

PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

Please provide information for the applicant group's **designated representative**. This individual will serve as the contact for all communications, interviews, and notices from the ICSB regarding the submitted application.

IMPORTANT NOTE: *The full application, including this form, will be posted on the ICSB website. Applicants are advised that local community members, including members of the media, may contact the designated representative for questions about the proposed school(s).*

Legal name of group applying for charter(s):	Center for Educational Pathways
Names, roles, and current employment for all persons on applicant team:	Dr. Michael Bitz, Executive Director, Center for Educational Pathways
	Dr. Bill McKinney, Strategic Advisor, City University of New York
	Dr. Shaila Mulholland, Strategic Advisor, San Deigo State University
	Dr. Brian Chinni, Strategic Advisor, Ramapo College
	Valita Jones, Strategic Advisor, San Deigo State University
Designated applicant representative:	Dr. Michael Bitz
Address:	106-15 Queens Boulevard, Suite 4F
	Forest Hills, NY 11375
Office and cell phone numbers:	917-674-0014
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Provide the requested information for each school included in this proposal.
(You may add lines to the table if needed.)

Proposed School Name	Opening Year	School Model (e.g., college prep, dropout recovery)	Geographic Community *	School District(s) in Proposed Location	Grade Levels at Full Enrollment
Global Learning Space Charter Middle School	2013	Blended learning platform	Indianapolis (west side)	Indianapolis Public Schools	5-8

NOTE: * Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the relevant geographies the operator intends to serve.

Proposed Grade Levels and Student Enrollment

Provide the following information for each charter school included in this proposal. Specify the planned year of opening for each, the grade levels served, and both the planned and maximum number of enrolled students by grade level for each year. (You may duplicate the table as needed.)

Proposed School Name:	[Insert name here]	
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (specify starting year)	5-6	300 Planned/400 Maximum
Year 2	5-8	675 Planned/800 Maximum
Year 3	5-8	875 Planned/1,000 Maximum
Year 4	5-8	1,050 Planned/1,200 Maximum
Year 5	5-8	1,275 Planned/1,500 Maximum
At Capacity	5-8	1,275 Planned/1,500 Maximum

Do any of the proposed schools expect to contract or partner with an Education Service Provider (ESP) or other organization for school management/operation?* Yes No

If yes, identify the ESP or other partner organization:

Will an application for the same charter school(s) be submitted to another authorizer in the near future?

Yes No

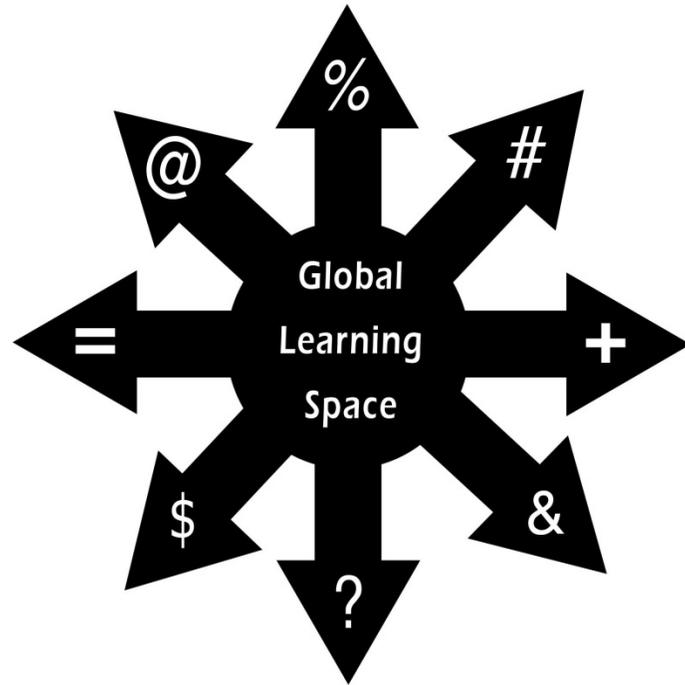
If yes, identify the authorizer(s):

Planned submission date(s):

Please list the number of previous submissions for request to authorize this(ese) charter school(s) over the past five years, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s):

Submission date(s):



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Application to
Indiana Charter School Board

Submitted April 9, 2012

Global Learning Space is an innovation from:

Center for Educational Pathways
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Global Learning Space

Charter Middle School

Executive Summary

Mission and Vision

Global Learning Space (GLS) is a blended school model and virtual learning platform dedicated to preparing students for success and careers in the twenty-first century. By combining new technologies with student-centered pedagogies, GLS represents educational innovation that redefines what school can be. GLS also represents researched-based methods in teaching and learning rooted in over a century of educational theories and best practices.

GLS is a culmination of over two decades of educational innovation from the nonprofit Center for Educational Pathways. We have partnered with over 300 community-based organizations and served over 100,000 youths across the United States—now we are ready to take the reins of our own school network. GLS is a synthesis of everything we have learned in the field about effective curriculum and assessment, educator development, technology infusion, program sustainability, and skills acquisition for the purpose of serving our learners in the most effective and efficient manner.

Educational Need and Target Population

Despite over a century of calls for transformation in the educational sector, most schools today function exactly as they did 100 years ago: rows of desks, worn textbooks, a teacher in front of the class. As the world goes digital and communication networks go global, a new vision for education is warranted. Classrooms no longer need walls. Students no longer need to be constricted by traditional, physical, nor even international barriers to learning. GLS is a disruptive innovation that pushes education into the twenty-first century by simultaneously connecting learners around the world and catering to each individual learner's needs.

Our innovation is rooted in the rapidly growing need for adaptive virtual learning platforms, particularly on the middle and high school levels. This need is fueled by society, economy, and pedagogy. Regarding society, the MacArthur Foundation's 2011 report is now well known: 65% of today's students will work at a job that has yet to be invented, yet the chasm between life outside of school and what transpires in most schools is so wide that it is nearly impossible to align the two. Regarding economy, a virtual learning platform, with low cost overhead and flexible infrastructure, rebalances investments in education toward the learner. Most important, pedagogy: through dynamic curricula and accessible, adaptable technologies, GLS embraces the core tenets of child-centered education, developed by decades of research and theory: creativity, problem solving, experiences, and communication should be a) at the heart of every learning experience, and b) pathways to critical learning in the core academic subjects: language arts, math, science, and history.

Our first and flagship school—GLS Charter Middle School—will serve students in high poverty neighborhoods of Indianapolis, with a focus on the western and northwestern regions of the Indianapolis Public School district. We believe that we can make an immediate and lasting impact with this population of underserved learners. We also plan to serve students with special needs through our physical school and virtual learning network. Unlike many other charter school operators, our network will enable special needs students to fully participate and access curriculum and instruction onsite and online. English language learners are another student population that GLS will serve effectively. Through our adaptive and individualized approach, students will build their English skills efficiently and according to their specific language acquisition needs. Finally, we aim to serve youths in juvenile detention or on probation through a dynamic career development program and basic skill building system. There is an enormous need to transform education for these youths most at risk, and we believe that GLS will play that role.

Community Engagement

The GLS team is actively involved in engaging students, parents, and the Indianapolis community in our school. In that effort, we have established a local Community Advisory Board, led by Steve Tegarden, a retired principal and community leader, and Masimba Rusununguko-Taylor, an active educator and community leader. Moreover, we have established two dynamic community organizational partners in Aftercare for the Incarcerated through Mentoring (AIM) and Young Audiences of Indiana. We have also established an operational partner in Goodwill Education Services, another esteemed member of the Indianapolis educational community. These partners will enable GLS to provide additional support services for our students alongside activities to enrich their educational experiences. In conjunction with our community partners and Community Advisory Board, we plan to schedule open houses and one-on-one consultations with parents, students, and community members, including the opportunity for them to access our curriculum and experience the range of learning opportunities offered by GLS. We are also planning online events and chat sessions to engage students and community members from across Indiana in our school and learning model.

Education Plan/School Design

Under the hood, the GLS model is built on an adaptive and individualized learning scaffold with a constant dataflow and feedback loop. This systems-based approach enables data on student progress and needs to drive instruction for any individual learner. The curriculum is accessed online through a flexible content delivery system and corresponding mobile app. For students, the learning experience is one of creative exploration, worldwide collaboration, research, entrepreneurship, civic engagement, and meaningful skill-building centered on Projects, Collaborations, Game Play, Learning Quests, and Independent Practice. These GLS physical and online classrooms are led by Learning Leaders and Instructional Specialists: highly qualified facilitators trained in the GLS model.

Projects are two-week learning blocks that present students with a challenge, followed by daily reading, writing, and math assignments that lead students through the steps to succeed in the challenge. Collaborations connect youths worldwide through supervised online class sessions while they interact with experts in a range of fields, including the sciences, economics, arts, media, and literature. Learning Quests are science and social studies explorations designed by GLS curriculum experts with a particular focus on research and writing, while the Game Play and Independent Practice are math and literacy blocks based on adaptive technologies, which partner fun with rigorous skill building.

The GLS curriculum is rooted in the Common Core Learning Standards and Indiana State Learning Standards; every lesson and activity has a defined learning goal, recognizing the need for students to consistently build basic skills while pursuing creative and critical thinking. The GLS curriculum is scaffolded on this crucial balance between what students need to know and what they need to stay engaged in school and learning.

The first part of the equation—what students need to know—is informed by a flow of carefully managed data resulting from daily adaptive assessments in math, reading, and writing. Many of our assessments are game-based and all are rubric-based. The data are automatically mapped on individual, classroom, and school-based levels. The data are housed in a centralized system accessed by GLS leaders and instructional staff, who confer frequently on how the data drives instruction for each student. Students receive rapid feedback, and they track their points and progress over time. Parents have access to student data and are able to monitor their children’s progress and communicate with GLS staff all along the way.

The second part of the equation—what students need to stay engaged in learning—is rooted in decades of research in effective pedagogy and instruction: exploration, collaboration, independence, creativity, and support are at the heart of every learning experience. In the backdrop at all times is a focus and exploration of twenty-first century careers in technology and digital media. The GLS approach is also informed by research in drop-out prevention, which tells us to use data effectively, identify stakeholders, employ communication strategies, connect with the business community, and provide structural supports. Finally, GLS is informed by best practices in blended classroom environments to create the right conditions for student success and ownership of learning: define success, establish multiple pathways to learning, base decisions on learning outcomes, provide rapid feedback, and adopt mastery-based grading.

Vision for Growth

With the ability to leverage a comprehensive instructional platform and content delivery system over any number of students across Indianapolis and Indiana, the GLS growth model is an aggressive one designed to impact the greatest number of students as possible. Moreover, for each physical school that we launch in Indianapolis, we envision a set of satellite centers: smaller learning spaces serving areas of need in a flexible, nimble manner. The combination of our physical schools, satellite centers, and virtually enrolled students means that our growth plan is as much based on student enrollment as it is on opening new schools. Our Indiana growth plan is as follows:

Year 1 (2013-2014 school year)

- GLS Charter Middle School, Grades 5-6, Enrollment: 250
- Virtually Enrolled Students, Grades 5-6, Enrollment: 50
- Total GLS Indiana Enrollment: 300

Year 2 (2014-2015 school year)

- GLS Charter Middle School, Grades 5-8, Enrollment: 500
- GLS Charter Middle School Satellite Centers (2), Grades 5-8, Enrollment: 100
- GLS Charter High School, Grades 9-12, Enrollment: 250
- Virtually Enrolled Students, Grades 5-12, Enrollment: 125
- Total GLS Indiana Enrollment: 975

Year 3 (2015-2016 school year)

- GLS Charter Middle School, Grades 5-8, Enrollment: 500
- GLS Charter Middle School Satellite Centers (4), Grades 5-8, Enrollment: 200
- GLS Charter High School, Grades 9-12, Enrollment: 500
- GLS Charter High School Satellite Centers (2), Grades 9-12, Enrollment: 100
- Virtually Enrolled Students, Grades 5-12, Enrollment: 350
- Total GLS Indiana Enrollment: 1,650

Year 4 (2016-2017 school year)

- GLS Charter Middle School, Grades 5-8, Enrollment: 500
- GLS Charter Middle School Satellite Centers (6), Grades 5-8, Enrollment: 300
- GLS Charter High School, Grades 9-12, Enrollment: 500
- GLS Charter High School Satellite Centers (6), Grades 9-12, Enrollment: 300
- Virtually Enrolled Students, Grades 5-12, Enrollment: 500
- Total GLS Indiana Enrollment: 2,100

Year 5 (2017-2018)

- GLS Charter Middle School, Grades 5-8, Enrollment: 500
- GLS Charter Middle School Satellite Centers (8), Grades 5-8, Enrollment: 400
- GLS Charter High School, Grades 9-12, Enrollment: 500
- GLS Charter High School Satellite Centers (8), Grades 9-12, Enrollment: 400
- Virtually Enrolled Students, Grades 5-12, Enrollment: 750
- Total GLS Indiana Enrollment: 2,550

Leadership and Governance

The GLS team is built around a dynamic force of leaders in education from across the United States, with a highly qualified Indianapolis-based team of innovative and experienced educators who have led and served successful charter schools. The entire team is overseen by Dr. Michael Bitz, an internationally recognized educational reformer. As the first recipient of the Mind Trust Fellowship in Educational Entrepreneurship, Dr. Bitz has worked to establish creativity at the

core of teaching and learning, including students in 14 Indianapolis schools and eight other schools across Indiana. Dr. Bitz is the author of two books and several notable articles, and he holds two university faculty appointments in literacy and arts-in-education. Dr. Bitz will be relocating from New York City to Indianapolis for the planning, launch, and establishment of GLS Charter Middle School.

The appointed School Leader of GLS Charter Middle School (see Attachment 2: named withheld for privacy, approved by ICSB) is currently the founding principal of a successful, innovative charter school in Indianapolis. A veteran educator with a Certification in Educational Leadership from IUPUI, our School Leader has extensive experience in teaching, administration, and working with traditional as well as special needs students and juvenile offenders. Our School Leader guided his current school through the charter application and planning process, and he successfully launched the school as it continues to grow and thrive today. This experience along with his connections to the Indianapolis community will help ensure that the first GLS school meets its projected targets and becomes a model for middle school reform nationwide.

Our School Leader will be closely aided in Indianapolis by our Director of Operations, Virginia Ramos. An experienced school educator and administrator, Ms. Ramos brings a wealth of knowledge and capability to put the GLS vision into place, including school infrastructure, community connections, scheduling, and assessment coordination. The Indianapolis team is rounded out by our Director of Instruction, Curriculum, and Technology (see Attachment 3: named withheld for privacy, approved by ICSB). With a Masters Degree in Special Education and over nine years of experience as an educator in one of Indianapolis' most successful charter schools, our Director of Instruction, Curriculum, and Technology will oversee the curriculum implementation, student dataflow and analysis, and Individual Learning Maps.

Along with Dr. Michael Bitz, the governing board and national GLS team consists of:

- Dr. Bill McKinney, an expert in dropout prevention.
Director, Samuels Research Center, City University of New York, Graduate Center
Chair, Philadelphia African American and Latino Male Dropout Taskforce
- Dr. Shaila Mulholland, an expert in distance learning.
Assistant Professor, San Diego State University, Interworks Institute; Lumina Scholar;
Dissertation: "Lessons from 50 Years of Access and Equity Struggles in Indiana"
- Dr. Brian Chinni, an expert in educational leadership and teacher development.
Director and Assistant Professor, Masters in Educational Leadership Program, Ramapo
College of New Jersey; Former school teacher, principal, and district administrator
- Valita Jones, an expert in assessment and curriculum.
Doctoral Candidate, San Diego State University; Dissertation: "In Search of Conscious
Leadership: A Qualitative Study of Postsecondary Educational Leaders' Practices"

Section I: Evidence of Capacity

Founding Group

The Global Learning Space (GLS) founding group coalesced around a collective desire to transform how students learn and how schools serve that purpose in the 21st century. This is not a new mission for the group—collectively we have been transforming educational practice for over two decades through school leadership, curriculum development, educational research, program management, teacher education, and advocacy. GLS is the culmination of this work and the launch of a school model designed for one sole purpose: student success. The founding group is:

- Dr. Michael Bitz, Executive Director and Network Leader

As Executive Director and Network Leader, Dr. Michael Bitz will oversee GLS as a network of schools and learners, and he will work directly to establish GLS Charter Middle School in Indianapolis as the flagship of the network. He will also oversee the development and implementation of the GLS curriculum and instructional platform. Dr. Bitz is an internationally recognized educator and educational reformer. The first recipient of the Mind Trust Fellowship in Educational Entrepreneurship, Dr. Bitz has worked to establish creativity at the core of teaching and learning for students nationwide, including students in 14 Indianapolis schools and eight other schools across Indiana. His approaches to curriculum, instruction, and assessment have been documented and researched by numerous independent organizations, and these approaches are at the core of the GLS model. While targeting specific skills and content areas through innovative curricula and instructional methods, Dr. Bitz has demonstrated and written extensively on the importance of involving students, parents, and community members in the pursuit of academic excellence. Moreover, as the founder of the nonprofit Center for Educational Pathways, Dr. Bitz has extensive experience with nonprofit leadership, administration, governance, financial stewardship, and facilities management. A graduate of Columbia University and Columbia's Teachers College, Dr. Bitz is the author of two books and several articles, and he holds two university faculty appointments in literacy and arts-in-education. Dr. Bitz will be relocating from New York City to Indianapolis for the planning, launch, and establishment of GLS Charter Middle School. He will be working on a full-time basis in this effort immediately after approval, a position funded by a university sabbatical and earned income from the Center for Educational Pathways.

Our Indianapolis Team

- School Leader (see Attachment 2: named withheld for privacy, approved by ICSB)

Our School Leader will oversee all aspects of the launch and success of GLS Charter Middle School, including student and staff recruitment, budgeting and resource allocation, facilities management, data reporting, ensuring school safety, meeting state mandates, maintaining community relations, and implementation of the GLS model. He will also work with the GLS national team to facilitate the expansion of GLS in Indianapolis. Our School Leader is currently

the founding Principal at an innovative and successful charter school in Indianapolis. In this role he guided the school through the charter application and planning process, and he successfully launched the school as it continues to grow and thrive today. His wealth of experience in charter school start-up will help GLS navigate challenges and opportunities through its first years in Indianapolis. A veteran educator with a Certification in Educational Leadership from IUPUI, our School Leader has extensive experience in teaching, administration, and working with traditional as well as special needs students and juvenile offenders. He came to his current position from a state Department of Corrections where he served as a teacher and administrator. He holds Indiana Teacher Licenses in US History, World Civilization, Geography, and Spanish. This combination of school management experience, understanding of diverse students, and position in the Indianapolis community makes our School Leader a uniquely qualified person to launch GLS Charter Middle School. He will be working on a full-time basis for GLS immediately after approval, a position funded by private and governmental sources being pursued, or by financing.

- Virginia Ramos, Director of Operations

The transition of the GLS model from planning phase to implementation will take a skilled team member with a combination of administrative and classroom experience. That person is Virginia Ramos, who has established herself in Indianapolis as an effective administrator and innovative educator. As Director of Operations, Ms. Ramos will oversee daily school operations including scheduling, communications, attendance, administrative staff, facilities operations, parent relations, student discipline, assessment processes, data collection, and community partnerships. Ms. Ramos served as Teacher-Advisor at Goodwill's Indianapolis Metropolitan Charter High School from 2006-2010; during that time she also served various administrative roles, including Class and Testing Scheduler for the freshman school and Staff Evaluation and Compensation Committee Member. In this latter role, Ms. Ramos streamlined data interpretation for staff evaluations, using both NWA and ECA results as well as cumulative student growth, to appropriate staff promotions. Other administrative positions in Ms. Ramos' career include: After School Coordinator for Horizon Christian School (Indianapolis); Program Leader for Crossroads of America Council (Indianapolis); Alternative Education Coordinator for Roosevelt High School (Bronx, NY); and Administrative Manager for Cornell University Medical College's Adolescent Development Program (New York, NY). Furthermore, Ms. Ramos is an experienced bilingual educator who holds a Certification in Curriculum Mapping from Indiana University; Indiana Teacher Licenses in Social Studies, Economics, and Psychology; Bachelors of Economics from Fordham University; and Masters of Education from the City College of New York. She will be working on a part-time basis for GLS after approval, a position funded by private and governmental sources being pursued, or by financing.

- Director of Instruction, Curriculum, and Technology (see Attachment 3: named withheld for privacy, approved by ICSB)

GLS redefines the roles of educators and curricula in a learning space. Therefore, our Director of Instruction, Curriculum, and Technology (ICT) is a highly qualified and experienced educator who will act as the liaison between educators, students, and technology in the school, as well as

bridge to the GLS national team and curriculum developers. The Director of ICT will help students and staff to maximize the effectiveness of the curriculum delivery system, streamline the student data loop, implement and problem solve school technologies, coordinate GLS Projects and Collaborations, train and support Learning Leaders and Instructional Specialists, oversee Individual Learning Maps, and analyze and distribute student data and results. Our Director of ICT, who holds a Masters in Special Education, has served as Special Education Teacher and Reading Specialist at one of Indianapolis's highest regarded charter schools. Ever dedicated to the success of underserved youth in Indianapolis, our Director of ICT has worked as a child and adolescent case manager, where he managed assigned cases by empowering and developing transitional skills with families of various backgrounds to improve or stabilize their home and school environments. He will be working on a part-time basis for GLS after approval, a position funded by private and governmental sources being pursued, or by financing.

Our National Team and Governing Board

Along with Dr. Michael Bitz, Executive Director, the GLS governing board consists of:

- Dr. Bill McKinney, Strategic Advisor to School and Community Partnerships

An urban anthropologist, Dr. Bill McKinney is a renowned leader in educational research and dropout prevention. The Philadelphia school district appointed Dr. McKinney as the head of the city's African American and Latino Male Dropout Taskforce, which was launched to study and make recommendations for addressing the educational needs of the city's most at-risk youths. Dr. McKinney also holds the appointment of Director at the Howard Samuels Research Center located at the City University of New York's Graduate Center. In this function, Dr. McKinney oversees all aspects of the Samuels Center's functions, including budgeting, staffing, reporting, and fundraising. Dr. McKinney partnered with Dr. Bitz in developing and launching the Youth Music Exchange, and the two continue to collaborate in the development of a new initiative called the Student Gaming Expo: youth-developed videogames hosted online and distributed worldwide. Dr. McKinney's role in GLS will be to advise the overall development and establishment of the school, with a particular focus on how GLS meets the needs of at-risk students and those most in danger of dropping out of school. Dr. McKinney will also advise GLS on its connections to communities and the school district at-large in order to ensure that GLS supports rather than subverts neighborhoods and the other schools that serve them.

- Dr. Shaila Mulholland, Strategic Advisor to Distance Learning

A graduate of Lawrence North High School in Indianapolis and Indiana University, Dr. Shaila Mulholland has been studying and implementing strategies for college access for underserved youths for more than a decade. Her doctoral thesis, supported by a grant from the Lumina Foundation, was titled "Lessons from 50 Years of Access and Equity Struggles in Indiana"; it investigated the connections between high schools, community colleges, and four-year colleges in Indianapolis and across the state of Indiana. A particular realm of interest is Dr. Mulholland's research on distance learning and how technology can be leveraged for college access and

increased student success. As a faculty member at San Diego State University, Dr. Mulholland teaches Hybrid Delivery of a Course: Emerging Issues in Education, and Improvements in Teaching Methods: Personal Cultural Narrative. At SDSU's Interworks Institute, Dr. Mulholland is establishing international networks of learners, which GLS will leverage for the Collaborations component of the curriculum. As Strategic Advisor to Distance Learning, Dr. Mulholland will help GLS establish and maintain a dynamic instructional platform and curriculum delivery system. Dr. Mulholland is also extremely adept at assessment practices and will advise internal and external assessment processes at GLS.

- Dr. Brian Chinni, Strategic Advisor to Educator Development

Dr. Brian Chinni is an experienced teacher of teachers, who brings a new vision for how adults impact the Zone of Proximal Development (learning independence) in the classroom. He has extensive experience in the field including classroom math teacher, school principal, district-level administrator, professor of education, and college administrator. He is also a consultant to Educational Testing Service (ETS) on the Assessment Wizard software for designing and sharing student assessments. Dr. Chinni holds a Doctorate of Educational Administration/Supervision from Seton Hall University and a Post-Graduate Principal's Certificate from the Harvard Graduate School of Education. Dr. Chinni directs the Masters of Educational Leadership Program at Ramapo College, the public liberal arts college of New Jersey. As Strategic Advisor to Educator Development, Dr. Chinni will help develop the training and professional development program for GLS's Learning Leaders and Instructional Specialists, which will enable these educators to use student data to make effective instructional choices and decisions. Dr. Chinni will also help recruit and develop effective GLS school leaders and administrators.

- Valita Jones, Strategic Advisor to Assessment

Assessment, both internal and statewide, is crucial to the success of a new charter school. Valita Jones, a doctoral candidate in Educational Leadership at San Diego State University and an experienced educator, will serve GLS as Strategic Advisor to Assessment. In this role, Ms. Jones will help GLS establish authentic assessment practices, data analysis systems, student feedback loops, and instructional responses to student needs based on assessment results. Ms. Jones has an extensive range of experiences, ranging from Director of San Diego State University's College of Extended Studies; Graduate Student Affairs & Diversity Officer at University of California; Curriculum Coordinator/Program Counselor at Alliant University in San Diego; and Retention Coordinator at San Diego State University's Mesa Engineering Program. In all of these roles, Ms. Jones instituted and streamlined assessment practices that informed program development and student instruction, particularly for underserved learners. Ms. Jones also served on the founding boards of Fanno Academy Charter School and Our School Educational Academy, both in southern California.

Partners

The Global Learning Space (GLS) has established a number of important partnerships that impact the viability of our school operations and mission. As a start-up school operator, it is extremely important for GLS to have an operations partner to help guide the opening of GLS Charter Middle School, subsequent GLS schools, and overall success during the first five years of operation. For this reason, GLS is partnering with Goodwill Education Services (GEI). GEI is one of the most experienced charter school operators in Indianapolis, and has been a supporter of our curricular initiatives like the Youth Music Exchange, which are at the heart of the GLS curriculum. GLS will leverage the experience of GEI in order to establish sound budgeting and hiring practices, space allocation, data collection and analysis, state reporting, and other elements of back-office operations. Furthermore, GEI enables start-up charter organizations like GLS to pool resources in securing competitive insurance rates, benefits packages, professional development services, and other key aspects of school management that would cost GLS considerably more money, time, and energy without such a partner.

GLS has also established a number of Indianapolis community partners to further our mission of providing the best and most comprehensive education to students in need. In this effort, we have forged a partnership with IUPUI's Aftercare for the Incarcerated through Mentoring (AIM). Working with AIM, we will address the educational needs of juvenile offenders and students who have become disconnected from school and learning. The partnership enables GLS to pair our at-risk youths with mentors who can help guide students in their efforts to succeed in school and in life. By establishing this network of supports through AIM, GLS will become a place for juvenile offenders and those on probation to explore career goals and gain the skills necessary to enter and succeed in those careers. This partnership was first tested through the Youth Music Exchange with very successful results. The juvenile offenders who participated formed a record label, and in doing so gained school credits that helped them transition back into the school system.

Another important community partner for GLS is Young Audiences of Indiana. One of Indianapolis's most robust arts education organizations, Young Audiences fosters creative learning as a pathway to academic success—one of the core tenets of GLS. Young Audiences and GLS will work to develop new curricula and opportunities for GLS students, who will then showcase their achievements for other students across Indianapolis. This partnership will greatly bolster the GLS arts clubs and provide our students with an outlet to share their creative pursuits. Moreover, Young Audiences will provide GLS with important student recruitment opportunities, as we present workshops and other networking events about our model.

Governance

GLS will be overseen by a single network-level board that will eventually govern multiple schools. That governing board is: Dr. Michael Bitz, Dr. Bill McKinney, Dr. Shaila Mulholland, Dr. Brian Chinni, and Ms. Valita Jones (see Attachment 1 for resumes and qualifications). This founding board was established to launch GLS as a viable educational model and institution. The board will meet monthly during the planning phase to review start-up procedures and progress;

the board will meet monthly once the school opens to review academic procedures and achievement; finances and financial concerns; and short-term and long-term planning for the school. The board will approve the annual budget, and it will approve the hiring of school leaders and upper-level school administrators. The board will also ensure that GLS complies with Indiana's Public Access Laws, including the Open Door Law, by making board and school operations transparent, open for review, and open for comment by stakeholders, including parents and community members. Once GLS Charter Middle School launches, the board will form two standing subcommittees: one for assessment and one for budgeting and finance.

The GLS governing board holds an extremely high ethical standard and is committed to a policy of equal opportunity in all aspects of GLS. The board holds itself responsible to create an environment free from discrimination, and it will act to ensure that its structures are free from direct or indirect discrimination on the grounds of sex, marital status or pregnancy, race, age, sexual orientation, gender identity, religious or political beliefs, impairment, family responsibility, or family status. The board will take measures to avoid, or appropriately deal with, any situation or relationship in which members may have, or be seen to have, a conflict of interest that could, directly or indirectly, compromise the performance of their duties and the effectiveness of GLS. In the effort to avoid conflicts of interests, board members will complete an annual disclosure form that will identify any potential conflicts of interest. See Attachment 7 for the board's Code of Ethics and Conflict of Interest policy.

Any parent, student, or community member who has an objection to a governing board policy or decision, administrative procedure, or practice at the school will have the opportunity to voice those concerns directly to the Executive Director and/or School Leader, as well as through the Community, Parent, and Student Advisory Boards. The governing board will take all objections and concerns seriously and review them at board meetings; the board will use those objections and concerns to make decisions for the best of the entire school population and overall viability of the school. The grievance process will be outlined in the Student-Parent Manual, which will be distributed to all students and parents in print and available on the GLS website.

GLS is an educational innovation of the nonprofit Center for Educational Pathways (CEP), incorporated in 2002 in New York City. The mission of the Center for Educational Pathways is "to research, develop, and distribute alternative pathways to learning for children in urban areas." This mission is thoroughly aligned with GLS, and the establishment of GLS was added as an addendum to the CEP bylaws on March 30, 2012. See Attachment 4 for these amendments.

Community Advisory Board

The GLS team is actively involved in engaging students, parents, and the Indianapolis community in our schools. In that effort, we have established a local Community Advisory Board, co-led by two community leaders and well-respected educators in Indianapolis. The Community Advisory Board will meet four times a year and help guide GLS in community-related matters. A member from the Community Advisory Board will report to the governing GLS board twice a year.

- Steve Tegarden, Community Advisory Board Co-Leader

Steve Tegarden is one of the most renowned and well-respected educators in Indianapolis. Having served many years as a teacher, superintendent, and community activist, Mr. Tegarden continues to make a strong impact on education in Indianapolis through his advisement and guidance to nonprofit organizations and schools large and small. As a leader of the GLS Community Advisory Board, Mr. Tegarden will help GLS establish strong ties to the community, and he will guide the GLS team toward effective partnerships and opportunities for growth within the Indianapolis area.

- Masimba Rusununguko-Taylor

An active educator and community leader, Masimba Rusununguko-Taylor joined the GLS Community Advisory Board in an effort to bring exceptional educational opportunities to the students of Indianapolis. Ms. Rusununguko-Taylor currently serves as Dean of Intervention at Andrew J. Brown Academy, and she has taught at a number of Indianapolis schools, establishing a reputation of rigor, excellence, and innovation. She is a member of the National Coalition of 100 Black Women and has already helped GLS to connect with community-based and parent-based organizations that will support the launch and growth of our schools.

Along with our Community Advisory Board, GLS will establish a Parent Advisory Board and Student Advisory Board once the school launches. These advisory bodies will help guide the GLS board in decision-making, and they will impart important information and views from the key stakeholders in our school by reporting to the governing board twice a year.

Network Vision, Growth Plan, and Capacity

GLS was founded on the sole purpose of giving our students the highest quality and most effective education possible. In that effort, our growth plan balances the desire to reach many young learners with the need for financial stability and fiduciary responsibility. Therefore, rather than opening as many schools as possible, we are focused on establishing each of our schools as a hub of learning and a network of learners, all connected through the GLS platform and curriculum managed by Dr. Michael Bitz and a team of curriculum experts.



Virtually Enrolled Students

GLS Charter Middle School will enroll students virtually for those who cannot attend a physical space because of special needs, probation/incarceration, inaccessibility to school, or other validated reasons. Unlike any other virtual learning platform, GLS connects these learners with a network of worldwide peers and learning supports. Specially trained Learning Learners and Instructional Specialists work with these students in cohorts, and we guide parents/guardians on how to become partners in learning. Virtually enrolled students use the same curriculum as the blended physical school, and their instruction is guided by the same feedback mechanism. Virtually enrolled students interface with GLS physical classrooms frequently through Collaborations and multi-student Game Play. The virtual students are overseen by a manager who serves under the School Director.

The virtual component of GLS Charter Middle School enables flexibility within our instructional design, allowing all of our students to learn in a variety of modes and according to any range of schedules. It also enables us to reach students whose needs are not typically met by a traditional school environment, including special needs students with mobility issues and juvenile offenders. While both of these populations typically represent struggling learners, GLS will also have an impact on students at the other end of the academic spectrum: advanced learners who need additional challenges to stay motivated. By balancing the needs and interests of high-performing students, GLS will help them advance their learning and work toward credit acceleration that satisfies high school and college course requirements.

Satellite Centers

Because many students in need will not be able to access public or parent transportation to GLS Charter Middle School, we will launch Satellite Centers in key locations. The Satellite Centers are overseen by the School Leader and are each facilitated by a manager. GLS Charter Middle School serves 500 students at full enrollment; each Satellite Center serves approximately 50 students. It is staffed by two Learning Leaders and an Instructional Specialist who are connected to the main campus through support, training, and weekly meetings. Students at a Satellite Center attend a full school day and follow a parallel schedule to the main campus; they have opportunities to engage with students at the main campus through events and showcases. Satellite Centers are located in a variety of flexible spaces and are yet another opportunity for GLS to maximize its potential to reach students in need and help them achieve success.

Growth Plan

As highlighted on page 4, GLS plans to focus on Indianapolis and Indiana over the next five years with the establishment of GLS Charter Middle School and GLS Charter High School (expected launch in 2014 through a separate ICSB application). By 2017, GLS Charter Middle School is expected to have 500 physically enrolled students; 375 virtually enrolled students; and 400 students served at eight satellite centers.

Once we demonstrate five years of success with our middle school and high school learning models in Indianapolis, we will then expand our learning network statewide and nationwide with the Indianapolis schools as our flagships. We believe that this concentrated, methodical approach will serve us best in the long term. When it is time to expand the GLS network, we have targeted the following cities: New York, Philadelphia, San Diego, and Newark. These target cities are represented by the current geographic placement of our national team: Bitz (New York); McKinney (Philadelphia); Mulholland and Jones (San Diego); Chinni (Newark).

Capacity and Risks

Although GLS Charter Middle School will be the first launched by the founding team and the Center for Educational Pathways, we have established a long track record of successful educational initiatives and implementations. In doing so, we have been connected with over 1,000 schools nationwide: we have seen what works and what impedes learning and student success. We have built the GLS plan on this knowledge and experience base. Furthermore, we have selected a highly qualified School Leader (see Attachment 2), who has led a successful Indianapolis charter school through the planning, launching, and sustaining phases.

The greatest risks to the success of GLS are the following:

- *Low Enrollment:* As made evident in our budget plan, GLS plans to be self-sufficient on state student allotments. This requires robust enrollment numbers. In order to minimize the risk of low enrollment, we will: carefully plan the placement of GLS schools and satellite centers based on neighborhood needs analyses; market the school through community partnerships and networks; rely on our operational partner, Goodwill Education Initiatives, for guidance on enrollment and other policy decisions; market statewide to potential virtually enrolled students.
- *Staff Turnover:* The founding team in Indianapolis is important for the success of the first GLS school. In order to minimize the risk of school leaders and instructional staff leaving GLS for other opportunities, we will: compensate school leaders and staff with competitive salaries and benefits packages, as well as bonus opportunities; offer promotion opportunities within the GLS network; establish an educational environment with many intrinsic rewards; enable professional development opportunities to further educational effectiveness and career growth.
- *Missed Performance Targets:* As with any school today, GLS must demonstrate its rigor and effectiveness by meeting performance goals. To minimize the risk of missed performance targets, we will: monitor student progress on a weekly basis through the GLS instructional platform; target specific skill gaps for individual students; administer interim Acuity assessments four times a year; communicate weekly with school leaders and instructional staff on overall progress and necessary adaptations; communicate with students and parents frequently about Individual Learning Maps and what students need to accomplish to achieve mastery and success.

Network Management

In launching GLS Charter Middle School, the governing board has decided to form a relationship with an operations partner to help guide the opening of GLS Charter Middle School, subsequent GLS schools, and overall success during the first five years of operation. For this reason, GLS is partnering with Goodwill Education Services (GEI). GEI is one of the most experienced charter school operators in Indianapolis, and has been a supporter of our curricular initiatives like the Youth Music Exchange, which are at the heart of the GLS curriculum. GLS will leverage the experience of GEI in order to establish sound budgeting and hiring practices, space allocation, data collection and analysis, state reporting, and other elements of back-office operations including payroll and human resources. Furthermore, GEI enables start-up charter organizations like GLS to pool resources in securing competitive insurance rates, benefits packages, professional development services, and other key aspects of school operations that would cost GLS considerably more money, time, and energy without such a partner. GLS will select on an annual basis which GEI services it will secure (if any), and will budget for those services accordingly. The GLS governing board will review the performance of tasks coordinated with GEI and determine on an annual basis whether the relationship between GLS and GEI will continue.

The GLS network team and individual school leaders will communicate and collaborate on all important decisions related to a GLS school. The following table outlines school- and organizational-level decision-making authority for key components of GLS:

Function	Network Decision-Making	School Decision-Making
Performance Goals	x	
Curriculum	x	
Professional Development		x
Data Management/Interim Student Assessments	x	
Grade Level Promotion Criteria	x	
Culture		x
Budgeting, Financing, and Accounting	x	
Student Recruitment		x
School Staff Recruitment and Hiring		x
HR Services (payroll, benefits, etc.)	x	
Development	x	
Community Relations		x
Information Technology	x	
Facilities Management		x
Vendor Management/Procurement		x
Other Operational Functions		x

Section II: School Design

Education Plan

Rationale

The growing impact of ineffective education comes more to light every day. On March 20, 2012, a panel from the US Council of Foreign Relations declared our failing schools a matter of national security. There are some promising models in effect for addressing this ongoing national crisis, many leveraging technology, adaptive instruction, unconventional learning spaces, and community connections—all components of the GLS model. Yet along with addressing the decades-old achievement gaps, technology gaps, and literacy gaps, GLS is designed to address the pervasive *engagement gap* that underlies our educational problems. Simply put, if students *want* to learn, the *more* they will learn, and the *better* they will learn. Over a century of educational research—from cognition theory to curriculum practice—has demonstrated this phenomenon, yet most schools work against the formula.

For many, the answer to engaging students has been “project-based” learning, a buzz word in education though the concept has been practiced since the 1920s. The GLS curriculum is, in fact, project-based, but we stay true to the original purpose of the methodology: a project is a means to the end of skills acquisition, content understanding, research and analysis, and further inquiry. Therefore, in developing the marketing plan for an original videogame, for example, students will have mastered non-fiction reading structures and the SQ3R reading method. The marketing plan is interesting and important (especially to the student), but it is the reading structures and methodologies that are important to GLS in the establishment of student academic success.

A major concern about project-based learning is that it is not measurable and, therefore, fails to lead to measurable results. Here is where technology dramatically changes the paradigm in the GLS model. While still enabling flexibility and student choice, every step in a GLS Project is based on a learning standard and results in a daily measurable data point. Those data points accumulate for each skill and content block, and they are instantly embedded into an online data management system. The resulting Individual Learning Maps enable the GLS team to target and cater instruction while still maintaining the engaging elements of a project.

The largest barrier to successful project-based learning is the dramatically transformed role of the educator. Here again GLS leverages technology for a streamlined and exciting curriculum delivery system that encompasses the multitude of accessible resources and connects our learners with experts and other learners around the world. The adults in the room—GLS Learning Leaders and Instructional Specialists—are freed from onerous lesson planning and assessment design in order to focus on the only element of GLS that truly matters: the success of every learner.

GLS is not innovative for innovation’s sake. We are serious about the education of our students, and we understand what it will take to reconnect our students to learning. For this reason, GLS is

beginning on the middle school level. Here is essentially our last opportunity to transform the educational experience for struggling and underserved students before they enter young adulthood and the myriad of challenges that face an unprepared and undereducated citizen in the United States.

Instructional Design

GLS is simultaneously a physical school and virtual learning platform that adapts with the needs of every student. The GLS curriculum is rooted in the Common Core Learning Standards and Indiana State Learning Standards; every lesson and activity has a defined learning goal, recognizing the need for students to consistently build basic skills while pursuing creative and critical thinking. The GLS curriculum is scaffolded on this crucial balance between what students need to know and what they need to stay engaged in school and learning.

The first part of the equation—what students need to know—is informed by a flow of carefully managed data resulting from daily adaptive assessments in math, reading, and writing. Many of our assessments are game-based and all are rubric-based. The data are automatically mapped on individual, classroom, and school-based levels. The data are housed in a centralized system accessed by GLS leaders and instructional staff, who confer frequently on how the data drives instruction for each student. Students receive rapid feedback, and they track their points and progress over time. Parents have access to student data and are able to monitor their children’s progress and communicate with GLS staff all along the way. The curriculum is accessed online through a flexible content delivery system and corresponding mobile app. Students are supported throughout the day by classroom and virtual Learning Leaders and Instructional Specialists who are trained in the GLS model and process.

The second part of the equation—what students need to stay engaged in learning—is rooted in decades of research in effective pedagogy and instruction: exploration, collaboration, independence, creativity, and support are at the heart of every learning experience. The GLS approach is also informed by research in drop-out prevention, which tells us to use data effectively, identify stakeholders, employ communication strategies, connect with the business community, and provide structural supports. Finally, GLS is informed by best practices in blended classroom environments to create the right conditions for student success and ownership of learning: define success, establish multiple pathways to learning, base decisions on learning outcomes, provide rapid feedback, and adopt mastery-based grading.

Technology Infrastructure

Every student enrolled in GLS has access to a tablet computer at all times of the day. The choice of tablet over laptop is purposeful. Tablets do not require cumbersome software or registrations. Student work is saved in the “cloud” through individual e-lockers and portfolios. Students use any tablet in the room to access their work and assignments, making the organization, tracking, and protection of the technology simple and streamlined. The mobility of tablets also enables

new opportunities for research and collaboration. Computer stations are available to students for specific software-based applications (i.e., Photoshop, ProTools).

GLS has an open Internet policy with a zero-tolerance rule for inappropriate use of any hardware, software, or Internet application. (Student Internet use is tracked and monitored through WebWatcher software.) Disobeying this rule results in immediate suspension, a fact made clear to students and parents through an orientation and student-parent learning contract. The first week of school is devoted to orienting students on how to use the technology effectively and safely through introductory Projects, Collaborations, Game Play, and Learning Quests.

GLS schools have secure wireless Internet access, enabling a variety of learning spaces. Each school has a dedicated server system with numerous wireless routers sufficient for every student to be online at any time. Every classroom also has an interactive whiteboard, projector, and audio system—all mobile for the purpose of flexibility and security.

Instructional Spaces

GLS Charter Middle School and our ensuing schools are structured around instructional spaces aligned with the GLS curriculum described on page 21:

- *Project Rooms*: Where students engage in ongoing Projects. These spaces feature large and small work tables designed for individual and small group work.
- *Collaboration Rooms*: Where students collaborate with other students in the school or peers and experts around the world. These spaces feature interactive whiteboards and mobile projectors in order to facilitate communications.
- *Research Lab*: Where students pursue Learning Quests related to history and social studies, with a particular focus on reading and writing. These spaces have small tables and individual desks designed for individual work and consultations.
- *Living Lab*: Where students pursue Learning Quests related to science, with a particular focus on math and research. The Living Labs feature aquaponic vegetable gardens established and managed by students, with resulting farmers markets for the community.
- *Game Rooms*: Where students “play” videogames: adaptive, skill-based games designed to target specific math and literacy skills in individual and multi-player settings. These spaces have computers for games not accessible by tablets.
- *Club Rooms*: Where students conduct their arts, chess, and indoor athletic pursuits. These are flexible spaces with movable tables for open floor space or work space as needed.
- *Work Spaces*: Where students can go for study, Independent Practice, and consultations. These spaces are interspersed throughout the school and allow for flexibility in learning and instruction.

Instructional Staff

GLS transforms the role of the educator from content deliverer to instructional facilitator. In this capacity, educators serve a single purpose: the learning progress of every student. We no longer need educators to develop lesson plans, design assessments, or deliver content. GLS educators spend all that time and energy facilitating and furthering the Individual Learning Map for each student. This entails guiding students through the curriculum, facilitating Projects and Collaborations, and consulting with students on their goals and progress. In the GLS model this role is served by Learning Leaders. Of course, students will come to GLS at many different ability levels and have a wide range of academic needs. Therefore, we need educators to help students address and target basic skill acquisition and mastery based on learning gaps identified through daily data points. In the GLS model this role is served by Instructional Specialists, who conduct “instructional rounds” which vary depending on the demonstrated needs of the students.

- Learning Leaders

Learning Leaders introduce, supervise, and guide students through Projects, Collaborations, Game Play, Learning Quests, and Independent Practice; they also develop and oversee Arts and Athletics Clubs. Learning Leaders ensure that students stay on track with assignments, assessments, and the various components of the GLS curriculum; they are instrumental in furthering each student’s Individual Learning Map. Learning Leaders rotate through the GLS learning spaces—their instructional assignments are aligned to the strengths of an individual Learning Leader. For example, a person with a background in the sciences would focus on the Research Labs. A person with a background in media production would be centered in the Project and Game Rooms. Depending on the needs of the students, these placements of Learning Leaders will remain for an extended period of time (i.e., marking period or school year), or they will rotate on a more frequent basis. Learning Leaders also help students establish college and career goals, and they liaison with parents and community members to establish pathways to success for every student.

Learning Leaders are highly qualified college graduates who receive extensive and ongoing training in the GLS model. Through an interview, application exam, reference recommendations, and background check, they must demonstrate facility with technology and be highly proficient in reading, writing, and math. They must also demonstrate experience and interest in working with youths. Once hired, Learning Leaders enter a rigorous training and team-building program consisting of a summer institute and apprenticeship placement, followed by ongoing support: weekly team meetings and a monthly conference to present best practices, solutions, and new ideas. Learning Leaders who work with virtually enrolled students and students at Satellite Centers receive additional specialized training in order to facilitate GLS in alternative settings.

- Instructional Specialists

Instructional Specialists are content specialists who connect with students in class and online to target specific gaps in their skill and knowledge base. Instructional Specialists work with

students by conducting “instructional rounds” throughout the day, a highly effective instructional approach that models medical practice. These trained professionals provide instructional support to those students who are most in need of Response to Intervention (RTI). They also further the goals and progress of high-performing students so that they can continue to excel. Instructional Specialists work one-on-one with students to address academic needs, and they also institute small group work in guided reading, writing, and math. In this manner, Instructional Specialists help students build short- and long-term academic goals that are realized through their Individual Learning Maps. Instructional Specialists consult with Learning Leaders and school leadership to analyze data and move every student toward mastery. As part of this team, we will recruit a proportion of Instructional Specialists with specialties in Special Education or English Language Learners.

Instructional Specialists have a graduate school degree, and Indiana Teacher Certification in literacy, math, and/or a content area. As with our Learning Leaders, Instructional Specialists receive extensive and ongoing training in the GLS model. After an interview, application exam, reference recommendations, and background check, hired Instructional Specialists participate in the summer institute and apprenticeship placement, followed by ongoing support in the form of weekly team meetings and a monthly best practices conference. They also receive training in online instruction in order to leverage the dynamism of the GLS platform. Instructional specialists who work with virtually enrolled students and students at Satellite Centers receive additional specialized training in order to effectively conduct instructional rounds in alternative settings.

- Special Education and ELL Aides

GLS is dedicated to educating the entire student population without excluding students in need of additional supports. Hence, partnered with Instructional Specialists are paraprofessionals with background and experience in either special education or English language development. These aides shadow students most in need of additional support, and they confer with other instructional staff and school leaders on individual cases in order to give every student the opportunity for success. The aides are highly qualified college graduates who learn the GLS model in practice, and they help to adapt instruction, materials, and technologies for individual learners. As with other instructional staff, the aides are hired based on an interview, application exam, reference recommendations, and background check.

Curriculum Overview

Envisioning the Global Learning Space (GLS) means re-envisioning the school day. However, this does not mean that we abandon structure. Every curricular piece is defined by the Common Core Standards and Indiana State Standards, and each meets and exceeds the Indiana Department of Education curriculum requirements. The curricular components feature a set of assignments that need to be accomplished for a student to move forward. Students receive points by completing quests, excelling at learning-based games, demonstrating skills and knowledge,

developing new ideas and products, and completing at-home assignments. The number of points that students have accumulated at the end of a Project period determines their grades and opportunities for reward—including trips, privileges, and prizes. Points are frequently combined across student groups so that students must work together in order to achieve the highest possible score. This point-based system serves doubly as our data points for analyzing student progress and developing Individual Learning Maps.

The GLS curriculum is structured on the following components:

➤ **Projects**

Two-week learning explorations with daily assignments and a culminating presentation. Projects are standards-based and skills-driven with resulting data points in Reading, Writing, and Math. Projects also serve as pathways to exploration of content, community, and the world at-large. Projects are introduced and facilitated by Learning Leaders; the assignments, resources, and Project components are developed by GLS leaders in partnership with a worldwide team of curriculum and content experts. Instructional Specialists conduct instructional rounds during Project periods, supporting specific skill needs for targeted students.

Example:

Logo Design

Our school needs a new logo. Your job over the next two weeks is to research, develop, design, and market test an original logo. The team with the highest Project score will have its logo featured on the school’s website and print material for the rest of the school year. Work as an individual in Week 1; teams are assigned in Week 2.

Project Components:

- ✓ Research Documents (20 points)
- ✓ Planning Documents (20 points)
- ✓ Logo Development and Design (20 points)
- ✓ Market Research Analysis (20 points)
- ✓ Group Presentation (20 points)

Sample Daily Assignment:

1. Read the article: *What is a Logo?* By Rongen Robles
2. Use your PDF highlighter to highlight the **most** important information in the article.
3. Join a reading circle with *two* other assigned students to discuss your answers to the following questions:
 - a. What information did you highlight? Why did you choose this information?
 - b. What is the purpose of a logo for a company?
 - c. How are logos like the names of people?
 - d. Why are colors important to a logo, and what do different colors indicate?
4. Individually, answer the five questions for the reading passage in the Assignment Center.

➤ Collaborations

Real-time and ongoing communications with peers across the room, across Indianapolis, or around the world through digital platforms, including Skype, Ning, Adobe Connect, Google Plus, Scriblink, and more. Collaborations are guided by a set of research questions related to ongoing Projects. Collaborations also feature mentoring and virtual visitations by world renowned experts and professionals in their respective fields. Collaborations are introduced and facilitated by Learning Leaders; the collaborators are secured through our international network of institutional partners, fostered by the GLS national team alongside local community connections. During Collaborations, Instructional Specialists review student work, provide feedback, and analyze scoring data to realize next steps in a student's Individual Learning Map.

Example 1:

Collaboration with student partners at Children's Centre at the University of Nigeria, Nsukka

Collaboration Questions:

1. Why do you think a logo is important for a company?
2. What did you find interesting about the logos for Lego, Nike, Apple, and McDonalds?
3. Do you think these are effective logos, and why?
4. Which companies did you choose for your individual research logos? What did you find interesting about these?
5. Do you think these are effective logos, and why?

Example 2:

Collaboration with Rongen Robles, Logo Designer Expert

Present one of your logos for Rongen to review. Be prepared to tell him about the logo, why you designed it the way you did, and why you aimed to achieve with the logo. Ask Rongen for feedback on how to make the logo design even better.

➤ Game Play

Adaptive videogame-based learning systems developed with math and English language arts content. These point-based game systems provide instant feedback on specific skills, needs, and academic growth of every student. Game Play is supervised by Learning Leaders. During Game Play, Instructional Specialists conduct instructional rounds, supporting specific skill needs for targeted students.

Examples:

- Big Brainz Math
- DimensionU Math
- My Word Coach
- The Reading Ring
- Fun Brain

- Arcademic Skill Builders

➤ Learning Quests

Learning Quests are rotating content blocks, often related to ongoing Projects. Learning Quests are built around web-based resources and instruction compiled and developed by GLS curriculum experts. Each Learning Quest presents a question or problem that requires students to research and explore answers and solutions. Learning Quests are introduced and facilitated by Learning Leaders in partnership with Instructional Specialists. During Learning Quests, Instructional Specialists conduct instructional rounds, supporting specific skill needs for targeted students. Learning Quests are based on the following content areas:

- Critical Reading and Analysis
- Writing Workshop
- Math Concepts and Problem Solving
- Science and Engineering (with math content embedded)
- History and Cultural Studies (with reading and writing embedded)

Example 1 (Math Concepts):

Problem: A graphic designer was given the task of fitting a logo into two different spaces. She knew that Space A was five less than 3 times the size of Space B. If Space B is 15 inches, what is the size of Space A?

1. Watch the Khan Academy videos for simple algebraic equations:
<http://www.khanacademy.org/video/equations-3?playlist=Algebra>
2. Practice these concepts with Khan Academy by clicking on the green button: “Practice This Concept.”
3. Write the correct algebraic equation for the Learning Quest problem, and solve the equation. Show your work in the Assignment Center.

Example 2 (Science and Engineering):

Question: *How do logos change the way we think?*

Design a scientific experiment to test how logos change the way we think.

1. Choose two popular logos that represent different things. For example, an athletic company versus a junk food company, or an environmental company versus a trucking business.
2. Create a hypothesis for what you think will happen when you show people the different logos.
3. Create a task that you will ask people to do related to the logos. The Apple/IBM experiment, for example, asked people to come up with different uses for a brick.
4. Practice how you will very quickly flash the two logos for your participants, and write your task in a Word document.
5. Have at least 20 students see your logos (quick flash): 10 with one logo and 10 with the other.
6. Record and graph your results, and provide a one-paragraph analysis. Upload your finished work to the Assignment Center.

➤ **Independent Practice**

Students read independently with e-books and engage in targeted math practice using specific apps, according to their needs. Independent Practice is supervised by Learning Leaders. During this time, Instructional Specialists conduct instructional rounds, working one-on-one or in small groups for guided reading and math. These rounds are guided by daily and weekly student data points.

➤ **Arts and Athletic Clubs**

Developed and led by Learning Leaders, these clubs engage students in creative learning opportunities and physical fitness. During this time, Instructional Specialists review student work, provide feedback, and enter scoring data to realize next steps in a student's Individual Learning Map.

Career Development and Readiness

A major component of the GLS curriculum and approach is to connect our students with career knowledge and opportunities, particularly within the realm of technology-focused careers. Our students will explore careers that align with their own interests, including: flash programmer, web developer, digital editor, network designer, app developer, virtual marketer, media producer, software engineer, IT specialist, computer programming, game developer, and more. They will learn about the skills and education necessary to enter and succeed in these fields, and they will meet experts in the fields who will relate personal experiences and show examples of their work places. Students will also have the opportunity for short-term “internships” that enable them to connect with the Indianapolis business and technology community. Throughout the school year, Learning Leaders will help students define career goals and set a path to reaching that goal, beginning with their success in middle school.

Sample Student Schedules

The range of needs of any student means that GLS must be flexible with student schedules in order to balance the time that a student needs to complete a Project or Learning Quest and the time that a student needs to spend with an Instructional Specialist. Below are three sample student schedules:

Sample Schedule 1:

- 8:00-9:30 am: **Project**
- 9:30-11:00 am: **Collaboration**
- 11:00 am-12:00 pm: **Game Play**
- 12:00pm-1:00 pm: **Lunch and Recess**
- 1:00-2:00 pm | 2:00-3:00 pm: **Learning Quests I and II**
- 3:00-4:00 pm: **Independent Reading**
- 4:00-5:00 pm: **Arts, Athletics, Music, Chess, and Other Clubs**

Sample Schedule 2:

- 8:00-9:00 am: **Project**
- 9:00-9:30 am: **Math Session with Instructional Specialist**
- 9:30-10:00 am: **Collaboration**
- 10:00-11:00 am: **Writing Session with Instructional Specialist**
- 11:00 am-12:00 pm: **Lunch and Recess**
- 12:00pm-1:00 pm: **Game Play**
- 1:00-2:00 pm: **Learning Quest I**
- 2:00-3:00 pm: **Small Group Guided Reading with Instructional Specialist**
- 3:00-4:00 pm: **Independent Math Practice**
- 4:00-5:00 pm: **Arts, Athletics, Music, Chess, and Other Clubs**

Sample Schedule 3:

- 8:00-9:00 am: **Collaboration**
- 9:00-9:30 am: **Learning Quest I**
- 9:30-11:00 am: **Project**
- 11:00 am-12:00 pm: **Game Play**
- 12:00pm-1:00 pm: **Lunch and Recess**
- 1:00-2:00 pm: **Learning Quest II**
- 2:00-3:00 pm: **Reading Workshop with Instructional Specialist**
- 3:00-4:00 pm: **Independent Reading**
- 4:00-5:00 pm: **Arts, Athletics, Music, Chess, and Other Clubs**

How Data Drives Instruction: Individual Learning Maps

What a GLS student experiences during any of the curricular components is dependent upon a balance between the student's needs and the student's interests. In the context of any Project, assignments are tailored to a learner's needs and skills, but it is important to be purposeful about tracking these elements over time and ensuring that students are making the necessary academic improvements. Therefore, we use an Individual Learning Map (ILM) to guide this process. In the sample Project below, students create websites for local businesses, a process that entails students writing interview questions—a writing data point. Students research and choose the businesses, enabling their interests to drive the Project. But in ILM #1, a student with a deficiency in vocabulary uses a graphic organizer to incorporate stronger words in her questions. In ILM #2, a student who demonstrates gaps in sentence structure revises several of his questions and works with an Instructional Specialist to proofread for sentence agreement. In ILM #3, a student who has written outstanding interview questions begins to research proper questioning techniques leading toward a written summary. With each step in the Project, along with Game Play sessions and Learning Quests, the ILM adapts with the needs of the student. The result is a seamless flow of instruction that guides every student toward academic success.

Sample Individual Learning Maps

Student #1:

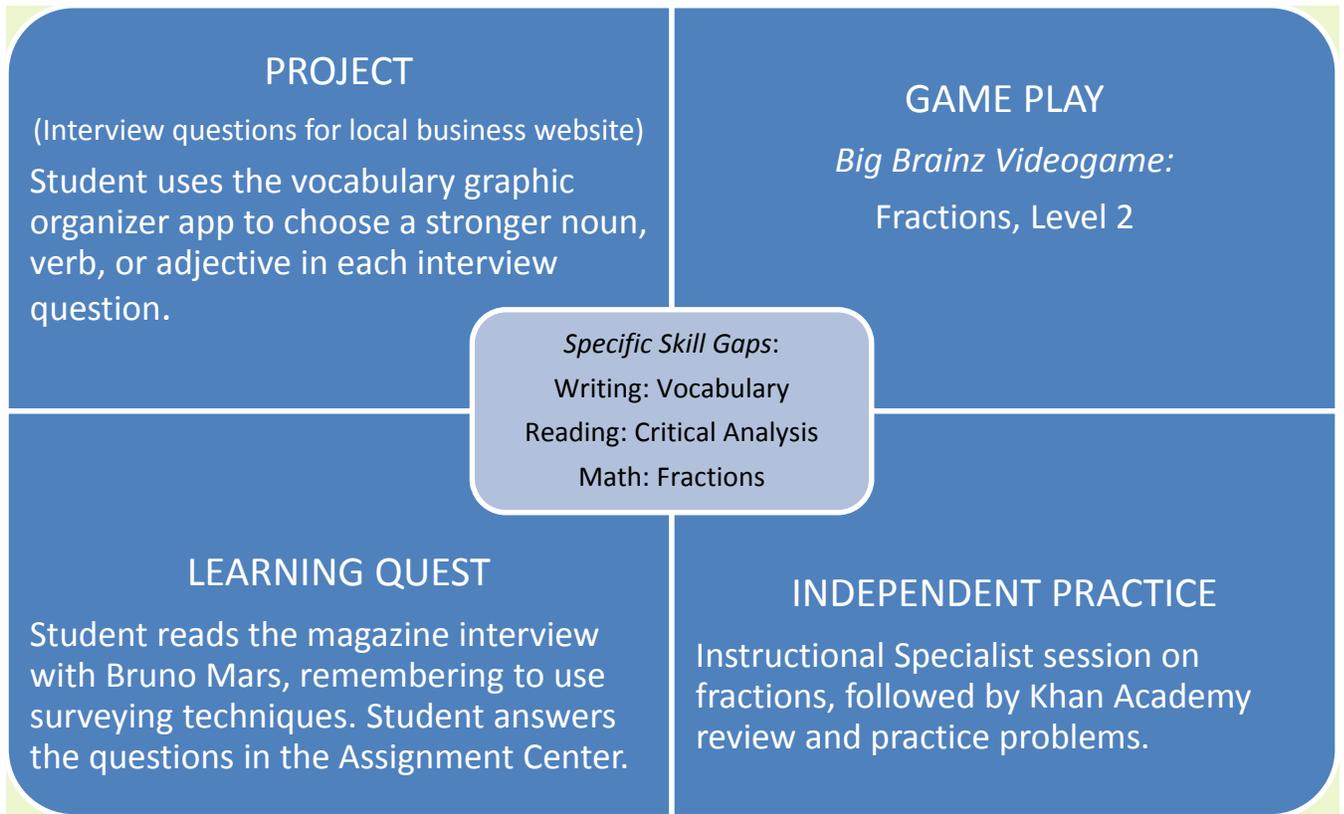
Weekly data point totals:

Writing: 4 pnts of 20

Reading: 6 pnts of 20

Math: 6 pnts of 20

Individual Learning Map (ILM #1)



Student #2:

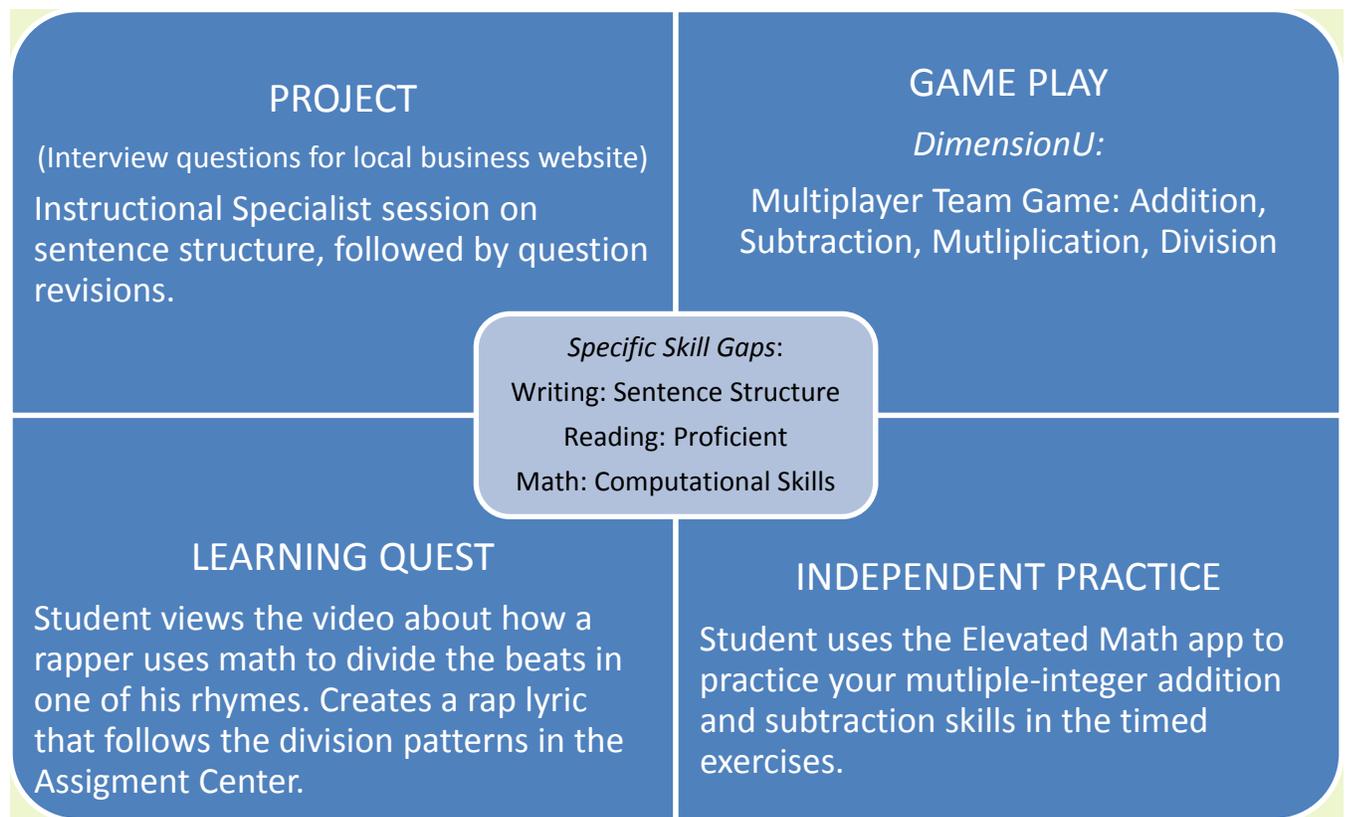
Weekly data point totals:

Writing: 12 pnts of 20

Reading: 18 pnts of 20

Math: 7 pnts of 20

Individual Learning Map (ILM #2)



Student #3:

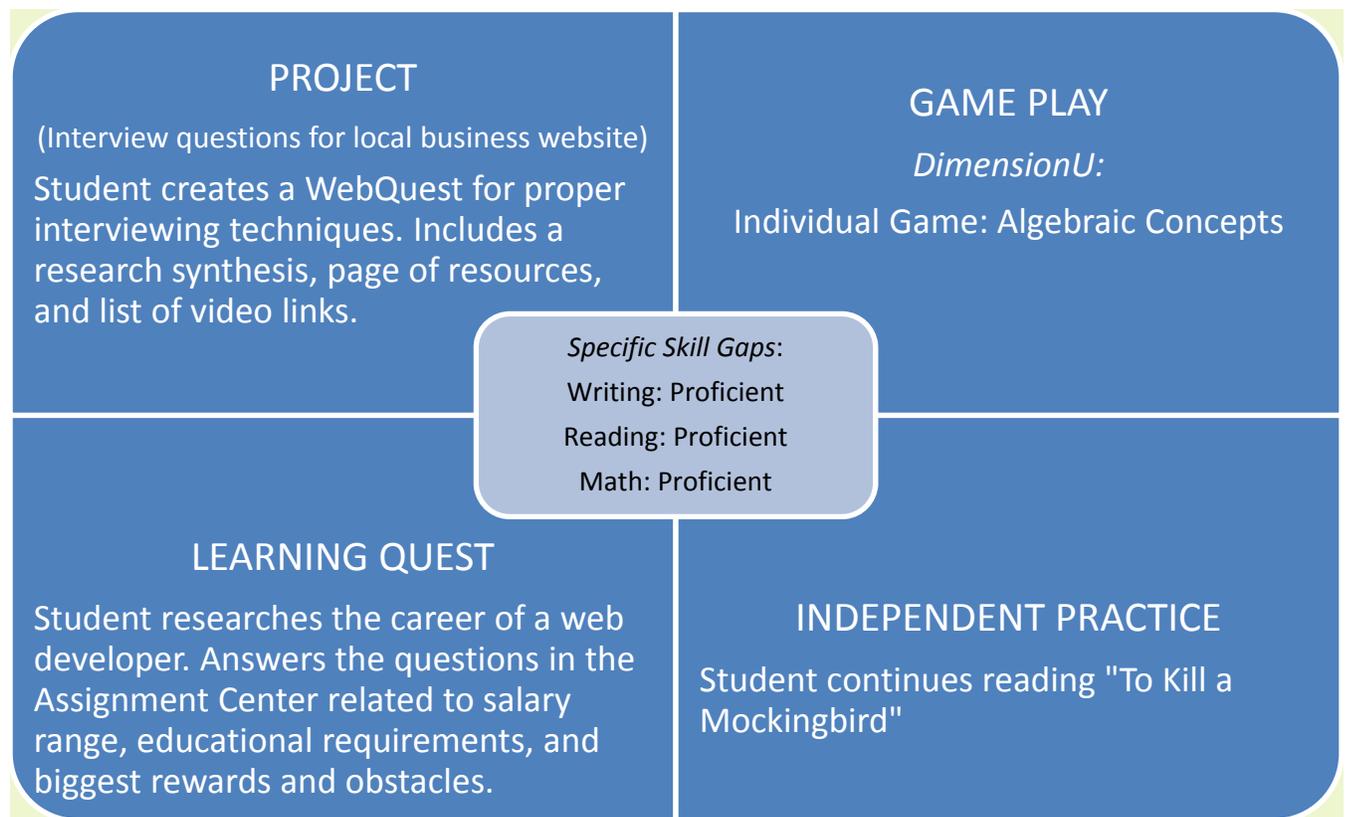
Weekly data point totals:

Writing: 19 pnts of 20

Reading: 18 pnts of 20

Math: 20 pnts of 20

Individual Learning Map (ILM #3)



Meeting the Standards

The GLS curriculum is carefully aligned with the Common Core Standards and Indiana State standards to assure that every student acquires the necessary skills and knowledge for success in school and in life (see Attachment 11, Course Scope and Sequence). The 22 Projects—each two-weeks long and accompanied by Collaborations, Game Play, Learning Quests, and Independent Practice—range from developing Apps to creating a digital community map. At the core of each of these innovative learning experiences is the reinforcement of core content, skills, and knowledge. Our approach of leveraging creativity, entrepreneurship, and student engagement as a pathway to meeting the standards has been demonstrated as effective in a number of independent and/or peer-reviewed studies and reports, highlighted on page 52.

Pupil Performance Standards

GLS has established a rigorous set of performance and promotion standards, carefully aligned with Indiana’s Academic Standards and the Common Core Standards. Attachment 12 sets forth the exit standards for what eighth graders at GLS Charter Middle School must know and be able to do in order to graduate from middle school and continue on to high school.

By June 1 of every academic year, GLS school and network staff will evaluate every student’s performance in order to determine whether the student has sufficiently met the standards and performed sufficiently to enter the next grade. This will be accomplished by predetermining benchmark point totals for promotion at every grade level; the benchmarks are established in relation to all of the Projects, Collaborations, Game Play, and Learning Quests components of the GLS academic year. Students and parents/guardians will be informed by July 1 of every year as to whether students met the benchmark and are able to continue to the next grade, or whether they must complete additional work in order to be promoted. The promotion process and guidelines will be made explicit in the Student-Parent Manual, which will be distributed to all students and parents in print and available on the GLS website.

School Culture

GLS offers an exploratory though structured learning environment designed to help every student excel. In this effort, the school has four tenets for every student to know and follow:

1. *Respect Yourself*: Understand that you have the ability to succeed in school and in life.
2. *Respect Each Other*: The people around you are here to support and help you grow and learn.
3. *Respect the Technology*: The Internet and technologies that we use are powerful and should be handled carefully and thoughtfully.
4. *Respect Our School*: Ours is a special school and learning community—together we strive for excellence.

These tenets are introduced and reinforced from the first day of school, and they are consistently communicated to the entire GLS community—including staff, students, and parents. This culture of respect influences everything that happens at GLS, and it grounds the beliefs, attitudes, and behaviors that characterize our school. GLS conceptualizes school culture as shared experiences both in and out of school, bolstered by a sense of community, family, and team. In this effort, staff stability and common goals permeate GLS. Time is set aside for school-wide recognition of all school stakeholders. Common agreement on curricular and instructional components, as well as order and discipline, are established through consensus. Open and honest communication is encouraged, and support from leadership at the school and network levels is pervasive.

In order to establish and maintain the desired school culture, our Parent Advisory Board and Student Advisory Board will help indicate where GLS is successful and where it needs to improve in achieving the desired culture.

A Sixth-Grader's Day

Beth, a sixth-grader, enters GLS Charter Middle School at 8 am, drops her bookbag and jacket at her locker, and enters her Project Room by 8:10. She signs out an iPad and logs into the GLS online system in order to review her Individual Learning Map and assignments for the day, based on her point totals from previous assignments and assessments. At 8:15, she begins working on her Project assignment for the day, as introduced by a Learning Leader: graphing data from a survey on food preferences that she conducted with other students the day before. As this student has shown some difficulty with math and data analysis, an Instructional Specialist meets with her from 8:30-8:45 to ensure that she is approaching the assignment correctly. She submits her data graph to the online Assignment Center by 9:30. At 9:30, the student moves to a Collaboration Room and participates in a classroom Collaboration via Skype with six-graders in New York City, working on the same project. The groups discuss their research, and they provide written peer feedback on Ning by 10:30. At 10:30, she moves to the Game Room and begins an hour-long Game Play block; she plays an adaptive videogame that targets her math deficiencies; the scores are automatically entered into the GLS data management system. She has lunch in a common space and has recess outside at 11:30. At 12:30, she joins a guided reading group in a Research Lab with three other students on a Learning Quest to explore an article on how food is marketed to teenagers. Each student submits question responses from the reading to the Assignment Center by 1:30. From 1:30-2:00, she works with an Instructional Specialist on how to make annotations when reading an informational text, a skill gap made evident from an assignment the day before. From 2:00-3:00, she embarks on another Learning Quest in the Living Lab devoted to measuring and graphing plant growth. At 3:00, she moves to a reading nook and independently reads a self-selected book on an iPad. At 4:00, she has music class in a Club Room led by a Learning Leader, a creative pursuit that she chose and helped to organize in the school. She leaves school at 5:00.

A Learning Leader's Day

Marco, a Learning Leader, enters GLS Charter Middle School at 7:40 am and logs into the GLS online system to refresh on the Project assignment that day. He also reviews student progress in the online system in order to know which students need motivation, support, or intervention, and in which areas. The students enter the Project room between 8:00 and 8:10, and the teacher takes attendance through an iPad app synched with the main data system. At 8:15, the Learning Leader introduces the Project assignment for the day, using the slides and skill targets provided by the network curriculum team: graphing data based on collected survey results. At 9:30, he introduces and facilitates the same Project assignment with a different group of students. At 10:30, he rotates into a prep period which enables him to review the afternoon's Learning Quests and the next day's Project assignment. At 11:30, he supervises a lunch and recess period, followed by his own lunch break at 12:30. At 12:45, he meets with a two Instructional Specialists to give them student updates on observations from the morning. At 1:00, he moves to a Research Lab and facilitates the Learning Quest on food marketing, and he repeats that at 2:00 with a different group of students. At 3:00, he supervises independent reading by rotating around the Work Spaces. At 4:00, he leads a chess team in a Club Room, an activity that he introduced to the GLS and coordinates. He leaves the school at 5:00.

Supplemental Programming

As a full-day school from 8:00 am-5:00 pm, GLS embeds arts and athletics into the last hour of the day (4:00-5:00 pm) and, therefore, does not require "extracurricular" activities. These arts, athletics, and other clubs are co-curricular and are designed to reinforce academic concepts. Hence, in the context of a chess club, students reinforce spatial relations and patterns. In the context of a comic book club, students reinforce narrative and sentence structure. In the context of a soccer team, students reinforce math concepts geometry and proportions through play planning.

GLS is a year-round school that launches a Summer Explorers Academy for its students from approximately July 5-August 8. This experience is based on the GLS model, yet it enables additional time for students to pursue self-directed and media-based Projects with a showcase to conclude the summer session. Learning Leaders rotate through the facilitation and supervision of the Projects, which are accompanied by Game Play and Collaborations. Instructional Specialists target students who have demonstrated persistent skill gaps. The summer session also increases opportunities for creative and athletic pursuits. Below is a sample summer schedule:

- 8:00-10:00 am: **Project**
- 10:00-12:00 pm: **Game Play**
- 12:00 pm-1:00 pm: **Lunch and Recess**
- 1:00-2:00 pm: **Independent Reading**
- 2:00-3:00 pm: **Collaboration**
- 3:00-4:00 pm: **Arts, Athletics, Music, Chess, and Other Clubs**
- 4:00-5:00 pm: **Arts, Athletics, Music, Chess, and Other Clubs**

Special Populations and At-Risk Students

The Global Learning Space (GLS) aims to serve students in high poverty neighborhoods with traditionally low performing schools. This is the mission of the nonprofit Center for Educational Pathways, and we believe that GLS can make an immediate and lasting impact with this population of traditionally underserved learners. These are some statistics of the over 100,000 youths whom we have served to date, as made evident through surveyed student demographics:
Percent meeting English language arts benchmarks: 23.5%
Percent eligible for free or reduced-price lunch: 91%
Percent with IEPs: 26%

Included in our target student population are special needs students. Unlike many other charter school operators, our network will enable special needs students to participate and access the GLS curriculum and instruction onsite and online. At GLS Charter Middle School in Indianapolis, our Director of Instruction, Curriculum, and Technology has a Masters of Special Education and currently oversees special education programs and services at a charter school serving high-needs students. Our School Leader currently serves as Principal of a charter school that effectively serves special needs students with a wide range of disabilities. Together they will play a pivotal role in ensuring that GLS is meeting the array of needs that students bring to our learning community.

English language learners are another student population that GLS will serve effectively. Through our adaptive and individualized approach, students will build their English skills efficiently and according to their specific language acquisition needs. We recently partnered with the Department of Computer Science at Columbia University on a National Science Foundation grant to develop the GLS platform for English language learners. Moreover, at GLS Charter Middle School, our School Leader and Director of Operations are both highly experienced bilingual educators. They will work together to establish GLS as a unique learning environment for our ELL students.

Finally, we aim to serve youths in juvenile detention or on probation through a dynamic career development program and basic skill building system. There is an enormous need to transform the education for those most at risk, and we believe GLS will play that role. We are currently partnered with the San Diego County Community and Court Schools to pilot our program for a group of youth offenders. In Indianapolis we have secured a partnership with IUPUI's Aftercare for the Incarcerated through Mentoring (AIM). Additionally, our School Leader has spent numerous years as an educator and administrator with a state Department of Corrections, and the GLS national team (except for Dr. Chinni) has extensive experience working with youth offenders. In particular, Dr. Bill McKinney, Strategic Advisor to School and Community Partnerships, has been at the forefront of addressing the needs of juvenile offenders and students most at risk of dropping out of school.

Meeting Students' Needs

The GLS approach to identifying who these students are, their academic needs, social needs, and beginning Individual Learning Map is built around a system of supports and processes. We make sure that all stakeholders (students, parents, community members, instructional staff, and school leaders) are part of the decision-making process. For special needs students, this process is facilitated by our Director of Instruction, Curriculum, and Technology, who holds a Masters degree in Special Education. For English language learners, this process is facilitated by our Director of Operations, who has extensive experience in bilingual settings. The entire process is overseen by our School Leader, who has extensive experience with special needs students and English language learners. The process is guided by the following:

- *Consultations and Interviews:* Students, accompanied by a parent/guardian, meet with a GLS representative to discuss their needs and goals and to review the GLS model, curriculum, and rules. Students who enroll in the school sign a Learning Contract—an agreement between GLS, students, and parents/guardians that we will all work as hard as we possibly can to achieve success. With enrollment, the student enters the GLS data system, which is carefully managed and secured through password systems and locked files.
- *Instructional Strategy Meeting:* GLS instructors and leaders meet before the school year to confer about the student population, with a particular focus on students identified as special needs or English language learners. This includes IEP review and other information from the student's profile and application. GLS team members establish the beginning Individual Learning Maps, and they form a strategic instructional plan that determines the student placement with specific Learning Leaders and Instructional Specialists. Special education aides and ELL aides are assigned, and the team determines the first instructional rotations.
- *Curriculum Design:* Through the online system, which encompasses student data and learning maps, the national curriculum team caters Projects, Learning Quests, and other GLS curricular components to those students' needs. The Director of Instruction, Curriculum, and Technology confers with the national team several times a week to discuss Individual Learning Maps and ideas and strategies for tailoring curriculum. He communicates with instructional staff about student needs and how the curriculum and instruction adapts to individual needs.
- *Diagnosing and Trouble Shooting:* For students who do not come to GLS with an IEP or diagnosed disability but who demonstrate indicative characteristics of such or whose parents/guardians have concerns, a qualified Instructional Specialist will enter the student into a testing process consisting of the following, in order to diagnose a problem and/or establish an IEP:
 - Review of educational records
 - Observations
 - Review of student work

- Medical, vision, and hearing/audiological examination
 - Developmental and social history review
 - Fine and gross motor evaluation
 - Speech and language assessment
 - Social, emotional, and behavioral testing
- *Weekly Staff Meetings:* Instructional staff members meet weekly to confer about student progress, with additional small-group meetings that address special needs and English language learners. In consultation with school leaders, new instructional rounds are determined and instructional aides are assigned accordingly.
 - *Best Practices Conference:* Every month GLS instructional staff members participate in a best practices conference designed to share ideas and strategies across learning spaces. A portion of this professional development opportunity is devoted to best practices for special needs students and English language learners.
 - *Ongoing Assessment:* As with every GLS student, special needs students and English language learners participate in ongoing assessment in a variety of forms: daily and weekly point totals resulting from Projects, Learning Quests, and other GLS curricular components; Acuity Test in English language arts, reading, and math four times a year; and individualized testing as necessitated by an individual's learning needs. Special needs and English language learners also undergo frequent formative assessment (observations) by qualified Instructional Specialists whenever they work with such students. The results of these assessments are entered into the GLS online system and result in Individual Learning Maps and tailored instruction.

Evidence of Success in Meeting Diverse Needs

The Center for Educational Pathways, as a recognized leader in curricular innovation, has established a track record of success when it comes to addressing the needs of all learners, particularly through adaptive technologies. For example, in a Philadelphia implementation of the our Youth Music Exchange program, a student from Haiti—paralyzed from the neck down from as a result of the 2010 earthquake—used a voice controlled computer system to create his digital music tracks. In a Tucson implementation of our Comic Book Project program, we adapted the curriculum for international child refugees with severe emotional trauma, who published stories about their personal lives and experiences. Also with the Comic Book Project, a classroom of autistic students in Pennsylvania wrote and designed comic books and demonstrated an unprecedented level of communication to parents and teachers. With a flexible and adaptive approach to curriculum and instruction, GLS will build upon this foundation of embracing all learners and guiding them toward success in school and in life.

Working with Juvenile Offenders

The GLS team has had extensive experience with the education of juvenile offenders and those most at risk of dropping out of school. We are currently partnered with the San Diego County Community and Court Schools to implement our Youth Music Exchange program in order to help juvenile offenders reconnect with learning and school. Moreover, in Indianapolis we have formed a partnership with Aftercare for the Incarcerated through Mentoring, which will enable us to provide additional support services for students have been processed for criminal offenses. Our goal is to keep juvenile offenders connected to school by addressing the engagement gap: dynamic curricula and innovative instructional practices that will keep students motivated, coupled with academic intervention to close their skill and knowledge gaps. We also plan to engage all GLS students in extensive career exploration in technology and digital media, a particularly powerful approach for students highly at risk.

For students' whose daily and weekly point totals raise a red flag in our system, we institute an immediate action plan:

Weekly data point totals:

Writing: 0 pnts of 20

Reading: 0 pnts of 20

Math: 2 pnts of 20

This student is not accomplishing assignments or tasks, and is in danger of dropping out of school. This student is missing school and struggling with problems at home. This is an emergency case that begins with contacting stakeholders and arranging a conference, followed by an Individual Learning Map with the following

1. Intervention with family/guardians
2. Paired with specialized Learning Leader and Instructional Specialist
3. Close daily monitoring
4. Paired with a community mentor through AIM

Working with Intellectually Gifted Students

Students who are excelling in GLS as made evident by their daily and weekly point totals advance at a rapid pace in Learning Quests and Independent Practice. With an adaptive instructional platform, we enable such students to progress rapidly without having to wait for the curriculum or instruction to catch up to them. In Game Play, for example, gifted students advance through increasingly difficult levels of mastery without limits. Furthermore, the nature of our Projects and Collaborations enables gifted students to participate alongside any other student while pursuing their intellectual needs. We also enable students who have a gift in a particular subject area to explore the careers in relation to those areas, as an opportunity to turn their gifts and interests into careers.

Student Recruitment and Enrollment

GLS has established a systematic student recruitment and enrollment plan that revolves around the needs of our student population and the ability of GLS to meet those needs. This plan is designed to provide equal access to any family interest in GLS. The plan begins with establishing and maintaining an embracing school culture and a physical facility that is well-maintained, inviting, and clearly marked with appropriate signage.

Our marketing plan continues with a four-step process: collection, analysis, outreach, and evaluation. Our **collection** phase aims to amass as much information about our students and potential students as possible: *family data* (household income, ethnic origin, transportation access, Internet access); *communication data* (radio stations, local papers, and other media consumption; church or religious affiliations; community affiliations); and *area data* (household income by zipcode, distribution of school age children by zip code; information about other schools; general population trends). Our **analysis** phase entails aggregating and disaggregating the data and studying it to identify patterns or trends. We convert the data into chart or graph form, and we overlay the data over neighborhood maps. We will use a content management system to store and update this analysis data over time. The analysis phase informs our **outreach** phase, which consists of direct mail campaigns, open houses at the school, community-based event participation and sponsorship, website and email campaigns, signage at storefronts and community spaces, and networking with area churches and community organizations. Finally, we enter an **evaluation** phase to determine whether our outreach and marketing achieved the desired outcome. This analysis will enable school leaders to know which modes of marketing were most effective and which need to be modified in order to address what we identified in our collection and analysis phases. Attachment 14 is the Enrollment Policy at GLS Charter Middle School.

Student Discipline

The philosophy behind GLS is that engaging curricula, adaptive learning, and systematic instruction all lead to positive student behaviors. By reducing the issues that often cause students to act out—boredom, confusion, frustration, and lack of support—we pursue a model where students are engaged in learning and, as a result, are not engaged in acts that require disciplinary action.

GLS has established a model of discipline based on Glasser Model with the following fundamentals:

- Behavior is a matter of choice.
- Good behavior results from good choices. Bad behavior results from bad choices.
- The duty of GLS is to help students make good choices.

In pursuit of the third fundamental, GLS leaders and instructional staff will stress student responsibility, establish rules that lead to success, accept no excuses for bad choices and

behaviors, invoke reasonable consequences, be persistent in this school-wide effort, and carry out continual review on the effectiveness of the system.

Also, as part of the GLS point system, which leads to letter grades and opportunities for reward, good choices and good behaviors can lead to point increases; bad choices and bad behaviors can lead to point reductions. This system enables students to see tangible and immediate outcomes for their choices, guiding students toward better choices over short- and long-term periods. Severely negative behaviors—bullying, weapons/violence, cheating, plagiarism, graffiti, drug/alcohol use, Internet misuse—are grounds for suspension or expulsion, as guided by the Discipline Policy for GLS Charter Middle School, outlined in Attachment 15.

Parents and Community

After a careful needs analysis that balanced student performance data with other middle school options across Indianapolis, we are targeting the western and northwestern areas of IPS for the physical location of GLS Charter Middle School. This region enables us to maximize student impact with enrollment needs, drawing on nearby Wayne and Pike townships (both with high-needs student populations). Furthermore, this area is home to Goodwill’s Indianapolis Metropolitan Charter High School, a strong high school partner to our middle school model. We are currently working with Goodwill Educational Initiatives to plan how our schools can work together for the common goal of educating students through the grade levels.

Engaging Parents and Guardians

GLS views parents and guardians as integral partners in education, and we will work very hard to make sure that parent voices are heard. Therefore, GLS will establish a Parent Advisory Board to help guide the GLS board in decision-making; the Parent Advisory Board will impart important information and views from the perspective of parents in our school by reporting to the governing board twice a year. We will hold parent forums and enable parents to have access to school leadership. We will encourage parents to hold volunteer positions at the school, including assistance with school events and functions. Parents will also be encouraged to participate in Collaborations to bolster the connection to learning about careers, and they will have opportunities to volunteer during Club periods as mentors and advisors.

Engaging Community

The GLS team is actively involved in engaging students, parents, and the Indianapolis community in our school. In that effort, we have established a local Community Advisory Board led by two community leaders and well-respected educators in Indianapolis: Steve Tegarden and Masimba Rusununguko-Taylor (qualifications described on page 13). The Community Advisory Board will meet four times a year and help guide GLS in community-related matters. A member from the Community Advisory Board will report to the governing GLS board twice a year. The

main charge of the Community Advisory Board is to help GLS understand and address the needs of the community in which our school is located, as well as the Indianapolis community at-large.

Community Partners

We have established two dynamic community organizational partners in Aftercare for the Incarcerated through Mentoring (AIM) and Young Audiences of Indiana. Working with AIM, we will address the educational needs of juvenile offenders and students who have become disconnected from school and learning. The partnership enables GLS to pair our at-risk youths with mentors who can help guide students in their efforts to succeed in school and in life. By establishing this network of supports through AIM, GLS will become a place for juvenile offenders and those on probation to explore career goals and gain the skills necessary to enter and succeed in those careers. This partnership was first tested through the Youth Music Exchange with very successful results. The juvenile offenders who participated formed a record label, and in doing so gained school credits that helped them transition back into the school system.

Another important community partner for GLS is Young Audiences of Indiana. One of Indianapolis's most robust arts education organizations, Young Audiences fosters creative learning as a pathway to academic success—one of the core tenets of GLS. Young Audiences and GLS will work to develop new curricula and opportunities for GLS students, who will then showcase their achievements for other students across Indianapolis. This partnership will greatly bolster the GLS arts clubs and provide our students with an outlet to share their creative pursuits. Moreover, Young Audiences will provide GLS with important student recruitment opportunities, as we present workshops and other networking events about our model.

Furthermore, as our partner in operations, Goodwill Education Initiatives will be an excellent community resource for GLS. See Attachment 16 for evidence of support from these community partners.

Finally, because so much of the GLS model is based on collaborations, whether across the city or around the world, we have established an extremely rich and diverse network of global partners. These partners range from universities to research labs to nonprofit organizations representing 36 different countries and growing. These partners include: Columbia University, Department of Computer Science; Distance Education Centre of Victoria, Australia; National Institute of Standards and Technology (NIST); Concordia University (Montreal); Reading Association of Nigeria; San Diego State University, Interworks Institute; Indiana University-Purdue University, Indianapolis, Center for Urban and Minority Education; World Literacy Congress; The After-School Corporation; NYC Department of Youth and Community Development; University of Washington, Native People for Cancer Control; Owl & Panther Refugee Recovery (Tucson); the Japan Society; School of Visual Arts (NYC); School of Audio Engineering (NYC); Global Literacy Project; Institute of International Education; National Association of International Educators.

Performance Indicators and Management

GLS has established the following student performance outcomes, accompanied by target completion dates, based on a school population with IPS average enrollment (IDOE Compass website, 2012): 18% special education; 12% English language learners; 82% free or reduced price meals; 54% African American; 18% Hispanic; 5% multiracial; 23% Caucasian.

- English Language Arts

According to IDOE's Compass website (2012), the current ISTEP+ Passing Trend for IPS eighth-graders in English language arts is 44%. At GLS*:

At the end of Year 1 (June 1, 2014), our overall expected ISTEP+ Passing Trend for English language arts is 50% with at least 43% of students in our lowest quartile showing high growth; at least 37% of our top three quartiles showing high growth; no more than 39% of the total student population showing low growth; and at least 95% of the student population taking the test.

At the end of Year 2 (June 1, 2015), our expected ISTEP+ Passing Trend for English language arts is 55% with at least 45% of students in our lowest quartile showing high growth; at least 39% of our top three quartiles showing high growth; no more than 37% of the total student population showing low growth; and at least 95% of the student population taking the test.

At the end of Year 3 (June 1, 2016), our expected ISTEP+ Passing Trend for English language arts is 60% with at least 47% of students in our lowest quartile showing high growth; at least 41% of our top three quartiles showing high growth; no more than 35% of the total student population showing low growth; and at least 95% of the student population taking the test.

At the end of Year 4 (June 1, 2017), our expected ISTEP+ Passing Trend for English language arts is 65% with at least 49% of students in our lowest quartile showing high growth; at least 43% of our top three quartiles showing high growth; no more than 33% of the total student population showing low growth; and at least 95% of the student population taking the test.

At the end of Year 5 (June 1, 2018), our expected ISTEP+ Passing Trend for English language arts is 70% with at least 51% of students in our lowest quartile showing high growth; at least 45% of our top three quartiles showing high growth; no more than 31% of the total student population showing low growth; and at least 95% of the student population taking the test.

- Math:

According to IDOE's Compass website (2012), the current ISTEP+ Passing Trend for IPS eighth-graders in math is approximately 50 percent. At GLS*:

At the end of Year 1 (June 1, 2014), our overall expected ISTEP+ Passing Trend for math is 55% with at least 45% of students in our lowest quartile showing high growth; at least 40% of our top

three quartiles showing high growth; no more than 42% of the total student population showing low growth; and at least 95% of the student population taking the test.

At the end of Year 2 (June 1, 2015), our expected ISTEP+ Passing Trend for math is 60% with at least 47% of students in our lowest quartile showing high growth; at least 42% of our top three quartiles showing high growth; no more than 40% of the total student population showing low growth; and at least 95% of the student population taking the test.

At the end of Year 3 (June 1, 2016), our expected ISTEP+ Passing Trend for math is 65% with at least 49% of students in our lowest quartile showing high growth; at least 45% of our top three quartiles showing high growth; no more than 38% of the total student population showing low growth; and at least 95% of the student population taking the test.

At the end of Year 4 (June 1, 2017), our expected ISTEP+ Passing Trend for math is 70% with at least 51% of students in our lowest quartile showing high growth; at least 47% of our top three quartiles showing high growth; no more than 36% of the total student population showing low growth; and at least 95% of the student population taking the test.

At the end of Year 5 (June 1, 2018), our expected ISTEP+ Passing Trend for math is 75% with at least 53% of students in our lowest quartile showing high growth; at least 49% of our top three quartiles showing high growth; no more than 38% of the total student population showing low growth; and at least 95% of the student population taking the test.

* Or the equivalent score on new assessments developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium, adopted by Indiana starting in 2014-2015.

Other Performance Indicators

Along with standardized test data, GLS will measure student progress through a number of other importance factors:

- *Technological Literacy*: Students will increase their knowledge of and ability to use a variety of hardware, software, and web-based applications.

Objectives:

- 80% of students will significantly increase their knowledge of and ability to use current technology and technological systems.
- 80% of students become proficient in using at least 12 current hardware resources (i.e., audio interface, digital video camera).
- 80% of participating youths become proficient in using at least 8 current software applications (i.e., desktop publishing software, music production software).

- 80% of participating youths become proficient in using at least 15 current web-based applications (i.e., eduspaces for blogging, flickr for digital photography).

Measurement Approach:

The effect of GLS on students' technological literacy will be tested annually with a nonrandomized pretest-posttest design. Students begin the GLS school year by taking a self-developed TechLiteracy Assessment, a computer-based assessment system with interactive, performance-based questions, multiple-choice questions, and knowledge-based questions (adapted for different grade levels) to measure and report technological literacy. Students end the GLS school year by taking a posttest version of the TechLiteracy Assessment. Then using an analysis of covariance to adjust the posttest means for differences among groups on the pretest, an evaluation team determines if GLS led to a significant increase in technological literacy.

- *Career Development:* Students will develop career skills and opportunities by gaining experience in technology-based business, media, and production.

Objectives:

- 80% of students significantly increase their knowledge of 21st century career opportunities related to technology.
- 80% of students significantly increase career skills deemed crucial to the field of technology.
- 80% of students significantly increase their career opportunities through contact with business leaders and short-term internships related to ongoing Projects and Collaborations.

Measurement Approach:

The effect of GLS on students' career skills and opportunities will be tested annually through self-developed questionnaires and surveys related to knowledge of technology-based careers and opportunities in those careers, administered at the start and end of the school year. These tools are the basis for a nonrandomized pretest-posttest design. An analysis of covariance helps the GLS team determine if GLS led to a significant increase in students' knowledge of and opportunities in technology-based careers.

- *Attendance/Truancy:* Students will improve their school attendance and reduce their rates of truancy.

Objective: Our lowest performing 25% percent of students will achieve a 95% annual attendance rate. Our highest performing 75% of students will achieve a 97% annual attendance rate.

Measurement Approach:

Based on daily attendance data collected and managed in our online management system. The attendance data will be compared with available data from previous student school attendance on an individual student basis, and compared annually as a school with ongoing internal GLS assessment.

- *Behavioral Citations/Contact with Law Enforcement*

Objective: Our entire student population will see a 50% reduction in behavioral citations and an 85% reduction in contact with law enforcement.

Measurement Approach:

Based on behavioral and law enforcement data collected and managed in our online management system. The behavioral and law enforcement data will be compared with available data from previous student school records on an individual student basis, and compared annually as a school with ongoing internal GLS assessment.

- *Attitudes about School and Learning*

Objective: Students will demonstrate a 50% increase in positive attitudes about school and learning at the end of Year 1 (June 1, 2014); a 60% increase at the end of Year 2 (June 1, 2015); a 70% increase at the end of Year 3 (June 1, 2015), a 80% increase at the end of Year 4 (June 1, 2016); and a 90% increase at the end of Year 5 (June 1, 2016).

Measurement Approach:

The effect of GLS on students' attitudes about school and learning will be tested annually through a self-developed questionnaire related to how students feel about learning and their commitment to school, administered at the start and end of the school year. This tool is the basis for a nonrandomized pretest-posttest design. An analysis of covariance helps the GLS team determine if GLS led to a significant increase in students' attitudes about school and learning.

Ongoing Assessment

Along with these measures related to student performance, knowledge, behaviors, and attitudes, GLS leaders will analyze student data points in our internal system according to a predetermined schedule. This overview of student performance will help the GLS national team and school leaders make decisions about instruction, curriculum, and assessment before state-mandated tests

are delivered. Students will also take the Acuity Test in English language arts, reading, and math four times a year as a measure of progress leading up to the state tests.

Performance Management

Effective assessment is a school-wide effort, and GLS school leaders work to ensure that assessment practices and systems are integrated into the curriculum and operations. By the fact that GLS practices continual ongoing assessment, the implementation of other periodic assessments like the Acuity test will be less daunting for students and instructional staff. The Director of Operations is responsible for the collection, scoring, and tabulating of such assessments in the content management system chosen in consultation with our operations partner, GEI. She also maintains the safe and secured storage of the data. The Director of Instruction, Curriculum, and Technology is responsible for reporting assessment results to the School Leader and the national GLS team. Together they determine whether GLS is meeting its goals and how parts of the model—curriculum, instruction, resource allocation, space allocation, etc.—need to adapt in order to achieve success. GLS will make its performance available in its annual report, available in print and online to students, parents, community members, and the public.

An important component of the responsibilities of GLS instructional staff—particularly Instructional Specialists—is to analyze student assessment data in an effort to tailor instruction. Our Strategic Advisor to Assessment, Valita Jones, and Strategic Advisor to Educator Development, Dr. Brian Chinni, will establish a training program (in person and online) for instructional staff to master the online system and make instructional decisions based on short- and long-term data trends for individual students. This connection between student data and instruction will also be highlighted at weekly staff meetings and the monthly conference on best practices.

Should GLS Charter Middle School, or any GLS school, fall short of its stated academic goals or those set by ICSB and the Indiana Department of Education, this will trigger the governing board to take corrective action according to the following procedure: 1) a meeting of the governing board to discuss the school's shortcomings along with issues and contexts potentially related to the school's ineffectiveness, 2) a consultation between the governing board and the School Leader about improving school operations for the purpose of student achievement, 3) a meeting amongst school leadership about improving student performance and overall school effectiveness, 4) a meeting between school leadership and instructional staff about improving overall student performance and the performance of individual students. The governing board will put the school on an immediate action plan with monthly benchmarks to guide school improvement. Should the school continue to not meet its goals, the governing board will make personnel decisions about the school leadership and instructional staff, as described in the next section.

Section III: Implementation Plan

Human Capital

As with any organization, the people behind GLS are the cornerstone of success. A dynamic curriculum without an excellent instructional staff will assuredly fall short. A complex instructional model without an efficient and flexible school leadership team will undoubtedly go awry. For these reasons, GLS is committed to recruiting and maintaining the highest quality personnel possible, as well as releasing personnel who do not meet standards and expectations.

Network-wide Staffing

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Middle Schools	1	1	1	1	1
Number of High Schools		1	1	1	1
Total Schools	1	2	2	2	2
Number of MS Satellite Centers		2	4	6	8
Number of HS Satellite Centers			2	4	6
Total Satellite Centers		2	6	10	14
<i>Student Enrollment</i>	300	975	1650	2,100	2,550
Management Organization Positions					
Executive Director	1	1	1	1	1
Director of Strategic Partnerships				1	1
Director of Assessment				1	1
Director of Educator Development				1	1
Director of Distance Learning				1	1
Administrative Assistant	1	2	2	4	4
Total CMO FTEs	2	3	3	9	9
Middle School Staff					
School Leader	1	1	1	1	1
Director of Operations	1	1	1	1	1
Director of Instruction, Curr, Tech	1	1	1	1	1
Virtual Manager	1	1	1	2	2
Satellite Manager		2	4	6	8
Learning Leader	9	18	25	30	36
Instructional Specialist	9	12	17	21	29
Special Education Aide	2	6	7	9	11
ELL Aide	2	6	7	9	11
Administrative Assistant	2	6	7	9	11
Total Middle School Staff	28	54	71	89	111
High School Staff					
School Leader		1	1	1	1

Director of Operations		1	1	1	1
Director of Instruction, Curr, Tech		1	1	1	1
Virtual Manager		1	1	1	2
Satellite Manager			2	4	6
Learning Leader		9	18	25	30
Instructional Specialist		9	12	17	21
Special Education Aide		2	6	7	9
ELL Aide		2	6	7	9
Administrative Assistant		2	6	7	9
Total High School Staff		28	54	71	89

School Leadership Hiring, Management, and Evaluation

The School Leader; Director of Operations; and Director of Instruction, Curriculum, and Technology comprise the school leadership of a GLS school. The leadership team for GLS Charter Middle School has been carefully selected through a rigorous screening, interview, and reference recommendation process. School leaders for future GLS schools will be recruited through national searches via *Education Week* and *Educational Leadership*; we will also encourage successful leaders in GLS schools to take on increased leadership roles and mentor new leaders. The process of recruiting school leaders for other GLS schools will be overseen by Dr. Michael Bitz, Executive Director, and Dr. Brian Chinni, Strategic Advisor to Educator Development. We will also rely on our operations partner, Goodwill Education Initiatives, to help identify quality school leaders in Indianapolis and across the state of Indiana.

The effectiveness of school leaders will be measured on the overall success of students as put forth by our target achievement goals and dates in accordance with the Indiana Department of Education RISE program. If data show that students school-wide are performing exceptionally well, school leaders will be monetarily rewarded based on a set bonus structure. If data show that students school-wide are not performing up to expectations, school leaders will be under review and then dismissed if student performance does not improve in a sufficient time period as established by the governing board. These reviews are ongoing as the GLS data system constantly updates student performance points; school leaders will undergo a formal annual review by the Executive Director and governing board at the culmination of every school year.

Staff Hiring, Management, and Evaluation

Learning Leaders

The role of a Learning Leader is one of instructional facilitator. Learning Leaders introduce, supervise, and guide students through Projects, Collaborations, Game Play, Learning Quests, and Independent Practice; they develop and oversee Arts and Athletics Clubs. Learning Leaders ensure that students stay on track with assignments, assessments, and the various components of the GLS curriculum.

Learning Leaders are highly qualified college graduates who receive extensive and ongoing training in the GLS model. Through an interview, application exam, reference recommendations, and background check, they must demonstrate facility with technology and be highly proficient in reading, writing, and math before entering our training program. They must also demonstrate experience and interest in working with youths. The training program consists of a summer institute, apprenticeship placement, weekly school team meetings, and a monthly conference to present best practices, solutions, and new ideas. The training program will be developed by Dr. Michael Bitz, Executive Director, and Dr. Brian Chinni, Strategic Advisor to Educator Development.

Learning Leaders are recruited at college fairs, through print and online marketing, and in partnership with other educational organizations. Our operational partner, Goodwill Education Initiatives, will also help us identify Learning Leader candidates. Our first cohort of Learning Leaders for GLS Charter Middle School will be carefully selected by Dr. Michael Bitz, Executive Director, and the named School Leader. The Learning Leaders will undergo monthly staff development training and frequent observation over the course of a school year. The effectiveness of Learning Leaders will be measured on the progress of students in accordance with the Indiana Department of Education RISE program. If data show that the students in contact with a Learning Leader are performing exceptionally well, that Learning Leader will be monetarily rewarded based on a set bonus structure. If data show that the students are not performing up to expectations, that Learning Leader will be under review and then dismissed if student performance does not improve in a sufficient time period as established by the Executive Director, School Leader, and governing board.

Instructional Specialists

Instructional Specialists are literacy, math, and content specialists who connect with students in class and online to target specific gaps in their skill or knowledge base. Instructional Specialists work with students by conducting “instructional rounds” during Projects, Learning Quests, and Independent Practice. These highly trained professionals work closely with Learning Leaders and school leadership to target specific skill gaps for every student. They work one-on-one with students to address those gaps, and they also institute small group work in guided reading and math. Instructional Specialists help students build short- and long-term academic goals that are realized through their Individual Learning Maps.

Instructional Specialists have a graduate school degree in education and Indiana Teacher Certification in literacy, math, and/or a content area. As with the Learning Leaders, Instructional Specialists are recruited at college fairs, through print and online marketing, and in partnership with other educational organizations. Our operational partner, Goodwill Education Initiatives, will also help us identify Instructional Specialist candidates. Through an interview, application exam, reference recommendations, and background check, they must demonstrate facility with technology and be highly proficient in reading, writing, and math before entering our training program, aligned with the Learning Leaders training program but specific to the role of Instructional Specialist. Our first cohort of Instructional Specialists for GLS Charter Middle School will be carefully selected by Dr. Michael Bitz, Executive Director, and the named School

Leader. These Instructional Specialists will undergo monthly staff development training and frequent observation over the course of a school year.

The effectiveness of Instructional Specialists will be measured on the overall progress of GLS students in accordance with the Indiana Department of Education RISE program. If data show that students in contact with Instructional Specialists are performing exceptionally well, the Instructional Specialists will be monetarily rewarded based on a set bonus structure. If data show that those students are not performing up to expectations, Instructional Specialists will be under review and then dismissed if student performance does not improve in a sufficient time period as established by the Executive Director, School Leader, and governing board.

Access to Excellent Educators

There are few places in the GLS curriculum where adults in the room “teach” a concept or skill in the traditional manner of direct instruction, a practice indoctrinated into American classrooms in the 19th century. In our model, a central team of curriculum developers under the oversight of Dr. Michael Bitz, Executive Director, designs and delivers content and instruction over digital networks. However, our educators—Learning Leaders and Instructional Specialists—do play a crucial role in the success of our students, our school, and the GLS model. Though our content delivery system and instructional platforms are transformed for this century, the Zone of Proximal Development (what students can accomplish on their own versus what they can accomplish with adult assistance) still remains in effect. Therefore, GLS removes many of the pressures and responsibilities from the traditional teacher—lesson planning, assessment design and delivery, curriculum development, and more—and enables them to focus on a single purpose: improving the academic performance of every student. The typical, nearly inevitable imbalance of excellent teachers to students shifts in the students’ favor as technology establishes new modes of instruction and support. Rather than solely relying on an excellent teacher for student success, we are establishing an excellent system that aligns our human capital with our centralized curriculum development system and technological platform.

Professional Development

The GLS professional development plan is rooted in helping our school leaders and instructional staff to become adept at our specific system, including the curriculum, instructional delivery platform, connecting data to instruction, and more. Therefore, we have developed an internal approach for professional development led by Dr. Michael Bitz, Executive Director, and the rest of the national team. School leaders work side-by-side with the Executive Director and all of the Strategic Advisors throughout the school year to ensure that school leaders understand the GLS model and are able to implement it effectively. Instructional staff (Learning Leaders and Instructional Specialists) receive monthly professional development through an internal conference devoted to best practices. These sessions enable instructional staff to learn from peers, school leaders, and GLS Strategic Advisors in an effort to share and promote what works in achieving student success.

Every summer, including the summer of 2013 prior to the opening of GLS Charter Middle School, instructional staff attend a summer training institute that immerses our educators in the curriculum, instructional platform, and instructional methods. This institute establishes a mock GLS school system and has instructional staff model the introduction of Projects, organization of Collaborations, rotations through Learning Quests, Game Play supervision, observations of Independent Practice, and all the components of the GLS school day. In years subsequent to the opening of GLS Charter Middle School, instructional staff will also be placed in an apprenticeship with experienced GLS educators and stay connected with those mentors through their first year at GLS.

The professional development plan will be reviewed in light of student achievement. Should more and other kinds of professional development be required, the Executive Director and school leaders will determine the nature of that professional development and allocate resources accordingly.

Start-Up and Operations

Attachment 17 highlights the detailed start-up plan from the date of approval to the opening of GLS Charter Middle School. Attachment 19 details the costs of that planning and start-up period.

Safety and Security

GLS is committed to the safety and security of its students and staff. GLS Charter Middle School will have a camera monitoring system at all entrances and at key locations in the building facility. Visitors must sign in at the front office, and students must be signed out before they leave the building before dismissal time. In consultation with Goodwill Education Services, we will secure a contract with a reputable security firm to provide a security officer and security services as needed, based on the location and placement of the school building. The role of the security officer is to: supervise the overall security at the school, enforce the rules and regulations as set forth in the School Safety Plan (described below), ensure that unauthorized people do not enter the school building or loiter on school grounds, assist staff and students in an emergency situation, conduct investigations of theft or property damage in the school or on school property, and communicate security concerns to the school leadership.

In an effort to ensure safety and security, GLS will establish a School Safety Plan distributed with the Student-Parent Manual. This plan will encompass emergency procedures, emergency contact information, school crisis members, emergency supplies and locations, alarm testing, lockdown procedures, and fire emergency procedures.

Technology Specifications and Requirements

The GLS curricular approach and instructional system is infused with technology at its core. Every learning space is equipped with tablet computers and specialized storage lockers to secure the tablets after the instructional periods. Learning Leaders ensure that every student returns a tablet at the close of each period; the tablets have tracking devices so that they can be found if not immediately returned after an instructional period. Research Labs and Game Rooms are equipped with laptop computers for access to software and hardware peripherals (scanners, printers, digital cameras, digital video cameras) that are not easily accessed on tablets. Research Labs and other instructional spaces are equipped with mobile interactive whiteboards (“smartboards”).

The school has a powerful wireless connection secured by password and supported by a sufficient number of servers and routers. GLS has an open Internet policy monitored by WebWatcher software.

The use of technology is overseen by the Director of Instruction, Curriculum, and Technology. He ensures that the technological processes are working effectively and efficiently, and that instructional staff have the appropriate resources and support to operate and instruct with the technology in a manner that supports student achievement. A technology support assistant will aid the use and implementation of technology school-wide; this person will be available during school hours for problem solving and troubleshooting.

GLS relies on a comprehensive content and data management system that is secured through encryption and password protection. Student assessment and profile data will be kept confidential by reporting through student ID numbers rather than names. We will practice data leakage prevention (DLP), which encompasses tools that prevent accidental data leakage, including device and port control, encryption (both hard-drive and removable media encryption) and content inspection. This DLP plan has the following components:

1. *Define written data protection policies:* Establish clear policies on what data is and is not permissible to be accessed and stored on portable devices and moved outside of the school.
2. *Monitor everything:* Start by implementing a “no-blocking” policy, and monitor activity to learn how student and staff are using the data that they are downloading to devices (approved or not) and be sure to log all actions to improve processes.
3. *Evaluate and adjust:* Frequently evaluate to see where adjustments might need to be made. Review previously established policies and refine based on actual usage trends and risks identified during the monitoring period.

Learning Leaders and Instructional Specialists have access to back-up printed materials and curricula if equipment or connectivity is lost or impaired for a period of time. In consultation with Goodwill Education Services, GLS will contract with a technology service provider in order to troubleshoot and correct such technological problems.

Because the GLS system is web-based, we are protected from catastrophic system failure at the physical school. We will have a daily back-up system that saves student data into an offsite hard-drive should the web-based system fail for any reason.

Facility Plan

The GLS model—with mobile technologies, virtual learning platforms, and instructional rounds—enables us to be extremely flexible with the design and layout of our school spaces. We intend to overlay the technological and classroom infrastructure within the framework of many types of spaces, from existing school buildings to office-like spaces for our satellite centers. Our mobile technologies also mean that we can reconfigure learning and instructional spaces with ease as our students' needs evolve, and as our space needs evolve. Therefore, we can make the important decision of who we want to serve before deciding which building we will occupy.

With this region of Indianapolis in mind, the GLS leadership team is taking a number of steps in planning and establishing a space for GLS Charter Middle School:

- Working with Century 21 Scheetz to obtain real estate listings of potential spaces.
- Working with Dezelan Insurance to obtain a summary of insurance coverage and estimated costs based on a similarly sized school in Indiana that provides a hybrid of virtual and bricks-and-mortar education.
- Communicating with Dennis Ehlers at the Indiana Department of Health about regulations and mandates.
- Communicating with Russ Simnick at Indiana Public Charter Schools Association about facilities and community needs.
- Connecting with IFF and the Charter Schools Development Corporation to begin discussions about financing and leasing terms.
- Connecting with local business leaders on the Westside, including Lou Gilbert, a member of Allison Transmission leadership and author of *Separate Yourself: A Common Sense Approach to College and Career*

The GLS governing board and School Leader of GLS Charter Middle School will ensure that our facility complies with state and local health and safety requirements, and as required by the Indiana State Department of Health, Office of the State Fire Marshall, Department of Public Works, and the corresponding local agencies.

Although GLS Charter Middle School will not be providing busing or other transportation for student, we have budgeted to reimburse students for public transportation bus passes. We will arrange for bus or van transportation to fieldtrips and other special events, and we will ensure that all students, including those with physical disabilities, are accommodated in these transportation arrangements.

Budget and Finance

GLS is designed to be self-sustaining on annual state student allotments. The five-year budget plan for GLS Charter Middle School, presented in Attachment 19, is based on \$0 of private revenue and a \$200,000 loan in Year 0. However, we are actively pursuing private revenue for our planning year; this includes:

- Mind Trust Charter School Incubator (accepted for Interview Round, scheduled for April 25, 2012)
- Charter School Growth Fund (application has been reviewed favorably by program manager)
- Walton Family Foundation (for schools located within IPS boundaries)
- Social Enterprise Exchange (invited for second application round, due April 17, 2012)

Furthermore, we are working with a California-based fundraising team, solely on commission, to connect us with investors in Silicon Valley once we receive approval from ICSB. GLS is a prime opportunity for in-kind donations from technology-based companies, several of which have expressed interest, including Apple, Yamaha, Google, and Adobe. Finally, we are planning to market the GLS platform to schools and school districts in Indiana and nationwide as an opportunity for them to outsource elements of instruction and curriculum in an academically and financially effective manner. These contracts would provide GLS with a source of earned revenue to help ensure the financial growth of our organization and schools.

These elements of the GLS financial plan are projected in our five-year business and budget plan (Attachment 9), though we have not included them in Attachment 19 as they have yet to be secured.

Budget Considerations

GLS will partner with Goodwill Educational Initiatives (GEI) to outsource some back-office operations including accounting and payroll services. This enables GLS to concentrate its energy and resources on student success. The governing board will oversee the overall finances of GLS to ensure financial stability. The budget subcommittee of the governing board will focus specifically on long-term financial viability.

GLS will have an independent auditor, secured through GEI or through its own procurement, provide an independent annual financial audit of GLS as a network and GLS Charter Middle School.

Attachment 19 demonstrates the five-year budget plan for GLS Charter Middle School. This plan is the same for GLS Charter High School, which we intend to open in 2014 under a separate ICSB application. The five-year network budget plan is included in Attachment 9.

Section IV: Portfolio Review and Performance Record

Although GLS Charter Middle School will be the first in our network, we are applying as an Experienced Operator at the request of ICSB, as we intend to replicate our model statewide and nationwide.

It is important to note that the GLS model was not created in a vacuum or on a whim. It is the result of carefully designed and tested curricular approaches from the Center for Educational Pathways. Numerous independent studies have demonstrated the effectiveness of our methods, as highlighted in Attachment 21 (Portfolio Summary). In particular, the US Department of Education conducted an evaluation of our Comic Book Project program in the Imperial Valley of California, an area with the highest rate of ELLs in the nation at 48% and the highest rate of unemployment nationwide at 28%. After one year of the program, student scores on the California Standardized Test (CST) significantly increased—7% in English language arts and 9% in math—according to the USDOE-sponsored scientific control-treatment group study.

Numerous other studies have demonstrated our success. A report to the Indianapolis Public Schools Foundation showed that our Youth Music Exchange program helped Indianapolis middle schoolers to meet the Indiana’s Academic Standards in English Language Arts and Mathematics:

- 76% percent of participating students showed proficiency on Standard 1, READING: Word Recognition, Fluency, and Vocabulary Development

Participating students used their knowledge of word parts and word relationships to develop fluency and new vocabulary. They explored new word concepts like “production” and “marketing” and used their vocabulary skills to discern the word meanings.

- 72% percent of participating students showed proficiency on Standard 2, READING: Comprehension and Analysis of Nonfiction and Informational Text

Participating students read and analyzed a variety of informational texts related to business plan development, marketing strategies, and distribution strategies. They used the information from these texts to formulate their own ideas and strategies.

- 74% percent of participating students showed proficiency on Standard 4, WRITING: Processes and Features

Through extensive journaling and other writing opportunities, participating students used logical organizational structures and had opportunities to review, evaluate, and revise their own and peers’ writing for meaning, clarity, and purpose.

- 64% percent of participating students showed proficiency on Standard 6, WRITING: English Language Conventions

Participating students reinforced their writing abilities related to spelling, grammar, punctuation, capitalization, and sentence construction through frequent and engaging writing activities outlined in the Instructor’s Guide for YME.

- 82% percent of participating students showed proficiency on Standard 7, LISTENING and SPEAKING: Skills, Strategies, and Applications

Participating students will deliver focused, coherent presentations that clearly conveyed ideas related to what they accomplished throughout the project. They rehearsed the presentations and provided each other with feedback for improving their content and delivery.

- 71% percent of participating students showed proficiency on Standard 1, MATH: Number Sense

Participating students worked with whole numbers, decimals, and fractions in the development of their business plans, as well as weekly math assignments presented in the YME Instructor's Guide. They understood how to use these numbers for the purpose of managing their record labels efficiently and successfully.

- 66% percent of participating students showed proficiency on Standard 2, MATH: Computation

Through their business plans and weekly math assignments, participating students solved problems involving multiplication and division of whole numbers and solve problems involving addition, subtraction, and multiplication and division of fractions and decimals.

- 72% percent of participating students showed proficiency on Standard 4, MATH: Geometry

Through the design of CD faces and inserts as well as postcards, flyers, and other marketing materials, participating students considered geometrical properties related to shapes, angles, and lines.

- 72% percent of participating students showed proficiency on Standard 5, MATH: Measurement

As with geometry, the design of CD faces and inserts as well as postcards, flyers, and other marketing materials engaged participating students in concepts of measurement. They also engaged in a significant amount of measurement related to money and finances.

- 78% percent of participating students showed proficiency on Standard 7, MATH: Problem Solving

Student used numerical and mathematical data in creative ways in order to solve problems that were presented to them or that arose in the course of the project. Throughout YME, students made decisions about how to approach problems and communicate their ideas.

Our Contribution to Educational Research and Theory

The GLS national team is on the forefront of educational theory and research; various team members have contributed to the literature that now informs new educational practices nationwide. This research is also a foundation for the GLS model. Below is a selection of that work.

Dr. Michael Bitz:

Bitz, M. (2010). *When Commas Meet Kryptonite: Classroom Lessons from the Comic Book Project*. New York: Teachers College Press.

Bitz, M. (2009). *Manga High: Literacy, Identity, and Coming of Age in an Urban High School*. Cambridge, MA: Harvard Education Press.

Bitz, M. (2009). The Tupac Effect: A case for socially relevant education. In Hagood, M. (Ed.). *New Literacies Practices: Designing Literacy Learning* (pp. 7-24). New York: Lang.

Bitz, M. (2009). "Manga is my life": Opportunities (and opportunities missed) for literacy development. In Chauncey, C. T., & Walser, N. (Eds.). *Spotlight on Student Engagement, Motivation, and Achievement* (pp. 103-110). Cambridge, MA: Harvard Education Press.

Bitz, M. (2009). Creativity in crisis: The "Brain Drain" in American Schools. *Voices in Education* (online): <http://www.hepg.org/blog/18>.

Bitz, M. (2008). The Comic Book Project: Literacy outside (and inside) the box. In Flood, J., Lapp, D., & Brice Heath, S. (Eds.). *Handbook of Research on Teaching Literacy through the Communicative and Visual Arts, Volume II* (pp. 229-236). Chicago: Erlbaum (with the International Reading Association).

Dr. Shaila Mulholland:

Mulholland, S. (November, 2010). The Lessons from Fifty Years of Access and Equity Struggles in Indiana: The Development of the Indiana Community College System. Paper presented at the Association for the Study of Higher Education Annual Meeting, Indianapolis, IN.

Mulholland, S., Parker, T., Richardson, R.C. (April, 2009). A comparative analysis of state policies influencing community college students' access and success in three states. Poster presented at the American Educational Research Association Annual Meeting, San Diego.

Mulholland, S. (October, 2008). Sputnik and its Influence on Indiana Higher Education System. Paper presented at the Midwest History of Education Society Annual Meeting. Chicago, IL.

Mulholland, S. (April, 2008). Policy Stories of How and Why Indiana Developed its Community College System. Paper presented at the Council for the Study of Community Colleges Annual Meeting, Philadelphia, PA.

Kinzie, J., & Mulholland, S. (2007). Transforming physical spaces into inclusive multicultural learning environments. In S. Harper, (Ed.), *Creating Inclusive College Environments for Cross-Cultural Learning and Student Engagement*. Washington, DC.

Dr. Bill McKinney:

McKinney, B., et al. (2010). *African American and Latino Dropout Taskforce Report*. Philadelphia Public School District.

McKinney, B. (2009). "Effect of family organization and race and ethnicity on women's economic status in New York State. *American Behavioral Scientist*, 53 (2), 223-238.

McKinney, B. (2007). *My North Philly*, foreword. A publication by the Mural Arts Program of Philadelphia.

Global Learning Space

Attachment 2: School Leader

Resume withheld from public document. Approved by ICSB. See Attachment 2 in Review Room.

Director of Operations

Virginia Ramos
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Indianapolis, IN 46202
317-694-1665
Ramosva@hotmail.com

Summary of Qualifications:

Student focused educator-Proactive teacher with diverse background from an educational and non-profit organization. Uncompromising advocate of the view that all students can learn; facilitate learning through positive environment that encourages student exploration and promotes self-confidence. Strengths include:

- Student advisor: Successfully guided a cohort of thirteen students through their high school academics from sophomore to graduation – Including college preparation and college acceptance. At Indy Met high student graduation rate.
- Developed and cultivated relationships with parents and students to ensure a holistic approach to education.
- Increased math and literacy comprehension levels which subsequently lead to increased passing rates of statewide exam (GQE).
- Co-leader of science energy education: Senior class won both the State and Regional Science Award funded by the National Energy Education Department (NEED).
- Curriculum inquiry/development and project based learning/assessment. Designer of individualized instruction through the use of alternative teaching and assessment.
- Developed challenging social studies curriculum that addresses E.S.L. students' needs and delivers quality education.

Honors and Certifications:

Certification in American History (2011)	Ashland University
Belfer Scholar Recipient (2011)	U.S. Holocaust Memorial Museum
Certification in Curriculum Mapping (2010):	Indiana University
Advanced Placement Certification in World History	College Board of New York
Master of Arts in Education (2006):	City College of New York
Bachelor of Arts in Economics (2001): <i>Phi Beta Kappa Academic Honor Recipient</i>	Fordham University, NY
Indiana State Teacher License (2009):	Social Studies, Economics, and Psychology

Bilingual Educator:

English/Spanish

Employment:

**Eman Schools, Fishers, IN
Adjunct Professor, Present**

- Develop the Social Studies curriculum for the middle and high school. Incorporating literature, art and field trip to provide an authentic learning experience.
- Work with ESL and special needs students in reading comprehension and writing utilizing differentiated learning strategies (visual, tactical, auditory and conceptualization).
- Teach AP World History to prepare students to pass the AP Exam (80% passing rate)
- Teach Dual College credit course: US History
- Teach middle and high school social studies and drama.
- Created and enforce behavior management policies for the middle/high school.
- Assist teacher in the Elementary school on students' behavioral issues.
- Created a high school drama program that included acting, setting, and production.

Goodwill Education Initiatives, Indianapolis, IN

Teacher/Advisor, 2006 – 2010

- Guide and direct a cohort of students in their academic track. Design individualized learning plans, service learning projects and internship-based projects.
- Mentor freshman staff by providing support and training in behavior management strategies, curriculum development, and differentiated learning strategies.
- Develop secondary social studies units taught in isolation and within an interdisciplinary themes through collaboration with other grade-level content specialists that is designed to push students to a higher level of cognitive reasoning.
- Design interdisciplinary curriculum utilizing alternative teaching strategies and assessment.
- Designed and implement science curriculum utilizing energy units from the NEED organization.

Administrative experience at Indianapolis Metropolitan High School, 2008-2010:

- Class and testing scheduler for entire freshman school (typical class size of 75-100).
- Faculty morale coordinator: organized staff breakfasts and events to discuss/improve staff morale.
- Freshman staff mentor: ensured accountability of staff responsibilities while also mentoring less experienced staff with curriculum development and behavior management.
- Staff Evaluation and Compensation Committee Member: streamlined data interpretation for staff evaluation using both NWA and ECA results as well as cumulative student growth to appropriate staff promotions.

Horizon Christian School, Indianapolis, IN

After School Coordinator, 2005-2006

Developed and organized recreational activities for the program and oversaw supervision of staff and volunteers. Tutor students in math, reading and writing.

Crossroads of America Council, Indianapolis, IN

Program Leader, 2005-2006

Taught students with special needs/disabilities courses on moral behavior, social skills and career development through the Indianapolis Public School

Theodore Roosevelt High School, Bronx, NY

Alternative Education Coordinator (AEC) 2001-2003

- Coordinated all activities in the AEC. Instructed students assigned to the AEC using the instructional plans of the regular class, and alternative strategies to differentiate instruction based on individual needs. Articulated with the regular classroom teachers on the students' progress and sequence of the curriculum. Worked closely with guidance counselors discussing the need of students and recommendation for future support services.

History Teacher-Teaching Fellow – 2001-2003

- Taught World History, State Regents Prep course and Current Events to grades 9-12 using best teaching practices. Worked with students after class to reinforce historical knowledge and comprehension, and test-taking techniques.

Cornell University Medical College, New York City, NY

Administrative Manager- 1995-2000

- Managed all financial matters for the Adolescent Development Program including preparation of budgets, salary and expense projections for all phases of grants proposals; monitoring of accounts in conjunction with the Accounting and Payroll departments as well as authorization of all expenditures.

Community Service:

Teens Get Tested, Youth Mentor

Urban League, Indianapolis, IN (2009-2011)

Keep Indianapolis Beautiful, Volunteer

Indianapolis, IN (2009-2011)

KIDS Inc. Mentor

Horizon Christian Church, Indianapolis, IN (2004-2006)

Global Learning Space

Attachment 3: Director of Instruction, Curriculum, and Technology

Resume withheld from public document. Approved by ICSB. See Attachment 3 in Review Room.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: FEB 06 2008

CENTER FOR EDUCATIONAL PATHWAYS
106-15 QUEENS BLVD STE 4F
FOREST HILLS, NY 11375-0000

Employer Identification Number:
83-0345654
DLN:
17053012705058
Contact Person:
SHAWNDEA KREBS ID# 31072
Contact Telephone Number:
(877) 829-5500
Public Charity Status:
170(b)(1)(A)(vi)

Dear Applicant:

Our letter dated July 3, 2003, stated you would be exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code, and you would be treated as a public charity, rather than as a private foundation, during an advance ruling period.

Based on the information you submitted, you are classified as a public charity under the Code section listed in the heading of this letter. Since your exempt status was not under consideration, you continue to be classified as an organization exempt from Federal income tax under section 501(c)(3) of the Code.

Publication 557, Tax-Exempt Status for Your Organization, provides detailed information about your rights and responsibilities as an exempt organization. You may request a copy by calling the toll-free number for forms, (800) 829-3676. Information is also available on our Internet Web Site at www.irs.gov.

If you have general questions about exempt organizations, please call our toll-free number shown in the heading.

Please keep this letter in your permanent records.

Sincerely yours,



Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Letter 1050 (DO/CG)

CERTIFICATE OF INCORPORATION OF

Center for Educational Pathways

(Insert Corporation Name)

Under Section 402 of the Not-for-Profit Corporation Law

FIRST: The name of the corporation is:

Center for Educational Pathways

SECOND: The corporation is a corporation as defined in subparagraph (a)(5) of Section 102 (Definitions) of the Not-for-Profit Corporation Law.

THIRD-Part A: The purpose or purposes for which the corporation is formed are as follows:

To research, develop, and distribute alternative pathways to learning for children in urban areas.

THIRD-Part B: If the corporation is a Type C corporation, the lawful public or quasi-public objective which each business purpose will achieve is:

FOURTH: The corporation shall be a Type A Type B Type C Type D corporation pursuant to Section 201 of the Not-for-Profit Corporation Law.

FIFTH: The office of the corporation is to be located in the County of Queens, State of New York.

SIXTH: The names and addresses of the three initial directors of the corporation are:
(A minimum of three are required)

Name: Dr. Michael Bitz

Address: 155 Mount Airy Road, Saugerties, NY 12477

Name: Dr. Bill McKinney

Address: 3024 E Street, Philadelphia, PA 19134

Name: Dr. Shaila Mulholland

Address: 3590 Camino Del Rio North, San Diego, CA 92108

SEVENTH: The Secretary of State is designated as agent of the corporation upon whom process against it may be served. The address to which the Secretary of State shall mail a copy of any process accepted on behalf of the corporation is:

106-15 Queens Boulevard, Suite 4F
Forest Hills, NY 11375

EIGHTH: *(Optional - Corporations seeking tax exempt status may include language required by the Internal Revenue Service in this paragraph.)*

The following language relates to the corporation's tax exempt status and is not a statement of purposes and powers. Consequently, this language does not expand or alter the corporation's purposes or powers set forth in paragraph THIRD:

Incorporator Name: Michael Bitz
(Type or Print)

Address: 155 Mount Airy Road, Saugerties, NY 12477

Signature **X** 

CERTIFICATE OF INCORPORATION
OF

Center for Educational Pathways

(Insert Corporation Name)

Under Section 402 of the Not-for-Profit Corporation Law

FILED BY: Name: Michael Bitz

Mailing Address: 155 Mount Airy Road

City: Saugerties State: NY Zip Code: 12477

NOTE: This sample form is provided by the New York State Department of State Division of Corporations for filing a certificate of incorporation. This form is designed to satisfy the minimum filing requirements pursuant to the Not-for-Profit Corporation Law. The Division will accept any other form which complies with the applicable statutory provisions. The Division recommends that this legal document be prepared under the guidance of an attorney. The Division does not provide legal, accounting or tax advice. This certificate must be submitted with a **\$75** filing fee made payable to the "Department of State."

For DOS use only

By Laws

OF

Center for Educational Pathways

A NOT-FOR-PROFIT CORPORATION
INCORPORATED UNDER THE LAWS OF
THE STATE OF NEW YORK

Center for Educational Pathways

Addendum to Bylaws
Approved March 30, 2011

Establishment of Global Learning Space

The following items have been approved to be in line with the mission of the Center for Educational Pathways (CEP) and have been added to the bylaws:

1. Global Learning Space (GLS) is a charter school network and virtual learning platform, established by CEP in 2011.
2. The board approves a subcommittee consisting of Michael Bitz, Bill McKinney, and Shaila Mulholland to establish a board of directors for GLS, consisting of at least two other members.
3. The board of GLS will report annually to the board of CEP on finances, educational progress, and strategic plans.
4. CEP and GLS will comply with all Indiana State laws including Indiana Public Access Laws and the Open Door Law.
5. Upon dissolution of CEP and/or GLS: (1) all remaining assets, except funds specified in subdivision (2), shall be used for nonprofit educational purposes; and (2) remaining funds received from the Indiana Department of Education shall be returned to the department not more than thirty (30) days after dissolution.

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Combined First Meeting of the Members and First Meeting of the Directors.

BY - LAWS

of

Center for Educational Pathways, Inc

ARTICLE I - OFFICES

The principal office of the corporation shall be in the
106-15 Queens Bl of Forest Hills County of Queens State
of NY

The corporation may also have offices at such other places within
or without this state as the board may from time to time deter-
mine or the business of the corporation may require.

ARTICLE II - PURPOSES

The purposes for which this corporation has been organized
are as follows:

To research, develop, and distribute alternative pathways
to learning for children in urban areas.

ARTICLE III - MEMBERSHIP

1. QUALIFICATIONS FOR MEMBERSHIP.

Not applicable: This organization does not have members.
Not applicable pertains to all of Article III.

2. MEMBERSHIP MEETINGS.

The annual membership meeting of the corporation shall be held on the first day of August each year except that if such day be a legal holiday then in that event the directors shall fix a day not more than two weeks from the date fixed by these by-laws. The secretary shall cause to be mailed to every member in good standing at his address as it appears on the membership roll book of the corporation a notice stating the time and place of the annual meeting.

Regular meetings of the corporation shall be held

The presence at any membership meeting of not less than five members shall constitute a quorum and shall be necessary to conduct the business of the corporation; however, a lesser number may adjourn the meeting for a period of not more than three weeks from the date scheduled by the by-laws and the secretary shall cause a notice of the re-scheduled date of the meeting to be sent to those members who were not present at the meeting originally called. A quorum as hereinbefore set forth shall be required at any adjourned meeting.

A membership roll showing the list of members as of the record date, certified by the secretary of the corporation, shall be produced at any meeting of members upon the request therefor of any member who has given written notice to the corporation that such request will be made at least ten days prior to such meeting. All persons appearing on such membership roll shall be entitled to vote at the meeting.

3. SPECIAL MEETINGS.

Special meetings of the corporation may be called by the directors. The secretary shall cause a notice of such meeting

to be mailed to all members at their addresses as they appear in the membership roll book at least ten days but not more than fifty days before the scheduled date of such meeting. Such notice shall state the date, time, place and purpose of the meeting and by whom called.

No other business but that specified in the notice may be transacted at such special meeting without the unanimous consent of all present at such meeting.

4. FIXING RECORD DATE

For the purpose of determining the members entitled to notice of or to vote at any meeting of members or any adjournment thereof, or to express consent to or dissent from any proposal without a meeting, or for the purpose of determining the members entitled to receive any distribution or any allotment of any rights, or for the purpose of any other action, the board shall fix, in advance, a date as the record date for any such determination of members. Such date shall not be more than fifty nor less than ten days before any such meeting, nor more than fifty days prior to any other action.

5. ACTION BY MEMBERS WITHOUT A MEETING.

Whenever members are required or permitted to take any action by vote, such action may be taken without a meeting by written consent, setting forth the action so taken, signed by all the members entitled to vote thereon.

6. PROXIES.

Every member entitled to vote at a meeting of members or to express consent or dissent without a meeting may authorize another person or persons to act for him by proxy.

Every proxy must be signed by the member or his attorney-in-fact. No proxy shall be valid after the expiration of eleven months from the date thereof unless otherwise provided in the proxy. Every proxy shall be revocable at the pleasure of the member executing it, except as otherwise provided by law.

7. ORDER OF BUSINESS.

The order of business at all meetings of members shall be as follows:

1. Roll call
2. Reading of the minutes of the preceding meeting
3. Reports of committees

ARTICLE IV - DIRECTORS

1. MANAGEMENT OF THE CORPORATION.

The corporation shall be managed by the board of directors which shall consist of not less than three directors. Each director shall be at least nineteen years of age.

2. ELECTION AND TERM OF DIRECTORS.

At each annual meeting of members the membership shall elect directors to hold office until the next annual meeting. Each director shall hold office until the expiration of the term for which he was elected and until his successor has been elected and shall have qualified, or until his prior resignation or removal.

3. INCREASE OR DECREASE IN NUMBER OF DIRECTORS.

The number of directors may be increased or decreased by vote of the members or by a vote of a majority of all of the directors. No decrease in number of directors shall shorten the term of any incumbent director.

4. NEWLY CREATED DIRECTORSHIPS AND VACANCIES.

Newly created directorships resulting from an increase in the number of directors and vacancies occurring in the board for any reason except the removal of directors without cause may be filled by a vote of a majority of the directors then in office, although less than a quorum exists, unless otherwise provided in the certificate of incorporation. Vacancies occurring by reason of the removal of directors without cause shall be filled by vote of the members. A director elected to fill a vacancy caused by resignation, death or removal shall be elected to hold office for the unexpired term of his predecessor.

5. REMOVAL OF DIRECTORS.

Any or all of the directors may be removed for cause by vote of the members or by action of the board. Directors may be removed without cause only by vote of the members.

6. RESIGNATION.

A director may resign at any time by giving written notice to the board, the president or the secretary of the corporation. Unless otherwise specified in the notice, the resignation shall take effect upon receipt thereof by the board or such officer, and the acceptance of the resignation shall not be necessary to make it effective.

7. QUORUM OF DIRECTORS.

Unless otherwise provided in the certificate of incorporation, a majority of the entire board shall constitute a quorum for the transaction of business or of any specified item of business.

8. ACTION OF THE BOARD.

Unless otherwise required by law, the vote of a majority of the directors present at the time of the vote, if a quorum is present at such time, shall be the act of the board. Each director present shall have one vote.

9. PLACE AND TIME OF BOARD MEETINGS.

The board may hold its meetings at the office of the corporation or at such other places, either within or without the state, as it may from time to time determine.

10. REGULAR ANNUAL MEETING.

A regular annual meeting of the board shall be held immediately following the annual meeting of members at the place of such annual meeting of members.

11. NOTICE OF MEETINGS OF THE BOARD, ADJOURNMENT.

Regular meetings of the board may be held without notice at such time and place as it shall from time to time determine. Special meetings of the board shall be held upon notice to the directors and may be called by the president upon three days' notice to each director either personally or by mail or by wire; special meetings shall be called by the president or by the secretary in a like manner on written request of two directors. Notice of a meeting need not be given to any director who submits a waiver of notice whether before or after the meeting or who attends the meeting without protesting prior thereto or at its commencement, the lack of notice to him.

A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. Notice of the adjournment shall be given all directors who were absent at the time of the adjournment and, unless such time and place are announced at the meeting, to the other directors.

12. CHAIRMAN.

At all meetings of the board the president, or in his absence, a chairman chosen by the board shall preside.

13. EXECUTIVE AND OTHER COMMITTEES.

The board, by resolution adopted by a majority of the entire board, may designate from among its members an executive committee and other committees, each consisting of three or more directors. Each such committee shall serve at the pleasure of the board.

ARTICLE V - OFFICERS

1. OFFICES, ELECTION, TERM.

Unless otherwise provided for in the certificate of incorporation, the board may elect or appoint a president, one or more vice-presidents, a secretary and a treasurer, and such other officers as it may determine, who shall have such duties, powers and functions as hereinafter provided. All officers shall be elected or appointed to hold office until the meeting of the board following the annual meeting of members. Each officer shall hold office for the term for which he is elected or appointed and until his successor has been elected or appointed and qualified.

2. REMOVAL, RESIGNATION, SALARY.

Any officer elected or appointed by the board may be removed by the board with cause. In the event of the death, resignation or removal of an officer, the board in its discretion may elect or appoint a successor to fill the unexpired term. Any two or more offices may be held by the same person, except the offices of president and secretary. The salaries of all officers shall be fixed by the board.

3. PRESIDENT.

The president shall be the chief executive officer of the corporation; he shall preside at all meetings of the members and of the board; he shall have the general management of the affairs of the corporation and shall see that all orders and resolutions of the board are carried into effect.

4. VICE-PRESIDENTS.

During the absence or disability of the president, the vice-president, or if there are more than one, the executive vice-president, shall have all the powers and functions of the president. Each vice-president shall perform such other duties as the board shall prescribe.

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4. VICE-PRESIDENTS.

During the absence or disability of the president, the vice-president, or if there are more than one, the executive vice-president, shall have all the powers and functions of the president. Each vice-president shall perform such other duties as the board shall prescribe.

5. TREASURER.

The treasurer shall have the care and custody of all the funds and securities of the corporation, and shall deposit said funds in the name of the corporation in such bank or trust company as the directors may elect; he shall, when duly authorized by the board of directors, sign and execute all contracts in the name of the corporation, when countersigned by the president; he shall also sign all checks, drafts, notes, and orders for the payment of money, which shall be duly authorized by the board of directors and shall be countersigned by the president; he shall at all reasonable times exhibit his books and accounts to any director or member of the corporation upon application at the office of the corporation during ordinary business hours. At the end of each corporate year, he shall have an audit of the accounts of the corporation made by a committee appointed by the president, and shall present such audit in writing at the annual meeting of the members, at which time he shall also present an annual report setting forth in full the financial conditions of the corporation.

6. ASSISTANT-TREASURER.

During the absence or disability of the treasurer, the assistant-treasurer, or if there are more than one, the one so designated by the secretary or by the board, shall have the powers and functions of the treasurer.

7. SECRETARY.

The secretary shall keep the minutes of the board of directors and also the minutes of the members. He shall have the custody of the seal of the corporation and shall affix and attest the same to documents when duly authorized by the board of directors. He shall attend to the giving and serving of all notices of the corporation, and shall have charge of such books and papers as the board of directors may direct; he shall attend to such correspondence as may be assigned to him, and perform all the duties incidental to his office. He shall keep a membership roll containing the names, alphabetically arranged, of all persons who are members of the corporation, showing their places of residence and the time when they became members.

8. ASSISTANT-SECRETARIES.

During the absence or disability of the secretary, the assistant-secretary, or if there are more than one, the one so designated by the secretary or by the board, shall have all the powers and functions of the secretary.

4. Reports of officers
5. Old and unfinished business
6. New business
7. Good and welfare
8. Adjournments

8. MEMBERSHIP DUES.

9. SURETIES AND BONDS.

In case the board shall so require, any officer or agent of the corporation shall execute to the corporation a bond in such sum and with such surety or sureties as the board may direct, conditioned upon the faithful performance of his duties to the corporation and including responsibility for negligence and for the accounting for all property, funds or securities of the corporation which may come into his hands.

ARTICLE VI - SEAL

The seal of the corporation shall be as follows:

ARTICLE VII - CONSTRUCTION

If there be any conflict between the provisions of the certificate of incorporation and these by-laws, the provisions of the certificate of incorporation shall govern.

ARTICLE VIII - AMENDMENTS

The by-laws may be adopted, amended or repealed by the members at the time they are entitled to vote in the election of directors. By-laws may also be adopted, amended or repealed by the board of directors but any by-law adopted, amended or repealed by the board may be amended by the members entitled to vote thereon as hereinbefore provided.

If any by-law regulating an impending election of directors is adopted, amended or repealed by the board, there shall be set forth in the notice of the next meeting of members for the election of directors the by-law so adopted, amended or repealed, together with a concise statement of the changes made.

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT**Statement of Assurances**

The charter school agrees to comply with all of the following provisions: (*Read and check*)

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board (ICSB) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, 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, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- 7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- 10. Recipients will indemnify and hold harmless the ICSB, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

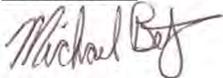
PRINT NAME & TITLE

Michael Bitz, Executive Director

DATE

April 5, 2012

SIGN NAME



CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of
charter school on whose Board of Directors you intend to serve:
Global Learning Space
2. Your full name: Michael Bitz
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
As the first recipient of the Mind Trust Fellowship in Educational Entrepreneurship, I have worked to establish creativity at the core of teaching and learning for students nationwide, including students in 14 Indianapolis schools and eight other schools across Indiana. My approaches to curriculum, instruction, and assessment have been documented and researched by numerous independent organizations, and these approaches are at the core of the GLS model. As the founder and executive director of the nonprofit Center for Educational Pathways, I have extensive experience with nonprofit leadership, administration, governance, financial stewardship, and facilities management.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

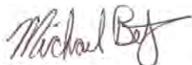
Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes
-

Certification

I, Michael Bitz, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Global Learning Space Charter School is true and correct in every respect.



Signature

April 3, 2012

Date

Charter School Board Member Information

Disclosure Information: Michael Bitz

1. I have collaborated with Shaila Mulholland, Valita Jones, and William McKinney in projects of the Center for Educational Pathways, including an implementation of the Youth Music Exchange at a juvenile offenders program in San Diego, CA.
2. Through the Mind Trust Fellowship in Educational Entrepreneurship, I brought the Youth Music Exchange to Goodwill's Indianapolis Metropolitan Charter High School. Randall Glenn (Director of Instruction, Curriculum, and Technology) was the Teacher-Advisor of the students, and we collaborated on helping the students succeed.
7. Goodwill Education Initiatives: I met Scott Bess, Principal of Goodwill's Indianapolis Metropolitan Charter High School when I brought the Youth Music Exchange to the school. Young Audiences of Indiana: I met JoEllen Florio Rossebo, Executive Director, when I brought the Youth Music Exchange to the organization for a series of workshops. Aftercare for the Incarcerated through Mentoring: I met Joann Helferich, Director, when I brought the Youth Music Exchange to a group of juvenile offenders affiliated with the AIM program.

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charter school on whose Board of Directors you intend to serve:
Global Learning Space
2. Your full name: William McKinney
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I am a renowned leader in educational research and dropout prevention. The Philadelphia school district appointed me as the head of the city's African American and Latino Male Dropout Taskforce, which was launched to study and make recommendations for addressing the educational needs of the city's most at-risk youths. I hold the appointment of Director at the Howard Samuels Research Center located at the City University of New York's Graduate Center. In this function, I oversee all aspects of the Samuels Center's functions, including budgeting, staffing, reporting, and fundraising. My role in GLS will be to advise the overall development and establishment of the school, with a particular focus on how GLS meets the needs of at-risk students and those most in danger of dropping out of school.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, William McKinney, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Global Learning Space Charter School is true and correct in every respect.

Signature

Date

4/5/12

Charter School Board Member Information

Disclosure Information: William McKinney

1. I have collaborated with Michael Bitz, Shaila Mulholland, and Valita Jones in projects of the Center for Educational Pathways, including an implementation of the Youth Music Exchange at a juvenile offenders program in San Diego, CA.

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of
charter school on whose Board of Directors you intend to serve:
Global Learning Space
2. Your full name: Shaila Mulholland
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
My work is focused on how distance learning and technology can be leveraged for college access and increased student success. As a faculty member at San Diego State University, I teach Educational Leadership in a Diverse Society and the History of Community Colleges At SDSU's Interwork Institute, I am establishing international networks of learners, which GLS will leverage for the Collaborations component of the curriculum. As Strategic Advisor to Distance Learning, I will help GLS establish and maintain a dynamic instructional platform and curriculum delivery system. I am also extremely adept at assessment practices and will advise internal and external assessment processes at GLS.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

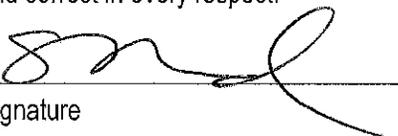
Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Shailla Mulholland, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Global Learning Space Charter School is true and correct in every respect.


Signature

3/27/12
Date

Charter School Board Member Information

Disclosure Information: Shaila Mulholland

1. I have collaborated with Michael Bitz, Valita Jones, and William McKinney in projects of the Center for Educational Pathways, including an implementation of the Youth Music Exchange at a juvenile offenders program in San Diego, CA.
2. I volunteered as a mentor at Goodwill's Indianapolis Metropolitan Charter High School as part of the Youth Music Exchange. Randall Glenn (Director of Instruction, Curriculum, and Technology) was the Teacher-Advisor of the students, and we collaborated on helping the students succeed.

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of
charter school on whose Board of Directors you intend to serve:
Global Learning Space
2. Your full name: Brian Chinni
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I am an experienced teacher of teachers with extensive experience in the field including classroom math teacher, school principal, district-level administrator, professor of education, and college administrator. I direct the Masters of Educational Leadership Program at Ramapo College, the public liberal arts college of New Jersey. As Strategic Advisor to Educator Development, I will help develop the training and professional development program for GLS's Learning Leaders and Instructional Specialists, which will enable these educators to use student data to make effective instructional choices and decisions. I will also help recruit and develop effective GLS school leaders and administrators.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes
-

Certification

I, Brian Chinni, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Global Learning Space Charter School is true and correct in every respect.



Signature

April 2, 2012

Date

Charter School Board Member Information

Disclosure Information: Brian Chinni

1. I have collaborated with Michael Bitz as colleagues at Ramapo College of New Jersey and at teacher professional development workshops that we have coordinated and presented together.

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of
charter school on whose Board of Directors you intend to serve:
Global Learning Space
2. Your full name: Valita Jones
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I am a doctoral candidate in Educational Leadership at San Diego State University and an experienced educator, and will serve GLS as Strategic Advisor to Assessment. In this role, I will help GLS establish authentic assessment practices, data analysis systems, student feedback loops, and instructional responses to student needs based on assessment results. I have an extensive range of experiences, ranging from Director of San Diego State University's College of Extended Studies; Graduate Student Affairs & Diversity Officer at University of California; Curriculum Coordinator/Program Counselor at Alliant University in San Diego; and Retention Coordinator at San Diego State University's Mesa Engineering Program. I have also served on the founding boards of Fanno Academy Charter School and Our School Educational Academy, both in southern California.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes
-

Certification

I, Valita Jones, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Global Learning Space Charter School is true and correct in every respect.

Valita Jones

Signature

4/2/2012

Date

Charter School Board Member Information

Disclosure Information: Valita Jones

1. I have collaborated with Michael Bitz, Shaila Mulholland, and William McKinney in projects of the Center for Educational Pathways, including an implementation of the Youth Music Exchange at a juvenile offenders program in San Diego, CA.

Global Learning Space

Attachment 7: Code of Ethics and Conflict of Interest Policies

(as of April, 2012)

The following Code of Ethics and Conflict of Interest policies were established for the Center for Educational Pathways and apply to the board, directors, and staff of the Global Learning Space.

The Code of Ethics and Conflict of Interest Policy (the “Code”) of the Center for Educational Pathways, and its affiliated entities (collectively, “CEP”), establishes the ethical standards for governance, operations, and all functions of the organization. The Code applies to all directors, staff, and volunteers (collectively, “associates”) responsible for governance and operations of CEP and those people who have any fiduciary obligations in discharging their duties on behalf of the CEP, including but not limited to, members of the Board of Directors, advisory boards, committees, national leadership, and local affiliates or franchises. The purposes of the Code are to provide evidence of CEP’s commitment to the lawful and ethical conduct of its business, to promote lawful and ethical behavior by its associates, and to protect those who report violations of the Code consistent with the CEP’s Whistleblower Policy. The Code is intended to supplement but not replace any applicable state or federal laws governing ethical conduct or conflicts of interest applicable to nonprofit and charitable organizations.

It is every associate’s responsibility to discharge his or her duties in a manner that promotes and preserves public trust, proper stewardship, and confidence in the integrity of CEP. Associates must respect and comply with CEP rules and regulations, observe high standards of conduct, and participate in establishing and maintaining such high standards. Adverse consequences, including employee termination or removal of a volunteer from his or her position, can result from failure to comply with the Code. It is the duty of all associates to review and assess their conduct in light of the provisions of the Code. Each associate shall seek, either in writing or in person, the advice of his or her supervisor or CEP counsel when a reasonable doubt regarding an ethical or legal consideration arises.

The Conflict of Interest Disclosure Statement must be completed by all associates on an annual basis.

I. Policies Governing Ethical Conduct

- A. Associates will perform their duties properly, diligently, and in an appropriately courteous manner.
- B. Consistent with the provisions of any applicable document retention policy, no associate shall falsify, destroy, mutilate, conceal, or fail to make required entries on any record within the

- associate's control, including the destruction of documents that are the subject of an investigation or a civil or criminal action to which CEP is a party.
- C. Associates with reporting responsibilities shall provide full, fair, accurate, timely, and understandable disclosure in all reports.
 - D. Associates shall act honestly and ethically.
 - E. No associate shall discriminate on the basis of race, color, religious creed, gender, national origin, age, physical ability, sexual orientation, marital status, or veteran status in the conduct of services for the CEP.
 - F. Associates shall comply with all employee conduct and behavior policies, including those prohibiting sexual or other unlawful harassment (e.g., workplace bullying).
 - G. Associates who are attorneys, medical clinicians, certified public accountants, or members of other professional groups are bound by the appropriate professional duties and code of conduct of those roles.
 - H. Associates shall comply with all state, federal and local laws, statutes and ordinances.
 - I. Associates shall comply with all policies on confidentiality and privacy of information including in the area of social media. Associates shall not use confidential or proprietary information for personal financial gain.

II. Duty of Loyalty to CEP: Avoiding Abuses of Position and Conflicts of Interest

CEP is a nonprofit, tax-exempt organization. Maintenance of its tax-exempt status is critical both for its continued financial stability and for public support. CEP is subject to scrutiny by, and is held accountable to, governmental and regulatory authorities as well as the public. Consequently, there exists between CEP and its associates a fiduciary duty which carries with it a duty of loyalty and care. Associates have the responsibility of administering the affairs of CEP honestly and prudently and of exercising their best care, skill, and judgment for the sole benefit of CEP. Moreover, because of the CEP's status as nonprofit organization, every associate has an affirmative duty to act as a steward of the funds entrusted to CEP by its grantors and contributors. Associates shall use the resources, property, and funds under the associate's control judiciously and in the best interest of CEP. Associates shall exercise good faith in all transactions, and they shall not use their positions with CEP or knowledge gained therein for their personal benefit or for the private pecuniary benefit of any other person or organization. The interests of CEP must be the first priority in all decisions and actions they undertake in connection with CEP. No associate shall accept, solicit, or agree to accept any gift, favor, complimentary service, or other thing of value under circumstances from which it might be reasonably inferred that such gift, service, or other thing of value was given or offered for the purpose of influencing the associate in the discharge of his or her duties. Vendor selections and purchasing decisions must always be business decisions based on merit: by comparing and evaluating price, quality, performance, and suitability. Decisions must not be influenced by any other factor, such as personal relationships, gifts or hospitality.

A. Areas in Which Conflicts May Arise:

A conflict of interest may arise in the relations of associates with any of the following third parties:

Persons and firms supplying or potentially supplying goods and services to CEP (vendors and professionals), including, but not limited to:

- o Construction services.
- o Professional services, including accounting and legal services.
- o Contracts with individuals, including consultants and part time staff.
- o Contracts with companies providing non-professional services, such as marketing, research services, information technology, management consulting or other services, etc.
- o Persons and firms from whom CEP purchases or leases property and equipment.
- o Persons and firms with whom CEP is dealing or planning to deal in connection with the purchase or sale of real estate, securities, or other property.
- o Persons or parties with a direct, material financial interest in the outcome of CEP programs, policies or positions.
- o Purchasers of CEP services.
- o Donors, volunteers, and other supporters of CEP.
- o Agencies, other nonprofits, and associations that affect the operations of CEP.
- o Entities from whom CEP receives grants or to whom CEP provides grants.

B. Nature of Conflicting Interest:

A conflicting interest may be defined as an interest, direct or indirect, with any persons or firms listed in Section A. Such an interest might arise through:

- o A business relationship or an association with any entity that deals with CEP of which an associate or an immediate family member is a partner or a controlling shareholder, executive officer, or has any other position with another entity that would reasonably cause the appearance of a conflict of interest. Any question regarding independence should be reviewed by CEP Counsel.
- o Receiving compensation for services with respect to individual transactions involving CEP.
- o Using CEP time, personnel, equipment, supplies, or goodwill for any purpose other than CEP-approved activities, programs, or purposes.
- o Receiving allowances from CEP (other than incidental amounts incurred while traveling, with any excess promptly repaid in full) if you are a director, volunteer, or officer of CEP.
- o Receiving any gift, courtesy or loan from third parties dealing or competing with CEP, or seeking to deal with CEP.

C. Conflict of Interest Disclosure Procedures:

The areas of conflicting interest listed in Section A, and the relationships in those areas that may give rise to conflicts, as listed in Sections B, are not exhaustive. Conflicts may arise in other areas or through other relationships. If an associate believes that he or she is in a possible conflict situation, he or she should assume that a conflict does exist and act accordingly. Any potential conflict of interest should be disclosed at the earliest possible time. The fact that one of the interests described in Section A or B exists does not necessarily mean that a conflict exists, or that the conflict, if it exists, is material enough to be of practical importance, or if material, that upon full disclosure of all relevant facts and circumstances, it is necessarily adverse to the interests of CEP. However, it is the policy of CEP that the existence of any of the interests described in Section B must be disclosed before any transaction is consummated. Moreover, all disclosed conflicts shall be addressed in accordance with the procedures set forth below. It shall be the continuing responsibility of associates to scrutinize their transactions and outside business relationships and financial interest for potential conflicts and to immediately make any necessary disclosures. In deciding whether a transaction might constitute a conflict of interest, an associate should ask these questions:

- o Would the transaction be prudent, be in good faith, and be in the best interests of CEP?
- o Would the transaction affect any decision I will make for CEP?
- o How would the transaction look to someone outside of CEP, such as a donor, a public watchdog group, the state attorney general, the news media or a Congressional Committee?
- o How would the transaction seem to others within CEP? Would they think it might affect how I do my job for CEP?

III. Annual Statements

Each associate shall annually sign a Conflict of Interest Disclosure Statement, which describes any existing or potential conflict of interest and affirms that such person:

- a. Has received a copy of the Code;
- b. Has read and understands the Code; and
- c. Has agreed to comply with the Code.

1. Annual Conflict of Interest Disclosure Statements shall be filed on or before July 31st in the case of employees and on or before the date of the first meeting of the board of directors in each calendar year.

2. Continuing Disclosure

In connection with any actual or potential conflict of interest, an associate must disclose the existence of the financial interest on a Conflict of Interest Disclosure Statement. The associate must disclose all material facts to the directors and members of the committees with governing board delegated powers prior to engaging in the proposed transaction or arrangement.

3. Gifts & Honoraria

Associates while acting in the capacity of a CEP representative or volunteer shall not solicit or accept for their personal, professional or business gain gifts, gratuities, honoraria, entertainment, favors or other goods or services from current or prospective vendors, providers of services or persons with a direct, material financial interest in the outcome of CEP programs, policies or positions. This does not prohibit associates in their personal or professional capacity, or their employers from having relationships with the same organizations or persons who are current or prospective vendors, providers of services or persons with a direct, material financial interest in the outcome of CEP programs, policies or positions. In such instances, the associates shall take all prudent and reasonable measures to distinguish actions and decisions made personally or professionally from the relationship to or position with CEP.

4. Procedures for Addressing the Conflict of Interest

In general, once a conflict of interest transaction is identified, the associate with the conflict shall not attempt to influence other decision makers regarding the matter, and shall not participate in any discussion of the transaction except to respond to information requests. In addition, if the associate is in a position to vote on, or otherwise participate in the decision with respect to, the conflict of interest transaction, he or she shall abstain from any such vote or participation. It shall be the responsibility of the decision-making authority or body to properly record in the minutes of any discussion regarding a conflict of interest transaction the name of the person who discloses the conflict of interest, the nature of the conflict of interest, and documentation of the comparability data (i.e. industry surveys, compensation studies, competitive bids, etc.), if any, used in determining whether CEP should enter into the transaction.

In the case of a transaction involving a Disqualified Person:

- a. The Disqualified Person may respond to questions at the governing board or committee meeting, but after answering any questions, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee of disinterested persons to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether CEP can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested persons whether the transaction or arrangement is in CEP's best interest, and whether it is fair and reasonable. It shall then make its decision as to whether to enter into the transaction or arrangement and record the decision, together with the supporting analysis, in the minutes of the proceeding.

IV. Violations of the Conflict of Interest Policy

If CEP Counsel, or in the case of a volunteer, the governing board or committee, has reasonable cause to believe an associate has failed to disclose actual or possible conflicts of interest, it shall inform the associate of the basis for such belief and afford the associate an opportunity to explain the alleged failure to disclose. If, after reviewing the associate's response and after making further investigation as warranted by the circumstances, CEP Counsel or the governing board or committee determines the associate has failed to disclose an actual or possible conflict of interest, it shall initiate appropriate disciplinary and corrective action.

V. Confidential Information

Associates shall not violate CEP's privacy and confidentiality policies. In addition, associates shall not use confidential or proprietary information for personal financial gain.

VI. Reporting Conflicts and Violations: Duties, Protections and Corrective Actions

A. Each associate shall immediately report conflicts and violations of the Code, criminal law, or the attempt to induce another to violate these standards or violate criminal law, in accordance with established policies. A failure to report a violation is itself a violation of the Code. If anonymity is requested, CEP will not disclose the identity of the reporting individual except as needed to properly investigate the allegation, or unless legally required to do so.

CEP's Whistleblower Protection Policy (attached hereto as EXHIBIT A and incorporated herein by reference) establishes the protections against retaliatory actions for any reports of Code violations.

B. An associate found to be in violation of the Code shall be subject to corrective actions taken by the appropriate level manager (or Board for board members and other volunteers). Such action may include further training and instruction regarding the provisions of the Code, necessary steps to remediate any harm to CEP, fellow associates, or others, and disciplinary actions up to and including termination. Each violation will be assessed on an individual case by case basis and the corrective action tailored to the specifics of that violation. When deciding what action is necessary, consideration will be given to the flagrancy of the violation, the harm caused, whether the violation was intentional or unintentional, whether the associate voluntarily disclosed the violation, prior misconduct, the likelihood of future misconduct, the general circumstances surrounding the violation, and other considerations as appropriate.

C. When an associate completes the annual conflict of interest disclosure statement, the associate must disclose all of the items on the questionnaire for the past calendar year. Any intentional failure to disclose required information or the provision of information that is inaccurate or false in nature is a violation of the Code. In addition, there is a continuing duty to disclose any conflict of interest that arises during the course of the year.

VI. Definitions

1. Affiliated Persons:

Persons are termed "affiliated persons" include the following:

A. Your spouse, domestic partner, parents, grandparents, siblings, children, grandchildren,

great grandchildren, and spouses of parents, grandparents, siblings, children, grandchildren and great grandchildren or anyone residing with you.

B. Any entity that deals with CEP of which:

- * you are a partner, member or a controlling shareholder or executive officer; or
- * you have any other position, financial or otherwise, that would cause the appearance of a conflict of interest. Any question regarding a conflict of interest should be reviewed by CEP Counsel for final resolution.
- * any trust, estate, or other legal entity in which you have a substantial beneficial interest or as to which you serve as a trustee or in a similar capacity.

2. Disqualified Person:

A “disqualified person” is any person who is, or has been during a period beginning five (5) years from the date of a transaction between CEP and such person, in a position to exercise substantial influence over the affairs or finances of CEP. It is not necessary that the person actually exercise substantial influence, only that the person be in a position to do so.

3. Business Relationship:

Business relationships between two parties include any of the following:

- * One person is employed by the other in a sole proprietorship or by an organization with which the other is associated as a trustee, director, officer, or key employee.
- * One person is transacting business with the other (other than in the ordinary course of either party’s business on the same terms as are generally offered to the public), directly or indirectly, in one or more contracts of sale, lease, license, loan, performance of services, or other transaction involving transfers of cash or property valued in excess of \$10,000 in the aggregate during the organization’s tax year. Indirect transactions are transactions with an organization with which the one person is associated as a trustee, director, officer, or key employee. Such transactions do not include charitable contributions to tax-exempt organizations.
- * The two persons are each a director, trustee, officer, or key employee in the same business or investment entity (but not in the same tax-exempt organization).

Privileged relationship exception. For purposes this definition, a “business relationship” does not include a relationship between an attorney and client, a medical professional (including psychologist) and patient, or a priest/clergy and penitent/communicant.

4. Financial Interest:

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which CEP has a transaction or arrangement;
- b. A compensation arrangement with CEP or with any entity or individual with which CEP has a transaction or arrangement; or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which CEP is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not nominal in value. Compensation does not include the reimbursement of reasonable expenses incurred in connection with the performance of CEP duties.

A Financial Interest is not necessarily a conflict of interest. A person who has a Financial

Interest may have a conflict of interest if the appropriate reviewing body determines that a conflict of interest exists.

5. Independent Voting Members:

A voting member of a board of directors is considered “independent” only if all three of the following circumstances applied at all times during CEP’s tax year.

- * The member was not compensated as an officer or other employee of CEP or of a related organization.
- * The member did not receive payments exceeding \$10,000 during CEP’s tax year from CEP and any related organizations as an independent contractor.
- * Neither the member, nor any family member of the member, was involved in a transaction with CEP (whether directly or indirectly through affiliation with another organization) that is required to be reported on Schedule L of the Form 990 for CEP’s tax year, or in a transaction with a taxable or tax-exempt related organization of a type and amount that would be reportable on Schedule L, Form 990 if required to be filed by the related organization.

Transactions required to be reported on Schedule L include:

1. excess benefit transactions between you or an affiliated person and CEP;
2. loans from CEP to you or an affiliated person;
3. a CEP grant which provided a direct benefit to you or an affiliated person; and
4. any business transaction between CEP and you or an affiliated person.

6. Senior Staff:

“Senior Staff” includes CEP executives determined by the board of directors

EXHIBIT A

Center for Educational Pathways

CONFLICT OF INTEREST DISCLOSURE STATEMENT

(FILED ANNUALLY AND WHEN A CONFLICT OF INTEREST ARISES)

In order to be comprehensive, this statement of disclosure/questionnaire requires you to provide information with respect to certain parties that are related to you. These persons are termed “affiliated persons” and include the following:

a. your spouse, domestic partner, parents, grandparents, siblings, children, grandchildren, great grandchildren, and spouses of parents, grandparents, siblings, children, grandchildren and great grandchildren or anyone residing with you.

b. any entity that deals with CEP of which:

* you are a partner or a controlling shareholder or executive officer; or

* you have any other position, financial or otherwise, that would cause the appearance of a conflict of interest. Any question regarding a conflict of interest should be reviewed by CEP Counsel for final resolution.

c. any trust, estate, or other legal entity in which you have a substantial beneficial interest or as to which you serve as a trustee or in a similar capacity.

Business relationships between two parties include any of the following:

* One person is employed by the other in a sole proprietorship or by an organization with which the other is associated as a trustee, director, officer, or key employee. The two persons are each a director, trustee, officer, or key employee in the same business or investment entity (but not in the same tax-exempt organization).

Any question regarding your affiliation with a person or business relationship between two parties should be reviewed by CEP Counsel for final resolution.

1. YOUR NAME (Please print)

2. YOUR CEP POSITION/ROLE:

3. Have you or any of your affiliated persons been employed by or provided services or property to CEP in the past year other than in your capacity shown in question 2 above and other than services or property you donated? ____ YES ____ NO

If yes, please describe the nature and value of the services or property, and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

4. Have you or any of your affiliated persons purchased services or property from CEP in the past year other than services or property generally available for purchase by others?

____ YES ____ NO

If yes, please describe the purchased services or property and the value and, if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

5. Have you or any of your affiliated persons had any direct or indirect interest in any business transaction(s) or other Business Relationship in the past year to which CEP or any volunteer officer or staff officer of CEP or its affiliates was or is a party? ____ YES ____ NO

If yes, describe the transaction(s) or Business Relationship and value, and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

6. If you are a director, staff officer, or volunteer officer, were you or any of your affiliated persons financially indebted to CEP at any time in the past year (other than minor amounts incurred in the ordinary course of business and promptly repaid in full)? ____ YES ____ NO

If yes, please describe the reason for the indebtedness and the amount, and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

7. In the past year, did you or any of your affiliated persons receive, or become entitled to receive, directly or indirectly, any personal benefits from CEP as a result of your relationship with CEP that in the aggregate could be valued in excess of \$1,000, that were not or will not be compensation directly related to your duties to CEP? ____ YES ____ NO

If yes, please describe the benefit(s) and value, and, if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

8. Are you or any of your affiliated persons in a Business Relationship with another member of the Board of Directors, staff officer or other key employee of CEP? ____ YES ____ NO

If yes, please describe the nature of the Business Relationship:

9. Are you or any of your affiliated persons a party to, or have an interest in, any pending legal proceedings involving CEP? ____ YES ____ NO

If yes, please describe the proceeding(s) and magnitude of potential claims or settlements if any, and, if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

10. Are you aware of any other events, transactions, arrangements, or other situations that have occurred or may occur in the future that you believe should be examined by CEP in accordance with the terms and intent of CEP's Code of Ethics and Conflict of Interest Policy? ____ YES ____ NO

If yes, please describe the situation(s), and, if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

11. Have you received any gift or loan from a third party dealing or competing with CEP, or seeking to deal with CEP, that was not returned to the giver? ____ YES ____ NO

If yes, please describe the situation(s), and all of the facts and circumstances and amounts involved.

I HERBY CONFIRM that my responses to the above questions are complete and correct to the best of my information and belief.

I HERBY CONFIRM that I have read and understand CEP's Code of Ethics and Conflict of Interest Policy and that my responses to the above questions are complete and correct to the best of my information and belief.

I agree that if I become aware of any information that might indicate that this disclosure is inaccurate or that I have not complied with the Code of Ethics and Conflict of Interest Policy, I will immediately notify CEP Counsel of such information and agree to update this disclosure accordingly.

Signature Date

EXHIBIT B

Whistleblower Protection Policy: Reporting Suspected Violations of Law or Misconduct

The Center for Educational Pathways (CEP) is committed to maintaining a workplace where associates are free to raise good faith concerns regarding CEP's business practices, specifically: (1) reporting suspected violations of law on the part of CEP, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of CEP's Code of Ethics.

CEP policy forbids any retaliatory action, including harassment, intimidation, or adverse employment actions of any kind, to be taken against an individual who, in good faith, reports a suspected violation of law or the Code of Ethics, or who in good faith, complains about, or raises a claim or concern about, any type of harassment, retaliation or discrimination prohibited by applicable law or CEP policy. Retaliation is also prohibited against individuals who are not themselves complainants, but who participate in good faith in an investigation. Any associate who engages in any form of retaliation will be subject to discipline, up to and including employee termination or removal of volunteer from his or her position. Individuals who believe that they or someone they know are being, or have been, retaliated against should immediately report this to his or her appropriate supervisor, CEP Counsel, the appropriate talent management/human resource representative.

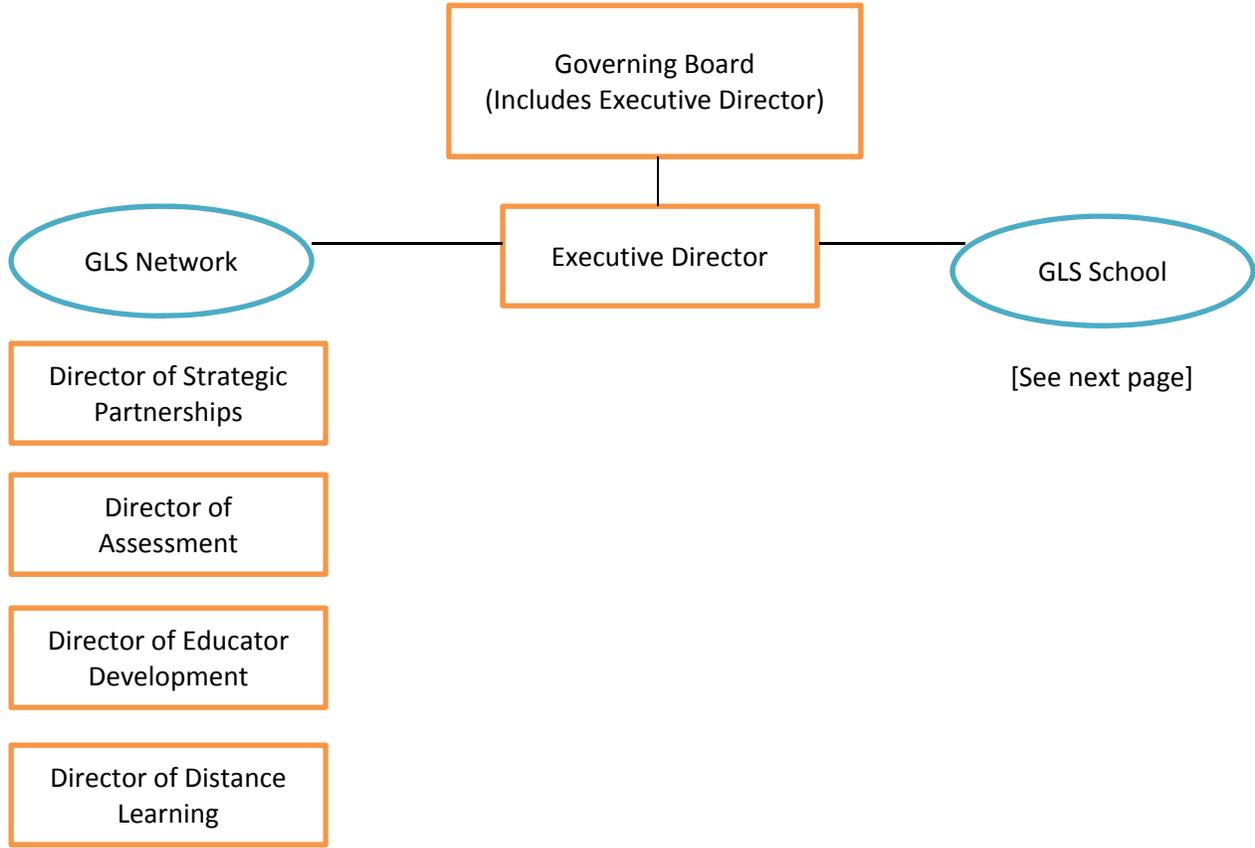
Global Learning Space

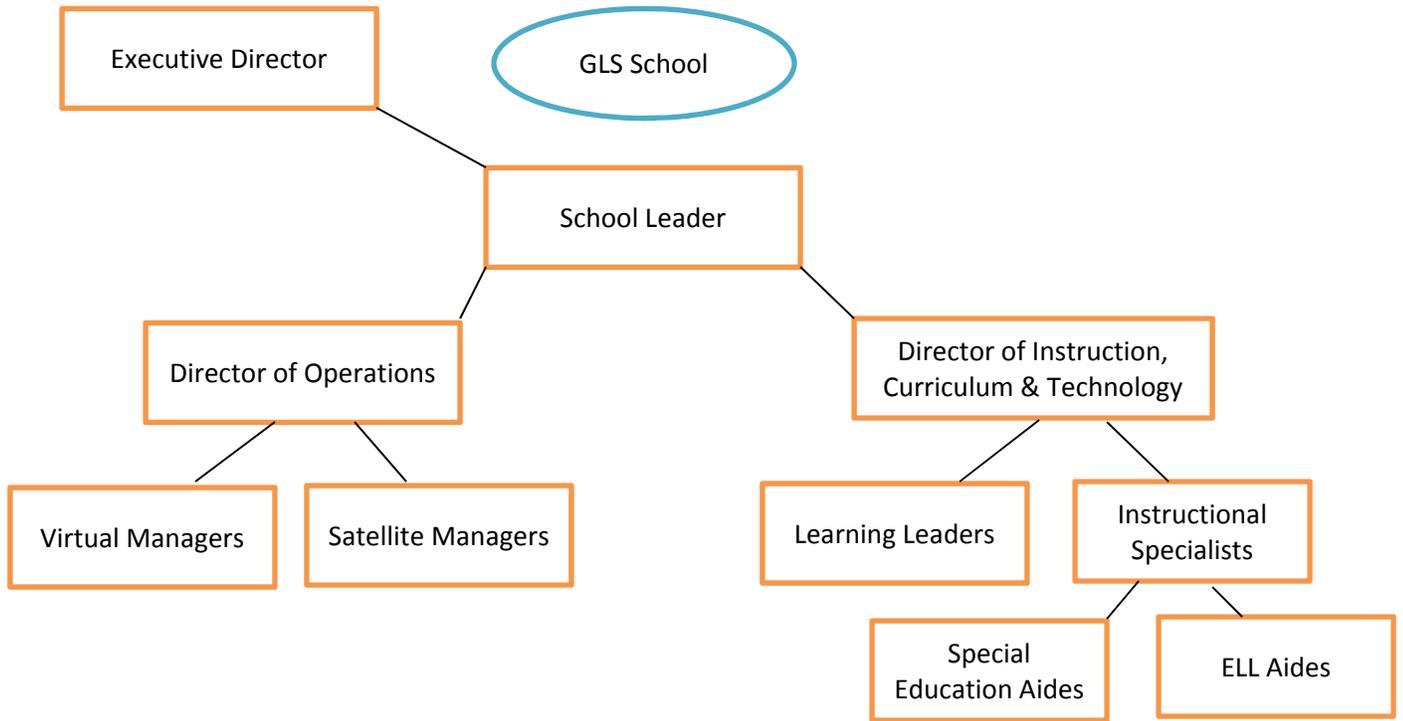
Attachment 8: Educational Services Provider

Not Applicable

Global Learning Space

Attachment 10: Organizational Chart





Global Learning Space

Attachment 11: Course Scope and Sequence

The Global Learning Space (GLS) curriculum is rooted in the Common Core Standards and the Indiana State Academic Standards. The following Course Scope and Sequence charts highlight how GLS Charter Middle School addresses each of the core subject areas (English language arts, math, science, and social studies) on each grade level, 5-8.

English Language Arts: Grade 5

Term 1 (10 Weeks)

1. Reading Foundational Skills (RF5.3-5.4)
2. Reading Literature (RL5.1-5.6)
3. Reading Informational Texts (RI5.1-5.10)
4. Writing (W5.1-5.4)
5. Speaking and Listening (SL5.1-5.6)

Term 2 (10 Weeks)

1. Reading Foundational Skills (RF5.3-4)
2. Reading Literature (RL5.1-5.6)
3. Reading Informational Texts (RI5.1-5.10)
4. Writing (W5.1-5.4)
5. Speaking and Listening (SL5.1-5.6)
6. Language (L5.1-5.6)

Term 3 (10 Weeks)

1. Reading Foundational Skills (RF5.3-5.4)
2. Reading Literature (RL5.7-5.10)
3. Reading Informational Texts (RI5.1-5.10)
4. Writing (W5.5-5.10)
5. Speaking and Listening (SL5.1-5.6)
6. Language (L5.1-5.6)

Term 4 (10 Weeks)

1. Reading Foundational Skills (RF5.3-5.4)
2. Reading Literature (RL5.7-5.10)
3. Reading Informational Texts (RI5.1-5.10)
4. Writing (W5.5-5.10)
5. Speaking and Listening (SL5.1-5.6)
6. Language (L5.1-5.6)

English Language Arts: Grade 6

Term 1 (10 Weeks)

1. Reading Literature (RL6.1-6.6)
2. Reading Informational Texts (RI6.1-6.10)
3. Writing (W6.1-6.4)
4. Speaking and Listening (SL6.1-6.6)

Term 2 (10 Weeks)

1. Reading Literature (RL6.1-6.6)
2. Reading Informational Texts (RI6.1-6.10)
3. Writing (W6.1-6.4)
4. Speaking and Listening (SL6.1-6.6)
5. Language (L6.1-6.6)

Term 3 (10 Weeks)

1. Reading Literature (RL6.7-6.10)
2. Reading Informational Texts (RI6.1-6.10)
3. Writing (W6.5-6.10)
4. Speaking and Listening (SL6.1-6.6)
5. Language (L6.1-6.6)

Term 4 (10 Weeks)

1. Reading Literature (RL6.7-6.10)
2. Reading Informational Texts (RI6.1-6.10)
3. Writing (W6.5-6.10)
4. Speaking and Listening (SL6.1-6.6)
5. Language (L6.1-6.6)

English Language Arts: Grade 7

Term 1 (10 Weeks)

1. Reading Literature (RL7.1-7.6)
2. Reading Informational Texts (RI7.1-7.10)
3. Writing (W7.1-7.4)
4. Speaking and Listening (SL7.1-7.6)

Term 2 (10 Weeks)

1. Reading Literature (RL7.1-7.6)
2. Reading Informational Texts (RI7.1-7.10)
3. Writing (W7.1-7.4)
4. Speaking and Listening (SL7.1-7.6)
5. Language (L7.1-7.6)

Term 3 (10 Weeks)

1. Reading Literature (RL7.7-7.10)
2. Reading Informational Texts (RI7.1-7.10)
3. Writing (W7.5-7.10)
4. Speaking and Listening (SL7.1-7.6)
5. Language (L7.1-7.6)

Term 4 (10 Weeks)

1. Reading Literature (RL7.7-7.10)
2. Reading Informational Texts (RI7.1-7.10)
3. Writing (W7.5-7.10)
4. Speaking and Listening (SL7.1-7.6)
5. Language (L7.1-7.6)

English Language Arts: Grade 8

Term 1 (10 Weeks)

1. Reading Literature (RL8.1-8.6)
2. Reading Informational Texts (RI8.1-8.10)
3. Writing (W8.1-8.4)
4. Speaking and Listening (SL8.1-8.6)

Term 2 (10 Weeks)

1. Reading Literature (RL8.1-8.6)
2. Reading Informational Texts (RI8.1-8.10)
3. Writing (W8.1-8.4)
4. Speaking and Listening (SL8.1-8.6)
5. Language (L8.1-8.6)

Term 3 (10 Weeks)

1. Reading Literature (RL8.7-8.10)
2. Reading Informational Texts (RI8.1-8.10)
3. Writing (W8.5-8.10)
4. Speaking and Listening (SL8.1-8.6)
5. Language (L8.1-8.6)

Term 4 (10 Weeks)

1. Reading Literature (RL8.7-8.10)
2. Reading Informational Texts (RI8.1-8.10)
3. Writing (W8.5-8.10)
4. Speaking and Listening (SL8.1-8.6)
5. Language (L8.1-8.6)

Math: Grade 5

Term 1 (10 Weeks)

1. Number and Operations, Base 10 (5.NBT)
2. Number and Operations, Fractions (5.NF)
3. Operations and Algebraic Thinking (5.OA)

Term 2 (10 Weeks)

1. Number and Operations, Fractions (5.NF)
2. Geometry (5.G)
3. Measurement and Data (5.MD)
4. Operations and Algebraic Thinking (5.OA)

Term 3 (10 Weeks)

1. Number and Operations, Base 10 (5.NBT)
2. Measurement and Data (5.MD)
3. Operations and Algebraic Thinking (5.OA)
4. Geometry (5.G)

Term 4 (10 Weeks)

1. Operations and Algebraic Thinking (5.OA)
2. Measurement and Data (5.MD)
3. Number and Operations, Fractions (5.NF)

Math: Grade 6

Term 1 (10 Weeks)

1. The Number System: Fractions, Decimals, Percents (6.NS)
2. The Number System: Integers (6.NS)
3. Geometry (6.G)

Term 2 (10 Weeks)

1. Expressions and Equations (6.EE)
2. Ratios and Proportional Relationships (6.RP)
3. Statistics and Probability (6.SP)

Term 3 (10 Weeks)

1. Geometry (6.G)
2. Expressions and Equations (6.EE)

Term 4 (10 Weeks)

1. Geometry (6.G)
2. Statistics and Probability (6.SP)
3. Expressions and Equations (6.EE)

Math: Grade 7

Term 1 (10 Weeks)

1. Ratio and Proportion (7.RP)
2. Number System: Rational Numbers (7.NS)
3. Geometry (7.G)

Term 2 (10 Weeks)

1. Expressions and Equations (7.EE)
2. Ratios and Proportional Relationships (7.RP)
3. Statistics and Probability (7.SP)

Term 3 (10 Weeks)

1. Geometry (7.G)
2. Expressions and Equations (7.EE)

Term 4 (10 Weeks)

1. Geometry (6.G)
2. Statistics and Probability (7.SP)
3. Expressions and Equations (7.EE)

Math: Grade 8

Term 1 (10 Weeks)

1. Ratio and Proportion (8.RP)
2. Number System: Irrational Numbers (8.NS)
3. Geometry (8.G)

Term 2 (10 Weeks)

1. Expressions and Equations (8.EE)
2. Ratios and Proportional Relationships (8.RP)
3. Functions (8.F)

Term 3 (10 Weeks)

1. Geometry (8.G)
2. Expressions and Equations (8.EE)
3. Functions (8.F)

Term 4 (10 Weeks)

1. Geometry (8.G)
2. Statistics and Probability (8.SP)
3. Expressions and Equations (8.EE)

Science: Grade 5

Term 1 (10 Weeks)

1. Science and Technology (5.1)
2. Scientific Thinking (5.2)
3. Living Environment (5.4)

Term 2 (10 Weeks)

1. Science and Technology (5.1)
2. Scientific Thinking (5.2)
3. Living Environment (5.4)
4. Physical Setting (5.3)

Term 3 (10 Weeks)

1. Science and Technology (5.1)
2. Scientific Thinking (5.2)
3. Living Environment (5.4)
4. Mathematical World (5.5)

Science: Grade 6

Term 1 (10 Weeks)

1. Science and Technology (6.1)
2. Scientific Thinking (6.2)
3. Living Environment (6.4)

Term 2 (10 Weeks)

1. Science and Technology (6.1)
2. Scientific Thinking (6.2)
3. Living Environment (6.4)
4. Mathematical World (6.5)

Science: Grade 7

Term 1 (10 Weeks)

1. Science and Technology (7.1)
2. Scientific Thinking (7.2)
3. Living Environment (7.4)

Term 2 (10 Weeks)

1. Science and Technology (7.1)
2. Scientific Thinking (7.2)
3. Living Environment (7.4)
4. Mathematical World (7.5)

Science: Grade 8

Term 1 (10 Weeks)

1. Science and Technology (8.1)
2. Scientific Thinking (8.2)
3. Living Environment (8.4)

Term 2 (10 Weeks)

1. Science and Technology (8.1)
2. Scientific Thinking (8.2)
3. Living Environment (8.4)
4. Mathematical World (8.5)

Term 4 (10 Weeks)

1. Science and Technology (5.1)
2. Scientific Thinking (5.2)
3. Living Environment (5.4)
4. Common Themes (5.6)

Term 3 (10 Weeks)

1. Science and Technology (6.1)
2. Scientific Thinking (6.2)
3. Living Environment (6.4)
4. Physical Setting (6.3)

Term 4 (10 Weeks)

1. Science and Technology (6.1)
2. Scientific Thinking (6.2)
3. Living Environment (6.4)
4. Common Themes (6.6)

Term 3 (10 Weeks)

1. Science and Technology (7.1)
2. Scientific Thinking (7.2)
3. Living Environment (7.4)
4. Physical Setting (7.3)

Term 4 (10 Weeks)

1. Science and Technology (7.1)
2. Scientific Thinking (7.2)
3. Common Themes (7.6)

Term 3 (10 Weeks)

1. Science and Technology (8.1)
2. Scientific Thinking (8.2)
3. Living Environment (8.4)
4. Physical Setting (8.3)

Term 4 (10 Weeks)

1. Science and Technology (8.1)
2. Scientific Thinking (8.2)
3. Common Themes (8.6)

Social Studies: Grade 5

Term 1 (10 Weeks)

- 1. History (5.1)
- 2. Civics and Government (5.2)
- 3. Economics (5.4)

Term 2 (10 Weeks)

- 1. History (5.1)
- 2. Civics and Government (5.2)
- 3. Geography (5.3)
- 4. Cultures (5.5)

Term 3 (10 Weeks)

- 1. History (5.1)
- 2. Civics and Government (5.2)
- 3. Economics (5.4)

Term 4 (10 Weeks)

- 1. History (5.1)
- 2. Civics and Government (5.2)
- 3. Geography (5.3)
- 4. Cultures (5.5)

Social Studies: Grade 6

Term 1 (10 Weeks)

- 1. History (6.1)
- 2. Civics and Government (6.2)
- 3. Economics (6.4)

Term 2 (10 Weeks)

- 1. History (6.1)
- 2. Civics and Government (6.2)
- 3. Geography (6.3)
- 4. Cultures (6.5)

Term 3 (10 Weeks)

- 1. History (6.1)
- 2. Civics and Government (6.2)
- 3. Economics (6.4)

Term 4 (10 Weeks)

- 1. History (6.1)
- 2. Civics and Government (6.2)
- 3. Geography (6.3)
- 4. Cultures (6.5)

Social Studies: Grade 7

Term 1 (10 Weeks)

- 1. History (7.1)
- 2. Civics and Government (7.2)
- 3. Economics (7.4)

Term 2 (10 Weeks)

- 1. History (7.1)
- 2. Civics and Government (7.2)
- 3. Geography (7.3)
- 4. Cultures (7.5)

Term 3 (10 Weeks)

- 1. History (7.1)
- 2. Civics and Government (7.2)
- 3. Economics (7.4)

Term 4 (10 Weeks)

- 1. History (7.1)
- 2. Civics and Government (7.2)
- 3. Geography (7.3)
- 4. Cultures (7.5)

Social Studies: Grade 8

Term 1 (10 Weeks)

- 1. History (8.1)
- 2. Civics and Government (8.2)
- 3. Economics (8.4)

Term 2 (10 Weeks)

- 1. History (8.1)
- 2. Civics and Government (8.2)
- 3. Geography (8.3)
- 4. Cultures (8.5)

Term 3 (10 Weeks)

- 1. History (8.1)
- 2. Civics and Government (8.2)
- 3. Economics (8.4)

Term 4 (10 Weeks)

- 1. History (8.1)
- 2. Civics and Government (8.2)
- 3. Geography (8.3)
- 4. Cultures (8.5)

Global Learning Space

Attachment 12: Academic and Exit Standards

Global Learning Space (GLS) is committed to academic rigor and preparing our students for success in high school and beyond. Students exiting the eighth grade at GLS Charter Middle School must demonstrate their proficiency with the following academic standards. Students will:

English Language Arts

Reading (Literature):

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text.
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- Determine the meaning of words and phrases as they are used in a text.
- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths or traditional stories.
- Read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Reading (Informational Texts):

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- Analyze how a text makes connections and distinctions between individuals, ideas, or events.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient.
- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Writing:

- Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
- Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

Speaking and Listening:

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.
- Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g. verbal irony, puns) in context.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Mathematics

The Number System:

- Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
- Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions.

Expressions and Equations:

- Know and apply the properties of integer exponents to generate equivalent numerical expressions.
- Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
- Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.
- Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
- Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.
- Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .
- Solve linear equations in one variable.
- Analyze and solve pairs of simultaneous linear equations.

Geometry:

- Verify experimentally the properties of rotations, reflections, and translations.
- Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
- Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
- Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
- Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.

- Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
- Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
- Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

Statistics and Probability

- Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
- Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
- Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.
- Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects.

Science

Nature of Science and Technology:

- Identify the constraints that must be taken into account as a new design is developed, such as gravity and the properties of the materials to be used.
- Explain why technology issues are rarely simple and one-sided because contending groups may have different values and priorities.
- Explain that humans help shape the future by generating knowledge, developing new technologies, and communicating ideas to others.

Scientific Thinking:

- Estimate distances and travel times from maps and the actual size of objects from scale.
- Determine in what units, such as seconds, meters, grams, etc., an answer should be expressed based on the units of the inputs to the calculation.
- Use proportional reasoning to solve problems.
- Use technological devices, such as calculators and computers, to perform calculations.
- Use computers to store and retrieve information in topical, alphabetical, numerical, and keyword files and create simple files of students' own devising.
- Write clear, step-by-step instructions (procedural summaries) for conducting investigations, operating something, or following a procedure.
- Participate in group discussions on scientific topics by restating or summarizing accurately what others have said, asking for clarification or elaboration, and expressing alternative positions.

- Use tables, charts, and graphs in making arguments and claims in, for example, oral and written presentations about lab or fieldwork.
- Explain why arguments are invalid if based on very small samples of data, biased samples, or samples for which there was no control sample.
- Identify and criticize the reasoning in arguments in which fact and opinion are intermingled or the conclusions do not follow logically from the evidence given, an analogy is not apt, no mention is made of whether the control group is very much like the experimental group, or all members of a group are implied to have nearly identical characteristics that differ from those of other groups.

The Physical Setting:

- Explain that large numbers of chunks of rock orbit the sun and some of this rock interacts with Earth.
- Explain that the slow movement of material within Earth results from heat flowing out of the deep interior and the action of gravitational forces on regions of different density.
- Explain that the solid crust of Earth, including both the continents and the ocean basins, consists of separate plates that ride on a denser, hot, gradually deformable layer of earth.
- Explain that earthquakes often occur along the boundaries between colliding plates, and molten rock from below creates pressure that is released by volcanic eruptions.
- Explain that everything on or anywhere near Earth is pulled toward Earth's center by a gravitational force.
- Understand and explain that the benefits of Earth's resources are finite and can be reduced by using them wastefully or by deliberately or accidentally destroying them.
- Explain that the atmosphere and the oceans have a limited capacity to absorb wastes and recycle materials naturally.
- Explain that all matter is made up of atoms which are far too small to see directly through an optical microscope.

The Living Environment:

- Differentiate between inherited traits, such as hair color or flower color, and acquired skills, such as manners.
- Describe that in some organisms, such as yeast or bacteria, all genes come from a single parent, while in those that have sexes, typically half of the genes come from each parent.
- Describe how matter is transferred from one organism to another repeatedly and between organisms and their physical environment.
- Explain that energy can be transferred from one form to another in living things.
- Recognize and describe that fossil evidence is consistent with the idea that human beings evolved from earlier species.

Social Studies

History:

Describe major Indian groups of eastern North America, including early conflict with European settlers.

- Compare and contrast the relationships among the British, French, Spanish, and Dutch in their struggle for control of North America during European settlement and colonization.
- Identify and explain key events leading to the creation of a strong union among the 13 original states and in the establishment of the United States as a federal republic.
- Identify the steps in the implementation of the federal government under the United States Constitution, including the First and Second Congresses of the United States (1789–1792).
- Describe the origin and development of political parties, the Federalists, and the Democratic Republicans (1793–1801).
- Describe the influence of individuals on social and political developments.
- Compare differences in ways of life in the northern and southern states, including the growth of towns and cities in the North and the growing dependence on slavery in the South.
- Explain the events leading up to and the significance of the Louisiana Purchase (1803) and the expedition of Lewis and Clark (1803–1806).
- Explain the causes and consequences of the War of 1812, including the Rush-Bagot Agreement (1818).
- Examine the international problem that led to the Monroe Doctrine (1823) and assess its consequences.
- Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties, and constitutional government.
- Analyze different interests and points of view of individuals and groups involved in the abolitionist, feminist, and social reform movements and in sectional conflicts.
- Describe the impact of the California gold rush (1849) on the westward expansion of the United States.
- Explain the influence of individuals on key events and developments of the early United States.
- Analyze the causes and effects of events leading to the Civil War, including development of sectional conflict over slavery.
- Explain and evaluate the policies, practices, and consequences of Reconstruction, including the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
- Describe the conflicts between Indians and settlers of the Great Plains.
- Distinguish in historical narratives between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.

Civics and Government:

- Identify and explain essential ideas of constitutional government, which are expressed in the founding documents of the United States.
- Distinguish between a subject and a citizen.
- Identify and explain the relationship between rights and responsibilities of citizenship in the United States.
- Define and explain the importance of individual and civic responsibilities.
- Identify the ways that people become citizens of the United States.

- Define, compare, and contrast unitary, federal, and confederate forms of governmental organization.
- Distinguish among the different functions of national and state government within the federal system by analyzing the Constitution of the United States and the Indiana Constitution.
- Explain how and why legislative, executive, and judicial powers are distributed, shared, and limited in the constitutional government of the United States.
- Explain how citizens can monitor and influence the development and implementation of public policies.
- Research and defend positions on issues in which fundamental values and principles related to the Constitution of the United States are in conflict, using a variety of information resources.

Geography:

- Read a topographic map to interpret its symbols. Determine the land forms and human features that represent physical and cultural characteristics of areas in the United States.
- Map and locate all states of the United States, major cities, mountain ranges, and river systems of the United States.
- Locate and map the major climate regions in the United States and describe the characteristics of each climate type.
- Map changes in national boundaries, distribution of population, and economic activities at critical stages of development in the eighteenth and nineteenth centuries in the United States.
- Analyze geographic factors that have influenced migration and settlement patterns and relate them to the economic development of the United States.
- Identify ways people modified the physical environment as the United States developed and the types of problems that resulted.
- Explain the importance of the major mountain ranges and the major river systems in the development of the United States in the eighteenth and nineteenth centuries.

Economics:

- Identify economic factors contributing to the European exploration and colonization in North America and the American Revolution, and the drafting of the Constitution of the United States.
- Illustrate elements of the three types of economic systems, using cases from United States history.
- Evaluate how the characteristics of a market economy have affected the economic development of the United States.
- Explain the basic economic functions of the government in the economy of the United States.
- Analyze contributions of entrepreneurs, inventors, and other key individuals in the development of the United States economy.
- Relate technological change and inventions to changes in labor productivity in the United States in the eighteenth and nineteenth centuries.
- Trace the development of different kinds of money used in the United States and explain how money helps make saving easier.
- Examine the development of the banking system in the United States.
- Explain and evaluate examples of domestic and international interdependence throughout United States history.

Individuals, Society, and Culture

- Examine the concepts of a work ethic, philanthropy, volunteerism, and concern for the common good as important aspects of American society in the eighteenth and nineteenth centuries.
- Give examples of how immigration affected American culture in the decades before and after the Civil War, including growth of industrial sites in the North.
- Give examples of the changing role of women in the northern, southern, and western parts of the United States in the mid-nineteenth century.
- Give examples of scientific and technological developments that changed cultural life in the nineteenth-century United States.
- Identify individuals in the arts and literature and their roles in portraying American culture in the nineteenth century.
- Use a variety of information resources to identify examples of traditional arts, fine arts, music, and literature that reflect the ideals of American democracy.

Global Learning Space

Attachment 13: School Calendar and Schedule

Global Learning Space Charter Middle School (GLS) is a year-round school with a school day from 8 am-5 pm. The school year is divided into four 10-week terms plus a six-week Summer Explorers Academy for a total of 230 instructional days. In each instructional day—other than those reserved for assessment, orientation, showcases, or special events—students receive at least 2 hours of English language arts instruction, 2 hours of math instruction, 1 hour of history/social studies, and 1 hour of science. This instruction is distributed across the following structure as outlined in the ICSB application: Projects, Collaborations, Game Play, Learning Quests, Independent Practice, and Club Periods.

Below is a sample daily student schedule:

- 8:00-9:30 am: **Project** (English language arts)
- 9:30-11:00 am: **Collaboration** (English language arts)
- 11:00 am-12:00 pm: **Game Play** (Math)
- 12:00pm-1:00 pm: **Lunch and Recess**
- 1:00-2:00 pm | 2:00-3:00 pm: **Learning Quests I** (science) **and II** (social studies)
- 3:00-4:00 pm: **Independent Practice** (Math)
- 4:00-5:00 pm: **Arts, Athletics, Music, Chess, and Other Clubs**

School Calendar:

The opening 2013-2014 school calendar is as follows:

August, 2013

August 12-23: GLS Educator Institute and Training Workshops

August 26: School opens for fifth- and sixth-graders

August 26-29: Orientation: Introductory Projects, Collaborations, etc. Establishment of Individual Learning Maps

August 30: Acuity Test 1 in English Language Arts, Reading, and Math

September, 2013

September 2: Labor Day, School Closed

September 3: Term 1 Begins

September 5, 12, 19: Weekly Staff Meetings
September 26: Best Practices Conference

October, 2013

October 7-8: Parent-Teacher Conferences
October 3, 10, 17: Weekly Staff Meetings
October 24: Best Practices Conference

November, 2013

November 7: Student Project Showcase
November 8: Term 1 Ends; Acuity Test 2 in English Language Arts, Reading, and Math
November 11: Term 2 Begins
November 14: Term 1 Evaluations Sent Home
November 7, 14, 21: Weekly Staff Meetings
November 28-29: Thanksgiving, School Closed

December, 2013

December 5, 12: Weekly Staff Meetings
December 19: Best Practices Conference/Staff Appreciation Day
December 23-31: Winter Break, School Closed

January, 2014

January 1: New Year's Day, School Closed
January 2: School reopens
January 9, 16, 23: Weekly Staff Meetings
January 13: Open House, New Student Enrollment Period begins
January 20: Martin Luther King Day, School Closed
January 23: Student Project Showcase
January 24: Term 2 Ends; Acuity Test 3 in English Language Arts, Reading, and Math
January 27: Term 3 Begins
January 30: Best Practices Conference
January 31: Term 2 Evaluations Sent Home

February, 2014

February 6, 13, 20: Weekly Staff Meetings
February 10: Open House
February 17: President's Day, School Closed
February 27: Best Practices Conference

March, 2014

March 6, 13, 20: Weekly Staff Meetings
March 24: Open House
March 27: Best Practices Conference
March 31: New Student Enrollment Period ends

April, 2014

April 3: Student Project Showcase
April 4: Term 3 Ends
April 7: Enrollment Lottery (if necessary)
April 11: Term 3 Evaluations Sent Home
April 7-11: ISTEP+ Preparation
April 14-17: ISTEP+ Testing
April 17-21: Spring Break, School Closed
April 3, 10, 24: Weekly Staff Meetings
April 22: Term 4 Begins

May, 2014

May 1, 8, 15: Weekly Staff Meetings
May 22: Community-Parent Appreciation Day
May 26: Memorial Day, School Closed
May 27-30: Instructional Staff Performance Reviews and Conferences

June, 2014

June 5, 12: Weekly Staff Meetings
June 19: Best Practices Conference
June 26: Student Project Showcase
June 27: Term 4 Ends; Acuity Test 4 in English Language Arts, Reading, and Math

June 30: Summer Break, School Closed

July, 2014

July 1-4: Summer Break, School Closed

July 7: Summer Explorers Academy begins

July 7: Term 4 Evaluations Sent Home

Below is a sample daily student schedule for the Summer Explorers Academy:

- 8:00-10:00 am: **Project**
- 10:00-12:00 pm: **Game Play**
- 12:00 pm-1:00 pm: **Lunch and Recess**
- 1:00-2:00 pm: **Independent Reading**
- 2:00-3:00 pm: **Collaboration**
- 3:00-4:00 pm: **Arts, Athletics, Music, Chess, and Other Clubs**
- 4:00-5:00 pm: **Arts, Athletics, Music, Chess, and Other Clubs**

August, 2014

August 8: Summer Learning Academy ends

Global Learning Space

Attachment 14: School Enrollment Policy

The enrollment process at Global Learning Space Charter Middle School (GLS) is designed to help parents and students decide whether GLS is the right choice for the student. In making their choice, parents and students should consider the school's academic focus, uses of technology, and high expectations for student effort and responsibility. As an equal educational opportunity for all students, GLS will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement.

Eligibility

In order to be eligible to apply to GLS, the student must be a resident of Indiana at the time of the application. Upon request, proof of residency will be determined by submission of valid student identification, or a parent or guardian's driver's license or utility bill. In order to be eligible for continued enrollment at GLS, a student must be a resident of Indiana. GLS accepts applicants for grades 5 and 6 (Year 1) and grades 5-8 in subsequent years. The age ceiling of applicants to GLS is 15 and the age threshold is 10.

Policies

- All enrollment periods will be a minimum of one month with the beginning and ending dates stated publicly;
- An enrollment period, informational meetings, open houses, and enrollment conferences will be held annually January 13-March 31 for enrollment places for the following school year. The school may have additional enrollment periods throughout the year for the current school year or the following school year;
- All dates and deadlines for enrollment periods, informational meetings, open houses, enrollment conferences, and application deadlines will be communicated through print media and listed on the school's website;

NOTE: No applicant or parent/guardian will be required to attend an interview or information session as a condition of enrollment. GLS does not administer tests to potential applicants or predicate enrollment on the results of any test of ability or achievement.

Application Process

- Each applicant must complete a written application to the GLS. The application requires a parent/guardian signature.
- The information requested in the application is not intended and will not be used to discriminate.
- A copy of the Application and the Enrollment Policy will be available in print and online before Applications are released.

Lottery Process

- GLS will hold a lottery on or around April 7 if there are more eligible applicants than available places. From the ending date of each enrollment period, the school will give at least one week notice of the lottery.
- The lottery will be held in public at GLS. Students who have completed the enrollment application will be eligible for the lottery.
- Each year, the lottery process and results will be public and audited. The name of each student who has completed an application will be placed on an index card or similar material. These cards will be placed in a secure container. A disinterested party will draw the lottery. The drawn names will be announced, and those names not announced will be assigned to a waiting list in the order they are drawn.
- Students who have been given an offer of admission or who have been placed on a waiting list will be informed of their status in writing within two weeks of the date of the lottery.
- Students who have been offered admission will have 30 days to accept enrollment.
- The required lottery process noted above is strictly followed, including public notification and deadlines.

Waiting Lists

Once the available places have been filled, the remaining names will be placed on a waiting list in the order in which the names were drawn. In the event of an available place due to a student withdrawal or declining admission, that place in the school will be filled from the appropriate waiting list. No student will be admitted ahead of other eligible students. Students on the waiting list will be informed of admission via phone and mail. The school will keep accurate records of the waitlist containing, the names, home addresses, telephone numbers, and grade levels of students who entered the lottery but did not gain admission. Students must accept their offer of admission from the waiting list within 10 days of being notified of an available enrollment place in the school.

Global Learning Space

Attachment 15: School Discipline Policy

This policy was established to present the procedures for disciplining negative student behaviors at Global Learning Space Charter Middle School (GLS). GLS is committed to the academic and social success for every student. In that effort, we expect that every student will respect staff members, volunteers, and other students at all times. Every student will conduct himself/herself in a manner compatible with the school's mission and function as an educational facility. Students who disrupt the operation of the school; interfere with the rights of others; or damage school or personal property will be held accountable for those poor choices and negative behavior.

GLS recognizes that middle school is a time when students begin to take on more responsibilities and make increasingly important decisions about their own behavior and academics. We understand that students need guidance and experience to make wise choices. Students make mistakes, and our disciplinary policy is designed to help students learn from those mistakes and to make better choices in the future. All GLS students can succeed inside and outside the classroom if they make decisions based upon the four basic tenets of the school:

1. *Respect Yourself*: Understand that you have the ability to succeed in school and in life.
2. *Respect Each Other*: The people around you are here to support and help you grow and learn.
3. *Respect the Technology*: The Internet and technologies that we use are powerful and should be handled carefully and thoughtfully.
4. *Respect Our School*: Ours is a special school and learning community—together we strive for excellence.

Students who make choices and exhibit behaviors that go against these tenets will be subject to disciplinary action.

Discipline Systems

Any staff member who witnesses inappropriate or negative behaviors has the obligation and responsibility to implement this system. Any parent or adult volunteer witnessing any inappropriate behavior will notify a staff member so disciplinary action, if warranted, can be taken.

Students not adhering to school-wide expectations or the Students Rights and Responsibilities as outlined in the Student-Parent Manual will be subject to the following process:

Classroom Interventions: Educators will use a variety of verbal and non-verbal techniques as they work with students in order to refocus the student to prevent a discipline issue. This may include a parental/family report at the teacher's discretion. Educators may also make point reductions in the GLS platform for a student who exhibits negative or inappropriate behaviors. Points lead to letter grades and opportunities for reward; a reduction in awarded points could lead to a lower letter grade and reduced opportunity for reward.

Administrative Interventions: Students who exhibit serious and/or habitual violations of school-wide expectations or the Students Rights and Responsibilities will be referred to the School Leader, who will determine the appropriate response, which may include classroom removal, reduction of privileges, detention, suspension, or other appropriate consequences including expulsion if necessary. The School Leader will communicate with parents/guardians about serious and/or habitual violations.

Detentions: Detentions will be served on a predetermined weekday; the before-school detention session is from 7:00 am-8:00 am; detentions will also be served during recess and other privilege sessions. Any student who is considered late to detention will have to serve an additional session. A student whose consequence is one detention session will serve that session in the morning. A student whose consequence is two sessions will serve the morning and recess sessions on the same day or subsequent days as determined by GLS staff.

In-School Suspension: Students who make very poor choices and exhibit negative behaviors may be subject to in-school suspension at the discretion of the School Leader. Students with in-school suspension will spend the day in an alternate location within in the building without interaction with peers or support staff. Students serving in-school suspension are responsible for all assignments and tasks during the suspension period.

Out-of-School Suspension: Students who make extremely poor choices and exhibit negative behaviors may be subject to out-of-school suspension at the discretion of the School Leader. Students serving out-of-school suspension will not report to school on the designated day(s) of their suspension. Students serving out-of-school suspensions are responsible for all assignments and tasks during the suspension period.

Any student who is suspended two times in a school year for a material and substantial disruption during any one school year while at school or on school grounds, at a school-sanctioned activity or event, or while being transported in a school-approved vehicle shall be subject to an individual discipline plan developed by GLS staff in consultation with the student and parents/guardians.

Any student who is suspended three times in a school year for any reasons is considered a habitual offender and may be subject to expulsion at the discretion of the School Leader.

Severe Incidents: Any incident that is considered severe will be handled in the appropriate manner and may result in expulsion from the school at the discretion of the School Leader. If the incident involves criminal activity, the proper authorities will be notified. Severe incidents include: willful disobedience, willful destruction or defacing of school property, bullying, weapons possession, drugs or alcohol, theft, violence or assault on any other person, and willful misuse of technology or the Internet.

Lateness Policy: Students are responsible to arrive to school and their assigned instructional rooms by the designated time. GLS staff will record all student lateness to class. (Signed late passes issued by a GLS staff member will be honored.) If a student accumulates 3 instances of lateness in a term (10-week period), GLS staff will make contact with the student's parent/guardian. If a student accumulates more than 3 instances of lateness in a term, the student will be subject to disciplinary action, including detention or in-school suspension, and may be required to have a parent/guardian conference with the School Leader.

Administrative Rights

GLS administrators have the right to make decisions based on their judgments and evidence for incidents where the student's intent needs to be considered.



Dr. Michael Bitz, EdD
Executive Director
bitz@edpath.org
www.edpath.org
917-674-0014

106-15 Queens Boulevard, Suite 4F
Forest Hills, NY 11375

March 27, 2012

Memorandum of Understanding
Global Learning Space and Goodwill Education Initiatives

This Memorandum of Understanding establishes a partnership between the Global Learning Space (GLS), an entity of the nonprofit Center for Educational Pathways, and Goodwill Education Initiatives. Through this partnership, GEI will provide GLS with support services in the establishment of GLS Charter Middle School and subsequent GLS charter schools in Indianapolis. The support services include back office operations (payroll, human resources, etc.); data collection and state reporting; and an array of pooled consulting services related to school operations, technology, curriculum, student support services, and others to be determined.

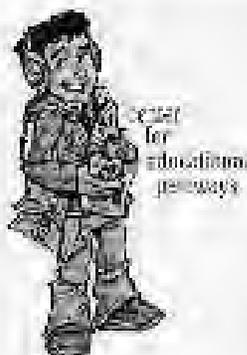
GLS will budget for the determined GEI services accordingly, and GLS will compensate GEI according to a determined schedule agreed upon by both parties. The relationship will be renewed and revisable on an annual basis.

A handwritten signature in black ink that reads "Michael Bitz". The signature is written in a cursive style and is positioned above a horizontal line.

Dr. Michael Bitz, EdD, Executive Director
Center for Educational Pathways

A handwritten signature in black ink, appearing to be "Sara Rai". The signature is written in a cursive style and is positioned above a horizontal line.

Authorized Representative
Goodwill Education Initiatives



Dr. Michael Bitz, EdD
Executive Director
bitz@edpath.org
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917-674-0014

106-15 Queens Boulevard, Suite 4F
Forest Hills, NY 11375

March 16, 2012

Memorandum of Understanding
*Community Partnership between Global Learning Space
and Aftercare for the Incarcerated through Mentoring*

This Memorandum of Understanding establishes a community partnership between the Global Learning Space, a charter middle school in Indianapolis, and Aftercare for the Incarcerated through Mentoring, an organization dedicated to supporting at risk youths and juvenile offenders. Through this partnership, Global Learning Space and Aftercare for the Incarcerated through Mentoring will work together to support the social and educational development of underserved youths in high poverty areas of Indianapolis and Indiana. This partnership will enable the participating youths to access opportunities and resources that will help them succeed in school and in life.

Dr. Michael Bitz, EdD, Executive Director
Center for Educational Pathways

Joann Telferich, JD, Director
Aftercare for the Incarcerated through
Mentoring



Dr. Michael Bitz, EdD
Executive Director
bitz@edpath.org
www.edpath.org
917-674-0014

106-15 Queens Boulevard, Suite 4F
Forest Hills, NY 11375

March 16, 2012

Memorandum of Understanding
*Community Partnership between Global Learning Space
and Young Audiences of Indiana/Arts for Learning*

This Memorandum of Understanding establishes a community partnership between the Global Learning Space, a charter middle school in Indianapolis, and Young Audiences of Indiana/Arts for Learning, an organization dedicated to supporting the creative development of young people across the state of Indiana. Through this partnership, Global Learning Space and Young Audiences of Indiana/Arts for Learning will work together to support the creative development of underserved youths in high poverty areas of Indianapolis and Indiana. This partnership will enable the participating youths to access new creative and arts-oriented opportunities as well as provide showcase opportunities for students to demonstrate their hard work and achievements.

Dr. Michael Bitz, EdD, Executive Director
Center for Educational Pathways

JoEllen Florio Rossebo, President & CEO
Young Audiences/Arts for Learning

Global Learning Space

Attachment 17: Start-Up Plan

The planned first day of school at GLS Charter Middle School is August 26, 2013. The following start-up plan highlights activities leading up to that date, beginning immediately after approval in June, 2012.

June, 2012

The School Leader and Executive Director give notice to current employers and transition to a full-time focus on GLS. They inform contacts and networks in Indianapolis and Indiana about the approval of the school through a phone and email campaign. The Executive Director and national team inform contacts nationwide about the approval, and they conduct a fundraising effort from foundations, corporations, and other investment sources. The Executive Director secures a low-interest loan as per the Year 0 budget plan. The national team and School Leader conduct a weekly phone conference to review the start-up plan and put the pieces into place for a successful launch. The leaders of the Community Advisory Board begin to recruit additional members. The Executive Director and School Leader prepare and submit grant applications for state, federal, and private start-up funds for new charter schools.

July, 2012

The Executive Director relocates to Indianapolis and meets with the School Leader several times a week to launch the planning phase of the school. This entails working with a real estate agent to scope possible facilities and create a short-list of available spaces. The School Leader meets with the Community Advisory Board and members of the community to begin promoting the school in the target neighborhood. He holds informational sessions at local churches, community centers, and other points of contact with potential students and parents of students. The School Leader and Executive Director meet with potential supporters in Indianapolis, including foundations, corporations, and educational associations. The Executive Director and national team continue a fundraising effort from foundations, corporations, and other investment sources on the national level. The Executive Director maps the fifth- and sixth-grade curricula and begins fleshing out the Projects, Collaborations, Learning Quests, and other curricular components.

August, 2012

The Executive Director establishes and launches the GLS website and promotes it locally and nationally. He also establishes a Facebook and Twitter account for the school, enabling

marketing to virtually enrolled students. The Executive Director continues to map the fifth- and sixth-grade curricula and the Projects, Collaborations, Learning Quests, and other curricular components. Based on the short list of potential facilities spaces, the School Leader draws up a facilities plan and layout, indicating instructional spaces, administrative spaces, conference rooms, and more. He meets with GEI to establish and outline the operational relationship and secure a contract for back office services. The Executive Director and national team continue a fundraising effort from foundations, corporations, and other investment sources on the national level.

September, 2012

The Executive Director and School Leader review the curriculum map and research instructional platforms. They meet with representatives from vendors to get quotes for technology supplies and services, and to establish competitive bids for the large-scale technology and infrastructure purchases. The Executive Director continues to build the parts of the curriculum alongside expected adaptations for a range of students. The School Leader drafts an informational sheet and brochure for the school, and he writes the Student-Parent Manual, which includes the school safety plan, discipline policy, and other important components. The School Leader and Executive Director meet with the Director of Operations and Director of Instruction, Curriculum, and Technology in order to plan the details of the school, including operational procedures, technological tracking, and the training of instructional staff.

October, 2012

The School Leader and the Community Advisory Board conduct community-based informational sessions to market the school. They distribute printed materials and pre-enrollment forms in order to measure interest in the school. The Executive Director connects with statewide networks of virtual learners to parallel this pre-recruitment process. The School Leader and Executive Director meet with GEI leadership to strategize about recruitment, school facilities, and other key aspects to the successful launch of the school. They also confer with the national team, particularly the Strategic Advisor to Educator Development, to plan the training institute for Learning Leaders and Instructional Specialists. They draft the daily plan of this two-week institute and begin to identify candidates who would be excellent educators in the school.

November, 2012

The School Leader and the Community Advisory Board continue to conduct community-based informational sessions to market the school, including the distribution of printed materials and pre-enrollment forms. The Executive Director continues to establish the curriculum, building the Projects over the course of the school year alongside accompanying Collaborations and

Learning Quests. He also investigates appropriate gaming platforms for the Game Play component of the curriculum. The School Leader and Executive Director continue to meet with GEI leadership to strategize about the successful launch of the school. They also confer with the national team in the planning of the training institute for Learning Leaders and Instructional Specialists. They solidify the daily plan of this two-week institute.

December, 2012

The School Leader; Executive Director; Director of Operations; Director of Instruction, Curriculum, and Technology; national team; and Community Advisory Board meet in Indianapolis for a strategic planning meeting followed by an informational open house for the community and potential students and their parents. The Executive Director continues to establish the curriculum, building the Projects over the course of the school year alongside accompanying Collaborations and Learning Quests. The School Leader continues to meet with parents and other stakeholders in promoting the school. They continue to scope potential facilities, keeping track of market trends and costs in order to prepare for securing the best facility toward the end of the planning phase.

January, 2013

Active recruitment begins. The School Leader connects with the networks of parents and community stakeholders from the past six months and begins to secure enrollment contracts. He facilitates several open houses and informational sessions in the target neighborhoods, including Pike and Warren townships, to boost early enrollment. He also reaches out to virtual networks in order to secure virtually enrolled students. The Executive Director secures the instructional platform and begins to put the curricular pieces in place and designs the interface. The School Leader and Executive Director pilot the instructional platform by creating scenarios of student work and the response mechanism that these examples would trigger in Individual Learning Maps. GLS begins its formal relationship with GEI and relies on Goodwill's expertise and community connections to boost enrollment and community support for the school.

February, 2013

Active recruitment continues. The School Leader and Executive Director host a community-based gaming event for students to compete in some of the educational games as part of the Game Play component of the curriculum. They also make a concentrated effort to distribute the printed materials in the target neighborhoods to secure additional enrollments. The Executive Director continues to manipulate the instructional platform and establishes the robustness of the curriculum and its components. Through GEI, the GLS team meets with Indianapolis

business and community leaders to explain and promote the model to potential supporters and donors.

March, 2013

Active recruitment continues. The Executive Director continues with the curriculum development, platform design, and educator training institute, while the School Leader focuses on enrollment and identifying a school facility. They work together in marketing and promoting the school at community-based events, one-on-one meetings with parents and other stakeholders, and online sessions with potential virtually enrolled students. They continue to meet with business and community leaders who could support the school and who would be interested in joining the GLS Collaboration network. They meet with Aftercare for the Incarcerated through Mentoring and Young Audiences of Indiana to plan the community collaboration with GLS. They also confer with GEI on strategic planning in order to secure the facility and reach the desired enrollment numbers.

April, 2013

Active recruitment continues. Recruitment of instructional staff begins. The School Leader begins to interview potential Learning Leaders and Instructional Specialists as identified through a local search and through recommendations from the Community Advisory Board and other sources. The Community Advisory Board grows to at least six members, and we start to establish Parent and Student Advisory Boards based on current enrollees. The Executive Director finalizes the curriculum and instructional platform, and he pilots it under several scenarios, ensuring that there are no loopholes in the feedback system. The School Leader identifies the school facility, and the team prepares for a move into the school building.

May, 2013

We secure the school facility and begin working in the building to designate instructional spaces and other elements. The Executive Director and School Leader begin to purchase and establish the technology infrastructure, and they test it in the school facility. They ensure that the facility is safe and secure, and they modify the safety and school plans based on the actuality of the physical structure. Recruitment of instructional staff continues. The School Leader interviews potential Learning Leaders and Instructional Specialists. The Director of Operations and Director of Instruction, Curriculum, and Technology prepare to join the team formally. The national team visits Indianapolis and prepares for a final push to launch the school.

June, 2013

As the Director of Operations and Director of Instruction, Curriculum, and Technology prepare to join GLS on a full-time basis, the school building is prepared for students. The Executive Director and School Leader continue to purchase and establish the technology infrastructure, and the leadership team confers daily on school operations, curriculum, instruction, and the overall functions of the school. Using the first wave of technology purchases, the team establishes the role of the tablet computers in the school, including wireless connections and storage units. The Executive Director trains the School Leader, Director of Operations, and Director of Instruction, Curriculum, and Technology on the instructional platform and curriculum system. They dry-run several class periods and confer on adaptations to the model. Recruitment of instructional staff continues. The School Leader interviews potential Learning Leaders and Instructional Specialists. GLS holds an open house in the facility for currently enrolled students and their families, as well as potential new enrollees.

July, 2013

The school prepares to open by solidifying the instructional plan, testing the curriculum and instructional components, establishing the Research Labs and Living Labs, setting up the Game Rooms, and testing the settings for Collaborations. The administrative technology infrastructure is put in place, and the remaining components of the school infrastructure are completed. The leadership team, in partnership with GEI, secures custodial, waste management, and other services related to the maintenance of the building. The leadership team conducts a dry-run with a school day and confers on adaptations that need to be made. The School Leader hires the Learning Leaders and Instructional Specialists, who are invited to visit the school and participate in the preparation of the school opening. Parents of enrolled students receive the Student-Parent Manual along with information about the first day of school.

August, 2013

With the school ready to open, the GLS team conducts the training institute for Learning Leaders and Instructional Specialists from August 12-23. This institute guides our instructional staff in welcoming students to the school, the first week orientation, and then launching into the school year. The School Leader and leadership team, along with the Executive Director, purchase the remaining technology, school supplies, and other resources in order to help the school open as smoothly as possible.



March 20, 2012

Dr. Michael Bitz
106-15 Queens Blvd., Ste. 4F
Forest Hills, NY 11375

Dear Dr. Bitz:

Thank you for the opportunity to assist you and your team in evaluating insurance needs for your proposed charter school in Indianapolis. Dezelan Insurance Agency welcomes your consideration of our agency as a part of your school's team moving forward.

I have included a document that provides a summary of insurance coverage required for charter schools in Indiana and a range of costs based on my understanding of the school you plan to open. Please note, this document is intended as a guidepost for budgeting purposes and should not be construed as a proposal.

Currently, Dezelan Insurance Agency provides property and liability insurance for 20 charter schools in Indiana and across the Midwest. My father is the health insurance agent for several charter schools. Most of these schools are located in Indiana, but we also work with schools in Minnesota, Wisconsin, and Oklahoma, to name a few.

Thanks to the amount of work our agency does with charter schools, we have been able to develop a special relationship with insurance companies that have school programs, resulting in market access that is second-to-none.

Our agency also provides property and liability insurance for two entities that are engaging in development and property management assistance to charter schools regionally. In all, we are actively involved with nearly 30 charter schools in five states and the District of Columbia.

Personally, I spend the majority of my time working with schools and other not-for-profits. If we are fortunate enough to work with you, members of your administrative staff will become very close with Susan Masters, a customer service agent who is dedicated almost exclusively to working with current and new school customers.

Our first priority as your agency will be to collect information necessary to provide a strong property and liability proposal. We will use this information to obtain competitive proposals from at least two companies that can meet the requirements set forth in your charter agreement. After evaluating all proposals I will bring you a recommendation and explanation as to why we made this recommendation.

During the intake process for property and liability insurance, our team will also work with you to develop a process and timeline for providing health insurance. We have the ability to work with both Anthem and United Health Care on this front. Before having you complete applications, we will discuss with you the pros and cons of each group.

Our entire agency is passionate about servicing our charter school clients. Quite simply, everyone here understands how hard our school clients are working to fulfill an extraordinarily important mission and, as a result, they go the extra mile to make sure that insurance is not an area of concern for you.

Dr. Michael Bitz
April 13, 2010
Page 2

The Dezelan Insurance Agency team is very knowledgeable, experienced, and talented. Our agency is now eighty-five years old. I have been working with charter schools for the past six years, but have been deeply involved in the charter movement since long before the first law passed. Additionally, I have served as president of two charter school boards.

My father has been in the insurance business for more than forty years. He has also been a teacher and administrator and currently is the immediate past president of a private school board. Susan, our customer service agent, has been working with charter schools for three years now and has been in the insurance business for more than twenty years.

If you would like to learn more about us, I would encourage you to contact one of these current charter school customers:

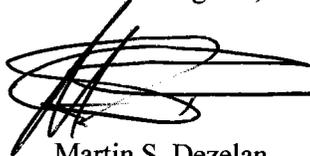
Natalie Pitts or Robert Guillaume
Anderson Preparatory Academy
(765) 649-8472

Lynn Black
School Leader
Hoosier Academies
317-418-8769

Mike Ronan
Lighthouse Academies of Indiana
508-626-0901

I hope the attached information is helpful. After you have had a chance to review this information, do not hesitate to call with questions. Thank you again, for the opportunity.

Warmest regards,

A handwritten signature in black ink, appearing to read 'Martin S. Dezelan', with a long horizontal line extending to the right.

Martin S. Dezelan
President



March 20, 2012

Below is a summary of insurance coverage and cost for a new charter school. This information is extrapolated from insurance costs for a similarly sized start up charter school with both virtual and bricks and mortar components. Without underwriting criteria for a specific school, this information can only act as a guideline for budget development.

Property and Liability Insurance

- General liability as required by charter authorizers
- Hired and Non-owned Liability auto as required by charter authorizers
- School leaders Errors and Omissions as required by charter authorizers
- Sexual Molestation and Misconduct as required by charter authorizers
- Workers Compensation as required by charter authorizers
- Umbrella Liability as required by charter authorizers
- Business Personal Property and Computer coverage
- No building coverage

Estimated Premium: \$9,500 - \$11,500 (variables include enrollment, payroll, drivers, janitors, etc, total number of teachers, value of business personal property, and necessity of building insurance.)

Student Accident Insurance

- Medical coverage for students injured at school or during school activities. This coverage is primary if a student does not have insurance and excess if the student does. Required by one authorizer, carried by many charters.

Estimated Premium: \$550 - \$950 (\$5.50 per K-8 student or \$9.50 per high school student)

Employee Life and Health

- Today, our charter school customers health plans are range between \$550 and \$850 per employee per month for health insurance (this cost doesn't include dental and life, which adds just a few additional dollars per month.)
- Family coverage ranges from \$750 to \$2,000 per month.
- This is a total cost, part of which is born by the employee. The percentage paid by the employee is determined by the school.
- Most schools are offering a traditional PPO with deductibles between \$500 and \$2,000 per person. A growing number of schools are offering a Health Savings Plan.
- Premium is dependent on the age and health of the group, the number of employees who's spouses and children are covered, and the level of benefits offered.
- Schools are seeing rates increase between 8% and 25% per year.
- Beginning the health insurance program is a challenge for new schools, but one that can be managed if the administration and board are pro-active and adhere to time lines.



Retirement

Our Agency, in conjunction with the Charter School Association and another private firm, has developed a new retirement option for charter schools and their employees. This product costs schools \$300 per year.

Teachers and staff of charter schools are now allowed to opt out of the Public Employee Retirement Fund and the Teachers Retirement Fund. This Multiple Employer 403(b) plan has proven to be an extremely popular alternative.

Temporary Start Up Policy

Many new schools express an interest in some level of insurance coverage between the time they receive formal charter approval and when the schools open their doors.

There are many reasons why this start-up coverage is a good idea. Most importantly, School Leaders Errors and Omissions coverage extends to the board, first staff, and volunteers who are working on behalf of the school. In addition, coverage is offered for small amounts of business personal property and computers that might be purchased. Workers Compensation can also be provided if the new entity takes on employees prior to officially beginning its school operations.

Cost of start-up policies is not prohibitive. Below is an example of the premium for a recent start up. These costs are for a full, 12-month policy. It must be noted there is not a penalty for converting to a full school policy during the time that this policy is in force

Property Coverage	
Building	
Business Personal Property	\$68
Liability	\$2,802
Worker's Compensation	\$1,145
Commercial Automobile	\$181
Umbrella Liability	
Total Annual Premium	\$4,196

THIS IS NOT A PROPOSAL , RATHER THIS IS A SAMPLE PREMIUM PROVIDED FOR BUDGETING PURPOSES ONLY.

Additional coverage that will be needed at opening:

1. Computer coverage for computers, servers, etc.
2. Sexual Molestation and Misconduct
3. Umbrella Liability Coverage
4. Student Medical (optional)
5. Treasurers Bond

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,100,000	Calculated at \$7,000 per student
Common School Loan		
Charter School Start-Up Grant	\$ 693,000	One-third of first year's ADM funding
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement	\$ 20,000	
Summer School		
Special Education Allotments/Grants	\$ 54,000	Calculated at \$1,000 per special needs student, depending on need
English Language Learner Allotments/Grants	\$ 3,600	Based on an approximation of \$100 per ELL
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ 200,000	Competitive grant for planning & implementation
Charter School Facilities Assistance Program Grant	\$ 60,000	
Title I		
Title II	\$ 20,000	
Federal Lunch Program	\$ 50,300	
Federal Breakfast Reimbursement	\$ 27,050	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Total Revenue	\$ 3,227,950	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,871,880	Use staffing workbook
Substitutes		
Professional Development	\$ 5,000	
Bonuses	\$ 47,000	
Other (please describe)		
Total Personnel Expenses	\$ 1,923,880	
Instructional Supplies and Resources		
Textbooks		
Library, periodicals, etc	\$ 25,000	
Technology	\$ 184,000	
Assessment materials	\$ 25,000	
Computers	\$ 12,000	
Software	\$ 6,000	
Other classroom supplies	\$ 25,000	
Field trips, other unclassified items		
Co-curricular & Athletics	\$ 3,000	

Curriculum Development	\$	250,000	
Instructional Platform	\$	25,000	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Instructional Supplies and Resources	\$	555,000	
Support Supplies and Resources			
Administrative Computers			
Administrative Software			
Administration Dues, fees, misc expenses	\$	5,000	
Office supplies	\$	6,000	
Technology Infrastructure	\$	15,000	
Other (please describe)			
Total Support Supplies and Resources	\$	26,000	
Board Expenses			
Charter Board Services, including Board Training, retreats			
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)			
Total Board Expenses	\$	-	
Professional Purchased or Contracted Services			
Legal Services	\$	5,000	
Audit Services	\$	2,500	
Payroll Services			
Accounting Services			
Printing/Newsletter/Annual Report Services	\$	5,000	
Consultants			
Internet Services	\$	4,000	
Telephone/Telecommunication Services	\$	2,000	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	24,000	
Travel	\$	20,000	
Postage	\$	5,000	
Special Education Services			
Student Information Services			
Food service	\$	175,000	
Transportation	\$	18,000	Student bus pass reimbursement
Medical Supplies and Training	\$	5,000	
Contracted Back Office Services (GEI)	\$	25,000	
Marketing/Recruitment	\$	20,000	
Licenses and Permits	\$	2,000	
Leadership Development/Conferences	\$	2,500	
Total Professional Purchased or Contracted Services	\$	315,000	
Facilities			
Rent, mortgage, or other facility cost	\$	200,000	
Furniture			
Gas/electric	\$	5,000	
Water/ Sewer	\$	4,500	
Grounds Keeping	\$	3,000	

Maintenance Services	\$	4,000	
Custodial	\$	22,000	
Waste disposal	\$	3,600	
Security	\$	2,500	
Other (please describe)			
Total Facilities	\$	244,600	
Other			
Contingency	\$	20,000	
Indiana Charter School Board Administrative Fee	\$	42,000	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee			
Loan Repayment	\$	40,160	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	102,160	
Total Expenditures	\$	3,166,640	
Carryover/Deficit	\$	61,310	

Cumulative Carryover/(Deficit) \$ 106,835

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 4,725,000	Calculated at \$7,000 per student
Common School Loan		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement	\$ 20,000	
Summer School		
Special Education Allotments/Grants	\$ 121,000	Calculated at \$1,000 per special needs student, depending on need
English Language Learner Allotments/Grants	\$ 8,100	Based on an approximation of \$100 per ELL
Federal Revenue		
Public Charter School Program (PCSP) Grant		Competitive grant for planning & implementation
Charter School Facilities Assistance Program Grant	\$ 20,000	
Title I		
Title II	\$ 20,000	
Federal Lunch Program	\$ 100,600	
Federal Breakfast Reimbursement	\$ 54,100	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Total Revenue	\$ 5,068,800	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 3,466,790	Use staffing workbook
Substitutes		
Professional Development	\$ 7,500	
Bonuses	\$ 86,000	
Other (please describe)		
Total Personnel Expenses	\$ 3,560,290	
Instructional Supplies and Resources		
Textbooks		
Library, periodicals, etc	\$ 12,000	
Technology	\$ 145,000	
Assessment materials	\$ 38,000	
Computers	\$ 12,000	
Software	\$ 6,000	
Other classroom supplies	\$ 28,000	
Field trips, other unclassified items	\$ 5,000	
Co-curricular & Athletics	\$ 6,000	
Curriculum Development	\$ 250,000	

Instructional Platform	\$	25,000	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Instructional Supplies and Resources	\$	527,000	
Support Supplies and Resources			
Administrative Computers	\$	6,000	
Administrative Software	\$	2,000	
Administration Dues, fees, misc expenses	\$	5,000	
Office supplies	\$	8,000	
Technology Infrastructure	\$	25,000	
Other (please describe)			
Total Support Supplies and Resources	\$	46,000	
Board Expenses			
Charter Board Services, including Board Training, retreats			
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)			
Total Board Expenses	\$	-	
Professional Purchased or Contracted Services			
Legal Services	\$	7,000	
Audit Services	\$	3,000	
Payroll Services			
Accounting Services			
Printing/Newsletter/Annual Report Services	\$	5,000	
Consultants			
Internet Services	\$	6,000	
Telephone/Telecommunication Services	\$	3,000	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	35,000	
Travel	\$	20,000	
Postage	\$	5,000	
Special Education Services			
Student Information Services			
Food service	\$	275,000	
Transportation	\$	36,000	Student bus pass reimbursement
Medical Supplies and Training	\$	5,000	
Contracted Back Office Services (GEI)	\$	30,000	
Marketing/Recruitment	\$	20,000	
Licenses and Permits	\$	2,000	
Leadership Development/Conferences	\$	5,000	
Total Professional Purchased or Contracted Services	\$	457,000	
Facilities			
Rent, mortgage, or other facility cost	\$	250,000	
Furniture	\$	20,000	
Gas/electric	\$	7,000	
Water/ Sewer	\$	6,000	
Grounds Keeping	\$	4,000	
Maintenance Services	\$	5,000	

Custodial	\$	24,000	
Waste disposal	\$	4,200	
Security	\$	3,500	
Other (please describe)			
Total Facilities	\$	323,700	
Other			
Contingency	\$	20,000	
Indiana Charter School Board Administrative Fee	\$	94,500	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee			
Loan Repayment	\$	40,160	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	154,660	
Total Expenditures	\$	5,068,650	
Carryover/Deficit	\$	150	

Cumulative Carryover/(Deficit) \$ 106,985

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 6,125,000	Calculated at \$7,000 per student
Common School Loan		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement	\$ 20,000	
Summer School		
Other State Revenue (please describe)	\$ 158,000	Calculated at \$1,000 per special needs student, depending on need
Other State Revenue (please describe)	\$ 10,500	Based on an approximation of \$100 per ELL
Federal Revenue		
Title I		
Title II	\$ 20,000	
Federal Lunch Program	\$ 145,700	
Federal Breakfast Reimbursement	\$ 5,700	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Total Revenue	\$ 6,484,900	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 4,573,809	Use staffing workbook
Substitutes		
Professional Development	\$ 9,000	
Bonuses	\$ 114,000	
Other (please describe)		
Total Personnel Expenses	\$ 4,696,809	
Instructional Supplies and Resources		
Textbooks		
Library, periodicals, etc	\$ 12,000	
Technology	\$ 165,000	
Assessment materials	\$ 50,000	
Computers	\$ 15,000	
Software	\$ 9,000	
Other classroom supplies	\$ 30,000	
Field trips, other unclassified items	\$ 9,000	
Co-curricular & Athletics	\$ 9,000	
Curriculum Development	\$ 250,000	
Instructional Platform	\$ 25,000	
Other (please describe)		

Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$	574,000
Support Supplies and Resources		
Administrative Computers	\$	6,000
Administrative Software	\$	2,000
Administration Dues, fees, misc expenses	\$	5,000
Office supplies	\$	8,000
Technology Infrastructure	\$	25,000
Other (please describe)		
Total Support Supplies and Resources	\$	46,000
Board Expenses		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe)		
Total Board Expenses	\$	-
Professional Purchased or Contracted Services		
Legal Services	\$	7,000
Audit Services	\$	3,000
Payroll Services		
Accounting Services		
Printing/Newsletter/Annual Report Services	\$	5,000
Consultants		
Internet Services	\$	8,000
Telephone/Telecommunication Services	\$	5,000
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	38,000
Travel	\$	20,000
Postage	\$	7,000
Special Education Services		
Student Information Services		
Food service	\$	300,000
Transportation	\$	42,000
Medical Supplies and Training	\$	5,000
Contracted Back Office Services (GEI)	\$	50,000
Marketing/Recruitment	\$	20,000
Licenses and Permits	\$	3,000
Leadership Development/Conferences	\$	6,000
Total Professional Purchased or Contracted Services	\$	519,000
Facilities		
Rent, mortgage, or other facility cost	\$	325,000
Furniture	\$	20,000
Gas/electric	\$	9,000
Water/ Sewer	\$	8,000
Grounds Keeping	\$	6,000
Maintenance Services	\$	7,000
Custodial	\$	27,000
Waste disposal	\$	6,200

Student bus pass reimbursement

Security	\$	5,500	
Other (please describe)			
Total Facilities	\$	413,700	
Other			
Contingency	\$	50,000	
Indiana Charter School Board Administrative Fee	\$	122,500	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee			
Loan Repayment	\$	40,160	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	212,660	
Total Expenditures	\$	6,462,169	
Carryover/Deficit	\$	22,731	

Cumulative Carryover/(Deficit) \$ 129,716

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 7,350,000	Calculated at \$7,000 per student
Common School Loan		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement	\$ 20,000	
Summer School		
Other State Revenue (please describe)	\$ 189,000	Calculated at \$1,000 per special needs student, depending on need
Other State Revenue (please describe)	\$ 12,600	Based on an approximation of \$100 per ELL
Federal Revenue		
Title I		
Title II	\$ 20,000	
Federal Lunch Program	\$ 152,000	
Federal Breakfast Reimbursement	\$ 6,400	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Total Revenue	\$ 7,750,000	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 5,735,098	Use staffing workbook
Substitutes		
Professional Development	\$ 12,000	
Bonuses	\$ 143,000	
Other (please describe)		
Total Personnel Expenses	\$ 5,890,098	
Instructional Supplies and Resources		
Textbooks		
Library, periodicals, etc	\$ 15,000	
Technology	\$ 115,000	
Assessment materials	\$ 55,000	
Computers	\$ 12,000	
Software	\$ 6,000	
Other classroom supplies	\$ 30,000	
Field trips, other unclassified items	\$ 7,000	
Co-curricular & Athletics	\$ 7,000	
Curriculum Development	\$ 250,000	
Instructional Platform	\$ 25,000	
Other (please describe)		

Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$	522,000
Support Supplies and Resources		
Administrative Computers	\$	6,000
Administrative Software	\$	2,000
Administration Dues, fees, misc expenses	\$	5,000
Office supplies	\$	10,000
Technology Infrastructure	\$	25,000
Other (please describe)		
Total Support Supplies and Resources	\$	48,000
Board Expenses		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe)		
Total Board Expenses	\$	-
Professional Purchased or Contracted Services		
Legal Services	\$	7,000
Audit Services	\$	3,000
Payroll Services		
Accounting Services		
Printing/Newsletter/Annual Report Services	\$	5,000
Consultants		
Internet Services	\$	10,000
Telephone/Telecommunication Services	\$	7,000
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	42,000
Travel	\$	20,000
Postage	\$	8,000
Special Education Services		
Student Information Services		
Food service	\$	350,000
Transportation	\$	46,000
Medical Supplies and Training	\$	5,000
Contracted Back Office Services (GEI)	\$	65,000
Marketing/Recruitment	\$	20,000
Licenses and Permits	\$	3,500
Leadership Development/Conferences	\$	7,000
Total Professional Purchased or Contracted Services	\$	598,500
Facilities		
Rent, mortgage, or other facility cost	\$	350,000
Furniture	\$	20,000
Gas/electric	\$	11,000
Water/ Sewer	\$	10,000
Grounds Keeping	\$	8,000
Maintenance Services	\$	9,000
Custodial	\$	29,000
Waste disposal	\$	8,200

Student Bus Pass Reimbursement

Security	\$	7,500	
Other (please describe)			
Total Facilities	\$	452,700	
Other			
Contingency	\$	50,000	
Indiana Charter School Board Administrative Fee	\$	147,000	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee			
Loan Repayment	\$	40,160	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	237,160	
Total Expenditures	\$	7,748,458	
Carryover/Deficit	\$	1,542	

Cumulative Carryover/(Deficit) \$ 131,258

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 8,925,000	Calculated at \$7,000 per student
Common School Loan		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement	\$ 20,000	
Summer School		
Other State Revenue (please describe)	\$ 229,000	Calculated at \$1,000 per special needs student, depending on need
Other State Revenue (please describe)	\$ 15,300	Based on an approximation of \$100 per ELL
Federal Revenue		
Title I		
Title II	\$ 20,000	
Federal Lunch Program	\$ 160,000	
Federal Breakfast Reimbursement	\$ 7,000	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Total Revenue	\$ 9,376,300	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 7,123,488	Use staffing workbook
Substitutes		
Professional Development	\$ 15,000	
Bonuses	\$ 178,000	
Other (please describe)		
Total Personnel Expenses	\$ 7,316,488	
Instructional Supplies and Resources		
Textbooks		
Library, periodicals, etc	\$ 18,000	
Technology	\$ 115,000	
Assessment materials	\$ 60,000	
Computers	\$ 12,000	
Software	\$ 6,000	
Other classroom supplies	\$ 35,000	
Field trips, other unclassified items	\$ 9,000	
Co-curricular & Athletics	\$ 9,000	
Curriculum Development	\$ 250,000	
Instructional Platform	\$ 25,000	
Other (please describe)		

Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$	539,000
Support Supplies and Resources		
Administrative Computers	\$	6,000
Administrative Software	\$	2,000
Administration Dues, fees, misc expenses	\$	5,000
Office supplies	\$	12,000
Technology Infrastructure	\$	25,000
Other (please describe)		
Total Support Supplies and Resources	\$	50,000
Board Expenses		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe)		
Total Board Expenses	\$	-
Professional Purchased or Contracted Services		
Legal Services	\$	8,000
Audit Services	\$	4,000
Payroll Services		
Accounting Services		
Printing/Newsletter/Annual Report Services	\$	5,000
Consultants		
Internet Services	\$	12,000
Telephone/Telecommunication Services	\$	9,000
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	46,000
Travel	\$	20,000
Postage	\$	9,000
Special Education Services		
Student Information Services		
Food service	\$	375,000
Transportation	\$	52,000
Medical Supplies and Training	\$	5,000
Contracted Back Office Services (GEL)	\$	70,000
Marketing/Recruitment	\$	20,000
Licenses and Permits	\$	4,000
Leadership Development/Conferences	\$	8,000
Total Professional Purchased or Contracted Services	\$	647,000
Facilities		
Rent, mortgage, or other facility cost	\$	400,000
Furniture	\$	20,000
Gas/electric	\$	13,000
Water/ Sewer	\$	12,000
Grounds Keeping	\$	10,000
Maintenance Services	\$	11,000
Custodial	\$	31,000
Waste disposal	\$	10,200

Student Bus Pass Reimbursement

Security	\$	9,500	
Other (please describe)			
Total Facilities	\$	516,700	
Other			
Contingency	\$	50,000	
Indiana Charter School Board Administrative Fee	\$	178,500	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee			
Loan Repayment	\$	40,160	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	268,660	
Total Expenditures	\$	9,337,848	
Carryover/Deficit	\$	38,452	

Cumulative Carryover/(Deficit) \$ 169,710

Global Learning Space

Attachment 20: Budget Narrative

The budget presented by the Global Learning Space (GLS) represents a five-year plan for GLS Charter Middle School, based on an assumption of \$0 of private revenue and a \$200,000 loan in Year 0. However, we are actively pursuing grants and investments from foundations and donors to establish a more robust planning phase. Nevertheless, this five-year plan demonstrates the viability of the GLS model, should private funding not materialize.

Annual Overview

- *Year 0:* As the planning year of GLS, the School Leader and Executive Director work together to establish the school, with the Director of Operations and Director of Instruction, Curriculum, and Technology coming on board during the last month of the year. The school facility is secured by the 11th month of the year and the technology infrastructure, furniture, and other school elements are established. (See Attachment 17 for more details of the Start-Up Plan.)
- *Year 1:* Year 1 establishes GLS Charter Middle School with 300 students (including virtually enrolled students). The per pupil state allotments establish the funding base for the school, along with state and federal start-up programs.
- *Year 2:* Along with the growth of the main campus, GLS launches two satellite centers in key locations, each serving approximately 50 students. The satellite centers are established in flexible spaces; students have opportunities to connect with the main campus through events, showcases, and arts/athletics clubs.
- *Year 3:* GLS continues to grow with additional virtually enrolled students and an additional two satellite centers, for a total of four. As the school network expands, GLS increases its capacity for leadership development, professional development, and support from our operational partner, Goodwill Education Services.
- *Year 4:* The total of satellite centers increases to six, as GLS extends its reach across the middle school population of Indianapolis and Indiana.
- *Year 5:* The total of satellite centers increases to eight, along with more virtually enrolled students statewide. GLS leverages the learning network established for high quality Collaborations in Indianapolis and statewide.

Revenue Line Items

- *Basic Grant*: The basic grant is estimated at \$7,000. This figure results from the annual state allotment for students from IPS combined with state allotments for students from Pike and Warren townships whom we expect to enroll.
- *Textbook Reimbursement*: The textbook reimbursement is calculated for instructional items purchased for students, including e-textbooks.
- *Special Education and ELL Allotments*: These figures are calculated based on statewide programs available to support high-needs students.
- *Title II*: This is federally money available for professional development programs.
- *Federal Meal Reimbursement*: Based on our high percentage of students eligible for free or reduced-price meals.
- *Federal and State Start-Up Funds*: In Year 0 and Year 1, we plan to access funds available for new charter school planning and development, including the PCSP federal grant and the Charter School Facilities Assistance Program Grant.

Expense Line Items

- *Wages, Benefits, and Payroll Taxes*: GLS has established a competitive salary and benefits structure for our employees to reduce the risk of staff turnover.
- *Professional Development*: As explained in the ICSB application, professional development at GLS is an internal function dedicated to training our educators in the instructional model and platform. These funds are used to support this effort, including additional supplies or resources to maximize the impact of the professional development sessions at staff meetings and the monthly Best Practices conferences.
- *Bonuses*: In alignment with IDOE's RISE program, GLS has established a bonus system for highly effective educators and school leaders. The bonus pool is calculated at approximately 2.5% of the total wages, benefits, and payroll taxes for the year.
- *Library, periodicals, etc.*: In the GLS model, these are electronic books and periodicals downloaded to tablet computers. Students access these materials during Independent Practice and other periods in the school day.
- *Technology*: This pool is the main GLS technology: tablet computers for every student in every instructional space, including durable case covers. We calculate this expense in

Year 1 at approximately \$600 per student, a figure that decreases in subsequent years as we repurpose technology and leverage our increased purchasing power.

- *Assessment Materials:* GLS administers the Acuity tests in English language arts, Reading, and Mathematics four times every year. This figure includes the test materials and analysis.
- *Computers and Software:* For programs, games, and functions not accessible by tablet, GLS will purchase a limited number of computers with appropriate software.
- *Other Classroom Supplies:* GLS will secure non-technological instructional supplies, including notebooks and workbooks, as a contingency for technological failure or for cases when students cannot access technology.
- *Curriculum Development:* This annual allotment to the Center for Educational Pathways supports the ongoing curriculum development and tailored instruction for GLS students. This encompasses the development and implementation of Projects, coordination of Collaborations, designing of Learning Quests, and the rapid curricular response to Individual Learning Maps.
- *Instructional Platform:* GLS will secure an instructional platform to interface with students and show data on student progress and skill gaps. This pool is for the purchase of the platform, as well as training and maintenance.
- *Technology Infrastructure:* GLS will require a powerful server system and wireless routers for students and staff to access the curriculum and instructional platform.
- *Total Insurance Costs:* Based on the insurance quote from Dezelan Insurance, provided as Attachment 18. This cost increases each year as we add satellite centers.
- *Travel:* Established for the Executive Director and other staff from the national team to be onsite and fully engaged in the planning, launching, and success of GLS Charter Middle School.
- *Food Service:* Calculated at approximately \$1,000 per physically enrolled student per year.
- *Transportation:* Though GLS will not be providing busing, we have budgeted reimbursements for student bus passes on public transportation.
- *Contracted Back Office Services (GEI):* GLS will be working with Goodwill Education Initiatives as an operational partner for back-office services, including payroll and

human resources. This allotment increases with our student enrollment and the additional services required from GEI.

- *Marketing/Recruitment:* GLS will actively recruit students throughout the year through print advertising, direct mail marketing, online media, and live events.
- *Rent, Mortgage Costs:* GLS will secure a facility in Year 0 on the west or northwest side of IPS boundaries. Based on a real estate analysis, we are calculating a space of approximately 20,000 square feet at \$12.50 per square foot for the main school. We add two satellite centers annually in Years 2-4, each approximately 5,000 square feet at \$15 per square foot.
- *Contingency:* GLS has budgeted annually for a contingency should elements of the actual budget plan differ from the budget plan. This contingency is spent at the discretion of the School Leader in consultation with the Executive Director. Should the contingency go unused, it will carry over to the next year's cash flow.
- *Loan Repayment:* Assuming \$0 in private revenue, GLS will secure a \$200,000 loan in Year 0 at approximately 4% interest, which will be settled in annual payments over the five years.

Contingency Plan

By not relying on private investments or grants, and with the ability to enroll students virtually, GLS is largely protected from unknowns that could impact the budget plan. The key to success, therefore, is robust enrollment numbers. In order to minimize the risk of low enrollment, we will carefully plan the placement of GLS Charter Middle School and satellite centers based on neighborhood needs analyses; market the school through community partnerships and networks; rely on our operational partner, Goodwill Education Initiatives, for guidance on enrollment and other policy decisions; market statewide to potential virtually enrolled students.

GLS will ensure that it has sufficient funds to cover all anticipated expenses by always maintaining a cash positive balance, something that the Center for Educational Pathways has done since its inception in 2002 without relying on financing or grant support to sustain operations or programs. (Grant support has always been used to launch new programs or bring existing programs to new regions of need.)

Furthermore, GLS is developing a plan to market its platform and instructional model to schools and school districts statewide and nationwide, available in Year 2. Through this model schools will contract GLS for instructional services in a content area or for a particular population of students, enabling an academically effective and cost effective opportunity for school districts

to outsource elements of their curriculum and instruction. GLS plans to use the proceeds from this earned revenue to bolster the financial base of its schools and school network.

Global Learning Space

Attachment 21: Portfolio Summary

ICSB requested that Global Learning Space apply as an Experienced Operator, since we plan to replicate our model statewide and nationwide. Because GLS Charter Middle School would be our first school, however, we are submitting an alternative to the requested Portfolio Summary.

The following are reports on the effectiveness of our programs:

- US Department of Education, independent report on the effectiveness of the Comic Book Project
- Report to the Indianapolis Public School Foundation on the effectiveness of the Youth Music Exchange
- Original pilot analysis report from the Comic Book Project
- Report to the Mind Trust on the effectiveness of the Youth Music Exchange

**Using Sequential Art (USA) Comic Book Project – PDEA - Imperial County Office of Education, Award # U351C080031 / United States Department of Education
Supplemental Report on Student Performance Data
November 2009**

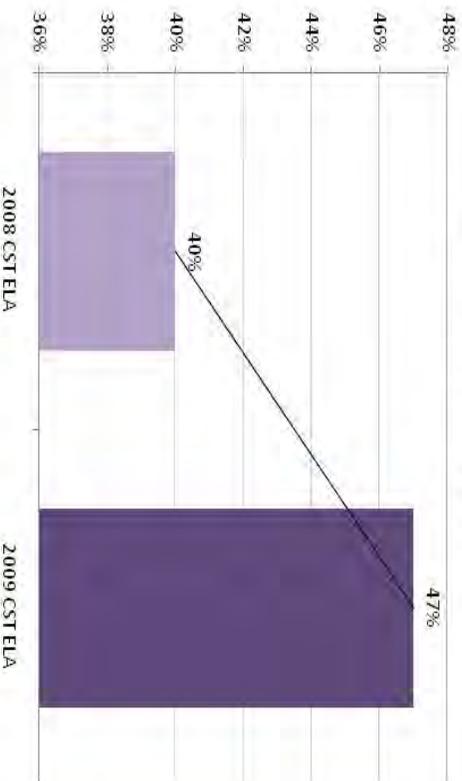
The first Annual Performance Report was submitted in June of 2009 and reported on the first year of the Comic Book Project implementation. At that time student impact data for the Comic Book Project objectives for year 1 were not yet available, thus reporting was differed to this supplemental report. All of the project performance indicators reported on in the Annual Performance Report revealed that the Comic Book Project had met or exceeded its objectives.

This supplemental report will complete the Annual Performance data on the Comic Book Project for the 2008-2009 school year. The data in year 1 shows that students in participating classrooms made academic gains greater than those in nonparticipating classrooms. Academic performance indicators were developed using the scores from the California Standards Tests (CST), a statewide standards based assessment system.

CST data were available for the students of 15 of the 23 teacher participants, a total of 382 – 3rd through 8th grade students. Of the remaining classrooms, 5 were Kindergarten or First grade which is not assessed using the CST, 2 were Second grade which is the first year for CST assessment, thus no previous year scores are available for comparison, and one classroom was Special Education.

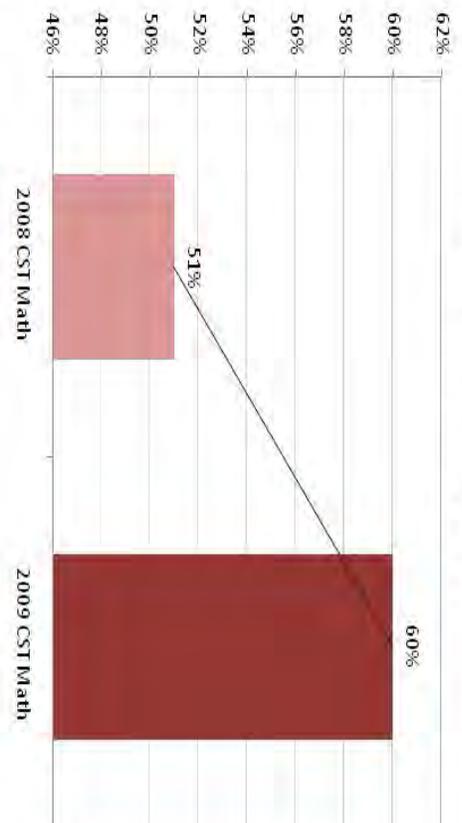
The target for Project performance measure 2.A, was a 5% increase in CST scores when compared to the previous year. CST scores for students entering Comic Book Project classrooms in 2008 (baseline) were compared to their 2009 results. As the graphs show, the percent of students scoring proficient or above in ELA and Math exceeded the 5%. * A gain of 7 percentage points was made in ELA with a 9 percentage point gain in Math.

English Language Arts Percent Proficient and Above



N = 382

Math Percent Proficient and Above



N = 382

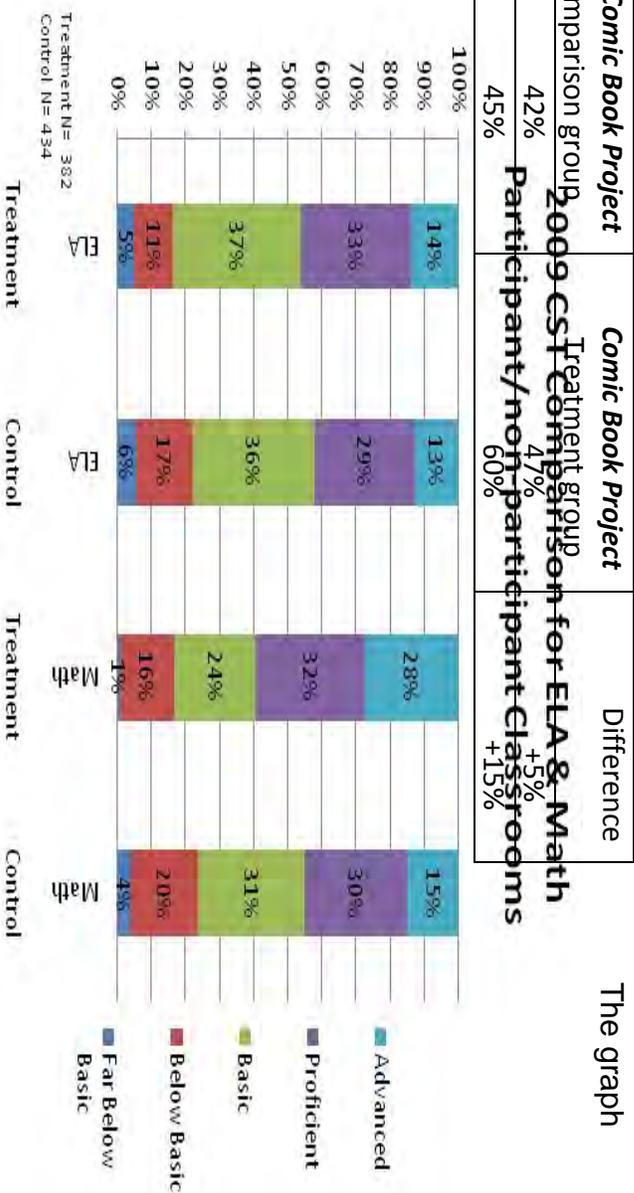
CST Note:
* It is important to note that the CST is based on grade level standards. The assessments have not been vertically scaled, thus year to year or longitudinal

comparisons for the same group of students are not encouraged. The California Department of Education has indicated that the most appropriate way to determine growth for a given subject and aggregated grades is to look at the percentage of students scoring at proficient and above.

For Performance Measure 2.B, a comparison group was made up of students from non-participant teachers teaching the same grade levels at the same schools. As can be seen in the performance measures, the target was to increase CST scores in the core subjects of ELA and math by 5% when compared to a comparison group. The Comic Book Project data on the students in 15 classrooms, grade 3 through 6, were examined alongside 15 control classrooms with students' grades 3 through 6. Again, this performance measure was exceeded. * Comic Book Project classrooms had 5% more students scoring proficient or advanced in ELA and 15% more scoring proficient or advanced in math. The average increase for ELA and math is 10%. The chart below provides the combined total averages of students scoring at or above proficient on the 2009 CST in ELA and Math for both Comic Book Project and comparison group classrooms.

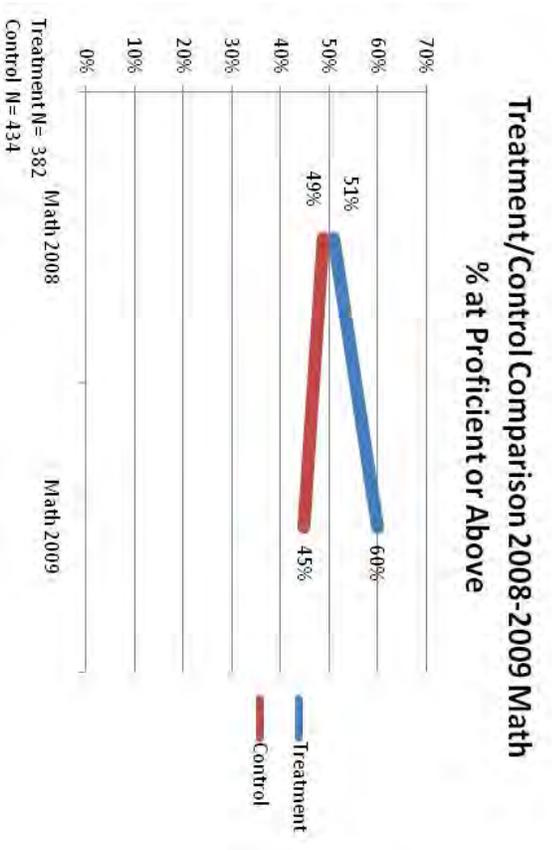
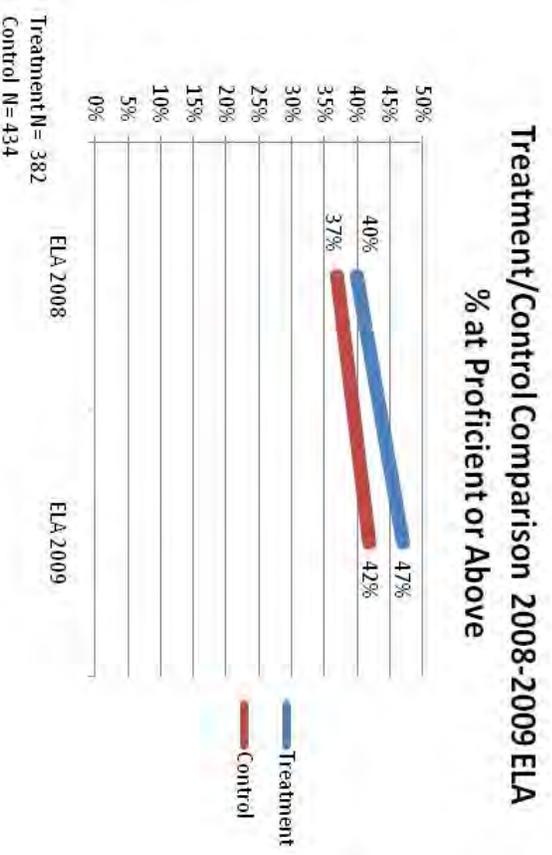
	Non <i>Comic Book Project</i> Comparison group	<i>Comic Book Project</i> Treatment group	Difference
CST 2009 ELA	Total Proficient and above 42%	Total Proficient and above 47%	+5%
CST 08-09 Math	Total Proficient and above 45%	Total Proficient and above 60%	+15%

below provides a visual of the five proficiency levels and the difference between participant and non-participant student scores.



To gain an additional perspective, the data was disaggregated to show the relationship between 2008 and 2009 scores for the participant and non-participant classrooms. The comparison reveals gains made by both participant and non-participant students in ELA from 2008 to

2009. However, stronger gains were made by participant students. The comparison in math shows a dramatic difference between participant and non-participant scores. The participant students made gains between 2008 and 2009 while the non-participant students declined during the same period.* The following graphs display the above described relationship.



2. The following pages include the ED425B for all objectives reported on in the Annual Report. Updated information has been inserted for Goal

**U.S. Department of Education
Grant Performance Report (ED 524B)
Supplemental Report**

Project Status Chart
PR/Award # (11 characters): U351C080031

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

GPRA Performance Objective: To support the implementation of high-quality professional development model programs in music, dance, drama, media arts, or visual arts, including folk arts, for arts educators and other instructional staff of kindergarten through grade 12 (K-12) students in high-poverty schools.

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target		Actual Performance Data			
		Raw Number	Ratio	Raw Number	Ratio	Raw Number	%
Measure 1: The percentage of teachers participating in the PD&E Program who receive professional development that is sustained and intensive.	GPRA	25/25	100%	23/25%	92%		

Explanation of Progress (Include Qualitative Data and Data Collection Information)

(a) – During the first year of the USA Project the professional development curriculum was developed and presented to 25 teachers during 52 hours of both sustained and intensive professional development. A total of 23, or 92% of the teachers completed the entire 52 hours. The professional development was delivered during Saturday sessions held between October 2008 and April 2009 and included two hours of in-class mentoring personalized to their specific needs.

Program Goal 1: Teachers will use drawing, sequential art, and comic books in their classrooms.

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target		Actual Performance Data			
		Raw Number	Ratio	Raw Number	Ratio	Raw Number	%
Objective 1.A: By June of each year, 25 teachers from the target districts will have participated in 51 hours of training in drawing, sequential arts, and creating sequenced graphic novels (comic books) with story plots based on topics from the core subjects	Project	25/25	100%	23/25	92%		

1.b. Performance Measure	Measure Type	Quantitative Data						
		Target			Actual Performance Data			
		Raw Number	Ratio	%	Raw Number	Ratio	%	
Objective 1.B: By June of each year, 25 teachers from the target districts will demonstrate an understanding of arts standards.	Project		25/25	100%	23/25	92%		

1.c. Performance Measure	Measure Type	Quantitative Data						
		Target			Actual Performance Data			
		Raw Number	Ratio	%	Raw Number	Ratio	%	
Objective 1.C: By June of each year, 25 teachers from the target districts will integrate drawing, sequential arts, and comic books in their classrooms.	Project		25 / 25	100%	23 / 25	92%		

Explanation of Progress (Include Qualitative Data and Data Collection Information)

1.A: – A total of 23, 92% of the teachers who began the USA Project completed the project. The professional development included 52 hours, slightly more than the objective called for, and addressed all the anticipated elements. These elements included: drawing, sequential arts, and creating graphic novels, all focused on addressing topics from the core curriculum subjects. Sign-in sheets and teacher logs were used to verify participation. The evaluator conducted three observations of the professional development throughout the year.

1.B: – All 23 teachers who completed the program took both a pre- and a post-assessment based on the national and state visual arts standards. The average score on the 20 question assessment went from 57% on the pre-assessment to 78% on the post-assessment. Using a dependent t-test, the number of teachers making statistically significant gains was calculated. All 23 teachers made significant gains on the assessment. (see section C for a detailed report on the pre-post assessment).

1.C: – All 23 teachers who completed the program submitted a lesson plan which demonstrated how they integrated student created comic books with a core curricular area. Each teacher also submitted student created comic books which were showcased in a special event for teachers, students, and parents. Several of the student comic books were also published in a special edition book produced by Dark Horse Comics.

Goal 2: Student learning outcomes will improve academic results in the core subjects of English language arts (ELA) and mathematics.

FXI Check if this is a status update for the previous budget period.

2.a. Performance Measure	Measure Type	Quantitative Data						
		Target			Actual Performance Data			
		Raw Number	Ratio	%	Raw Number	Ratio	%	
Objective 2.A: By June of each year, 5% of students in classrooms of project teachers will show improvement on California Standards Tests (CST) in the core subjects of ELA and math when compared to their previous year's scores.	Project		5/100	5%	8/100	8%		

The following statement was included in the Budget Period Number 3 Annual Performance Report: *Student performance baseline data from the 2008 CST in the core subjects of English and Mathematics has been collected. These data will be compared to the 2009 scores received by students who participated in the program to determine if any improvements can be attributed to the USA Project. The 2009 data will be available in August/September of 2009. A supplemental report will be submitted next fall once these data have been analyzed.*

2A: Student performance data from 2008 & 2009 CST's in the core subjects of English and Mathematics were collected. These data have been compared for students who participated in the program to determine if any improvements can be attributed to the USA Project. USA Project students had substantial increased in both ELA (7%) and math (9%) CST scores with a combined total of 8% more students scoring proficient or advanced in 2009.

2.b. Performance Measure	Measure Type	Quantitative Data					
Objective 2.B: By June of each year, 5% of the students in classrooms of project teachers will show improvement on the core subject CSTs when compared to a control group of students from non-project classrooms.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			5/100	5%		10/100	10%

The following statement was included in the Budget Period Number 3 Annual Performance Report: *To further verify findings, the CST data collected from the students of participating teachers will be compared to CST data from a control group of students from non-project classrooms. As stated above, these data will be available in August/September of 2009. A supplemental report will be submitted next fall once these data have been analyzed.*

2B: The CST data collected from the students of participating classrooms have been compared to CST data from students in non-participant classrooms. The students in participating classrooms had an overall improvement of 10% (5% in ELA and 15% in Math). The non-participant classrooms averaged no overall improvement (+5% in ELA and -5% in Math).

Goal 3: English Learners will advance on the CELDT stages, especially from Intermediate to Early Advanced or Advanced.

3.a. Performance Measure	Measure Type	Quantitative Data					
Objective 3.A: Each year the number of English Learners progressing from Intermediate to Early Advanced or Advanced in classrooms of project teachers will increase by 5% when compared to control group classrooms.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			999			999	

3.A: The CELDT test is administered to students in the fall of each school year with the results released in April/May of the following year. Baseline data for 2008 has just been released. These data will be compared to results for the same students in the fall of 2009 when results are released in April/May of 2010. The results of the comparison will be included in the 2010 APR.

Pilot GPPRA Measure Objectives :

- (1) Teachers will demonstrate increased knowledge related to standards-based arts education.**
- (2) Teachers will demonstrate increased capacity to deliver standards-based arts education in the classroom.**

1. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
Pilot Measure 1: The percentage of PDAE teachers who demonstrate increased knowledge of teaching standards-based arts education or integration of arts education into the core curriculum	Pilot GPPRA	Raw Number	Ratio	Raw Number	Ratio
				20/25	80%

2. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
Pilot Measure 2: The percentage of PDAE teachers who demonstrate the ability to teach standards-based art education or integrate arts education into core subject education.	Project	Raw Number	Ratio	Raw Number	Ratio
				20/25	80%

Explanation of Progress (Include Quantitative Data and Data Collection Information)

Pilot Measure 1: 23 teachers in the USA Project demonstrated an increased knowledge of integrating arts education into the core curriculum through the development of an integrated lesson plan. Each teacher provided evidence of their lesson plan.

Pilot Measure 2: 23 teachers in the USA Project demonstrated the ability to integrate arts education into the core curriculum through the completion of an integrated project in their classroom. Each teacher provided evidence of their student's work.



Final Report to the IPS Education Foundation

Report prepared by Dr. Michael Bitz, Mind Trust Fellow
April 29, 2009

Background

This year the IPS Education Foundation awarded the Youth Music Exchange (YME) funds for project implementation at four IPS middle schools. YME is a literacy, technology, and youth development initiative through which students create record labels that they own and manage. Students create a self-sustaining business by writing and recording music, developing marketing plans, designing CD artwork, creating business plans, and selling their music. YME's activities are aligned with state standards to ensure students master grade-appropriate academic skills while engaging in the assignments to create the record label.

The four middle schools that participated in this year's project were Harshman, Gambold, Shortridge, and Emma Donnan. Teachers from each of these schools attended a workshop about YME where they learned new approaches to literacy development and collaborative learning opportunities. The schools received equipment for a mobile recording studio along with software for the students to write and record original music. In addition to their songs for a CD, which will be produced and distributed by the end of the school year, the students wrote marketing plans, distribution plans, journal entries, and other literacy building activities.

Meeting the Standards

In analyzing the written work, math work, and other data collected from the students as a result of the project, the following results, linked to the Indiana's Academic Standards in English language arts and mathematics, were observed:

- 76% percent of participating students showed proficiency on *Standard 1, READING: Word Recognition, Fluency, and Vocabulary Development*

Participating students used their knowledge of word parts and word relationships to develop fluency and new vocabulary. They explored new word concepts like “production” and “marketing” and used their vocabulary skills to discern the word meanings.

- 72% percent of participating students showed proficiency on *Standard 2, READING: Comprehension and Analysis of Nonfiction and Informational Text*

Participating students read and analyzed a variety of informational texts related to business plan development, marketing strategies, and distribution strategies. They used the information from these texts to formulate their own ideas and strategies.

- 74% percent of participating students showed proficiency on *Standard 4, WRITING: Processes and Features*

Through extensive journaling and other writing opportunities, participating students used logical organizational structures and had opportunities to review, evaluate, and revise their own and peers’ writing for meaning, clarity, and purpose.

- 64% percent of participating students showed proficiency on *Standard 6, WRITING: English Language Conventions*

Participating students reinforced their writing abilities related to spelling, grammar, punctuation, capitalization, and sentence construction through frequent and engaging writing activities outlined in the Instructor’s Guide for YME.

- 82% percent of participating students showed proficiency on *Standard 7, LISTENING and SPEAKING: Skills, Strategies, and Applications*

Participating students will deliver focused, coherent presentations that clearly conveyed ideas related to what they accomplished throughout the project. They rehearsed the presentations and provided each other with feedback for improving their content and delivery.

- 71% percent of participating students showed proficiency on *Standard 1, Number Sense*

Participating students worked with whole numbers, decimals, and fractions in the development of their business plans, as well as weekly math assignments presented in the YME Instructor’s Guide. They understood how to use these numbers for the purpose of managing their record labels efficiently and successfully.

- 66% percent of participating students showed proficiency on *Standard 2, Computation*

Through their business plans and weekly math assignments, participating students solved problems involving multiplication and division of whole numbers and solve problems involving addition, subtraction, and multiplication and division of fractions and decimals.

- 72% percent of participating students showed proficiency on *Standard 4, Geometry*

Through the design of CD faces and inserts as well as postcards, flyers, and other marketing materials, participating students considered geometrical properties related to shapes, angles, and lines.

- 72% percent of participating students showed proficiency on *Standard 5, Measurement*

As with geometry, the design of CD faces and inserts as well as postcards, flyers, and other marketing materials will engage participating students in concepts of measurement. They will also engage in a significant amount of measurement related to money and finances.

- 78% percent of participating students showed proficiency on *Standard 7, Problem Solving*

Student used numerical and mathematical data in creative ways in order to solve problems that were presented to them or that arose in the course of the project. Throughout YME, students made decisions about how to approach problems and communicate their ideas.

These results demonstrate that YME met its goals on all except two of the learning standards. The two standards where less than 70% of students demonstrated proficiency were *ELA Standard 6, WRITING: English Language Conventions* and *Math Standard 2, Computation*. We will use this knowledge to build more activities and instruction related to English language conventions as well as more support for teachers to bring math computation into the project.

Successes and Challenges

The primary accomplishment of YME was to engage Indianapolis middle schoolers in creative thinking, literacy reinforcement, social development, and community building. These accomplishments were represented by both the process and resulting products of the project. The music that children created were a means to the end of creative growth, personal expression, reading and writing skills, and civic engagement. YME encompassed children of all abilities, backgrounds, and interests, not just those who consider themselves musicians or artists. The

experiences from resilient Indianapolis educators and determined students highlighted the educational vigor of the project beyond rap songs and dance beats. The process of creating a record label required children to reflect upon personal experiences and identities within the context of original lyrics and artwork. In doing so, children needed to contemplate elements of literary tone; atmosphere; foreshadowing and inference; and, of course, spelling, grammar, and punctuation. They also needed to consider musical elements of form; tempo; color; structure; and the font of written text. It is important to note, however, that most of the educators involved with YME never considered themselves popular music producers or imagined themselves teaching children how to form a record label. Their success is a true testament to the power of creativity in learning and the importance of engaging children in authentic, meaningful learning experiences.

There were two challenges to the success of the project, which we will improve upon for next cycle. The first is a technological challenge. Almost all of the school encountered obstacles when it came time to install and register the software. Also, a number of schools had limited access to computers afterschool, and some teachers were forced to use their personal laptops in order to keep moving forward with the project. In order to solve this problem, we will be providing schools a dedicated netbook computer, preloaded with the software, instructional modules, and other project components. This solution should enable teachers and students to jump right into YME without wasting valuable time.

The second challenge was one related to time allotment. Because these programs were meeting afterschool, students had a limited amount of time to explore and develop their ideas and products. All of the teachers expressed an interest in moving YME to a school-day project where they would select a certain class or group of students to build the record label during school hours. We will work closely with the teachers to develop this model and to continue to hone the academic skills embedded in the process.

Regarding student and teacher responses to the project, students were extremely excited about participating, and most remained committed to the project throughout. They expressed amazement at what they had created, and they supported each other in terms of giving praise and constructive criticism. Teachers also responded very positively to the project, although they all would have liked more time to complete everything. Below are some sample interview responses from students and teachers:

Question: What was the one thing that you liked *most* about the program, and explain why:

Student responses:

“I liked making the music and using the computers. I never knew I could make a song, and I was proud that I got that done.” (Gr. 7, girl)

“I was able to tell my own story, and my friend drew the pictures for the CD. We made a lot of the music together, which was fun.” (Gr. 6, boy)

“It was fun, so we had a good time.” (Gr. 7, boy)

Teacher responses:

“Living in the city, these children see a lot of things that aren’t so positive. A project like this gives them the chance to express what’s happening around them.”

“This was the first time that I got my kids to write without complaining about it.”

“They were so proud of what they had at the end. Most of them wanted to share their music with their families and friends.”

The Comic Book Project

Pilot Assessment Report 2002

The Comic Book Project is an arts-based literacy initiative
at Teachers College, Columbia University

Pilot administered and evaluated by

The After-School Corporation
The Fund for the City of New York
The Partnership for After-School Education

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Participating Sites

Administered by The After-School Corporation

<i>Site # / Name</i>	<i>Community-based Organization</i>	<i>Location</i>
PS 122	Sports and Arts in the Schools Foundation	Astoria, NY
PS 22	YMCA of Greater New York	Staten Island, NY
PS 253	YMCA of Greater New York	Brooklyn, NY
PS 139	YMCA of Greater New York	Brooklyn, NY
PS 152	Children's Aid Society	New York, NY
IS 27	Good Shepherd Community Services	Staten Island, NY
PS 8	YMCA of Greater New York	Brooklyn, NY
PS 86	Ridgewood Bushwick Senior Citizens Council	Brooklyn, NY
PS 92	Renaissance After-School	Brooklyn, NY
IS 62	CAMBA	Brooklyn, NY
MS 391	CAMBA	Brooklyn, NY
IS 90	Children's Aid Society	New York, NY
PS 96	Sheltering Arms Upward	New York, NY
JHS 157	SHARPP	Brooklyn, NY
PS 44	YMCA of Greater New York	Brooklyn, NY
PS 171	LATEASA	New York, NY

Administered by The Fund for the City of New York

<i>Site # / Name</i>	<i>Community-based Organization</i>	<i>Location</i>
IS 291	Bushwick Geographic Light House Beacon	Brooklyn, NY

IS 49	JCC Beacon	Staten Island, NY
CS 214	Phipps Community Development Corporation Beacon	Bronx, NY
MS 210	Cross Island YMCA Beacon Center	Ozone Park, NY
CES 11	Alianza Dominicana/Mosaic Beacon	Bronx, NY

Administered by The Partnership for After-School Education

<i>Site # / Name</i>	<i>Community-based Organization</i>	<i>Location</i>
PS 176	Pious XII Community Services	New York, NY
IS 218	Children's Aid Society	New York, NY
MS 216	The Knowledge Project	Fresh Meadows, NY
Milbank Community Center	Children's Aid Society	New York, NY
East Harlem Community Center	Children's Aid Society	New York, NY
Frederick Douglass Community Center	Children's Aid Society	New York, NY
Boys and Girls Harbor		New York, NY
Grant School Age Project	Boys and Girls Harbor	New York, NY
East Harlem Tutorial Program		New York, NY
The Dome Project		New York, NY
Free Arts for Abused Children		New York, NY
PASS*		Hempstead, NY

*Administered by PASE-Nassau

Abstract

In October-December, 2002, The Comic Book Project ran a pilot with 733 children at 33 after-school programs in New York City. The pilot was administered by The After-School Corporation, The Fund for the City of New York, and The Partnership for After-School Education. The purpose of the study was to investigate the effectiveness of an alternative pathway to learning—the creative development of comic books—in the effort to improve literacy skills in urban youth.

The participating children were in grades four through eight. The 33 sites volunteered to be a part of the pilot, and each site selected the children who would participate. Most of the participating children were identified by their sites as low-performing, and more than half of the participating children were identified as English language learners.

The participating site staff received a two-hour training workshop at the site itself or at a central training site. Then the participating children used the *Manuscript Starter* and *Comic Book Canvas* to brainstorm, outline, sketch, write, and design personal comic books, while the site staff led children through the process. By the end of the implementation, the children designed finished comic books either as individuals or in teams, depending on the goals of the site.

Through student surveys (n=546), 76% of the children felt that The Comic Book Project helped them improve in reading and writing. As a result of the program, 82% of the children reported that they know more words. Through staff surveys (n=26), 73% of the staff felt that The Comic Book Project helped children improve in reading and writing. As a result of the program, 85% of the staff reported that their children know more words.

Through interviews, both children and staff revealed very positive experiences with The Comic Book Project. The interviews highlighted that most of the children were engaged by the process of connecting artistic creation with reading and writing.

Through an analysis of student work with a scoring rubric developed by the New York State Board of Regents, three independent judges ($r=0.8613$) rated the children's writing on the *Manuscript Starter* at or above a score of 3 out of 4 on three of the four New York State Learning Standards in English Language Arts. While this result cannot be construed as an indication of performance on a standardized test, it does show children's ability to meet performance standards identified by the state education department.

The pilot showed that The Comic Book Project was well-received by children and staff, and that an alternative pathway to learning such as comic books can help children improve their reading and writing skills. An unexpected result of The Comic Book Project was the powerful themes about which children wrote. The children's work represents their lives as urban youth—what they experience, how they view themselves, how they interact with peers, and how they struggle with daily hardships. Select

examples of the children's work will be posted on a public website gallery and published in print.

Introduction

Background

The Comic Book Project is an arts-based literacy initiative hosted by Teachers College, Columbia University. The goal of The Comic Book Project is to help underserved youths forge alternative pathways to literacy, learning, and social development by writing, designing, and producing original comic books.

In September, 2002, three important advocates for after-school education agreed to pilot The Comic Book Project with their programs. The advocates are The After-School Corporation (www.tascorp.org), The Fund for the City of New York (www.fcny.org), and The Partnership for After-School Education (www.pasetter.com). The pilot involved 733 children at 33 sites in New York City.

Statement of the Problem

A wide body of research shows that children in urban schools perform significantly lower on academic assessments than children in non-urban schools, while urban schools are most subject to financial deficits and teacher shortages. Furthermore, children in urban settings are most at-risk for discontinuing their education, while the educational requirements for success in the labor force continue to rise. Many reasons are cited by researchers and educators for the disparities related to urban education: lack of resources, exposure to violence, and incomplete family structures among the most notable.

Literacy is a principal area of poor performance by urban youth. Proficiency in reading is at a much lower level in urban schools compared to the national average. According to the National Alliance of Urban Literacy Coalitions (www.naulc.org), there is a direct correlation between illiteracy and poverty. Seventy-five percent of unemployed adults have reading or writing difficulties. Combine that statistic with the fact that seventy percent of fourth-grade students in urban classrooms are reading below grade level. The result is a cycle of illiteracy and poverty in urban America.

Purpose of the Study

The purpose of this study is to investigate the effectiveness of an alternative pathway to learning in the effort to improve literacy skills in urban youth. The hypothesis is two-fold. If children are engaged in a creative writing and reading process connected to the arts:

- 1) they will be more motivated to read and write in and out of school.
- 2) they will meet performance levels based on state academic standards.

Review of Related Literature

An extensive body of research correlates involvement in the arts to academic performance, and there is little question that the arts can act as a pathway to learning. Burton, Horowitz, and Abeles (1999) identified significant relationships between rich in-school arts programs and creative, cognitive, and personal competencies needed for academic success. Based on a study of over 2,000 children attending public school in grades 4-8, the researchers found that children in arts-intensive settings were strong in their abilities to express thoughts and ideas, exercise their imaginations, and take risks in learning.

More specifically, Catterall, Chapleau, and Iwanaga (1999) identified positive relationships between involvement in music and performance in mathematics, as well as involvement in theater arts and reading proficiency. Such correlations are well-documented and fairly logical, though the jury is still out on the chicken and the egg—do the arts make kids smarter, or are smart kids involved in the arts?

While the debate may continue in the academic community, the fact remains that most urban schools are not “rich,” arts-wise or otherwise. Most urban schools do not make a connection between their arts and academic programs, as there are simply too many other issues to worry about, particularly budgets and standardized test scores. Even in an urban arts-oriented program, children face extraordinary challenges: family situations, safety concerns, lack of affordable or appropriate instructional opportunities, peer resentment, and social stigma (Oreck, Baum & McCartney, 1999).

The push towards after-school education is partly based on confronting the risks that urban youth face during non-school hours (and in many cases during school hours). The Carnegie Council on Adolescent Development (1992) analyzed the risks that face 10-14 year-olds, including violence, sex, and depression; the researchers concluded: “Altogether, nearly half of American adolescents are at high or moderate risk of seriously damaging their life chances. The damage may be near term and vivid, or it may be delayed, like a time bomb set in youth.”

While conflict resolution and other important life skills are the focus of many after-school programs, such programs also offer the opportunity for children to reconnect with a love of learning, often through the arts (Heath, Soep & Roach, 1998). The scenario is ripe for the arts to become an alternative pathway to academic learning in after-school settings—essentially, to create arts-rich environments for the children who are not afforded that opportunity, and all the benefits that go along with it, during the school day (Heath & Roach, 1999).

In theory, the arts and after-school education are a perfect fit—in reality, urban after-school programs face many of the same challenges as urban schools, particularly in the areas of facilities, staffing, and financing (Halpern, 1999). Related specifically to staffing, after-school line staff members are often recent high school graduates and thereby

transient (Miller, 2001). Few have a background in the arts, and those that do may be teaching for the first time, a daunting introduction to classroom management, lesson plan design, and performance assessment.

Along with those challenges, a question arises about the arts in general. Do only “high” arts (i.e., Western classical arts) act as a pathway to learning? With the exception of a few artists, the separation between high and low art remains steadfast in the artistic world, but it may be yet another societal barrier to the success of urban youth in the education world (Evelyn, 2000). Several studies positively highlight the infusion of entertainment in learning tools (often referred to as “edutainment”), particularly in the area of writing (Mountain, 2000; Landt, Knazze & Sud, 2001). Some researchers are exploring how the arts that youth pursue can become part of the learning experience. Mills (2000) delves into the importance for a teacher to recognize middle school students’ tastes for popular music if a learning connection is to ever be made. Another report discusses how studying popular culture encourages adolescents to think critically (Stevens, 2001).

Within popular culture, certain media are logically connected to specific academic subjects. Comic books, for instance, are *books* and, therefore, require the skill of reading. The creation of comic books obviously involves art, but it also involves writing, as comic books usually include text and dialogue. The popularity of comic books has risen to new levels in recent years. One reason for this trend is the connection between comic books and popular movies (Wax, 2002). Another reason is the emergence of Japanese styles of animation, particularly *manga* and *anime*, in movies, books, and television (Toku, 2001).

A healthy body of research has been developed on the use of comic books as a learning tool. This research generally falls into one of two categories: skill-based studies and motivation-based studies.

Skill-based studies examine published comic books as a tool for reinforcing academic skills. A prime example is Jenkins (1994) who explored the connection between reading and writing by analyzing the work of young readers of action comic books. The researcher concluded that the participants’ involvement with comic books improved their writing abilities in areas deemed characteristic to the comic book genre, including the use of irony and foreshadowing.

Motivation-based studies examine the use of comic books as motivational tools—ways of inspiring children to learn. An important motivation-based study was conducted by Goodwin and Igoe (1982), who compared the relative effectiveness of two types of health education materials developed for children in grades four through six. Students were randomly assigned into four groups: (1) comic book only; (2) slide tape units only; (3) comic book and slide tape; and (4) traditional health education films (control). Knowledge scores increased in groups using the comic book, and reaction questionnaire results showed the comic book rated especially positive.

A few associations and individuals have organized curriculum guides for teachers on how to incorporate comic books into the classroom. For example, Hill (2002) and the Museum

of Comic and Cartoon Art (2003) have created resource guides for teachers, which generally speak to the experienced educator who can devise her own program and assessment based on the authors' advice and experience. Some publishing companies have capitalized on the comic book format; Modern Curriculum Press (2003) boasts sets of comic books perfect for "reluctant readers, at-risk students as well as ESL learners." What this company and others like it neglect is the whole reason for incorporating the arts in the first place—to create environments where children can become engaged in the *process* of art as a pathway to learning (Burton, 1991).

Method

Overview

The pilot of The Comic Book Project was administered between October, 2002 and December, 2002. The pilot was administered by three organizations: The After-School Corporation, The Fund for the City of New York, and The Partnership for After-School Education. These organizations provided technical support, training facilities, and quality assurance for the participating sites. Each participating site devoted between 12 and 20 total hours for The Comic Book Project.

Participants

The 733 children who participated in the pilot were in inner-city after-school programs in New York City. The children were in grades four through eight. The 33 sites volunteered to be a part of the pilot, and each site selected the children who would participate. Most of the participating children were identified by their sites as low-performing, and more than half of the participating children were identified as English language learners.

Materials

Each site received the following materials for their participating children:

- *Manuscript Starter* (Appendix A): An eight-page template for children to plot, write, and sketch their personal comic books, developed by educational researchers from Teachers College, Columbia University.
- *Comic Book Canvas* (Appendix B): An eight-page template for children to design their final comic book creations, developed by educational researchers from Teachers College, Columbia University.
- *Word Squad #1*: (Appendix C): A 16-page comic book-workbook focused on vocabulary skills, developed by educational researchers from Teachers College, Columbia University. Accompanied by a downloadable Instructor's Guide in PDF format.
- *Word Squad #2* (Appendix D): A 16-page comic book-workbook focused on reading skills, developed by educational researchers from Teachers College, Columbia University. Accompanied by a downloadable Instructor's Guide in PDF format.
- *Activity Sheet* (Appendix E): A sheet of five activities for instructors to use as introductions to the full comic book creations, or as additional tools to connect the visual arts to literacy.

- *Sample Lesson Plans* (Appendix F): A sheet of sample lesson plans that outline a progression of lessons for the instructors. Two sample lesson plans were provided, one based on seven two-hour sessions and the other based on nine one-and-a-half-hour sessions.
- *Background Research* (Appendix G): A sheet that outlined two studies based on comic books: one skill-based study (Jenkins, 1994) and one motivation-based study (Goodwin and Igoe, 1982). The sheet also provided websites that instructors could visit if they wanted additional background research.

Procedure

Site Selection.

The Comic Book Project worked with The After-School Corporation, The Fund for the City of New York, and The Partnership for After-School Education to select sites for participation in the pilot. Participating sites had to agree to run The Comic Book Project between October and December, and to run the project in its entirety during that time. Other requirements of participating sites were:

- Twenty students or fewer (grades 5-8) who would attend the scheduled sessions regularly.
- One or more dedicated staff members who would attend a training session and administer The Comic Book Project at the site. Staff members need not have a background in literacy or education.
- An adequate space with tables (or desks) and chairs.
- A sufficient supply of #2 pencils and colored pencils, crayons, or markers.
- Access to downloadable Instructor's Guides in PDF format.
- Willingness to have a scheduled observation with representatives from the Center for Educational Pathways.
- Willingness to have students and staff anonymously interviewed, surveyed, and assessed.

During the site selection process, it became clear that several sites wished to include their fourth-grade students. The Project administrators agreed to allow fourth-grade students into the participant pool, as long as the participating sites understood that fourth-graders might need extra help and/or time to complete The Comic Book Project.

Staff Training.

The participating site staff received a two-hour training workshop at the site itself or at a central training site. The training leader explained The Comic Book Project, integrated the program into the site's current curriculum, introduced the program components, designed an implementation schedule, discussed the background research, distributed the program material, and answered any questions that the staff had. The training leader also provided participating sites with a direct phone number and email address that they could use if they had any questions or problems as they administered The Comic Book Project.

Implementation of the Program.

The participating sites implemented The Comic Book Project with children. The administration of the program lasted between 12 and 20 hours, depending on the needs of the site. The participating children created the material, using the templates provided, while the site staff led the children through the process. By the end of the implementation, the children designed finished comic books either as individuals or in teams, depending on the goals of the site.

Site Visits.

Representatives from The Comic Book Project visited participating sites to observe the progress. The site visits were scheduled with the program directors beforehand. Sites were selected at random to be videotaped by a professional camera operator for the purpose of documentation. Student and staff interviews were conducted at the site visits; also, student and staff surveys were distributed at the site visits.

Collection of Student Work.

Representatives from The Comic Book Project visited participating sites to collect the work that children created during The Comic Book Project, as well as to collect the student and staff surveys. Additional interviews were also conducted with children, staff, and administrators.

Program Assessment.

Representatives from The Comic Book Project tallied the data from the student and staff surveys, transcribed the interviews, and performed an assessment of student work in light of the New York State Learning Standards in English Language Arts. After the assessment, the children's work was returned to them, and the assessment report was distributed to the participating sites.

Analysis

The analysis of The Comic Book Project pilot was triangulated for the purpose of obtaining reliable results. The three parts of the analysis were:

- 1) Student and staff surveys
- 2) Students and staff interviews
- 3) Analysis of student work

Student and Staff Surveys

Every student and staff member who participated in the pilot received a one-page survey. The survey was developed by Literacy AmeriCorps. Participants answered the survey questions anonymously and were encouraged to be honest in their responses. The student survey (Appendix H) encouraged children to think about what they learned and achieved through The Comic Book Project. Children were also asked if and how The Comic Book Project helped them with their literacy skills. The staff survey (Appendix I) asked staff members to analyze what their students learned through The Comic Book Project and if the program helped children with their literacy skills. Both surveys asked what participants liked most and least about The Comic Book Project.

Students and Staff Interviews

Students, staff, and administrators were interviewed during site observations. The interview questions focused on the children's story lines and the perceived effectiveness of The Comic Book Project. The structure, order, and method of asking interview questions were based on qualitative research approaches developed by Hyman (1975). Interviews were randomly selected to be videotaped by a professional camera operator, then transcribed.

Analysis of Student Work

Three independent consultants analyzed the student work by identifying reading and writing standards that students achieved. The standards used as benchmarks were the New York State Learning Standards for English Language Arts. The criteria for obtaining a standard was developed from scoring rubric for the New York State English Language Arts Exam (grade 8).

After an informational meeting and training session, the three scorers worked independently to analyze the first page of each participant's *Manuscript Starter*. Using the scoring rubric, each scorer assigned a score 1 through 4 for each standard.

Before the scores were pooled, the data were submitted to a two-way analysis of variance to determine inter-scorer reliability estimates—a test to ensure that the scorers were in accordance with one another. From the results of the analysis, the composite reliability coefficients were obtained using the formula below (Guilford, 1965):

$$r = \frac{V_r - V_e}{V_r}$$

where V_r = variance among scores and V_e = variance among residuals. The overall reliability coefficient was .8613, or 86%.

Results

Survey Results

Student Surveys.

The following results were tallied from the children's anonymous responses to the student survey (n=546).

Statement: As a result of the program, you like to read.

	Gr. 4 Boys	Gr. 4 Girls	Gr. 5 Boys	Gr. 5 Girls	Gr. 6 Boys	Gr. 6 Girls	Gr. 7 Boys	Gr. 7 Girls	Gr. 8 Boys	Gr. 8 Girls	Total Boys	Total Girls	Total
Yes	76%	72%	82%	74%	73%	71%	66%	69%	71%	64%	74%	70%	72%
No	24	28	18	26	27	29	34	31	29	36	26	30	28

Statement: As a result of the program, you are getting better at reading.

	Gr. 4 Boys	Gr. 4 Girls	Gr. 5 Boys	Gr. 5 Girls	Gr. 6 Boys	Gr. 6 Girls	Gr. 7 Boys	Gr. 7 Girls	Gr. 8 Boys	Gr. 8 Girls	Total Boys	Total Girls	Total
Yes	78%	72%	78%	77%	86%	82%	76%	79%	71%	70%	74%	78%	76%
No	22	28	22	23	14	18	24	21	29	30	26	22	24

Statement: As a result of the program, you spend more time reading for fun.

	Gr. 4 Boys	Gr. 4 Girls	Gr. 5 Boys	Gr. 5 Girls	Gr. 6 Boys	Gr. 6 Girls	Gr. 7 Boys	Gr. 7 Girls	Gr. 8 Boys	Gr. 8 Girls	Total Boys	Total Girls	Total
Yes	82%	72%	81%	79%	84%	78%	80%	79%	76%	68%	81%	75%	78%
No	18	28	19	21	16	22	20	21	24	32	19	25	22

Statement: As a result of the program, you need less help with reading.

	Gr. 4 Boys	Gr. 4 Girls	Gr. 5 Boys	Gr. 5 Girls	Gr. 6 Boys	Gr. 6 Girls	Gr. 7 Boys	Gr. 7 Girls	Gr. 8 Boys	Gr. 8 Girls	Total Boys	Total Girls	Total
Yes	78%	72%	78%	84%	84%	76%	78%	80%	78%	72%	79%	77%	78%
No	22	28	22	16	16	24	22	20	22	28	21	23	22

Statement: As a result of the program, you know more words.

	Gr. 4 Boys	Gr. 4 Girls	Gr. 5 Boys	Gr. 5 Girls	Gr. 6 Boys	Gr. 6 Girls	Gr. 7 Boys	Gr. 7 Girls	Gr. 8 Boys	Gr. 8 Girls	Total Boys	Total Girls	Total
Yes	84%	82%	89%	78%	84%	78%	88%	86%	78%	73%	85%	79%	82%
No	16	18	11	22	16	22	12	14	22	27	15	21	18

Statement: As a result of the program, you like to write.

	Gr. 4 Boys	Gr. 4 Girls	Gr. 5 Boys	Gr. 5 Girls	Gr. 6 Boys	Gr. 6 Girls	Gr. 7 Boys	Gr. 7 Girls	Gr. 8 Boys	Gr. 8 Girls	Total Boys	Total Girls	Total
Yes	71%	66%	69%	78%	84%	79%	76%	68%	78%	72%	76%	73%	74%
No	29	34	31	22	16	21	24	32	22	28	24	27	26

Statement: As a result of the program, you are getting better at writing.

	Gr. 4 Boys	Gr. 4 Girls	Gr. 5 Boys	Gr. 5 Girls	Gr. 6 Boys	Gr. 6 Girls	Gr. 7 Boys	Gr. 7 Girls	Gr. 8 Boys	Gr. 8 Girls	Total Boys	Total Girls	Total
Yes	77%	72%	78%	77%	86%	82%	76%	76%	71%	70%	78%	75%	76%
No	23	28	22	23	14	18	24	24	29	30	22	25	24

Statement: As a result of the program, you spend more time writing for fun.

	Gr. 4 Boys	Gr. 4 Girls	Gr. 5 Boys	Gr. 5 Girls	Gr. 6 Boys	Gr. 6 Girls	Gr. 7 Boys	Gr. 7 Girls	Gr. 8 Boys	Gr. 8 Girls	Total Boys	Total Girls	Total
Yes	84%	79%	77%	77%	86%	78%	72%	78%	84%	82%	81%	79%	80%
No	16	21	23	23	14	22	28	22	16	18	19	21	20

Statement: As a result of the program, you need less help with writing.

	Gr. 4 Boys	Gr. 4 Girls	Gr. 5 Boys	Gr. 5 Girls	Gr. 6 Boys	Gr. 6 Girls	Gr. 7 Boys	Gr. 7 Girls	Gr. 8 Boys	Gr. 8 Girls	Total Boys	Total Girls	Total
Yes	71%	66%	69%	71%	72%	72%	76%	68%	72%	69%	72%	69%	70%
No	29	34	31	29	28	28	24	32	28	31	28	31	30

Statement: As a result of the program, you look at the pictures for clues to the story.

	Gr. 4 Boys	Gr. 4 Girls	Gr. 5 Boys	Gr. 5 Girls	Gr. 6 Boys	Gr. 6 Girls	Gr. 7 Boys	Gr. 7 Girls	Gr. 8 Boys	Gr. 8 Girls	Total Boys	Total Girls	Total
Yes	88%	90%	87%	86%	92%	86%	89%	83%	82%	84%	88%	86%	87%
No	12	10	13	24	8	14	11	17	18	16	12	14	13

Statement: As a result of the program, when you read by yourself, you understand almost all of what you read.

	Gr. 4 Boys	Gr. 4 Girls	Gr. 5 Boys	Gr. 5 Girls	Gr. 6 Boys	Gr. 6 Girls	Gr. 7 Boys	Gr. 7 Girls	Gr. 8 Boys	Gr. 8 Girls	Total Boys	Total Girls	Total
Yes	71%	64%	72%	71%	66%	72%	72%	69%	71%	62%	70%	68%	69%
No	29	36	28	29	34	28	28	31	29	38	30	32	31

Statement: As a result of the program, you like to draw pictures to go with stories.

	Gr. 4 Boys	Gr. 4 Girls	Gr. 5 Boys	Gr. 5 Girls	Gr. 6 Boys	Gr. 6 Girls	Gr. 7 Boys	Gr. 7 Girls	Gr. 8 Boys	Gr. 8 Girls	Total Boys	Total Girls	Total
Yes	96%	92%	93%	89%	90%	90%	94%	95%	95%	88%	94%	91%	92%
No	4	8	7	11	10	10	6	5	5	12	6	9	8

Statement: As a result of the program, you like to read out loud.

	Gr. 4 Boys	Gr. 4 Girls	Gr. 5 Boys	Gr. 5 Girls	Gr. 6 Boys	Gr. 6 Girls	Gr. 7 Boys	Gr. 7 Girls	Gr. 8 Boys	Gr. 8 Girls	Total Boys	Total Girls	Total
Yes	70%	66%	70%	71%	72%	72%	76%	68%	72%	69%	72%	69%	70%
No	30	34	30	29	28	28	24	32	28	31	28	31	30

Statement: As a result of the program, you like to tell or make up your own stories.

	Gr. 4 Boys	Gr. 4 Girls	Gr. 5 Boys	Gr. 5 Girls	Gr. 6 Boys	Gr. 6 Girls	Gr. 7 Boys	Gr. 7 Girls	Gr. 8 Boys	Gr. 8 Girls	Total Boys	Total Girls	Total
Yes	97%	91%	96%	90%	90%	90%	94%	94%	95%	89%	94%	91%	92%
No	3	9	4	10	10	10	6	6	5	11	6	9	8

Statement: As a result of the program, you like to write your own stories.

	Gr. 4 Boys	Gr. 4 Girls	Gr. 5 Boys	Gr. 5 Girls	Gr. 6 Boys	Gr. 6 Girls	Gr. 7 Boys	Gr. 7 Girls	Gr. 8 Boys	Gr. 8 Girls	Total Boys	Total Girls	Total
Yes	97%	91%	96%	90%	90%	90%	94%	94%	92%	89%	94%	91%	92%
No	3	9	4	10	10	10	6	6	8	11	6	9	8

Statement: What was the one thing that you liked *most* about the program, and explain why:

Representative responses:

“I liked drawing my characters and making them up.” (Gr. 5, girl)

“I was able to tell my own story, and my friend drew the pictures.” (Gr. 6, boy)

“It was fun, so we had a good time.” (Gr. 7, boy)

Statement: What was the one thing that you liked *least* about the program, and explain why:

Representative responses:

“It was hard to plan the comic book. I liked drawing better.” (Gr. 6, girl)

“I wanted to work in a group, but we had to do it alone.” (Gr. 4, boy)

“I couldn’t draw my favorite cartoon characters.” (Gr. 6, boy)

Staff Surveys.

The following results were tallied from the instructors’ anonymous responses to the staff survey (n=26).

Statement: As a result of the program, your students like to read.

Yes	No
77%	13%

Statement: As a result of the program, your students are getting better at reading.

Yes	No
73%	17%

Statement: As a result of the program, your students spend more time reading for fun.

Yes	No
69%	31%

Statement: As a result of the program, your students need less help with reading.

Yes	No
69%	31%

Statement: As a result of the program, your students know more words.

Yes	No
85%	15%

Statement: As a result of the program, your students like to write.

Yes	No
69%	31%

Statement: As a result of the program, your students are getting better at writing.

Yes	No
73%	17%

Statement: As a result of the program, your students spend more time writing for fun.

Yes	No
73%	17%

Statement: As a result of the program, your students need less help with writing.

Yes	No
65%	35%

Statement: As a result of the program, your students look at the pictures for clues to the story.

Yes	No
92%	8%

Statement: As a result of the program, when your students read by themselves, they understand almost all of what they read.

Yes	No
73%	17%

Statement: As a result of the program, your students like to draw pictures to go with stories.

Yes	No
96%	4%

Statement: As a result of the program, your students like to read out loud.

Yes	No
69%	31%

Statement: As a result of the program, your students like to tell or make up their own stories.

Yes	No
92%	8%

Statement: As a result of the program, your students like to write their own stories.

Yes	No
92%	8%

Statement: What was the one thing that you liked *most* about the program, and explain why:

Representative responses:

“Living in the city, these children see a lot of things that aren’t so positive. A project like this gives them the chance to express what’s happening around them.”

“This was the first time that I got my kids to write without complaining about it.”

“They were so proud of what they had at the end. Most of them didn’t want to give up their comic books.”

Statement: What was the one thing that you liked *least* about the program, and explain why:

Representative responses:

“This was a time-consuming project. We needed more time for homework help.”

“I had some kids who just wanted to draw. I had to work very hard to get them to write, too.”

“Most of the boys in my group drew a lot of violence.”

Interview Results

Student Interviews.

The following results were determined from the children’s interviews (n=243).

Consensus: Participating children thoroughly enjoyed The Comic Book Project as a whole.

“I really like it because I get to make a story about what I want to write about. I get to say what’s important to me.” (Gr. 7, boy)

“It’s cool because I get to draw. I don’t like to write so much, but it was OK writing about the characters I made up.” (Gr. 6, boy)

“I hope that many other kids will read my comic book because it’s about how bad drugs are for you. If they read my story, they’ll get the message.” (Gr. 7, girl)

Exceptions:

“I don’t like drawing because I’m not a good artist.” (Gr. 5, girl)

Consensus: Participating children perceived that The Comic Book Project helped improve their reading and writing skills.

“We worked as a team, and we all had jobs. He did the writing, he did the editing, and I did the revising.” (Gr. 5, boy)

“I usually do really bad in English, but this was good because I could use the pictures to help.” (Gr. 6, boy)

“I used the story in my comic book to write a creative story in school, and I thought about the pictures I made. My teacher gave me a really good grade.” (Gr. 6, girl)

Exceptions:

There were no exceptions by the children who were interviewed.

Staff Interviews.

The following results were determined from the staff interviews (n=18).

Consensus: Participating staff members thoroughly enjoyed The Comic Book Project as a whole.

“It was great to see my kids get so excited about this project. That doesn’t happen too often.”

“Participation here is not mandatory, and we did have some kids drop off, but the fact that this many have completed the work is impressive.”

“I hope we can run it again because I now have a very good grasp on the materials, and I know exactly what I would do next time.”

Exceptions:

“We had a lot of staff turnover this season, so we really were not able to put in a good effort.”

“My kids are not used to doing work after school, so a lot of them decided to go and play basketball instead.”

Consensus: Participating staff members perceived that The Comic Book Project helped improve their children’s reading and writing skills.

“Getting kids involved and interested is the first step, and that’s what The Comic Book Project did.”

“The creative aspect was good because it made the kids interested, but it was the workbooks that really helped them do better.”

“I saw my kids writing at a higher level because they wanted to write. While their spelling and grammar might not have improved, their sense of storytelling definitely did improve.”

Exceptions:

“This may have helped a little, but more emphasis on homework help would have helped more.”

Results of Student Work Analysis

The following results were calculated from the three scorers’ independent analysis of the participants’ work (n=542).

New York State Learning Standard in English Language Arts #1: *Students will read, write, listen, and speak for information and understanding.*

Grade Level	4	5	6	7	8	Overall
Average Score	2.9	3.2	3.0	3.2	3.0	3.1

New York State Learning Standard in English Language Arts #2: *Students will read, write, listen, and speak for literary response and expression.*

Grade Level	4	5	6	7	8	Overall
Average Score	2.6	2.8	3.0	2.7	3.0	2.8

New York State Learning Standard in English Language Arts #3: *Students will read, write, listen, and speak for critical analysis and evaluation.*

Grade Level	4	5	6	7	8	Overall
Average Score	3.0	2.8	3.3	3.1	3.0	3.0

New York State Learning Standard in English Language Arts #4: *Students will read, write, listen, and speak for social interaction.*

Grade Level	4	5	6	7	8	Overall
Average Score	3.0	3.0	3.3	3.5	2.9	3.1

Conclusions

The purpose of this study was to investigate the effectiveness of an alternative pathway to learning—the creative development of comic books—in the effort to improve literacy skills in urban youth. It was hypothesized that if children became engaged in a creative writing and reading process connected to the arts:

- 1) they would be more motivated to read and write in and out of school.
- 2) they would meet performance levels based on state academic standards.

The pilot of The Comic Book Project effectively showed that both hypotheses were supported in the positive. Concerning motivation, the participating children and staff indicated that The Comic Book Project helped improve reading, writing, and vocabulary skills. The survey and interview responses suggested a high level of engagement throughout most of the program administration, which several staff members indicated was rare among the population of children. Based on these results, the connection between visual arts and literacy increased the level of motivation by infusing a sense of fun and creativity into the building of basic skills. A pathway to learning was forged.

Concerning levels of performance, the analysis of children’s writing indicated that The Comic Book Project can help children meet the learning standards in English language arts. Three independent judges rated the children’s writing on the *Manuscript Starter* at or above a score of 3 out of 4 on three of the four New York State Learning Standards in English Language Arts. While this result cannot be construed as an indication of performance on a standardized test, it does show children’s ability to meet performance standards identified by the state education department. As the related literature demonstrated a connection between arts-rich environments and academic performance, The Comic Book Project is a way of establishing the visual arts—and explicitly making a connection to literacy—where the arts may have been absent or neglected, particularly for children who have not been identified as artistically “talented.” One can hypothesize that the achievement of performance standards through the arts will eventually lead to higher test scores, but further research would need to be conducted in order to test that hypothesis.

A truly surprising result of The Comic Book Project was the themes about which the children wrote. While professional comic books have traditionally been focused on superheroes, science fiction, and fantasized stories, many of the children’s comic books were based on the hard reality of living in an inner-city environment. The children’s work represents their lives as urban youth—what they experience, how they view themselves, how they interact with peers, and how they struggle with daily hardships. They wrote about themes of drug abuse, gang violence, and harsh family situations. For example, one comic book by a seventh-grade boy at MS 210 / Cross Island Beacon is titled “The Big Fight,” in which two gangs compete over the author’s membership. The author prays in his bedroom to move out of the embattled neighborhood, which he eventually does after a confrontation with his mother and an apathetic police officer. Other children’s work is

more positive, with a message for their peers. A comic book by a six-grade girl at IS 291 / Bushwick Geographic Lighthouse Beacon is titled “Never Do Drugs.” A group of four friends are in the schoolyard—two decide to do drugs, and the other two decide to stay away from drugs. The story tracks the friends’ lives, showing the destructiveness of drug abuse and the opportunities afforded by staying drug-free and in school.

The conjunction of building literacy skills, being artistically creative, and expressing oneself in a healthy manner is a powerful combination realized through The Comic Book Project. The program leads to not only learning pathways but also pathways to life skills, both of which are integral to the success of inner-city youth. Several sites, as well as the pilot administrators, are working with The Comic Book Project to identify ways of publishing and presenting the children’s work for the wider audience that it deserves.

Challenges and Solutions

Several instructors spoke about challenges that they encountered during the administration of The Comic Book Project. These challenges and solutions represent future alterations to the program, which will better meet the needs of the population.

Challenge: Several sites experienced staff turnover during the pilot.

Solution: Staff turnover is a major concern for after-school programs. When staff depart in the middle of program implementation, the chances of success for the program, and for the children involved, dramatically decrease. The Comic Book Project will develop an interim training piece for new staff members who join a site in the middle of The Comic Book Project. The interim training will focus on the work that children had created to that point in the project, and how to guide children to bring that work to completion.

Challenge: The activities provided on the Activity Sheet were difficult to keep organized.

Solution: As opposed to a single sheet of activities provided to the instructor, each child will receive an activity booklet, including the activities, instructions, and space for completing the activities.

Challenge: Beginning instructors wanted more specific lesson plans.

Solution: In the pilot, instructors received a sheet with suggested program outlines. In the future, instructors will be provided with a lesson guide booklet, guiding them through The Comic Book Project session by session. Beginning instructors can follow the guide, while experienced instructors can use the guide as a springboard for their own ideas.

Challenge: Some children found it conceptually difficult to plan their comic books, through the *Manuscript Starter*, without being able to visualize how the story would appear in comic book format through the *Comic Book Canvas*.

Solution: The Comic Book Project will consider putting the elements of the *Manuscript Starter* in comic book panel form so that children can visualize how their planning will translate into a comic book. This format will be especially useful for younger children and visual learners.

Challenge: Several sites expressed interest in having the children work with professional illustrators.

Solution: While The Comic Book Project is not focused on drawing skills (the emphasis is on creativity), the experience of children working with professional artists would be extraordinary. Unfortunately, the cost of having a professional artist come to the classroom and work with children is considerable, and it would make The Comic Book Project unaffordable for many sites. The Comic Book Project will add an option to The Comic Book Project in which professional illustrators work with the children for one to four times during the implementation of the project. The Comic Book Project will also investigate additional funding resources that could help facilitate this dimension of the program.

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Appendix A

Manuscript Starter (Sample Student Work)

page 7

- Write about the beginning of your comic book. How will you start off? How will you introduce the characters?

Lenny is walking through an ancient, sacred ground and meets Chris. They both step on a strange marking and get teleported.

Panel 1:

Lenny: Ah, just great! I going to be late getting to the clubhouse and those guys are going to kill me! Hmm, maybe I can still make it if I cut through this old land conservation.

(name of character)

Panel 2:

Lenny: (jumps over fence, saw Chris) Why in the world is this old man doing here?

Chris: (sitting on boulder, smoking a cigarette)

(name of character)

Panel 3:

Lenny: Yo! What are you doing here? This is a restricted conservation area. (acts like a guard)

Chris: Oh, sorry. I thought this was a public park. (talks wearily)

(name of character)

Panel 4:

Lenny: } (both step on strange marking as they get up. Lights flash.)

Chris: }
(name of character)

Panel 5:

Lenny: What?!...

(name of character)

Chris: Oh, my God!?!...

(name of character)

Space for sketching.



Lenny: Let me help you out of here...

Chris: Okay, okay, I'm getting up.



Appendix B

Comic Book Canvas (Sample Student Work)



Appendix C

Word Squad #1 (Sample Page)



Appendix D

Word Squad #2 (Sample Page)



Appendix E

Activity Sheet

Activity #1: You Are a Superhero

If you were a superhero, what would your special powers be? Draw a portrait of yourself as a superhero, and write three complete sentences describing how you would help the world. Be sure to name your superhero, and have a famous saying. (Superman's famous saying was: "Up, up, and away!")

Activity #2: Your Neighborhood as a Comic

Think about the people, places, and things in your neighborhood. Write a manuscript and draw a one-page comic book (five to six panels) that tells a story about where you live. Make sure that every panel has some writing in it. Consider the following questions for your comic book: Who is featured in the story? Where does the story take place? What kinds of places and things will appear in the background of each panel?

Activity #3: You've Landed!

Your rocket ship has landed on a mysterious, uncharted planet! Write a manuscript and draw a one-page comic book (five to six panels) that tells a story about this mysterious place and the people who live there. Make sure that every panel has some writing in it. Consider the following questions for your comic book: How will you communicate with the martians? Will you and your crew stay on the planet? What will you eat and where will find shelter?

Activity #4: A Current Event

Find an interesting current events article in a newspaper, magazine, or online. Turn that story into a manuscript and one-page comic book (five to six panels). Be sure that you cover all the important people, places, and things presented in the article. A reader should be able to understand the entire news event from your one page. Consider the following questions for your comic book: Who are the people that you need to represent? What details should you incorporate? How will you incorporate the background information?

Activity #5: A Positive Advertisement

Think about a positive advertisement that would encourage people your age not to drink alcohol or do drugs. Write and draw the advertisement on one page. Also, write a letter to the editor of a comic book about why you think the publication should include your advertisement.

Appendix F

Sample Lesson Plans

7 Sessions (2 hours each)

Session 1

Introductions

Activity #1

Word Squad #1 (start)

Session 2

Word Squad #1 (finish)

Activity #2

Session 3

Word Squad #2

Session 4

Manuscript Starter (start)

Session 5

Manuscript Starter (finish)

Session 6

Comic Book Canvas (start)

Session 7

Comic Book Canvas (finish)

Student Surveys

9 Sessions (1.5 hours each)

Session 1

Introductions

Activity #1

Word Squad #1 (start)

Session 2

Word Squad #1 (finish)

Activity #2 (start)

Session 3

Activity #2 (finish)

Activity #3

Session 4

Word Squad #2

Session 5

Manuscript Starter (start)

Session 6

Manuscript Starter (finish)

Session 7

Comic Book Canvas (start)

Session 8

Comic Book Canvas (finish)

Session 9

Activity #4

Activity #5

Student Surveys

Appendix G

Background Research

Example of skill-based study

TITLE: The Reading-Writing Connection in the *Comic Book* Genre: A Case Study of Three Young Writers.

AUTHOR: Jenkins, Linda

PUBLICATION_DATE: 1994

ABSTRACT: A study explored the connection between reading and writing by examining the writing produced by three young readers of action comic books. The subjects were in grades four and five in a British Columbia (Canada) school and were identified by a survey as being avid comic book readers. During three writing sessions, they were asked to produce stories like the ones they liked to read. The resulting writing was analyzed for the presence of the following list of features deemed characteristic to the comic book genre: mutual dependence of pictures and text; a fast moving plot with high action content; use of onomatopoeia and varied print styles; use of puns and slang phrases; elimination of speaker tags; use of narrative bridging captions; use of irony; and use of foreshadowing. Analysis showed that these features were all present in the subjects' writing with the exception of the mutual dependence of pictures and text (a feature that might have been present if the subjects had completed the pictures). Findings suggest that the recreational reading of comic books had an effect on these students' writing in the comic book genre.

Example of motivation-based study

TITLE: An Evaluation of the Effectiveness of Participatory Health Consumer Materials for Children.

AUTHOR: Goodwin, Laura D.; Igoe, Judith B.

PUBLICATION_DATE: 1982

ABSTRACT: The relative effectiveness of two types of health education materials developed for children in grades 4 through 6 was evaluated. Materials tested were a comic book and a slide tape presentation, both of which emphasized a participatory role as health consumer. A total of 278 students, in 8 fifth-grade classes, participated. Students were randomly assigned into four groups: (1) comic book only; (2) slide tape units only; (3) comic book and slide tape; and (4) traditional health education films (control). The relative effectiveness of the comic book and slide tapes was tested in four 1-hour class sessions. The sessions dealt with what it is like to be a consumer, learning about oneself, asking questions and listening, helping to decide what to do, and taking care of oneself on a daily basis. All students compiled personal health records and learned about physical examinations. The effectiveness of the materials was demonstrated in both cognitive and affective test results. Knowledge scores increased according to the amount of innovative materials presented. Reaction questionnaire results showed generally positive opinions of the materials, with the comic book rated especially positive.

Appendix H

Student Survey

Please complete this form. It will help us improve The Comic Book Project in the future.

Your School / Program: _____

Grade You Are In: _____

Are you a (check one): _____ boy or a _____ girl?

Check off one column for each statement.

	Yes	No
1. As a result of the program, you like to read.		
2. As a result of the program, you are getting better at reading.		
3. As a result of the program, you spend more time reading for fun.		
4. As a result of the program, you need less help with reading.		
5. As a result of the program, you know more words.		
6. As a result of the program, you like to write.		
7. As a result of the program, you are getting better at writing.		
8. As a result of the program, you spend more time writing for fun.		
9. As a result of the program, you need less help with writing.		
10. As a result of the program, you look at the pictures for clues to the story.		
11. As a result of the program, when you read by yourself, you understand almost all of what you read.		
12. As a result of the program, you like to draw pictures to go with stories.		
13. As a result of the program, you like to read out loud.		
14. As a result of the program, you like to tell or make up your own stories.		
15. As a result of the program, you like to write your own stories.		

What was the one thing that you liked *most* about the program, and explain why:

What was the one thing that you liked *least* about the program, and explain why:

Appendix I

Staff Survey

Please complete this form. It will help us improve The Comic Book Project in the future.

Your School / Program: _____

The Grade You Teach: _____

of Years You Have Been Teaching: _____

Check off one column for each statement.

	Yes	No
16. As a result of the program, your students like to read.		
17. As a result of the program, your students are getting better at reading.		
18. As a result of the program, your students spend more time reading for fun.		
19. As a result of the program, your students need less help with reading.		
20. As a result of the program, your students know more words.		
21. As a result of the program, your students like to write.		
22. As a result of the program, your students are getting better at writing.		
23. As a result of the program, your students spend more time writing for fun.		
24. As a result of the program, your students need less help with writing.		
25. As a result of the program, your students look at the pictures for clues to the story.		
26. As a result of the program, when your students read by themselves, they understand almost all of what they read.		
27. As a result of the program, your students like to draw pictures to go with stories.		
28. As a result of the program, your students like to read out loud.		
29. As a result of the program, your students like to tell or make up their own stories		
30. As a result of the program, your students like to write their own stories.		

What was the one thing that you liked *most* about the program, and explain why:

What was the one thing that you liked *least* about the program, and explain why:

Site-based evaluation of the **Youth Music Exchange**

April 29, 2010

The data for this report were compiled by Kerry Moore, Registrar at Metropolitan High School, Indianapolis. The report was prepared by Dr. Michael Bitz, Mind Trust Fellow.

Background

From 2008-2010, the Mind Trust Fellowship awarded funds to the Center for Educational Pathways to implement the Youth Music Exchange (YME) in Indianapolis. YME is a literacy, technology, and youth development initiative through which students create record labels that they own and manage. Students create a self-sustaining business by writing and recording music, developing marketing plans, designing CD artwork, creating business plans, and selling their music. YME's activities are aligned with state standards to ensure students master grade-appropriate academic skills while engaging in the assignments to create the record label.

This report focuses on YME at Metropolitan High School in Indianapolis, where 26 students participated in the program over the course of two years. The demographics of the student population are below:

	Met Charter High School	Indiana School Average
<i>Students by Ethnicity</i>		
American Indian	1%	0
Asian	0	1%
Hispanic	2%	5%
Black	68%	11%
White	29%	82%
<i>Eligible for Free Lunch</i>	54%	24%
<i>Eligible for Reduced Lunch</i>	11%	8%

The Met is part of the Big Picture Charter School network: teachers are “advisors” who guide students through a learning process based on exploration of themes and ideas through student-centered strategies and new technologies. In launching YME, teachers from the school participated in a YME workshop led by Dr. Michael Bitz—they learned new approaches to literacy development and collaborative learning opportunities via establishing the school record label. The school received equipment for a mobile recording studio along with software for the students to write and record original music. In addition to their songs for a CD, produced and distributed at the end of each school year, the students wrote marketing plans, distribution plans, journal entries, blogs, and other learning opportunities. The students presented their record label at an annual launch party in the school, along with community-based performances and presentations at the Indiana Youth Institute and Harrison Center for the Arts.

Project Goals and Objectives

The goals of this project were threefold, each with measurable objectives:

1) *Academic Improvement*: Youths improve literacy and math skills by connecting their experiences in their music studio to content subjects and basic skill acquisition.

Objectives:

- 70% of participating youths demonstrate an improvement in their school attendance.
- 70% of participating youths demonstrate a decrease in in-school and out-of-school suspensions.
- 70% of participating youths demonstrate an increase of their overall academic performance.
- 70% of participating youths demonstrate an ability to meet benchmark learning standards in literacy and math.

2) *Technological Literacy*: Youths increase their knowledge of and ability to use a variety of hardware, software, and web-based applications.

Objectives:

- 80% of participating youths significantly increase their knowledge of and ability to use current technology and technological systems.
- 80% of participating youths become proficient in using at least three current hardware resources (i.e., audio interface, digital video camera).
- 80% of participating youths become proficient in using at least three current software applications (i.e., desktop publishing software, music production software).
- 80% of participating youths become proficient in using at least three current web-based applications (i.e., eduspaces for blogging, flickr for digital photography).

3) *Career Development*: Youths develop career skills and opportunities by gaining experience in technology-based business, media, and production.

Objectives:

- 90% of the participating youths graduate from high school.
- 80% of the participating youths go on to attend college.
- 80% of participating youths significantly increase their 21st century career opportunities through technology-focused internships.

Evaluation Plan

The purpose of the evaluation was to determine whether YME met its stated goals and objectives related to academic improvement, technological literacy, and career development. The evaluation revolved around annual and cumulative empirical analyses of quantitative student data and a formative qualitative study conducted over the course of the project.

Empirical Analysis of Quantitative Data

- *Academic Improvement*

The effect of participating in YME on youths' attendance, suspensions, and improvement in literacy and math was tested with a two-group posttest-only design. The average daily attendance (ADA), suspension rates, and grade-point average (GPA) of the YME participants were compared to the ADA, suspension rates, and GPA of non-participants in the same school at the same grade levels.

Along with the overall numerical comparisons, a team of independent evaluators conducted a content analysis of collected student work (journal entries, song lyrics, business plans) to determine whether participating students met benchmark learning standards students in literacy and math.

- *Technological Literacy*

The effect of participating in YME on youths' technological literacy was tested with a nonrandomized control group pretest-posttest design. Youth participants began the school year by taking Learning.com's TechLiteracy Assessment, a computer-based assessment system with interactive, performance-based questions and multiple-choice, knowledge-based questions to measure and report technological literacy. Other youths at the school began the school year by taking this same pretest. Both the treatment and control groups ended the school year by taking a posttest version of the TechLiteracy Assessment. By way of an analysis of covariance to adjust the posttest means for differences among groups on the pretest, the results demonstrate whether YME led to a significant increase in technological literacy.

- *Career Development*

For high school students, the effect of YME on career opportunities was tested with a two-group posttest-only design. Along with comparisons of graduation rates and college attendance plans, participants in YME completed an exit survey about their career or college plans and opportunities, including opportunities for internships. Non-participant students at the same school took the same survey after matriculating a minimum of 30

academic credits. (Indiana requires 40 academic credits for a high school diploma.). By way of regression analysis, the results demonstrate whether YME had an impact on the career opportunities for high schoolers.

Formative Qualitative Study

The qualitative study was designed to capture a comprehensive picture of the YME process and how key points of implementation impacted the stated goals related to technological literacy, math applications, and career development. The key components of the qualitative study were: 1) site observations with video documentation, 2) interviews with project participants and stakeholders, and 3) collection and content analysis of student work.

Site Observations

Over the course of the project, project staff conducted frequent observations of the YME program at the Met. The purpose of the observations was to collect and organize a wide range of information about the youth record labels in order to identify emergent patterns and themes. The observations, summarized in written reports immediately following each observation session, were guided by the following questions: *How did the project begin? Who initiated the process at the site? What additional resources—time, personnel, funds, and so on—were made available? How were youths recruited to participate in the initiative? Who participated, and who did not? How did youths perceive the initiative, and how did their perceptions change over time? How did youths interact with each other and with the designated instructor? What challenges did youths and educators encounter? How did they overcome those challenges?* The site observations were documented via digital video, which was stored and catalogued on external hard drives.

The observation reports and video documentation were analyzed by creating a codebook of themes, actions, and phenomena evident in the data. The codebook was hierarchical though flexible, and it expanded as the data were analyzed. After the initial development of the codebook, NVivo data analysis software was used to code the digital video footage and observation reports. The data were sorted by code and cross-referenced so that conclusions could be drawn about individual cases, sites, and the project as a whole.

- *Interviews*

Interviews with youths, educators, parents, community members, and other stakeholders were conducted throughout the project. The purpose was to capture interviewees' expectations and perceptions at the annual launch of the project, their reflections on progress as the year advances, and perceived successes and failures at the year's conclusion. The interviews were guided by a framework of pre-determined questions but were open-ended to allow for comprehensive responses from the participants.

To analyze the interview responses, a second codebook was created, parallel to the one from the observation and video analysis. NVivo was again used to code the interview transcripts, and the data were sorted by code and cross-referenced. When analysis of interview data highlighted trends, themes, or phenomena that were unclear or required more detail, additional interviews were conducted.

- *Content Analysis*

The project team collected examples of the work that youths accomplish over the course of the project: CDs, marketing materials, blog entries, distribution plans, etc. The youth-generated works were analyzed by creating a third parallel codebook. NVivo software was used to code the works, and the data are once again sorted and cross-referenced to provide tangible examples of outcomes.

The qualitative data analysis and development of the codebooks revealed a wide range of emergent themes that bridged the observations, interviews, video footage, and youth-generated work. The data and results of both the summative quantitative and formative qualitative evaluations were used to draw conclusions about YME and its ability to meet the stated goals.

Results

- *Academic Improvement*

Result: 77% of participating youths demonstrated an improvement in their school attendance. The Average Daily Attendance data are below:

	YME Participants	Met School Average
<i>Average Attendance, Year 1</i>	162 school days	156 school days
<i>Average Attendance, Year 2</i>	169 school days	152 school days

Result: 92% of participating youths demonstrated a decrease in in-school and out-of-school suspensions. The suspension data are below:

	YME Participants	Met School Average
<i>Average In-school Suspensions, Year 1</i>	8	13
<i>Average Out-of-school Suspensions, Year 1</i>	3	6
<i>Average In-school Suspensions, Year 2</i>	4	11
<i>Average Out-of-school Suspensions, Year 2</i>	2	6

Result: 73% of participating youths demonstrated an increase of their overall academic performance. The academic performance data are below:

	YME Participants	Met School Average
<i>Average GPA, Year 1</i>	2.4	2.3
<i>Average GPA, Year 2</i>	2.7	2.5

Result: 81% of participating youths demonstrated an ability to meet benchmark learning standards in literacy and math. This result was compiled from the independent content analysis of collected student work (journal entries, song lyrics, business plans). Some representative results of this evaluation component were:

81% percent of participating students showed proficiency on *ELA Standard 1, READING: Word Recognition, Fluency, and Vocabulary Development*: Participating students used their knowledge of word parts and word relationships to develop fluency and new vocabulary. They explored new word concepts like “production” and “marketing” and used their vocabulary skills to discern the word meanings.

77% percent of participating students showed proficiency on *Math Standard 7, Problem Solving*: Student used numerical and mathematical data in creative ways in order to solve problems that were presented to them or that arose in the course of the project. Throughout YME, students made decisions about how to approach problems and communicate their ideas.

- *Technological Literacy*

Result: 88% of participating youths significantly increased their knowledge of and ability to use current technology and technological systems.

Result: 92% of participating youths became proficient in using at least three current hardware resources (i.e., audio interface, digital video camera).

Result: 92% of participating youths became proficient in using at least three current software applications (i.e., desktop publishing software, music production software).

Result: 92% of participating youths became proficient in using at least three current web-based applications (i.e., eduspaces for blogging, flickr for digital photography).

These results were demonstrated through site observations and bolstered by the results of the TechLiteracy Assessmen, based on a 100-point scale:

	YME Participants	Met School Average
<i>Average Score, Year 1</i>	78	73
<i>Average Score, Year 2</i>	88	75

- *Career Development*

Result: 92% of the participating youths graduated from high school.

Result: 81% of the participating youths went on to attend college.

Result: 81% of participating youths significantly increased their 21st century career opportunities through technology-focused internships.

The data related to career development are tabulated below:

	YME Participants	Met School Average
<i>High School Graduates, Year 1</i>	11 of 13 students	224 of 333 students
<i>High School Graduates, Year 2</i>	13 of 13	236 of 340
<i>College Attendees, Year 1</i>	10 of 13	218 of 333
<i>College Attendees, Year 2</i>	11 of 13	222 of 340
<i>Internships, Year 1</i>	10 of 13	121 of 333
<i>Internships, Year 2</i>	11 of 13	119 of 340

Conclusions

The primary accomplishment of YME was to help Indianapolis high schoolers improve in the areas of academic reinforcement, technological literacy, and career development. These accomplishments were represented by both the process and resulting products of the project. The music that children created were a means to the end of creative growth, personal expression, reading and writing skills, and civic engagement. YME encompassed students of all abilities, backgrounds, and interests, not just those who considered themselves musicians or artists. The experiences from resilient Indianapolis educators and determined students highlighted the educational vigor of the project beyond rap songs and dance beats. The process of creating a record label required students to reflect upon personal experiences and identities within the context of original lyrics and artwork. In doing so, the students needed to contemplate elements of literary tone; atmosphere; foreshadowing and inference; and, of course, spelling, grammar, and punctuation. They also needed to consider musical elements of form; tempo; color; structure; and the font of written text. It is important to note, however, that most of the educators involved in this project never considered themselves music producers nor imagined themselves teaching high school students how to form a record label. Their success is a true testament to the power of creativity in learning and the importance of engaging children in authentic, meaningful learning experiences.

The most difficult challenge to the success of the project was a technological challenge. The Met encountered obstacles when it came time to install and register the software. The students also had limited access to computers during school, and some teachers were forced to use their personal laptops in order to keep moving forward with the project. In order to solve this problem, we will be providing schools with a dedicated netbook computer, preloaded with the software, instructional modules, and other project components. This solution will enable teachers and students to jump right into YME without wasting valuable time.

Regarding student and teacher responses to the project, students were extremely excited about participating, and most remained committed to the project throughout. They expressed amazement at what they had created, and they supported each other in terms of giving praise and constructive criticism. Teachers also responded very positively to the project, although they all would have liked more time to complete everything. Below are some sample interview responses from students and teachers:

Question: What were some ways that YME impacted you?

Student responses:

“This opportunity saved my life. If it wasn’t for the time I spent in the studio at school these years, I would be dead or in jail. No question.” (Steven)

“I know where I’m going with life now. I’m going to producer music for videos and videogames. I have the skills to do that now, and my college program [Indiana

University-Purdue University, Fort Wayne] is going to make me that much better.”
(Marcus)

“Even though I’m going into nursing, I learned so much here that I can apply wherever I go—personal skills, writing, and math.” (Rebecca)

Teacher responses:

“YME transformed how I teach, and in many ways it transformed this school.” (Randall)

“There were so many opportunities here for me to cover content from the sciences and social studies: everything from sound waves to the history of hip-hop.” (Courtney)

“Our students made a connection between what happens in school and what they could achieve in real life. They saw so many marketable skills in themselves through YME.”
(Scott)

Global Learning Space

Attachment 22: Indiana School Financials

Not Applicable

**IRS e-file Signature Authorization
for an Exempt Organization**

For calendar year 2010, or fiscal year beginning 08-01, 2010, & ending 07-31, 20 11

▶ **Do not send to the IRS. Keep for your records.**

▶ **See instructions.**

2010

Department of the Treasury
Internal Revenue Service

Name of exempt organization
CENTER FOR EDUCATIONAL PATHWAYS, INC

Employer identification number
83-0345654

Name and title of officer
MICHAEL BITZ EXECUTIVE DIRECTOR

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line 1a, 2a, 3a, 4a, or 5a, below, and the amount on that line for the return being filed with this form was blank, then leave line 1b, 2b, 3b, 4b, or 5b, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. Do not complete more than 1 line in Part I.

1a Form 990 check here ▶ <input type="checkbox"/>	b Total revenue, if any (Form 990, Part VIII, column (A), line 12)	1b	
2a Form 990-EZ check here ▶ <input checked="" type="checkbox"/>	b Total revenue, if any (Form 990-EZ, line 9)	2b	76,939
3a Form 1120-POL check here ▶ <input type="checkbox"/>	b Total tax (Form 1120-POL, line 22)	3b	
4a Form 990-PF check here ▶ <input type="checkbox"/>	b Tax based on investment income (Form 990-PF, Part VI, line 5)	4b	
5a Form 8868 check here ▶ <input type="checkbox"/>	b Balance Due (Form 8868, line 3c)	5b	

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2010 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

I authorize HENRY A GLEICH CPA PC to enter my PIN 12401 as my signature
ERO firm name Enter five numbers, but do not enter all zeros

on the organization's tax year 2010 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2010 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ▶ _____ Date ▶ _____

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN. 141064 42922
do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2010 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of Pub. 4163, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ _____ Date ▶ _____

**ERO Must Retain This Form -- See Instructions
Do Not Submit This Form To the IRS Unless Requested To Do So**

**Short Form
Return of Organization Exempt From Income Tax**
Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code
(except black lung benefit trust or private foundation)

2010

**Open to Public
Inspection**

Department of the Treasury
Internal Revenue Service

▶ Sponsoring organizations of donor advised funds, organizations that operate one or more hospital facilities, and certain controlling organizations as defined in section 512(b)(13) must file Form 990 (see instructions). All other organizations with gross receipts less than \$200,000 and total assets less than \$500,000 at the end of the year may use this form.

▶ The organization may have to use a copy of this return to satisfy state reporting requirements.

A For the 2010 calendar year, or tax year beginning **AUGUST 01**, 2010, and ending **JULY 31**, 20 11

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization CENTER FOR EDUCATIONAL PATHWAYS, INC	D Employer identification number 83-0345654	
	Number & street (or P.O. box, if mail is not delivered to street addr.) 106-15 QUEENS BLVD	Room/suite 4F	E Telephone number (917) 674-0014
	City or town, state or country, and ZIP + 4 FOREST HILLS NY 11375	F Group Exemption Number... ▶	
	G Accounting Method: <input checked="" type="checkbox"/> Cash <input type="checkbox"/> Accrual Other (specify) ▶ _____		

I Website: ▶ WWW.EDPATH.ORG

J Tax-exempt status (check only one) -- 501(c)(3) 501(c)() (insert no.) 4947(a)(1) or 527

H Check if organization is **not** required to attach Schedule B (Form 990, 990-EZ, or 990-PF).

K Check if the organization is not a section 509(a)(3) supporting organization and its gross receipts are normally not more than \$50,000. A Form 990-EZ or Form 990 return is not required though Form 990-N (e-postcard) may be required (see instructions). But if the organization chooses to file a return, be sure to file a complete return.

L Add lines 5b, 6c, and 7b, to line 9 to determine gross receipts. If gross receipts are \$200,000 or more, or if total assets (Part II, line 25, column (B) below) are \$500,000 or more, file Form 990 instead of Form 990-EZ. ... ▶ \$ 76,939

Part I Revenue, Expenses, and Changes in Net Assets or Fund Balances (see the instructions for Part I.)

Check if the organization used Schedule O to respond to any question in this Part I

		1	2,440
REVENUE	1 Contributions, gifts, grants, and similar amounts received	1	2,440
	2 Program service revenue including government fees and contracts	2	74,499
	3 Membership dues and assessments	3	
	4 Investment income	4	
	5a Gross amount from sale of assets other than inventory	5a	
	b Less: cost or other basis and sales expenses	5b	
	c Gain or (loss) from sale of assets other than inventory (Subtract line 5b from line 5a)	5c	
	6 Gaming and fundraising events		
	a Gross income from gaming (attach Schedule G if greater than \$15,000)	6a	
	b Gross income from fundraising events (not including \$ _____ of contributions from fundraising events reported on line 1) (attach Schedule G if the sum of such gross income and contributions exceed \$15,000)	6b	
c Less: direct expenses from gaming and fundraising events	6c		
d Net income or (loss) from gaming and fundraising events (add lines 6a and 6b and subtract line 6c)	6d		
7a Gross sales of inventory, less returns and allowances	7a		
b Less: cost of goods sold	7b		
c Gross profit or (loss) from sales of inventory (Subtract line 7b from line 7a)	7c		
8 Other revenue (describe in Schedule O)	8		
9 Total revenue. Add lines 1, 2, 3, 4, 5c, 6d, 7c, and 8	9	76,939	
EXPENSES	10 Grants and similar amounts paid (list in Schedule O)	10	
	11 Benefits paid to or for members	11	
	12 Salaries, other compensation, and employee benefits	12	21,182
	13 Professional fees and other payments to independent contractors	13	1,370
	14 Occupancy, rent, utilities, and maintenance	14	2,589
	15 Printing, publications, postage, and shipping	15	15,068
	16 Other expenses (describe in Schedule O)	16	23,339
17 Total expenses. Add lines 10 through 16	17	63,548	
ASSETS	18 Excess or (deficit) for the year (Subtract line 17 from line 9)	18	13,391
	19 Net assets or fund balances at beginning of year (from line 27, column (A)) (must agree with end-of-year figure reported on prior year's return)	19	30,516
	20 Other changes in net assets or fund balances (explain in Schedule O)	20	
	21 Net assets or fund balances at end of year. Combine lines 18 through 20	21	43,907

For Paperwork Reduction Act Notice, see the separate instructions.

Part II Balance Sheets. (see the instructions for Part II.)

Check if the organization used Schedule O to respond to any question in this Part II

Table with 3 columns: Description, (A) Beginning of year, (B) End of year. Rows include Cash, savings, and investments; Land and buildings; Other assets; Total assets; Total liabilities; Net assets or fund balances.

Part III Statement of Program Service Accomplishments (see the instructions for Part III.)

Check if the organization used Schedule O to respond to any question in this Part III

Expenses

(Required for section 501(c)(3) and 501(c)(4) organizations and section 4947(a)(1) trusts; optional for others.)

What is the organization's primary exempt purpose? SEE ATTACHMENT #1

Describe what was achieved in carrying out the organization's exempt purposes. In a clear and concise manner, describe the services provided, the number of persons benefited, & other relevant information for each program title.

Table for program service expenses. Rows 28-31 describe various programs with grant amounts and foreign grant indicators. Row 32 is the total program service expenses, amounting to 40,682.

Part IV List of Officers, Directors, Trustees, and Key Employees. List each one even if not compensated. (see the instr. for Part IV.)

Check if the organization used Schedule O to respond to any question in this Part IV

Table with 5 columns: (a) Name and address, (b) Title and average hours per week devoted to position, (c) Compensation (if not paid, enter -0-), (d) Contributions to employee benefit plans & deferred compensation, (e) Expense account and other allowances. Row 1 contains 'SEE ATTACHMENT #3'.

Part V Other Information (Note the statement requirements in the instructions for Part V.)

Check if the organization used Schedule O to respond to any question in this Part V

- 33 Did the organization engage in any activity not previously reported to the IRS?
34 Were any significant changes made to the organizing or governing documents?
35 If the organization had income from business activities...
36 Did the organization undergo a liquidation, dissolution, termination...
37a Enter amount of political expenditures...
37b Did the organization file Form 1120-POL for this year?
38a Did the organization borrow from, or make any loans to, any officer...
38b If 'Yes,' complete Schedule L, Part II and enter the total amount involved.
39 Section 501(c)(7) organizations. Enter:
39a Initiation fees and capital contributions included on line 9
39b Gross receipts, included on line 9, for public use of club facilities
40a Section 501(c)(3) organizations. Enter amount of tax imposed on the organization during the year under:
40b Section 501(c)(3) and 501(c)(4) organizations. Did the organization engage in any section 4958 excess benefit transaction...
40c Section 501(c)(3) and 501(c)(4) organizations. Enter amount of tax imposed on organization managers or disqualified persons...
40d Section 501(c)(3) and 501(c)(4) organizations. Enter amount of tax on line 40c reimbursed by the organization
40e All organizations. At any time during the tax year, was the organization a party to a prohibited tax shelter transaction?
41 List the states with which a copy of this return is filed.
42a The organization's books are in care of
42b At any time during the calendar year, did the organization have an interest in or a signature or other authority over a financial account in a foreign country...
42c At any time during the calendar year, did the organization maintain an office outside of the U.S.?
43 Section 4947(a)(1) nonexempt charitable trusts filing Form 990-EZ in lieu of Form 1041 -- Check here
44a Did the organization maintain any donor advised funds during the year?
44b Did the organization operate one or more hospital facilities during the year?
44c Did the organization receive any payments for indoor tanning services during the year?
44d If 'Yes' to line 44c, has the organization filed a Form 720 to report these payments?

Table with columns 'Yes' and 'No' for questions 33 through 44d. Includes sub-tables for questions 42b and 42c.

		Yes	No
45	Is any related organization a controlled entity of the organization within the meaning of section 512(b)(13)?		X
a	Did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? If "Yes," Form 990 and Schedule R must be completed instead of Form 990-EZ (see instructions)		X
46	Did the organization engage, directly or indirectly, in political campaign activities on behalf of or in opposition to candidates for public office? If "Yes," complete Schedule C, Part I		X

Part VI Section 501(c)(3) organizations and section 4947(a)(1) nonexempt charitable trusts only. All section 501(c)(3) organizations and section 4947(a)(1) nonexempt charitable trusts must answer questions 47-49b and 52, and complete the tables for lines 50 and 51.

Check if the organization used Schedule O to respond to any question in this Part VI

		Yes	No
47	Did the organization engage in lobbying activities? If "Yes," complete Schedule C, Part II		X
48	Is the organization a school as described in section 170(b)(1)(A)(ii)? If "Yes," complete Schedule E		X
49a	Did the organization make any transfers to an exempt non-charitable related organization?		X
b	If "Yes," was the related organization a section 527 organization?		X

50 Complete this table for the organization's five highest compensated employees (other than officers, directors, trustees and key employees) who each received more than \$100,000 of compensation from the organization. If there is none, enter "None."

(a) Name and address of each employee paid more than \$100,000	(b) Title and average hours per week devoted to position	(c) Compensation	(d) Contributions to employee benefit plans & deferred compensation	(e) Expense account and other allowances
NONE				

f Total number of other employees paid over \$100,000 . . . ▶

51 Complete this table for the organization's five highest compensated independent contractors who each received more than \$100,000 of compensation from the organization. If there is none, enter "None."

(a) Name and address of each independent contractor paid more than \$100,000	(b) Type of service	(c) Compensation
NONE		

d Total number of other independent contractors each receiving over \$100,000 . . . ▶

52 Did the organization complete Schedule A? **Note:** All section 501(c)(3) organizations and 4947(a)(1) nonexempt charitable trusts must attach a completed Schedule A Yes No

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer	Date
	MICHAEL BITZ Type or print name and title	EXECUTIVE DIRECTOR

Paid Preparer Use Only	Print/Type preparer's name	Preparer's signature	Date	Check <input type="checkbox"/> if self-employed	PTIN
	Firm's name ▶ HENRY A GLEICH CPA PC	Firm's EIN ▶			
	Firm's address ▶ 144 PINE ST SUITE 210 KINGSTON NY 12401	Phone no. 845-339-4357			

May the IRS discuss this return with the preparer shown above? See instructions Yes No

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support
Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ. ▶ See separate instructions.

OMB No. 1545-0047

2010

Open to Public
Inspection

Name of the organization CENTER FOR EDUCATIONAL PATHWAYS, INC **Employer identification number** 83-0345654

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i)**.
- 2 A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E.)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**.
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 9 An organization that normally receives: (1) more than 33 1/3 % of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions--subject to certain exceptions, and (2) no more than 33 1/3 % of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2)**. (Complete Part III.)
- 10 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4)**.
- 11 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2). See **section 509(a)(3)**. Check the box that describes the type of supporting organization and complete lines 11e through 11h.
 - a Type I b Type II c Type III-Functionally integrated d Type III-Other
 - e By checking this box, I certify that the organization is not controlled directly or indirectly by one or more disqualified persons other than foundation managers and other than one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2).
 - f If the organization received a written determination from the IRS that it is a Type I, Type II or Type III supporting organization, check this box
 - g Since August 17, 2006, has the organization accepted any gift or contribution from any of the following persons?

	Yes	No
(i) A person who directly or indirectly controls, either alone or together with persons described in (ii) and (iii) below, the governing body of the supported organization?	11g(i)	X
(ii) A family member of a person described in (i) above?	11g(ii)	X
(iii) A 35% controlled entity of a person described in (i) or (ii) above?	11g(iii)	X
 - h Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-9 above or IRC section (see instructions))	(iv) Is the organization in col. (i) listed in your governing document?		(v) Did you notify the organization in col. (i) of your support?		(vi) Is the organization in col. (i) organized in the U.S.?		(vii) Amount of support
			Yes	No	Yes	No	Yes	No	
Total									

For Paperwork Reduction Act Notice, see the instructions for Form 990 or 990-EZ. Schedule A (Form 990 or 990-EZ) 2010

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II.
If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")			37,451	96,340	76,939	210,730
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5			37,451	96,340	76,939	210,730
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support (Subtract line 7c from line 6.)						210,730

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
9 Amounts from line 6			37,451	96,340	76,939	210,730
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)			22			22
13 Total support. (Add lines 9, 10c, 11, and 12.)			37,473	96,340	76,939	210,752

14 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2010 (line 8, column (f) divided by line 13, column (f))	15	99.99 %
16 Public support percentage from 2009 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2010 (line 10c, column (f) divided by line 13, column (f))	17	0.00 %
18 Investment income percentage from 2009 Schedule A, Part III, line 17	18	%

19a **33 1/3 % support tests -- 2010.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3 %, and line 17 is not more than 33 1/3 %, check this box and **stop here**. The organization qualifies as a publicly supported organization

b **33 1/3 % support tests -- 2009.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3 %, and line 18 is not more than 33 1/3 %, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV

Supplemental Information. Complete this part to provide the explanation required by Part II, line 10; Part II, line 17a or 17b; and Part III, line 12. Also complete this part for any additional information. (See instructions).

MISCELLANEOUS REVENUE

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

k Attach to Form 990 or 990-EZ.

OMB No. 1545-0047

2010

**Open to Public
Inspection**

Name of the organization

CENTER FOR EDUCATIONAL PATHWAYS, INC

Employer identification number

83-0345654

PART III - EXEMPT PURPOSE

THE ORGANIZATION ESTABLISHES ALTERNATIVE PATHWAYS TO LITERACY, LEARNING
AND CHARACTER DEVELOPMENT FOR UNDERSERVED YOUTHS, SCHOOLS AND COMMUNITIES

990 PRIMARY EXEMPT PURPOSE

ATTACHMENT 1: PAGE 1 - 990-EZ PAGE 2, PART III

OPEN TO PUBLIC INSPECTION	For calendar year 2010 or tax period beginning	08-01	, and ending	07-31-2011.
Name of Organization	CENTER FOR EDUCATIONAL PATHWAYS, INC			Employer Identification Number 83-0345654

Primary Purpose

THE ORGANIZATION ESTABLISHES ALTERNATIVE PATHWAYS TO LITERACY, LEARNING AND CHARACTER DEVELOPMENT FOR UNDERSERVED YOUTHS, SCHOOLS AND COMMUNITIES.

990 PROGRAM SERVICE ACCOMPLISHMENT

ATTACHMENT 2: PAGE 1 - 990-EZ PAGE 3, PART III

OPEN TO PUBLIC			
INSPECTION	For calendar year 2010 or tax period beginning	08-01-2010, and ending	07-31-2011.
Name of Organization	CENTER FOR EDUCATIONAL PATHWAYS, INC		Employer Identification Number
			83-0345654
Part III - Statement of Program Service Accomplishments			
Grants and allocations	74,499	Amount includes foreign grants	Program service expenses
			40,682
Exempt Purpose Achievements			

WORKSHOPS

990 CURRENT OFFICERS, DIRECTORS, TRUSTEES, AND KEY EMPLOYEES

ATTACHMENT 3: PAGE 1 - 990-EZ PAGE 2, PART IV

OPEN TO PUBLIC INSPECTION	For calendar year 2010 or tax period beginning 08-01-2010, and ending 07-31-2011.
----------------------------------	---

Name of Organization CENTER FOR EDUCATIONAL PATHWAYS, INC	Employer Identification Number 83-0345654
--	--

(A) Name and Address	(B) Title and Average Hrs. per Week	(C) Compensation (If not paid, enter 0)	(D) Cont. to Employee Ben. Plans & Def. Comp.	(E) Expense Account & Other Allowances
MICHAEL BITZ 106-15 QUEENS BLVD FOREST HILLS, NY 11375	EXEC. DIRECTOR 40.00	14,400	0	0

990 BOOKS ARE IN CARE OF

ATTACHMENT 4 - 990-EZ PAGE 3, PART V, LINE 42A

OPEN TO PUBLIC INSPECTION	For calendar year 2010 or tax period beginning 08-01, and ending 07-31-2011.
Name of Organization CENTER FOR EDUCATIONAL PATHWAYS, INC	Employer Identification Number 83-0345654

Part V - Line 42a

Individual Name
or
Business Name:
CENTER FOR EDUCATIONAL PATHWAYS, INC.

Street Address 106-15 QUEENS BLVD, SUITE 4F

U.S. Address:

Zip code 11375 City FOREST HILLS State NY

or

Foreign Address

City

Province or State

Country

Postal code

Phone Number (917) 674-0014

Fax Number

2010 DETAIL STATEMENTS

CENTER FOR EDUCATIONAL PATHWAY
83-0345654

PAGE 1

STATEMENT #1 - OTHER EXPENSES (EOEZ PG 1 LINE 16)

EQUIPMENT RENTAL AND MAINTENANCE.....	1,246
HOSPITALITY.....	11
INSURANCE.....	214
MARKETING.....	252
MISCELLANEOUS EXPENSES.....	3,811
PROGRAM MATERIALS AND SUPPLIES.....	1,171
TRAVEL.....	16,634

TOTAL CARRIED TO EOEZ PG 1 LINE 16..... 23,339

STATEMENT #2 - TOTAL LIABILITIES BEG YR (EOEZ PG 2 LINE 26)

DEFERRED REVENUE.....	6,963
CREDIT CARDS PAYABLE.....	1,467

TOTAL CARRIED TO EOEZ PG 2 LINE 26..... 8,430

STATEMENT #3 - TOTAL LIABILITIES END YR (EOEZ PG 2 LINE 26)

CREDIT CARDS PAYABLE.....	699
---------------------------	-----

TOTAL CARRIED TO EOEZ PG 2 LINE 26..... 699

HENRY A GLEICH CPA PC
144 PINE ST SUITE 210
Kingston NY 12401

CENTER FOR EDUCATIONAL PATHWAYS, INC
106-15 QUEENS BLVD
Forest Hills NY 11375

Form CHAR500	Annual Filing for Charitable Organizations New York State Department of Law (Office of the Attorney General) Charities Bureau -- Registration Section 120 Broadway New York, NY 10271 http://www.charitiesnys.com	2010 Open to Public Inspection
This form used for Article 7-A, EPTL & dual filers (replaces forms CHAR 497, CHAR 010 and CHAR 006)		

1. General Information			
a. For the fiscal year beginning (mm/dd/yyyy) <u>08-01</u> / 2010 and ending (mm/dd/yyyy) <u>07-31-2011</u>			
b. Check if applicable for NYS: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial filing <input type="checkbox"/> Final filing <input type="checkbox"/> Amended filing <input type="checkbox"/> NY registration pending	c. Name of organization <u>CENTER FOR EDUCATIONAL PATHWAYS, INC</u>		d. Fed. employer ID no. (EIN) (##-####-####) <u>83-0345654</u>
	Number and street (or P.O. box if mail is not delivered to street address) <u>106-15 QUEENS BLVD</u>		e. NY State registration no. (##-###-###) --
	Room/suite <u>4F</u>	f. Telephone number <u>(917) 674-0014</u>	
City or town, state or country and zip + 4 <u>FOREST HILLS NY 11375</u>			g. Email --

2. Certification -- Two Signatures Required			
We certify under penalties of perjury that we reviewed this report, including all attachments, and to the best of our knowledge and belief, they are true, correct and complete in accordance with the laws of the State of New York applicable to this report.			
a. President or Authorized Officer	<u>MICHAEL BITZ</u> Signature	<u>EXECUTIVE</u> Printed Name	Date
b. Chief Financial Officer or Treas.	Signature	Printed Name	Title

3. Annual Report Exemption Information	
a. Article 7-A annual report exemption (Article 7-A registrants and dual registrants) Check <input checked="" type="checkbox"/> if total contributions from NY State (including residents, foundations, corporations, government agencies, etc.) did not exceed \$25,000 and the organization did not engage a professional fund raiser (PFR) or fund raising counsel (FRC) to solicit contributions during this fiscal year. NOTE: An organization may claim this exemption if no PFR or FRC was used and either: 1) it received an allocation from a federated fund, United Way or incorporated community appeal and contributions from other sources did not exceed \$25,000 or 2) it received all or substantially all of its contributions from one government agency to which it submitted an annual report similar to that required by Article 7-A.	
b. EPTL annual report exemption (EPTL registrants and dual registrants) Check <input checked="" type="checkbox"/> if gross receipts did not exceed \$25,000 and assets (market value) did not exceed \$25,000 at any time during this fiscal year. For EPTL or Article-7A registrants claiming the annual report exemption under the one law under which they are registered and for dual registrants claiming the annual report exemptions under both laws, simply complete part 1 (General Information), part 2 (Certification) and part 3 (Annual Report Exemption Information) above. Do not submit a fee, do not complete the following schedules and do not submit any attachments to this form.	

4. Article 7-A Schedules	
If you did not check the Article 7-A annual report exemption above, complete the following for this fiscal year:	
a. Did the organization use a professional fund raiser, fund raising counsel or commercial co-venturer for fund raising activity in NY State?	<input type="checkbox"/> Yes* <input type="checkbox"/> No
* If "Yes", complete Schedule 4a.	
b. Did the organization receive government contributions (grants)?	<input type="checkbox"/> Yes* <input type="checkbox"/> No
* If "Yes", complete Schedule 4b.	

5. Fee Submitted: See last page for summary of fee requirements.	
Indicate the filing fee(s) you are submitting along with this form:	
a. Article 7-A filing fee \$ _____ b. EPTL filing fee \$ <u>25.</u> c. Total fee \$ <u>25.</u>	Submit only one check or money order for the total fee, payable to "NYS Department of Law"

6. Attachments -- For organizations that are not claiming annual report exemptions under both laws, see last page for required attachments. —k

5. Fee Instructions

The filing fee depends on the organization's Registration Type. For details on Registration Type and filing fees, see the Instructions for Form CHAR500.

Organization's Registration Type	Fee Instructions
} Article 7-A	Calculate the Article 7-A filing fee using the table in part a below. The EPTL filing fee is \$0.
} EPTL	Calculate the EPTL filing fee using the table in part b below. The Article 7-A filing fee is \$0.
} Dual	Calculate both the Article 7-A and EPTL filing fees using the tables in parts a and b below. Add the Article 7-A and EPTL filing fees together to calculate the total fee. Submit a single check or money order for the total fee.

a) Article 7-A filing fee

Total Support & Revenue	Article 7-A Fee
more than \$250,000	\$25
up to \$250,000 *	\$10

* Any organization that contracted with or used the services of a professional fund raiser (PFR) or fund raising counsel (FRC) during the reporting period must pay an Article 7-A filing fee of \$25, regardless of total support and revenue.

b) EPTL filing fee

Net Worth at End of Year	EPTL Fee
Less than \$50,000	\$25
\$50,000 or more, but less than \$250,000	\$50
\$250,000 or more, but less than \$1,000,000	\$100
\$1,000,000 or more, but less than \$10,000,000	\$250
\$10,000,000 or more, but less than \$50,000,000	\$750
\$50,000,000 or more	\$1500

6. Attachments -- Document Attachment Check-List

Check the boxes for the documents you are attaching.

For All Filers		
<u>Filing Fee</u>		
<input checked="" type="checkbox"/> Single check or money order payable to "NYS Department of Law"		
<u>Copies of Internal Revenue Service Forms</u>		
<input type="checkbox"/> IRS Form 990	<input checked="" type="checkbox"/> IRS Form 990-EZ	<input type="checkbox"/> IRS Form 990-PF
<input type="checkbox"/> All required schedules (including Schedule B)	<input checked="" type="checkbox"/> All required schedules (including Schedule B)	<input type="checkbox"/> All required schedules (including Schedule B)
<input type="checkbox"/> IRS Form 990-T	<input type="checkbox"/> IRS Form 990-T	<input type="checkbox"/> IRS Form 990-T

Additional Article 7-A Document Attachment Requirement
<u>Independent Accountant's Report</u>
<input type="checkbox"/> Audit Report (total support & revenue more than \$250,000)
<input type="checkbox"/> Review Report (total support & revenue \$100,001 to \$250,000)
<input type="checkbox"/> No Accountant's Report Required (total support & revenue not more than \$100,000)

**Short Form
Return of Organization Exempt From Income Tax**

2009

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code
(except black lung benefit trust or private foundation)

▶ Sponsoring organizations of donor advised funds and controlling organizations as defined in section 512(b)(13) must file Form 990. All other organizations with gross receipts less than \$500,000 and total assets less than \$1,250,000 at the end of the year may use this form.

▶ The organization may have to use a copy of this return to satisfy state reporting requirements.

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

A For the 2009 calendar year, or tax year beginning 8/01, 2009, and ending 7/31, 2010

B Check if applicable:	C	D Employer identification number
<input type="checkbox"/> Address change	Please use IRS label or print or type. See Specific Instructions. CENTER FOR EDUCATIONAL PATHWAYS, INC. 106-15 QUEENS BLVD. 4F FOREST HILLS, NY 11375	83-0345654
<input type="checkbox"/> Name change		E Telephone number
<input type="checkbox"/> Initial return		
<input type="checkbox"/> Termination		
<input type="checkbox"/> Amended return		F Group Exemption Number
<input type="checkbox"/> Application pending		

• Section 501(c)(3) organizations and 4947(a)(1) nonexempt charitable trusts must attach a completed Schedule A (Form 990 or 990-EZ).

G Accounting method: Cash Accrual
Other (specify) ▶

I Website: ▶ WWW.EDPATH.ORG

H Check if the organization is not required to attach Schedule B (Form 990, 990-EZ, or 990-PF).

J Tax-exempt status (check only one) — 501(c) (3) (insert no.) 4947(a)(1) or 527

K Check if the organization is not a section 509(a)(3) supporting organization and its gross receipts are normally not more than \$25,000. A Form 990-EZ or Form 990 return is not required, but if the organization chooses to file a return, be sure to file a complete return.

L Add lines 5b, 6b, and 7b, to line 9 to determine gross receipts; if \$500,000 or more, file Form 990 instead of Form 990-EZ ▶ \$ 96,340.

Part I Revenue, Expenses, and Changes in Net Assets or Fund Balances (See the instructions for Part I.)

R E V E N U E	1	Contributions, gifts, grants, and similar amounts received	1	8,544.
	2	Program service revenue including government fees and contracts	2	87,796.
	3	Membership dues and assessments	3	
	4	Investment income	4	
	5a	Gross amount from sale of assets other than inventory	5a	
	5b	Less: cost or other basis and sales expenses	5b	
	5c	c Gain or (loss) from sale of assets other than inventory (Subtract line 5b from line 5a)	5c	
	6	Special events and activities (complete applicable parts of Schedule G). If any amount is from gaming, check here. <input type="checkbox"/>		
	6a	a Gross revenue (not including \$ _____ of contributions reported on line 1)	6a	
6b	b Less: direct expenses other than fundraising expenses	6b		
6c	c Net income or (loss) from special events and activities (Subtract line 6b from line 6a)	6c		
7a	a Gross sales of inventory, less returns and allowances	7a		
7b	b Less: cost of goods sold	7b		
7c	c Gross profit or (loss) from sales of inventory (Subtract line 7b from line 7a)	7c		
8	Other revenue (describe ▶ _____)	8		
	9 Total revenue. Add lines 1, 2, 3, 4, 5c, 6c, 7c, and 8	9	96,340.	
E X P E N S E S	10	Grants and similar amounts paid (attach schedule)	10	
	11	Benefits paid to or for members	11	
	12	Salaries, other compensation, and employee benefits	12	7,879.
	13	Professional fees and other payments to independent contractors	13	566.
	14	Occupancy, rent, utilities, and maintenance	14	673.
	15	Printing, publications, postage, and shipping	15	9,445.
	16	Other expenses (describe ▶ SEE STATEMENT 1)	16	43,783.
	17 Total expenses. Add lines 10 through 16	17	62,346.	
A S S E T S	18	Excess or (deficit) for the year (Subtract line 17 from line 9)	18	33,994.
	19	Net assets or fund balances at beginning of year (from line 27, column (A)) (must agree with end-of-year figure reported on prior year's return)	19	9,569.
	20	Other changes in net assets or fund balances (attach explanation)	20	
	21	Net assets or fund balances at end of year. Combine lines 18 through 20	21	43,563.

Part II Balance Sheets. If Total assets on line 25, column (B) are \$1,250,000 or more, file Form 990 instead of Form 990-EZ.

(See the instructions for Part II.)

		(A) Beginning of year		(B) End of year
22 Cash, savings, and investments		9,213.	22	41,069.
23 Land and buildings			23	
24 Other assets (describe ▶ SEE STATEMENT 2)		2,500.	24	11,177.
25 Total assets		11,713.	25	52,246.
26 Total liabilities (describe ▶ SEE STATEMENT 3)		2,144.	26	8,683.
27 Net assets or fund balances (line 27 of column (B) must agree with line 21)		9,569.	27	43,563.

BAA For Privacy Act and Paperwork Reduction Act Notice, see separate instructions.

Part V Other Information (Note the statement requirements in the instrs for Part V.) **SEE STATEMENT 5**

		Yes	No
33	Did the organization engage in any activity not previously reported to the IRS? If 'Yes,' attach a detailed description of each activity.		X
34	Were any changes made to the organizing or governing documents? If 'Yes,' attach a conformed copy of the changes.		X
35	If the organization had income from business activities, such as those reported on lines 2, 6a, and 7a (among others), but not reported on Form 990-T, attach a statement explaining why the organization did not report the income on Form 990-T.		
35a	a Did the organization have unrelated business gross income of \$1,000 or more or was it subject to section 6033(e) notice, reporting, and proxy tax requirements?		X
35b	b If 'Yes,' has it filed a tax return on Form 990-T for this year?		
36	Did the organization undergo a liquidation, dissolution, termination, or significant disposition of net assets during the year? If 'Yes,' complete applicable parts of Schedule N.		X
37a	Enter amount of political expenditures, direct or indirect, as described in the instructions. ▶ 37a 0.		
37b	b Did the organization file Form 1120-POL for this year?		X
38a	38a Did the organization borrow from, or make any loans to, any officer, director, trustee, or key employee or were any such loans made in a prior year and still outstanding at the end of the period covered by this return?		X
38b	b If 'Yes,' complete Schedule L, Part II and enter the total amount involved. 38b N/A		
39	Section 501(c)(7) organizations. Enter:		
39a	a Initiation fees and capital contributions included on line 9. 39a N/A		
39b	b Gross receipts, included on line 9, for public use of club facilities. 39b N/A		
40a	40a Section 501(c)(3) organizations. Enter amount of tax imposed on the organization during the year under: section 4911 ▶ 0.; section 4912 ▶ 0.; section 4955 ▶ 0.		
40b	b Section 501(c)(3) and 501(c)(4) organizations. Did the organization engage in any section 4958 excess benefit transaction during the year or is it aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? If 'Yes,' complete Schedule L, Part I.		X
40c	c Section 501(c)(3) and 501(c)(4) organizations. Enter amount of tax imposed on organization managers or disqualified persons during the year under sections 4912, 4955, and 4958. ▶ 0.		
40d	d Section 501(c)(3) and 501(c)(4) organizations. Enter amount of tax on line 40c reimbursed by the organization. ▶ 0.		
40e	e All organizations. At any time during the tax year, was the organization a party to a prohibited tax shelter transaction? If 'Yes,' complete Form 8886-T.		X
41	41 List the states with which a copy of this return is filed ▶ NONE		
42a	42a The organization's books are in care of ▶ _____ Telephone no. ▶ _____ Located at ▶ _____ ZIP + 4 ▶ _____		
42b	b At any time during the calendar year, did the organization have an interest in or a signature or other authority over a financial account in a foreign country (such as a bank account, securities account, or other financial account)? If 'Yes,' enter the name of the foreign country: ▶ _____		X
42c	c At any time during the calendar year, did the organization maintain an office outside of the U.S.? If 'Yes,' enter the name of the foreign country: ▶ _____		X
43	43 Section 4947(a)(1) nonexempt charitable trusts filing Form 990-EZ in lieu of Form 1041 — Check here <input type="checkbox"/> N/A and enter the amount of tax-exempt interest received or accrued during the tax year. ▶ 43 N/A		
44	44 Did the organization maintain any donor advised funds? If 'Yes,' Form 990 must be completed instead of Form 990-EZ.		X
45	45 Is any related organization a controlled entity of the organization within the meaning of section 512(b)(13)? If 'Yes,' Form 990 must be completed instead of Form 990-EZ.		X

Part VI Section 501(c)(3) organizations and section 4947(a)(1) nonexempt charitable trusts only. All section 501(c)(3) organizations and section 4947(a)(1) nonexempt charitable trusts must answer questions 46-49b and complete the tables for lines 50 and 51.

	Yes	No
46 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? If 'Yes,' complete Schedule C, Part I.....		X
47 Did the organization engage in lobbying activities? If 'Yes,' complete Schedule C, Part II.....		X
48 Is the organization a school as described in section 170(b)(1)(A)(ii)? If 'Yes,' complete Schedule E.....		X
49a Did the organization make any transfers to an exempt non-charitable related organization?		X
49b If 'Yes,' was the related organization a section 527 organization?		

50 Complete this table for the organization's five highest compensated employees (other than officers, directors, trustees and key employees) who each received more than \$100,000 of compensation from the organization. If there is none, enter 'None.'

(a) Name and address of each employee paid more than \$100,000	(b) Title and average hours per week devoted to position	(c) Compensation	(d) Contributions to employee benefit plans and deferred compensation	(e) Expense account and other allowances
NONE				

f Total number of other employees paid over \$100,000..... ▶ _____

51 Complete this table for the organization's five highest compensated independent contractors who each received more than \$100,000 of compensation from the organization. If there is none, enter 'None.'

(a) Name and address of each independent contractor paid more than \$100,000	(b) Type of service	(c) Compensation
NONE		

d Total number of other independent contractors each receiving over \$100,000..... ▶ _____

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

▶ _____
Signature of officer

_____ Date

▶ _____
Type or print name and title.

Paid Preparer's Use Only

Preparer's signature ▶ HENRY A. GLEICH	Date	Check if self-employed ▶ <input type="checkbox"/>	Preparer's Identifying Number (See instructions) P00042922
Firm's name (or yours if self-employed), address, and ZIP + 4 ▶ HENRY A. GLEICH, CPA, P.C. 144 PINE STREET, STE. 210 KINGSTON, NY 12401		EIN ▶ 14-1833666	
		Phone no. ▶ (845) 339-4357	

May the IRS discuss this return with the preparer shown above? See instructions..... ▶ Yes No

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2005	(b) 2006	(c) 2007	(d) 2008	(e) 2009	(f) Total
1 Gifts, grants, contributions and membership fees received. (Do not include 'unusual grants.') . . .						
2 Tax revenues levied for the organization's benefit and either paid to it or expended on its behalf.						
3 The value of services or facilities furnished to the organization by a governmental unit without charge. Do not include the value of services or facilities generally furnished to the public without charge						
4 Total. Add lines 1-through 3.						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2005	(b) 2006	(c) 2007	(d) 2008	(e) 2009	(f) Total
7 Amounts from line 4.						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on.						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here ▶ <input type="checkbox"/>						

Section C. Computation of Public Support Percentage

14 Public support percentage for 2009 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2008 Schedule A, Part II, line 14	15	%
16a 33-1/3 support test – 2009. If the organization did not check the box on line 13, and the line 14 is 33-1/3 % or more, check this box and stop here. The organization qualifies as a publicly supported organization. ▶ <input type="checkbox"/>		
b 33-1/3 support test – 2008. If the organization did not check a box on line 13, or 16a, and line 15 is 33-1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization. ▶ <input type="checkbox"/>		
17a 10%-facts-and-circumstances test – 2009 If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and stop here. Explain in Part IV how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization. ▶ <input type="checkbox"/>		
b 10%-facts-and-circumstances test – 2008. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and stop here. Explain in Part IV how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization. ▶ <input type="checkbox"/>		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions. ▶ <input type="checkbox"/>		

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I.)

Section A. Public Support

Calendar year (or fiscal yr beginning in) ▶	(a) 2005	(b) 2006	(c) 2007	(d) 2008	(e) 2009	(f) Total
1 Gifts, grants, contributions and membership fees received. (Do not include 'unusual grants'.)						0.
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in a activity that is related to the organization's tax-exempt purpose.						0.
3 Gross receipts from activities that are not an unrelated trade or business under section 513.						0.
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf.						0.
5 The value of services or facilities furnished by a governmental unit to the organization without charge.						0.
6 Total. Add lines 1 through 5.	0.	0.	0.	0.	0.	0.
7a Amounts included on lines 1, 2, 3 received from disqualified persons.	0.	0.	0.	0.	0.	0.
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of 1% of the amount on line 13 for the year.	0.	0.	0.	0.	0.	0.
c Add lines 7a and 7b.	0.	0.	0.	0.	0.	0.
8 Public support (Subtract line 7c from line 6.)						0.

Section B. Total Support

Calendar year (or fiscal yr beginning in) ▶	(a) 2005	(b) 2006	(c) 2007	(d) 2008	(e) 2009	(f) Total
9 Amounts from line 6.	0.	0.	0.	0.	0.	0.
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources.						0.
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975.						0.
c Add lines 10a and 10b.	0.	0.	0.	0.	0.	0.
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on.						0.
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						0.
13 Total support. (add lns 9, 10c, 11, and 12.)						0.

14 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here.

Section C. Computation of Public Support Percentage

15 Public support percentage for 2009 (line 8, column (f) divided by line 13, column (f)).	15	%
16 Public support percentage from 2008 Schedule A, Part III, line 15.	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2009 (line 10c, column (f) divided by line 13, column (f)).	17	%
18 Investment income percentage from 2008 Schedule A, Part III, line 17.	18	%

19a **33-1/3 support tests – 2009.** If the organization did not check the box on line 14, and line 15 is more than 33-1/3%, and line 17 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization.

b **33-1/3 support tests – 2008.** If the organization did not check a box on line 14 or 19a, and line 16 is more than 33-1/3%, and line 18 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization.

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions.

Part IV **Supplemental Information.** Complete this part to provide the explanations required by Part II, line 10; Part II, line 17a or 17b; and Part III, line 12. Provide any other additional information. See instructions.

Area with horizontal dashed lines for supplemental information.

CLIENT 610

CENTER FOR EDUCATIONAL PATHWAYS, INC.

83-0345654

9/22/10

11:17AM

**STATEMENT 1
FORM 990-EZ, PART I, LINE 16
OTHER EXPENSES**

ADVERTISING AND PROMOTION.....	\$	299.
CONSULTANTS.....		6,007.
HOSPITALITY.....		266.
INSURANCE.....		1,301.
MISCELLANEOUS EXPENSE.....		1,638.
OFFICE EXPENSES.....		1,749.
PROGRAM MATERIALS.....		17,992.
TRAVEL.....		14,531.
	TOTAL \$	<u>43,783.</u>

**STATEMENT 2
FORM 990-EZ, PART II, LINE 24
OTHER ASSETS**

	<u>BEGINNING</u>	<u>ENDING</u>
ACCOUNTS RECEIVABLE.....	\$ 2,500.	\$ 11,177.
	TOTAL \$	<u>11,177.</u>

**STATEMENT 3
FORM 990-EZ, PART II, LINE 26
TOTAL LIABILITIES**

	<u>BEGINNING</u>	<u>ENDING</u>
CREDIT CARDS PAYABLE.....	\$ 2,144.	\$ 1,467.
DEFERRED REVENUE.....	0.	6,963.
PAYROLL TAXES PAYABLE.....	0.	253.
	TOTAL \$	<u>8,683.</u>

**STATEMENT 4
FORM 990-EZ, PART III
ORGANIZATION'S PRIMARY EXEMPT PURPOSE**

THE ORGANIZATION ESTABLISHES ALTERNATIVE PATHWAYS TO LITERACY, LEARNING AND CHARACTER DEVELOPMENT FOR UNDERSERVED YOUTHS, SCHOOLS AND COMMUNITIES.

**STATEMENT 5
FORM 990-EZ, PART V
REGARDING TRANSFERS ASSOCIATED WITH PERSONAL BENEFIT CONTRACTS**

- (A) DID THE ORGANIZATION, DURING THE YEAR, RECEIVE ANY FUNDS, DIRECTLY OR INDIRECTLY, TO PAY PREMIUMS ON A PERSONAL BENEFIT CONTRACT?..... NO
- (B) DID THE ORGANIZATION, DURING THE YEAR, PAY PREMIUMS, DIRECTLY OR INDIRECTLY, ON A PERSONAL BENEFIT CONTRACT?..... NO

1. General Information			
a. For the fiscal year beginning (mm/dd/yyyy) <u>8/01</u> / 2009 and ending (mm/dd/yyyy) <u>7/31/2010</u>			
b. Check if applicable for NYS: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial filing <input type="checkbox"/> Final filing <input type="checkbox"/> Amended filing <input type="checkbox"/> NY registration pending	c. Name of organization CENTER FOR EDUCATIONAL PATHWAYS, INC.		d. Fed. employer ID no. (EIN) (##-####-####) 83-0345654
	Number and street (or P.O. box if mail is not delivered to street address) 106-15 QUEENS BLVD.		Room/suite 4 F
	City or town, state or country and zip + 4 FOREST HILLS, NY 11375		f. Telephone number
			g. Email

2. Certification - Two Signatures Required			
We certify under penalties of perjury that we reviewed this report, including all attachments, and to the best of our knowledge and belief, they are true, correct and complete in accordance with the laws of the State of New York applicable to this report.			
a. President or Authorized Officer	▶	Signature	Printed Name Title Date
b. Chief Financial Officer or Treasurer	▶	Signature	Printed Name Title Date

3. Annual Report Exemption Information	
a. Article 7-A annual report exemption (Article 7-A registrants and dual registrants)	Check → <input checked="" type="checkbox"/> if total contributions from NY State (including residents, foundations, corporations, government agencies, etc.) did not exceed \$25,000 and the organization did not engage a professional fund raiser (PFR) or fund raising counsel (FRC) to solicit contributions during this fiscal year.
	NOTE: An organization may claim this exemption if no PFR or FRC was used and either: 1) the organization received an allocation from a federated fund, United Way or incorporated community appeal and contributions from all sources did not exceed \$25,000 or 2) it received all or substantially all of its contributions from one government agency to which it submitted an annual report similar to that required by Article 7-A.
b. EPTL annual report exemption (EPTL registrants and dual registrants)	Check → <input type="checkbox"/> if gross receipts did not exceed \$25,000 and the assets (market value) did not exceed \$25,000 at any time during this fiscal year.
For EPTL or Article 7-A registrants claiming the annual report exemption under the one law under which they are registered and for dual registrants claiming the annual report exemptions under both laws, simply complete part 1 (General Information), part 2 (Certification) and part 3 (Annual Report Exemption Information) above.	
<i>Do not submit a fee, do not complete the following schedules and do not submit any attachments to this form.</i>	

4. Article 7-A Schedules	
If you did not check the Article 7-A annual report exemption above, complete the following for this fiscal year:	
a. Did the organization use a professional fund raiser, fund raising counsel or commercial co-venturer for fund raising activity in NY State?	___ Yes* ___ No
<i>* If "Yes", complete Schedule 4a.</i>	
b. Did the organization receive government contributions (grants)?	___ Yes* ___ No
<i>* If "Yes", complete Schedule 4b.</i>	

5. Fee Submitted: See last page for summary of fee requirements.	
Indicate the filing fee(s) you are submitting along with this form:	
a. Article 7-A filing fee	\$ <u>0.</u>
b. EPTL filing fee	\$ <u>25.</u>
c. Total fee	\$ <u>25.</u>
<i>Submit only one check or money order for the total fee, payable to "NYS Department of Law"</i>	

6. Attachments: For organizations that are not claiming annual report exemptions under both laws, see page 4 for **required attachments** ▶

5. Fee Instructions

The filing fee depends on the organization's Registration Type. For details on Registration Type and filing fees, see the Instructions for Form CHAR500.

Organization's Registration Type	Fee Instructions
----------------------------------	------------------

- **Article 7-A** Calculate the Article 7-A filing fee using the table in **part a** below. The EPTL filing fee is \$0.
- **EPTL** Calculate the EPTL filing fee using the table in **part b** below. the Article 7-A filing fee is \$0.
- **Dual** Calculate both the Article 7-A and EPTL filing fees using the tables in **parts a and b** below. Add the Article 7-A and EPTL filing fees together to calculate the total fee. Submit a **single** check or money order for the total fee.

a) Article 7-A filing fee

Total Support & Revenue	Article 7-A Fee
more than \$250,000	\$25
up to \$250,000 *	\$10

* Any organization that contracted with or used the services of a professional fund raiser (PFR) or fund raising counsel (FRC) during the reporting period must pay an Article 7-A filing fee of \$25, regardless of total support and revenue.

b) EPTL filing fee

Net Worth at End of Year	EPTL Fee
Less than \$50,000	\$25
\$50,000 or more, but less than \$250,000	\$50
\$250,000 or more, but less than \$1,000,000	\$100
\$1,000,000 or more, but less than \$10,000,000	\$250
\$10,000,000 or more, but less than \$50,000,000	\$750
\$50,000,000 or more	\$1500

6. Attachments – Document Attachment Check-List

Check the boxes for the documents you are attaching.

For All Filers

Filing Fee

Single check or money order payable to 'NYS Department of Law'

Copies of Internal Revenue Service Forms

<input type="checkbox"/> IRS Form 990 <input type="checkbox"/> All required schedules (including Schedule B <input type="checkbox"/> IRS Form 990-T	<input checked="" type="checkbox"/> IRS Form 990-EZ <input checked="" type="checkbox"/> All required schedules (including Schedule B <input type="checkbox"/> IRS Form 990-T	<input type="checkbox"/> IRS Form 990-PF <input type="checkbox"/> All required schedules (including Schedule B <input type="checkbox"/> IRS Form 990-T
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Additional Article 7-A Document Attachment Requirement

Independent Accountant's Report

Audit Report (total support & revenue more than \$250,000)

Review Report (total support & revenue \$100,001 to \$250,000)

No Accountant's Report Required (total support & revenue not more than \$100,000)

CLIENT 610

HENRY A. GLEICH, CPA, P.C.
144 PINE STREET, STE. 210
KINGSTON, NY 12401
(845) 339-4357

November 30, 2009

CENTER FOR EDUCATIONAL PATHWAYS, INC.
106-15 QUEENS BLVD. Suite 4F
FOREST HILLS, NY 11375

Dear Michael:

Enclosed is your 2008 Federal Return of Organization Exempt from Income Tax. The original should be signed at the bottom of page four. No tax is payable with the filing of this return. Mail your Federal return on or before December 15, 2009 to:

DEPARTMENT OF TREASURY
INTERNAL REVENUE SERVICE
OGDEN, UT 84201-0027

Enclosed is your New York Annual Financial Report for Charitable Organizations. The original should be signed on page one. Two distinct officials of the organization must sign. There is a balance due of \$25 payable by December 15, 2009. Make your check payable to the "New York State Department of Law" and mail the report on or before December 15, 2009 to:

NEW YORK STATE DEPARTMENT OF LAW
CHARITIES BUREAU - REGISTRATION SECTION
120 BROADWAY
NEW YORK, NY 10271

Please be sure to call us if you have any questions.

Sincerely,

Henry A. Gleich

Short Form
Return of Organization Exempt From Income Tax
 Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code
 (except black lung benefit trust or private foundation)

2008

Department of the Treasury
Internal Revenue Service

▶ Sponsoring organizations of donor advised funds and controlling organizations as defined in section 512(b)(13) must file Form 990. All other organizations with gross receipts less than \$1,000,000 and total assets less than \$2,500,000 at the end of the year may use this form.

▶ The organization may have to use a copy of this return to satisfy state reporting requirements.

Open to Public Inspection

A For the **2008** calendar year, or tax year beginning 8/01, **2008**, and ending 7/31, **2009**

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Termination <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Please use IRS label or print or type. See Specific Instructions. CENTER FOR EDUCATIONAL PATHWAYS, INC. 106-15 QUEENS BLVD. 4F FOREST HILLS, NY 11375	D Employer identification number 83-0345654	E Telephone number	F Group Exemption Number
--	--	---	---------------------------	---------------------------------

• Section 501(c)(3) organizations and 4947(a)(1) nonexempt charitable trusts must attach a completed Schedule A (Form 990 or 990-EZ).

G Accounting method: Cash Accrual
Other (specify) ▶

I Website: ▶ WWW.EDPATH.ORG

H Check if the organization is **not** required to attach Schedule B (Form 990, 990-EZ, or 990-PF).

J Organization type (check only one) — 501(c) (3) (insert no.) 4947(a)(1) or 527

K Check if the organization is not a section 509(a)(3) supporting organization and its gross receipts are normally **not** more than \$25,000. A return is not required, but if the organization chooses to file a return, be sure to file a complete return.

L Add lines 5b, 6b, and 7b, to line 9 to determine gross receipts; if \$1,000,000 or more, file Form 990 instead of Form 990-EZ. ▶ \$ 37,473.

Part I Revenue, Expenses, and Changes in Net Assets or Fund Balances (See the instructions for Part I.)

R E V E N U E	1	Contributions, gifts, grants, and similar amounts received	1	1,287.
	2	Program service revenue including government fees and contracts	2	36,164.
	3	Membership dues and assessments	3	
	4	Investment income	4	
	5a	Gross amount from sale of assets other than inventory	5a	
	5b	Less: cost or other basis and sales expenses	5b	
	5c	Gain or (loss) from sale of assets other than inventory (Subtract line 5b from line 5a) (att sch.)	5c	
	6	Special events and activities (complete applicable parts of Schedule G). If any amount is from gaming, check here. <input type="checkbox"/>		
	6a	Gross revenue (not including \$ _____ of contributions reported on line 1)	6a	
6b	Less: direct expenses other than fundraising expenses	6b		
6c	Net income or (loss) from special events and activities (Subtract line 6b from line 6a)	6c		
7a	Gross sales of inventory, less returns and allowances	7a		
7b	Less: cost of goods sold	7b		
7c	Gross profit or (loss) from sales of inventory (Subtract line 7b from line 7a)	7c		
8	Other revenue (describe ▶ <u>SEE STATEMENT 1</u>)	8	22.	
9	Total revenue (add lines 1, 2, 3, 4, 5c, 6c, 7c, and 8)	9	37,473.	
E X P E N S E S	10	Grants and similar amounts paid (attach schedule)	10	
	11	Benefits paid to or for members	11	
	12	Salaries, other compensation, and employee benefits	12	
	13	Professional fees and other payments to independent contractors	13	3,350.
	14	Occupancy, rent, utilities, and maintenance	14	
	15	Printing, publications, postage, and shipping	15	2,333.
	16	Other expenses (describe ▶ <u>SEE STATEMENT 2</u>)	16	23,988.
17	Total expenses (add lines 10 through 16)	17	29,671.	
18	Excess or (deficit) for the year (Subtract line 17 from line 9)	18	7,802.	
A S S E T S	19	Net assets or fund balances at beginning of year (from line 27, column (A)) (must agree with end-of-year figure reported on prior year's return)	19	1,767.
	20	Other changes in net assets or fund balances (attach explanation)	20	
	21	Net assets or fund balances at end of year. Combine lines 18 through 20	21	9,569.

Part II Balance Sheets. If Total assets on line 25, column (B) are \$2,500,000 or more, file Form 990 instead of Form 990-EZ.

(See the instructions for Part II.)

	(A) Beginning of year	(B) End of year
22 Cash, savings, and investments	1,767.	22 9,213.
23 Land and buildings		23
24 Other assets (describe ▶ <u>SEE STATEMENT 3</u>)		24 2,500.
25 Total assets	1,767.	25 11,713.
26 Total liabilities (describe ▶ <u>SEE STATEMENT 4</u>)	0.	26 2,144.
27 Net assets or fund balances (line 27 of column (B) must agree with line 21)	1,767.	27 9,569.

Part V Other Information (Note the statement requirement in General Instruction V.)

		Yes	No
33	Did the organization engage in any activity not previously reported to the IRS? If 'Yes,' attach a detailed description of each activity.		X
34	Were any changes made to the organizing or governing documents but not reported to the IRS? If 'Yes,' attach a conformed copy of the changes.		X
35	If the organization had income from business activities, such as those reported on lines 2, 6a, and 7a (among others), but not reported on Form 990-T, attach a statement explaining your reason for not reporting the income on Form 990-T.		
a	Did the organization have unrelated business gross income of \$1,000 or more or 6033(e) notice, reporting, and proxy tax requirements?		X
b	If 'Yes,' has it filed a tax return on Form 990-T for this year?		
36	Was there a liquidation, dissolution, termination, or substantial contraction during the year? If 'Yes,' complete applicable parts of Schedule N.		X
37a	Enter amount of political expenditures, direct or indirect, as described in the instructions. ▶ 37a 0.		
b	Did the organization file Form 1120-POL for this year?		X
38a	Did the organization borrow from, or make any loans to, any officer, director, trustee, or key employee or were any such loans made in a prior year and still unpaid at the start of the period covered by this return?		X
b	If 'Yes,' complete Schedule L, Part II and enter the total amount involved. 38b N/A		
39	501(c)(7) organizations. Enter:		
a	Initiation fees and capital contributions included on line 9. 39a N/A		
b	Gross receipts, included on line 9, for public use of club facilities. 39b N/A		
40a	501(c)(3) organizations. Enter amount of tax imposed on the organization during the year under: section 4911 ▶ 0.; section 4912 ▶ 0.; section 4955 ▶ 0.		
b	501(c)(3) and (4) organizations. Did the organization engage in any section 4958 excess benefit transaction during the year or did it become aware of an excess benefit transaction from a prior year? If 'Yes,' complete Schedule L, Part I.		X
c	Enter amount of tax imposed on organization managers or disqualified persons during the year under sections 4912, 4955, and 4958. ▶ 0.		
d	Enter amount of tax on line 40c reimbursed by the organization. ▶ 0.		
e	All organizations. At any time during the tax year, was the organization a party to a prohibited tax shelter transaction? If 'Yes,' complete Form 8886-T.		X
41	List the states with which a copy of this return is filed ▶ <u>NY</u>		

42a The books are in care of ▶ _____ Telephone no. ▶ _____
 Located at ▶ _____ ZIP + 4 ▶ _____

		Yes	No
42b	At any time during the calendar year, did the organization have an interest in or a signature or other authority over a financial account in a foreign country (such as a bank account, securities account, or other financial account)? If 'Yes,' enter the name of the foreign country: ... ▶ _____		X
42c	At any time during the calendar year, did the organization maintain an office outside of the U.S.? If 'Yes,' enter the name of the foreign country: ... ▶ _____		X

See the instructions for exceptions and filing requirements for **Form TD F 90-22.1, Report of a Foreign Bank and Financial Accounts.**

43 Section 4947(a)(1) nonexempt charitable trusts filing Form 990-EZ in lieu of **Form 1041** — Check here N/A
 and enter the amount of tax-exempt interest received or accrued during the tax year. ▶ **43** N/A

		Yes	No
44	Did the organization maintain any donor advised funds? If 'Yes,' Form 990 must be completed instead of Form 990-EZ.		X
45	Is any related organization a controlled entity of the organization within the meaning of section 512(b)(13)? If 'Yes,' Form 990 must be completed instead of Form 990-EZ.		X

Part VI Section 501(c)(3) organizations only. All section 501(c)(3) organizations must answer questions 46-49 and complete the tables for lines 50 and 51. **SEE STATEMENT 6**

	Yes	No
46 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? If 'Yes,' complete Schedule C, Part I.....		X
47 Did the organization engage in lobbying activities? If 'Yes,' complete Schedule C, Part II.....		X
48 Is the organization operating a school as described in section 170(b)(1)(A)(ii)? If 'Yes,' complete Schedule E.....		X
49a Did the organization make any transfers to an exempt non-charitable related organization?.....		X
b If 'Yes,' was the related organization(s) a section 527 organization?.....		

50 Complete this table for the five highest compensated employees (other than officers, directors, trustees and key employees) who each received more than \$100,000 of compensation from the organization. If there is none, enter 'None.'

(a) Name and address of each employee paid more than \$100,000	(b) Title and average hours per week devoted to position	(c) Compensation	(d) Contributions to employee benefit plans and deferred compensation	(e) Expense account and other allowances
NONE				
Total number of other employees paid over \$100,000.....				

51 Complete this table for the five highest compensated independent contractors who each received more than \$100,000 of compensation from the organization. If there is none, enter 'None.'

(a) Name and address of each independent contractor paid more than \$100,000	(b) Type of service	(c) Compensation
NONE		
Total number of other independent contractors receiving over \$100,000.....		

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

Signature of officer _____ Date _____

Type or print name and title. _____

Paid Preparer's Use Only

Preparer's signature: HENRY A. GLEICH Date: _____

Firm's name (or yours if self-employed), address, and ZIP + 4: HENRY A. GLEICH, CPA, P.C.
144 PINE STREET, STE. 210
KINGSTON, NY 12401

Check if self-employed: Preparer's Identifying Number (See instructions): P00042922

EIN: 14-1833666

Phone no.: (845) 339-4357

May the IRS discuss this return with the preparer shown above? See instructions. Yes No

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2004	(b) 2005	(c) 2006	(d) 2007	(e) 2008	(f) Total
1 Gifts, grants, contributions and membership fees received. (Do not include 'unusual grants'.)						
2 Tax revenues levied for the organization's benefit and either paid to it or expended on its behalf.						
3 The value of services or facilities furnished to the organization by a governmental unit without charge. Do not include the value of services or facilities generally furnished to the public without charge.						
4 Total. Add lines 1-3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2004	(b) 2005	(c) 2006	(d) 2007	(e) 2008	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	

13 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here

Section C. Computation of Public Support Percentage

14 Public support percentage for 2008 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage for 2007 Schedule A, Part IV-A, line 26f.	15	%

16a **33-1/3 support test – 2008.** If the organization did not check the box on line 13, and the line 14 is 33-1/3 % or more, check this box and stop here. The organization qualifies as a publicly supported organization.

b **33-1/3 support test – 2007.** If the organization did not check a box on line 13, or 16a, and line 15 is 33-1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization.

17a **10%-facts-and-circumstances test – 2008.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and stop here. Explain in Part IV how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization.

b **10%-facts-and-circumstances test – 2007.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and stop here. Explain in Part IV how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization.

18 **Private foundation.** If the organization did not check a box on line, 13, 16a, 16b, 17a, or 17b, check this box and see instructions

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I.)

Section A. Public Support

Calendar year (or fiscal yr beginning in) ▶	(a) 2004	(b) 2005	(c) 2006	(d) 2007	(e) 2008	(f) Total
1 Gifts, grants, contributions and membership fees received. (Do not include 'unusual grants'.)						0.
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in a activity that is related to the organization's tax-exempt purpose.						0.
3 Gross receipts from activities that are not an unrelated trade or business under section 513.						0.
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf.						0.
5 The value of services or facilities furnished by a governmental unit to the organization without charge.						0.
6 Total. Add lines 1-5.	0.	0.	0.	0.	0.	0.
7a Amounts included on lines 1, 2, 3 received from disqualified persons.	0.	0.	0.	0.	0.	0.
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of 1% of the total of lines 9, 10c, 11, and 12 for the year or \$5,000.	0.	0.	0.	0.	0.	0.
c Add lines 7a and 7b.	0.	0.	0.	0.	0.	0.
8 Public support (Subtract line 7c from line 6.)						0.

Section B. Total Support

Calendar year (or fiscal yr beginning in) ▶	(a) 2004	(b) 2005	(c) 2006	(d) 2007	(e) 2008	(f) Total
9 Amounts from line 6.	0.	0.	0.	0.	0.	0.
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources.						0.
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975.						0.
c Add lines 10a and 10b.	0.	0.	0.	0.	0.	0.
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on.						0.
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						0.
13 Total support. (add lns 9, 10c, 11, and 12.)						0.

14 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here.

Section C. Computation of Public Support Percentage

15 Public support percentage for 2008 (line 8, column (f) divided by line 13, column (f)).	15	%
16 Public support percentage from 2007 Schedule A, Part IV-A, line 27g.	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2008 (line 10c, column (f) divided by line 13, column (f)).	17	%
18 Investment income percentage from 2007 Schedule A, Part IV-A, line 27h.	18	%

19a **33-1/3 support tests – 2008.** If the organization did not check the box on line 14, and line 15 is more than 33-1/3%, and line 17 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization.

b **33-1/3 support tests – 2007.** If the organization did not check a box on line 14 or 19a, and line 16 is more than 33-1/3%, and line 18 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization.

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions.

CLIENT 610

CENTER FOR EDUCATIONAL PATHWAYS, INC.

83-0345654

11/30/09

10:31AM

**STATEMENT 1
FORM 990-EZ, PART I, LINE 8
OTHER REVENUE**

MISCELLANEOUS REVENUE.....	\$	22.
TOTAL	\$	<u>22.</u>

**STATEMENT 2
FORM 990-EZ, PART I, LINE 16
OTHER EXPENSES**

ADVERTISING AND PROMOTION.....	\$	1,428.
DUES.....		146.
EQUIPMENT RENTAL.....		1,283.
HOSPITALITY.....		108.
INFORMATION TECHNOLOGY.....		258.
INSURANCE.....		862.
OFFICE EXPENSES.....		1,326.
PROGRAM MATERIALS.....		7,818.
ROYALTIES.....		625.
TELEPHONE.....		1,298.
TRAVEL.....		8,836.
TOTAL	\$	<u>23,988.</u>

**STATEMENT 3
FORM 990-EZ, PART II, LINE 24
OTHER ASSETS**

	<u>BEGINNING</u>	<u>ENDING</u>
ACCOUNTS RECEIVABLE.....	\$ 0.	\$ 2,500.
TOTAL	<u>\$ 0.</u>	<u>\$ 2,500.</u>

**STATEMENT 4
FORM 990-EZ, PART II, LINE 26
TOTAL LIABILITIES**

	<u>BEGINNING</u>	<u>ENDING</u>
CREDIT CARDS PAYABLE.....	\$ 0.	\$ 2,144.
TOTAL	<u>\$ 0.</u>	<u>\$ 2,144.</u>

**STATEMENT 5
FORM 990-EZ, PART III
ORGANIZATION'S PRIMARY EXEMPT PURPOSE**

THE ORGANIZATION ESTABLISHES ALTERNATIVE PATHWAYS TO LITERACY, LEARNING AND CHARACTER DEVELOPMENT FOR UNDERSERVED YOUTHS, SCHOOLS AND COMMUNITIES.

CLIENT 610

CENTER FOR EDUCATIONAL PATHWAYS, INC.

83-0345654

11/30/09

10:31AM

**STATEMENT 6
FORM 990-EZ, PART VI
REGARDING TRANSFERS ASSOCIATED WITH PERSONAL BENEFIT CONTRACTS**

(A) DID THE ORGANIZATION, DURING THE YEAR, RECEIVE ANY FUNDS, DIRECTLY OR
INDIRECTLY, TO PAY PREMIUMS ON A PERSONAL BENEFIT CONTRACT?..... NO

(B) DID THE ORGANIZATION, DURING THE YEAR, PAY PREMIUMS, DIRECTLY OR
INDIRECTLY, ON A PERSONAL BENEFIT CONTRACT?..... NO

Form CHAR500 This form used for Article 7-A, EPTL and dual filers (replaces forms CHAR 497, CHAR 010 and CHAR 006)	Annual Filing for Charitable Organizations New York State Department of Law (Office of the Attorney General) Charities Bureau - Registration Section 120 Broadway New York, NY 10271 www.oag.state.ny.us/charities/charities.html	2008 Open to Public Inspection
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1. General Information			
a. For the fiscal year beginning (mm/dd/yyyy) <u>8/01</u> / 2008 and ending (mm/dd/yyyy) <u>7/31</u> /2009			
b. Check if applicable for NYS: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial filing <input type="checkbox"/> Final filing <input type="checkbox"/> Amended filing <input type="checkbox"/> NY registration pending	c. Name of organization CENTER FOR EDUCATIONAL PATHWAYS, INC.		d. Fed. employer ID no. (EIN) (##-####-####) 83-0345654
	e. NY State registration no. (##-##-###) 		f. Telephone number
	Number and street (or P.O. box if mail is not delivered to street address) 106-15 QUEENS BLVD.	Room/suite 4F	g. Email
	City or town, state or country and zip + 4 FOREST HILLS, NY 11375		

2. Certification - Two Signatures Required			
We certify under penalties of perjury that we reviewed this report, including all attachments, and to the best of our knowledge and belief, they are true, correct and complete in accordance with the laws of the State of New York applicable to this report.			
a. President or Authorized Officer/Trustee	Signature _____	Printed Name _____	Title _____ Date _____
b. Chief Financial Officer or Treasurer	Signature _____	Printed Name _____	Title _____ Date _____

3. Annual Report Exemption Information	
a. Article 7-A annual report exemption (Article 7-A registrants and dual registrants) Check <input checked="" type="checkbox"/> if total contributions from NY State (including residents, foundations, corporations, government agencies, etc.) did not exceed \$25,000 and the organization did not use the services of a professional fund raiser (PFR) or fund raising counsel (FRC) to solicit contributions during this fiscal year. NOTE: An organization may also check the box to claim this exemption if no PFR or FRC was used and either: 1) the organization received an allocation from a federated fund, United Way or incorporated community appeal and contributions from all sources did not exceed \$25,000 or 2) it received all or substantially all of its contributions from a single government agency to which it submitted an annual financial report similar to that required by Article 7-A).	
b. EPTL annual report exemption (EPTL registrants and dual registrants) Check <input type="checkbox"/> if total gross receipts for this fiscal year did not exceed \$25,000 and the assets (market value) of the organization did not exceed \$25,000 at any time during this fiscal year.	
For EPTL or Article 7-A registrants claiming the annual report exemption under the one law under which they are registered and for dual registrants claiming the annual report exemptions under both laws, simply complete part 1 (General Information), part 2 (Certification) and part 3 (Annual Report Exemption Information) above. Do not submit a fee, do not complete the following schedules and do not submit any attachments to this form.	

4. Article 7-A Schedules	
If you did not check the Article 7-A annual report exemption above, complete the following for this fiscal year:	
a. Did the organization use a professional fund raiser, fund raising counsel or commercial co-venturer for fund raising activity in NY State?	_____ Yes* _____ No * If "Yes", complete Schedule 4a.
b. Did the organization receive government contributions (grants)?	_____ Yes* _____ No * If "Yes", complete Schedule 4b.

5. Fee Submitted: See last page for summary of fee requirements.	
Indicate the filing fee(s) you are submitting along with this form:	
a. Article 7-A filing fee \$ <u>0.</u>	Submit only one check or money order for the total fee, payable to "NYS Department of Law"
b. EPTL filing fee \$ <u>25.</u>	
c. Total fee \$ <u>25.</u>	

6. Attachments: For organizations that are not claiming annual report exemptions under both laws, see page 4 for required attachments ▶
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Global Learning Space

Attachment 24: Litigation Documentation

Not Applicable