3. Family Partnership	a. Establish clear goals for EFC FLC b. Establish and Pilot Parent Engagement Core Team at select sites c. Develop Parent Engagement Action Plan Template d. Establish Parent Coordinator monthly PLC e. Develop Models for APTT like structure f. Revise EFC Parent Engagement Handbook	a. Pilot home visit structures at select sites b. Develop Parent Engagement training plans for all staff c. Develop/strengthen partnerships with select CBOs d. Establish Parent Engagement Core Teams at all sites e. Develop and Pilot Family Leadership Development Model/Series f. Implement APTT-like structure at select school sites	a. Develop/strengthen partnerships with strategic partners like WestEd b. Implement Parent Engagement training plans for all staff c. Implement Family Leadership Development Model/Series	a. Implement home visit structures at all sites
4. Academic Approach and Framework	a. Develop comprehensive site planning process b. Implement CC-aligned benchmarks c. Develop TK framework d. Develop EFC instructional framework in math, ELA and ELD e. Develop instructional coach program Phase 1 f. Develop assessment analysis tools for site leaders and teachers	a. Develop and implement site plan evaluation and implementation rubrics b. Develop EFC-wide performance tasks c. Develop MS writing program d. Develop aligned instructional frameworks at all sites e. Develop Middle School EFC instructional frameworks f. Refine EFC assessment portfolio to fully align to CC/SBAC g. Develop instructional coach program Phase 2 h. Refine assessment analysis tools for site leaders/ teachers i. Deepen Epic's personalized learning	a. Develop NGSS-aligned EFC framework b. Refine assessment and analysis system and tools c. Refine EFC frameworks d. Define academic competencies	a. Refine assessment and analysis system and tools b. Refine EFC frameworks c. Finalized EFC personalized learning framework

EFC's MILESTONES

Priority	Year 1	Year 2	Year 3
1. A pK-12 Portfolio	• All charters submitted are high quality and reflect some of the strongest in the district/county; all charters recommended for approval by authorizers • Facilities secured for all TK programs • $350,000 committed to resource EFC growth in addition to state start-up funds	• 100% of targeted state start-up funds secured • All charters submitted are high quality and reflect some of the strongest in the district/county; all charters recommended for approval by authorizers • $350,000 committed to resource EFC growth in addition to state start-up funds • All conversion opportunities come with 150 parent signatures indicating interest and support for EFC operating their school • >80% EFC schools meet academic KPI targets	• $350,000 committed to resource EFC growth in addition to state start-up funds • All new and newly-added schools meet year 1 growth targets and have strong staff and family satisfaction data (>=75%) • Existing EFC schools meet academic KPI targets
2. Human Capital	• >80% of open positions filled with either high quality or growing staff (as measured by staff evaluations) • >80% of staff report they are committed to staying at EFC • >80% of staff report they had informal and formal opportunities to take leadership roles at the site and organizational levels	• >80% of open positions filled with either high quality or growing staff (as measured by staff evaluations) • >80% of staff report they are committed to staying at EFC • >80% of staff report the performance management system enhances their work and contributes to their professional development • >80% of staff report they had informal and formal opportunities to take leadership roles at the site and organizational levels	• >80% of open positions filled with either high quality or growing staff (as measured by staff evaluations) • >80% of staff report they are committed to staying at EFC • >80% of staff report the performance management system enhances their work and contributes to their professional development • >80% of staff report they had informal and formal opportunities to take leadership roles at the site and organizational levels • >80% of staff report the compensation system is relatively/very competitive with the Bay Area
3. Family Partnership	• 100% of sites have Family Resources Coordinator and designated FRC that offer comprehensive services • 100% of sites have a family engagement planning team in place • 100% of sites have identified a systemic approach to meaningfully involve families in student learning • >80% of responses to Family Survey indicate that families are involved in decision making & understand their child's academic performance	• 100% of sites have Family Resources Coordinator and designated FRC that offer comprehensive services • 100% of sites have a family engagement planning team in place • 100% of sites have identified a systemic approach to meaningfully involve families in student learning • >75% of sites participate in home visits or some similar structure • >80% of responses to Family Survey indicate that families are involved in decision making & understand their child's academic performance	• 100% of sites have Family Resources Coordinator and designated FRC that offer comprehensive services • 100% of sites have a family engagement planning team in place • 100% of sites have identified a systemic approach to meaningfully involve families in student learning • >75% of sites participate in home visits or some similar structure • >80% of responses to Family Survey indicate that families are involved in decision making & understand their child's academic performance
4. Academic Approach and Framework	• All site plans reflect clarity of program, integration of EFC instructional frameworks, strategic use of resources to implement the approved program • All sites demonstrate effective implementation of site plans demonstrated through an annual review process • >80% of staff report that the PD they participated in positively impacted their practice • >80% of sites achieve targeted annual growth on academic KPIs	• All site plans reflect clarity of program, integration of EFC instructional frameworks, strategic use of resources to implement the approved program • All sites demonstrate effective implementation of site plans demonstrated through an annual review process • >80% of staff report that the PD they participated in positively impacted their practice • >80% of staff report they have access to frequent and accurate academic data and effective tools to enable strategic instructional decisions • >80% of sites achieve targeted annual growth on academic KPIs • >80% of staff report the organization has a culture of continuous learning and improvement	• All site plans reflect clarity of program, integration of EFC instructional frameworks, strategic use of resources to implement the approved program • All sites demonstrate effective implementation of site plans demonstrated through an annual review process • >80% of staff report that the PD they participated in positively impacted their practice • >80% of staff report they have access to frequent and accurate academic data and effective tools to enable strategic instructional decisions • >80% of sites achieve targeted annual growth on academic KPIs • >80% of staff report the organization has a culture of continuous learning and improvement

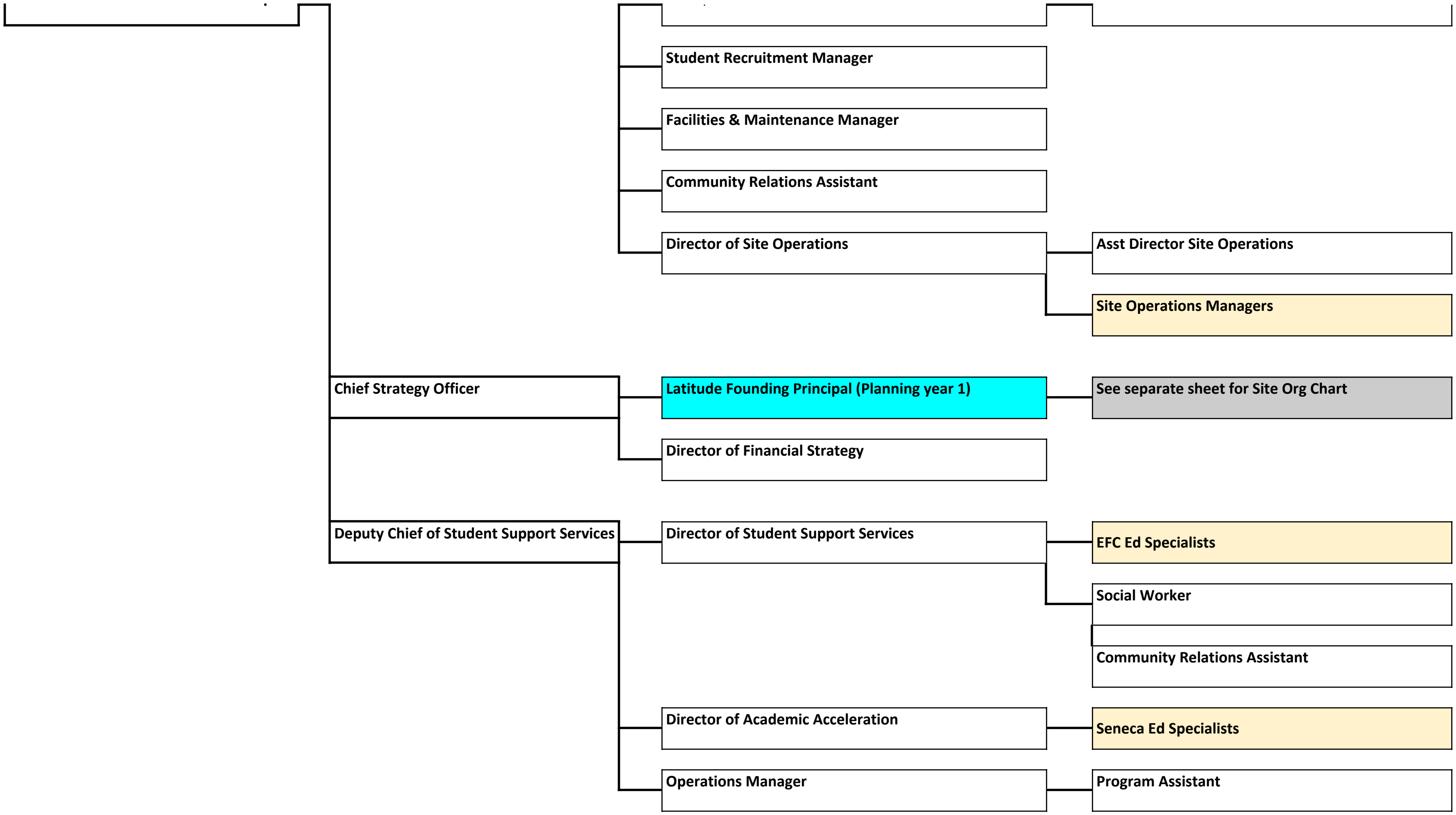
EFC's TARGETS

Education *for* Change Public Schools

NETWORK YEAR 1

KEY	
Site-level positions	
Advisory Body	

- Governing Board
  - Chief Executive Officer
    - Chief of Leadership Development
      - Deputy Chief of Leadership Development
        - Site Leadership (existing schools in operation)
      - Parent Leadership Coordinator
        - *Family Leadership Council*
      - Chief Support Specialist
    - Chief Academic Officer
      - Director of Early Elementary
      - Director of Elementary
      - Director of Middle School
        - Coaches (report to one director, depending on specific role)
      - Director of Assessments, Data & Analysis
        - Data Manager
    - Chief Talent Officer
      - Director of Staff Recruitment
        - Staff Recruitment Assistant
      - *Staff Leadership Council*
    - Chief Operating Officer
      - Director of Human Resources
        - Payroll Analyst
        - HR Clerk
      - Technology Manager
        - IT Support
      - Reporting Manager
        - Accounts Payable Manager
      - Director of Internal Operations
        - Chief Support Specialist

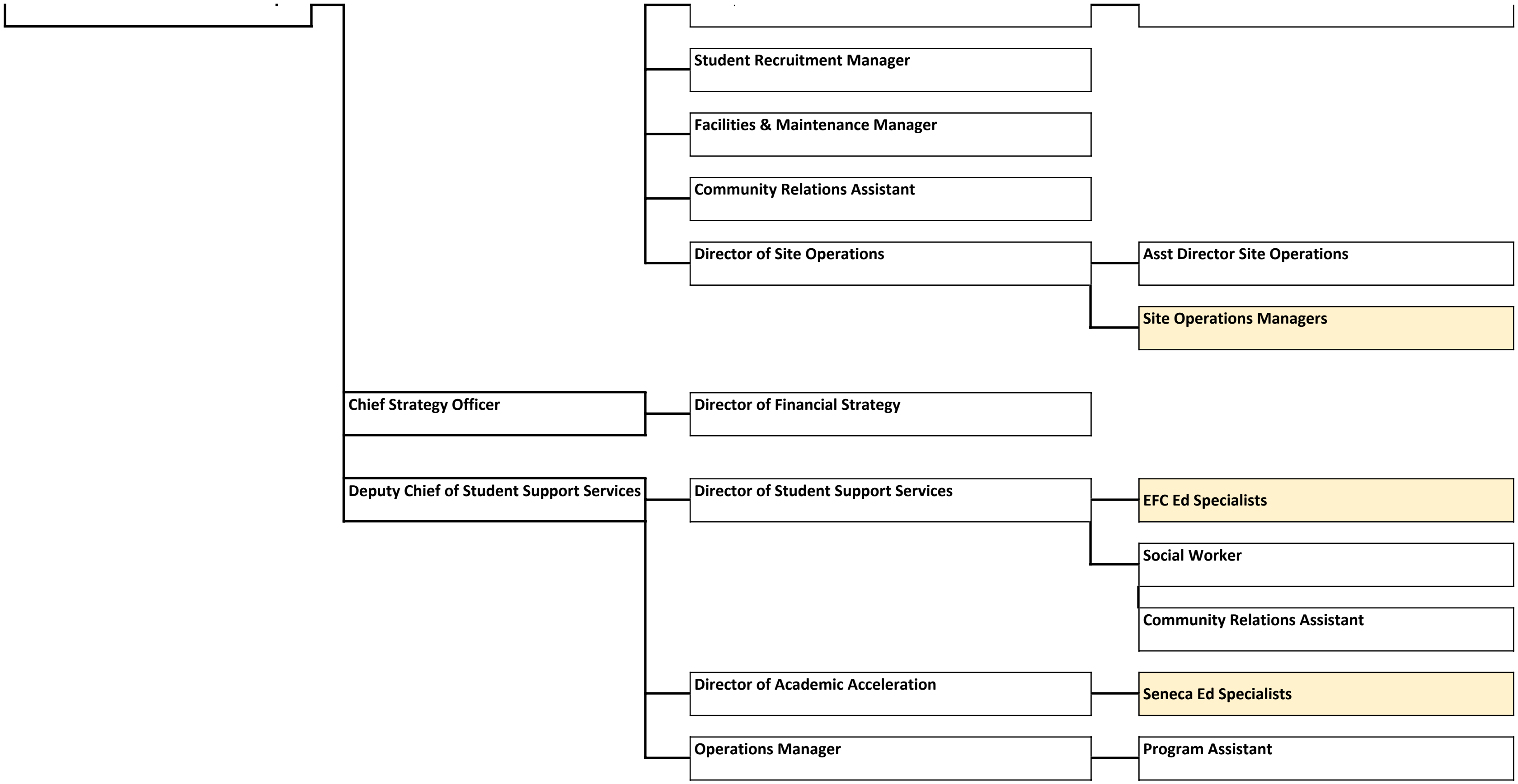

Student Recruitment Manager
Facilities & Maintenance Manager
Community Relations Assistant
Director of Site Operations
Asst Director Site Operations
Site Operations Managers
Chief Strategy Officer
Latitude Founding Principal (Planning year 1)
See separate sheet for Site Org Chart
Director of Financial Strategy
Deputy Chief of Student Support Services
Director of Student Support Services
EFC Ed Specialists
Social Worker
Community Relations Assistant
Director of Academic Acceleration
Seneca Ed Specialists
Operations Manager
Program Assistant

Education *for* Change Public Schools

NETWORK YEAR 3

KEY	
Site-level positions	(yellow)
Advisory Body	(pink)

- **Governing Board**
  - **Chief Executive Officer**
    - **Chief of Leadership Development**
      - **Deputy Chief of Leadership Development**
        - **Site Leadership**
          - **See separate sheet for Site Org Chart**
      - **Parent Leadership Coordinator**
        - ***Family Leadership Council***
      - **Chief Support Specialist**
    - **Chief Academic Officer**
      - **Director of Early Elementary**
      - **Director of Elementary**
      - **Director of Middle School**
        - **Coaches** (report to one director, depending on specific role)
      - **Director of Assessments, Data & Analysis**
        - **Data Manager**
    - **Chief Talent Officer**
      - **Director of Staff Recruitment**
        - **Staff Recruitment Assistant**
      - ***Staff Leadership Council***
    - **Chief Operating Officer**
      - **Director of Human Resources**
        - **Payroll Analyst**
        - **HR Clerk**
      - **Technology Manager**
        - **IT Support**
      - **Reporting Manager**
        - **Accounts Payable Manager**
      - **Director of Internal Operations**
        - **Chief Support Specialist**

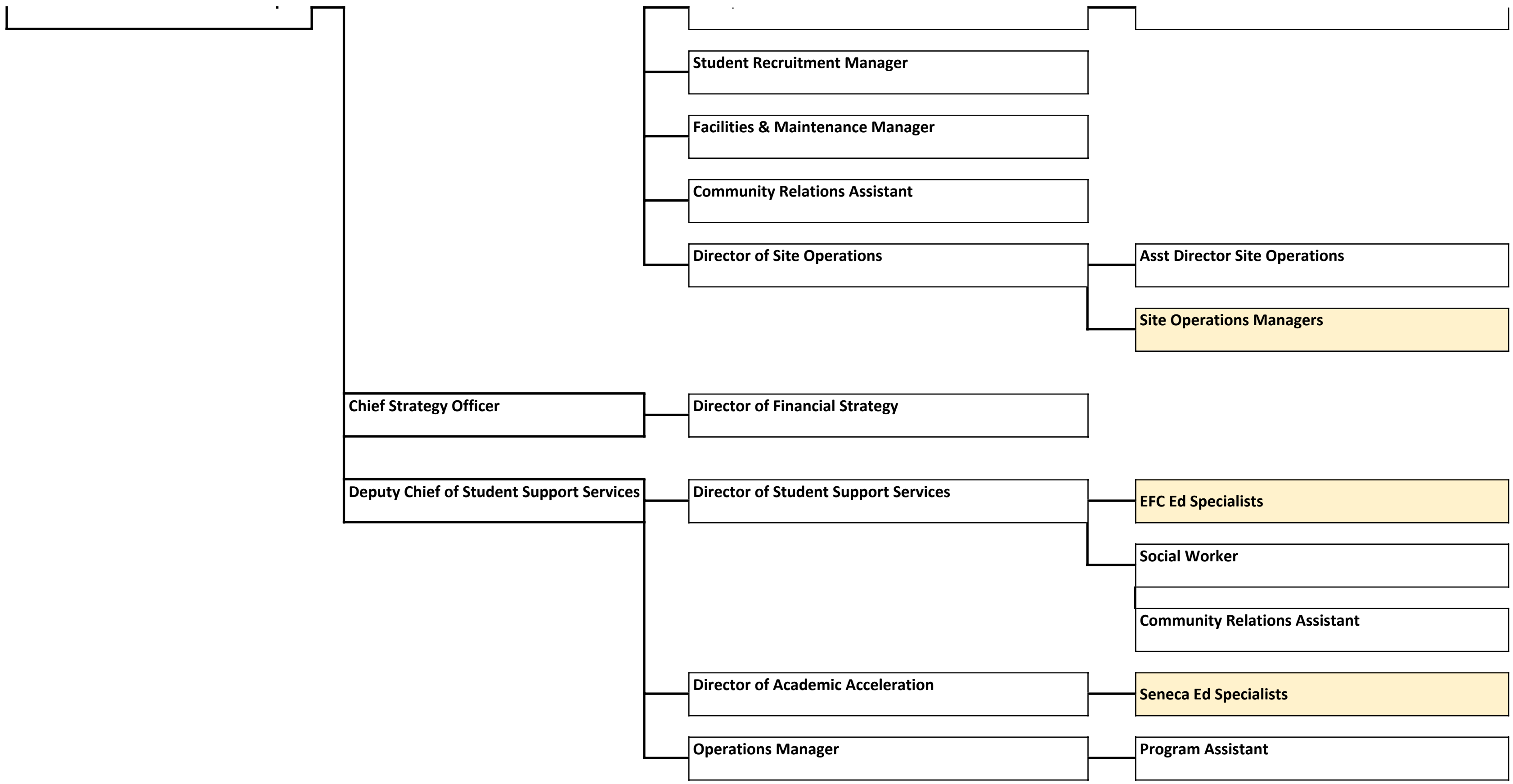

Student Recruitment Manager
Facilities & Maintenance Manager
Community Relations Assistant
Director of Site Operations
Asst Director Site Operations
Site Operations Managers
Chief Strategy Officer
Director of Financial Strategy
Deputy Chief of Student Support Services
Director of Student Support Services
EFC Ed Specialists
Social Worker
Community Relations Assistant
Director of Academic Acceleration
Seneca Ed Specialists
Operations Manager
Program Assistant

Education *for* Change
Public Schools

NETWORK YEAR 5

KEY	
Site-level positions	(yellow)
Advisory Body	(pink)

- **Governing Board**
  - **Chief Executive Officer**
    - **Chief of Leadership Development**
      - **Deputy Chief of Leadership Development**
      - **Site Leadership**
        - **See separate sheet for Site Org Chart**
      - **Parent Leadership Coordinator**
        - ***Family Leadership Council***
      - **Chief Support Specialist**
    - **Chief Academic Officer**
      - **Director of Early Elementary**
      - **Director of Elementary**
        - **Coaches** **(report to one director, depending on specific role)**
      - **Director of Middle School**
      - **Director of Assessments, Data & Analysis**
        - **Data Manager**
    - **Chief Talent Officer**
      - **Director of Staff Recruitment**
        - **Staff Recruitment Assistant**
      - ***Staff Leadership Council***
    - **Chief Operating Officer**
      - **Director of Human Resources**
        - **Payroll Analyst**
        - **HR Clerk**
      - **Technology Manager**
        - **IT Support**
      - **Reporting Manager**
        - **Accounts Payable Manager**
      - **Director of Internal Operations**
        - **Chief Support Specialist**


Student Recruitment Manager
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Community Relations Assistant
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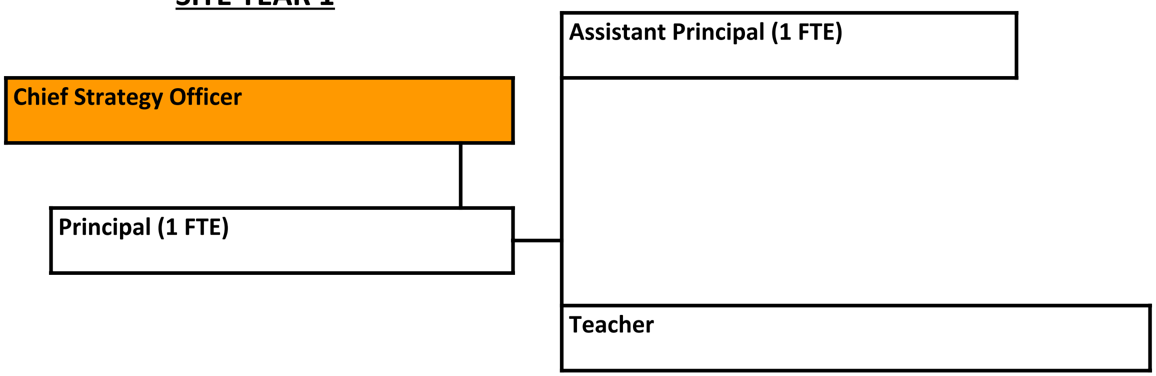
Asst Director Site Operations
Site Operations Managers
Chief Strategy Officer
Director of Financial Strategy
Deputy Chief of Student Support Services
Director of Student Support Services
EFC Ed Specialists
Social Worker
Community Relations Assistant
Director of Academic Acceleration
Seneca Ed Specialists
Operations Manager
Program Assistant

Education *for* Change Public Schools

SITE YEAR 1



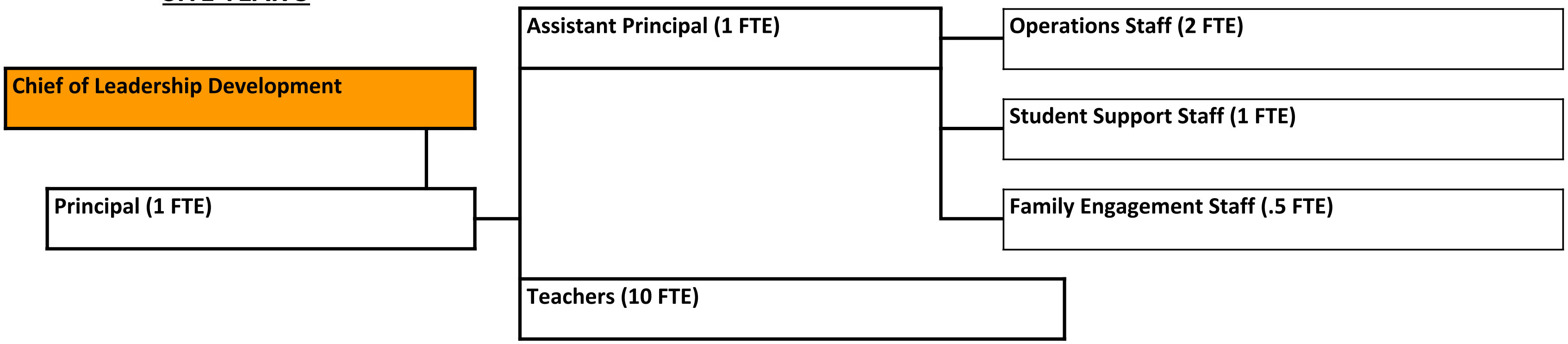
Education *for* Change
Public Schools

SITE YEAR 3

- Chief of Leadership Development
  - Principal (1 FTE)
    - Assistant Principal (1 FTE)
      - Operations Staff (2 FTE)
      - Student Support Staff (1 FTE)
      - Family Engagement Staff (.5 FTE)
    - Teachers (5 FTE)

Education *for* Change
Public Schools

SITE YEAR 5



EDUCATION FOR CHANGE

Independent Auditor's Report
and Financial Statements
For the Year Ended
June 30, 2014

Operating:

Achieve Academy
ASCEND
Cox Academy
Epic Charter
Lazear Charter Academy
Learning Without Limits
World Academy

Epic 1112 LLC

EDUCATION FOR CHANGE

TABLE OF CONTENTS
June 30, 2014

VICENTI ♦ LLOYD ♦ STUTZMAN LLP
BUSINESS CONSULTANTS AND CPAs

INDEPENDENT AUDITOR'S REPORT

Board of Directors
Education for Change
Oakland, CA

Report on the Financial Statements

We have audited the accompanying financial statements of Education for Change (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, cash flows and functional expenses for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

2210 E. Route 66, Suite 100, Glendora, CA 91740
Tel 626.857.7300 | Fax 626.857.7302 | E-Mail INFO@VLSLLP.COM | Web WWW.VLSLLP.COM

Board of Directors
Education for Change

Opinion

In our opinion, the financial statements referred to on page one present fairly, in all material respects, the financial position of the School as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated December 10, 2014 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
December 10, 2014

EDUCATION FOR CHANGE

STATEMENT OF FINANCIAL POSITION
June 30, 2014

ASSETS	
CURRENT ASSETS:	
Cash and cash equivalents	$ 1,983,378
Accounts receivable - federal and state	5,238,972
Accounts receivable - other	1,274
Prepaid expenses and other assets	100,281
Total current assets	7,323,905
PROPERTY, PLANT AND EQUIPMENT:	
Buildings and building improvements	250,000
Equipment	40,926
Accumulated depreciation	(38,619)
Total long-term assets	252,307
Total assets	$ 7,576,212
LIABILITIES AND NET ASSETS	
CURRENT LIABILITIES:	
Accounts payable and accrued liabilities	$ 2,377,145
Total current liabilities	2,377,145
NET ASSETS:	
Unrestricted	5,199,067
Total net assets	5,199,067
Total liabilities and net assets	$ 7,576,212

The accompanying notes are an integral part of these financial statements.

EDUCATION FOR CHANGE

STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2014

REVENUES:	
State revenue:	
State aid	$ 12,589,297
Other state revenue	3,928,393
Federal revenue:	
Grants and entitlements	2,408,300
Local revenue:	
In-lieu property tax revenue	4,041,610
Contributions	718,947
Other revenue	13,469
Total revenues	23,700,016
EXPENSES:	
Program services	19,178,905
Management and general	4,172,177
Fundraising	5,043
Total expenses	23,356,125
Change in unrestricted net assets	343,891
Beginning unrestricted net assets	4,855,176
Ending unrestricted net assets	$ 5,199,067

The accompanying notes are an integral part of these financial statements.

EDUCATION FOR CHANGE

STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2014

CASH FLOWS from OPERATING ACTIVITIES:	
Change in net assets	$ 343,891
Adjustments to reconcile change in net assets to net cash flows from operating activities:	
Depreciation	1,013
Change in operating assets:	
Accounts receivable - federal and state	220,371
Accounts receivable - other	5,228
Prepaid expenses and other assets	(85,086)
Change in operating liabilities:	
Accounts payable and accrued liabilities	515,360
Net cash flows from operating activities	1,000,777
CASH FLOWS from INVESTING ACTIVITIES:	
Purchases of property, plant and equipment	(250,000)
Net cash flows from investing activities	(250,000)
CASH FLOWS from FINANCING ACTIVITIES:	
Repayments of revenue anticipation note payable	(1,576,092)
Net cash flows from financing activities	(1,576,092)
Net change in cash and cash equivalents	(825,315)
Cash and cash equivalents at the beginning of the year	2,808,693
Cash and cash equivalents at the end of the year	$ 1,983,378
SUPPLEMENTAL CASH FLOW DISCLOSURE:	
Cash paid for interest	$ 14,653

The accompanying notes are an integral part of these financial statements.

EDUCATION FOR CHANGE

STATEMENT OF FUNCTIONAL EXPENSES
For the Year Ended June 30, 2014

	Program Services	Mangagement and General	Fundraising	Total Expenses
Salaries and wages	$ 9,308,846	$ 1,677,896	$ -	$ 10,986,742
Pension expense	758,947	147,395	-	906,342
Other employee benefits	1,773,452	289,026	-	2,062,478
Payroll taxes	376,144	81,672	-	457,816
Management fees	135,513	13,481	-	148,994
Legal expenses	-	55,483	-	55,483
Other fees for services	3,441,051	1,472,750	-	4,913,801
Advertising and promotion expenses	51,445	-	-	51,445
Office expenses	248,200	89,372	-	337,572
Printing and postage expenses	19,999	2,968	-	22,967
Information technology expenses	368,870	41,517	-	410,387
Occupancy expenses	1,488,204	96,809	-	1,585,013
Travel expenses	59,370	54,817	-	114,187
Conference and meeting expenses	42,051	14,175	-	56,226
Interest expense	14,653	-	-	14,653
Depreciation expense	1,013	-	-	1,013
Insurance expense	11,841	68,137	-	79,978
Instructional materials	815,976	-	-	815,976
Other expenses	263,330	66,679	5,043	335,052
	$ 19,178,905	$ 4,172,177	$ 5,043	$ 23,356,125

The accompanying notes are an integral part of these financial statements.

NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2014

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities **–** Education for Change (the School), a charter management organization, was incorporated on January 21, 2005, under the laws of the State of California as a nonprofit benefit corporation. The School currently manages seven (7) charter schools, Achieve Academy (Achieve), ASCEND, Cox, Epic Charter (Epic), Lazear Charter Academy (Lazear), Learning Without Limits (LWL), and World Academy (World) (the Schools). Cox and World were granted their charter in 2005; Achieve in 2006; ASCEND, Lazear, and LWL in 2012; and Epic in 2014, all pursuant to the terms of the Charter Schools Act of 1992, as amended. Achieve, ASCEND, Epic LWL, and World are all sponsored by the Oakland Unified School District (the District); Cox and Lazear are sponsored by the Alameda County Office of Education (ACOE). Epic began serving students in August 2014. The District and ACOE have certain responsibilities as the authorizers of the charter petitions of the Schools, and additional responsibilities as outlined in these agreements. The School also has certain responsibilities as the lead petitioner for these charters, and additional responsibilities as outlined in these agreements. The mission of the School is to achieve an excellent, high quality, free public education for all children with its focus on traditionally underserved children in the Oakland geographical area.

Cash and Cash Equivalents **–** The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Use of Estimates **–** The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Basis of Accounting **–** The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Functional Allocation of Expenses **–** Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Basis of Presentation **–** The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States as prescribed by the Financial Accounting Standards Board.

Principles of Consolidation **–** The accompanying financial statements include the activity of Epic 1112 LLC (the LLC), of which the School is the sole member. The LLC was formed to hold title to property located in Oakland, California. As of and for the year ended June 30, 2014, the LLC had no assets, liabilities, net assets, or activities.

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Net Asset Classes **–** The School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. Net assets of the School are defined as:

- Unrestricted: All resources over which the governing board has discretionary control to use in carrying on the general operations of the School.
- Temporarily restricted: These net assets are restricted by donors to be used for specific purposes. The School does not currently have any temporarily restricted net assets.
- Permanently restricted: These net assets are permanently restricted by donors and cannot be used by the School. The School does not currently have any permanently restricted net assets.

Receivables **–** Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2014. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

Property, Plant and Equipment **–** Property, plant and equipment are stated at cost if purchased or at estimated fair market value if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset. Depreciation expense was $1,013 for the year ended June 30, 2014.

Property Taxes **–** Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the School is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

Compensated Absences **–** Accumulated unpaid employee vacation benefits are recognized as a liability of the School. The current portion of the liability, if material, is recognized at year-end. The entire compensated absences liability is reported on the statement of financial position. Employees of the School are paid for days or hours worked based upon Board approved schedules which include vacation. Sick leave is accumulated without limit for each employee at the equivalent rate of one day for each full month of service. Sick leave with pay is provided when employees are absent for health reasons.

Revenue Recognition **–** Amounts received from the California Department of Education are recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2014

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Contributions – All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. Restricted contributions that are received and released in the same period are reported as unrestricted revenue. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair market value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Income Taxes – The School is a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School files informational returns in the U.S. federal jurisdiction, and the state of California. The statute of limitations for federal and California state purposes is generally three and four years, respectively.

Evaluation of Subsequent Events – The School has evaluated subsequent events through December 10, 2014, the date these financial statements were available to be issued.

NOTE 2: CONCENTRATION OF CREDIT RISK

The School maintains cash balances held in banks which are insured up to $250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 3: EMPLOYEE RETIREMENT

Multi-employer Defined Benefit Pension Plans

Qualified employees are covered under multi-employer defined benefit pension plans maintained by agencies of the State of California.

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the School chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The School has no plans to withdraw from this multi-employer plan.

NOTE 3: EMPLOYEE RETIREMENT

State Teachers' Retirement System (STRS)

Plan Description

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. Plan information for STRS is not publicly available. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2013, total plan net assets are $166.3 billion, the total actuarial present value of accumulated plan benefits is $277 billion, contributions from all employers totaled $2.3 billion, and the plan is 66.9% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

Funding Policy

Active plan members are required to contribute 8.0% of their salary and the School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2014 was 8.25% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

The School's contributions to STRS for the past three years are as follows:

Year Ended June 30,	Required Contribution	Percent Contributed
2012	$ 320,648	100%
2013	$ 636,228	100%
2014	$ 655,318	100%

Public Employees' Retirement System (PERS)

Plan Description

The School contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by CalPERS. Plan information for PERS is not publicly available. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan

NOTE 3: EMPLOYEE RETIREMENT

members and beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2013, the Schools Pool total plan assets are $49 billion, the total actuarial present value of accumulated plan benefits is $72 billion, contributions from all employers totaled $1.8 billion, and the plan is 80.5% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the CalPERS' annual financial reports may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, CA 95814 and www.calpers.ca.gov.

Funding Policy

Active plan members are required to contribute 7.0% of their salary and the School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for year ended June 30, 2014 was 11.442%. The contribution requirements of the plan members are established and may be amended by State statute.

Contributions to PERS

The School's contributions to PERS for each of the last three years are as follows:

Year Ended June 30,	Required Contribution	Percent Contributed
2012	$ 137,048	100%
2013	$ 170,128	100%
2014	$ 251,024	100%

Defined Contribution Plan

The School offers an Internal Revenue Code Section 403(b) retirement plan to each of its qualifying employees. Employee contributions are used to purchase annuity contracts for each participant employee. Additionally, the employer may elect to make a discretionary contribution for each qualifying employee for each plan year. The School did not contribute to the plan for the year ended June 30, 2014.

NOTE 4: OPERATING LEASES

The School has facility use and lease agreements and various equipment leases. These agreements have varying terms with expirations ranging from 2014 to 2017. Lease expense for the year ended June 30, 2014 was $992,039. Future estimated minimum lease payments under these agreements are as follows:

Future minimum lease payments are as follows:

Year Ended June 30,		
2015		$ 1,135,432
2016		1,429,560
2017		1,603,932
2018		65,000
	Total	$ 4,233,924

NOTE 5: CONTINGENCIES

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

NOTE 6: CLOSURE OF WORLD ACADEMY

On June 11, 2014, the Oakland Unified School District approved the closure and merger of World Academy. As of June 30, 2014 World Academy closed and merged with Achieve Academy.

NOTE 7: SUBSEQUENT EVENTS

The School began construction on a facility (through the LLC) for Epic in the summer of 2014.

Epic began serving students in August 2014.

SUPPLEMENTARY INFORMATION

EDUCATION FOR CHANGE

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
For the Year Ended June 30, 2014

Education for Change (the School), a charter management organization, was incorporated on January 21, 2005, under the laws of the State of California as a nonprofit benefit corporation and is the founder of Cox Academy which was formerly named as E. Morris Cox Elementary Charter School. The Organization currently manages seven (7) charter schools: Achieve Academy, ASCEND, Cox Academy, Epic Charter, Lazear Charter Academy, Learning Without Limits, and World Academy. Epic Charter began serving students in August 2014. On June 11, 2014, Oakland Unified School District approved the closure and merger of World Academy. As of June 30, 2014 World Academy will merge with Achieve Academy. Each charter was granted pursuant to the terms of the Charter Schools Act of 1992, as amended.

The School's current charters are as follows:

Achieve Academy
Charter granted in 2006 by Oakland Unified School District.
State charter number: 0780

ASCEND
Charter granted in 2012 by Oakland Unified School District.
State charter number: 1443

Cox Academy
Charter granted in 2005 by Oakland Unified School District and renewed in 2010 by Alameda County Office of Education.
State charter number: 0740

Epic Charter (Opened in August 2014)
Charter granted in 2014 by Oakland Unified School District.
State charter number: 1632

Lazear Charter Academy
Charter granted in 2012 by Alameda County Office of Education.
State charter number: 1464

Learning Without Limits
Charter granted in 2012 by Oakland Unified School District.
State charter number: 1442

World Academy
Charter granted in 2005 by Oakland Unified School District.
State charter number: 0745

EDUCATION FOR CHANGE

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE (continued)
For the Year Ended June 30, 2014

The Board of Directors and the Administration for the year ended June 30, 2014 were as follows:

BOARD OF DIRECTORS

Member	Office	Term Expires
Brian Rogers	Chair	2017
Nick Driver	Vice Chair	2015
Eva Camp	Member	2016
Dirk Tillotson	Member	2017
Paul Byrd	Member	2017
Adam Smith	Member	2016

ADMINISTRATION

Hae-Sin Thomas	Chief Executive Officer
Enikia Morthel	Chief of Schools
Fabiola Harvey	Chief Operating Officer

EDUCATION FOR CHANGE

SCHEDULE OF INSTRUCTIONAL TIME
For the Year Ended June 30, 2014

	2013-14 Minutes			Instructional	
Grade Level	**Requirement**	**Reduced**	**Actual**	**Days**	**Status**
Achieve Academy					
Grade 4	54,000	52,457	55,380	180	In compliance
Grade 5	54,000	52,457	55,380	180	In compliance
ASCEND					
Kindergarten	36,000	34,971	51,300	180	In compliance
Grade 1	50,400	48,960	53,985	180	In compliance
Grade 2	50,400	48,960	53,985	180	In compliance
Grade 3	50,400	48,960	52,140	180	In compliance
Grade 4	54,000	52,457	55,215	180	In compliance
Grade 5	54,000	52,457	55,215	180	In compliance
Grade 6	54,000	52,457	61,560	180	In compliance
Grade 7	54,000	52,457	61,560	180	In compliance
Grade 8	54,000	52,457	61,560	180	In compliance
Cox Academy					
Kindergarten	36,000	34,971	47,070	180	In compliance
Grade 1	50,400	48,960	55,170	180	In compliance
Grade 2	50,400	48,960	55,170	180	In compliance
Grade 3	50,400	48,960	55,170	180	In compliance
Grade 4	54,000	52,457	55,170	180	In compliance
Grade 5	54,000	52,457	55,170	180	In compliance
Lazear Charter Academy					
Kindergarten	36,000	34,971	59,760	180	In compliance
Grade 1	50,400	48,960	57,060	180	In compliance
Grade 2	50,400	48,960	57,060	180	In compliance
Grade 3	50,400	48,960	57,060	180	In compliance
Grade 4	54,000	52,457	57,060	180	In compliance
Grade 5	54,000	52,457	57,060	180	In compliance
Grade 6	54,000	52,457	59,850	180	In compliance
Grade 7	54,000	52,457	59,850		
Learning Without Limits					
Kindergarten	36,000	34,971	58,480	180	In compliance
Grade 1	50,400	48,960	56,365	180	In compliance
Grade 2	50,400	48,960	56,365	180	In compliance
Grade 3	50,400	48,960	56,365	180	In compliance
Grade 4	54,000	52,457	56,365	180	In compliance
Grade 5	54,000	52,457	56,365	180	In compliance
World Academy					
Kindergarten	36,000	34,971	47,100	180	In compliance
Grade 1	50,400	48,960	55,380	180	In compliance
Grade 2	50,400	48,960	55,380	180	In compliance
Grade 3	50,400	48,960	55,380	180	In compliance

See auditor's report and the notes to the supplementary information.

EDUCATION FOR CHANGE

SCHEDULE OF AVERAGE DAILY ATTENDANCE
For the Year Ended June 30, 2014

	Second Period Report		Annual Report	
Average Daily Attendance:	**Classroom Based**	**Total**	**Classroom Based**	**Total**
Achieve Academy				
Grades 4 and 5	199.85	199.85	199.86	199.86
Total Achieve Academy	199.85	199.85	199.86	199.86
ASCEND				
TK/K-3	188.26	188.26	187.77	187.77
Grades 4 through 6	140.09	140.09	140.02	140.02
Grades 7 and 8	93.23	93.23	93.19	93.19
Total ASCEND Academy	421.58	421.58	420.98	420.98
Cox Academy				
TK/K-3	364.26	364.26	362.41	362.41
Grades 4 and 5	161.91	161.91	160.88	160.88
Total Cox Academy	526.17	526.17	523.29	523.29
Lazear Charter Academy				
TK/K-3	180.03	180.03	179.17	179.17
Grades 4 through 6	147.64	147.64	147.46	147.46
Grade 7	58.31	58.31	57.51	57.51
Total Lazear Charter Academy	385.98	385.98	384.14	384.14
Learning Without Limits				
TK/K-3	255.23	255.23	254.72	254.72
Grades 4 through 5	115.26	116.22	115.00	115.00
Total Learning Without Limits	370.49	371.45	369.72	369.72
World Academy				
TK/K-3	461.60	461.60	464.14	464.14
Total World Academy	461.60	461.60	464.14	464.14
Total Average Daily Attendance	2,365.67	2,366.63	2,362.13	2,362.13

See auditor’s report and the notes to the supplementary information.

EDUCATION FOR CHANGE

RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS
For the Year Ended June 30, 2014

	Achieve Academy	ASCEND	Cox Academy	Lazear Charter Academy	Learning Without Limits	World Academy
June 30, 2014 Annual Financial Report						
Fund Balances (Net Assets)	$ 913,351	$ 520,378	$ 883,226	$ 848,908	$ 496,223	$ 2,100,773
Adjustments and Reclassifications:						
Increasing (Decreasing) the Fund Balance (Net Assets):						
Cash	45,710	(6,069)	74	-	(58,942)	(1,181,981)
Accounts receivable	(53,419)	41,410	(21,334)	(22,938)	37,340	(68,913)
Intercompany receivable	-	-	-	-	-	1,214,057
Prepaid expenses	-	-	-	1,200	-	-
Equipment, net	(192)	-	(444)	-	-	(375)
Accounts payable	135	16,840	(1,486)	116,802	(70,246)	49,507
Intercompany payable	-	(340,776)	-	(1,210,000)	(391,042)	-
Transfer for charter school merger	2,113,068	-	-	-	-	(2,113,068)
Net Adjustments and Reclassifications	2,105,302	(288,595)	(23,190)	(1,114,936)	(482,890)	(2,100,773)
June 30, 2014 Audited Financial Statement						
Fund Balances (Net Assets)	$ 3,018,653	$ 231,783	$ 860,036	$ (266,028)	$ 13,333	$ -

See auditor's report and the notes to the supplementary information.

EDUCATION FOR CHANGE

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Year Ended June 30, 2014

Federal Grantor/Pass-Through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Achieve Academy	ASCEND	Cox Academy	EPIC	Lazear Charter Academy	Learning Without Limits	World Academy	Total Federal Expenditures
U.S. Department of Education										
Pass-Through the California Department of Education										
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	$ 97,400	$ 155,670	$ 199,445	$ -	$161,300	$132,729	$205,220	$ 951,764
Title I, Part C, Migrant Ed	84.011	14326	-	-	-	-	6,650	-	-	6,650
Title II, Part A, Improving Teacher Quality	84.367	14341	2,853	2,485	3,540	-	2,557	2,131	7,033	20,599
Title III, Part A, Limited English Proficiency	84.365	14346	11,346	27,325	34,755	-	25,862	23,012	31,484	153,784
Title III, Part A, Immigrant Education Program	84.365	15146	-	-	-	-	-	-	-	-
Title V, Part B, Charter Schools	84.282A	14941	-	250,000	-	225,000	215,533	250,000	-	940,533
Special Education Cluster:										
IDEA Basic Local Assistance Entitlement, Part B	84.027	13379	27,485	52,979	67,201	-	37,948	44,923	52,662	283,198
IDEA Mental Health Services, Part B	84.027A	14468	-	-	14,059	-	-	-	-	14,059
Subtotal Special Education Cluster			27,485	52,979	81,260	-	37,948	44,923	52,662	297,257
Total U.S. Department of Education			139,084	488,459	319,000	225,000	449,850	452,795	296,399	2,370,587
U.S. Department of Health Care Services										
Medi-Cal Administrative Activities	93.778	10060	-	-	-	-	-	-	-	-
Total U.S. Department of Health Care Services			-	-	-	-	-	-	-	-
Total Expenditures of Federal Awards			$ 139,084	$ 488,459	$ 319,000	$225,000	$449,850	$452,795	$296,399	$ 2,370,587

See auditor's report and the notes to the supplementary information.

EDUCATION FOR CHANGE

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Year Ended June 30, 2014

Federal Grantor/Pass-Through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Achieve Academy	ASCEND	Cox Academy	EPIC	Lazear Charter Academy	Learning Without Limits	World Academy	Total Federal Expenditures
Reconciliation to Federal Revenues										
Total Federal Program Expenditures			$ 139,084	$ 488,459	$ 319,000	$225,000	$449,850	$452,795	$296,399	$ 2,370,587
Add: Revenue in excess of expenditures related to Federal awards										
Title I, Part C, Migrant Ed	84.011	14326	-	-	-	-	4,250	-	-	4,250
Title II, Part A, Improving Teacher Quality	84.367	14341	697	-	-	-	-	-	-	697
Title V, Part B, Charter Schools	84.282A	14941	-	-	-	-	34,467	-	-	34,467
IDEA Mental Health Services, Part B	84.027A	14468	-	-	15,011	-	-	-	-	15,011
Less: Expenditures in excess of revenues related to Federal awards										
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	-	-	-	-	(172)	(436)	(3,088)	(3,696)
Title I, Part C, Migrant Ed	84.011	14326	-	-	-	-	(4,250)	-	-	(4,250)
Title II, Part A, Improving Teacher Quality	84.367	14341	(2,199)	(29)	(125)	-	(20)	(24)	(4,382)	(6,779)
Title III, Part A, Immigrant Education Program	84.365	15146	-	(646)	-	-	-	(1,341)	-	(1,987)
Total Federal Revenues			$ 137,582	$ 487,784	$ 333,886	$225,000	$484,125	$450,994	$288,929	$ 2,408,300

See auditor's report and the notes to the supplementary information.

EDUCATION FOR CHANGE

COMBINING STATEMENT OF FINANCIAL POSITION
June 30, 2014

ASSETS	Achieve Academy	ASCEND	Cox Academy	EPIC Academy	Lazear Charter Academy	Learning Without Limits	World Academy	Home Office	Eliminations	Total
CURRENT ASSETS:										
Cash and cash equivalents	$ 818,181	$ -	$ 345,639	$ -	$ 358,527	$ -	$ 349,539	$ 111,492	$ -	$ 1,983,378
Accounts receivable - federal and state	288,315	918,564	1,052,689	225,000	887,215	815,129	971,973	80,087	-	5,238,972
Accounts receivable - other	128	-	-	-	-	-	247	899	-	1,274
Intercompany receivable	-	-	-	-	-	-	1,214,057	1,210,000	(2,424,057)	-
Prepaid expenses and other assets	600	-	7,682	15,750	1,950	-	-	74,299	-	100,281
Total current assets	1,107,224	918,564	1,406,010	240,750	1,247,692	815,129	2,535,816	1,476,777	(2,424,057)	7,323,905
PROPERTY, PLANT AND EQUIPMENT:										
Buildings and building improvements	-	-	-	250,000	-	-	-	-	-	250,000
Equipment	961	-	2,226	-	-	-	1,873	35,866	-	40,926
Accumulated depreciation	(522)	-	(1,210)	-	-	-	(1,021)	(35,866)	-	(38,619)
Total property, plant and equipment	439	-	1,016	250,000	-	-	852	-	-	252,307
Transfer for charter school merger	2,536,668	-	-	-	-	-	(2,536,668)	-	-	-
Total assets	$ 3,644,331	$ 918,564	$ 1,407,026	$ 490,750	$ 1,247,692	$ 815,129	$ -	$ 1,476,777	$ (2,424,057)	$ 7,576,212
LIABILITIES AND NET ASSETS										
CURRENT LIABILITIES:										
Accounts payable and accrued liabilities	$ 202,078	$ 346,005	$ 546,990	$ 78,803	$ 303,720	$ 410,754	$ 423,600	$ 65,195	$ -	$ 2,377,145
Intercompany payable	-	340,776	-	482,239	1,210,000	391,042	-	-	(2,424,057)	-
Total current liabilities	202,078	686,781	546,990	561,042	1,513,720	801,796	423,600	65,195	(2,424,057)	2,377,145
Transfer for charter school merger	423,600	-	-	-	-	-	(423,600)	-	-	-
Total liabilities	625,678	686,781	546,990	561,042	1,513,720	801,796	-	65,195	(2,424,057)	2,377,145
NET ASSETS:										
Unrestricted	3,018,653	231,783	860,036	(70,292)	(266,028)	13,333	-	1,411,582	-	5,199,067
Total net assets	3,018,653	231,783	860,036	(70,292)	(266,028)	13,333	-	1,411,582	-	5,199,067
Total liabilities and net assets	$ 3,644,331	$ 918,564	$ 1,407,026	$ 490,750	$ 1,247,692	$ 815,129	$ -	$ 1,476,777	$ (2,424,057)	$ 7,576,212

See auditor's report and the notes to the supplementary information.

EDUCATION FOR CHANGE

COMBINING STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2014

	Achieve Academy	ASCEND	Cox Academy	EPIC Academy	Lazear Charter Academy	Learning Without Limits	World Academy	Home Office	Eliminations	Total
REVENUES:										
State revenue:										
State aid	$ 1,009,120	$ 2,124,835	$ 2,947,004	$ -	$ 1,934,430	$ 1,855,899	$ 2,718,009	$ -	$ -	$ 12,589,297
Other state revenue	322,182	709,155	883,264	-	655,463	717,350	640,979	-	-	3,928,393
Federal revenue:										
Grants and entitlements	137,582	487,784	333,886	225,000	484,125	450,994	288,929	-	-	2,408,300
Local revenue:										
In-lieu property tax revenue	341,767	720,814	899,280	-	658,513	632,960	788,276	-	-	4,041,610
Contributions	1,143	141,582	1,342	400,000	5,995	42,988	2,538	123,359	-	718,947
Investment income	-	-	-	-	-	-	-	-	-	-
Other revenue	-	1,969	-	-	1,000	3,500	2,000	2,581,466	(2,576,466)	13,469
Total unrestricted revenues	1,811,794	4,186,139	5,064,776	625,000	3,739,526	3,703,691	4,440,731	2,704,825	(2,576,466)	23,700,016
EXPENSES:										
Program services	1,266,736	3,445,599	3,956,328	670,554	2,944,812	3,025,630	3,149,323	719,923	-	19,178,905
Management and general	387,507	730,846	1,177,622	24,738	768,186	741,079	859,259	2,059,406	(2,576,466)	4,172,177
Fundraising	-	-	50	-	2,195	-	1,000	1,798	-	5,043
Total expenses	1,654,243	4,176,445	5,134,000	695,292	3,715,193	3,766,709	4,009,582	2,781,127	(2,576,466)	23,356,125
Change in unrestricted net assets	157,551	9,694	(69,224)	(70,292)	24,333	(63,018)	431,149	(76,302)	-	343,891
Transfer for charter school merger	2,113,068	-	-	-	-	-	(2,113,068)	-	-	-
Change in unrestricted net assets after charter school merger	2,270,619	9,694	(69,224)	(70,292)	24,333	(63,018)	(1,681,919)	(76,302)	-	343,891
Beginning unrestricted net assets	748,034	222,089	929,260	-	(290,361)	76,351	1,681,919	1,487,884	-	4,855,176
Ending unrestricted net assets	$ 3,018,653	$ 231,783	$ 860,036	$ (70,292)	$ (266,028)	$ 13,333	$ -	$ 1,411,582	$ -	$ 5,199,067

See auditor's report and the notes to the supplementary information.

EDUCATION FOR CHANGE

COMBINING STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2014

	Achieve Academy	ASCEND	Cox Academy	EPIC Academy	Lazear Charter Academy	Learning Without Limits	World Academy	Home Office	Eliminations	Total
CASH FLOWS from OPERATING ACTIVITIES:										
Change in net assets	$ 157,551	$ 9,694	$ (69,224)	$ (70,292)	$ 24,333	$ (63,018)	$ 431,149	$ (76,302)	$ -	$ 343,891
Adjustments to reconcile change in net assets to net cash flows from operating activities:										
Depreciation	192	-	445	-	-	-	376	-	-	1,013
(Increase) decrease in operating assets:										
Accounts receivable - federal and state	146,461	16,373	112,522	(225,000)	58,693	88,842	24,406	(1,926)	-	220,371
Accounts receivable - other	(128)	-	150	-	-	-	(247)	5,453	-	5,228
Intercompany receivable	-	-	-	-	-	-	(723,304)	97,561	625,743	-
Prepaid expenses and other assets	424	299	(5,166)	(15,750)	7,055	-	2,052	(74,000)	-	(85,086)
Increase (decrease) in operating liabilities:										
Accounts payable and accrued liabilities	69,562	87,969	(22,935)	78,803	126,311	73,887	84,280	17,483	-	515,360
Intercompany payable	-	340,776	(97,561)	482,239	-	(99,711)	-	-	(625,743)	-
Net cash flows from operating activities	374,062	455,111	(81,769)	250,000	216,392	-	(181,288)	(31,731)	-	1,000,777
CASH FLOWS from INVESTING ACTIVITIES:										
Purchases of property, plant and equipment	-	-	-	(250,000)	-	-	-	-	-	(250,000)
Net cash flows from investing activities	-	-	-	(250,000)	-	-	-	-	-	(250,000)
CASH FLOWS from FINANCING ACTIVITIES:										
Repayments of revenue anticipation note payable	-	(474,992)	(624,703)	-	-	-	(476,397)	-	-	(1,576,092)
Net cash flows from financing activities	-	(474,992)	(624,703)	-	-	-	(476,397)	-	-	(1,576,092)
Net increase (decrease) in cash and cash equivalents	374,062	(19,881)	(706,472)	-	216,392	-	(657,685)	(31,731)	-	(825,315)
Cash and cash equivalents at the beginning of the year	444,119	19,881	1,052,111	-	142,135	-	1,007,224	143,223	-	2,808,693
Cash and cash equivalents at the end of the year	$ 818,181	$ -	$ 345,639	$ -	$ 358,527	$ -	$ 349,539	$ 111,492	$ -	$1,983,378
SUPPLEMENTAL CASH FLOW DISCLOSURE:										
Cash paid for interest	$ -	$ 3,871	$ 6,089	$ -	$ -	$ -	$ 4,693	$ -	$ -	$ 14,653

See auditor's report and the notes to the supplementary information.

NOTES TO THE SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2014

NOTE 1: PURPOSE OF SCHEDULES

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the provisions of Education Code Sections 46200 through 46206.

Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

Reconciliation of Annual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

Schedule of Expenditures of Federal Awards

OMB Circular A-133 requires a disclosure of the financial activities of all federally funded programs and is presented on the modified accrual basis of accounting.

Combined Financial Statements

These statements report the financial position, activities, and cash flows for each of Education for Change's charter schools.

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
Education for Change
Oakland, CA

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Education for Change (the School), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, cash flows and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated December 10, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of non-compliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
December 10, 2014

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

Board of Directors
Education for Change
Oakland, CA

Report on Compliance for Each Major Federal Program

We have audited the compliance of Education for Change (the School) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 *Compliance Supplement* that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2014. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2014.

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INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies in internal control over compliance such that there is a reasonable possibility, that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected and corrected on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Purpose of this Report

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
December 10, 2014

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Board of Directors
Education for Change
Oakland, CA

We have audited Education for Change's (the School) compliance with the types of compliance requirements described in the *2013-2014 Standards and Procedures for Audits of California K-12 Local Educational Agencies*, published by the Education Audit Appeals Panel for the year ended June 30, 2014. The School's State compliance requirements are identified in the table below.

Management's Responsibility

Management is responsible for the compliance with the State laws and regulations as identified below.

Auditor's Responsibility

Our responsibility is to express an opinion on the School's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2013-2014 Standards and Procedures for Audits of California K-12 Local Educational Agencies*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on State compliance. Our audit does not provide a legal determination of the School's compliance.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the laws and regulations applicable to the following items:

Description	Procedures in Audit Guide	Procedures Performed
Attendance accounting:		
Attendance reporting	6	Not applicable
Teacher Certification and Misassignments	3	Not applicable
Kindergarten continuance	3	Not applicable
Independent study	23	Not applicable
Continuation education	10	Not applicable

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Description	Procedures in Audit Guide	Procedures Performed
Instructional time for School Districts	10	Not applicable
Instructional materials general requirements	8	Not applicable
Ratios of administrative employees to teachers	1	Not applicable
Classroom teacher salaries	1	Not applicable
Early retirement incentive	4	Not applicable
GANN limit calculation	1	Not applicable
School Accountability Report Card	3	Not applicable
Juvenile Court Schools	8	Not applicable
Local Control Funding Formula Certification	1	Yes
California Clean Energy Jobs Act	3	Yes
After School Education and Safety Program:		
General requirements	4	Yes
After school	5	Yes
Before school	6	Not applicable
Education Protection Account Funds	1	Yes
Common Core Implementation Funds	3	Yes
Unduplicated Local Control Funding Formula Pupil Counts	3	Yes
Charter Schools:		
Contemporaneous records of attendance	8	Yes
Mode of Instruction	1	Yes
Nonclassroom-based instructional/independent study	15	Not applicable
Determination of funding for nonclassroom-based instruction	3	Not applicable
Annual instructional minutes – classroom based	4	Yes
Charter School Facility Grant Program	1	Not applicable

Opinion on State Compliance

In our opinion, the School complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2014.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are required to be reported in accordance with the *2013-2014 Standards and Procedures for Audits of California K-12 Local Educational Agencies*, published by the Education Audit Appeals Panel, and which are described in the accompanying schedule of findings and questioned costs as 2014-001. Our opinion on each state program is not modified with respect to these matters.

The School's response to the noncompliance finding identified in our audit is described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2013-2014 Standards and Procedures for Audits of California K-12 Local Education Agencies*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
December 10, 2014

EDUCATION FOR CHANGE

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
SUMMARY OF AUDITOR RESULTS
For the Year Ended June 30, 2014

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued:	*Unmodified*
Internal control over financial reporting:	
Material weakness(es) identified?	*No*
Significant deficiencies identified that are not considered to be material weakness(es)?	*None Reported*
Noncompliance material to financial statements noted?	*No*

Federal Awards

Internal control over major programs:	
Material weakness(es) identified?	*No*
Significant deficiencies identified that are not considered to be material weakness(es)?	*None Reported*
Type of auditor's report issued on compliance for major programs:	*Unmodified*
Any audit findings disclosed that are required to be reported in accordance with section 510(a) of (Circular A-133)?	*No*

Identification of major programs:

CFDA Number(s)	Name of Federal Program or Cluster
84.282A	Title V, Part B, Charter Schools

Dollar threshold used to distinguish between type A and type B programs:	$300,000
Auditee qualified as low-risk auditee?	*Yes*

EDUCATION FOR CHANGE

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2014

All audit findings must be identified as one or more of the following eleven categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
41000	CalSTRS
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

FINANCIAL STATEMENT FINDINGS

There were no findings and questioned costs related to the basic financial statements for the year ended June 30, 2014.

FEDERAL AWARDS FINDINGS

There were no findings and questioned costs related to federal awards for June 30, 2014.

STATE COMPLIANCE FINDINGS

Finding 2014-001 – Unduplicated Local Control Funding Formula Pupil Counts **40000**

Schools: Achieve Academy, Cox Academy, Lazear Charter Academy, and World Academy

Criteria: Education code section 42238.02 (b)(2) requires a charter school to submit its enrolled free and reduced-price meal eligibility, foster youth and English learner pupil-level records for enrolled pupils using the California Longitudinal Pupil Achievement Data System (CALPADS). The CALPADS reports should accurately report the number of students as identified above.

Condition: Documentation did not support the number of students reported as eligible for free or reduced meals (FRPM).

Cause: A formula error in the spreadsheets used to calculate each student's eligibility caused no students to be classified as "paid" and all students to be classified as either "free" or "reduced."

Finding 2014-001 – Unduplicated Local Control Funding Formula Pupil Counts (Continued) **40000**

Effect: The Schools are not in compliance with Education Code 42238.02 (b)(2) and 1.17 and 1.18 reports contained errors as follows:

	Total Enrollment	Total Unduplicated Eligible Free/Reduced Meal Counts	EL Funding Eligible	Unduplicated FRPM/EL Eligible Count	Unduplicated FRPM/EL/Foster Youth Total
Achieve Academy					
As reported	207	198	100	200	200
Audit adjustments	-	(9)	-	(7)	(7)
As adjusted	207	189	100	193	193
Cox Academy					
As reported	558	529	337	546	546
Audit adjustments	-	(44)	-	(24)	(24)
As adjusted	558	485	337	522	522
Lazear Charter Academy					
As reported	401	372	254	386	386
Audit adjustments	-	(40)	-	(22)	(22)
As adjusted	401	332	254	364	364
World Academy					
As reported	475	448	349	463	463
Audit adjustments	-	(33)	-	(15)	(15)
As adjusted	475	415	349	448	448

Questioned Costs and Units: The Schools fixed the spreadsheet error and additional samples were tested from the revised data. No errors were noted in the revised data and therefore the revised reports were used to determine total questioned costs. The questioned costs result in a lower transition entitlement for each school as follows:

Achieve Academy: $2,289
Cox Academy: $5,589
Lazear Charter Academy: $6,135
World Academy: $3,763

Finding 2014-001 – Unduplicated Local Control Funding Formula Pupil Counts (Continued) **40000**

Recommendation: We recommend each School revise its CALPADS reporting accordingly and implement additional review procedures to ensure that errors are prevented on future CALPADS reporting.

Corrective Action Plan: The following processes have been implemented in response to the CALCPADS reporting errors:

- Review of Alternative Income forms by at least two individuals for accuracy.
- Manual sign off of all criteria met on the form prior to input into the calculation spreadsheet.
- Formula verification within calculation spreadsheet from two separate departments (Enrollment and Finance) prior to certification.
- Cross year data comparison by two separate departments (Enrollment and Finance) to verify numbers are in line with expectations prior to certification

EDUCATION FOR CHANGE

STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2014

There were no findings and questioned costs related to the basic financial statements, federal awards or state awards for the prior year.

EDUCATION FOR CHANGE

Independent Auditor's Report
and Financial Statements
For the Year Ended
June 30, 2015

Operating:

Achieve Academy
ASCEND
Cox Academy
Epic Charter
Lazear Charter Academy
Learning Without Limits

Epic 1112 LLC

EDUCATION FOR CHANGE

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June 30, 2015

VICENTI • LLOYD • STUTZMAN LLP
BUSINESS CONSULTANTS AND CPAs

INDEPENDENT AUDITOR'S REPORT

Board of Directors
Education for Change
Oakland, CA

Report on the Financial Statements

We have audited the accompanying financial statements of Education for Change (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, cash flows and functional expenses for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

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Board of Directors
Education for Change

Opinion

In our opinion, the financial statements referred to on page one present fairly, in all material respects, the financial position of the School as of June 30, 2015, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Report on Summarized Comparative Information

We have previously audited the School's 2014 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated December 10, 2014. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2014, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Board of Directors
Education for Change

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated December 11, 2015 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
December 11, 2015

EDUCATION FOR CHANGE

STATEMENT OF FINANCIAL POSITION
June 30, 2015
With Comparative Totals for June 30, 2014

	2015	2014
ASSETS		
CURRENT ASSETS:		
Cash and cash equivalents	$ 4,756,223	$ 1,983,378
Accounts receivable - federal and state	3,182,879	5,238,972
Accounts receivable - other	1,376	1,274
Prepaid expenses and other assets	16,505	100,281
Total current assets	7,956,983	7,323,905
PROPERTY, PLANT AND EQUIPMENT:		
Buildings and building improvements	500,000	250,000
Equipment	90,869	40,926
Accumulated depreciation	(66,287)	(38,619)
Total property, plant and equipment	524,582	252,307
Total assets	$ 8,481,565	$ 7,576,212
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES:		
Accounts payable and accrued liabilities	$ 2,799,625	$ 2,377,145
Total current liabilities	2,799,625	2,377,145
NET ASSETS:		
Unrestricted	5,681,940	5,199,067
Total net assets	5,681,940	5,199,067
Total liabilities and net assets	$ 8,481,565	$ 7,576,212

The accompanying notes are an integral part of these financial statements.

EDUCATION FOR CHANGE

STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2015
With Comparative Totals for the Year Ended June 30, 2014

	2015	2014
REVENUES:		
State revenue:		
State aid	$ 15,824,464	$ 12,589,297
Other state revenue	3,064,497	3,928,393
Federal revenue:		
Grants and entitlements	1,847,779	2,408,300
Local revenue:		
In-lieu property tax revenue	4,855,846	4,041,610
Contributions	1,381,085	718,947
Other revenue	18	13,469
Total revenues	26,973,689	23,700,016
EXPENSES:		
Program services	21,727,388	19,178,905
Management and general	4,756,889	4,172,177
Fundraising	6,539	5,043
Total expenses	26,490,816	23,356,125
Change in unrestricted net assets	482,873	343,891
Beginning unrestricted net assets	5,199,067	4,855,176
Ending unrestricted net assets	$ 5,681,940	$ 5,199,067

The accompanying notes are an integral part of these financial statements.

EDUCATION FOR CHANGE

STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2015
With Comparative Totals for the Year Ended June 30, 2014

	2015	2014
CASH FLOWS from OPERATING ACTIVITIES:		
Change in net assets	$ 482,873	$ 343,891
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	27,668	1,013
Change in operating assets:		
Accounts receivable - federal and state	2,056,093	220,371
Accounts receivable - other	(102)	5,228
Prepaid expenses and other assets	83,776	(85,086)
Change in operating liabilities:		
Accounts payable and accrued liabilities	422,480	515,360
Net cash flows from operating activities	3,072,788	1,000,777
CASH FLOWS from INVESTING ACTIVITIES:		
Purchases of property, plant and equipment	(299,943)	(250,000)
Net cash flows from investing activities	(299,943)	(250,000)
CASH FLOWS from FINANCING ACTIVITIES:		
Repayments of revenue anticipation note payable	-	(1,576,092)
Net cash flows from financing activities	-	(1,576,092)
Net change in cash and cash equivalents	2,772,845	(825,315)
Cash and cash equivalents at the beginning of the year	1,983,378	2,808,693
Cash and cash equivalents at the end of the year	$ 4,756,223	$ 1,983,378
SUPPLEMENTAL CASH FLOW DISCLOSURE:		
Cash paid for interest	$ -	$ 14,653

The accompanying notes are an integral part of these financial statements.

EDUCATION FOR CHANGE

STATEMENT OF FUNCTIONAL EXPENSES
For the Year Ended June 30, 2015
With Comparative Totals for the Year Ended June 30, 2014

	Program Services	Mangagement and General	Fundraising	Total 2015	Total 2014
Salaries and wages	$ 10,865,177	$ 2,136,027	$ -	$ 13,001,204	$ 10,986,742
Pension expense	928,282	193,724	-	1,122,006	906,342
Other employee benefits	1,946,097	342,483	-	2,288,580	2,062,478
Payroll taxes	407,064	95,992	-	503,056	457,816
Management fees	133,727	54,987	-	188,714	148,994
Legal expenses	-	15,312	-	15,312	55,483
Other fees for services	3,783,671	1,576,038	-	5,359,709	4,913,801
Advertising and promotion expenses	95,997	-	-	95,997	51,445
Office expenses	514,077	45,311	-	559,388	337,572
Printing and postage expenses	35,712	2,638	-	38,350	22,967
Information technology expenses	314,542	71,810	-	386,352	410,387
Occupancy expenses	1,617,142	17,698	-	1,634,840	1,585,013
Travel expenses	36,082	56,324	-	92,406	114,187
Conference and meeting expenses	37,578	25,615	-	63,193	56,226
Interest expense	-	-	-	-	14,653
Depreciation expense	27,667	-	-	27,667	1,013
Insurance expense	14,075	54,793	-	68,868	79,978
Instructional materials	827,656	-	-	827,656	815,976
Other expenses	142,842	68,137	6,539	217,518	335,052
	$ 21,727,388	$ 4,756,889	$ 6,539	$ 26,490,816	$ 23,356,125

The accompanying notes are an integral part of these financial statements.

EDUCATION FOR CHANGE

NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2015

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

***Nature of Activities* –** Education for Change (the School), a charter management organization, was incorporated on January 21, 2005, under the laws of the State of California as a nonprofit benefit corporation. The School currently manages six (6) charter schools, Achieve Academy (Achieve), ASCEND, Cox, Epic Charter (Epic), Lazear Charter Academy (Lazear), and Learning Without Limits (LWL) (the Schools). Cox was granted its charter in 2005; Achieve in 2006; ASCEND, Lazear, and LWL in 2012; and Epic in 2014, all pursuant to the terms of the Charter Schools Act of 1992, as amended. Achieve, ASCEND, Epic, and LWL are all sponsored by the Oakland Unified School District (the District); Cox and Lazear are sponsored by the Alameda County Office of Education (ACOE). Epic began serving students in August 2014. The District and ACOE have certain responsibilities as the authorizers of the charter petitions of the Schools, and additional responsibilities as outlined in these agreements. The School also has certain responsibilities as the lead petitioner for these charters, and additional responsibilities as outlined in these agreements. The mission of the School is to achieve an excellent, high quality, free public education for all children with its focus on traditionally underserved children in the Oakland geographical area.

The accompanying financial statements also include the activity of Epic 1112 LLC (the LLC), of which the School is the sole member. The LLC was formed to hold title to property located in Oakland, California. As of and for the year ended June 30, 2015, the LLC had no assets, liabilities, net assets, or activities.

***Cash and Cash Equivalents* –** The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

***Use of Estimates* –** The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

***Basis of Accounting* –** The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

***Functional Allocation of Expenses* –** Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

***Basis of Presentation* –** The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States as prescribed by the Financial Accounting Standards Board.

EDUCATION FOR CHANGE

NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2015

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Net Asset Classes **–** The School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. Net assets of the School are defined as:

- Unrestricted: All resources over which the governing board has discretionary control to use in carrying on the general operations of the School.
- Temporarily restricted: These net assets are restricted by donors to be used for specific purposes. The School does not currently have any temporarily restricted net assets.
- Permanently restricted: These net assets are permanently restricted by donors and cannot be used by the School. The School does not currently have any permanently restricted net assets.

Receivables **–** Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2015. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

Property, Plant and Equipment **–** Property, plant and equipment are stated at cost if purchased or at estimated fair market value if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset. Depreciation expense was $27,667 for the year ended June 30, 2015.

Property Taxes **–** Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the School is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

Compensated Absences **–** Accumulated unpaid employee vacation benefits are recognized as a liability of the School. The current portion of the liability, if material, is recognized at year-end. The entire compensated absences liability is reported on the statement of financial position. Employees of the School are paid for days or hours worked based upon Board approved schedules which include vacation. Sick leave is accumulated without limit for each employee at the equivalent rate of one day for each full month of service. Sick leave with pay is provided when employees are absent for health reasons.

Revenue Recognition **–** Amounts received from the California Department of Education are recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Contributions – All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. Restricted contributions that are received and released in the same period are reported as unrestricted revenue. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair market value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Income Taxes **–** The School is a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School files informational returns in the U.S. federal jurisdiction, and the state of California. The statute of limitations for federal and California state purposes is generally three and four years, respectively.

The LLC is considered disregarded and therefore exempt from the payment of income taxes. Additionally, the LLC is in the process of obtaining exemption from the California state LLC fee under California Revenue and Taxation Code Section 23701h.

Evaluation of Subsequent Events **–** The School has evaluated subsequent events through December 11, 2015, the date these financial statements were available to be issued.

Comparative Totals **–** The financial statements include certain prior-year summarized comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with generally accepted accounting principles. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2014, from which the summarized information was derived.

NOTE 2: CONCENTRATION OF CREDIT RISK

The School maintains cash balances held in banks which are insured up to $250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

EDUCATION FOR CHANGE

NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2015

NOTE 3: EMPLOYEE RETIREMENT

Multi-employer Defined Benefit Pension Plans

Qualified employees are covered under multi-employer defined benefit pension plans maintained by agencies of the State of California.

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the School chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The School has no plans to withdraw from this multi-employer plan.

State Teachers' Retirement System (STRS)

Plan Description

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. Plan information for STRS is not publicly available. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2014, total plan net assets are $191 billion, the total actuarial present value of accumulated plan benefits is $287 billion, contributions from all employers totaled $2.3 billion, and the plan is 68.5% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

Funding Policy

Active plan members are required to contribute 8.15% of their salary and the School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2015 was 8.88% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

EDUCATION FOR CHANGE

NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2015

NOTE 3: EMPLOYEE RETIREMENT

The School's contributions to STRS for the past three years are as follows:

Year Ended June 30,	Required Contribution	Percent Contributed
2013	$ 636,228	100%
2014	$ 655,318	100%
2015	$ 830,995	100%

Public Employees' Retirement System (PERS)

Plan Description

The School contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by CalPERS. Plan information for PERS is not publicly available. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2014, the Schools Pool total plan assets are $56.8 billion, the total actuarial present value of accumulated plan benefits is $76.9 billion, contributions from all employers totaled $1.2 billion, and the plan is 86.6% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the CalPERS' annual financial reports may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, CA 95814 and www.calpers.ca.gov.

Funding Policy

Active plan members prior to January 1, 2013 are required to contribute 7.0% of their salary while new members after January 1, 2013 are required to contribute 6.0% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for year ended June 30, 2015 was 11.771%. The contribution requirements of the plan members are established and may be amended by State statute.

EDUCATION FOR CHANGE

NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2015

NOTE 3: EMPLOYEE RETIREMENT

Contributions to PERS

The School's contributions to PERS for each of the last three years are as follows:

Year Ended June 30,	Required Contribution	Percent Contributed
2013	$ 170,128	100%
2014	$ 251,024	100%
2015	$ 291,011	100%

Defined Contribution Plan

The School offers an Internal Revenue Code Section 403(b) retirement plan to each of its qualifying employees. Employee contributions are used to purchase annuity contracts for each participant employee. Additionally, the employer may elect to make a discretionary contribution for each qualifying employee for each plan year. The School did not contribute to the plan for the year ended June 30, 2015.

NOTE 4: OPERATING LEASES

The School has facility use and lease agreements. These agreements have varying terms with expirations ranging from 2016 to 2018. Lease expense for the year ended June 30, 2015 was $1,129,623. Future estimated minimum lease payments under these agreements are as follows:

Future minimum lease payments are as follows:

Year Ended June 30,	
2016	$ 1,317,933
2017	1,492,305
2018	407,444
2019	85,611
Total	$ 3,303,293

NOTE 5: CONTINGENCIES

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

NOTE 6: SUBSEQUENT EVENTS

In November 2015, the School purchased land in Oakland for $1,050,000.

In November 2015, the School entered into a facility use agreement in connection with funding under the California School Facilities Program (CSFP). The School expects to construct a new building at Lazear with CSFP funding. The facility use agreement commences on July 1, 2015 and end on June 30, 2035 with the option to extend for two additional terms of 10 years each. The School is expected to make annual payments of $112,217 subject to a 3% annual increase effective July 1st of each year, with the first increase effective July 1, 2016. Within three months of the completion and/or beneficial occupancy by the School of the recreational improvements the annual rent payments for the remaining years will be renegotiated.

SUPPLEMENTARY INFORMATION

EDUCATION FOR CHANGE

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
For the Year Ended June 30, 2015

Education for Change (the School), a charter management organization, was incorporated on January 21, 2005, under the laws of the State of California as a nonprofit benefit corporation and is the founder of Cox Academy which was formerly named E. Morris Cox Elementary Charter School. The Organization currently manages six (6) charter schools: Achieve Academy, ASCEND, Cox Academy, Epic Charter, Lazear Charter Academy, and Learning Without Limits. Each charter was granted pursuant to the terms of the Charter Schools Act of 1992, as amended.

The School's current charters are as follows:

Achieve Academy
Charter granted in 2006 by Oakland Unified School District and renewed in 2011.
State charter number: 0780

ASCEND
Charter granted in 2012 by Oakland Unified School District.
State charter number: 1443

Cox Academy
Charter granted in 2005 by Oakland Unified School District and renewed in 2015 by Alameda County Office of Education.
State charter number: 0740

Epic Charter
Charter granted in 2014 by Oakland Unified School District.
State charter number: 1632

Lazear Charter Academy
Charter granted in 2012 by Alameda County Office of Education.
State charter number: 1464

Learning Without Limits
Charter granted in 2012 by Oakland Unified School District.
State charter number: 1442

EDUCATION FOR CHANGE

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE (continued)
For the Year Ended June 30, 2015

The Board of Directors and the Administration for the year ended June 30, 2015 were as follows:

BOARD OF DIRECTORS

Member	Office	Term Expires
Nick Driver	Chair	2018
LaRayne Povlsen	Non-voting Secretary	No term
Eva Camp	Member	2016
Dirk Tillotson	Member	2017
Michael Barr	Member	2017
Paul Byrd	Member	2017
Adam Smith	Member	2016
Nikkole Benjamin-Ballard	Member	2018
Brian Rogers	Member	2017
Sudhir Aggarwal	Member	2018

ADMINISTRATION

Hae-Sin Thomas	Chief Executive Officer
Noah Bradley	Chief Academic Officer
Fabiola Harvey	Chief Operating Officer
Enikia Ford-Morthel	Chief of Schools

EDUCATION FOR CHANGE

SCHEDULE OF INSTRUCTIONAL TIME
For the Year Ended June 30, 2015

	2014-15 Minutes			Instructional	
Grade Level	**Requirement**	**Reduced**	**Actual**	**Days**	**Status**
Achieve Academy					
Kindergarten	36,000	34,971	56,465	179	In compliance
Grades 1 - 3	50,400	48,960	55,155	179	In compliance
Grades 4 - 5	54,000	52,457	55,155	179	In compliance
ASCEND					
Kindergarten	36,000	34,971	61,825	179	In compliance
Grades 1 - 3	50,400	48,960	54,130	179	In compliance
Grades 4 - 6	54,000	52,457	55,400	179	In compliance
Grades 6 - 8	54,000	52,457	61,780	179	In compliance
Cox Academy					
Kindergarten	36,000	34,971	49,655	179	In compliance
Grades 1 - 3	50,400	48,960	55,980	179	In compliance
Grades 4 - 5	54,000	52,457	55,980	179	In compliance
Lazear Charter Academy					
Kindergarten	36,000	34,971	59,110	179	In compliance
Grades 1 - 3	50,400	48,960	56,425	179	In compliance
Grades 4 - 5	54,000	52,457	56,425	179	In compliance
Grades 6 - 8	54,000	52,457	62,710	179	In compliance
Learning Without Limits					
Kindergarten	36,000	34,971	61,035	179	In compliance
Grades 1 - 3	50,400	48,960	58,350	179	In compliance
Grades 4 - 5	54,000	52,457	58,350	179	In compliance
Epic Academy					
Grade 6	54,000	52,457	61,720	179	In compliance

See auditor's report and the notes to the supplementary information.

EDUCATION FOR CHANGE

SCHEDULE OF AVERAGE DAILY ATTENDANCE
For the Year Ended June 30, 2015

	Second Period Report		Annual Report	
Average Daily Attendance:	**Classroom Based**	**Total**	**Classroom Based**	**Total**
Achieve Academy				
TK/K-3	506.27	507.68	505.23	506.64
Grades 4 and 5	209.34	209.91	209.42	210.04
Total Achieve Academy	715.61	717.59	714.65	716.68
ASCEND				
TK/K-3	185.66	186.40	185.43	186.13
Grades 4 through 6	138.16	139.01	138.23	139.02
Grades 7 and 8	94.14	94.51	94.24	94.58
Total ASCEND Academy	417.96	419.92	417.90	419.73
Cox Academy				
TK/K-3	368.68	369.64	367.58	368.68
Grades 4 and 5	189.61	189.89	188.63	188.91
Total Cox Academy	558.29	559.53	556.21	557.59
Lazear Charter Academy				
TK/K-3	172.39	173.05	172.24	172.78
Grades 4 through 6	145.45	146.55	145.26	146.25
Grades 7 through 8	97.47	97.93	97.29	97.82
Total Lazear Charter Academy	415.31	417.53	414.79	416.85
Learning Without Limits				
TK/K-3	270.47	272.25	269.28	271.24
Grades 4 through 5	123.61	123.95	123.21	123.55
Total Learning Without Limits	394.08	396.20	392.49	394.79
Epic Academy				
Grades 4 through 6	157.77	157.97	158.27	158.47
Total World Academy	157.77	157.97	158.27	158.47
Total Average Daily Attendance	2,659.02	2,668.74	2,654.31	2,664.11

See auditor’s report and the notes to the supplementary information.

EDUCATION FOR CHANGE

RECONCILIATION OF ANNUAL FINANCIAL REPORT
WITH AUDITED FINANCIAL STATEMENTS
For the Year Ended June 30, 2015

	Achieve Academy	ASCEND	Cox Academy	Epic Academy	Lazear Charter Academy	Learning Without Limits
June 30, 2015 Annual Financial Report						
Fund Balances (Net Assets)	$ 3,641,879	$ 511,396	$ 739,374	$ 27,441	$ 8,759	$ 10,829
Adjustments and Reclassifications:						
Increasing (Decreasing) the Fund Balance (Net Assets):						
Cash	(2,144,472)	366,362	3	(153,809)	(444,231)	398
Accounts receivable	(79,447)	(15,954)	59,765	(53,084)	62,421	982
Equipment, net	(1,088)	-	(445)	223,345	-	-
Accounts payable	116,185	(95,560)	32,545	100,872	(78,180)	19,358
Intercompany payable	-	(340,776)	-	(182,839)	-	-
Net Adjustments and Reclassifications	(2,108,822)	(85,928)	91,868	(65,515)	(459,990)	20,738
June 30, 2015 Audited Financial Statement						
Fund Balances (Net Assets)	$ 1,533,057	$ 425,468	$ 831,242	$ (38,074)	$ (451,231)	$ 31,567

See auditor's report and the notes to the supplementary information.

EDUCATION FOR CHANGE

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Year Ended June 30, 2015

Federal Grantor/Pass-Through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Achieve Academy	ASCEND	Cox Academy	Epic Academy	Lazear Charter Academy	Learning Without Limits	Total Federal Expenditures
U.S. Department of Education									
Pass-Through the California Department of Education									
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	$ 311,330	$ 162,245	$ 236,379	$ 66,109	$ 189,388	$ 157,804	$ 1,123,255
Title I, Part C, Migrant Ed	84.011	14326	-	-	-	-	4,250	-	4,250
Title II, Part A, Improving Teacher Quality	84.367	14341	5,150	2,588	3,410	988	2,576	2,353	17,065
Title III, Part A, Limited English Proficiency	84.365	14346	53,699	22,325	33,144	-	24,879	20,850	154,897
Title III, Part A, Immigrant Education Program	84.365	15146	4,741	279	-	558	930	1,023	7,531
Title V, Part B, Charter Schools	84.282A	14941	-	-	-	200,000	34,467	-	234,467
Special Education Cluster:									
IDEA Basic Local Assistance Entitlement, Part B	84.027	13379	26,144	55,151	68,845	-	50,494	48,467	249,101
IDEA Mental Health Services, Part B	84.027A	14468	-	-	75,487	-	-	-	75,487
Subtotal Special Education Cluster			26,144	55,151	144,332	-	50,494	48,467	324,588
Total U.S. Department of Education			401,064	242,588	417,265	267,655	306,984	230,497	1,866,053
Total Expenditures of Federal Awards			$ 401,064	$ 242,588	$ 417,265	$ 267,655	$ 306,984	$ 230,497	$ 1,866,053
Reconciliation to Federal Revenues									
Total Federal Program Expenditures			$ 401,064	$ 242,588	$ 417,265	$ 267,655	$ 306,984	$ 230,497	$ 1,866,053
Add: Revenue in excess of expenditures related to Federal awards									
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	20,770	8,912	-	3,121	-	-	32,803
Title II, Part A, Improving Teacher Quality	84.367	14341	-	3,344	-	-	4	-	3,348
Less: Expenditures in excess of revenues related to Federal awards									
IDEA Mental Health Services, Part B	84.027A	14468.000	-	-	(15,011)	-	-	-	(15,011)
Title I, Part C, Migrant Ed	84.011	14326	-	-	-	-	(4,250)	-	(4,250)
Title II, Part A, Improving Teacher Quality	84.367	14341	(697)	-	-	-	-	-	(697)
Title V, Part B, Charter Schools	84.282A	14941	-	-	-	-	(34,467)	-	(34,467)
Total Federal Revenues			$ 421,137	$ 254,844	$ 402,254	$ 270,776	$ 268,271	$ 230,497	$ 1,847,779

See auditor's report and the notes to the supplementary information.

EDUCATION FOR CHANGE

COMBINING STATEMENT OF FINANCIAL POSITION
June 30, 2015

ASSETS	Achieve Academy	ASCEND	Cox Academy	Epic Academy	Lazear Charter Academy	Learning Without Limits	Home Office	Eliminations	Total
CURRENT ASSETS:									
Cash and cash equivalents	$ 1,294,048	$ 706,337	$ 834,394	$ -	$ 665,558	$ 433,437	$ 822,449	$ -	$ 4,756,223
Accounts receivable - federal and state	829,394	499,533	681,406	223,475	466,564	476,361	6,146	-	3,182,879
Accounts receivable - other	-	-	-	-	-	-	1,376	-	1,376
Intercompany receivable	-	-	-	-	-	-	2,606,896	(2,606,896)	-
Prepaid expenses and other assets	264	-	219	817	918	-	14,287	-	16,505
Total current assets	2,123,706	1,205,870	1,516,019	224,292	1,133,040	909,798	3,451,154	(2,606,896)	7,956,983
PROPERTY, PLANT AND EQUIPMENT:									
Buildings and building improvements	-	-	-	500,000	-	-	-	-	500,000
Equipment	2,834	-	2,226	49,943	-	-	35,866	-	90,869
Accumulated depreciation	(2,110)	-	(1,655)	(26,656)	-	-	(35,866)	-	(66,287)
Total property, plant and equipment	724	-	571	523,287	-	-	-	-	524,582
Total assets	$ 2,124,430	$ 1,205,870	$ 1,516,590	$ 747,579	$ 1,133,040	$ 909,798	$ 3,451,154	$ (2,606,896)	$ 8,481,565
LIABILITIES AND NET ASSETS									
CURRENT LIABILITIES:									
Accounts payable and accrued liabilities	$ 591,373	$ 439,626	$ 685,348	$ 120,575	$ 374,271	$ 487,189	$ 101,243	$ -	$ 2,799,625
Intercompany payable	-	340,776	-	665,078	1,210,000	391,042	-	(2,606,896)	-
Total current liabilities	591,373	780,402	685,348	785,653	1,584,271	878,231	101,243	(2,606,896)	2,799,625
Total liabilities	591,373	780,402	685,348	785,653	1,584,271	878,231	101,243	(2,606,896)	2,799,625
NET ASSETS:									
Unrestricted	1,533,057	425,468	831,242	(38,074)	(451,231)	31,567	3,349,911	-	5,681,940
Total net assets	1,533,057	425,468	831,242	(38,074)	(451,231)	31,567	3,349,911	-	5,681,940
Total liabilities and net assets	$ 2,124,430	$ 1,205,870	$ 1,516,590	$ 747,579	$ 1,133,040	$ 909,798	$ 3,451,154	$ (2,606,896)	$ 8,481,565

See auditor's report and the notes to the supplementary information.

EDUCATION FOR CHANGE

COMBINING STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2015

	Achieve Academy	ASCEND	Cox Academy	Epic Academy	Lazear Charter Academy	Learning Without Limits	Home Office	Eliminations	Total
REVENUES:									
State revenue:									
State aid	$ 4,184,292	$ 2,443,724	$ 3,477,092	$ 991,614	$ 2,413,511	$ 2,314,231	$ -	$ -	$ 15,824,464
Other state revenue	591,422	593,922	668,523	218,153	512,969	479,119	389	-	3,064,497
Federal revenue:									
Grants and entitlements	421,137	254,844	402,254	270,776	268,271	230,497	-	-	1,847,779
Local revenue:									
In-lieu property tax revenue	1,305,425	763,910	1,017,886	287,376	759,562	721,687	-	-	4,855,846
Contributions	433	91,644	3,487	824,975	10,732	12,186	437,628	-	1,381,085
Other revenue	18	-	-	-	-	-	3,039,243	(3,039,243)	18
Total unrestricted revenues	6,502,727	4,148,044	5,569,242	2,592,894	3,965,045	3,757,720	3,477,260	(3,039,243)	26,973,689
EXPENSES:									
Program services	4,474,050	3,195,993	4,319,803	2,112,458	3,261,797	2,981,635	1,381,652	-	21,727,388
Management and general	1,401,205	758,366	1,276,651	448,218	883,494	757,851	2,270,347	(3,039,243)	4,756,889
Fundraising	-	-	1,582	-	4,957	-	-	-	6,539
Total expenses	5,875,255	3,954,359	5,598,036	2,560,676	4,150,248	3,739,486	3,651,999	(3,039,243)	26,490,816
Change in unrestricted net assets	627,472	193,685	(28,794)	32,218	(185,203)	18,234	(174,739)	-	482,873
Transfer for charter school merger	(2,113,068)	-	-	-	-	-	2,113,068	-	-
Change in unrestricted net assets after charter school merger	(1,485,596)	193,685	(28,794)	32,218	(185,203)	18,234	1,938,329	-	482,873
Beginning unrestricted net assets	3,018,653	231,783	860,036	(70,292)	(266,028)	13,333	1,411,582	-	5,199,067
Ending unrestricted net assets	$ 1,533,057	$ 425,468	$ 831,242	$ (38,074)	$ (451,231)	$ 31,567	$ 3,349,911	$ -	$ 5,681,940

See auditor's report and the notes to the supplementary information.

EDUCATION FOR CHANGE

COMBINING STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2015

	Achieve Academy	ASCEND	Cox Academy	Epic Academy	Lazear Charter Academy	Learning Without Limits	World Academy	Home Office	Eliminations	Total
CASH FLOWS from OPERATING ACTIVITIES:										
Change in net assets	$ (1,485,596)	$ 193,685	$ (28,794)	$ 32,218	$ (185,203)	$ 18,234	$ -	$ 1,938,329	$ -	$ 482,873
Adjustments to reconcile change in net assets to net cash flows from operating activities:										
Depreciation	567	-	445	26,656	-	-	-	-	-	27,668
(Increase) decrease in operating assets:										
Accounts receivable - federal and state	(541,079)	419,031	371,283	1,525	420,651	338,768	971,973	73,941	-	2,056,093
Accounts receivable - other	128	-	-	-	-	-	247	(477)	-	(102)
Intercompany receivable	-	-	-	-	-	-	1,214,057	(1,396,896)	182,839	-
Prepaid expenses and other assets	336	-	7,463	14,933	1,032	-	-	60,012	-	83,776
Transfer for charter school merger (net)	2,113,068						(2,113,068)			
Increase (decrease) in operating liabilities:										
Accounts payable and accrued liabilities	388,443	93,621	138,358	41,772	70,551	76,435	(422,748)	36,048	-	422,480
Intercompany payable	-	-	-	182,839	-	-	-	-	(182,839)	-
Net cash flows from operating activities	475,867	706,337	488,755	299,943	307,031	433,437	(349,539)	710,957	-	3,072,788
CASH FLOWS from INVESTING ACTIVITIES:										
Purchases of property, plant and equipment	-	-	-	(299,943)	-	-	-	-	-	(299,943)
Net cash flows from investing activities	-	-	-	(299,943)	-	-	-	-	-	(299,943)
Net increase (decrease) in cash and cash equivalents	475,867	706,337	488,755	-	307,031	433,437	(349,539)	710,957	-	2,772,845
Cash and cash equivalents at the beginning of the year	818,181	-	345,639	-	358,527	-	349,539	111,492	-	1,983,378
Cash and cash equivalents at the end of the year	$ 1,294,048	$ 706,337	$ 834,394	$ -	$ 665,558	$ 433,437	$ -	$ 822,449	$ -	$ 4,756,223

See auditor's report and the notes to the supplementary information.

EDUCATION FOR CHANGE

NOTES TO THE SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2015

NOTE 1: PURPOSE OF SCHEDULES

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the corresponding provisions of California Education Code.

Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

Reconciliation of Annual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

Schedule of Expenditures of Federal Awards

OMB Circular A-133 requires a disclosure of the financial activities of all federally funded programs and is presented on the modified accrual basis of accounting.

Combined Financial Statements

These statements report the financial position, activities, and cash flows for each of Education for Change's charter schools.

VICENTI ♦ LLOYD ♦ STUTZMAN LLP
BUSINESS CONSULTANTS AND CPAs

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
Education for Change
Oakland, CA

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Education for Change (the School), a nonprofit California public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2015, and the related statements of activities, cash flows and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated December 11, 2015.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of non-compliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
December 11, 2015

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

Board of Directors
Education for Change
Oakland, CA

<u>Report on Compliance for Each Major Federal Program</u>

We have audited the compliance of Education for Change (the School) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 *Compliance Supplement* that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2015. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2015.

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies in internal control over compliance such that there is a reasonable possibility, that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected and corrected on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Purpose of this Report

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
December 11, 2015

VICENTI ♦ LLOYD ♦ STUTZMAN LLP
BUSINESS CONSULTANTS AND CPAs

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Board of Directors
Education for Change
Oakland, CA

We have audited Education for Change's (the School) compliance with the types of compliance requirements described in the *2014-2015 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2015. The School's State compliance requirements are identified in the table below.

Management's Responsibility

Management is responsible for the compliance with the State laws and regulations as identified below.

Auditor's Responsibility

Our responsibility is to express an opinion on the School's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2014-2015 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on State compliance. Our audit does not provide a legal determination of the School's compliance.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the laws and regulations applicable to the following items:

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	No[2]
After School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Common Core Implementation Funds	Yes

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Description	Procedures Performed
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-based instructional/independent study	No[1]
Determination of funding for nonclassroom-based instruction	Not applicable
Annual instructional minutes – classroom based	Yes
Charter School Facility Grant Program	Yes

[1] We did not perform testing for independent study because the independent study ADA was under the level which requires testing.

[2] The School had no expenditures of California Clean Energy Jobs Act funding during the year ended June 30, 2015.

Opinion on State Compliance

In our opinion, the School complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2015.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are required to be reported in accordance with the *2014-2015 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* published by the Education Audit Appeals Panel, and which are described in the accompanying schedule of findings and questioned costs as 2015-001. Our opinion on each state program is not modified with respect to these matters.

The School's response to the noncompliance finding identified in our audit is described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2014-2015 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
December 11, 2015

EDUCATION FOR CHANGE

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2015

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued:	*Unmodified*
Internal control over financial reporting:	
Material weakness(es) identified?	*No*
Significant deficiencies identified that are not considered to be material weakness(es)?	*None Reported*
Noncompliance material to financial statements noted?	*No*

Federal Awards

Internal control over major programs:	
Material weakness(es) identified?	*No*
Significant deficiencies identified that are not considered to be material weakness(es)?	*None Reported*
Type of auditor's report issued on compliance for major programs:	*Unmodified*
Any audit findings disclosed that are required to be reported in accordance with section 510(a) of (Circular A-133)?	*No*

Identification of major programs:

CFDA Number(s)	Name of Federal Program or Cluster
84.010	Title I, Part A, Basic Grants Low-Income and Neglected

Dollar threshold used to distinguish between type A and type B programs:	$300,000
Auditee qualified as low-risk auditee?	*Yes*

EDUCATION FOR CHANGE

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2015

All audit findings must be identified as one or more of the following twelve categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

FINANCIAL STATEMENT FINDINGS

There were no findings and questioned costs related to the basic financial statements for the year ended June 30, 2015.

FEDERAL AWARDS FINDINGS

There were no findings and questioned costs related to federal awards for June 30, 2015.

STATE COMPLIANCE FINDINGS

Finding 2015-001 – Average Daily Attendance Reporting **10000**

Schools: ASCEND and Learning Without Limits

Criteria: Per Education Code Section 47612, Average Daily Attendance (ADA) reported on the P-2 should be computed by dividing the charter school's total number of pupil days of attendance by the number of calendar days on which the school was taught. The calendar days on the divisor should correspond to the school calendar.

EDUCATION FOR CHANGE

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2015

<u>Finding 2015-001 – Average Daily Attendance Reporting</u> **10000**
(Continued)

Condition: Instructional days per the P-2 attendance reports for Learning Without Limits and Ascend did not agree with the respective published calendars. After inquiring about this issue we discovered that at Ascend and Learning Without Limits, the School was using the District system for attendance reporting (AERIES). The School mistakenly assumed the District would have the same reporting days as Ascend and Learning Without Limits. However, one school day was cancelled at all of the School's sites due to a storm. The District did not account for this and as a result 180 days were mistakenly reported for the fiscal year but with the weather day, only 179 should have been reported.

Cause: The School mistakenly assumed the District would have the same reporting days as Ascend and Learning Without Limits.

Effect: ADA was under-reported on the P-2 and P-Annual reports, for Learning Without Limits and over-reported on the P-2 and P-Annual reports for Ascend.

Questioned Costs and Units: ADA was over-reported by .37 for Ascend and was under-reported by .10 for Learning Without Limits. Correcting these errors will result in an estimated decrease to principal apportionment in the amount of $2,992 for Ascend and an estimated increase to principal apportionment in the amount $650 for Learning Without Limits.

Recommendation: We recommend the School work with the District to amend its attendance reports and to implement additional review procedures in order to identify potential errors resulting from irregular events such as cancelled school days.

Corrective Action Plan: The School was previously using Oakland Unified School District's Student Information System (SIS) - (AERIES) for ASCEND and Learning Without Limits. Beginning in FY 2015-2016, the School has converted ASCEND and Learning Without Limits over to the SIS (Illuminate) that is in use for all other of its schools. This will allow the School to more closely insure reporting accuracy. In addition, the School will implement a system of checks and balances within and separately from Illuminate, which will account for cancelled school days. This will include the Student Information System Administrator checking the reported days in Illuminate against the school calendar and the school calendar administrator (currently the Director of Human Resources/ Payroll) confirming the number of days (and cancelled days if applicable) via written communication at the P-2 and P-Annual reporting periods.

EDUCATION FOR CHANGE

STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2015

There were no findings and questioned costs relating to the financial statements or federal awards for the prior year.

STATE COMPLIANCE FINDINGS

Finding 2014-001 – Unduplicated Local Control Funding Formula Pupil Counts **40000**

Schools: Achieve Academy, Cox Academy, Lazear Charter Academy, and World Academy

Criteria: Education code section 42238.02 (b)(2) requires a charter school to submit its enrolled free and reduced-price meal eligibility, foster youth and English learner pupil-level records for enrolled pupils using the California Longitudinal Pupil Achievement Data System (CALPADS). The CALPADS reports should accurately report the number of students as identified above.

Condition: Documentation did not support the number of students reported as eligible for free or reduced meals (FRPM).

Cause: A formula error in the spreadsheets used to calculate each student's eligibility caused no students to be classified as "paid" and all students to be classified as either "free" or "reduced."

Effect: The Schools are not in compliance with Education Code 42238.02 (b)(2) and 1.17 and 1.18 reports contained errors as follows:

EDUCATION FOR CHANGE

STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2015

	Total Enrollment	Total Unduplicated Eligible Free/Reduced Meal Counts	EL Funding Eligible	Unduplicated FRPM/EL Eligible Count	Unduplicated FRPM/EL/Foster Youth Total
Achieve Academy					
As reported	207	198	100	200	200
Audit adjustments	-	(9)	-	(7)	(7)
As adjusted	207	189	100	193	193
Cox Academy					
As reported	558	529	337	546	546
Audit adjustments	-	(44)	-	(24)	(24)
As adjusted	558	485	337	522	522
Lazear Charter Academy					
As reported	401	372	254	386	386
Audit adjustments	-	(40)	-	(22)	(22)
As adjusted	401	332	254	364	364
World Academy					
As reported	475	448	349	463	463
Audit adjustments	-	(33)	-	(15)	(15)
As adjusted	475	415	349	448	448

Finding 2014-001 – Unduplicated Local Control Funding Formula Pupil Counts (Continued) **40000**

Questioned Costs and Units: The Schools fixed the spreadsheet error and additional samples were tested from the revised data. No errors were noted in the revised data and therefore the revised reports were used to determine total questioned costs. The questioned costs result in a lower transition entitlement for each school as follows:

Achieve Academy: $2,289
Cox Academy: $5,589
Lazear Charter Academy: $6,135
World Academy: $3,763

Recommendation: We recommend each School revise its CALPADS reporting accordingly and implement additional review procedures to ensure that errors are prevented on future CALPADS reporting.

Status: Implemented.

EDUCATION FOR CHANGE

Independent Auditor's Report
and Financial Statements
For the Year Ended
June 30, 2016

Operating:

Achieve Academy
ASCEND
Cox Academy
Epic Charter
Lazear Charter Academy
Learning Without Limits

Epic 1112 LLC

EDUCATION FOR CHANGE

TABLE OF CONTENTS
June 30, 2016

Vicenti, Lloyd & Stutzman, CPAs

INDEPENDENT AUDITOR'S REPORT

Board of Directors
Education for Change
Oakland, CA

Report on the Financial Statements

We have audited the accompanying financial statements of Education for Change (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2016, and the related statements of activities, cash flows and functional expenses for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

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Board of Directors
Education for Change

Opinion

In our opinion, the financial statements referred to on page one present fairly, in all material respects, the financial position of the School as of June 30, 2016, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Report on Summarized Comparative Information

We have previously audited the School’s 2015 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated December 11, 2015. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2015, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School’s financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*. The accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Board of Directors
Education for Change

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated December 8, 2016 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
December 8, 2016

EDUCATION FOR CHANGE

STATEMENT OF FINANCIAL POSITION
June 30, 2016
With Comparative Totals for June 30, 2015

	2016	2015
ASSETS		
CURRENT ASSETS:		
Cash and cash equivalents	$ 3,351,619	$ 4,756,223
Accounts receivable - federal and state	4,381,708	3,182,879
Accounts receivable - other	3,775	1,376
Prepaid expenses and other assets	304,072	16,505
Total current assets	8,041,174	7,956,983
PROPERTY, PLANT AND EQUIPMENT:		
Land	1,066,938	-
Buildings and building improvements	1,042,956	500,000
Equipment	90,869	90,869
Accumulated depreciation	(106,850)	(66,287)
Total property, plant and equipment	2,093,913	524,582
Total assets	$ 10,135,087	$ 8,481,565
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES:		
Accounts payable and accrued liabilities	$ 3,026,250	$ 2,799,625
Total current liabilities	3,026,250	2,799,625
NET ASSETS:		
Unrestricted	7,108,837	5,681,940
Total net assets	7,108,837	5,681,940
Total liabilities and net assets	$ 10,135,087	$ 8,481,565

The accompanying notes are an integral part of these financial statements.

EDUCATION FOR CHANGE

STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2016
With Comparative Totals for the Year Ended June 30, 2015

	2016	2015
REVENUES:		
State revenue:		
State aid	$ 19,408,715	$ 15,824,464
Other state revenue	4,851,736	3,064,497
Federal revenue:		
Grants and entitlements	2,319,690	1,847,779
Local revenue:		
In-lieu property tax revenue	5,642,333	4,855,846
Contributions	1,333,945	1,381,085
Other revenue	52,378	18
Total revenues	33,608,797	26,973,689
EXPENSES:		
Program services	27,108,496	21,727,388
Management and general	5,012,580	4,756,889
Fundraising	60,824	6,539
Total expenses	32,181,900	26,490,816
Change in unrestricted net assets	1,426,897	482,873
Beginning unrestricted net assets	5,681,940	5,199,067
Ending unrestricted net assets	$ 7,108,837	$ 5,681,940

The accompanying notes are an integral part of these financial statements.

EDUCATION FOR CHANGE

STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2016
With Comparative Totals for the Year Ended June 30, 2015

	2016	2015
CASH FLOWS from OPERATING ACTIVITIES:		
Change in net assets	$ 1,426,897	$ 482,873
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	40,563	27,668
Change in operating assets:		
Accounts receivable - federal and state	(1,198,829)	2,056,093
Accounts receivable - other	(2,399)	(102)
Prepaid expenses and other assets	(287,567)	83,776
Change in operating liabilities:		
Accounts payable and accrued liabilities	226,625	422,480
Net cash flows from operating activities	205,290	3,072,788
CASH FLOWS from INVESTING ACTIVITIES:		
Purchases of property, plant and equipment	(1,609,894)	(299,943)
Net cash flows from investing activities	(1,609,894)	(299,943)
Net change in cash and cash equivalents	(1,404,604)	2,772,845
Cash and cash equivalents at the beginning of the year	4,756,223	1,983,378
Cash and cash equivalents at the end of the year	$ 3,351,619	$ 4,756,223

The accompanying notes are an integral part of these financial statements.

EDUCATION FOR CHANGE

STATEMENT OF FUNCTIONAL EXPENSES
For the Year Ended June 30, 2016
With Comparative Totals for the Year Ended June 30, 2015

	Program Services	Mangagement and General	Fundraising	Total 2016	Total 2015
Salaries and wages	$ 14,277,197	$ 1,825,590	$ -	$ 16,102,787	$ 13,001,204
Pension expense	1,336,044	182,290	-	1,518,334	1,122,006
Other employee benefits	2,248,773	255,890	-	2,504,663	2,288,580
Payroll taxes	553,775	80,170	-	633,945	503,056
District oversight fees	167,120	63,695	-	230,815	188,714
Legal expenses	-	19,580	-	19,580	15,312
Other fees for services	4,041,805	1,748,410	-	5,790,215	5,359,709
Advertising and promotion expenses	2,750	75,609	-	78,359	95,997
Office expenses	787,055	195,098	-	982,153	559,388
Printing and postage expenses	46,927	5,834	-	52,761	38,350
Information technology expenses	309,405	60,009	-	369,414	386,352
Occupancy expenses	2,120,812	119,836	-	2,240,648	1,634,840
Travel expenses	55,820	80,576	-	136,396	92,406
Conference and meeting expenses	67,009	42,187	-	109,196	63,193
Depreciation expense	40,563	-	-	40,563	27,667
Insurance expense	-	90,495	-	90,495	68,868
Instructional materials	853,640	-	-	853,640	827,656
Other expenses	199,801	167,311	60,824	427,936	217,518
Total functional expenses 2016	$ 27,108,496	$ 5,012,580	$ 60,824	$ 32,181,900	
Total functional expenses 2015	$ 21,727,388	$ 4,756,889	$ 6,539		$ 26,490,816

The accompanying notes are an integral part of these financial statements.

NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2016

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

***Nature of Activities* –** Education for Change (the School), a charter management organization, was incorporated on January 21, 2005, under the laws of the State of California as a nonprofit benefit corporation. The School currently manages six (6) charter schools, Achieve Academy (Achieve), ASCEND, Cox, Epic Charter (Epic), Lazear Charter Academy (Lazear), and Learning Without Limits (LWL) (the Schools). Cox was granted its charter in 2005; Achieve in 2006; ASCEND, Lazear, and LWL in 2012; and Epic in 2014, all pursuant to the terms of the Charter Schools Act of 1992, as amended. Achieve, ASCEND, Epic, and LWL are all sponsored by the Oakland Unified School District (the District); Cox and Lazear are sponsored by the Alameda County Office of Education (ACOE). Epic began serving students in August 2014. The District and ACOE have certain responsibilities as the authorizers of the charter petitions of the Schools, and additional responsibilities as outlined in these agreements. The School also has certain responsibilities as the lead petitioner for these charters, and additional responsibilities as outlined in these agreements. The mission of the School is to achieve an excellent, high quality, free public education for all children with its focus on traditionally underserved children in the Oakland geographical area.

The accompanying financial statements also include the activity of Epic 1112 LLC (the LLC), of which the School is the sole member. The LLC was formed to hold title to property located in Oakland, California.

***Cash and Cash Equivalents* –** The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

***Use of Estimates* –** The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

***Basis of Accounting* –** The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

***Functional Allocation of Expenses* –** Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

***Basis of Presentation* –** The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States as prescribed by the Financial Accounting Standards Board.

EDUCATION FOR CHANGE

NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2016

NOTE 1: <u>SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES</u>

Net Asset Classes – The School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. Net assets of the School are defined as:

- Unrestricted: All resources over which the governing board has discretionary control to use in carrying on the general operations of the School.
- Temporarily restricted: These net assets are restricted by donors to be used for specific purposes. The School does not currently have any temporarily restricted net assets.
- Permanently restricted: These net assets are permanently restricted by donors and cannot be used by the School. The School does not currently have any permanently restricted net assets.

Receivables – Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2016. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

Property, Plant and Equipment – Property, plant and equipment are stated at cost if purchased or at estimated fair market value if donated. The School capitalizes all expenditures for land, buildings and equipment in excess of $2,000. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset. Depreciation expense was $40,563 for the year ended June 30, 2016.

Property Taxes – Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the School is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

Compensated Absences – Accumulated unpaid employee vacation benefits are recognized as a liability of the School. The current portion of the liability, if material, is recognized at year-end. The entire compensated absences liability is reported on the statement of financial position. Employees of the School are paid for days or hours worked based upon Board approved schedules which include vacation. Sick leave is accumulated without limit for each employee at the equivalent rate of one day for each full month of service. Sick leave with pay is provided when employees are absent for health reasons.

Revenue Recognition – Amounts received from the California Department of Education are recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Contributions – All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. Restricted contributions that are received and released in the same period are reported as unrestricted revenue. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair market value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Income Taxes **–** The School is a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School files informational returns in the U.S. federal jurisdiction, and the state of California. The statute of limitations for federal and California state purposes is generally three and four years, respectively.

The LLC is considered a disregarded entity and therefore exempt from the payment of income taxes. Additionally, the LLC is in the process of obtaining exemption from the California state LLC fee under California Revenue and Taxation Code Section 23701h.

Evaluation of Subsequent Events **–** The School has evaluated subsequent events through December 8, 2016, the date these financial statements were available to be issued.

Comparative Totals **–** The financial statements include certain prior-year summarized comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with generally accepted accounting principles. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2015, from which the summarized information was derived.

NOTE 2: CONCENTRATION OF CREDIT RISK

The School maintains cash balances held in banks which are insured up to $250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 3: EMPLOYEE RETIREMENT

Multi-employer Defined Benefit Pension Plans

Qualified employees are covered under multi-employer defined benefit pension plans maintained by agencies of the State of California.

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the School chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The School has no plans to withdraw from this multi-employer plan.

State Teachers' Retirement System (STRS)

Plan Description

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. Plan information for STRS is not publicly available. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2015, total plan net assets are $181 billion, the total actuarial present value of accumulated plan benefits is $242 billion, contributions from all employers totaled $2.55 billion, and the plan is 68.5% funded. The School did not contribute more than 5% of the total contributions to the plan. Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

Funding Policy

Active plan members hired before December 31, 2012 are required to contribute 9.20% of their salary and those hired after are required to contribute 8.56% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. Under the 2014 funding plan, employer contributions on compensation creditable to the program will increase every year for the next seven years, up to 19.10% in 2020–21. The required employer contribution rate for year ended June 30, 2016 was 10.73% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

NOTE 3: EMPLOYEE RETIREMENT

The School's contributions to STRS for the past three years are as follows:

Year Ended June 30,	Required Contribution	Percent Contributed
2014	$ 655,318	100%
2015	$ 830,995	100%
2016	$ 1,137,507	100%

Public Employees' Retirement System (PERS)

Plan Description

The School contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by CalPERS. Plan information for PERS is not publicly available The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2015, the Schools Pool total plan assets are $56.8 billion, the total actuarial present value of accumulated plan benefits is $86 billion, contributions from all employers totaled $1.3 billion, and the plan is 77.5% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the CalPERS' annual financial reports may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, CA 95814 and www.calpers.ca.gov.

Funding Policy

Active plan members are required to contribute 7.0% of their salary while new members after January 1, 2013 are required to contribute 6.0% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for year ended June 30, 2016 was 11.847%. The contribution requirements of the plan members are established and may be amended by State statute.

EDUCATION FOR CHANGE

NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2016

NOTE 3: EMPLOYEE RETIREMENT

Contributions to PERS

The School's contributions to PERS for each of the last three years are as follows:

Year Ended June 30,	Required Contribution	Percent Contributed
2014	$ 251,024	100%
2015	$ 291,011	100%
2016	$ 380,827	100%

Defined Contribution Plan

The School offers an Internal Revenue Code Section 403(b) retirement plan to each of its qualifying employees. Employee contributions are used to purchase annuity contracts for each participant employee. Additionally, the employer may elect to make a discretionary contribution for each qualifying employee for each plan year. The School did not contribute to the plan for the year ended June 30, 2016.

NOTE 4: OPERATING LEASES

The School has facility use and lease agreements. These agreements have varying terms with expirations ranging from 2016 to 2035. Lease expense for the year ended June 30, 2016 was $1,454,516. Future estimated minimum lease payments under these agreements are as follows:

Year Ended June 30,	
2017	$ 1,721,769
2018	526,496
2019	208,235
2020	126,303
2021	130,092
Thereafter	2,289,480
Total	$ 5,002,375

NOTE 5: SUBSEQUENT EVENT

The School obtained a $1,500,000 line of credit in August 2016.

NOTE 6: CONTINGENCIES

The School is subject to a claim for damages that arose in the normal course of business. The School has referred the claim to its insurance company and legal representation has been assigned. The outcome of this claim is currently unknown; however, the School believes any loss resulting from this claim will not be material.

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

SUPPLEMENTARY INFORMATION

EDUCATION FOR CHANGE

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
For the Year Ended June 30, 2016

Education for Change (the School), a charter management organization, was incorporated on January 21, 2005, under the laws of the State of California as a nonprofit benefit corporation and is the founder of Cox Academy which was formerly named E. Morris Cox Elementary Charter School. The Organization currently manages six (6) charter schools: Achieve Academy, ASCEND, Cox Academy, Epic Charter, Lazear Charter Academy, and Learning Without Limits. Each charter was granted pursuant to the terms of the Charter Schools Act of 1992, as amended.

The School's current charters are as follows:

Achieve Academy
Charter granted in 2006 by Oakland Unified School District and renewed in 2011.
State charter number: 0780

ASCEND
Charter granted in 2012 by Oakland Unified School District.
State charter number: 1443

Cox Academy
Charter granted in 2005 by Oakland Unified School District and renewed in 2015 by Alameda County Office of Education.
State charter number: 0740

Epic Charter
Charter granted in 2014 by Oakland Unified School District.
State charter number: 1632

Lazear Charter Academy
Charter granted in 2012 by Alameda County Office of Education.
State charter number: 1464

Learning Without Limits
Charter granted in 2012 by Oakland Unified School District.
State charter number: 1442

EDUCATION FOR CHANGE

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE (continued)
For the Year Ended June 30, 2016

The Board of Directors and the Administration for the year ended June 30, 2016 were as follows:

BOARD OF DIRECTORS

Member	Office	Term	Term Expires
Nick Driver	Chair	3 years	2019
Brian Rogers	Vice Chair	3 years	No term
Mike Barr	Treasurer	3 years	2016
LaRayne Povlsen	Board Secretary	no term	No term
Eva Camp	Member	3 years	2019
Paul Byrd	Member	1 year	2017
Adam Smith	Member	3 years	2019
Sadhir Aggarwal	Member	3 years	2017
Dirk Tillotson	Member	3 years	2019
Kathy Cash	Member	1 year	2017
Roy Benford	Member	3 years	2019

ADMINISTRATION

Hae-Sin Thomas	Chief Executive Officer
Noah Bradley	Chief Academic Officer
Fabiola Harvey	Chief Operating Officer

EDUCATION FOR CHANGE

SCHEDULE OF INSTRUCTIONAL TIME
For the Year Ended June 30, 2016

Grade Level	2015-16 Minutes Requirement	2015-16 Minutes Actual	Instructional Days	Status
Achieve Academy				
Kindergarten	36,000	58,590	177	In compliance
Grades 1 - 3	50,400	56,820	177	In compliance
Grades 4 - 5	54,000	56,820	177	In compliance
ASCEND				
Kindergarten	36,000	55,545	177	In compliance
Grades 1 - 3	50,400	53,340	177	In compliance
Grades 4 - 6	54,000	54,765	177	In compliance
Grades 6 - 8	54,000	57,300	177	In compliance
Cox Academy				
Kindergarten	36,000	51,540	177	In compliance
Grades 1 - 3	50,400	53,205	177	In compliance
Grades 4 - 5	54,000	54,090	177	In compliance
Lazear Charter Academy				
Kindergarten	36,000	57,270	177	In compliance
Grades 1 - 3	50,400	54,615	177	In compliance
Grades 4 - 5	54,000	54,615	177	In compliance
Grades 6 - 8	54,000	60,370	177	In compliance
Learning Without Limits				
Kindergarten	36,000	60,675	178	In compliance
Grades 1 - 3	50,400	60,675	178	In compliance
Grades 4 - 5	54,000	60,675	178	In compliance
Epic Academy				
Grade 6	54,000	58,885	177	In compliance

See independent auditor's report and the notes to the supplementary information.

EDUCATION FOR CHANGE

SCHEDULE OF AVERAGE DAILY ATTENDANCE
For the Year Ended June 30, 2016

	Second Period Report		Annual Report	
Average Daily Attendance:	**Classroom Based**	**Total**	**Classroom Based**	**Total**
Achieve Academy				
TK/K-3	477.27	478.26	476.37	477.48
Grades 4 and 5	235.55	236.08	233.54	234.00
Total Achieve Academy	712.82	714.34	709.91	711.48
ASCEND				
TK/K-3	189.68	190.52	188.97	190.02
Grades 4 through 6	140.06	140.64	140.37	140.82
Grades 7 and 8	96.61	96.80	96.62	96.76
Total ASCEND Academy	426.35	427.96	425.96	427.60
Cox Academy				
TK/K-3	380.18	381.53	377.30	379.05
Grades 4 and 5	192.13	192.95	191.21	192.19
Total Cox Academy	572.31	574.48	568.51	571.24
Lazear Charter Academy				
TK/K-3	192.87	194.01	193.34	194.64
Grades 4 through 6	150.45	151.85	150.10	151.19
Grades 7 through 8	86.45	86.79	86.41	86.72
Total Lazear Charter Academy	429.77	432.65	429.85	432.55
Learning Without Limits				
TK/K-3	262.68	264.12	262.05	263.21
Grades 4 through 5	135.79	136.37	134.94	135.41
Total Learning Without Limits	398.47	400.49	396.99	398.62
Epic Academy				
Grade 6	126.55	126.98	128.47	128.81
Grade 7	148.02	148.27	147.72	148.23
Total World Academy	274.57	275.25	276.19	277.04
Total Average Daily Attendance	2,814.29	2,825.17	2,807.41	2,818.53

See independent auditor’s report and the notes to the supplementary information.

EDUCATION FOR CHANGE

RECONCILIATION OF ANNUAL FINANCIAL REPORT
WITH AUDITED FINANCIAL STATEMENTS
For the Year Ended June 30, 2016

	Achieve Academy	ASCEND	Cox Academy	Epic Academy	Lazear Charter Academy	Learning Without Limits
June 30, 2016 Annual Financial Report						
Fund Balances (Net Assets)	$ 2,845,050	$ 847,590	$ 1,216,652	$ 849,839	$ 556,463	$ 526,401
Adjustments and Reclassifications:						
Increasing (Decreasing) the Fund Balance (Net Assets):						
Cash	(1,178,554)	(393,441)	28,676	35,449	(444,930)	(385,776)
Accounts receivable - federal and state	71,424	10,857	(92,190)	2,037	(114,946)	(50,770)
Intercompany receivable	968,782	-	575	-	-	-
Prepaid expenses	-	-	-	-	300	-
Equipment, net	(566)	-	126	22,957	18,183	-
Accounts payable	(21,413)	315,028	23,522	(47,451)	(13,053)	383,085
Intercompany payable	-	-	-	(1,250,000)	400,025	-
Net Adjustments and Reclassifications	(160,327)	(67,556)	(39,291)	(1,237,008)	(154,421)	(53,461)
June 30, 2016 Audited Financial Statement						
Fund Balances (Net Assets)	$ 2,684,723	$ 780,034	$ 1,177,361	$ (387,169)	$ 402,042	$ 472,940

See independent auditor's report and the notes to the supplementary information.

EDUCATION FOR CHANGE

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Year Ended June 30, 2016

Federal Grantor/Pass-Through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Achieve Academy	ASCEND	Cox Academy	Epic Academy	Lazear Charter Academy	Learning Without Limits	Home Office	Total Federal Expenditures
U.S. Department of Education										
Pass-Through the California Department of Education										
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	$ 332,279	$ 176,264	$ 231,125	$ 117,157	$ 178,964	$ 154,296	$ -	$ 1,190,085
Title II, Part A, Improving Teacher Quality	84.367	14341	4,207	7,664	3,346	1,590	2,466	2,311	-	21,584
Title III, Part A, Limited English Proficiency	84.365	14346	44,957	25,355	32,767	24,227	22,286	18,565	-	168,157
Title V, Part B, Charter Schools	84.282	14941	-	131,454	-	300,000	82,750	74,456	1,439	590,099
Special Education:										
IDEA Basic Local Assistance Entitlement, Part B	84.027	13379	93,848	54,254	74,803	56,759	54,755	51,497	-	385,916
Total U.S. Department of Education			475,291	394,991	342,041	499,733	341,221	301,125	1,439	2,355,841
Total Expenditures of Federal Awards			$ 475,291	$ 394,991	$ 342,041	$ 499,733	$ 341,221	$ 301,125	$ 1,439	$ 2,355,841
Reconciliation to Federal Revenues										
Total Federal Program Expenditures			$ 475,291	$ 394,991	$ 342,041	$ 499,733	$ 341,221	$ 301,125	$ 1,439	$ 2,355,841
Less: Expenditures in excess of revenues related to Federal awards										
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	(20,770)	(8,912)	-	(3,121)	-	-	-	(32,803)
Title II, Part A, Improving Teacher Quality	84.367	14341	-	(3,344)	-	-	(4)	-	-	(3,348)
Total Federal Revenues			$ 454,521	$ 382,735	$ 342,041	$ 496,612	$ 341,217	$ 301,125	$ 1,439	$ 2,319,690

See independent auditor's report and the notes to the supplementary information.

EDUCATION FOR CHANGE

COMBINING STATEMENT OF FINANCIAL POSITION
For the Year Ended June 30, 2016

ASSETS	Achieve Academy	ASCEND	Cox Academy	Epic Academy	Lazear Charter Academy	Learning Without Limits	Home Office	Eliminations	Total
CURRENT ASSETS:									
Cash and cash equivalents	$ 1,326,512	$ 539,043	$ 1,009,084	$ 58,607	$ 14,570	$ 371,086	$ 32,717	$ -	$ 3,351,619
Accounts receivable - federal and state	995,476	645,295	791,896	730,971	660,207	552,416	5,447	-	4,381,708
Accounts receivable - other	-	-	-	-	-	-	3,775	-	3,775
Intercompany receivable	968,782	-	575	-	-	-	922,857	(1,892,214)	-
Prepaid expenses and other assets	55,240	5,558	41,377	71,733	23,739	27,846	78,579	-	304,072
Total current assets	3,346,010	1,189,896	1,842,932	861,311	698,516	951,348	1,043,375	(1,892,214)	8,041,174
PROPERTY, PLANT AND EQUIPMENT:									
Land	-	-	-	-	-	-	1,066,938	-	1,066,938
Buildings and building improvements	-	-	-	773,020	269,936	-	-	-	1,042,956
Equipment	2,834	-	2,226	49,943	-	-	35,866	-	90,869
Accumulated depreciation	(2,677)	-	(2,100)	(61,708)	(4,499)	-	(35,866)	-	(106,850)
Total property, plant and equipment	157	-	126	761,255	265,437	-	1,066,938	-	2,093,913
Total assets	$ 3,346,167	$ 1,189,896	$ 1,843,058	$ 1,622,566	$ 963,953	$ 951,348	$ 2,110,313	$ (1,892,214)	$10,135,087
LIABILITIES AND NET ASSETS									
CURRENT LIABILITIES:									
Accounts payable and accrued liabilities	$ 661,444	$ 409,862	$ 665,697	$ 277,496	$ 401,936	$ 478,408	$ 131,407	$ -	$ 3,026,250
Intercompany payable	-	-	-	1,732,239	159,975	-	-	(1,892,214)	-
Total current liabilities	661,444	409,862	665,697	2,009,735	561,911	478,408	131,407	(1,892,214)	3,026,250
Total liabilities	661,444	409,862	665,697	2,009,735	561,911	478,408	131,407	(1,892,214)	3,026,250
NET ASSETS:									
Unrestricted	2,684,723	780,034	1,177,361	(387,169)	402,042	472,940	1,978,906	-	7,108,837
Total net assets	2,684,723	780,034	1,177,361	(387,169)	402,042	472,940	1,978,906	-	7,108,837
Total liabilities and net assets	$ 3,346,167	$ 1,189,896	$ 1,843,058	$ 1,622,566	$ 963,953	$ 951,348	$ 2,110,313	$ (1,892,214)	$10,135,087

See independent auditor's report and the notes to the supplementary information.

EDUCATION FOR CHANGE

COMBINING STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2016

	Achieve Academy	ASCEND	Cox Academy	Epic Academy	Lazear Charter Academy	Learning Without Limits	Home Office	Eliminations	Total
REVENUES:									
State revenue:									
State aid	$ 4,917,151	$ 2,908,789	$ 4,038,856	$ 1,875,115	$ 2,928,301	$ 2,740,503	$ -	$ -	$ 19,408,715
Other state revenue	1,257,033	795,117	1,061,441	338,420	748,671	651,054	-	-	4,851,736
Federal revenue:									
Grants and entitlements	454,521	382,735	342,041	496,612	341,217	301,125	1,439	-	2,319,690
Local revenue:									
In-lieu property tax revenue	1,424,032	853,814	1,146,400	556,600	863,629	797,858	-	-	5,642,333
Contributions	96,265	229,870	110,882	233,145	758,811	54,848	500,124	(650,000)	1,333,945
Other revenue	-	100	-	-	-	100	3,876,346	(3,824,168)	52,378
Total unrestricted revenues	8,149,002	5,170,425	6,699,620	3,499,892	5,640,629	4,545,488	4,377,909	(4,474,168)	33,608,797
EXPENSES:									
Program services	5,533,497	3,963,150	5,035,159	3,241,048	3,811,355	3,337,241	2,187,046	-	27,108,496
Management and general	1,463,839	852,483	1,314,873	607,939	972,140	766,874	3,508,600	(4,474,168)	5,012,580
Fundraising	-	226	3,469	-	3,861	-	53,268	-	60,824
Total expenses	6,997,336	4,815,859	6,353,501	3,848,987	4,787,356	4,104,115	5,748,914	(4,474,168)	32,181,900
Change in unrestricted net assets	1,151,666	354,566	346,119	(349,095)	853,273	441,373	(1,371,005)	-	1,426,897
Beginning unrestricted net assets	1,533,057	425,468	831,242	(38,074)	(451,231)	31,567	3,349,911	-	5,681,940
Ending unrestricted net assets	$ 2,684,723	$ 780,034	$ 1,177,361	$ (387,169)	$ 402,042	$ 472,940	$ 1,978,906	$ -	$ 7,108,837

See independent auditor's report and the notes to the supplementary information.

EDUCATION FOR CHANGE

COMBINING STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2016

	Achieve Academy	ASCEND	Cox Academy	Epic Academy	Lazear Charter Academy	Learning Without Limits	Home Office	Eliminations	Total
CASH FLOWS from OPERATING ACTIVITIES:									
Change in net assets	$ 1,151,666	$ 354,566	$ 346,119	$ (349,095)	$ 853,273	$ 441,373	$ (1,371,005)	$ -	$ 1,426,897
Adjustments to reconcile change in net assets to net cash flows from operating activities:									
Depreciation	567	-	445	35,052	4,499	-	-	-	40,563
(Increase) decrease in operating assets:									
Accounts receivable - federal and state	(166,082)	(145,762)	(110,490)	(507,496)	(193,643)	(76,055)	699	-	(1,198,829)
Accounts receivable - other	-	-	-	-	-	-	(2,399)	-	(2,399)
Intercompany receivable	(968,782)	-	(575)	-	-	-	1,684,039	(714,682)	-
Prepaid expenses and other assets	(54,976)	(5,558)	(41,158)	(70,916)	(22,821)	(27,846)	(64,292)	-	(287,567)
Increase (decrease) in operating liabilities:									
Accounts payable and accrued liabilities	70,071	(29,764)	(19,651)	156,921	27,665	(8,781)	30,164	-	226,625
Intercompany payable	-	(340,776)	-	1,067,161	(1,050,025)	(391,042)	-	714,682	-
Net cash flows from operating activities	32,464	(167,294)	174,690	331,627	(381,052)	(62,351)	277,206	-	205,290
CASH FLOWS from INVESTING ACTIVITIES:									
Purchases of property, plant and equipment	-	-	-	(273,020)	(269,936)	-	(1,066,938)	-	(1,609,894)
Net cash flows from investing activities	-	-	-	(273,020)	(269,936)	-	(1,066,938)	-	(1,609,894)
Net increase (decrease) in cash and cash equivalents	32,464	(167,294)	174,690	58,607	(650,988)	(62,351)	(789,732)	-	(1,404,604)
Cash and cash equivalents at the beginning of the year	1,294,048	706,337	834,394	-	665,558	433,437	822,449	-	4,756,223
Cash and cash equivalents at the end of the year	$ 1,326,512	$ 539,043	$ 1,009,084	$ 58,607	$ 14,570	$ 371,086	$ 32,717	$ -	$ 3,351,619

See independent auditor's report and the notes to the supplementary information.

NOTES TO THE SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2016

NOTE 1: PURPOSE OF SCHEDULES

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the corresponding provisions of California Education Code.

Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

Reconciliation of Annual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

Schedule of Expenditures of Federal Awards

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of the School under programs of the federal governmental for the year ended June 30, 2016. The information in this Schedule is presented on the accrual basis of accounting in accordance with the requirements of the Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

Indirect Cost Rate

The School has elected to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.

Combined Financial Statements

These statements report the financial position, activities, and cash flows for each of Education for Change's charter schools.

Vicenti, Lloyd & Stutzman, CPAs

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
Education for Change
Oakland, CA

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Education for Change (the School), a nonprofit California public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2016, and the related statements of activities, cash flows and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated December 8, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of non-compliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
December 8, 2016

Vicenti, Lloyd & Stutzman, CPAs

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Board of Directors
Education for Change
Oakland, CA

Report on Compliance for Each Major Federal Program

We have audited the compliance of Education for Change (the School) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Compliance Supplement* that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2016. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and terms and conditions of federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2016.

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INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance, for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies in internal control over compliance such that there is a reasonable possibility, that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected and corrected on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Purpose of this Report

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
December 8, 2016

Vicenti, Lloyd & Stutzman, CPAs

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Board of Directors
Education for Change
Oakland, CA

We have audited Education for Change's (the School) compliance with the types of compliance requirements described in the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2016. The School's State compliance requirements are identified in the table below.

Management's Responsibility

Management is responsible for the compliance with the State laws and regulations as identified below.

Auditor's Responsibility

Our responsibility is to express an opinion on the School's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the School's compliance.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the laws and regulations applicable to the following items:

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes
After School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes

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INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Description	Procedures Performed
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Immunizations	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-based instructional/independent study	No[1]
Determination of funding for nonclassroom-based instruction	Not applicable
Annual instructional minutes – classroom based	Yes
Charter School Facility Grant Program	Yes

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[1] We did not perform testing for independent study because the independent study ADA was under the level which requires testing.

Opinion on State Compliance

In our opinion, the School complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2016.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2015-2016 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

Vicenti Lloyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP
Glendora, CA
December 8, 2016

EDUCATION FOR CHANGE

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2016

SECTION I – SUMMARY OF AUDITOR'S RESULTS

<u>Financial Statements</u>

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP: *Unmodified*

Internal control over financial reporting:

Material weakness(es) identified?	___	*Yes*	X	*No*
Significant deficiency(ies) identified?	___	*Yes*	X	*None Reported*
Noncompliance material to financial statements noted?	___	*Yes*	X	*No*

<u>Federal Awards</u>

Internal control over major federal awards:

Material weakness(es) identified?	___	*Yes*	X	*No*
Significant deficiency(ies) identified?	___	*Yes*	X	*None Reported*

Type of auditor's report issued on compliance for major federal programs: *Unmodified*

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	___	*Yes*	X	*No*

Identification of Major Federal Programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.010	Title I, Part A – Low Income and Neglected

Dollar threshold used to distinguish between type A and type B programs: $750,000

Auditee qualified as low-risk auditee?	X	*Yes*	___	*No*

EDUCATION FOR CHANGE

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2016

All audit findings must be identified as one or more of the following categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

There were no findings and questioned costs related to the basic financial statements, federal awards, or state awards for the year ended June 30, 2016.

EDUCATION FOR CHANGE

STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2016

There were no findings and questioned costs related to the basic financial statements or federal awards in the prior year.

STATE COMPLIANCE FINDINGS

<u>Finding 2015-001 – Average Daily Attendance Reporting</u> **10000**

Schools: ASCEND and Learning Without Limits

Criteria: Per Education Code Section 47612, Average Daily Attendance (ADA) reported on the P-2 should be computed by dividing the charter school's total number of pupil days of attendance by the number of calendar days on which the school was taught. The calendar days on the divisor should correspond to the school calendar.

Condition: Instructional days per the P-2 attendance reports for Learning Without Limits and Ascend did not agree with the respective published calendars. After inquiring about this issue we discovered that at Ascend and Learning Without Limits, the School was using the District system for attendance reporting (AERIES). The School mistakenly assumed the District would have the same reporting days as Ascend and Learning Without Limits. However, one school day was cancelled at all of the School's sites due to a storm. The District did not account for this and as a result 180 days were mistakenly reported for the fiscal year but with the weather day, only 179 should have been reported.

Cause: The School mistakenly assumed the District would have the same reporting days as Ascend and Learning Without Limits.

Effect: ADA was under-reported on the P-2 and P-Annual reports.

Questioned Costs and Units: ADA was under-reported by 2.82 for Ascend and 2.58 for Learning Without Limits. Correcting these errors will result in an estimated increase to principal apportionment in the amount of $23,644 for Ascend and $19,733 for Learning Without Limits.

Recommendation: We recommend the School work with the District to amend its attendance reports and to implement additional review procedures in order to identify potential errors resulting from irregular events such as cancelled school days.

Status: Implemented.

School Sites Only Statement of Revenues Expenditures and Change in Fund Balance as of 05/31/17

Cycle: FY2016-2017; Fund Class: [All]; Fund Columns: [All Funds]; Account Code Expression: ([School] > '100') ; Include Element Value: Yes; Revenue Element: Object; Expenditure Element: Object; Begin Date: 07/01/2016; End Date: 05/31/2017

Description	Total
8011 - Revenue Limit State Aid - Current Year	$14,442,781.00
8012 - Education Protection Account	$2,578,739.00
8096 - Transfer to Charters In Lieu Property Tax	$5,633,456.00
8290 - Other Federal Revenue	$35,310.00
8294 - Title I	$980,199.00
8295 - Title II	$6,767.00
8296 - Title III	$128,027.00
8299 - All Other Federal Revenue	$164,018.00
8319 - Other State Apportionments - Prior Year	$4,697.36
8550 - Mandated Cost Reimbursements	$646,290.00
8560 - State Lottery Revenue	$315,684.84
8590 - All Other State Revenue	$2,055,049.76
8639 - All Other Sales	$27,000.00
8650 - Leases and Rentals	$900.00
8693 - Field Trips	$2,330.00
8694 - Fundraising	$506,919.83
8699 - All Other Local Revenue	$45,025.69
8593 - Charter School Facilities-Prop 1D	$1,222,161.80
8594 - SPED State AB602 Revenue	$592,015.00
Total Revenue	$29,387,371.28
1100 - Teachers' Salaries	$7,302,047.25
1103 - Teacher - Substitute Pay	$418,142.33
1135 - Teacher - After School Program Pay	$16.41
1115 - Certificated Coaches	$977,091.60
1300 - Certificated Supervisors' and Administrators' Salaries	$1,123,595.27
4421 - Computer Accessories	$42,255.35
2200 - Classified Support Salaries	$1,038,168.65
2215 - Classified Support Hourly Position	$693,872.20
2230 - Classifed Custodial Support	$293,196.45
2300 - Classified Supervisors' and Administrators' Salaries	$311,748.49
2400 - Clerical, Technical, and Office Staff Salaries	$567,937.53
3101 - State Teachers' Retirement System, certificated positions	$1,044,255.53
3202 - Public Employees' Retirement System, classified positions	$316,108.72
3301 - OASDI/Medicare/Alternative, certificated positions	$186,105.36
3302 - OASDI/Medicare/Alternative, classified positions	$218,201.41
3401 - Health & Welfare Benefits, certificated positions	$1,262,080.06
3402 - Health & Welfare Benefits, classified positions	$467,403.35
3501 - State Unemployment Insurance, certificated positions	$74,800.76
3502 - State Unemployment Insurance, classified positions	$48,786.84
3601 - Workers' Compensation Insurance, certificated positions	$134,708.04
3602 - Workers' Compensation Insurance, classified positions	$99,347.61

School Sites Only Statement of Revenues Expenditures and Change in Fund Balance as of 05/31/17

4100 - Textbooks and Core Materials	$96,654.26
4200 - Books and Other Reference Materials	$35,279.49
4300 - Materials and Supplies	$1,366.58
4315 - Custodial Supplies	$64,966.80
4320 - Educational Software	$234,042.70
4325 - Instructional Materials	$207,136.58
4326 - Copy Paper	$29,645.51
4327 - Emergency/Disaster Supplies	$505.67
4330 - Office Supplies	$15,934.09
4335 - PE Supplies	$8,436.70
4340 - Professional Development Materials	$2,932.46
4345 - Student Materials and Supplies	$2,209.86
4371 - Before/After School Program Expenses	$5,634.14
4374 - Parent Involvement Materials	$129.12
4410 - Classroom Furniture and Equipment	$31,160.62
4420 - Computers	$169,224.02
4430 - Office Furniture and Equipment	$1,185.18
4700 - Food	$508.14
4710 - Student Food Services	$30,285.67
4720 - Other Food	$63,587.49
5200 - Travel and Conferences	$3,435.28
5210 - Conference Fees	$57,737.30
5215 - Mileage, Parking, Tolls	$1,669.56
5220 - Travel and Lodging	$14,083.34
5225 - Travel Meals & Entertainment	$269.62
5310 - Subscription	$198.74
5315 - Other Dues and Membership	$20,148.00
5440 - Pupil Insurance	$20,653.00
5450 - Other Insurance	$3,074.92
5510 - Gas and Electric	$275,674.26
5515 - Janitorial Services	$223,874.00
5520 - Security	$25,588.91
5525 - Waste	$86,789.91
5530 - Water	$81,574.19
5605 - Equipment Leases	$191,113.14
5610 - Rent	$1,636,821.21
5615 - Repairs and Maintenance - Building	$175,192.93
5616 - Repairs and Maintenance - Computers	$2,275.86
5800 - Professional/Consulting Services and Operating Expenditures	$4,000.00
5806 - Assemblies	$1,417.62
5812 - Business Services	$2,730.80
5815 - Charter Development	$4,793.89
5824 - District Oversight Fees	$53,405.73
5827 - Educational Consultant	$605,120.56
5829 - Fees - Home Office	$4,108,868.74
5830 - Field Trips	$58,836.11
5836 - Fingerprinting	$9,102.00
5839 - Fundraising	$34,312.95

5845 - Legal Fees	$11,608.94
5848 - Licenses and Other Fees	$100.00
5854 - Other Consultants/Service Providers	$611,638.82
5857 - Payroll Fees	$73,331.99
5861 - Prior Yr Expenses (Not Accrued)	$45,663.94
5870 - Special Education Service Providers	$2,711,265.87
5874 - Staff Integration & Training	$350.00
5878 - Student Assessment	$16,166.44
5880 - Student Health Services	$10,632.37
5881 - Student Information System	$23,199.99
5882 - Student Recruitment	$12,939.97
5884 - Substitutes	$25,849.80
5890 - Transcript	$135.00
5893 - Transportation	$21,712.52
5899 - Other Operating Expenses	$51,658.61
5915 - Postage and Delivery	$3,626.42
5920 - Telephone and Fax	$69,097.35
6200 - Buildings and Improvement of Buildings	$47,764.41
6900 - Depreciation Expense	$1,107.00
9585 - Other Payroll Liabilities	($49.50)
Total Expenditure	$29,061,256.80
Total Other Financing Sources (Uses)	$0.00
Excess (deficiency) of revenues and other financing	
sources over expenditures and other financing uses	**$326,114.48**

Sites Only Balance Sheet as of 5/31/17

Cycle: FY2016-2017; Fund Class: [All]; Fund Columns: [All Funds]; Account Code Expression: ([School] > '100') ; Balance Date: 05/31/2017; Detail: No; Created On: 8/22/2017 4:34:10 PM

Description		Total
9121 - Cash In Bank(s) - Checking		$3,364,141.48
9127 - Cash in Bank(s)-Lazear Facility Building Fund		$1,222,161.80
9128 - Cash in Bank- CD 13		$0.00
9132 - Food Services Bank Account		$2,721.81
9142 - Petty Cash (Cox)		$504.85
9143 - Petty Cash (LWL)		$2,351.19
9145 - Petty Cash (WAA)		$6,479.66
9146 - Cash in Bank(s)-Lazear Fundraising Account		$19,722.58
9147 - Petty Cash (EPIC)		$1,389.98
9200 - Accounts Receivable		$204,941.41
9201 - Advances		($279.50)
9330 - Prepaid Expenditures (Expenses)		$19,475.95
9420 - Improvement of Sites		$23,019.83
9425 - Accumulated Depreciation- Land Improvement		($63.94)
9430 - Buildings		$1,046,641.21
9435 - Accumulated Depreciation-Buildings		($46,165.51)
9440 - Equipment		$55,002.29
9445 - Accumulated Depreciation-Equipment		($24,754.51)
9450 - Work in Progress		$119,566.30
Subtotal of Account Type: Asset		**$6,016,856.88**
Subtotal of Account Group: Assets		**$6,016,856.88**
9500 - Accounts Payable (Current Liabilities)		$149,517.98
9501 - Accounts Payable (Locally Defined)		$59,580.25
9520 - Employee Insurance		$1,689.53
9525 - Flex Plan Liability		$22,649.96
9530 - Garnishment/Lien Payable		$685.27
9540 - Payroll Liability - Federal		$33,592.87
9545 - Payroll Liability - State		$5,482.07
9550 - Retirement Liability - PERS		$10,964.80
9551 - Retirement Liability - PERS 2		$13,991.43
9555 - Retirement Liability - STRS		$44,603.21
9556 - Retirement Liability STRS PEPRA		$68,771.26
9570 - Wages Payable		$128,270.60
9580 - 403B Payable		$21,176.27
9585 - Other Payroll Liabilities		$10,407.65
9627 - Due to (from) Lazear		$0.66
Subtotal of Account Type: Liability		**$571,383.81**
9760 - Fund Balance, Unreserved		$5,129,925.45
9850 - Expenditures		$0.66
9999 - DataImport- Balancing		($10,567.52)
Net Increase/Decrease		$326,114.48
Subtotal of Account Type: Fund Balance/Retained Earnings		**$5,445,473.07**
Subtotal of Account Group: Liabilities/Fund Balance		**$6,016,856.88**

Home Office Statement of Revenues and Expenditures and Change in Fund Balance as of 05/31/17

Cycle: FY2016-2017; Fund Class: [All]; Fund Columns: [All Funds]; Account Code Expression: ([School] = '100') ; Include Element Value: Yes; Revenue Element: Object; Expenditure Element: Object; Begin Date: 07/01/2016; End Date: 05/31/2017

Description	Total
8650 - Leases and Rentals	$12,550.46
8670 - Fees and Contracts	$4,106,444.74
8689 - All Other Fees and Contracts	$15.00
8694 - Fundraising	$261,009.74
8699 - All Other Local Revenue	$31,097.68
Total Revenue	$4,411,117.62
1100 - Teachers' Salaries	$62,203.10
1103 - Teacher - Substitute Pay	$5,659.86
1115 - Certificated Coaches	$214,124.18
1300 - Certificated Supervisors' and Administrators' Salaries	$885,684.22
4421 - Computer Accessories	$5,072.28
2200 - Classified Support Salaries	$283,546.38
2215 - Classified Support Hourly Position	$12,601.35
2230 - Classifed Custodial Support	$552.00
2300 - Classified Supervisors' and Administrators' Salaries	$653,567.65
2400 - Clerical, Technical, and Office Staff Salaries	$619,864.14
3101 - State Teachers' Retirement System, certificated positions	$131,836.99
3202 - Public Employees' Retirement System, classified positions	$174,810.04
3301 - OASDI/Medicare/Alternative, certificated positions	$16,032.57
3302 - OASDI/Medicare/Alternative, classified positions	$107,569.82
3401 - Health & Welfare Benefits, certificated positions	$89,507.91
3402 - Health & Welfare Benefits, classified positions	$213,244.80
3501 - State Unemployment Insurance, certificated positions	$4,480.86
3502 - State Unemployment Insurance, classified positions	$7,132.31
3601 - Workers' Compensation Insurance, certificated positions	$11,126.16
3602 - Workers' Compensation Insurance, classified positions	$21,628.63
4300 - Materials and Supplies	$372.13
4325 - Instructional Materials	($509.91)
4330 - Office Supplies	$26,213.42
4340 - Professional Development Materials	$62,077.79
4345 - Student Materials and Supplies	$13.20
4410 - Classroom Furniture and Equipment	$2,500.00
4420 - Computers	$34,543.76
4430 - Office Furniture and Equipment	$1,164.60
4720 - Other Food	$80,107.76
5200 - Travel and Conferences	($1,185.34)
5205 - Car Allowance	$397.30
5210 - Conference Fees	$21,011.10
5215 - Mileage, Parking, Tolls	$4,581.81
5220 - Travel and Lodging	$41,547.61
5225 - Travel Meals & Entertainment	$8,820.74

Home Office Statement of Revenues and Expenditures and Change in Fund Balance as of 05/31/17

5300 - Dues and Memberships	$704.23
5310 - Subscription	$1,094.93
5315 - Other Dues and Membership	$1,042.70
5450 - Other Insurance	$91,164.65
5510 - Gas and Electric	$2,842.21
5520 - Security	$304.17
5530 - Water	$3,566.11
5605 - Equipment Leases	$27,300.05
5610 - Rent	$157,996.47
5615 - Repairs and Maintenance - Building	$5,593.04
5616 - Repairs and Maintenance - Computers	$59.15
5625 - Storage	$8,449.00
5800 - Professional/Consulting Services and Operating Expenditures	$5,145.30
5809 - Banking Fees	$3,170.65
5812 - Business Services	$91.29
5815 - Charter Development	$11,920.00
5827 - Educational Consultant	$20,225.00
5836 - Fingerprinting	$520.00
5839 - Fundraising	$2,349.53
5845 - Legal Fees	$16,629.23
5848 - Licenses and Other Fees	$4,863.99
5851 - Marketing and Advertising	$198.97
5854 - Other Consultants/Service Providers	$299,940.77
5857 - Payroll Fees	$8,173.59
5861 - Prior Yr Expenses (Not Accrued)	$5,149.05
5866 - Relocation	$5,000.00
5875 - Staff Recruiting	$27,487.07
5882 - Student Recruitment	$28,699.44
5887 - Technology Support	$33,164.96
5893 - Transportation	$343.44
5899 - Other Operating Expenses	$26,465.49
5900 - Communications	$24.00
5910 - Internet Connectivity, Website Fees	$119.00
5915 - Postage and Delivery	$2,910.44
5920 - Telephone and Fax	$34,551.66
6200 - Buildings and Improvement of Buildings	$25,403.68
7500 - Bad Debt Expense	$42,716.75
Total Expenditure	$4,707,281.23
7631 - Debt Service	($3,795.00)
Total Other Financing Sources (Uses)	($3,795.00)
Total Other Financing Sources (Uses)	$0.00
Excess (deficiency) of revenues and other financing	
sources over expenditures and other financing uses	**($299,958.61)**

Home Office Balance Sheet as of 05/31/17

Cycle: FY2016-2017; Fund Class: [All]; Fund Columns: [All Funds]; Account Code Expression: ([School] = '100') ; Balance Date: 05/31/2017; Detail: No; Created On: 8/22/2017 4:05:19 PM

Description	Total
9121 - Cash In Bank(s) - Checking	$638,543.70
9132 - Food Services Bank Account	$0.00
9146 - Cash in Bank(s)-Lazear Fundraising Account	$0.00
9200 - Accounts Receivable	$5,446.56
9201 - Advances	$5,110.00
9330 - Prepaid Expenditures (Expenses)	$64,800.00
9410 - Land	$1,066,937.50
9440 - Equipment	$35,866.00
9445 - Accumulated Depreciation-Equipment	($35,866.05)
Subtotal of Account Type: Asset	**$1,780,837.71**
Subtotal of Account Group: Assets	**$1,780,837.71**
9500 - Accounts Payable (Current Liabilities)	($17,295.64)
9501 - Accounts Payable (Locally Defined)	$3,225.04
9525 - Flex Plan Liability	$33,370.67
9540 - Payroll Liability - Federal	$6,151.61
9545 - Payroll Liability - State	$1,634.20
9550 - Retirement Liability - PERS	$5,310.27
9551 - Retirement Liability - PERS 2	$4,463.72
9555 - Retirement Liability - STRS	$8,298.35
9556 - Retirement Liability STRS PEPRA	$1,501.43
9570 - Wages Payable	$30,218.03
9580 - 403B Payable	$3,093.23
9585 - Other Payroll Liabilities	$11,352.78
9621 - Due to (from) Home Office	$0.00
9627 - Due to (from) Lazear	$0.00
Subtotal of Account Type: Liability	**$91,323.69**
9760 - Fund Balance, Unreserved	$1,978,905.14
9999 - DataImport- Balancing	$10,567.49
Net Increase/Decrease	($299,958.61)
Subtotal of Account Type: Fund Balance/Retained Earnings	**$1,689,514.02**
Subtotal of Account Group: Liabilities/Fund Balance	**$1,780,837.71**

Maureen E. McFadden, SBN 203781
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Oakland, CA 94612
Ph: (510) 835-5203
Fax: (510) 835-5205

Attorneys for Plaintiff
JUDITH McCRARY

SUPERIOR COURT OF THE STATE OF CALIFORNIA

COUNTY OF ALAMEDA

JUDITH MCCRARY, **Plaintiff,** **vs.** **EDUCATION FOR CHANGE; and DOES 1-10, inclusive** **Defendants.**	Case No.: RG16 814576 **COMPLAINT FOR DAMAGES** 1. Failure to Engage in the Interactive Process 2. Failure to Accommodate 3. Disability Discrimination **JURY TRIAL DEMANDED**

Plaintiff Judith McCrary alleges:

PARTIES

1. Plaintiff Judith McCrary was at all times relevant hereto a resident of the County of Alameda, California.

2. Defendant Education for Change is a corporation organized and existing under the laws of the State of California, with its principal place of business in Oakland, California.

3. Plaintiff is ignorant of the true names and capacities of the defendants sued herein as Does 1-10, inclusive and therefore sues these defendants by such fictitious names. Plaintiff is informed and believes and thereon alleges that each of these fictitiously named

defendants is in some manner responsible for the acts and occurrences alleged herein. Plaintiff will amend this complaint to allege their true names and capacities when ascertained.

4. Plaintiff is further informed and believes that each defendant, including the Doe defendants, were the agents, employees, principals, partners, and joint ventures of all the other defendants, and in the doing the acts alleged herein with acting within the course of said agency and employment.

5. Plaintiff began working as a cafeteria worker for Education for Change in August 2014.

6. In or about December 2014, plaintiff sustained an ankle injury which limited her ability to work. Plaintiff provided regular doctors' notes to her employer regarding her status.

7. When plaintiff's doctors certified that she was able to return to work in 2015, Education for Change refused to allow her to do so.

8. Education for Change told plaintiff she had been terminated.

9. Education for Change also told plaintiff she would need to re-interview for her job. Plaintiff disagreed with this, but did the interview and was then not hired.

10. Plaintiff filed timely charges with the California Department of Fair Employment and Housing as the claims alleged herein, and received a right to sue within the year prior to the filing of this complaint.

FIRST CAUSE OF ACTION

Failure to Engage in the Interactive Process

(Against all Defendants)

11. Plaintiff incorporates by reference paragraphs 1-10 above, as though fully set forth herein.

12. At all times relevant to this complaint, the Fair Employment and Housing Act (FEHA) and its implementing regulations were in full force and effect and binding on the defendant.

13. Pursuant to Government Code § 12940(n) it is unlawful for an employer to fail to

engage in the interactive process after a reasonable accommodation is requested by an employee or after it becomes apparent to the employer that an employee's physical disability is impeding the employee's ability to carry out the essential functions of his job.

14. Pursuant to Government Code §§ 12926 and 12926.1 plaintiff has a physical disability, a record of physical disability, and/or was perceived or treated as having a physical disability by the defendant.

15. The doctors' notes presented by plaintiff constituted requests for accommodation. Defendant took no action in response to those requests and failed and refused to engage in a timely, good faith interactive process at any point prior to terminating plaintiff.

16. As a direct and proximate result of defendant's wrongful conduct, plaintiff has suffered damages including, but not limited to, a loss of income and benefits, and has further suffered emotional distress and other general damages.

17. In doing the things alleged herein, defendant's conduct was despicable, and defendant acted toward plaintiff with malice, oppression, fraud, and with willful and conscious disregard of plaintiff's rights, entitling plaintiff to an award of punitive damages. Defendant's conduct described herein was engaged in by managing agents for the defendant and/or ratified by managing agents.

SECOND CAUSE OF ACTION

Failure to Accommodate

(*Against all Defendants*)

18. Plaintiff incorporates by reference paragraphs 1-17 above, as though fully set forth herein.

19. Pursuant to Government Code § 12940(m) it is unlawful for an employer to fail to provide reasonable accommodation to an employee with a disability.

20. Pursuant to Government Code §§ 12926 and 12926.1 plaintiff's ankle injury

constituted a physical disability. She also had a record of physical disability, and/or was perceived as or treated as having a physical disability by the Defendant.

21. The doctors' notes plaintiff provided to defendant constituted requests for accommodation. Defendant never addressed or attempted to address plaintiff's requests for accommodation prior to terminating her.

22. As a direct and proximate result of Defendant's wrongful conduct, plaintiff has suffered damages including, but not limited to, a loss of income and benefits, and has further suffered emotional distress and other general damages.

23. In doing the things alleged herein, defendant's conduct was despicable, and defendant acted toward plaintiff with malice, oppression, fraud, and with willful and conscious disregard of her rights, entitling plaintiff to an award of punitive damages. Defendant's conduct described herein was engaged in by managing agents for the Defendant and/or ratified by managing agents.

THIRD CAUSE OF ACTION

Disability Discrimination

(*Against all Defendants*)

24. Plaintiff incorporates by reference paragraphs 1-23 above, as though set for herein.

25. The above-described conduct, including but not limited to terminating plaintiff and asking her to re-interview for her own job, were discriminatory actions based on plaintiff's disability, perceived disability and record and history of having a disability.

26. As a proximate result of defendant's conduct, plaintiff has suffered and continues to suffer loss of earnings and employment benefits in an amount according to proof.

27. As a further proximate result of defendant's conduct, plaintiff has suffered and will continue to suffer emotional pain, humiliation, and mental anguish, all to her damage in an amount according to proof.

28. In doing the things alleged herein, defendant's conduct was despicable, and defendant acted toward plaintiff with malice, oppression, fraud, and with willful and conscious disregard of her rights, entitling plaintiff to an award of punitive damages. Defendant's conduct described herein was engaged in by managing agents for the Defendant and/or ratified by managing agents.

29. Plaintiff is entitled to recover attorneys' fees and costs pursuant to Govt. Code 12965(b).

PRAYER

WHEREFORE, Plaintiff prays for judgment against defendants and each of them, as follows:

1. For general damages, according to proof;
2. For emotional distress;
3. For lost earnings and employment benefits;
4. For attorneys' fees;
5. For punitive damages;
6. For costs of suit;
7. For interest to the maximum extent allowed by law; and
8. For such other and further relief as the court may deem just and proper.

DATED: May 5, 2016

LAW OFFICES OF MAUREEN E. MCFADDEN

By: ______________________
Maureen E. McFadden

Attorneys for Plaintiff
JUDITH MCCRARY

COPY

ENDORSED
FILED
ALAMEDA COUNTY

JUL 15 2016

CLERK OF THE SUPERIOR COURT
By STEPHANIE [illegible]
Deputy

YOUNG, MINNEY & CORR, LLP
PAUL C. MINNEY, SBN 166989
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Attorneys for Defendant,
EDUCATION FOR CHANGE

Exempt from Filing Fees
Gov. Code § 6103

IN THE SUPERIOR COURT OF THE STATE OF CALIFORNIA

COUNTY OF ALAMEDA

JUDITH MCCRARY,

Plaintiff,

v.

EDUCATION FOR CHANGE; and DOES 1 through 10, inclusive,

Defendants,

CASE NO.: RG16814576

DEFENDANT'S ANSWER TO PLAINTIFF'S COMPLAINT FOR DAMAGES

[Assigned for All Purposes to the Honorable Julia Spain, Dept. 19, Administration Building]

Complaint filed: May 5, 2016

BY FAX

Defendant EDUCATION FOR CHANGE (hereinafter, "School" or "Defendant") hereby answers Plaintiff' Complaint for Damages as follows:

Defendant generally denies each and every allegation of Plaintiff's complaint:

AFFIRMATIVE DEFENSES

FIRST AFFIRMATIVE DEFENSE

(No Cause of Action)

Defendant alleges that Plaintiff's Complaint, in its entirety, and all purported causes of action set forth therein, fail to allege facts sufficient to constitute a cause of action against Defendant.

SECOND AFFIRMATIVE DEFENSE

(Failure to Exhaust Administrative Remedies)

Defendant alleges that Plaintiff failed to exhaust administrative remedies which are a precondition to the claims she seeks to allege and as a result such claims are barred, including, but not limited to filing a complaint with the Department of Fair Employment and Housing and obtaining a right to sue letter.

THIRD AFFIRMATIVE DEFENSE

(Good Cause)

Defendant alleges there was good cause for Plaintiff's release from her employment.

FOURTH AFFIRMATIVE DEFENSE

(Failure to Mitigate Damages)

Defendant alleges that by the exercise of reasonable effort, Plaintiff could have obtained and retained employment substantially similar to her employment with Defendant promptly after release of her employment with Defendant. However, Plaintiff failed and refused, and continues to fail and refuse, to exercise a reasonable effort to obtain other employment.

FIFTH AFFIRMATIVE DEFENSE

(Legitimate Independent Reasons for Termination)

Defendants allege that such employment would have ended for legitimate, independent, non-discriminatory reasons and as a result Plaintiff cannot prevail on its claims.

SIXTH AFFIRMATIVE DEFENSE

(Privileged Conduct)

Defendant alleges that Plaintiff's claims are barred in that Defendant was exercising their legal right to terminate, release, or not renew Plaintiff; that Defendant's conduct was lawful and consistent with community standards; and that Defendant had a good-faith belief that it had legal right to engage in the conduct.

///

///

///

SEVENTH AFFIRMATIVE DEFENSE

(No punitive damages)

Defendant alleges the imposition of punitive damages in this matter would violate Defendant's rights to due process of law in violation of the California Constitution and are barred by Cal. Gov. Code §818, as punitive damages are expressly prohibited against public entities.

EIGHTH AFFIRMATIVE DEFENSE

(Business Necessity)

Defendant alleges that its actions with respect to Plaintiff were taken solely for legitimate, business reasons unrelated to any alleged discrimination of Plaintiff.

NINTH AFFIRMATIVE DEFENSE

(Government Claims Act)

Defendant alleges that Plaintiff failed to comply with the requirements of the Government Claims Act (Govt. Code §810, *et seq*.) and as a result, Plaintiff's claims are barred.

Dated: July 14, 2016

YOUNG, MINNEY & CORR, LLP

By: William J. Trinkle

William J. Trinkle
Attorney for Defendant,
EDUCATION FOR CHANGE

PROOF OF SERVICE

I, Jolanthe V. Onishi, declare:

I am over the age of eighteen years and not a party to the within action. I am employed by the law firm of Young, Minney & Corr, LLP. in the County of Sacramento, California and my business address is 655 University Ave., Suite 150, Sacramento, CA 95825. On the date set forth below, I served the foregoing document described as **DEFENDANT'S ANSWER TO PLAINTIFF'S COMPLAINT FOR DAMAGES**, on the interested parties in this action by placing a true copy thereof enclosed in a sealed envelope and addressed as follows:

MAUREEN E. McFADDEN Law Offices of Maureen E. McFadden 300 Lakeside Avenue, Suite 100 Oakland, CA 94612 Telephone: (510) 835-5203 Facsimile: (510) 835-5205	Attorney for Plaintiff, Judith McCrary

[**XX**]	**(VIA U.S. MAIL)** I caused such document to be placed in the U.S. Mail at Sacramento, California with postage thereon fully prepaid. I am "readily familiar" with the firm's practice of collection and processing correspondence for mailing. It is deposited with the U.S. Postal Service on that same day in the ordinary course of business. I am aware that on motion of party served, service is presumed invalid if postal cancellation date or postage meter date is more than one day after date of deposit for mailing in affidavit.
[ ]	**(VIA ELECTRONIC MAIL)** I caused such document to be transmitted via e-mail to the addressee from the e-mail address of jonishi@mycharterlaw.com
[ ]	**(BY PERSONAL SERVICE)** I caused such envelope to be delivered by hand to the offices of the addressee.
[ ]	**(VIA OVERNIGHT MAIL)** by placing a true copy thereof enclosed in a sealed envelope, with delivery fees paid or provided for, in a designated area for outgoing overnight mail, addressed as set forth below. In the ordinary course of business mail placed in that designated area is picked up that same day for delivery the following business day.

[**XX**]	**(STATE)** I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.
[ ]	**(FEDERAL)** I declare that I am employed in the office of a member of the bar of this court at whose direction this service was made.

Executed on July 15, 2016, at Sacramento, California.

Jolanthe V. Onishi

Jolanthe V. Onishi

YOUNG, MINNEY & CORR, LLP
655 UNIVERSITY AVENUE, SUITE 150
SACRAMENTO, CA 95825

Superior Court of California
County of Alameda

Superior Court of California, County of Alameda
George E. McDonald Hall of Justice
2233 Shoreline Drive
Alameda, CA 94501

Receipt Nbr: 305125
Clerk: sjonrowe
Date: 07/15/2016

Type	Case Number	Description	Amount
Filing	RG16814576	Initial Appearance	$435.00

Total Amount Due:	$435.00
Prior Payment:	
Current Payment:	$435.00
Balance Due:	$.00
Overage:	
Excess Fee:	
Change:	

Payment Method:

Cash:	
Check:	$435.00

BY FAX

COPY

CIV-110

ATTORNEY OR PARTY WITHOUT ATTORNEY: STATE BAR NO: 203781 NAME: Maureen McFadden FIRM NAME: Law Offices of Maureen E McFadden STREET ADDRESS: 300 Lakeside Drive, Suite 1000 CITY: Oakland STATE: CA ZIP CODE: 94611 TELEPHONE NO.: (510) 835-5203 FAX NO.: (510) 835-5205 E-MAIL ADDRESS: ATTORNEY FOR (*Name*): Judith McCrary	*FOR COURT USE ONLY* ENDORSED FILED ALAMEDA COUNTY JUN 19 2017 By SUE PESKO
SUPERIOR COURT OF CALIFORNIA, COUNTY OF Alameda STREET ADDRESS: 1225 Fallon Street MAILING ADDRESS: CITY AND ZIP CODE: Oakland, CA 94612 BRANCH NAME:	
Plaintiff/Petitioner: Judith McCrary Defendant/Respondent: Education for Change	
REQUEST FOR DISMISSAL	CASE NUMBER: RG16814576

A conformed copy will not be returned by the clerk unless a method of return is provided with the document.

This form may not be used for dismissal of a derivative action or a class action or of any party or cause of action in a class action. (Cal. Rules of Court, rules 3.760 and 3.770.)

1. TO THE CLERK: Please **dismiss** this action as follows:
   a. (1) [x] With prejudice (2) [ ] Without prejudice
   b. (1) [x] Complaint (2) [ ] Petition
   (3) [ ] Cross-complaint filed by *(name):* on *(date)*:
   (4) [ ] Cross-complaint filed by *(name):* on *(date)*:
   (5) [x] Entire action of all parties and all causes of action
   (6) [ ] Other *(specify)*:*
2. *(Complete in all cases except family law cases.)*
   The court [ ] did [x] did not waive court fees and costs for a party in this case. *(This information may be obtained from the clerk. If court fees and costs were waived, the declaration on the back of this form must be completed).*

Date: 6/8/17

Maureen McFadden

(TYPE OR PRINT NAME OF [x] ATTORNEY [ ] PARTY WITHOUT ATTORNEY)

(SIGNATURE)

*If dismissal requested is of specified parties only of specified causes of action only, or of specified cross-complaints only, so state and identify the parties, causes of action, or cross-complaints to be dismissed.

Attorney or party without attorney for:
[x] Plaintiff/Petitioner [ ] Defendant/Respondent
[ ] Cross Complainant

3. **TO THE CLERK:** Consent to the above dismissal is hereby given.**

Date:

(TYPE OR PRINT NAME OF [ ] ATTORNEY [ ] PARTY WITHOUT ATTORNEY)

(SIGNATURE)

** If a cross-complaint – or Response (Family Law) seeking affirmative relief – is on file, the attorney for cross-complainant (respondent) must sign this consent if required by Code of Civil Procedure section 581 (i) or (j).

Attorney or party without attorney for:
[ ] Plaintiff/Petitioner [ ] Defendant/Respondent
[ ] Cross Complainant

(To be completed by clerk)

4. [x] Dismissal entered as requested on *(date)*: JUN 19 2017
5. [ ] Dismissal entered on *(date)*: as to only *(name)*:
6. [ ] Dismissal **not entered** as requested for the following reasons *(specify)*:

7. a. [ ] Attorney or party without attorney notified on *(date)*:
   b. [ ] Attorney or party without attorney not notified. Filing party failed to provide
   [ ] a copy to be conformed [ ] means to return conformed copy

Date: JUN 19 2017 Clerk, by Sue Pesko, Deputy

Form Adopted for Mandatory Use
Judicial Council of California
CIV-110 [Rev. Jan. 1, 2013]

REQUEST FOR DISMISSAL

Code of Civil Procedure, § 581 et seq.; Gov. Code, § 68637(c); Cal. Rules of Court, rule 3.1390
www.courts.ca.gov

Plaintiff/Petitioner: Judith McCrary Defendant/Respondent: Education for Change	CASE NUMBER: RG16814576

COURT'S RECOVERY OF WAIVED COURT FEES AND COSTS

If a party whose court fees and costs were initially waived has recovered or will recover $10,000 or more in value by way of settlement, compromise, arbitration award, mediation settlement, or other means, the court has a statutory lien on that recovery. The court may refuse to dismiss the case until the lien is satisfied. (Gov. Code, § 68637.)

Declaration Concerning Waived Court Fees

1. The court waived court fees and costs in this action for *(name):*

N.A

2. The person named in item 1 is *(check one below):*
   a. ☐ not recovering anything of value by this action.
   b. ☐ recovering less than $10,000 in value by this action.
   c. ☐ recovering $10,000 or more in value by this action. *(If item 2c is checked, item 3 must be completed.)*
3. ☐ All court fees and court costs that were waived in this action have been paid to the court *(check one):* Yes No

I declare under penalty of perjury under the laws of the State of California that the information above is true and correct.

Date:

(TYPE OR PRINT NAME OF ☐ ATTORNEY ☐ PARTY MAKING DECLARATION) ▶ (SIGNATURE)

For your protection and privacy, please press the Clear This Form button after you have printed the form.

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