



Next Generation Preparatory Academy for Young Men

Empowering Young Men for Life



Business Plan

A prospective Public Charter School in the
District of Columbia

August 2009

*What happens to a dream deferred?
Does it dry up like a raisin in the sun?
Or fester like a sore...and then run?
Does it stink like rotten meat?
Or crust and sugar over...like a syrupy sweet?
Maybe it just sags like a heavy load.
Or, does it explode?*

~ Langston Hughes ~

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Executive Summary

Based on current education and social conditions, the fate of boys of color is uncertain.

Black boys are grossly over-represented among youth failing to achieve academic success, are at grave risk of dropping out of school before they reach 10th grade, are disproportionately represented among adjudicated and incarcerated youth, and are far less likely than their peers in other subgroups to achieve to their dreams and aspirations.



Research indicates that although black boys have high aspirations for academic and career success, their underperformance in school and lack of educational attainment undermine their career pursuits and the success they desire. This misalignment of aspirations and achievement is fueled by and perpetuates a set of social conditions wherein black males find themselves disproportionately represented among the unemployed and incarcerated. Without meaningful, targeted, and sustainable interventions and support systems, hundreds of thousands of young Black men will never realize their true potential and the cycle of high unemployment, fatherless homes, overcrowded jails, incarcerated talent, deferred dreams, and high rates of school failure will continue.

Next Generation Preparatory Academy (NextGen Prep) will be established to serve as a catalyst for change and opportunity among young men of color. Its founders understand that poverty, isolation, structural discrimination, lack of access to positive male role models and achievement-oriented peer groups, limited exposure to opportunity and culture outside their neighborhood or city, and a general lack of understanding – and in some cases fear – of black boys among adults are major contributing factors to why so many young men are failing to achieve to their full potential. However, the founders of NextGen Prep also understand that these issues can be addressed by directly countering each issue with a positive, exciting, engaging, enriching, challenging, affirming and structured learning community designed to exclusively benefit boys.

NextGen Prep will be a public charter school that serves an all-male student body in grades 6-12 in Washington, DC. It will be open to all males in the District of Columbia who apply, regardless of previous academic performance. The school will *provide a world class secondary education for young men that prepares them to think critically, communicate effectively, identify their purpose, and succeed in college, twenty-first century careers, leadership, and life*. Young men will receive an education that:

- Challenges them to develop mastery of basic and advanced knowledge, concepts and skills;
- Enables them to explore and engage more deeply in their interests;
- Deepens their understanding of and competence in science, technology, communications, and social innovation;
- Builds their cultural competence – developing their ability to participate effectively and with significant awareness and understanding in their culture and the culture of others in the U.S. and abroad;
- Engages them in discourse and learning opportunities with key decision makers and influential men and women who are setting trends and shaping and impacting local, national, and world affairs;
- Provides them with a supportive peer group that values their abilities and desire to succeed in school and life;
- Matches them with mentors who provide guidance, coaching, support and examples of success;
- Connects them with college and career opportunities before they leave school; and
- Extends their network of support in school and in the communities where they live.

NextGen Prep will offer a strong liberal studies program that places a special emphasis on the study of science, technology, communications, and social sector issues and innovation. The school will implement the highly regarded, college preparatory Middle Years (grades 6-10) and Diploma Programme (grades 11-12) curricula offered by the International Baccalaureate Organization. Students will complete courses in math, science, English/language arts, humanities, civics, foreign language, health & lifestyles, physical education, and the arts. They will also complete one semester of study in rhetoric, one semester of Home Economics, and an annual seminar series in Etiquette, Ethics, & Personal-Professional Standards.

NextGen Prep's academic year will be divided into three 13-week sessions, beginning the 3rd week of August and ending the 3rd week of June. School will start at 8:00am and end at 4:30pm each day. Courses will last from 50 to 60 minutes, with a 90 minute study period built in each day for students to study as teams receive assistance from teachers and tutors. Additionally, peer team meetings will take place every Monday and Thursday and Mentor Statuses between teachers, students and volunteers will occur every Wednesday.

Instruction in all courses will take place around the Harkness Table, a seminar-style discussion-based teaching methodology founded at Philips Exeter Academy in Exeter, New Hampshire where all students are deeply engaged in learning as a team around an oval table in every classroom. In Harkness classrooms, teachers demonstrate, facilitate, and participate in the learning experience with their students. Teachers introduce new concepts, ideas, issues and skills and students discuss, debate, practice, and demonstrate them together and individually around an oval table rather than from individual desks situated theatre-style in a classroom.

As an annual promotion and graduation standard, each NextGen student will be required to complete a minimum of 160 hours of community service. They will also be required to successfully present and defend their final class project and thesis in front of a 4-person committee comprised of two teachers, an external subject area expert, and a representative of the broader community. Students' parents (or caregiver) will be required to attend all promotion and graduation reviews.

NextGen Prep will offer athletics and clubs as co-curricular requirements for its students. Students will be required to participate in at least one club and two sports each year. They will also participate in a year-round strength and conditioning program lead by a certified trainer/physical education teacher, complete quarterly health and fitness evaluations, and participate in the school's end-of-year Sports & Fitness Competition as part of the school's physical education program. All of NextGen's physical education and athletic staff will be certified fitness instructors.

NextGen Prep's educational program will be bolstered by partnerships with businesses, government agencies, professional and membership associations, colleges and universities, and scholarship providing organizations that have the capacity to bring talent, expertise and resources into the school community to benefit NextGen students, faculty, staff, and parents. NextGen Prep will also host special activities to engage parents, fathers, and the community in the education of their young men. Invitations will be extended to parents, community leaders, and experts to join young men at the Harkness Table to add to their learning and to learn with them.

Where possible, NextGen Prep will establish partnerships with other quality public, charter and independent elementary schools, offering these schools' male students continuous immersion in a great school with a rigorous secondary academic program that meets their educational needs and aspirations.

Seed funding for the establishment of NextGen Prep will come from private and public sources, including planning and implementation grants from charter school investment funds, charitable foundations, government agencies, and individuals. Ideally, NextGen Prep will be located in a business or higher education environment with access to quality classroom, athletic and laboratory facilities or the ability to create such facilities.

The founders of NextGen Prep will submit their charter application to the DC Public Charter School Board in February 2010. If approved, the school will open in August 2011 serving 120 boys in grades 6 and 7. The school will grow by one grade level each year until it offers a full complement of secondary grades (grades 6 -12). At maturity, NextGen Prep will serve 420 students and graduate its first class of seniors in 2016-17.

This business plan outlines the core elements of Next Generation Preparatory Academy, and discusses its goals and objectives, target population, desired location, recruitment plans, staffing, and budget. Moreover, it demonstrates the commitment of NextGen Prep's founders to provide a high quality learning community for young men and to do what it takes to ensure they are successful.

What happens to a dream deferred...its reborn, nurtured, informed, experienced, and put on the fast track at NextGen Prep!

Why We Must Act Now

Aspirations

- In a 2004 national survey, a greater percentage of Black high school seniors than their Hispanic, Asian and white peers, indicated that getting a good education, being successful in their line of work, becoming an expert in their line of work, being able to find steady work, having a lot of money and being able to give their children better opportunities than they had was “very important” to them. [*U.S. Department of Education: National Center for Education Statistics, Education Longitudinal Study of 2002*]
- In a 2006 survey commissioned by the Washington Post, 87% of young black men (18-29 years old) reported that “being successful in a career” was very important to them compared to 67% of black women, 56% of white men and 42% of white women [*The Washington Post/Kaiser Family Foundation/Harvard University: African American Men Survey 2006*].

School Achievement

- In 2008, 64% of young men attending public middle and high schools in the District of Columbia tested below grade level in reading and 62% tested below grade level in math [*2008 District of Columbia Public Schools’ DC Comprehensive Assessment System Score Reports*].
- On the more rigorous National Assessment of Educational Progress (NAEP), 94% of African American males in the District of Columbia were found to be reading “below grade level” in 8th grade and 97% were performing below grade level in math [*NAEP, 2006*].
- In its annual review of state graduation rates, Education Week reported that only 52% of Black males graduated from high school in the District of Columbia in 2006 [*Diplomas Count 2008*].

College Readiness

- In its April 2009 report, the District of Columbia ranked 47 out of 51 States on the *Schott Foundation’s Opportunity to Learn Index* – a measurement that uses NAEP scores to determine whether or not states provide a “moderately effective public education” to students. DC also ranked 51 out of 51 states in the percentage of students who have access to a college preparatory curriculum.
- The SAT college entrance exam was completed by 4,141 college bound seniors in the District of Columbia in 2008 – 1,739 (42%) attended a traditional public or public charter school. The maximum composite score a student can achieve on the test is 2400 points: 800 for Math, 800 for Critical Reading, and 800 for Writing. Black males scored more than 200 points lower than White male DC students in critical reading, mathematics, and writing; and significantly lower than males of all other races and ethnic groups in city. [*2008 District of Columbia SAT State Profile, The College Board*]

2008 High School Seniors: Total SAT Mean Scores for Males by Ethnicity

Test-takers who described themselves as:	DC Test-Takers		Critical Reading		Mathematics		Writing	
	#	%	DC	National	DC	National	DC	National
All U.S. Male Students	704,226	46		504		533		488
American Indian or Alaskan Native	11	0	471	487	472	509	446	463
Asian, Asian American or Pacific Islander	70	2	536	513	585	596	540	510
Black or African American	916	22	402	425	392	434	390	412
Mexican or Mexican American	14	0	486	456	467	482	452	443
Puerto Rican	5	0	508	459	498	470	474	439
Other Hispanic, Latino, or Latin America	121	3	468	461	470	482	457	445
White	482	12	626	530	633	555	622	510

- Nationally, more than two-thirds (67.6 percent) of black men who start college do not graduate within six years, which is the lowest college completion rate among both sexes and all racial/ethnic groups in higher education. [*Joint Center for Political and Economic Studies Health Policy Institute: State Public Education Policy and Life Pathways for Young Men of Color, 2006*]
- In 2000, just 18% of black and 25% of Hispanic adults residing in the District of Columbia had a bachelors degree compared to 81% of whites and 58% of Asians. [*U.S. Census Bureau: Educational Attainment of people 18 years and over in the 15 largest Metropolitan areas 2000*]

Other Social Conditions

- In 2004, 65% of African American children resided in father-absent homes, with the primary reason for African American fathers' absence being their inability to secure or maintain viable employment.¹ In fact, 80% of African American children can expect to spend at least part of their childhood living apart from their father. [*The 100 Billion Dollar Man: The Annual Public Cost of Father Absence. National Fatherhood Initiative, 2008*]
- According to a March 2007 report of the U.S. Senate's Joint Economic Committee chaired by Senator Chuck Schumer (D-NY), nearly 74% of black male high school dropouts in the U.S. in 2006 were either unemployed or not in the labor force (i.e., haven't worked or looked for work in the last 6+ months). Among black males in the District of Columbia in 2004, it was 60%.
- In 1999, 52% of Black male high school dropouts had prison records by their early thirties (age 30-34) compared to 13% of white male high school dropouts of the same age [*Justice Policy Institute: Cellblocks to Classrooms, 2003*].
- During the previous two decades, three times as many African American men were added to state and federal prison systems as were added to higher education. Between 1980 and 2000, African American men in state and federal prisons increased by 460,000 persons compared to an increase of 139,293 enrolled in higher education [*Justice Policy Institute: Cellblocks to Classrooms 2003*].

Who We Are

The Next Generation Education Foundation is a nonprofit 501(c)(3) organization founded in October 2006 to prepare adolescent males of color to succeed in college preparatory high schools, higher education, and careers. Next Generation targets young men in grades 6 – 12 and focuses on building their talent, self-confidence, self-awareness, a positive character, a plan for the future, and a supportive network of peers and adults. Next Generation presently serves young men along with their parents, teachers, mentors, and coaches in the Greater Washington (DC) Metropolitan Area.

Since its founding, Next Generation has addressed the educational and personal needs of young men through a school-based after school program called *Strivers* and its monthly *Empowering Young Men for Life Success Series*. Building on the success of these efforts, the lessons learned from them, and the need to more deeply and thoroughly address the educational and social development of adolescent males, Next Generation will establish a network of exemplary charter secondary schools for young men. Under the name **Next Generation Preparatory Academies**, the Foundation will provide a world class secondary education to young men, preparing them to succeed in college, careers, leadership and life. The Foundation is presently in the early stages of planning its first school – Next Generation Preparatory Academy (aka NextGen Prep) – to open in the fall of 2011 in Washington, DC. A final decision regarding the physical location of the school in the city will be arrived at through the planning process, which Next Generation began in April 2009.

While the Foundation moves forward with the planning of a charter school, it will continue to operate its *Empowering Young Men for Life Success Series*. The Series is a monthly program serving young men in grades 8 – 12 and their parents in Virginia, Maryland, and the District of Columbia.

Sow a thought, and you reap an act;
Sow an act, and you reap a habit;
Sow a habit, and you reap a character;
Sow a character, and you reap a destiny.
- Samuel Smiles

Our Solution: Next Generation Preparatory Academy for Young Men

NextGen Prep will be a public charter school in the District of Columbia that *provides a world class secondary education for young men in grades 6 – 12 that prepares them to think critically, communicate effectively, identify their purpose, and succeed in college, twenty-first century careers, leadership, and life.*

Through a rigorous, inquiry-based liberal studies curriculum that places a special emphasis on science, technology, communications, social innovation, and international understanding, coupled with a discussion-based, team oriented instructional methodology, NextGen Prep will ensure young men develop mastery of the knowledge, concepts, and skills required to succeed in competitive colleges and universities after high school and prepare for 21st century careers. Its faculty, staff, partners, and volunteers will work together to instill in NextGen students a strong sense of purpose, self-pride, cultural competence, service to others, and respect for themselves, their families, their community, and other cultures and traditions.

The founders of NextGen Prep will submit an application to the District of Columbia Public Charter School Board by its February 1, 2010 application deadline to establish the school in either Wards 6, 1, or 2 (and in that order of priority) in the city. These wards are near the epicenter of the city, providing young men access to DC's vibrant professional culture, businesses, government and service organizations, and exposing them to national and international leadership and diverse learning opportunities.

Our Vision for our Young Men



NextGen Men, as they will be referred to within the school community, will reflect a significant desire to succeed in school and life. They will maintain a lifelong commitment to learning, living well, and serving others. Individuals who come into contact with NextGen Men will notice how confident, focused, informed, articulate, and thoughtful they are about their future plans, their commitment to service and humanity, and their tremendous drive to succeed. Their high level of competence, confidence, and community connections will enable them to overcome challenging obstacles and make the most of their opportunities. Armed with advanced knowledge and a keen intellect, a healthy awareness of their strengths and limitations, the ability to communicate effectively and lead with purpose, and a network of influential men and women in the community to support their development, NextGen Men will be successful.

By the time NextGen men graduate from Next Generation Preparatory Academy, they will be distinguishable among their peers in the following areas:

- Their ability to listen and communicate effectively, think critically, solve problems, and be innovative,
- Their broad, functional understanding of community, national and world affairs,
- Their comfort and competence in working with adults and among other cultures,
- Their demonstration of good character, integrity, high standards, and ability to achieve to high expectations,
- Their commitment to “practice makes perfect”,
- Their level of fitness and healthy lifestyle practices, and
- Their steadfast commitment to family, community, personal excellence, self-determination and teamwork.

As NextGen Men transition into adulthood, they will be well-positioned as adults to support their families, pass on lessons learned to their children and others, and use their talents to tackle challenges that they, their communities and the world will face during their lifetime.

Our Educational Philosophy

Next Generation Preparatory Academy’s educational philosophy is grounded in the belief that the content of what children learn is very important and that it is inadequate to focus primarily on teaching skills and techniques to pass tests. To help young men thrive academically, learning must go beyond memorizing facts on a chalkboard and learning how to perform a basic task. Mastery of knowledge and skills that provides young people with the ability to apply what they learn to new situations, solve problems, create new ideas, and improve on existing ones must be the focus of secondary education. This depth of understanding leads to a love of learning, an ability to develop innovative solutions to problems and the capacity to create new knowledge.

Furthermore, the founders of Next Generation Preparatory Academy believe that secondary schools have a unique responsibility to provide adolescents with opportunities to identify their talents, develop to their potential, enhance their self-efficacy, develop a positive social identity within a supportive peer culture, and establish a solid grasp of what their purpose is in life before they graduate. Such schools must be led and staffed by supportive adults who inspire excellence and achievement in their students. Staff must also be great coaches who demand and acknowledge positive social behavior, nurture a positive identity among young men, demonstrate effective problems solving and critical thinking skills, model effective teaching practices, and believe in the capacity of young men to achieve to high levels.

For schools to succeed at manifesting these achievement characteristics and social behaviors among all members of the school community, they must have a strong values-driven environment combined with a

culture of accountability for academic and personal excellence that is accepted by all stakeholders. Their leaders must understand the harmonious relationship and interconnectedness between school governance and leadership, teaching & learning, parent and community engagement, and students' social support network. When participants in each of these domains reflect high expectations and high engagement, effectively work towards common goals with each other, and put the learner first, students achieve to high levels. Conversely, student achievement is undermined when these attributes and relationships are weak or do not exist.

The leadership and faculty of NextGen Prep will walk-the-talk. They will understand their role in establishing a positive, achievement oriented school culture for young men. More importantly, they will work together with all stakeholders to drive school quality and student achievement through:

- a values-driven school culture where the school's values are modeled daily, measured quarterly, and motivate success among students, staff, parents, and volunteers year-round;
- a staff team who wants the best for young men and believes in going the distance to help them succeed;
- a relentless and uncompromising focus on teaching and leadership excellence;
- a rigorous curriculum defined by quality courses that focus on mastering knowledge, concepts, and critical thinking and problem solving skills, build cultural competence, promote leadership, and emphasize service to others;
- data-driven decision making that informs our practice from the boardroom to the classroom;
- co-curricular and extended learning options that support our mission, the educational and social development of our students, and effectively channels the competitive nature of boys;
- destination planning between parents-students-teachers that ensure all three partners remain on the same page with respect to students' learning goals, needs, and their pathways to college and beyond;
- a vibrant, safe and team oriented learning environment and school culture, and
- a high quality support network at school, at home, and in the community for our students.

Target Population

NextGen Prep will open its school with 120 boys in grades 6 and 7 (60 students each grade) in August 2011. The school will add one grade level annually until it reaches 12th grade in 2016-17. At maturity, the school will serve a maximum of 420 young men from the District of Columbia.

The school is being developed to meet the educational needs of males of color, who in DC's case, are primarily African American. Considering current population statistics and charter school enrollment trends in the city, NextGen Prep expects that 90% of its students will be Black, 60% will be low-income, and 6% will be English Language Learners.² NextGen Prep will be centrally located – in or near the downtown area – enabling the school's leadership to recruit young men from across the city, maximize its enrollment, and take full advantage of DC's rich professional environment and diverse learning opportunities.

Our Goals

- Graduate young men who are ready to pursue top post-secondary education and training opportunities, particularly in fields of science, technology, communications, and the social sector.
- Instill in young men habits of effective leadership, a global perspective and a commitment to effort.
- Engage positive male and female role models in the training, coaching and development of young men.
- Build strong partnerships between parents, teachers, and community that help young men succeed.

Our Student Performance Objectives

- 90% of NextGen Scholars will score at proficient or advanced levels in reading, math and science on criterion referenced achievement tests after three years of enrollment
- 90% of Scholars enrolling by the beginning of eleventh grade will graduate
- 100% of students will complete the SAT and ACT assessments before graduation with 75% achieving a composite score of 22 or higher on the ACT and 1500 on the SAT
- 100% of students will complete a *Destination Plan* before graduation
- 100% of graduates will attend a four-year college or professional training program after graduation

Our Strategies

NextGen Prep's educational program is defined by the following five core strategies, and will be supported by an affordable array of auxiliary strategies, programs, and services:

1. An all male student body
2. The International Baccalaureate Curriculum
3. College Preparatory educational program
4. Harkness Teaching
5. Mentoring and Community Support

All Male Public Secondary School

Dr. Thomas Mortenson, senior scholar with the Pell Institute in Iowa and author of the report, *The State of American Manhood*, highlighted specific findings in research on boy's educational, mental, emotional, physical, and economic well-being that express the need for national attention on the issues and challenges boys face in the United States. Some of Mortenson's findings include: ³

- For every 100 girls suspended from public elementary and secondary schools, 250 boys are suspended. For every 100 girls expelled, 335 boys are expelled.
- For every 100 girls diagnosed with a learning disability, 276 boys are so diagnosed.
- For every 100 girls diagnosed with an emotional disturbance, 324 boys are so diagnosed.
- For every 100 girls ages 15-19 who commit suicide, 549 boys in the same range kill themselves.
- For every 100 women ages 20-24 who commit suicide, 625 men of the same age kill themselves.
- For every 100 girls ages 15-17 in correctional facilities, there are 837 boys behind bars.
- For every 100 women ages 18-21 in correctional facilities, there are 1,430 men behind bars.
- For every 100 women enrolled in college, there are 77 men enrolled.
- For every 100 American women who earn an associate's degree, 67 American men earn the same degree.
- For every 100 American women who earn a bachelor's degree, 73 American men earn the same degree.
- For every 100 American women who earn a master's degree, 62 men earn the same degree.

As stated in the introduction to this section, low graduation rates and poor achievement on standardized tests, along with a disproportionate number of black males being placed in special education and being disciplined or suspended from school stress the need for a more focused set of educational interventions. NextGen Prep will address the needs of its young men by providing them with an exceptional learning environment that is focused on the learning styles and needs of boys exclusively.

According to the National Association for Single Sex Public Education (NASSPE), as of May 2009 there were 542 public schools across America with a single sex education model. Most schools are coed and offer separate classes for boys and girls on the same school campus, with lunch and elective courses generally being coed. By NASSPE's count, 95 of the schools qualify as "single-gendered schools", meaning that students have all of their classes – including lunch and electives – with all boys or all girls. Research on single-gendered education in the U.S. has revealed significant educational benefits among students attending single-gendered schools:

- The Australian Council for Educational Research analyzed the achievement of 270,000 students in six academic areas over six years (1994-99) and found that students in single-gendered classrooms scored 15 and 22 percentage points higher in reading and math than their peers in coed classrooms.⁴
- After Sunrise River School (formerly The Main Street School) in North Branch, Minnesota switched to single gendered classrooms in 2003, students scoring proficient on the state's achievement test increased from 49% to 88% in math and from 50% to 91% in reading.
- After Thurgood Marshall Elementary school in Seattle, WA implemented single-sex classes in its fourth grade during the 2000-01 school year, "students experienced dramatic gains on standardized tests." The percentage of students school-wide that tested proficient or advanced increased from 27% to 51% in reading, 14% to 35% in writing, and 38% to 59% in one year. The percentage of boys testing at proficient or advanced levels in reading improved from 10% to 73% in two years.⁵
- In 2004-05, researchers at Stetson University in Florida partnered with faculty and staff at Woodward Avenue Elementary School near the university and implemented single gendered classes in grades K-5, while preserving an equal number of coed classrooms to compare the academic outcomes of students in each type of class. Researchers ensured that everything except the students were the same: same school, same class sizes, same demographics, same teachers, same teacher training, and the same assessments. The school also "mainstreamed" students with emotional and cognitive disabilities in both the single-gendered and coed classrooms. Students completed the Florida Comprehensive Assessment Test (FCAT) at the end of each school year. In 2007, average annual achievement results after three years of study showed large test score gains for students in single-gendered classrooms:⁶
 - ✓ 37% of boys in the coed classes scored proficient or above
 - ✓ 59% of girls in the coed classes scored proficient or above
 - ✓ 86% of boys in the single-gendered classes scored proficient or above
 - ✓ 75% of girls in the single-gendered classes scored proficient or above

The International Baccalaureate (IB) Curriculum

Next Generation Preparatory Academy will implement the International Baccalaureate (IB) Middle Years Programme (MYP) in grades 6 through 10 and eventually the Diploma Programme (DP) in grades 11 and 12. The school will first implement the MYP Programme with 120 boys in grades 6 and 7 in 2011-12.

The IB Programme was established in 1968 in Geneva Switzerland by teachers at the International School of Geneva. Shortly thereafter, the International Baccalaureate Organization (IBO) was formed. Presently, there are 2,714 schools in 138 countries that are authorized to provide the IB Programme to 743,000 students ages 3 to 19. Currently, there are four (4) schools that are "authorized" to provide the IB World Curriculum in Washington, DC: Archbishop Carroll High School, Benjamin Banneker High School, The British School of Washington, and the Washington International School. There are an additional 10 schools that are either seeking IB authorization or publicly list themselves as IB schools; eight (8) are DC Public Schools and two (2) are public charter schools.

The IB curriculum is divided into three "Programmes": Primary (ages 3 to 12), Middle Years (ages 11 to 16), and Diploma (ages 16 to 19). The Middle Years Programme provides a framework of academic challenge and life skills, achieved through embracing and transcending traditional school subjects. The Diploma Programme is a demanding two-year curriculum leading to final examinations and a qualification that is welcomed by leading universities around the world. Each Programme includes a curriculum and pedagogy, student assessment appropriate to the age range, professional development for teachers and a process of school authorization and evaluation.

The MYP and DP are based upon comprehensive research and extensive, wide-ranging experience in schools around the world. They are bolstered by a rigorous set of achievement standards and provide a framework to guide coherent content instruction from grade to grade, encouraging steady academic, social and intellectual progress as students expand their intellectual and social capacities, knowledge and skills.

Teachers plan activities, engage students in learning and assess their progress, and then reformulate the plan according to the results.

The MYP and DP are guided by the following three fundamental concepts that are rooted in the IB mission and directly related to NextGen Prep's mission:

Holistic Learning—that all knowledge is interrelated and that the curriculum should promote the development of the whole person by encouraging students to ask challenging questions, to critically reflect, to develop research skills, and to learn how to learn

Intercultural Awareness—that school communities should encourage and promote international-mindedness by helping students understand their own cultural and national identity and explore the cultures of others; all IB students learn a second language and the skills to live and work with others internationally—essential for life in the 21st century

Communication—that schools should encourage open and effective communication, important skills that contribute to international understanding as exemplified by the attributes of the IB learner profile

In the IB Middle Years Programme, students complete courses in Language A (English, Language Arts), Language B (Foreign Language), Math, Science, Humanities, Technology, Arts and Physical Education. In the IB Diploma Programme, students complete courses in Language A1 (English/Language Arts/Literature), Foreign Language, Math and Computer Science, Experimental Sciences (Biology, Chemistry, Physics & Earth Science), Individuals and Societies, and the Arts. NextGen Prep will supplement students' learning, as appropriate, with additional electives in science, technology, communications, and social sciences to build upon their interests and expand their knowledge, awareness, and abilities in these areas.

Ultimately, the Middle Years and Diploma Programmes aim to enable students to:

- Build upon their spirit of discovery to develop an understanding and enjoyment of the process of learning, independently and in cooperation with others
- Acquire knowledge, understanding and skills, and prepare for further learning
- Develop understanding by consciously learning how to learn, think critically, and linking new knowledge to existing knowledge.
- Learn to communicate effectively in a variety of ways
- Develop a sense of personal and cultural identity and a respect for themselves and for others
- Acquire insights into local and global concerns affecting health, the community and the environment
- Develop a sense of individual and collective responsibility and citizenship

College Preparatory Educational Program

NextGen Prep will use the following definitions of “College Readiness” and “Succeed”, proposed by the Eugene, Oregon-based Educational Policy Improvement Center (EPIC), as the framework for ensuring that its teachers, courses and curricula are preparing its students for college:

College readiness can be defined operationally as the level of preparation a student needs to enroll and succeed – without remediation – in a credit-bearing general education course at a post-secondary institution that offers a baccalaureate degree or transfer to a baccalaureate program. **Succeed** is defined as completing entry-level courses with a level of understanding and proficiency that makes it possible for the student to be eligible to take the next course in sequence or the next level course in the subject area.

The college-ready student envisioned by these definitions is able to understand what is expected in a college course, can cope with the content knowledge that is presented, and can take away from the course the key intellectual lessons and dispositions the course was designed to convey and develop.⁷

By offering the IB Programme along with quality teachers, effective instructional strategies, and a strong achievement-oriented school culture, NextGen Prep will provide young men with a scope and sequence of quality academic courses that prepare them to win admissions to competitive colleges and universities, succeed academically, and graduate with marketable skills and intelligence. A recent study of the IB curriculum by *EPIC* found that IB Diploma graduates are well prepared to succeed in college. The study evaluated the alignment of the *IB Diploma Programme* standards with the *Knowledge and Skills for University Success (KSUS)* college-ready standards. IB standards were found to be “highly aligned” with KSUS in all subjects. Data on university graduation rates of IB Diploma graduates show that more than 80% graduate from college within six years.⁸

What NextGen Prep finds most intriguing about the KSUS study is the alignment between IB and its school’s mission, educational philosophy, objectives, and strategies. Researchers found that “Students that complete the [Diploma] Programme have a strong foundation not only in academic skills but also in areas such as critical thinking, problem-solving, research, writing, and communication, [which] are so vital to success in college and the 21st century [workforce].”

Harkness Teaching

NextGen Prep is determined to bring the right mixture of content, context, exploration, challenge and fun to the learning experience for young men. The presence of theater-style classroom seating with 30-minute lectures from the front of the classroom while Antoine is sleeping in the back of the class will become a relic of the past for NextGen students. Virtually all of NextGen Prep’s classes will take place around the *Harkness Table*, a large oval table that sits just close enough to the chalkboard for the board to be a resource for discussion, rather than a scribble pad for a massively boring lecture about something only the committed few will find valuable or enlightening.

Instead of spending countless hours learning facts from the chalkboard and regurgitating what they learned to their teachers through tests and quizzes, NextGen Men will participate in an instructional environment where they are required to “Go Deep.” *Going Deep* at NextGen Prep involves listening, thinking, reflecting, debating, questioning, practicing, digging beneath the surface (analyzing), and evaluating key concepts, ideas, facts, and situations. It also involves playing the role of teacher, where young men educate each other. At NextGen Prep, *Going Deep*, will be a key driver of student achievement, engagement, competence, and overall academic excellence. The focal point of “going deep” will be the Harkness Table.

Harkness Teaching is a discussion-based, seminar style instructional method that takes place around oval tables in every classroom. Harkness Teaching engages all learners in disciplined inquiry, investigation, exploration, practice, and assessment of key concepts, ideas, knowledge and skills being taught. In a Harkness classroom, the teacher is a facilitator who teaches, guides, and participates in the learning process while seated at the table with students. Students are challenged daily to be intellectually open and inquisitive. They are challenged to combine reason with evidence to support their thoughts and opinions and to deeply and thoroughly analyze problems, context, and situations to broaden their understanding. Students are also required to interpret, problem solve, and be precise and accurate with their decisions and assessments. These skills are the pretext of a college-ready student; of a person who has learned how to learn and think, and a person who is set-up to succeed.⁹

Harkness Teaching grew out of the suggestion of Edward Harkness, a wealthy benefactor to Philip’s Exeter Academy in Exeter, New Hampshire in the 1930s, who desired to see that his generous gift of \$5.5M would improve teaching and learning at the school and engage all learners, not just build new buildings and

increase the size of the school. Harkness, who himself struggled to keep up academically as a child and described himself as an average learner, wanted to create classrooms where teachers would engage the slowest, most disinterested and undisciplined learners while giving more able and engaged students the opportunity to dig deeper into subject matter and grow in their interest and intellect.

The best example of why NextGen Prep has selected this teaching method as its primary form of instruction is best described by Mr. Harkness himself. In 1932, while discussing his gift with Exeter's Headmaster and Board Chair, Harkness described what he hoped to achieve with his contribution:

You are thinking of improving an existing institution by building on what you have got now. I am thinking of something much more radical than that. . . . I want to see somebody try teaching - not by recitations in a formal recitation room where the teacher is on a platform raised above the pupils and there is a class of twenty or more boys who recite lessons. That is what I am trying to get rid of. I think the bright boys get along all right by that method, but I am thinking of a boy who isn't a bright boy - not necessarily a dull boy, but diffident, and not being equal to the bright boys doesn't like to speak up in class and admit his difficulties, so doesn't get much out of the class, and has nobody to sit down with him and explain things carefully and patiently. . . . What I have in mind is teaching boys in sections of about eight in a section, not in a formal recitation room, where there would be . . . a raised platform with an instructor behind the desk, but where eight boys could sit around a table with a teacher who would talk with them and instruct them by a sort of tutorial or conference-method, where the average, or below-average boy would feel encouraged to speak up, present his difficulties, and the teacher would know. . . what his difficulties were. This would be a real revolution in methods. . . .¹⁰

Harkness Teaching supports the goals and tenets of the IB curriculum and of NextGen Prep - developing students know how to think, learn how to learn, can think critically, and are engaged in the discourse and learning in every class.

To be effective in utilizing the Harkness method at NextGen Prep, teachers will have to be thoughtful, passionate, knowledgeable, and prepared to lead learning and inspire students every day. Harkness Teaching also supports NextGen Prep's core values, leadership dimensions, and the vision it has for its young men. It promotes academic achievement and personal excellence, supports deep inquiry and learning through collaboration and teamwork, inspires innovation, requires problem solving, and facilitates a global understanding of differing points of view.

Mentoring & Community Support

NextGen Prep will invest in three forms of school-based mentoring in support of its students' growth and development: group mentoring, one-on-one mentoring, and peer mentoring. Each is essential to the success of young men, particularly young men without positive, supportive or engaging parents at home - especially their fathers. It is very likely that NextGen Prep will serve young men with varying degrees of parental and/or positive adult supporters in their lives.

"The tragic plight of African-American males in regard to low academic performance, high school graduation, and college enrollment together with the increased numbers of juvenile detainees, prison incarceration, and gang involvement requires a strategic response. African-American males mentoring other African-American males is one of the critical strategies that is required. In fact, it may be the most important strategy in ensuring the successful development and maturation of young African-American males into a generation of men who will be loving fathers to their children, faithful husbands to their wives, and leaders for their community." ~ Mychal Wynn, Author of "Empowering African-American Males: A Guide to Increasing Black Male Achievement"

Next Gen Prep will utilize mentoring as a major part of its educational strategy and will seek the involvement of as many male mentors as possible.

Group Mentoring

Group mentoring is when one mentor engages a small group of individuals in discussion to impart wisdom and experience on the group, to listen to their ideas and issues, and to help them problem-solve, inform their thinking, or build connections. Group mentoring has been found to be an effective tool for maximizing the benefit of mentor's time, particularly in the case of Black men who are highly sought after by urban schools but are rarely available in large enough supply to meet the extraordinary need of young black men. At NextGen Prep, group mentoring will occur between faculty/staff and students, and between volunteers and students as a core practice.

Group mentors will be resources for young men, ensuring to the best of their ability that students' needs are met at school and that mentees are getting along socially and academically. Each NextGen Prep faculty member and staff leader will be required to serve as mentors for groups of 12-15 boys. This responsibility will be outlined in the position description of every NextGen employee.

Athletic coaches will also serve as group mentors, reinforcing the core values and leadership dimensions of the school during athletic training and competition, and providing young men with sound personal and professional coaching.

One-on-One Mentoring

NextGen Prep staff will conduct one-on-one mentor statuses with the 12-15 students involved in their cohort at least once per quarter. Staff will hold a formal Mentor Status with young men where they discuss anything young men would like to talk about, as well as talk through their mentees' future goals and interests and review the progress they are making towards fulfilling their academic and non-academic goals. These statuses are designed to help strengthen the connection between young men, school, and a caring adult, and to ensure young men are getting good advice and counsel as they pursue educational and personal success. Mentor Statuses will also be used in the event that a young person begins to have performance problems, which staff will identify during their mentor status, weekly departmental statuses, or quarterly reviews. In these cases, statuses will happen immediately and be followed-up on more frequently to ensure plans and resource persons are put in place to help the student succeed. One-on-One mentor statuses will last approximately 30 minutes. Teachers and students will be given time during the day each week for these statuses to occur.

Peer Mentoring

Each new student will be assigned a veteran student to help them acclimate to the school community and address school related questions they might have. In future years, after the school adds high school grades, mentors will be upper classmen (8th grade for middle school and 11th – 12th grade for high school). Peer mentors will be assigned at the beginning of school year and as new students transfer to the school. This program will be implemented in the 3rd trimester of year one, in preparation for newly arriving students in year two.

Community Support

NextGen Prep will seek to partner with civic groups, professional societies, and professional associations and agencies such as 100 Black Men, Concerned Black Men, Federal City Council, Business Roundtable, New America Alliance, The Executive Leadership Council, Alfalfa Club, Council on Foreign Relations, The World Bank, organizations promoting or supporting disciplines taught at school (e.g., Science, Technology, and Foreign Languages), and others to recruit their members to engage with NextGen Prep students at school and through events and activities they may sponsor.

Resources permitting, NextGen Prep will employ two people who will carry the title, "Community Builders." These team members' primary responsibility will be to develop a network of support for high achieving young men in their home communities, identifying safe-zones for NextGen students in communities where

they reside. They will also establish relationships with key influencers in these communities and know what's going on with students in their neighborhoods. Community Builders will model the school's core values and leadership dimensions in public, and will serve as a source of inspiration, support, and partnership in the communities that they serve. *Note: This position will not be listed as a budget priority; NextGen Prep will seek financial support through Americorps to support this initiative (and its tutor program) after the charter school application is approved.*

Core Values

NextGen Prep's mission, philosophy, and educational strategies are bolstered by eight core values that will define the school's culture and shape the attitudes and behaviors of all members of the school community. These Core values will serve as the foundation for quarterly and annual student performance evaluations, semi-annual and annual performance evaluations of teachers, school leaders, and staff, and the annual review of NextGen Prep's Board Members and CEO.

Excellence & Achievement
Accountability
Teamwork
Innovation

Global Perspective
Perseverance
Leading with Purpose
Serving Others

An explanation of how these core values are modeled among NextGen Prep's school community is available in the Appendix.

The District of Columbia Charter School Authorizer

The District of Columbia Public Charter School Board (PCSB) was founded in 1997 by an amendment to the DC Public School Reform Act of 1995 to approve the establishment of new schools, hold schools accountable for student and school performance, and conduct annual and 5-year reviews of schools, and supervising the 15-year charter school renewal process. The PCSB further defines its mission in its 2009 annual report:

To provide quality public school options for DC students, families, and communities through the following key functions:

1. ***A comprehensive application review process*** – ensuring that the PCSB only approves charter school applicants with thorough applications, research-based programs, experienced leadership, and community support.
2. ***Effective oversight*** – holding schools to high standards for results and making oversight decisions with the best interests of students in mind.
3. ***Meaningful Support*** – identifying and addressing problems early, and rewarding consistently high performing schools with more autonomy; and
4. ***Active Engagement of its stakeholders*** – soliciting community input, and striving to be responsive and transparent to all who are impacted by and impact the PCSB and public charter schools.¹¹

The PCSB is governed by an eight-member Board of Directors, including its Executive Director. Among their responsibilities, these Directors make final decisions about opening and closing charter schools.¹² The PCSB has 24 full time staff members that serve all 57 charter schools. The law allows the PCSB to authorize up to 10 schools annually. Since authorizing its first 10 schools in 1997, the PCSB has approved 52 (or 35%) of the 149 applications it's received and has revoked six charters.¹³ Two of the schools the PCSB has authorized have been single-gendered charter schools: Septima Clark Public Charter School (2005), a

Prekindergarten to 8th grade school that serves boys and Excel Public Charter School (2007), a Prekindergarten to 8th grade school serving girls. Both schools are located in Ward 8.

Presently, there is only one charter school authorizing body in the District of Columbia. While the law allows for multiple authorizers, the District of Columbia City Council stripped the DC Public Schools of its authorizing authority in 2007 and assigned responsibility for oversight of its 18 schools to the PCSB.

2009-10 DC Charter School Application Timeline

In 2008-09, the PCSB did not accept charter school applications. Instead, it underwent a planned internal review process to improve its structures and processes for authorizing new schools and holding schools accountable for student and school performance. In June 2009, the PCSB announced it will begin accepting charter school applications again in February 2010.

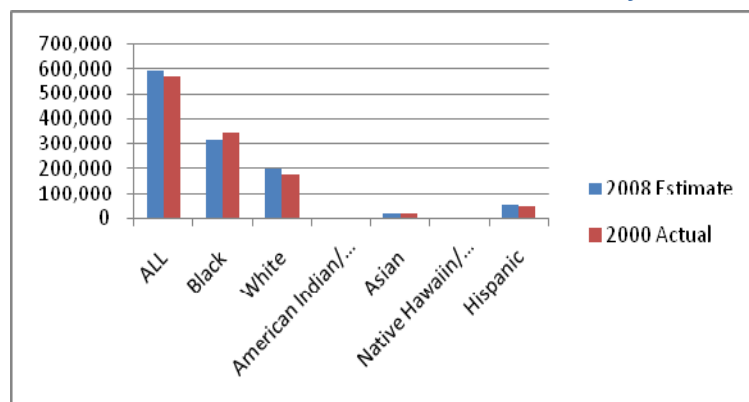
The PCSB will release 2010 application guidelines on November 2, 2009. It will subsequently hold two Public Information Meetings, the first on Thursday, November 12 and the second on Thursday, December 10. These meetings generally take place in the evening. The application deadline has been set for Monday, February 1, 2010 by 5:30pm ET. NextGen Prep founders will register to participate in the November 12th session once registrations are accepted, but have already begun the planning process.

Applicant interviews will take place on February 23-24, 2010. All “founding members” of the NextGen Prep will be required to attend and answer questions. During these meetings, the PCSB will field their questions, concerns, and comments about each application, and will attempt to determine how involved the founding members have been in the school design process.

On March 16-17, 2010, the PCSB will hold a public hearing where the general public will have the opportunity to ask questions of the applicants and raise questions with the Board and staff of PCSB. On April 19, 2010, the Board will vote to approve or deny charter applications. If approved, feedback sessions and charter negotiations will take place in May – June 2010. Approved schools will then enter a year-long implementation phase, with the expectation that their schools will open in summer or fall of 2011-12.

There is no appeals process in DC for applications that have been denied. However, applicants who are denied by the PCSB can resubmit their improved applications for consideration in the following year.

The District of Columbia: A Community Profile



According to 2008 Census Bureau estimates, there are 591,833 individuals residing in the District of Columbia. Fifty-three percent of DC's population is Black, 33% is white, 9% is Hispanic, and 3% is Asian. Between 2000 and 2008, DC's population increased by 3% (19,774 persons). In 2008, there were an estimated 75,664 children between the ages of 5 to 17 residing in the city. The same year, there were 60,638 children enrolled in 223 DC public and charter schools in kindergarten through 12th grade. There are another estimated 20,000 students enrolled in the city's 108 nonpublic schools.

Public Education in the District of Columbia

Charter schools have dramatically increased in popularity with parents and students in the District of Columbia since the DC School Reform Act of 1995 established charter schools in the city. Their enrollments continue to increase every year while DC Public School's enrollment continues to decline. In 1998-99, two years after the DC School Reform

Act was enacted, 95.2% of students enrolled in public schools were enrolled in DC Public Schools (n = 71,889) and 4.8% (n = 3,594) were enrolled in public charter schools.¹⁴ In 2008-09, there were 45,551 (63.9%) students enrolled in DC Public Schools and 25,729 (36.1%) students enrolled in Public Charters.¹⁵

	Enrollment Change among Public Schools in the District of Columbia								
	1990 to 1998					1998 to 2009			
	# of Students		# Change	% Change	Annual # Change	# of Students		# Change	% Change
	1990-91	1997-98				1998-99	2008-09		
DC Public Schools	80,694	77,111	-3,583	-4.4%	-511.9	71,889	45,551	-26,338	-36.6%
DC Charter Schools	0	0	0	0.0%	0	3,594	25,729	22,135	615.9%

Our Target Market

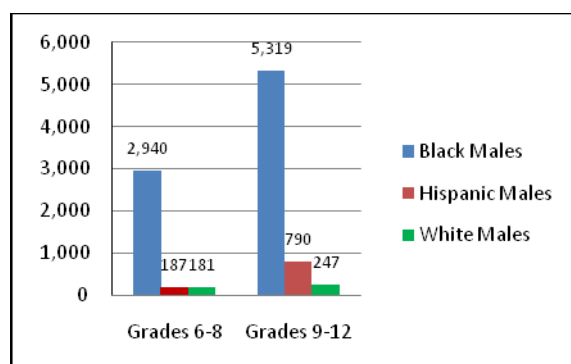
Next Generation Preparatory Academy will serve young men from all of DC's eight wards. The school will be centrally located to provide ease of access for young men and their parents, and to position the school and its students to take full advantage of the city's diverse historical, social, economic, professional, and human resources. Additionally, educating young men near the epicenter of the city will enable NextGen Prep to deepen their understanding of the rich culture, traditions, challenges and opportunities across the city, connect them to individuals and organizations with influence, and develop their commitment to invest their talents in the city as adults.

The Charter School Landscape

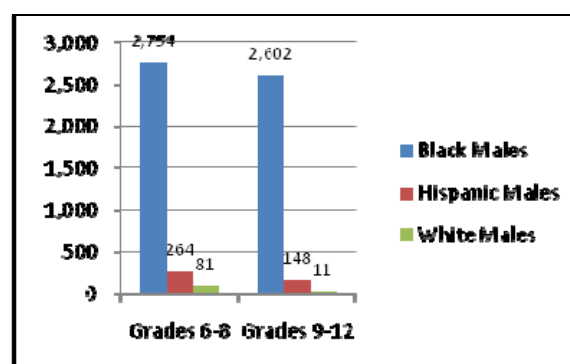
In 2008-09, there were 57 charter schools serving 25,729 students on 94 different campuses within the District of Columbia. Some charter schools served students in preschool and pre-kindergarten only, while other served students in grades PK – 6, PK – 8, 4 – 12, 5 – 12, 6 – 12, 7 – 12, and 9-12. These schools also used a variety of curriculum approaches, instructional and professional development strategies, and assessment methods to drive student achievement. There were 50 campuses serving 6,312 students in grade 6 – 8 and 20 campuses serving 4,973 students in grades 9 – 12.

Demographics of Adolescent Males

Presently, 49% of students attending traditional public and public charter schools in the District of Columbia are male. In October 2008, the DC Office of the State Superintendent of Education (OSSE) audited enrollment count revealed that there were an estimated 2,602 black males and 148 Hispanic males enrolled in 20 charter high schools on 22 campuses and in the District of Columbia. There were also 2,754 black males and 264 Hispanic males enrolled in grades 6 – 8 at 34 charter schools on 52 campuses across the city.¹⁶ Almost an equal number of Black males are attending 6th – 8th grades at a DCPS middle school and public charter schools while two times as many black males are attending DCPS high schools. At the same time, there are far more Hispanic males attending DCPS high schools than charter high schools.



Males Enrolled in DC Public Schools (DCPS) 2008-09 (Actual)



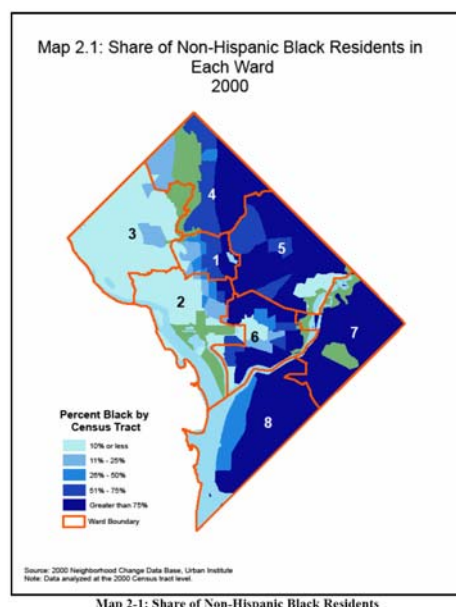
Males Enrolled in DC Public Charter Schools 2008-09 (Estimated)

Desired Location for Next Generation Preparatory Academy

With a curriculum that explores domestic and international history and culture, and focuses on building the social and cultural capital and competence of its students through direct engagement with community stakeholders, it is essential that NextGen Prep be located near the central city. Being near the city center will provide its young men, their families, and faculty with easy access to DC's vibrant professional culture, business and government sectors, leadership, and diverse learning opportunities. It will also provide students, parents, and faculty with equal access to the school from all other wards in the city, either by vehicle or public transportation. It is for these reasons that Next Generation will seek to locate NextGen Prep in Wards 6, 1, or 2, and in that order of priority.¹⁷

Social and Economic Characteristics of Target Wards¹⁸

Ward 1	Ward 2	Ward 6
Council Member: Jim Graham	Council Member: Jack Evans	Council Member: Tommy Wells
Population: 73,364	Population: 68,869	Population: 68,035
White: 31.7%	White: 65.4%	White: 31.6%
Black: 45.7%	Black: 19.9%	Black: 62.7%
Asian: 3.5%	Asian: 7.7%	Asian: 2.0%
Hispanic: 24.7%	Hispanic: 10.2%	Hispanic: 3.0%
Children Under 18: 17.9%	Children Under 18: 8.0%	Children Under 18: 17.1%
Language other than English: 34.3%	Language other than English: 27.8%	Language other than English: 10.8%
Average Family Income: \$59,000	Average Family Income: \$84,522	Average Family Income: \$67,454
Poverty Rate: 22%	Poverty Rate: 19%	Poverty Rate: 21%
Children Living in Poverty: 35%	Children Living in Poverty: 25%	Children Living in Poverty: 36%
Bachelor's Degree: 38.5%	Bachelor's Degree: 64.1%	Bachelor's Degree: 43.6%
No High Diploma: 31.6%	No High Diploma: 13.2%	No High Diploma: 21.2%
Female Headed Household: 46%	Female Headed Household: 34%	Female Headed Household: 60%
% of Owner Occupied Homes: 29%	% of Owner Occupied Homes: 32%	% of Owner Occupied Homes: 41%
Neighborhoods: Kalorama Heights, Adams Morgan, Lanier Heights, Mt. Pleasant, Columbia Heights, Park View, Howard University, LeDroit Park and Cardoza/Shaw	Neighborhoods: Burleith, Hillandale, Chinatown, Dupont Circle, Foggy Bottom, Georgetown, Sheridan Kalorama, Logan Circle, Mt Vernon Square, Penn Quarter, Shaw, and West End	Neighborhoods: Capitol Hill, Kingman Park, Lincoln Park, Navy Yard, Stanton Park, Sursum Corda, Swampoodle, and Union Station
Major Landmarks: Howard University, African American Civil War Memorial, Community Heritage Center, Rock Creek Park, Duke Ellington Memorial, Bohemian Caverns	Major Landmarks: Washington Convention Center, Library Mall, Museums and Monuments, U Street, Lincoln Theater, the majority of Federal Office Buildings	Major Landmarks: Union Station, Eastern Market, National Postal Museum, Lincoln Park, Library of Congress, Shakespeare Library



Some with whom NextGen Prep's founders have discussed its plans have raised questions regarding why the school would not be located in Wards 7 or 8, where the majority of school aged children and black males reside. There are three reasons beyond the ones already given. First, as mentioned, NextGen Prep's founders desire to expose young men to the diverse professional culture of Washington, DC and give them maximum opportunities to interact with local and national leaders and have meaningful interactions with the diverse cultures of people who live and work in the city. Second, DC is a changing city with a changing population and changing neighborhoods.¹⁹ There have been instances in the past where neighborhood development and revitalization initiatives have adversely impacted student enrollment levels and have instigated frequent student mobility (e.g., Cesar Chavez Public Charter School). Furthermore, to succeed in recruiting young men across the city and ensure stability of enrollment, NextGen Prep prefers to locate its school in an area of the city that is more central

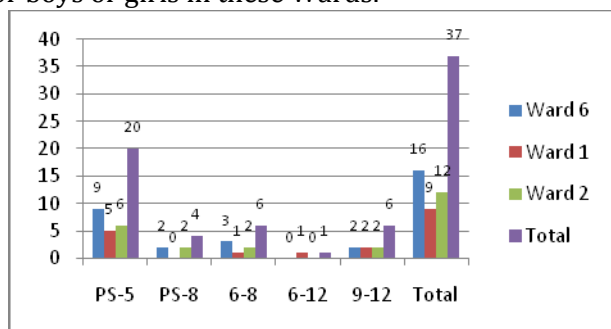
to families across the city and where residential mobility is more stable and less impacted by neighborhood development projects. Finally, NextGen Prep believes its students will benefit from learning in a mixed income and mixed intercultural educational environment, which a more central location will be more likely to achieve.

Can a Non-Neighborhood School be Successful with Recruiting Students?

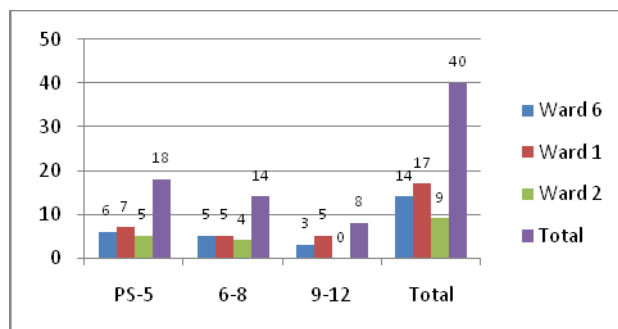
OSSE's *Quality School Project Report* shows that the average charter high school student in the District of Columbia travels 2.57 miles to school compared to 1.36 miles for the average student enrolled in DCPS. The report states that just 20% of charter schools are "neighborhood schools" ("those which primarily serve students who live nearby"), compared to more than 50% of DC Public Schools. Furthermore, students most likely to travel and who travel the furthest for school reside in Wards 7 and 8. These trends imply that NextGen Prep could be located in more central wards and still attract enough young men to achieve its enrollment goals. With a robust public transit system and transportation assistance for those with financial needs, traveling to a non-neighborhood school will likely not be an obstacle or disincentive for high school aged students, and only a slight disincentive for middle school students.

Middle and High School Supply in Target Wards

There are presently 20 DCPS and charter schools educating children in grades 6- 8 and another 14 schools educating children in grades 9-12 in Wards 6, 1, and 2. Combined, these schools enrolled 4,688 young men in grades 6 – 12 in 2008-09, with 2,480 attending DC Public Schools and 2,208 attending public charter schools. They offer a diverse array of educational programs and curricular foci, including two International Baccalaureate schools: Banneker High School in Ward 1 which has been an approved IB World School offering the Diploma Programme since 2001 and Hardy Middle School which is implementing the IB Middle Years Programme in grades 6 – 8. However, there are currently no single gendered public/charter schools for boys or girls in these Wards.



Number of DCPS Schools in Target Wards by Grade Levels Served



Number of DC Charter Schools in Target Wards by Grade Levels

Academic Achievement

The academic performance of young men at the 20 schools in our target Wards is mixed. Young men attending schools that serve higher income families or that require students meet specific academic benchmarks to earn admission generally achieve to higher levels than young men attending schools serving large populations of low-income students or have no admission requirements. These results mirror the findings of National Bureau of Economic Research, which found that poverty and family income were much stronger predictors than race and ethnicity of students' failure to achieve academically. Their research identified that increasing income, especially among poor families, directly resulted in higher reading and math scores.²⁰ Concurrently, the DC Fiscal Policy Institute reported in 2006 that only 20% of students in elementary schools in DC's poorest neighborhoods scored at or above grade level in reading and math, while 60% of students in schools in the lowest poverty neighborhoods score at grade level or better.²¹

The following charts reflect the impact the percentage of economically disadvantaged students have on the overall test scores of DCPS and public charter middle schools on the annual DC Comprehensive Assessment System (DC CAS). The DC CAS is the standardized achievement test taken by all public school students

attending DC Public Schools and public charter school in grades 3 – 8 and grade 10. The test determines students level of proficiency (aka “at grade level”) in reading, mathematics, and science. Generally, schools with low percentages of economically disadvantaged students perform better on the DC CAS than schools with high percentages of disadvantaged students.

Male Student Achievement at DC Public Charter Middle Schools in Target Wards

DC Public Charter Secondary Schools in Wards 1, 2, and 6 (grades 6-8)	Sector	Type	Ward	Total Male 2008-09 Enrollment	% Students Economically Disadvantage	% LEP	Grade Tested	2008 Males % Prof/Adv in Reading	2008 Males % Prof/Adv in Math	2008 Males % Prof/Adv in Science	Met AYP Reading?	Met AYP Math?
Capital City PCS Lower School	Charter	ES/MS	1	120	45.3	14.1	6	73.34	60	16.67	Yes	Yes
Capital City PCS Upper School	Charter	ES/MS/HS	1	57	56.0	26.7	8	91.67	91.67	50.00	Yes	Yes
Center City PCS Capitol Hill Campus	Charter	ES/MS	6	115	-	-	N/A	-	-	-	N/A	N/A
Center City PCS Shaw Campus	Charter	ES/MS	2	119	-	-	N/A	-	-	-	N/A	N/A
Cesar Chavez PCS Bruce Prep Middle School	Charter	MS	1	81	87.8	20.4	6	21.05	10.53	-	No	No
City Collegiate PCS	Charter	MS	2	53	43.3	4.5	8	36.36	50.00	35.00	No	No
Friendship PCS Chamberlain Campus	Charter	ES/MS	6	370	67.3	0.0	6	40.00	40.00	23.81	No	No
Howard University Math & Science Middle School	Charter	MS	1	142	58.1	0.0	8	51.36	70.27	25.71	Yes	Yes
KIPP-DC Will Campus ⁴	Charter	ES/MS	2	128	83.6	0.0	6	59.09	79.54	17.07	No	No
Meridian PCS	Charter	ES/MS	1	251	80.3	8.3	7	33.34	44.00	-	No	No
Next Step/El Proximo Paso PCS	Charter	GED	1	53	100.0	75.0	N/A	-	-	-	N/A	N/A
Options PCS	Charter	ES/MS/HS	6	201	86.6	0.0	8	5.26	22.37	2.74	No	No
Two Rivers PCS ⁴	Charter	ES/MS	6	197	46.0	3.5	6	35.71	28.58	33.33	Yes	Yes
Youth Build LAYC PCS	Charter	GED	1	37	-	-		-	-	-	N/A	N/A
TOTAL STUDENTS				1,924				44.72	49.70	25.54		

Male Student Achievement at DCPS Middle Schools in Target Wards

DCPS Secondary Schools in Wards 1, 2, and 6 (grades 6-8)	Sector	Type	Ward	Total Male 2008-09 Enrollment	% Students Economically Disadvantage	% LEP	Grade Tested	2008 Males % Prof/Adv in Reading	2008 Males % Prof/Adv in Math	2008 Males % Prof/Adv in Science	Met AYP Reading?	Met AYP Math?
Columbia Heights Education Campus Lincoln MS	"	"	"	"	77.3	32.0	8	24.04	31.73	19.42	No	No
Eliot-Hines	DCPS	MS	6	132	77.4	0.6	8	22.42	35.42	11.36	Yes	Yes
Jefferson	DCPS	MS	6	233	67.5	3.3	8	43.68	47.13	22.89	No	No
Mann	DCPS	ES/MS	2	134	1.1	20.4	5	100.00	69.23	-	Yes	Yes
Oyster-Adams Bilingual - Adams Campus	DCPS	ES/MS	2	133	32.4	35.7	6	88.89	72.22	76.32	No	No
Shaw MS @ Garnet-Patterson	DCPS	MS	1	136	73.5	5.3	8	23.68	28.95	0.00	No	No
Stuart Hobson (Capitol Hill Cluster)	DCPS	MS	6	188	32.1	0.3	8	72.73	56.82	55.13	No	No
Walker-Jones EC	DCPS	ES/MS	6	82	82.0	0.0	8	16.00	20.00	0.00	N/A	N/A
TOTAL STUDENTS				1,038				48.93	45.19	26.45		

Economic Disadvantage among students has an equal impact on student achievement at the high school level as well. For example, 100% of students tested in the 10th grade at DC’s highly regarded Benjamin Banneker Senior High School scored proficient or advanced in reading and math on the DC CAS, and 97% scored proficient or advanced in science. Just 28% of Banneker’s students were identified as *economically disadvantaged*. However, at Cardoza Senior High School, which is also located in Ward 1 and had 72% of its students qualify as *economically disadvantaged*, only 22% of its students tested proficient or advanced in reading, along with 26% in math and 26% in science.

Students attending DC’s other highly regarded high school, School Without Walls, where 16.5% of students were *economically disadvantaged* also performed exceptionally well on the DC CAS, with 90% of its students testing at proficient or advanced levels in reading, 97% achieving this benchmark in math, and 89% doing so in science. Conversely, at Eastern High School in Ward 6, just 17% of students scored at proficient or advanced levels in reading along with 5% in math and 9% in science. The results were again

impacted by the economic status of its students; 68% of Eastern's students qualified as *economically disadvantaged*.

DC Public Charter High Schools in Wards 1, 2 and 6

DC Public Charter Secondary Schools in Wards 1, 2, and 6 (grades 9-12)	Sector	Type	Ward	Total Male 2008-09 Enrollment	% Students Economically Disadvantage	% LEP	Grade Tested	2008 Males % Prof/Adv in Reading	2008 Males % Prof/Adv in Math	2008 Males % Prof/Adv in Science	Met AYP Reading?	Met AYP Math?
Booker T. Washington	Charter	HS	1	89	93.3	0.0	10	33.33	11.11	17.39	No	No
Cesar Chavez PCS Capitol Hill Campus	Charter	HS	6	199	71.0	4.0	10	25.00	32.15	48.28	No	No
Maya Angelou PCS Shaw Campus	Charter	HS	1	49	72.4	0.0	9/10	16.67	16.67	20.00	No	No
TOTAL STUDENTS				337				25.00	19.98	28.56		

DCPS High Schools in Wards 1, 2 and 6

DCPS Secondary Schools in Wards 1, 2, and 6 (grades 9-12)	Sector	Type	Ward	Total Male 2008-09 Enrollment	% Students Economically Disadvantage	% LEP	Grade Tested	2008 Males % Prof/Adv in Reading	2008 Males % Prof/Adv in Math	2008 Males % Prof/Adv in Science	Met AYP Reading?	Met AYP Math?
Benjamin Banneker	DCPS	HS	1	117	27.9	1.9	10	100.00	100.00	96.67	Yes	Yes
Cardoza	DCPS	HS	1	416	71.7	9.7	10	22.37	26.31	25.58	No	No
Columbia Heights Education Campus BELL SHS	DCPS	HS	1	585	75.2	43.6	10	40.00	58.75	40.8	Yes	Yes
Eastern	DCPS	HS	6	246	68.5	0.0	10	16.92	4.62	9.09	No	No
Ellington School of the Arts High School	DCPS	HS	2	162	25.6	0.0	10	72.73	50.00	59.26	Yes	No
McKinley Technology*	DCPS	HS	5	389	40.8	1.3	10	68.75	68.75	61.11	Yes	Yes
School Without Walls	DCPS	HS	2	139	16.5	2.6	10	90.00	96.66	89.48	Yes	Yes
Youth Engagement Academy	DCPS	HS	6	21	42.1	5.3	10	0.00	0.00	0.00	No	No
TOTAL STUDENTS				2,075				51.35	50.64	47.75		

Reviewing the data, McKinley Tech High School appears to be an exception. With 41% of its students qualifying as *economically disadvantaged*, 69% scored proficient or advanced in reading and math, and 61% were proficient in science. However, students admitted to McKinley Tech gain admissions through a rigorous screening process, submitting test scores, four letters of recommendation, and other application materials. They also participate in an interview with McKinley Tech faculty and staff prior to being invited to enroll in the school.²² Likewise, students attending Banneker High School and School Without Walls must undergo a rigorous screening process and meet academic achievement criteria to gain admissions. Banneker's admissions process requires that students submit a personal statement, teacher and counselor assessments of their performance, have their class rank verified, and participate in an interview with Banneker's selection committee.²³ At School Without Walls, eligible students must have a 3.0GPA, be proficient in reading and math on the DC CAS (or similar assessment), complete an admissions assessment, and participate in an interview.²⁴

Essentially, the highest performing schools in the District of Columbia pick their students or educate a small percentage of economically disadvantaged students. Unfortunately, there are several thousand young men in the District of Columbia who do not qualify academically to attend these schools. The founders of NextGen Prep see the value in some pre-admissions review criteria, but believe it should be limited.

A Note on Science Achievement

The performance of young men in science on the DC CAS falls well behind their achievement in reading and math in schools serving high percentages of economically disadvantaged students and schools that do not use selective admissions criteria. Although male's enrolled at KIPP's Will Academy and Capitol City Public Charter School demonstrate high rates of achievement in reading and math, their performance in science does not keep pace. Sixty (60) percent of male students at Will scored proficient or advanced in reading and 80% did so in math, but just 17% scored proficient or advanced in science. At Capitol City, where 92% of its boys scored proficient or advanced in reading and math, just 50% did so in science. Similarly, at

Howard University Middle School for Math and Science, 51% and 70% of its young men scored proficient or advanced in reading and math, but just 26% did so in science. The difference between reading, math and science achievement is more pronounced at the middle school than the high school level. Nevertheless, the achievement results point to the need for a greater emphasis on science instruction and learning in middle and high schools in Washington, DC, particularly considering the national and international need for more scientists and occupations that require a science background.

NextGen Prep's Primary Competitors

NextGen Prep is committed to cultivating the academic and leadership talents of young men, regardless of their socioeconomic status, education background or special education needs. However, as a school whose boundaries are the city and not limited to a Ward, NextGen Prep will cast a wide net, recruiting academically talented young men who might otherwise choose to attend one of the city's selective public or private high schools as well as young men who would likely be denied admissions to these schools based on their academic record.

NextGen Prep anticipates that there will be significant competition for young men among charters and DC Public Schools (DCPS). DCPS is in the early stages of implementing a variety of "innovative education models" in its elementary, middle and high schools. By fall of 2011, when NextGen Prep will open, there will be eight DCPS schools featuring IB Programmes. Presently, there is only one DCPS school that has completed the approval process – Banneker.

Along with IB schools, DCPS is launching new specialty schools and expanding existing programs across the city, and is contracting with charter schools to manage existing public schools. Some of these school models will be attractive to the same base of parents and students that NextGen Prep will attempt to attract to its school.

Additionally, NextGen Prep expects to compete with existing charter schools and nonpublic schools in the city that are producing favorable student achievement results. Specifically, KIPP DC's Will Academy (Ward 2) and Capitol City Public Charter School (Ward 1) appear to be defying the trend among other area public schools when it comes to producing solid achievement gains among students in high poverty schools. Fifty-nine (59) percent of young men enrolled in Will Academy scored proficient or advanced in reading as did 80% of young men in math, even though 84% of Will's students qualified as *economically disadvantaged*.

Additionally, Capital City posted the highest academic achievement among the city's charter schools in 2008-09. With a student population that is 45% *economically disadvantaged* in its elementary school and 56% in its upper school, 73% of young men in its 6th grade (lower school) and 92% of young men in its 8th grade (upper school) tested at proficient and advanced levels in reading while 60% of 6th grade males and 92% of 8th grade males did so in math. Both KIPP and Capitol City continue to enjoy great publicity and support from local media and education and business leaders, which helps drive its lengthy waiting list of parents seeking to enroll their children in these schools. Capitol City is growing its high school and KIPP is developing a high school in Ward 7, both which will attract students from across the city.

Despite the competition, NextGen Prep's founders are confident that the school's educational foci – all male, college preparatory, IB curriculum, mentoring opportunities, Harkness teaching method, and special emphasis on science, technology, communications, and social sector learning and innovation – will be attractive to both students and parents residing in all eight (8) wards in the District of Columbia.

Existing "All Male" School Options in the District of Columbia

Besides competition with public and charter schools, there are other all-male school options in the District of Columbia. Presently, there are eight all-male primary and secondary schools in the city: three high schools, two middle schools, one Prekindergarten – 8th grade charter school, one kindergarten – 9th grade nonpublic school, and one ungraded school in the District of Columbia. The three high schools are St.

Albans, St. Anselm's Abbey, and Gonzaga College High School. The three middle schools are Washington Jesuit Academy, Sunrise Academy, and San Miguel School. All six schools are private schools. All three high schools offer competitive admissions, are unaffordable to many DC families, and provide tuition assistance to a limited number of eligible students admitted each year. Tuition is \$32,990 for non-boarding students at St. Albans, \$20,550 at St. Anselm's, and \$14,850 at Gonzaga.

2007-08 Enrollment in All Male Schools in Washington, DC				
School	Type	Grades Served	Total Enrollment	# of Black Males
St. Anselm's Abby	Catholic	6-12	242	27
St. Albans*	Catholic	4-12	550	-
Emery L. Fears Boys Academy	Baptist	K-9	16	16
Gonzaga College High School	Catholic	9-12	935	112
San Miguel School	Catholic	6-8	57	0
Septima Clark PCS**	Charter	PK-8	106	106
Sunrise Academy#	Nonpublic	Ungraded	150	150
Washington Jesuit Academy	Catholic	6-8	71	65
Total Enrollment			2,127	476

(*) Does not list enrollment disaggregated by race; 27% students of color.

(**) 2008-09 enrollment. Scheduled to enroll up to 8th grade; presently at PK-4th grade.

(#) Special education focus only.

Washington Jesuit Academy (WJA) is sponsored by the Jesuit Order of the Catholic Church. Enrollment is limited to young men from low-income families, tuition is free, admissions is selective but not competitive, and students are required to participate in a 7-week summer enrichment program. WJA was also created by the leadership of Georgetown Prep in Maryland and Gonzaga College High School in Washington, DC to serve as a feeder to their schools. Admissions preference is

given to DC students but families from Maryland and Virginia can apply to enroll their young men as well.

Septima Clark is a public charter school in ward 8, the city's poorest ward. Its mission is to prepare young men to compete and succeed in competitive/selective high schools. When NextGen Prep opens in the fall of 2010, Septima Clark will be enrolling its first 5th grade class. However, it is authorized to grow to 8th grade. We anticipate Septima will have a track record of success that will be attractive to parents and students who reside in Ward 8, but their primary focus is on serving young men and families in ward 8.

The **San Miguel School** was founded by the leaders of the prominent St. John's Catholic High School in DC to serve Hispanic/Latino boys exclusively and prepare these young men for admissions into St. John's. **Emery L. Fears Boys Academy** is an independent Christian preparatory school for academically accelerated young men. It was founded in Virginia in 1998 but relocated to the District of Columbia in 2001. **Sunrise Academy** is an ungraded private, nonprofit school for boys with special education needs. It was founded in 1999 to create an environment in which each student's ability and learning style would flourish, with a particular emphasis placed on individual responsibility, community service, and culture. Although not an all-male school, **Hope Community Public Charter School** provides a single gendered education program, teaching boys and girls in separate classes in grades 5, 6, 7 and 8.

Next Generation Preparatory Academy's Competitive Advantage

The competitive strength of traditional public and charter secondary schools in the District of Columbia remains limited to a handful of schools that have managed to produce high rates of student achievement. Yet, student achievement at these public schools has largely been driven by (a) recruitment policies and rigorous admissions criteria that enable schools to minimize enrollment to high achieving students or (b) geography – serving students residing in neighborhoods with low rates of poverty. Only a handful of traditional public or charter schools across the city are producing high rates of student achievement among low-income students. Furthermore, the prevalence of nonpublic schools in the city, while attractive to many parents, generally is restricted to students whose parents are willing and able to pay tuitions that are out of reach of most families that are served by DC's public schools.

The immediate need for a solution to the high rates of underachievement and low graduation rates of young men of color in the District of Columbia, and the more importantly the need for schools that serve all boys well and prepares them for college, calls for the establishment of an all-male public secondary school that is focused on preparing boys of color for academic and personal success in school and beyond.

NextGen Prep's competitive advantage will be defined by five key performance drivers:

1. An academically successful, engaged, and happy all-male student body
2. A rigorous college preparatory and culture-building curriculum delivered by a significant number of highly qualified male teachers of color that prepares young men for leadership, college success, and 21st century careers
3. High quality instruction tailored to the learning styles and educational interests of boys
4. Mentoring, with a strong connection to men of color and diverse men and women of influence
5. Beneficial partnerships with community resources, colleges, parents, and extended learning providers

NextGen Prep will also overcome the impact that high rates of poverty have on student achievement by rooting in young men a set of core values and leadership dimensions that enable them to see beyond and strive through challenging circumstances. Additionally, NextGen Prep will require that parents of students participate annually in the school's five-week *Destination Planning* workshops, which are designed to develop parents into knowledgeable and effective college preparatory coaches for their children [see Appendix].

Furthermore, NextGen Prep will be the only all-male public school option serving young men in middle and high school when it opens in 2011. The school will also be the only IB school in the city offering the full continuum of the IB Programme at the secondary level. Young men enrolled in NextGen Prep in 6th grade will begin their education in the IB Middle Years Programme and continue in the curriculum until they move into the rigorous two-year Diploma Programme beginning in 11th grade, thereby increasing their likeliness of success. The District of Columbia Public Schools does not presently offer the IB Programme in grades 9 or 10.

NextGen Prep will also begin establishing partnerships with competitive colleges and universities as soon as the school is authorized by the District of Columbia Public Charter School Board. Presently, too many DC students are attending colleges and universities that produce low numbers of graduates. NextGen Prep's leadership will form partnerships with top college and universities to ensure it knows what students need to do to gain access to these schools, and ensure its young men are prepared to access and succeed in highly competitive colleges and universities upon graduation from high school. NextGen Prep will also work with local colleges and businesses to ensure that its young men are able to engage in a college educational environment and secure work experience while attending NextGen Prep.

Facilities Plan

The founders of NextGen Prep are seeking to identify an 18K-20K square foot facility to serve its students for the first two years of operation in Wards 6, 1, or 2. Projected facilities costs are \$100/square feet per student. Founders will also speak with city leadership, real estate owners, and philanthropists to identify (quality and cost-effective) donated or reduced-price property to lease with a lease-to-purchase option. However, NextGen Prep's founders are aware that securing such an opportunity will be very challenging, and therefore, are projecting within the schools' budget the costs of a full lease for a facility.

NextGen Prep plans to stay in its initial facility for a minimum of two and a maximum of three years. In year three or four, NextGen Prep plans to move into a facility that will support its growth at least through 2015-16; but preferably, the move at that time would be into a permanent facility. Having an affordable, quality, and permanent educational facility as soon as possible will help ensure stability in staffing and enrollment. The school will reach its maximum enrollment in 2016-17, when it adds its first 12th grade class. In its first year of operation, NextGen Prep is projected to spend 101% of its \$2800/student facilities allowance on its building. By 2015-16, the percentage of funding is projected to be 82%. Annual facilities savings will be used to pay for facility moves, upgrades, and purchase.

NextGen Prep's Facilities Growth Plans						
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Students		120	180	240	300	360
SF / Student		100	100	100	100	100
SF Required		12,000	18,000	24,000	30,000	36,000
SF Available		12,600	18,900	25,200	31,500	37,800
Final year at current Facility		2	2	4	4	6
Facility Size sq ft (Est.)		18,900	25,200	25,200	37,800	37,800
Facility Utilization		63%	71%	95%	79%	95%
Annual \$ / SF		18	18.36	21	21.42	21.85
Rent, parking, other occupancy		340,200	462,672	529,200	809,676	825,870
% DC Facility Funding Used		101%	92%	79%	96%	82%
Rent: / Month		28,350	38,556	44,100	67,473	68,822

NextGen Prep's plans for financing and upgrading the facility will be determined after a facility is identified.

Facilities Financing Options

The District of Columbia provides \$2,800 per pupil in facilities funding for all approved charter schools. The DC Office of the State Superintendent of Education (OSSE)'s Office of Public Charter School Financing and Support (OPCSFS) manages several programs for financing public charter school facilities, including the \$26M *Revolving Direct Loan Fund for Charter School Improvement*, the \$22M *Revolving Credit Enhancement Fund*, the *City Build Incentive Grant Program*, and the *Charter School Incubator Facility Initiative*. OPCSFS also manages DC's federal Title IV B charter school start-up and implementation grant, which provides a \$700K reimbursable grant to newly approved charter schools to support their start-up costs during their implementation year – the year before the school opens (up to \$180K) – and during their first two years of operation (up to \$520K). This grant can be used, in part, to help plan, secure, and renovate a facility. The following facilities programs, all of which NextGen Prep may not qualify for depending on where its school is physically located, are administered by OPCSFS:²⁵

- **City Build Program:** Established in 2003, this program promotes community revitalization with a particular emphasis on strengthening public education by financing the establishment of quality public charter schools and partnerships between high performing nonprofit organizations and charter schools in distressed neighborhoods. Schools receiving grants must serve residents of a particular neighborhood, must be open to students, residents, and families of the community before-and-after school, and must provide other community benefits such as family literacy, adult education, and health and wellness programs.
- **Co-location/Space Sharing Grant:** A federally supported program that's intended to improve DC Public School buildings and program offerings by providing space to public charter schools that encourage innovative collaborations between them and DCPS.
- **Credit Enhancement Revolving Fund:** A federally funded program that provides enhanced credit, lease guarantees, and access to financial assistance to eligible public charter schools for the acquisition, renovation, and construction of school facilities.
- **Direct Loan Fund for Public Charter School Improvement:** A federally funded program that provides loans to DC public charter schools for the purpose of construction, acquisition, renovation, and/or maintenance of public charter school facilities.
- **Facilities Incentive Fund:** A federally funded formula grant from the U.S. Department of Education that provides charter schools operating in the District of Columbia that serve a large low-income population and provide school choice to communities with struggling public schools with additional facilities funding through a competitive RFP process. Eligible schools must present evidence that 65% of their school's population meets poverty criteria and 25% of the school's student population resides in communities where the local traditional public school is identified as (a) persistently dangerous, (b) a transformation school, or (c) as a Title I school in need of improvement.

- **Incubator Initiative:** A public-private partnership between OSSE and Building Hope (see below) that provides space to new charter schools on a revolving basis. The initiative was funded through the DC Appropriations Act of 2003 and a separate credit enhancement grant from the U.S. Department of Education.

There are a handful of other organizations that provide facilities financing and related technical assistance for charter schools in the District of Columbia. They assist charters with securing tax exempt bonds, New Market Tax Credits, Qualified School Construction Bonds (QSCBs), Qualified Zone Academy Bonds (QZABs), and loans, and guarantees from lenders. They also invest in charter schools in different stages of their development and provide varying levels of auxiliary services and technical assistance. The following organizations invest in charter school facilities in the District of Columbia:

Building Hope (Washington, DC) is a nonprofit multi-services partnership firm that supports high quality public charter schools in Washington, DC and other U.S. cities by providing technical and financial assistance for capital projects. They support schools at start-up and through their growth span providing **real estate technical assistance** (site selection, design, lease/purchase negotiations, constructing affordable loans, and subleasing), **facilities financing** (lending, guaranteeing/insuring debt from \$250K to \$1M, facilitating financing and issuance of bonds), and **back office professional business services** (facilities maintenance and repairs, finance and accounting, payroll and employee benefits, and information technology). Building Hope also operates an Incubator Initiative in partnership with the District of Columbia Office of the State Superintendent of Education (OSSE) to provide leased space to start-up charter schools on a revolving basis.

Charter School Development Center (Hanover, MD) provides facilities solutions for charter schools nationally through real estate development, financing, and credit enhancement services. Through its *Building Block Fund*, CSDC provides loan guarantees, first-loss debt service reserves, substitute equity and additional collateral for leasehold improvements, acquisition, renovation, and construction loans, as well as lease guarantees. BBF has helped more than 50 charter schools leverage nearly \$150M in financing since 2001.

Local Initiatives Support Corporation (New York, NY) established the *Educational Facilities Financing Center* in 2003 to support the development of quality public charter and alternative schools in low-income neighborhoods by providing short-term acquisition and construction loans, with an interest-only period, and permanent financing with a seven-year term and 12-year amortization period. To date, LISC has provided more than \$50M in loans and guarantees to more than 50 charter schools nationwide. In June 2009, LISC received an additional \$8.3M from the U.S. Department of Education to bolster its financing initiatives for charter schools.

NCB Capital Impact (Arlington, VA), a non-profit affiliate of National Cooperative Bank (also a nonprofit), has provided more than \$100M in facilities financing to public charter schools nationally, including schools in the District of Columbia. The company offers construction, renovation and leasehold improvement loans, real estate acquisition and term loans, equipment loans, and in an exceptionally few cases, revolving lines of credit. The range of funding provided is between \$1M to \$10M. NCB generally funds schools that are at least three years old and have an enrollment and academic performance history, but they have funded younger schools in some cases.

Nonprofit Finance Fund (New York, NY) works to create a strong, well-capitalized and durable nonprofit sector that connects money to mission effectively. NFF provides loans and lines of credit for facilities and working capital, New Market Tax Credit loans, and business/financial analysis. Since 2004, NFF has provided \$1.3M in loans to two DC charter schools for leasehold improvements. NFF maintains an office in Washington, DC.

The Reinvestment Fund (Philadelphia, PA) has invested more than \$162M in 54 charter schools, including schools in the District of Columbia. Loan funds are available to finance facility projects, including acquisition, renovation, construction, and leasehold improvements. TRF funds charter schools through its TRF Growth Fund and through its partnership with NCB Capital Impact.

NextGen Prep will seek to access funds managed by OSSE and will establish relationships with one or more of the independent facilities financing organizations listed above to assist with its acquisition of facilities space at start-up and through its growth period. In its first 2-3 years of operation, NextGen Prep will look to operate its school in a cost-effective, co-location environment with another charter school or in a facility that provides for adequate growth and can be financed effectively over time.

Marketing and Recruitment Strategies

NextGen Prep's marketing plan will support three priorities and goals:

1. **Enrollment:** Recruiting, retaining, and expanding student enrollment annually – share NextGen Prep with as many parents and students as possible and establish a wait-list of at least 30 students at each grade level by June 1 each year.
2. **Staffing:** Recruiting and retaining a talented, effective, and committed faculty and staff – field qualified applicants for each position in a timeframe that enables us to hire by June 30 each year.
3. **Public Image and Support:** Building, maintaining, and solidifying a base of support among local leaders, financial contributors, key partners, the media, and the general public.

To thrive in DC's competitive marketplace of more than 300 public and nonpublic schools, NextGen Prep will make use of a variety of marketing strategies to accomplish its enrollment, staffing, fundraising, and publicity goals. Each strategy will be phased in, from pre-launch of the school through the first three years of operation. These marketing strategies are less expensive and more sustainable with the budget of a new charter school than television, radio, and popular print advertisements. They also deliver a great return on investment if executed effectively. Each strategy will enable NextGen Prep, with its limited staff, to promote itself to the general public and hard-to-reach communities, build relationships, sustain communications and achieve its goals.

- A. **Image Management:** NextGen Prep's logo and images of young men projecting the NextGen brand will be featured on the school's website, in informational and print materials, and on inexpensive paraphernalia (lapel pins, emblems, ink pens, etc). Students will be required to wear uniforms that include a blue blazer featuring the NextGen Prep emblem, a gold tie, white shirt, khaki pants, and black or brown dress shoes. They will also have a gym uniform and athletic team wear that features the NextGen emblem. Additionally, NextGen Prep will also ensure that its school grounds, educational facility, and learning spaces are clean, orderly and well-maintained at all times, and that these physical spaces reflect positive images of NextGen students, positive adult males, community leaders, families, and supporters. NextGen Prep's Core Values will be visible through the school as well, and its students, faculty, staff, and Board of Directors will reflect an image in school and in public that is consistent with the school's Core Values and Leadership Dimensions [see Appendix].
- B. **Grassroots Engagement:** NextGen Prep's founders and its key staff (once hired) will go door-to-door in target neighborhoods, and other areas of the city where prospective candidates can be found, to build relationships with young men, families, and local community resource persons and advocates to recruit young men to attend NextGen Prep. Recruiters will be dressed in the NextGen Prep uniform (either a polo shirt or suit jacket/tie, each showing the NextGen emblem, and dress slacks or skirt) and will visit homes in two person teams.

NextGen Prep will also partner with City Council members, Advisory Neighborhood Commissioners, and local libraries to host community meetings year-round to promote the school in target neighborhoods and military bases. It will also promote the school to citizens in high traffic residential areas of the city, including metro stops, restaurants, community centers, community health agencies, and at public events. NextGen Prep will engage the religious community as well, promoting the school to church leaders and requesting to speak before their congregations or have the church publicize the school during their announcements on Sundays and ministry activities during the week. Area businesses, hospitals, government agencies, foster care agencies, and mentorship programs will be asked to make information available to their patrons, clients, and families. NextGen Prep will also seek to form partnerships with the Police Department and Court System to ensure judges, attorneys, neighborhood police officers, and family advocates know about the school and can make referrals of young men they believe will benefit from joining NextGen's school community.

- C. **Online Presence & Partnerships:** NextGen Prep will launch a website and update its current Facebook and Twitter pages prior to the school opening to expand its public presence. The Facebook page for NextGen Prep presently has 368 members. The page is used to raise awareness, expand support, communicate progress, announce activities and events, and promote small-donor fundraising campaigns. The website will be used to recruit students, staff, and eventually serve as an entry-point to a member only section on the Internet for faculty, students, and parents. NextGen Prep will also establish strategic alliance partnerships with service associations

(100 Black Men, Concerned Black Men), enlisting their participation in the school's annual events. In addition, NextGen Prep will establish partnerships with DC public, charter, and private elementary schools to recruit students; specifically focusing on schools whose educational program is similar to NextGen Prep's curriculum and instructional methods.

- D. **Viral Marketing:** NextGen Prep will use email announcements and social networking sites to share its mission, activities, employment opportunities, and successes with its base of supporters and will inspire and encourage them to share the information with their friends, colleagues, parents and young men they know who might be interested in the school. NextGen Prep will add to its base of supporters through its other marketing strategies, collecting names and contact information when and where appropriate.
- E. **Buzz Marketing:** NextGen Prep will use subtle forms of marketing to recruit students and faculty, increase its donor and support base, and develop a positive public image. The school will maintain an influential board of directors and advisors, will engage notable people and organizations in the school, and will publicize these assets to the general public. The school will also prepare key messages and strategically involve its students, staff, and parents in key events and activities to market its brand – high achieving, thoughtful, forward thinking, confident and empowered young men who are being groomed for leadership and success by equally talented, passionate and committed adults. The messages, images, and quality of interactions that the broader community has with members of the NextGen community will create a positive buzz about the school, its impact, and the success of its students.
- F. **School Visits & Activity Participation:** Each year, from the week after Thanksgiving through the end of the school year, NextGen Prep will invite prospective students and parents, funders, and members of the community to visit the school. A visit program and weekly schedule will be established to ensure that the school day and learning is not interrupted by visitors. NextGen Prep will also establish an open visit policy for parents, and will create opportunities for them to leverage their ongoing involvement with the school and their young men. Through nurturing positive relationships with parents, and establishing an environment where they are wanted and respected, NextGen Prep will create spokespersons in the community who help grow its student body and community support. Finally, NextGen Prep will host an annual community event that engages its school community with the greater Washington, DC community in a day of fun, competitive events for families, and will serve as a resource to parents whose children do not attend NextGen Prep by inviting them to participate in its Destination Planning workshops.
- G. **Popular Media:** NextGen Prep will allocate resources to market itself on Urban and News Radio during the peak student recruitment season in two phases. Phase I will take place in November 2010 and Phase 2 advertising will take place between January and March 2011. To defray costs, NextGen Prep will enlist the support of popular radio personalities for feature interviews, spotlights, and PSAs with NextGen Leadership to promote the school.

Student Enrollment and Admissions

For NextGen Prep's inaugural school year, 2011-2012, only 6th and 7th graders will be admitted to the school. The school will be open to all young men who are District of Columbia residents who apply by the registration deadline, provided seats are available.

All interested families will complete an Enrollment Form online, during community meetings and outreach activities, through local partners, or during a visit to the school (after it opens). If NextGen Prep receives *less than* 60 enrollment forms for either grade (6 and 7) in the first year, all students' who applied will be admitted. If the school receives *more than* 60 enrollment forms for either grade level in the first year or more enrollment forms than seats available in subsequent years, it will hold a public lottery at a location that provides enough space for applicant students and families. If the school does not fill all available seats, it will continue its grassroots recruiting efforts until it reaches its enrollment goal. Siblings of students who are already enrolled in NextGen Prep or who receive a seat during the lottery will receive preference for enrollment in the school. While all names will be included in the lottery and will be pulled blindly, the lottery process will account for a sibling preference.

Projected Enrollment (Goal)

NextGen Prep will seek to enroll 120 students in its first year of operation in 2011-12. The school will grow by one grade per year every year until reaching a full complement of 6th through 12th grade. At maturity, NextGen Prep will serve a maximum of 420 students. Chart 1 below reflects the school's enrollment and growth goals.

Chart 1: Projected Student Enrollment (Goal)

	2009-10 Year 1	2010-11 Year 2	2011-12 Year 3	2012-13 Year 4	2013-14 Year 5	2014-15 Year 6	2015-16 Year 7	2016-17 Year 8
6 th Grade	Planning Year	Implementation Year	60	60	60	60	60	60
7 th Grade			60	60	60	60	60	60
8 th Grade				60	60	60	60	60
9 th Grade					60	60	60	60
10 th Grade						60	60	60
11 th Grade							60	60
12 th Grade								60
Total	0	0	120	180	240	300	360	420

Chart 2 reflects NextGen Prep's projected enrollment if normal attrition in the District of Columbia impacts student enrollment. The attrition levels indicate the number of students who may leave each year after the school year has begun. Estimated annual attrition is adjusted in chart 2 by -10% in grades 6-9 and -5% in grades 10-12. As students get closer to graduation, have built camaraderie with their peers, and have become acculturated to NextGen Prep, it expects to lose fewer students. In the meantime, the school will work very hard to maintain its enrollment.

Chart 2. Projected End-of-Year Enrollment after normal Attrition

	2009-10 Year 1	2010-11 Year 2	2011-12 Year 3	2012-13 Year 4	2013-14 Year 5	2014-15 Year 6	2015-16 Year 7	2016-17 Year 8
6 th Grade	Planning Year	Implementation Year	54	54	54	54	54	54
7 th Grade			54	54	54	54	54	54
8 th Grade				57	57	57	57	57
9 th Grade					57	57	57	57
10 th Grade						57	57	57
11 th Grade							57	57
12 th Grade								57
Total	0	0	108	165	222	279	336	393

Admissions Process

NextGen Prep will launch its school website and begin its outreach to communities letting them know about the enrollment period for NextGen Prep in July 2010, by which time the negotiation process with the DC Public Charter School Board will be completed. The school's first enrollment period will be November 1, 2010 – March 25, 2011. Beginning November 1, parents will be able to submit enrollment forms on-line or send them to NextGen Prep through U.S. Mail. Prior to November 1, NextGen Prep will have parents complete "Interest Cards". For those parents who complete these cards, NextGen Prep will stay in consistent contact with them, reminding them of when the enrollment period begins and ends.

NextGen Prep's enrollment period will be conducted in four phases:

- Phase 1, Pre-Registration, November 1, 2010 – February 25, 2011: Parents will submit their enrollment forms to NextGen Prep and complete an interview with NextGen leadership; interviews will be held January 18 – March 17, 2011
- Phase 2, Lottery, Saturday, March 19, 2011 (If necessary)
- Phase 3, Admissions & Registration, March 21 – April 22, 2011: Parents must submit completed registration information, including valid proof of DC residency
- Phase 4, New Student and Parent Orientation, Two dates- July 12, 2011 (6th Grade) and July 14, 2011 (7th Grade): Parents will be required to submit an official transfer/withdrawal form from their son's current school, their final report card, and a copy of their son's Spring 2009 standardized test scores by their orientation date or risk their son losing their seat to another student on the waiting list.

The Interview

The Interview will last 60 minutes and will be a time for NextGen Prep to share information with prospective parents and students about the school. They will learn about the school's core values and expectations, what a typical day will be like for NextGen students, and about opportunities available to NextGen Prep students to learn and grow outside the classroom. Parents and students will share more about themselves, why they are interested in NextGen Prep, and what their expectations are of the school. Parents/Guardians will be expected to dedicate 20 hours per school year to the school (2 hours per month). This could include volunteering in the classroom, supporting administrative processes, participating in NextGen's Family Leadership Team, leading or supporting school activities, or helping out at school events.

New Student & Parent Orientation

The orientation will last no longer than two hours. At these sessions, parents and students will learn more about the academic program and activities planned for the school year, will get to know their peers, other parents, and faculty and staff, will tour the school facility, order school uniforms, sign up for the parent council, ask questions, and share ideas. It is also at the orientation where parents and students will be asked to sign the NextGen-Parent-Student Compact, which outlines each stakeholders commitment to work together to ensure young men are successful and achieve their goals.

Projected Marketing & Recruitment Timeline

During the initial years, NextGen Prep will implement a very aggressive – but positive – recruitment campaign to ensure that all available seats and teacher/staff vacancies are filled. After year four, NextGen Prep anticipates that the school will have demonstrated consistent academic results and fostered relationships within the community so that recruitment efforts can be slightly less aggressive and less costly. A table detailing the timeline for the enrollment process has been included below:

Dates	Actions
April 19, 2010	DC Public Charter School Board (PCSB) Votes to Approve Schools
May-June 2010	Feedback Sessions and Charter Negotiations with PCSB
May 2010	Recruit Male Models for Marketing Materials Photo Shoot
June 2010	Host NextGen Photo Shoot in Washington, DC
July 2010	Launch Phase 2 of NextGen Prep Website & Social Networking Media Begin Grassroots, Viral, and Presence Marketing Campaign
September 2010	Begin Speaking at Churches, Businesses, etc about NextGen Prep

	Board of Directors Retreat
October 2010	First Round of Paid Media (Radio & Print)
	Buzz Team Meeting (w/volunteers to discuss recruitment strategies)
November 2010	Begin Enrolling Students November 1
	Begin Recruiting Teachers and Staff
	Host First Community Meetings/Information Sessions
	Begin Buzz Marketing & Recruitment Campaign
December 2010	Participate in Community Holiday Events
January 2011	NextGen Prep Sponsored Community Event – MLK Weekend
	First Interviews Conducted with Parents & Students
February 2011	Attend Black History Month Activities; Host/Sponsor an Event
	Enrollment Deadline February 25
March 2011	Hold Public Lottery March 19
April 2011	Admissions & Registration Deadline March April 22
July 2011	New Student and Parent Orientation on July 12 & 14

Human Resources

NextGen Prep will recruit, hire, and develop a quality staff for all positions within the school. The school will have a nimble staffing model, with each position carrying additional collateral duties during the school's first few years of growth. NextGen Prep's staffing structure will be divided along three core functions: Executive Leadership, Business Leadership, and Instructional Leadership. This structure will ensure that the school remains focused on teaching and learning, that finance and compliance needs are met, that lines of communication and accountability are clear, and that all within the school community are accountable for student achievement and performance excellence. It will also ensure that dollars are allocated where they are most needed – for teaching, learning, and professional development.

Staffing Plan

NextGen Prep teachers and staff will work 9 hours per day (7:30am – 5:00pm ET) - excluding their 30 minute lunch break – to accommodate the school's longer school day (8am – 4:30pm ET). Teachers will also work 206 days per year, including professional development days, but will be given a 50 minute planning period each day and one 90 minute team planning session every Wednesday. Compensation for this has been built into the budget. NextGen Prep has also budgeted for a 4-week summer program, which it will fairly compensate teachers for as well. Teachers will participate in summer programming voluntarily.

The targeted student-to-teacher ratio is 17:1. The Harkness Instructional method works best when engaging a smaller group of students. It provides for more meaningful and engaging dialogue and enables the teacher to get all students involved in the learning process. Also, NextGen Prep will staff a little heavier in its first year than charter schools generally do to ensure proper implementation and execution of the IB Programme, to adequately initiate and support the school's commitment to family and community engagement, and to provide adequate academic and social support to its young men.

NextGen Prep will continue to grow through the five years of operation reflected in the budget. Positions will be added, as necessary, to progressively accommodate the growing academic and administrative needs of an increasing student population. NextGen Prep's staffing plan is designed to ensure the school meets its obligation and commitment to produce high levels of student achievement and success, to ensure the school stays in sound financial health and maintain compliance with local, state, and federal policies, laws

and regulations, and that its students, staff, faculty, and parents are adequately supported in their respective roles. The following position summaries cover positions in the first year of operation.

Position Summaries

President & CEO

The President and CEO reports to the Board of Directors and is responsible for the entire operation of the school, its programs, and services. The President & CEO will build and directly manage a Executive Leadership Team comprised of the Head of School, Business Manager, Director of Family & Community Partnerships, and Dean of Students (Note: The Dean of Students will serve on the Leadership Team but will be supervised by the Head of School). The CEO is also responsible for facilitating strategic planning with the Board of Directors; recruiting, developing, evaluating, and retaining a high quality staff; fundraising and ensuring the organization meets its annual fundraising goals; planning for school operations, finance, facilities acquisition, budgeting, growth, and replication; ensuring the organization executes an effective communications and marketing plan; recruiting students and meeting enrollment goals; measuring and reporting student achievement; maintaining compliance with local, state, and federal laws and obligations to the chartering authority; and serving as the school's primary spokesperson.

Head of School

NextGen Prep's Head of School will be responsible for overseeing and guiding all aspects of teaching, learning, and student and family services in the school. His/her primary focus will be ensuring teachers are teaching, students are learning, parents are engaged, the community is involved in the school and the school is involved in the community. S/he will also ensure that all team members lead with NextGen Prep's Core Values and Leadership Dimensions in mind, and that all team members in the Instructional Pipeline are supported, developed, recognized, and rewarded for their achievements.

The Head of School's duties will include monitoring classroom instruction and student support services, planning for school effectiveness and student achievement, organizing effective professional development opportunities for faculty and staff, and serving as a spokesperson along with the President & CEO for the school. The Head of School will also be responsible for curriculum development for all subject areas, managing and reporting all internal and external assessment data, and ensuring that special needs students and English Language Learners are appropriately educated, supported and integrated into all facets of the school. The Head of School will report to the President and CEO and serve as a member of the Executive Leadership Team and the Board's Fundraising & School Support Committee.

Dean of Students

The Dean of Students will be the primary person responsible for the planning, execution, and oversight of non-academic student services. S/he will be responsible for assessing and coordinating services and programs for students and their families; for engaging parents and the general public in NextGen Prep; for ensuring that all students are enrolled in the mandatory level of core curricular activities; and will oversee the school's counseling and athletic programs. The Dean of Students will also be responsible for student discipline, oversight of the "New Student & Parent Orientation", student recruitment, and oversight and/or coordination of family events outside of the regular academic program. The Dean of Students will report to the Head of School.

Business Manager

The Business Manager will ensure NextGen Prep practices fiscal discipline, appropriately manages spending against its annual budget and income, completes its annual budgets on time, adheres to its Financial and Personnel Policies and Procedures, and that the school remains in compliance with all grants, contributions, and federal, state, and local laws, policies, and regulations. S/he will have responsibility for budget and finance, building and grounds, food service, and in collaboration with the Head of School – staffing and personnel support. S/he will serve as a point of contact for compliance purposes with the DC Public Charter School Board; manage the accounts payable process the schools banking relationship; reimburse school staff and board committees as necessary; coordinate and manage the NextGen Prep's relationship with janitorial and food service providers and other contractors; oversee annual financial and operational audits; and maintain proper insurance coverage for the school and its employees. The Business Manager will report to the President and CEO (and indirectly to the treasurer), and serve as a member of the Executive Leadership Team and the Board of Director's Finance Committee.

General Education/English Language Learner (ELL) Teachers

All of NextGen Prep's teachers will meet all of the requirements of *highly qualified teacher* as established by the No Child Left Behind Act of 2001. All teachers of core academic subjects will hold at least a bachelor's degree from an accredited institution of higher education and demonstrate a high level of competency teaching youth in urban settings (particularly males of color) in each of the core subjects in which he/she will teach prior to being hired.

Specifically, teachers will be responsible for developing lesson plans and implementing the curriculum in all subjects; teaching a minimum of four periods daily; maintain accurate and up-to-date data regarding student achievement on internal assessments; completing the electronic grade book daily so that parents and students can keep up with students' performance on-line; provide academic support to students at least 3 times per week; serve as a mentor and coach to 12-15 boys; meeting with their cohort at least twice weekly to discuss progress, troubleshoot, and field ideas that improve teaching, learning and the school community; partner with parents in the development and management of student's Destination Plans; enforce all school rules inside and outside of the classroom; oversee student lunch periods, arrival and dismissal; and develop and maintain a strong working relationship with parents via school activities, regular parent-teacher statuses, progress reports, and phone calls, when necessary.

Master Teachers will perform the same duties as teachers and will be subject to the same hiring criteria. In addition, they will lead teams of teachers, coordinating professional development, lead team meetings and lesson planning, and coach teachers in the classroom who require or request additional support. One Master Teacher will also serve as the "required" coordinator for the International Baccalaureate Program. Both regular and Master Teachers will report to the Head of School.

School Counselor

The School Counselor will work collaboratively with classroom teachers, the Director of Family and Community Partnerships, classroom teachers, and parents to provide comprehensive academic and personal support to students to ensure NextGen Prep students are set-up for success. They will hold individual and group counseling sessions with students and parents; implement effective social and peer development and conflict resolution programs; create school-wide systems for supporting students' social and academic growth; and ensure students social needs are being met within the school community. They will participate in assessing a variety of behavior, skills, emotions, and goals of students; intervene directly when counseling services are needed or requested; and will consult with teachers, parents, and school personnel on students' behavior, learning, and social well-being. In addition, the school counselor will supervise the Parent and Teacher Destination Planning Process; provide early career and guidance counseling; connect students to college preparatory and experiential learning programs that address their needs and interests; ensure all students are placed in appropriate classes; assist with interim benchmarking and college readiness assessments; and will assist with coordinating tours to and partnerships with colleges and universities and local businesses. The School Counselor will report to the Dean of Students and serve as a member of the school's *Fit For Life* and *Emergency Response* teams.

Special Education Coordinator

The Special Education Coordinator will be responsible for coordinating and reviewing the special education needs of incoming students, ensuring that they receive the proper accommodations and/or modifications within the classroom, and ensuring that NextGen Prep maintains strict compliance with the provisions of the Individuals with Disabilities Education Act (IDEA).

Specifically, the Special Education Coordinator will facilitate review of intake assessments for incoming students. partner with teachers to ensure NextGen Prep offers an inclusive education environment for students; coordinate pull-out services on an as-needed basis only; follow all Federal and District guidelines concerning the development and implementation of IEPs and 504s and ensure compliance with all Federal and District SPED regulations regarding parental consent; coordinate with the Head of School and grade-level teachers regarding any pre-referral meetings; ensure that all general education teachers know and understand classroom accommodations for the special needs students they serve; coordinate with Principal and grade-level teachers to monitor implementation of appropriate accommodations for students during instruction; serve as the point of contact for parents of students with special needs and for matters relating to due process; organize and coordinate professional development opportunities for general and special education teachers; work directly with general education teachers on issues that may arise in classroom settings; facilitate the evaluation/reevaluation process and create a master schedule for annual IEP meetings; and be responsible for SPED student files, including maintaining a system that monitors viewing of files and confidentiality, as well as ensuring that all files are current. The Special Education Coordinator will report to the Head of School.

Skills Mastery Center Coordinator

The Skills Mastery Center Coordinator will work in partnership with teachers, the IB coordinator, and the special education coordinator to ensure that students who are struggling academically have appropriate learning intervention plans and instructional support within the school, including NextGen Prep-trained tutors during and after school. The SMC Coordinator will ensure all tutors are trained, will manage the after-school homework club, and will attend grade-level learning team meetings at least once per week. The SMC Coordinator will be a highly qualified teacher with at least three years of successful teaching experience. The SMC Coordinator will report to the Special Education Coordinator.

Director of Family & Community Partnerships

The Director of Family & Community Partnerships will work to connect and maintain strong ties between NextGen Prep and parents and members of the Greater Washington, DC community; will identify and establish partnerships that provide extended learning opportunities and benefits to parents and students; and will work closely with the school counselor(s) to identify and support students' career interests and goals. They will coordinate quarterly parent-teacher statuses; support and participate in the Parent Council; recruit volunteers and coordinate special events; identify community resources establish relationships with other nonprofit and for-profit partners that bolster the school's educational program; coordinate student field expeditions; and establish and maintain a good rapport with youth resource providers in the Greater Washington community. The Director of Family & Community Partnerships will report to the President & CEO and serve as a member of the school's Executive & Fit For Life Teams.

Development Coordinator

The Development Coordinator will be a full-time position that is responsible for assisting the President & CEO with creating and implementing annual and multi-year Development Plans for NextGen Prep. The plan will include developing a base of individual philanthropists, foundations, social investment firms, and corporations/businesses that support NextGen Prep's educational services (tutoring, programs for parents), co-curricular programs (athletics, clubs), student experiential activities (field trips, international expeditions), outreach initiatives (community engagement, events), facilities upgrades and purchase, and school growth and replication. The Development Coordinator will have an annual dollar goal to raise and will work closely with the President & CEO and Board of Directors to develop relationships with prospective funding partners, secure contributions, and manage and nurture relationships. This Development Coordinator will report directly to the President & CEO.

School Nurse

The School Nurse will be a member of NextGen Prep's *Fit for Life* and *Emergency Response Teams*. The nurse will be responsible for maintaining and/or improving the health status of students, thus enabling them to benefit from their educational experiences, and to promote optimum health status and lifestyles for all students through joint efforts of home, school, and community. The nurse will hold at least a bachelors degree from an accredited nursing program; will specialize in pediatric care or have previous experience in public health or as a school nurse; and will be certified to practice in the District of Columbia. Special characteristics of the school nurse position will be to conduct health screenings and respond to emergency health situations on the part of students and staff; communicate appropriately and effectively with individuals and groups regarding health care matters within the school and larger community; adapt the nursing process including nursing diagnosis to fit the health needs of NextGen Prep students and personnel; foster a sense of self-responsibility for health among students and employees through individual and group health education; ensure all NextGen Prep staff are certified – and maintain their certification – in CPR; and demonstrate NextGen Prep's commitment to optimal healthy lifestyles, life-long fitness, and well-being.

NextGen Prep will seek to partner with the Children's National Medical Center of Washington, DC, which through its *Children's School Services' School Health Program*, provides nursing and health services in 163 DCPS and public charter schools in the District of Columbia. The School Nurse will report to the Head of School.

Athletic Director

The Athletic Director (AD) will preferably, but necessarily, be a NextGen Prep teacher or non-executive staff member who carries the AD position as an additional responsibility. The AD will ensure each NextGen student has a fun, instructional, and competitive age appropriate athletic experiences that foster physical skill development, a sense of self-worth and competence, a knowledge and understanding of sports and sports competition, and the principles of teamwork, integrity, and fair play. The AD will ensure NextGen Prep operates effective athletic programs within its budget limitations. S/he will also hire, supervise and evaluate athletic coaches and trainers; plan, organize, supervise, and evaluate all athletic programs; and promote athletic talent to the local media, colleges & universities, and related partners. The Athletic Director will have completed, or commit to completing, national personal trainer certification either through the National Strength & Conditioning Association (NSCA) or the American College of Sports Medicine

(ACSM) (or a comparable alternative certification program), and complete a rigorous coaching education program. The Athletic Coach will report directly to the Dean of Students.

Athletic Coaches & Fitness Trainers

Athletic coaches and Fitness Trainers will have at least three years experience coaching competitive. They will have already completed, or commit to completing, national personal trainer certification either through the National Strength & Conditioning Association (NSCA) or the American College of Sports Medicine (or a comparable alternative certification program), and a rigorous coaching education program. Athletic coaches and fitness trainers will report to the Athletic Director.

Office Manager

The Office Manager will play a central role in ensuring an orderly, responsive, and open school. In addition to maintaining the school's administrative systems and routines, the Office Manager will function as the primary contact person for all of the school's constituents. Specifically, S/he will be responsible for overseeing the day-to-day administrative activities of the school, managing the collection and maintenance of student, personnel, and school information; managing school-wide daily systems (student attendance, discipline, etc.), helping to plan and manage the logistics and preparations for school events and activities as needed; helping to organize board and staff meetings, retreats, and annual evaluations; greeting and documenting all visitors; coordinating on-site components of school financial systems such as purchase orders, payroll records, grant reports and financial forms; managing school maintenance and supply systems; maintaining office equipment and furnishings; maintaining the schools calendar of events; and helping to manage the National School Breakfast Program, National School Lunch Program, and snacks and processing student and faculty applications. They will also be responsible for supervising the administrative support team. The office manager will report to the Business Manager and will be a member of the school's *Emergency Response Team*.

Administrative Assistant

The Administrative assistant will support the office and administrative functions of the school. These responsibilities include answering phones and taking messages; collecting and maintaining records for all incoming students; collecting and maintaining student attendance and achievement records; collecting and recording data for the school breakfast and lunch program; greeting and documenting all visitors; assisting with special events and activities, and ensuring the appropriate and timely distribution of incoming and outgoing correspondence and communications (e.g. school newsletters, calendars, notices, etc.). The administrative assistant will report to the Office Manager.

School Security Officer

The School Security Officer will be responsible for promoting and sustaining the safety of students and employees within the school. The Position will also assist administrative staff with enforcing policies and procedures for safe and orderly school. Specific duties include controlling undesirable actions; monitoring external school areas, the cafeteria, hallways, restrooms, and other assigned areas of the school building during class hours; patrolling parking lots to detect unauthorized persons or vehicles and to identify suspicious activity; assist administrators and staff during a crisis or an emergency; prevent and control disruptive situations on school premises; investigate law and policy violations in the school; work cooperatively with school administrators and law enforcement officials in handling serious situations; assist with fire drills and other emergency evacuation planning; and maintain security records, logs and reports. The School Security Officer will report to the Business Manager and serve as a member of the school's *Emergency Response Team*.

Note: All faculty and staff will serve as mentors to NextGen students. This responsibility will be outlined in their position description.

Staffing Allocation

The following positions reflect NextGen Prep's staffing during its first year of operation (2011-12). An organizational chart is available in the Appendix:

Executive Leadership

- President & CEO, 1.0 FTE
- Development Coordinator, 1.0 FTE
- Director of Family & Community Partnerships, 1.0 FTE

Instructional Leadership

- Head of School, 1.0 FTE
- Dean of Students, 1.0 FTE
- Master Teachers/IB Coordinator, 2.0 FTE
- General Education Teachers, 7.0 FTE
- Summer Teachers, 4.0 LTE
- ESL Teacher, 0.5 FTE
- Counselor/Advisor, 1.0 FTE
- Skills Mastery Center Coordinator, 1.0 FTE
- Special Education Coordinator, 1.0 FTE
- Administrative Assistant/Receptionist, 1.0 FTE
- Athletic Director, 1.0 Auxiliary LTE, \$4,000/year
- Athletic/Fitness Coaches, 4.0 Auxiliary LTE, \$3,000/sport
- Nurse, 0.5 FTE

Business Leadership

- Business Manager, 1.0 FTE
- Office Manager, 1.0 FTE
- Security, 2.0 FTE

NextGen Prep's budget reflects a desire to hire the Head of School one year early – by July 1, 2010, and the Dean of Students, Director of Family & Community Partnerships, and Budget Manager six months early – by January 31, 2010. These individuals will engage in professional development, assist with student recruitment, and getting the school ready to receive faculty, students, and families in the summer of 2011.

Year 2 Staffing Plan

Executive Leadership

- President & CEO, 1.0 FTE
- Development Coordinator, 1.0 FTE
- Director of Family & Community Partnerships, 1.0 FTE

Instructional Leadership

- Head of School, 1.0 FTE
- Dean of Students, 1.0 FTE
- Master Teachers/IB Coordinator, 2.0 FTE
- General Education Teachers, 11.0 FTE
- Summer Teachers, 6.0 LTE
- Library/Media Specialist, 1.0 FTE
- ESL Teacher, 1.0 FTE
- Counselor/Advisor, 1.0 FTE
- Skills Mastery Center Coordinator, 1.0 FTE
- Student Programs Coordinator, 1.0 FTE
- Special Education Coordinator, 1.0 FTE
- Administrative Assistant, 1.0 FTE
- Athletic Director, 1.0 Auxiliary LTE, \$4,000/year
- Athletic/Fitness Coaches, 4.0 Auxiliary LTE, \$3,000/sport
- Nurse, 0.5 FTE

Business Leadership

- Business Manager, 1.0 FTE
- Office Manager, 1.0 FTE
- Administrative Assistant/Receptionist, 2.0 FTE
- Security, 2.0 FTE

Year 3 Staffing Plan

Executive Leadership

- President & CEO, 1.0 FTE
- Development Coordinator, 1.0 FTE
- Director of Family & Community Partnerships, 1.0 FTE

Instructional Leadership

- Head of School, 1.0 FTE
- Assistant Head of School for Teaching & Learning, 1.0 FTE
- Dean of Students, 1.0 FTE
- Master Teachers/IB Coordinator, 2.0 FTE
- General Education Teachers, 16.0 FTE
- Summer Teachers, 8.0 LTE
- Library/Media Specialist, 1.0 FTE
- ESL Teacher, 1.0 FTE
- Counselor/Advisor, 1.0 FTE
- Skills Mastery Center Coordinator, 1.0 FTE
- Student Programs Coordinator, 1.0 FTE
- Special Education Coordinator, 2.0 FTE
- Administrative Assistant/Receptionist, 2.0 FTE
- Athletic Director, 1.0 Auxiliary LTE, \$4,000/year
- Athletic/Fitness Coaches, 4.0 Auxiliary LTE, \$3,000/sport
- Nurse, 1.0 FTE

Business Leadership

- Business & Operations Manager, 1.0 FTE
- Office Manager, 1.0 FTE
- Human Resource Manager, 1.0 FTE
- Food Service Coordinator, 1.0 FTE
- Administrative Assistant/Receptionist, 3.0 FTE
- Security, 3.0 FTE

Year 4 Staffing Plan

Executive Leadership

- President & CEO, 1.0 FTE
- Development Coordinator, 1.0 FTE
- Director of Family & Community Partnerships, 1.0 FTE

Instructional Leadership

- Head of School, 1.0 FTE
- Assistant Head of School for Teaching & Learning, 1.0 FTE
- Dean of Students, 1.0 FTE
- Master Teachers/IB Coordinator, 2.0 FTE
- General Education Teachers, 20.0 FTE
- Summer Teachers, 10.0 LTE
- Library/Media Specialist, 1.0 FTE
- ESL Teacher, 1.0 FTE
- Counselor/Advisor, 2.0 FTE
- Skills Mastery Center Coordinator, 1.0 FTE
- Partnerships & Volunteer Coordinator, 1.0 FTE
- Student Programs Coordinator, 1.0 FTE
- Special Education Coordinator, 2.0 FTE
- Administrative Assistant/Receptionist, 2.0 FTE
- Athletic Director, 1.0 Auxiliary LTE, \$4,000/year
- Athletic/Fitness Coaches, 6.0 Auxiliary LTE, \$3,000/sport
- Nurse, 1.0 FTE

Business Leadership

- Business & Operations Manager, 1.0 FTE
- Office Manager, 1.0 FTE
- Human Resource Manager, 1.0 FTE
- Grants & Compliance Manager, 1.0 FTE
- IT & Communications Manager, 1.0 FTE
- Food Service Coordinator, 1.0 FTE
- Administrative Assistant/Receptionist, 3.0 FTE
- Security, 3.0 FTE

Year 5 Staffing Plan

Executive Leadership

- President & CEO, 1.0 FTE
- Development Coordinator, 1.0 FTE
- Director of Family & Community Partnerships, 1.0 FTE

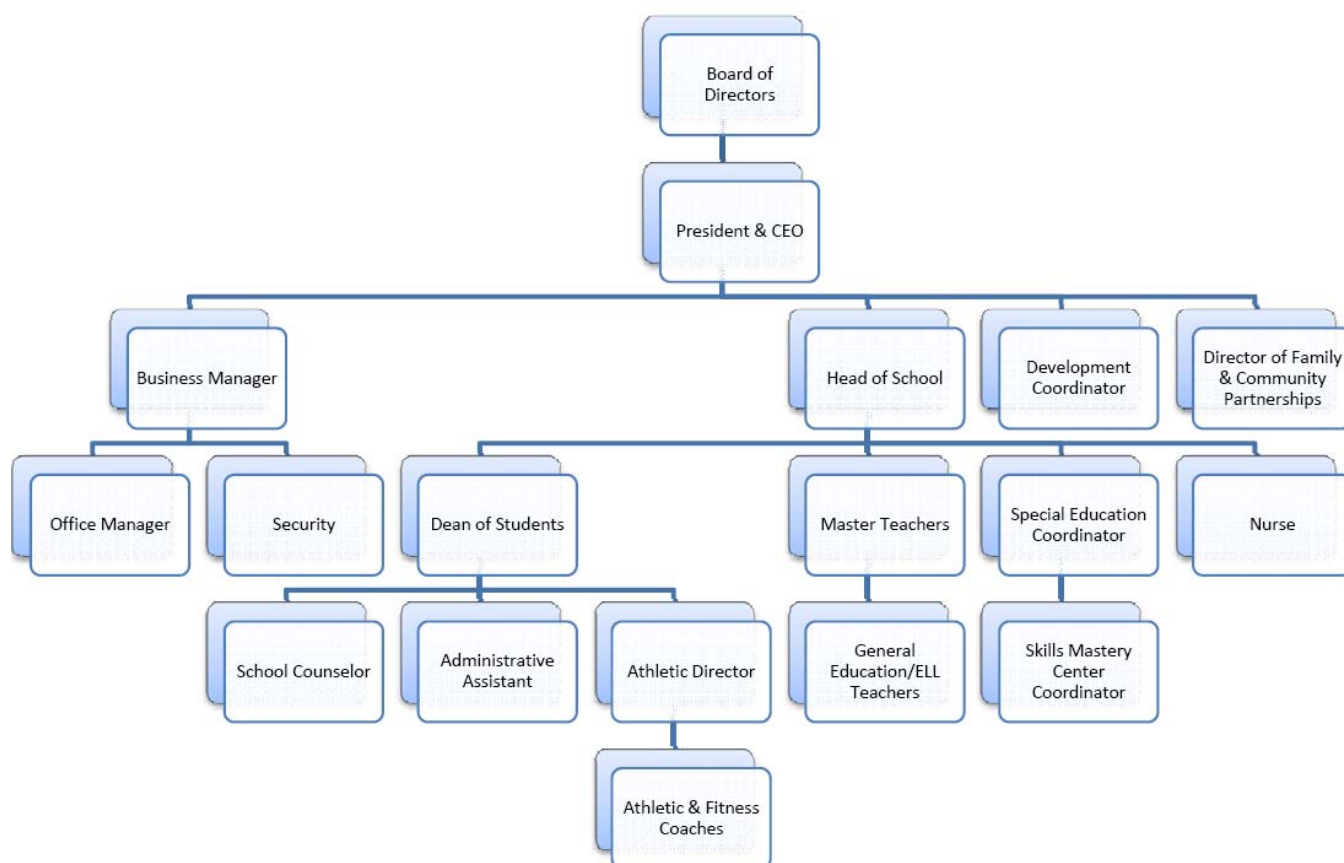
Instructional Leadership

- Head of School, 1.0 FTE
- Assistant Head of School for Teaching & Learning, 1.0 FTE
- Dean of Students, 1.0 FTE
- Master Teachers/IB Coordinator, 4.0 FTE
- General Education Teachers, 24.0 FTE
- Summer Teachers, 12.0 LTE
- Library/Media Specialist, 1.0 FTE
- ESL Teacher, 1.0 FTE
- Counselor/Advisor, 2.0 FTE
- Skills Mastery Center Coordinator, 1.0 FTE
- Partnerships & Volunteer Coordinator, 1.0 FTE
- Student Programs Coordinator, 1.0 FTE
- Student Registration & Attendance Coordinator, 1.0 FTE
- Special Education Coordinator, 2.0 FTE
- Administrative Assistant/Receptionist, 2.0 FTE
- Athletic Director, 1.0 Auxiliary LTE, \$4,000/year
- Athletic/Fitness Coaches, 6.0 Auxiliary LTE, \$3,000/sport
- Nurse, 1.0 FTE

Business Leadership

- Business & Operations Manager, 1.0 FTE
- Office Manager, 1.0 FTE
- Human Resource Manager, 1.0 FTE
- Grants & Compliance Manager, 1.0 FTE
- IT & Communications Manager, 1.0 FTE
- Food Service Coordinator, 1.0 FTE
- Administrative Assistant/Receptionist, 5.0 FTE
- Security, 4.0 FTE

Organizational Chart – 1st Year of Operation



Note: Additional Charts for Years 2 – 5 are located in the Appendix.

NextGen Prep's Founding Board Members

NextGen Prep has eight founding members, though that number will increase as founders continue to recruit additional talent to the project. Presently, the Board of Next Generation Education Foundation is serving as the board of the school; however, the Foundation is presently working with its attorneys to determine if it can change its name to "Next Generation Preparatory Academies", or if it will need to file a new 501(c)(3) application to be a school/school developer. The Foundation will take whatever action necessary, and as soon as possible, to ensure its charter school application is well positioned to win approval by the DC Public Charter School Board before its application is submitted in February 2010.

To establish NextGen Prep, the Foundation has established a School Development Committee through which the school is being established. The School Development Committee has four members of NextGen Prep's Board and two non-board members. The Committee's will eventually comprise a certain number of members of the Board of the School. The Foundation is approaching the development of the schools board in three Phases:

- (1) a founding team with business, education, and content area expertise and the time to devote to getting the application completed and approved,
- (2) a "developing" school board that can ensure the school is resourced and launched effectively, and

(3) a “sustaining” board that will include major donors, influential leaders, individuals with expertise in accounting/finance, commercial real estate, and law, and parents who can sustain the schools educational program and supports its growth and replication.

Next Generation will also recruit members with significant international experience and influence to the Board to open doors to international partnership, travel, and study opportunities for NextGen students and teachers. Presently, the members of Next Generation Education Foundation’s Board are:

Mr. Kaleem Caire is the lead founder and President & CEO of Next Generation. Kaleem is an accomplished, trail blazer and national leader in K-12 education, with more than 15 years of expertise in organizational leadership, coalition building, project management, strategic alliance partnerships, fundraising and developing and managing direct service youth programs. Prior to taking the helm of Next Generation, Kaleem was a senior store executive with Target Corporation. Prior to Target, Kaleem served as Executive Director of Fight For Children in Washington, DC. Kaleem has also held leadership roles with the American Education Reform Council, Community Adolescent Programs, Wisconsin Department of Public Instruction, Wisconsin Center for Academically Talented Youth, and as founding president & CEO of the Black Alliance for Educational Options (BAEO). In 1997-98, Kaleem served on the Madison (WI) Metropolitan School District’s committee that advised the superintendent on the District’s successful plan to improve minority student achievement. In 2001, Kaleem commissioned the nation’s first comprehensive study of high school graduation rates, which has led to a radical shift in measuring high school quality and productivity in the U.S.; increased the country’s sense of urgency to reform secondary education; and bolstered high school reform efforts nationally. He also guided the establishment of the DC Public Charter School Association, DC Opportunity Scholarship Program, and the passage of Three Sector legislation that has resulted in the U.S. Congress investing more than \$265 million in education reform in the nation’s capital, including funding for DC Public Schools Master Education and Master Facilities Plans, charter school facilities credit enhancement and direct loan fund, charter school achievement awards, and the City Build Initiative. He is married to his wife of 16 years and they have 5 children. In 2008, Kaleem and his wife were recognized with the Forward Under Forty Award and as Distinguished Alumni by their alma mater, the University of Wisconsin-Madison for their work to advance educational equity for children in Wisconsin and the U.S.

Mr. Khari Brown is the Executive Director of Capital Partners for Education, a 14-year old college preparatory program for low-income high school students in Washington, DC. Since joining Capital Partners for Education in 2001, Brown has led the organization through a period of unprecedented growth and development. Over the past year Brown has overseen a major gifts campaign that has attracted more than \$2,000,000 in contributions, providing a foundation of financial support for the organization for years to come. In 2005, the *Washingtonian* magazine named CPE as one of the top 40 youth serving organizations in the Washington Metropolitan area. Brown received both a Bachelors degree in American Studies and a Masters degree in Education from Tufts University. He is a two-time captain of the Tufts University basketball team and played professional basketball in Helsinki, Finland. After his playing career ended in 1995, Brown spent six years coaching high school and college basketball in the Boston area. Brown also owned and operated a fitness and sports performance business serving individual and group clients. During his Masters studies, Brown taught at Cambridge Rindge and Latin High School in Massachusetts and started an after school weight training program for at-risk students. Brown moved to Washington, DC in 2001 to take the helm of CPE. Mr. Brown presently resides in Washington, DC with his wife and daughter.

Ms. Nicole Chestang is the President of Chestang & Associates, Inc. Chestang & Associates is a strategic consulting practice serving education, nonprofit and private sector institutions in the U.S. and internationally. The company specializes in college access and pipeline development issues related to under-represented low-income and minority communities. Prior to launching Chestang & Associates, Ms. Chestang served as chief operating officer of the Graduate Management Admissions Council® (GMAC®), the leading not-for-profit international association of graduate business schools and sponsor of the Graduate Management Admissions Test® (GMAT®). During her tenure she led the Council’s key business areas including development of assessment products and services, industry analysis and research, client services, communications and operations. On the leadership team of GMAC for over a decade, she played a key role in the evolution of the council into an international enterprise supporting more than 2,000 schools and 250,000+ test takers worldwide. Prior to joining GMAC®, Ms. Chestang served in human resource leadership positions with Unisys Corporation and Fisher Controls, an Emerson Company. Ms. Chestang presently serves as a trustee of the Edwin Gould Foundation in New York, the Maryland based Next Generation Education Foundation, and the National Black MBA

Foundation. She has also served on the boards of the Ph.D. Project Association, Friends of the National Zoo, the Corporate Advisory Board of the historically black colleges and universities Business Dean's Roundtable, and the Diversity Pipeline Alliance. Ms. Chestang holds a bachelor's degree in psychology from Wayne State University and an MBA the Olin School of Business at the Washington University of St. Louis.

Dr. J. Daniel Hollinger is the Secretary of Next Generation's Board of Directors. Dr. Hollinger establishes and improves schools and education programs, strengthens leadership and builds high-performing teams. Dr. Hollinger specializes in inquiry-based, trans-disciplinary education, International Baccalaureate Programmes, teacher training, faculty and organization culture improvement, executive coaching, strategic planning and strategic governance. Prior to consulting, Dr. Hollinger founded and led two international schools – transitioning them from start-up to full-scale operations. As a faculty leader, he developed dual-language immersion, International Baccalaureate Programmes in Arabic, English, French, Greek, Mandarin and Spanish. He built and led high-performing and collaborative faculty, management and leadership teams. Dr. Hollinger established partnerships with corporations, foundations, governments, schools and universities worldwide. He acquired and developed five campuses. Dr. Hollinger's board service includes George Mason University's FAST TRAIN Program, Next Generation Education Foundation, One World Education and the Association of Independent Schools of Greater Washington.

Mr. Shomari McCrimons is the Data Analytics Manager for AARP Services (ASI), AARP's for profit subsidiary created to manage the wide range of products and services available to the organization's 40 million members. Prior to joining ASI, Mr. McCrimons worked at the Washington Area Metropolitan Transit Authority (WMATA) in its Joint Development and Finance departments. Throughout his professional career, Mr. McCrimons has maintained a strong commitment to improving educational opportunities for youth. As a former Americorps VISTA, Mr. McCrimons worked at TeamTECH, an organization dedicated to narrowing the nation's digital divide. During his VISTA stint, Mr. McCrimons enhanced the technical skill set of over 1,000 nonprofit professionals and urban youth through the creation of an extensive training curriculum and a partnership with IBM that resulted in a 25 station computer lab in downtown Atlanta, Ga. for community use. Mr. McCrimons has remained an active urban education advocate while living in Washington, DC. He was a finalist for the prestigious Broad Residency in Urban Education. Additionally, Mr. McCrimons is an active mentor for the Washington DC Leader's of Tomorrow (LOT) program. LOT's mission is to improve the analytical and social skill set of high school student interested in attending college. Mr. McCrimons holds a BBA from Howard University and an MBA from Tulane University where he was a Morton A. Aldrich fellow. Mr. McCrimons was also named the National Black MBA Association's (Washington DC Chapter) member of the year in 2007 and is currently serves on the executive board.

Dr. Thomas Stewart is the President of Qwaku & Associates and Vice Chair of Next Generation's Board of Directors. A native of Washington, D.C., Dr. Stewart holds a bachelor's degree with honors from the University of the District of Columbia and a Ph.D. in Government from Harvard University, where his dissertation focused on the evolution of prisons in America and their impact on inner-city communities. After graduate school, he received a postdoctoral fellowship from the prestigious Harvard Society of Fellows, where his research focused on understanding the salient social issues facing urban children and families and devising strategies to address their root causes. Dr. Stewart's personal experiences and professional interests led him to pioneering work in organizational development and the creation of new educational paradigms. He was the Founding Executive Director of the SEED (School for Educational Evolution and Development) Public Charter School of Washington, D.C., a college and professional preparatory residential public charter school that is now considered one of the most novel and successful charter schools in America. Dr. Stewart was also the Founding Senior Vice President for Community and Client Development with LearnNow, Inc., Senior Vice President for Development with Edison Schools. He has been involved in numerous civic and volunteer activities, which include senior executive and/or board memberships with Next Generation Education Foundation, Black Alliance for Educational Options, Edison Schools, LearnNow, National Black Graduate Student Association, Parents International, and the World Organization of Resilient Kids. Dr. Stewart has a son and resides in Baltimore, Maryland and is a 2005 graduate of Leadership Greater Washington.

Ms. Mary Williams has twenty-five years of experience developing and implementing branding and marketing strategies in private sector and nonprofit businesses. Ms. Williams presently serves as the Director of Communications and Administration for the Gates Millennium Scholars Program (GMS), which is administered by the United Negro College Fund (UNCF) and funded by a \$1.6 billion grant from the Bill & Melinda Gates Foundation. Her past experiences in the consumer products market and the automotive industry influenced the social entrepreneurial perspective she applies in the educational non-profit arena. Ms. Williams has successfully enhanced the stature of the GMS Program by forging partnerships with community based and education support organizations, higher education

and K-12 schools and school systems, and students and their families. She leads outreach throughout the United States focusing on scholarship and college preparation. Ms. Williams has also served as Director of Communications for UNCF, and spent 17 years with Ford Motor Company and two years with International Playtex Corporation. A native of Philadelphia, PA, Ms. Williams graduated from Bucknell University with a Bachelor of Arts degree in Psychology and Sociology. Ms. Williams has a focus of giving back to the community, including serving on the boards of Next Generation Education Foundation, Robinson High School in Northern Virginia, Burke VA Fall Festival, and Kids to College.

Mr. James Woody, a native of Washington, DC, is passionately committed to the empowerment of at-risk individuals and families and the development of disadvantaged communities. Mr. Woody has been involved in non-profit management and governance for almost twenty years. Presently, he serves as the Project Director for the Bishop John T. Walker School for Boys, which enrolls young men living in Southeast Washington, DC, and as the Treasurer of Next Generation's Board of Directors. The school is a part of the Episcopal Diocese of Washington and was founded by leaders and supporters of the renowned St. Albans School for young men. Bishop Walker School opened in the fall of 2008 serving kindergarten boys but will eventually grow to serve young men in grades K-8. Prior to the Walker School, Mr. Woody served as Executive Director of Communities In Schools of the Nation's Capital, Executive Director of Kids With a Promise in New York City, National Director of Strategic Alliances for Prison Fellowship Ministries, and President and CEO of Community of Hope, Inc., a neighborhood development organization that serves homeless and low-income children and families through its transitional housing, after school, mentoring and family practice medical programs in Washington, DC. Prior to beginning his work in the not for profit sector, Mr. Woody had a successful career in the telecommunications industry where he held a number of leadership and management positions in the areas of marketing and strategic planning. Mr. Woody attended Houghton College in Houghton, NY and earned an MA in Counseling from Regent University in Virginia Beach, VA. In addition to his service on Next Generation Education Foundation's Board of Directors, he serves on the board's of Advocates for Justice and Education, Benning Communities Learning Initiative, Hope Housing, Inc. and Youth PartnersNET (Denver). Mr. Woody is also a 2000 graduate of Leadership Greater Washington.

Ms. Lisa Peyton-Caire is a co-founder of Next Generation and a member of the School Development Committee. She is an accomplished educator, writer, and entrepreneur. She is the founder and publisher of SisterSpeakonline.com, an award winning online lifestyle magazine for women. Lisa has more than 15 years experience providing leadership in PK-12 education, higher education and community-based organizations. Prior to founding SisterSpeakOnline, Lisa served as the Assistant Head of School of the 800 student K-12 Hyde Leadership Public Charter School in Washington, DC. At Hyde, Lisa oversaw the academic and administrative functions of the school, guiding school improvement planning and student performance, curriculum development and implementation, compliance, and staffing. Prior to Hyde, Lisa served in leadership roles with the University of Wisconsin-Madison's Division of Information Technology, Baby Steps Early Learning Center, Community Adolescent Programs, Inc., and the Nehemiah Community Development Corporation in Madison, Wisconsin. Lisa is considered a pioneer in using pre-college programs that provide year-round, multi-year pre-college training and tuition remission as tools to boost the matriculation, retention, and graduation of underserved student populations to college campuses. The Information Technology Academy (ITA) she created and managed at UW-Madison has to date sent more than 70 students of color to the UW-Madison on tuition free scholarships. Lisa holds a B.S. degree in Sociology and an M.S. in Educational Administration from the University of Wisconsin-Madison. She is presently the Associate Director of the University of Maryland College Park's Educational Opportunity Center, which provide college access and financial aid support and training to citizens of Prince Georges County, Maryland. She is also the proud parent of five children and resides in Bowie, Maryland with her husband.

Timeline of Activities

Phase I: Pre-Planning August 2009 – June 30, 2010

Objectives: Secure planning funds, expand the founding team, engage the community, identify early partnerships, fine-tune the business plan and complete and submit a winning charter school application

Details:

- Secure financial support for planning and preparing the charter application
- Add members to the Founding Team and identify/recruit prospective Board members
- Solicit feedback on the school design from key stakeholders, experts, and potential funders
- Establish Design Teams to assist with fleshing out the school design, curriculum, business model and facility
- Conduct school visits to review best practices for the further design of NextGen Prep
- Identify elementary school “pipeline” partners (feeder schools) and establish partnerships that bolster Next Generation’s leadership development program, faculty recruitment, facilities search, student support services and fundraising efforts
- Secure input and public support from prospective students, parents, the community and partners
- Secure support and/or partnerships with local school system, public agencies, and government and elected officials
- Engage in a search process to hire the instructional leader by June 30, 2010
- Identify a school facility
- Secure financial support for school implementation and a facility
- Approve administrative, financial, instructional, operational and personnel policies, protocols and budget for the school
- Hold a full day retreat to critique a draft of the charter school application
- Submit a successful charter school application to the DC Public Charter School Board by February 1, 2010

Phase II: Implementation July 1, 2010 – June 30, 2011

Objectives: Secure planning and implementation funds, seat the Board of Directors, achieve fundraising goals, hire key personnel, recruit students and staff, solidify partnerships, prepare for school opening

Details:

- Engage the new Head of School in the planning and implementation process; have them complete Philip Exeter’s Internship Program and their summer workshops; complete training in the summer of 2010 with the International Baccalaureate Organization; and spend 4-6 weeks in a successful DC Charter School
- Raise additional gap funding for school start-up costs
- Engage Partners in the Implementation Process
- Secure facility and supervise renovations
- Secure gap funding for the implementation of the school and first 2 years of operation
- Hire faculty and staff for 2010-11 and send them to Philip’s Exeter for training
- Publicize the school to prospective students and their parents; Recruit and enroll students
- Prepare for New Student and Faculty Orientation session

Budget Plan and Financial Projections

Next Generation has developed three budgets: (1) a best-case-scenario budget, (2) a worst-case-scenario budget, and (3) a steady-state budget, which is the budget that is presented in this business plan. As the nation wrestles with its toughest economic challenge in decades, the District of Columbia City Council recently took steps to address its projected \$667M three-year revenue shortfall. Besides raising taxes on sales, gas, and cigarettes to close the gap, the Council and Mayor recently approved \$30M in spending cuts to education. These cuts included reducing the charter school facilities allowance from \$3,100 to \$2,800 per pupil and holding per pupil spending for all public schools (DCPS and charter) constant at \$8,770 per student for the 2009-10 school year rather than increase it to \$8,945 per student as proposed by the Office of the State Superintendent of Education (OSSE).

NextGen Prep's steady-state budget tracks against these decisions. It holds the \$2,800 in per pupil spending constant for six years (through SY2015-16). It also holds the \$8,770 in per pupil base funding constant through DC's period of projected revenue shortfall – SY2011-12. Should the Council approve spending increases before 2011-12, NextGen Prep will adjust its budget accordingly.

Contingency Budgets

The best-case scenario budget assumes that NextGen Prep achieves 100% of its enrollment and that the District of Columbia City Council approves an increase in base per-pupil spending to \$8,945 in SY2011-12. The worst-case scenario budget assumes that NextGen Prep achieves just 75% of its enrollment goal and that per-pupil spending remains at \$8,770. Both budgets are available upon request.

Revenues

The primary drivers of revenue for NextGen Prep are the per-pupil charter school payments, the per-pupil facilities allowance, and federal entitlements the school will receive from District government and through OSSE. The budget does not reflect "other grants" that the school may be eligible for or may apply for in the future, such as E-rate, Americorps, or 21st Century Community Learning Center grants. The budget is structured so that in the most difficult of economic times, the school can still function and provide a basic quality education to its students using only the public revenues to which it is entitled. However, to ensure students receive additional academic and social support and are able to participate in important extended learning opportunities that are not generally available to them in traditional public schools, NextGen Prep will raise private funding annually for these purposes.

Surpluses

Surpluses will serve three purposes: (1) as collateral for loans and credit enhancement for future school facilities needs, (2) to support new programs and future school replication efforts, and (3) as a cash reserve, which will be set aside in a rainy day fund for future strategic and emergency uses. In addition, an annual 5% contingency is built into the total expense line of the budget to support unforeseen costs not projected in the budget.

Pre-Planning Year (not reflected in the attached budget tables)

Next Generation began the process of developing its business plan and engaging stakeholders about the development of NextGen Prep in April 2009. Since then, the organization's board and founder have provided their financial support and time to initiate the charter school development process. To continue its work through the pre-planning year, Next Generation is seeking \$140,000 in private, foundation, and fellowship contributions to support its planning efforts from September 2009 through June 2010. Funds will be used to support the school developer, allowing him to remain focused on the development process full-time. Funds will also be used to implement NextGen Prep's Design Team process and support the work of the School Development Committee – including visits to model, high quality and partner schools (Urban Prep in Chicago, Eagle Academies in New York City, Philip's Exeter in New Hampshire, and St. Paul's School outside of Baltimore, MD), researching best practices, securing application development assistance, purchasing materials and information needed to develop a winning charter school proposal, copying and printing, holding meetings, and establishing an informational website.

Funds will also be used to conduct a search for NextGen Prep's Head of School as Next Generation would like to hire the Head of School one year early to ensure that he or she is deeply engaged in the implementation of the school, including hiring staff, recruiting students, completing training, and forming relationships with founding members, the Board, partners, and members of the DC community.

Timeline: Immediately

- a. \$80K for School Developer (President & CEO)
- b. \$30K search process for the Head of School
- c. \$15K for research, design, and promotional materials; including school visits and website presence
- d. \$7K for consultant fees (for working with FOCUS on the completion of the charter application)
- e. \$8K for administrative expenses and IRS/DC filings

Implementation Year Expenses

NextGen Prep opens will hire its key personnel well before the school opens. Key personnel will work out of temporary office space until the schools facility is ready to be occupied.

The Head of School will be hired by June 30, 2010 and begin working in July 2010. The school will also bring on its Dean of Students, Director of Family & Community Partnerships, and Business Manager in January 2011 to participate in student recruitment, complete training, and assist with school set-up. Including the President & CEO, implementation year salaries are \$264,904. Total personnel costs are \$397,614, including salaries, employee benefits, contracted support for accounting and facilities search/planning, personnel, and professional development expenses.

The budget also reflects costs for renovation and leasehold improvements, student recruitment, general office and administrative expenses for a total of \$468,461 in implementation year expenses.

Two-Year Operating Budget

NextGen Prep's operating budget for its first two years is conservative, but its personnel costs are slightly higher than the average new charter school. The school has added additional staff to address the unique educational challenges young men face in the District of Columbia. To ensure its young men are receiving adequate support in school, that parents are fully engaged in their education, that partnerships and volunteers are effectively managed and supported, and that the school is able to meet its annual fundraising goals, NextGen Prep will hire (in addition to the Director of Parent & Community Engagement) the Skills Mastery Center Coordinator and Development Coordinator. In year one, 73% of NextGen Prep's expenses are personnel costs; however, the percentage drops to 66% in year two.

The school has projected an annual 2% increase in salaries for all positions. As the economy and per-pupil allowance grows, NextGen Prep will consider increasing this percentage to 3%, which has been the standard annual increase for charter schools in the District of Columbia.

The budget covers the following items reflected in the business plan: (1) funding for the IB Programme, mentoring, and enrichment, (2) an aggressive student recruitment campaign; (3) increased spending on assessments to account for the additional assessment period of a trimester school, and for benchmark and college readiness assessments; and (4) adequate spending on staff to support the academic and operational needs of the school.

Estimated Five-Year Budget

The estimated five-year budget projection is an extension of the two-year budget model. The budget assumes that the primary education program can be supported by public revenue, but includes a goal for private funding to adequately support and drive student achievement among young men. Additions to the two-year budget include additional positions: an Assistant Head of School for Teaching & Learning (Yr3), Compliance & Grant Manager (Yr4), Human Resources Manager (Yr3), and coordinators for IT (Yr4), Student Programs (Yr2), and Partnerships & Volunteers (Yr4). It also includes the purchase of additional equipment and supplies relative to the growth the school's enrollment and staffing.

In year three, the school will add 9th grade, will serve 240 students, and expects to move into a larger, possibly permanent facility either through a new lease or purchase. As a result, expenses are proportionally greater in year three than other years reflected in the budget.

Capital Budget

The Capital Budget has been included as part of the Year-Two Operating Budget.

Funding Plan

Next Generation is presently seeking to raise \$140,000 to support its pre-planning needs and activities. Its board members have each contributed financially to support the early part of its pre-planning work. Next Generation will seek these funds to support its continued efforts from the following sources:

- ☐ Walton Family Foundation for planning and pre-authorization start-up assistance
- ☐ Partners for Developing Futures to support the school developer and for planning/implementation
- ☐ Individual Contributors to support the school developer/planning/implementation
- ☐ The Community Foundation of the National Capital Region's Partnership for Equity Nonprofit Capacity Building Grant to support planning
- ☐ The Mind Trust and Echoing Green Fellowship Programs to support the school developer/planning
- ☐ NextGen Prep's Board of Directors to support the school developer and planning, including hosting a fundraiser in the fall of 2009

Implementation Year Funding

NextGen Prep will apply for the Walton Family Foundation's pre-authorization grant, which provides up to \$220,000 to help school developers with start-up costs after a charter school application has been approved by an authorizer. NextGen Prep will use \$110,000 of these funds during the implementation year and \$110,000 during the first year of operation for such things as early staffing, facilities, furniture and supplies.

NextGen Prep will seek to raise an additional \$200,000 from nonprofit venture firms that support charter school development, and from local and national foundations. It will raise an additional \$50,000 from individuals, \$50,000 from smaller private foundations, and \$25,000 from a fundraiser in the fall of 2010. Should private funding goals not be reached, NextGen Prep will still be able to operate its school with the public funding it receives, though certain programs and strategies that private funding will support will be scaled back.

Five Year Funding Goals

In addition to Walton and Partners, NextGen Prep will raise \$100,000 in cash or stock contributions from corporate partners, up to \$100,000 from foundations, \$100,000 from individuals and \$25,000 (year 1-2) to \$50,000 (year 3-5) from an annual fundraiser. The school will need to raise \$535,000 in private contributions and grants to support its inaugural year activities, \$225,000 in year two, and a sustaining \$300,000 in years 3 – 5. NextGen Prep will execute a direct-giving and year-round fundraising campaign, host small fundraisers and events, generate revenue through special events, and recruit board members who can contribute and secure small and large dollar donations from individual contributors.

Appendix

The appendix contains budgets, organizational charts, school facility assumptions, and other documents that support information contained in this business plan.

- ¹ Report – *Living arrangements of Children 2004*, U.S. Census Bureau, February, 2008.
- ² NextGen Prep’s budget provides a conservative projection – that just 50% of its students will be low-income. Should a greater number of number of low-income students enroll in NextGen Prep, the school will receive additional Title I allocations for these students.
- ³ Post Secondary Education Opportunity Report, *The State of American Manhood*, The Pell Institute for the Study of Opportunity in Post-Secondary Education, No. 171, September 2006. Findings are presented as listed in Michael Gurian’s book, *The Purpose of Boys*, San Francisco: Jossey Bass, 2009.
- ⁴ Cresswell, J., Rowe, K.J., & Withers, G. (2003). *Boys in school and society*. Camberwell, VIC: Australian Council for Educational Research. ISBN 0 86431 433 7
- ⁵ Sommers, Christina. *Single-sex classes making a comeback*. Education Reporter: November 2002, No. 22
<http://www.eagleforum.org/educate/2002/nov02/single-sex-classes.shtml>
- ⁶ Article – *Single-gendered classes score success in Stetson, public school experiment* by Cheryl Downs. Stetson University Newsletter, Spring 2007.
- ⁷ Conley, David. *Redefining College Readiness*. Eugene OR: Educational Policy Improvement Center (EPIC), March 2007, p. 5. A policy paper prepared for the Bill & Melinda Gates Foundation.
- ⁸ Press Release – *Study finds IB graduates well prepared to succeed in college*. International Baccalaureate Organization and the Educational Policy Improvement Center (EPIC), June 2009. <http://www.ibo.org/announcements/succeedincollege.cfm>
- ⁹ *Redefining College Readiness by David Conley, Educational Policy Improvement Center (EPIC), Volume 3, 2007.*
- ¹⁰ Richard F. Niebling '34 is the Thomas S. and Elinor B. Lamont Professor of English, Emeritus. He came to Exeter as a student in 1932, returned as a teacher in 1941, and retired in 1974, after serving as Chairman of the Department. Dick is a member of the Editorial Board of the BULLETIN and is currently Chairman of the Exeter Board of Selectmen. The Phillips Exeter Bulletin, Fall 1982
- ¹¹ *DC Public Charter School Annual Report, 2009*, pp. 2 and 9; and Carter, Corey and Josephine Baker. *10 years of Exploration and Discovery: A Brief History of the District of Columbia Public Charter School Board*. Washington DC: DC Public Charter School Board, 2007.
- ¹² *DC Public Charter School Annual Report, 2009*, pp. 4 and 5.
- ¹³ *10 years of Exploration and Discovery: A Brief History of the District of Columbia Public Charter School Board* by Corey Carter and Josephine Baker. Washington DC: DC Public Charter School Board, 2007, p. 16 and State of the DC Charter School Sector 2006: A Ten Year Review by Greg Vanourek, a study commissioned by Fight For Children of Washington, DC, p. 30.
- ¹⁴ DC Office of the State Superintendent of Education’s (OSSE) Quality Schools Project Report, *Table C1-Public School Enrollment 1990-01 to 2006-07*.
- ¹⁵ Report – OSSE 2008 Quality Schools Project, *Table C1: Public School Enrollment from 1990-91 to 2006-07 and OSSE, Audited Enrollment by School and Grade, October 6, 2008*.
- ¹⁶ *Report on Ethnicity and Sex Count by School* by OSSE, October 6, 2008.
- ¹⁷ Given the challenges charter schools experience with finding properties in the city, we will remain open to the possibility of locating our school in another ward should a facility in wards 6, 2, 1 and 5 not be available.
- ¹⁸ Borges, Fabian, Jennifer Chioma Okwudili and Donna Harati. *Ward Facts, History and Current Issues At-a-Glance*. Washington, DC: Georgetown Center for Social Justice, February 2007 and March 2008; and *Profile of Selected Demographic and Socio-Economic Characteristics, Census 20000*, District of Columbia Office of Planning State Data Center
- ¹⁹ Between 2000 and 2007, census estimates indicated that the black population in the District of Columbia declined by - 24,515 (-7%) residents while the white population increased by +30,203 (+19%) and the Hispanic population increased by +3,986 (+9%). Source:
- ²⁰ Gordon B Dahl and Lance Lochner, “*The Impact of Family Income on Child Achievement*,” National Bureau of Economic Research, April 2005.
- ²¹ Rolland, Stacey. *Disparities in the District: Poverty Is Major Cause of Social Problems in the District of Columbia*. DC Fiscal Policy Institute, November 2, 2006.
- ²² McKinley Technology High School Admission Procedure
http://mths.k12.dc.us/index.php?option=com_content&view=article&id=120&Itemid=141
- ²³ Benjamin Banneker Senior High School’s Admission Requirements
<http://www.benjaminbanneker.org/banneker.php?pgid=admissions.php>
- ²⁴ School Without Walls Admissions Requirements and Timeline <http://www.swwhs.org/Admissions%20Timeline%202008-2009.pdf>
- ²⁵ District of Columbia Office of Public Charter School Financing and Support
<http://www.osse.dc.gov/se/cwp/view,a,1224,q,556636.asp>

APPENDIX

1. Five Year Operating Budget
2. Operating Budgets for Implementation Year and Years 1 and 2
3. Organizational Charts for Years 1-5
4. School Facility Goals & Assumptions
5. NextGen Prep's Planning Process
6. NextGen Prep's Core Values
7. NextGen Prep's Leadership Dimensions
8. Next Generation Destination Planning Process

Next Generation Preparatory Academy Public Charter School

Five-Year Forecast						
INCOME	SY10-11	SY11-12	SY12-13	SY13-14	SY14-15	SY15-16
Per Pupil Charter Payments	-	1,371,979	2,106,100	2,933,060	3,792,256	4,684,646
Per Pupil Facilities Allowance	-	336,000	504,000	672,000	840,000	1,008,000
Federal Entitlements	180,000	340,538	383,588	168,569	215,542	264,566
Other Government Funding/Grants	-	61,583	94,223	128,143	163,382	199,979
Private Grants and Donations	385,000	535,000	375,000	350,000	350,000	350,000
Activity Fees	-	43,693	69,373	95,631	119,484	140,951
Loans	-	-	-	-	-	-
Other Income	-	-	-	-	-	-
TOTAL INCOME	565,000	2,688,793	3,532,283	4,347,403	5,480,664	6,648,143
EXPENSES	SY10-11	SY11-12	SY12-13	SY13-14	SY14-15	SY15-16
Personnel Salaries and Benefits	397,034	1,547,169	2,026,756	2,836,717	3,340,553	4,172,195
Direct Student Costs	6,000	186,196	67,891	87,591	86,636	26,920
Occupancy Expenses	25,000	416,230	550,580	629,748	963,514	982,785
Office Expenses	5,000	194,578	204,246	226,215	254,040	274,330
General Expenses	23,900	173,419	260,014	351,005	455,192	583,993
Contingency	10,936	79,465	94,672	121,462	154,780	176,845
TOTAL EXPENSES	467,870	2,597,056	3,204,159	4,252,739	5,254,717	6,217,068
EXCESS / (DEFICIT)	SY10-11	SY11-12	SY12-13	SY13-14	SY14-15	SY15-16
Excess / (Deficit)	97,130	91,737	328,124	94,664	225,947	431,076
Bank Balance	97,130	188,867	516,992	611,656	837,603	1,268,678
MAJOR ASSUMPTIONS	SY10-11	SY11-12	SY12-13	SY13-14	SY14-15	SY15-16
Student Enrollment	-	120	180	240	300	360
Facility Size	-	18,900	25,200	25,200	37,800	37,800
Average Teacher Salary w/out bonus	-	53,295	53,783	54,572	55,598	57,085
Student/Teacher Ratio	-	12.6	12.9	12.6	13.0	12.4
	-					
COST PER STUDENT	SY10-11	SY11-12	SY12-13	SY13-14	SY14-15	SY15-16
Student Enrollment	-	120	180	240	300	360
Per-Pupil Income	-	17,584	17,155	16,257	16,704	17,103
Per-Pupil Expenditures	-	21,642	17,801	17,720	17,516	17,270
Personnel Salaries and Benefits	-	12,893	11,260	11,820	11,135	11,589
Direct Student Costs	-	1,552	377	365	289	75
Occupancy Costs	-	3,469	3,059	2,624	3,212	2,730

Next Generation Preparatory Academy Public Charter School

		Column A	Column B	Column C	Column D
REVENUES		School	EMO	TOTAL	%Pub Income
1	Per Pupil Charter Payments	-			
2	Per Pupil Facilities Allowance	-			
3	Federal Entitlements	180,000			
4	Other Government Funding/Grants	-			
5	Total Public Funding	180,000			
6	Private Grants and Donations	385,000			
7	Activity Fees	-			
8	Loans	-			
9	Other Income (please describe in footnote)	-			
10	Total Non-Public Funding	385,000			
11	EMO Fee or Transfer (= line 73, col. G) *				
12					
13					
14	TOTAL REVENUES	\$565,000			

EXPENSES		School	EMO	TOTAL	%Pub Income
Personnel Salaries and Benefits					
15	Principal/Executive Salary	264,904			
16	Teachers Salaries	-			
17	Teacher Aides/Assistance Salaries	-			
18	Other Education Professionals Salaries	-			
19	Business/Operations Salaries	33,750			
20	Clerical Salaries	-			
21	Custodial Salaries	-			
22	Other Staff Salaries	-			
23	Employee Benefits	14,400			
24	Contracted Staff	67,000			
25	Staff Development Costs	16,980			
26					
27	Subtotal: Personnel Costs	397,034			
28					
29 Direct Student Costs					
30	Textbooks	-			
31	Student Supplies and Materials	-			
32	Library and Media Center Materials	-			
33	Computers and Materials	-			
34	Other Instructional Equipment	-			
35	Classroom Furnishings and Supplies	-			
36	Student Assessment Materials	-			
37	Contracted Student Services	-			
38	Miscellaneous Student Costs **	6,000			
39					
40	Subtotal: Direct Student Costs	6,000			
41					
42 Occupancy Expenses					
43	Rent	-			

Next Generation Preparatory Academy Public Charter School

44	Mortgage Principal Payments	-			
45	Mortgage Interest Payments	-			
46	Building Maintenance and Repairs	-			
47	Renovation/Leasehold Improvements	25,000			
48	Utilities	-			
49	Janitorial Supplies	-			
50	Equipment Rental and Maintenance	-			
51	Contracted Building Services	-			
52					
53	Subtotal: Occupancy Expenses	25,000			
54					
55	Office Expenses				
56	Office Supplies and Materials	-			
57	Office Furnishings and Equipment	-			
58	Office Equipment Rental and Maintenance	-			
59	Telephone/Telecommunications	500			
60	Legal, Accounting and Payroll Services	-			
61	Printing and Copying	4,000			
62	Postage and Shipping	500			
63	Other	-			
64					
65	Subtotal: Office Expenses	5,000			
66					
67	General Expenses				
68	Insurance	1,500			
69	Interest Expense	-			
70	Transportation	-			
71	Food Service	-			
72	Administration Fee (to PCSB)	-			
73	EMO Fee or Transfer	-			
74	Other General Expense	22,400			
75	CONTINGENCY	10,936			
76	Subtotal: General Expenses	34,836			
77					
78	TOTAL EXPENSES	467,870			
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	\$97,130			
82	Excess (or deficit) retained by EMO				

ASSUMPTIONS

Student Enrollment	-
Facility Size (square footage)	-
Average Teacher Salary	-
Student/Teacher Ratio	N/A
Other Major Assumptions	

Next Generation Preparatory Academy Public Charter School

		Column A	Column B	Column C	Column D
REVENUES		School	EMO	TOTAL	%Pub Income
1	Per Pupil Charter Payments	1,371,979			
2	Per Pupil Facilities Allowance	336,000			
3	Federal Entitlements	340,538			
4	Other Government Funding/Grants	61,583			
5	Total Public Funding	2,110,100			
6	Private Grants and Donations	535,000			
7	Activity Fees	43,693			
8	Loans	-			
9	Other Income (please describe in footnote)	-			
10	Total Non-Public Funding	578,693			
11	EMO Fee or Transfer (= line 73, col. G) *				
12					
13					
14	TOTAL REVENUES	\$2,688,793			

		School	EMO	TOTAL	%Pub Income
EXPENSES					
Personnel Salaries and Benefits					
15	Principal/Executive Salary	325,000			15%
16	Teachers Salaries	506,300			24%
17	Teacher Aides/Assistance Salaries	-			0%
18	Other Education Professionals Salaries	105,000			5%
19	Business/Operations Salaries	157,000			7%
20	Clerical Salaries	-			0%
21	Custodial Salaries	32,500			2%
22	Other Staff Salaries	143,802			7%
23	Employee Benefits	243,962			12%
24	Contracted Staff	-			0%
25	Staff Development Costs	33,605			2%
26					
27	Subtotal: Personnel Costs	1,547,169			73%
28					
29	Direct Student Costs				
30	Textbooks	30,000			1%
31	Student Supplies and Materials	26,500			1%
32	Library and Media Center Materials	18,000			1%
33	Computers and Materials	42,950			2%
34	Other Instructional Equipment	-			0%
35	Classroom Furnishings and Supplies	64,000			3%
36	Student Assessment Materials	10,200			0%
37	Contracted Student Services	(8,514)			0%
38	Miscellaneous Student Costs **	3,060			0%
39					
40	Subtotal: Direct Student Costs	186,196			9%
41					
42	Occupancy Expenses				
43	Rent	340,200			16%

Next Generation Preparatory Academy Public Charter School

44	Mortgage Principal Payments	-	0%
45	Mortgage Interest Payments	-	0%
46	Building Maintenance and Repairs	6,804	0%
47	Renovation/Leasehold Improvements	25,000	1%
48	Utilities	13,608	1%
49	Janitorial Supplies	10,206	0%
50	Equipment Rental and Maintenance	-	0%
51	Contracted Building Services	20,412	1%
52			
53	Subtotal: Occupancy Expenses	416,230	20%
54			
55	Office Expenses		
56	Office Supplies and Materials	12,788	1%
57	Office Furnishings and Equipment	42,550	2%
58	Office Equipment Rental and Maintenance	19,200	1%
59	Telephone/Telecommunications	17,760	1%
60	Legal, Accounting and Payroll Services	81,880	4%
61	Printing and Copying	6,000	0%
62	Postage and Shipping	2,400	0%
63	Other (computer support fees)	12,000	1%
64			
65	Subtotal: Office Expenses	194,578	9%
66			
67	General Expenses		
68	Insurance	15,000	1%
69	Interest Expense	-	0%
70	Transportation	44,325	2%
71	Food Service	89,376	4%
72	Administration Fee (to PCSB)	8,540	0%
73	EMO Fee or Transfer	-	0%
74	Other General Expense	16,178	1%
75	CONTINGENCY	79,465	4%
76	Subtotal: General Expenses	252,883	12%
77			
78	TOTAL EXPENSES	2,597,056	
79			
80	EXCESS (OR DEFICIENCY)		
81	Excess (or deficit) retained by school	\$91,737	
82	Excess (or deficit) retained by EMO		

ASSUMPTIONS

Student Enrollment	120
Facility Size (square footage)	18,900
Average Teacher Salary	53,211
Student/Teacher Ratio	12.63
Other Major Assumptions	

Next Generation Preparatory Academy Public Charter School

		Column A	Column B	Column C	Column D
REVENUES		School	EMO	TOTAL	%Pub Income
1	Per Pupil Charter Payments	2,106,100			
2	Per Pupil Facilities Allowance	504,000			
3	Federal Entitlements	383,588			
4	Other Government Funding/Grants	94,223			
5	Total Public Funding	3,087,911			
6	Private Grants and Donations	375,000			
7	Activity Fees	69,373			
8	Loans	-			
9	Other Income (please describe in footnote)	-			
10	Total Non-Public Funding	444,373			
11	EMO Fee or Transfer (= line 73, col. G) *				
12					
13					
14	TOTAL REVENUES	\$3,532,283			

		School	EMO	TOTAL	%Pub Income
EXPENSES					
Personnel Salaries and Benefits					
15	Principal/Executive Salary	331,500			11%
16	Teachers Salaries	752,964			24%
17	Teacher Aides/Assistance Salaries	-			0%
18	Other Education Professionals Salaries	107,040			3%
19	Business/Operations Salaries	202,980			7%
20	Clerical Salaries	-			0%
21	Custodial Salaries	33,150			1%
22	Other Staff Salaries	224,272			7%
23	Employee Benefits	328,904			11%
24	Contracted Staff	-			0%
25	Staff Development Costs	45,946			1%
26					
27	Subtotal: Personnel Costs	2,026,756			66%
28					
29	Direct Student Costs				
30	Textbooks	15,300			0%
31	Student Supplies and Materials	40,290			1%
32	Library and Media Center Materials	14,080			0%
33	Computers and Materials	21,267			1%
34	Other Instructional Equipment	-			0%
35	Classroom Furnishings and Supplies	32,640			1%
36	Student Assessment Materials	15,606			1%
37	Contracted Student Services	(74,413)			-2%
38	Miscellaneous Student Costs **	3,121			0%
39					
40	Subtotal: Direct Student Costs	67,891			2%
41					
42	Occupancy Expenses				
43	Rent	462,672			15%

Next Generation Preparatory Academy Public Charter School

44	Mortgage Principal Payments	-	0%
45	Mortgage Interest Payments	-	0%
46	Building Maintenance and Repairs	9,253	0%
47	Renovation/Leasehold Improvements	18,507	1%
48	Utilities	18,507	1%
49	Janitorial Supplies	13,880	0%
50	Equipment Rental and Maintenance	-	0%
51	Contracted Building Services	27,760	1%
52			
53	Subtotal: Occupancy Expenses	550,580	18%
54			
55	Office Expenses		
56	Office Supplies and Materials	13,229	0%
57	Office Furnishings and Equipment	3,468	0%
58	Office Equipment Rental and Maintenance	19,584	1%
59	Telephone/Telecommunications	18,115	1%
60	Legal, Accounting and Payroll Services	118,835	4%
61	Printing and Copying	9,000	0%
62	Postage and Shipping	3,600	0%
63	Other	18,414	1%
64			
65	Subtotal: Office Expenses	204,246	7%
66			
67	General Expenses		
68	Insurance	23,017	1%
69	Interest Expense	-	0%
70	Transportation	67,244	2%
71	Food Service	136,745	4%
72	Administration Fee (to PCSB)	13,051	0%
73	EMO Fee or Transfer	-	0%
74	Other General Expense	19,958	1%
75	CONTINGENCY	94,672	3%
76	Subtotal: General Expenses	354,686	11%
77			
78	TOTAL EXPENSES	3,204,159	
79			
80	EXCESS (OR DEFICIENCY)		
81	Excess (or deficit) retained by school	\$328,124	
82	Excess (or deficit) retained by EMO		

ASSUMPTIONS

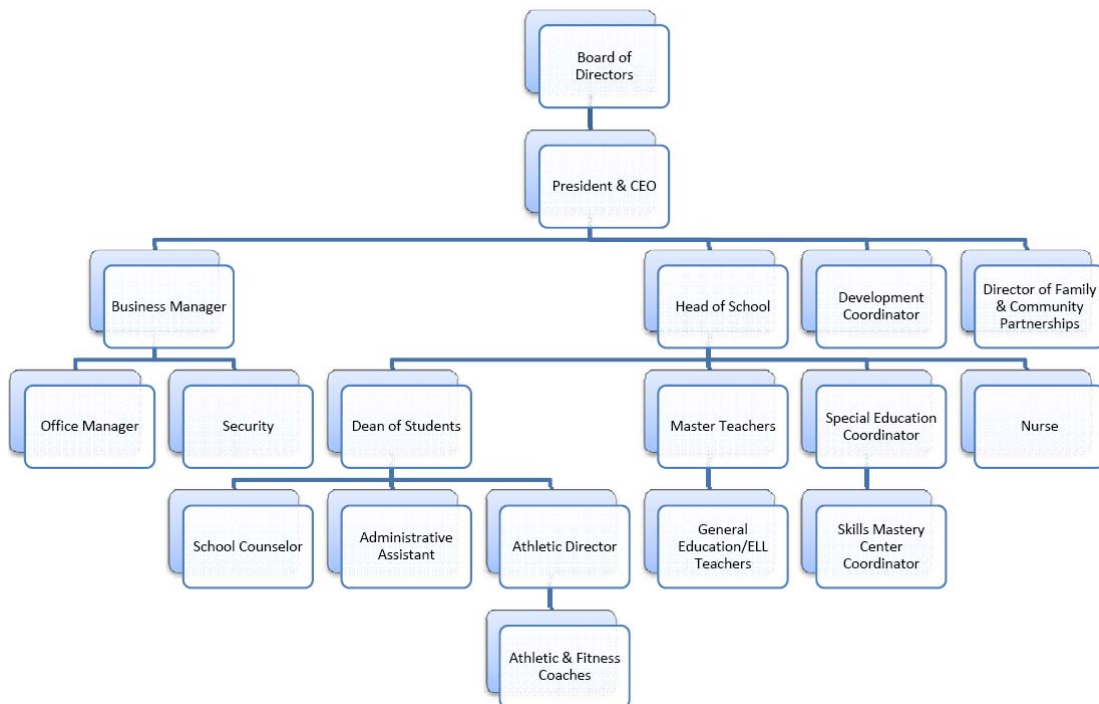
Student Enrollment	180
Facility Size (square footage)	25,200
Average Teacher Salary	53,572
Student/Teacher Ratio	13
Other Major Assumptions	



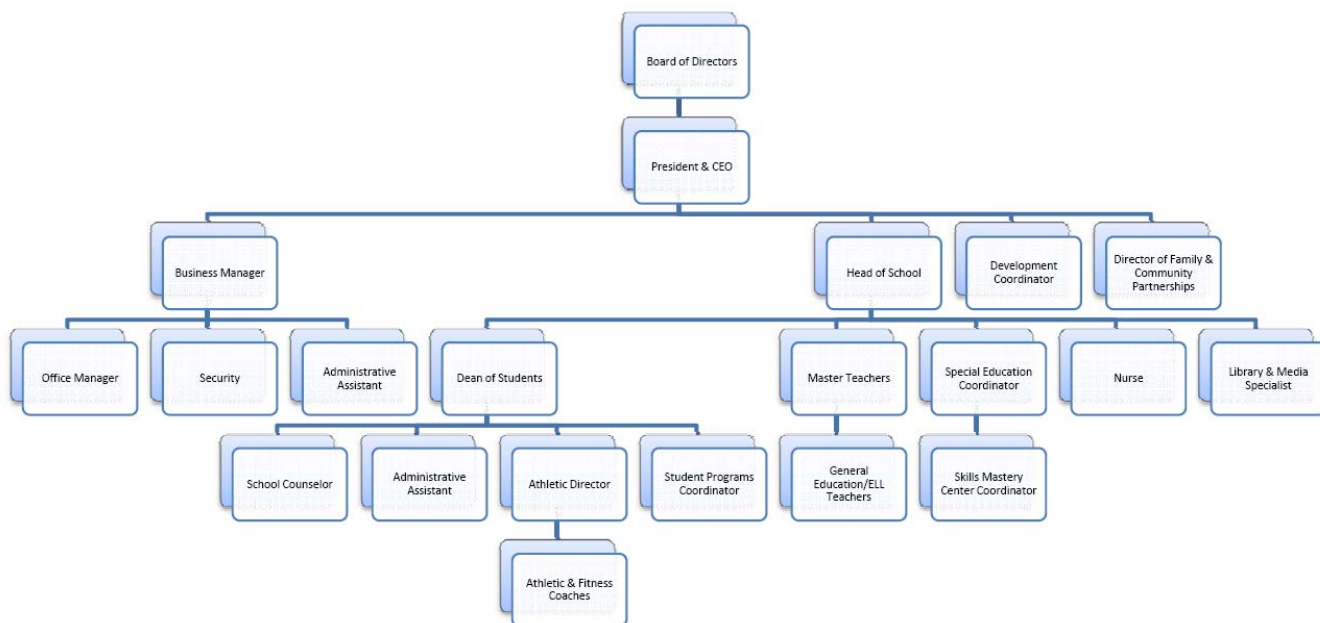
Next Generation Preparatory Academy

Public Charter School

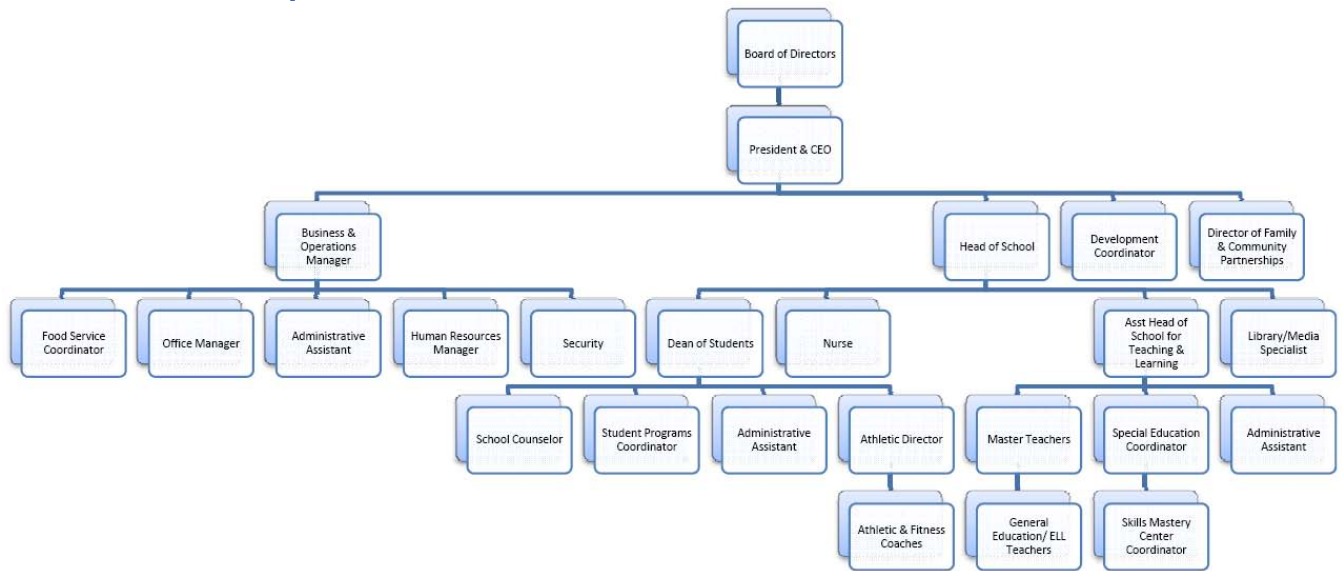
1st Year of Operation



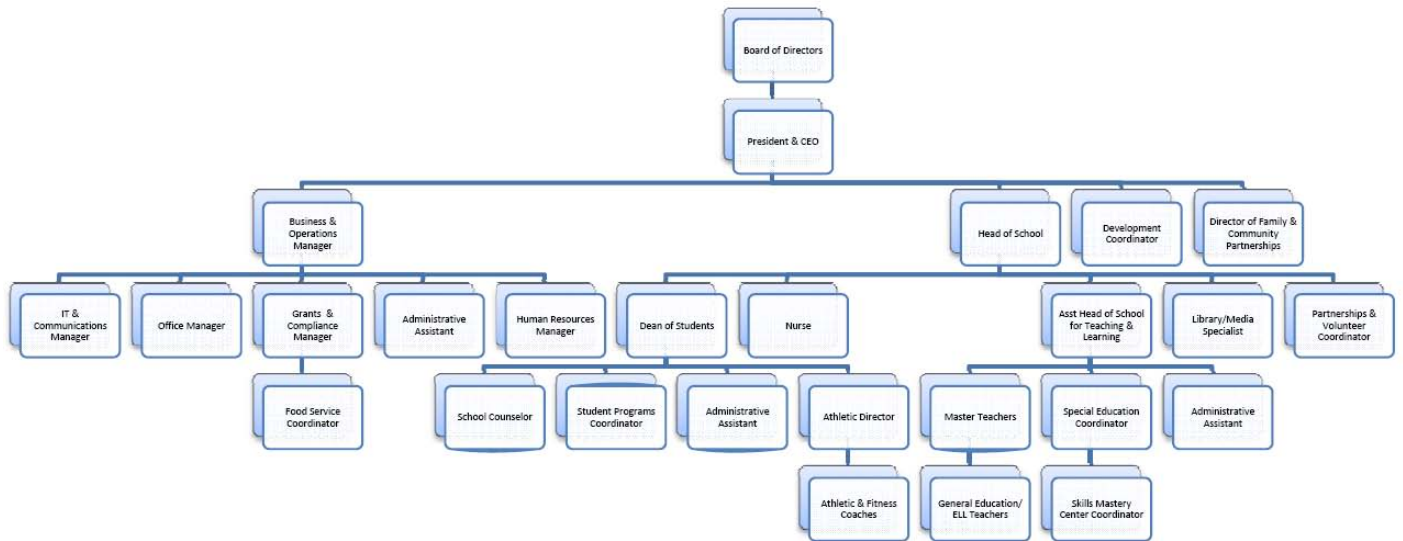
2nd Year of Operation



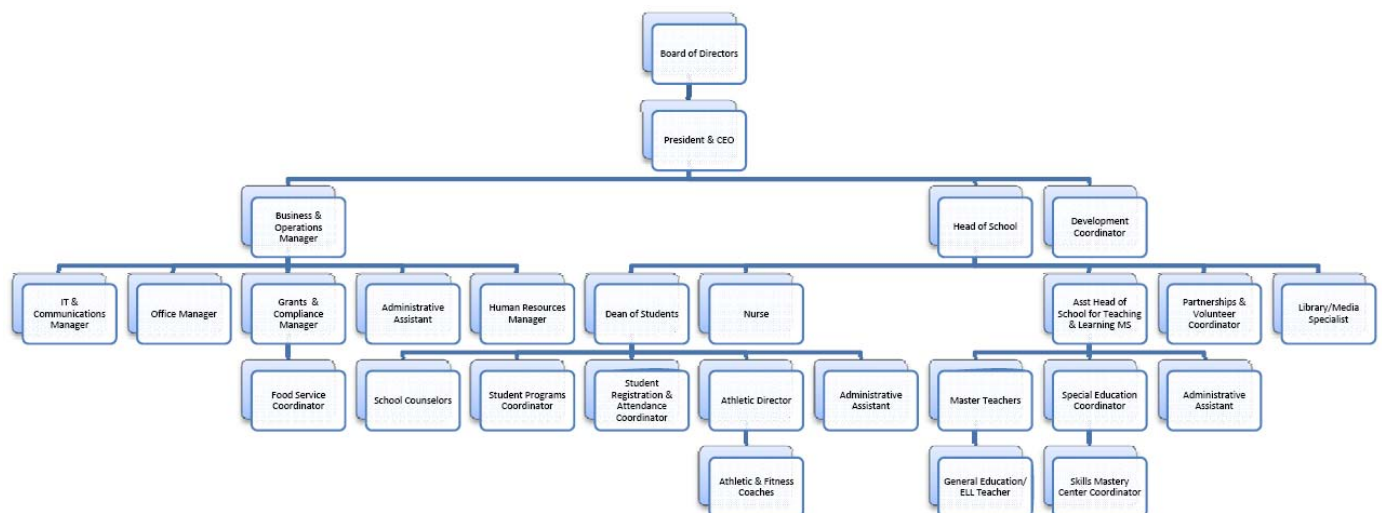
3rd Year of Operation



4th Year of Operation



5th Year of Operation





Next Generation Preparatory Academy

School Facility Goals & Assumptions

Our Mission

To provide a world class secondary education to young men that prepares them to think critically, communicate effectively, identify their purpose, and succeed in college, 21st century careers, leadership, and life.

Our Goals

- To graduate young men who are ready to pursue top post-secondary education and training opportunities, particularly in fields of science, technology, communications, and the social sector.
- To instill in young men habits of effective leadership, a global perspective and a commitment to effort.
- To engage positive male and female role models in the training, coaching and development of young men.
- To build strong partnerships between parents, teachers, and community that help young men succeed.

Facility Specifications (Goals & Assumptions)

School Overview	<ul style="list-style-type: none">• All Male, 6th – 12th grade secondary school• International Baccalaureate Curriculum; Harkness Teaching Method• Projected Opening: August 2011• First graduating class: Yr 2016-17
Location	<ul style="list-style-type: none">• Prefer (in order of priority) Wards 6, 1 or 2
Student Population	<ul style="list-style-type: none">• August 2011: 120 young men; 60 students in grades 6 and 7• August 2016 (at maturity): Between 393 young men (min) and 420 (max)
Space Needs	<ul style="list-style-type: none">• 100 sq/ft min per student• DC Public Schools projects 200 sq/ft for secondary students• All classrooms must comfortably fit Harkness Tables (max 7' x 20')
Occupancy Plan	<ul style="list-style-type: none">• Year 1 – 3: 25,200 sq/ft enabling growth to <u>240</u> 6th, 7th, 8th, and 9th graders.• Year 4 (scenario A): one campus grades 6-12, 42,000 sq/ft• Year 4 (scenario B): one campus w/180 6th – 8th graders; second campus for 240 9th – 12th graders
Educational Space	<ul style="list-style-type: none">• Assumes class size of 17 students• No. of Classrooms (Year 1-3): 14• No. of Classrooms (Year 4+): 25• 2 science labs, 2 art/music rooms, 1 teaching Kitchen classroom• One room for Skills Mastery Center (tutoring/special education)
Resource Space	<ul style="list-style-type: none">• Library: 1• Multi-media/Computer Room: 1 in years 1-3; 2 in years 4+• Multi-purpose room/cafeteria (with Kitchen, if possible): 1• Gymnasium/Auditorium: 1• Health Suite/Nurses Office: 1• Student Leadership Office/Lounge: 1
Administrative Space	<ul style="list-style-type: none">• Main Office: 1• Office Space for CEO, Head of School, Dean of Students, and Business Manager. Shared spaces for Director of Family & Community Partnerships, Master Teachers, Counselors, Resource staff, Athletic Department, Staff/Planning Lounge, and Parent Resource Room

Ideal Environment & Ambiance

We would like our school to have a lot of natural light using light/earth tone paints for our learning space. We would also like there to be green space for our students to use for outdoor recreation and activities. Ideally, we would have access to our own outdoor athletic field that allowed for football, soccer, baseball and track-n-field but we are willing to share such fields as well.

External Environment

- Energy efficient lighting; building security
- Green building/environmentally friendly
- Roof top deck w/green roof
- Lots of windows, natural light with windows that open
- Atrium with lots of plants
- Inviting landscaping
- Outdoor field for sports and recreation
- Water filtration system (lead reduction)
- School Sign with space for Name and Special Events

Internal Environment

- Central administration offices near front of building
- Energy efficient lighting
- Sturdy walls and lockers
- Good acoustics
- Windows *that open*
- Space in entryway for "Luminaries" and "Achievers" Recognition Wall
- Fully ADA accessible and compliant including playgrounds
- Well-regulated, central, quiet/nonintrusive heating and cooling system
- Entry door an entry way painted our school colors
- All internal doors wood/color or heavy doors painted in our school colors
- Three Flag Poles: U.S., DC, and NextGen Prep

Public Space (Some Community Accessible)

- Library/Media Center
- Health/medical suite/Nurse's office/medical service
- Parent Team Resource Room w/computers
- Cafeteria/Multipurpose Room outfitted with portable round tables (facilitate discussion)
- Gym/Auditorium/Theatre large all-purpose room for community meetings, seminars, training, events, etc.

Learning Spaces

- Well-lit, spacious, and earth tones
- Feature school emblem on every door
- As much glass and natural light as possible
- Wall space for large white boards
- Bathrooms between classrooms (self-contained)
- No clutter on walls; inspirational themes connected to NextGen Prep's core values
- Mirrors/Sinks/Stalls with doors in every bathroom
- Wireless building and/or internet/cable access in every classroom/office
- Intercom system with alarm system
- Telephones in each classroom
- State of art kitchen for cooking and teaching cooking
- Library/Media Center
- Science equipped classrooms
- Computer lab
- Art/Craft/Music/Dance room(s)
- Adequate storage space in classrooms

Work/Play/Eating Space

- Teacher/staff lounge/workroom/prep station/office
- Service Kitchen for catering and special events
- Cafeteria
- Gym/Auditorium: gym/exercise room
- Outdoor gym equipment
- Auditorium with stage
- Offices for President, Head of School, Business Manager
- Administrative Office Space/Shared Space
- Production/copying/mailing/supply center

Utility Space

- Adult/Public bathrooms
- Student Bathrooms
- Lots of storage space
- Laundry facility
- Custodial space
- Deep sinks/mop bay
- Commercial trash space (away from the building)
- Loading dock (near cafeteria/library)



Next Generation Preparatory Academy

Public Charter School

Core Values

Excellence & Achievement
Accountability
Teamwork
Innovation

Global Perspective
Perseverance
Leading with Purpose
Serving Others

Excellence & Achievement

Members of our school community will establish development plans for themselves and their departments. These plans will emphasize achieving personal and professional performance goals and benchmarks, and will place a high premium on doing things right the first time, learning from mistakes, mastering knowledge, skills and concepts, and maintaining a consistent commitment to improvement.

Accountability

Members of our school community will be accountable to the school's mission and values, goals and objectives, student achievement, teaching and leadership excellence, parent and community engagement, fiscal responsibility, consistent participation in required activities, timeliness, quality results, and getting things done.

Teamwork

Teaming will take place among staff to plan and critique lessons, to evaluate and determine appropriate educational interventions and recognition for students, to problem solve and generate new ideas, and to support one another and other members of our school. Students will work together as learning partners, participating in group discussions and study sessions, and work together on school projects. Students will also be divided into teams and each team will elect president, vice president, and secretary who will serve for a trimester. Team leaders will be responsible for making sure that the members of their team have a voice in school affairs, assist with planning school activities, are adequately supported by the school, are on pace to succeed academically, and are getting the help they need to ensure they meet the educational requirements of NextGen Prep. They will also help ensure new students get fully integrated into the school community. Teams will change annually. Members of the board will also be evaluated to determine how effective they have been at partnering with other board members and school leadership to get things done for the school.

Innovation

NextGen Prep defines innovation as "an inquisitive process where new and old ideas, inventions, technologies, accepted norms, opinions, policies, and practices are conceived and consistently analyzed and improved over time." Being innovative is a constructive process that requires critical thought, deep inquiry, and reflection. Members of the school community will practice innovation within the classroom, group learning and projects, athletic activities, service activities, and individual pursuits.

Global Perspective

Members of NextGen Prep's school community will actively engage in cross cultural learning experiences that require them to learn from each other, from members in their home communities, from citizens across the greater Washington, DC area, and from individuals from other states and countries. They will deepen their understanding of commonalities, differences, practices, and traditions, and changes within their own culture and the cultures of others around the world. They will understand how views are shaped and how their view, however great or important to them, is but one view of the world. Through deep inquiry, debate, and cross cultural learning experiences, members will enhance their cultural competence, build personal confidence, broaden its perspective, and become effective participants and leaders in the school and society.



Perseverance

Members of the NextGen Prep community will commit to doing whatever it takes, within boundaries of course, to ensure that academic, leadership, and performance excellence are common place within the culture of the school. Faculty and staff will demonstrate their commitment to ensuring that they go the distance to help students succeed within and outside the classroom. Students will develop resilience, coping behaviors, thought processes, and problem solving strategies to ensure they have the capacity to succeed during the most challenging of times. The leadership of NextGen Prep will challenge themselves, the school community, and enlist the support of others outside of the school community to ensure the school remains viable, provides an excellent education for young men, and that young men have the support and experiences they need to succeed in college and life – no matter what.

Leading with Purpose

This value requires deeper explanation as it is vitally important to the long-term success of boys and will be an exceedingly important value within NextGen Prep. In his book, *The Purpose of Boys*, Michael Gurian, author, therapist, and expert on gender differences, states that “a boy’s lack of purpose – his lack of a drive toward a reason for being, important role, and his sense of being needed – and society’s gradual diminishing of its focus on providing what males need are the foundation of so many other issues that we face with boys and young men.”ⁱ

Evaluating, experimenting, and understanding a variety of adult roles is an important part of an adolescents’ identity development and their ability to identify their purpose in life. This takes on even greater importance among African American males as so many are being raised in fatherless homes and communities that lack the availability of positive adult male role models. At NextGen Prep, we will exercise of value of Leading with Purpose in three ways: exploring, questioning, and demonstrating.

NextGen Prep teachers will establish and revisit learning goals with their students and parents throughout the school year to ensure all parties understand why the educational process is important and to set expectations for student success. Teachers will also set learning goals and objectives for themselves that will be reviewed with their supervisors twice per year. Additionally, NextGen Prep will introduce young men to a variety of career options, will give them opportunities to explore disciplines and careers in the field, and will consistently raise the question, “What is your Purpose?” with our students. The school will surround young men with great mentors to help guide them as they seek answers to this question.

Serving Others

NextGen Prep students and staff will be judged by how supportive they are of one another and by how engaged they are in serving others outside of school. Faculty, staff, students and NextGen Prep’s Board of Directors will engage in service projects through the greater Washington metropolitan area, as well as nationally and abroad – resources permitting. Service to their families will also be encouraged, recognized, and supported. Our young men will understand early in life that service is not a hobby, it is way of life.

As the quote by Samuel Smiles began earlier in this section, “To sow...” requires work. It requires effort. Getting young men to think about themselves as achievers who have a positive future ahead of them opens the door for excellence, achievement, and perseverance to take root among them. Ultimately, it is through sustained effort of our educational strategies and practices that our young men will reflect our vision, will be college ready, and will be well connected to post-secondary education and training opportunities when they graduate.

ⁱ Gurian, Michael. *The Purpose of Boys: Helping our sons find meaning, significance, and direction in their lives*. San Francisco: Jossey Bass, 2009, p 15.



Next Generation Preparatory Academy

Leadership Dimensions

Personal Leadership

- **Resilient and Adaptable:** Reacts to change, ambiguity and uncertainty with confidence and openness; seeks new experiences to develop his/her capabilities; solicits and acts positively on feedback; learns from experiences.
- **Demonstrates Accountability:** Accepts responsibility for one's own performance and actions; follows through on commitments; treats others fairly and consistently and protects confidential information; acts with integrity.
- **Demonstrates Courage:** Exhibits self-confidence and asserts him/herself appropriately to advocate a point of view; willing to voice an unpopular opinion; confronts personal challenges and fears; asks for help when needed; addresses conflict proactively; gives direct, constructive feedback; willing to take on challenging assignments.

Team Leadership

- **Collaborates:** Works effectively with others to achieve personal and group goals; gets buy-in of stakeholders by developing and maintaining strong relationships with peers, leadership, and other partners; finds ways to include the opinions and ideas of others in a project; creates an inclusive culture where diversity is respected and valued.
- **Relates Well to Others:** Is inclusive and respectful; works well with others regardless of their race, gender, socio-economic status, or other personal characteristics; deals with disagreements or different points of view in a constructive, successful manner; maintains positive relationships even under difficult circumstances; respects authority.
- **Communicates Effectively:** Listens attentively and with empathy to concerns expressed by others; tailors message to the audience; keeps team up-to-date with information; speaks and writes clearly and concisely; thinks before commenting; encourages others to express their views, even unpopular ones; doesn't lose composure when frustrated.
- **Manages Talent:** Gives clear, motivating, and constructive feedback to team and peers; assigns team members and peers to roles that maximize their strengths and minimizes their weaknesses; willingly shares expertise and experience with others; maintains a laser focus on achievement.
- **Engages and Inspires Others:** Conveys trust in peers, students, and teachers to do well in their jobs; creates a feeling of energy, excitement, and personal investment; inspires others to excel; rewards and recognizes great performance.

Thought Leadership

- **Solves Problems:** Seeks out and considers appropriate data, ideas and experience to make decisions and solve problems; acts intuitively; looks beyond the obvious for underlying patterns; challenges assumptions; asks questions and analyzes all available sources of information.
- **Strategizes:** Thinks critically; anticipates long-term challenges and trends; understands implications of decisions; sets goals and puts plans in place to achieve them; translates ideas and concepts into practical applications; knows which people on the team or in the school need to be informed, what they need to know, and when to tell them.
- **Innovates:** Generates new ideas that add value; nurtures fresh approaches and appropriate risk taking; seeks alternative points of view; approaches problems with curiosity and generates creative solutions; seeks fresh perspectives.

Results Leadership

- **Manages Execution:** Organizes, coordinates, and manages people, time, and resources to achieve key goals and objectives; prioritizes goals and objectives, considers strategy and monitors progress; works quickly to get things done; multi-tasks.
- **Drives Results:** Fosters a sense of urgency and commitment to achieve goals; sets clear goals and gives clear direction; takes initiative to proactively address critical issues; remains focused on end results and communicates need for change.
- **Maximizes Productivity:** Works with timelines and completes projects and tasks on time and on budget; ensures that defined standards, benchmarks, processes, and best practices are adopted & updated; drives continuous improvements.

Leadership is an opportunity to serve, It is not a trumpet call to self-importance.

- J. Donald Walters -



Next Generation Education Foundation College & Career Readiness Series®

Destination Planning Tools for Parents®

Managing the talent and future success of our children

Step One: Career & Interests Inventory

It starts with an assessment of a student's career and personal interests, along with factors that may be influencing their beliefs about themselves, their support network, and their future educational and career options. The inventory also gives parents and teachers important information that can be used to connect their student's aspirations with desired and required learning objectives.

Step Two: GAPS Analysis

Do we really know what our children think about themselves and their future? The GAPS Analysis gives parents a roadmap of conversations to have with their child that enables them to assess their child's thoughts about their Goals and Abilities, the Perceptions others have of their child, and Critical Success Factors – the things parents and their child need to know, do and/or change for their child to succeed in and out of school.

Step Three: 360 Success Inventory

Do Perceptions matter? Yes, they do. In this step, parents share copies of the 360 with a small group of individuals who know, teach, or work with their child: teachers, counselors, coaches, family members, family friends, and their child's peers. The GAPS helps parents identify important perceptions about their child that may support or inhibit their child's progress.

Step Four: Readiness for Success Inventory

Parents use the information gathered in steps 1, 2, and 3 to assess their child's Academic Preparation, Expectations, Planning, and Engagement in school. This tool helps parents identify if their child is on track to pursue their college and career goals and to take appropriate action to ensure their child succeeds.

NEXT GENERATION PREPARATORY ACADEMY SCHOOL YEAR 2011-12



FALL TERM (13 WEEKS: AUGUST 15 – NOVEMBER 23, 2011)

August	1	Monday	Teacher Orientation (August 1)
	2	Tuesday	Faculty Retreat/Training (8/2-8/4)
	5	Friday	Faculty Fun Day (Bonding Activity)
	8	Monday	Faculty Training/Prep
	15	Monday	Fall Term/Induction Week Begins (New Students Arrive)
	17	Wednesday	Mentor Status and Peer Engagement Day
	22	Monday	Normal classes begin
September	5	Monday	Labor Day (School Closed)
	23	Friday	Professional Development Day (No School for Students)
	27	Tuesday	Men of the Hour Recognition Day & Luncheon
October	13	Thursday	Benchmark Assessments
	20	Thursday	Blue & Gold Spirit Day - Fall Olympics (No Classes)
	21	Friday	Professional Development/Student Review (No School for Students)
	24	Monday	Parent-Teacher Statuses/Student (Students' Fitness Testing)
	31	Monday	Halloween Activity
November	9	Wednesday	College Tour (11/9-11/11)
	11	Friday	Veterans Day (School Closed/Service activity honoring Veterans)
	18	Friday	Grades Due from Teachers
	22	Tuesday	ACT Explore Exam: College Readiness Assessment
	23	Thursday	Holiday Break Begins (School Closed: 11/24 & 25)
	23	Thursday	Last Day of Fall Term



WINTER TERM (13 WEEKS: NOVEMBER 28 – MARCH 9, 2012)

November	28	Monday	Winter Term Begins
	30	Wednesday	Fall Term Report Cards Issued
December	6	Tuesday	Women of the World Recognition Day & Luncheon
	21	Wednesday	Winter Break Begins (12/21 – 1/2)
January	3	Tuesday	Classes Reconvene
	16	Monday	Martin Luther King Jr. Day (No School/Service Activity)
	13	Tuesday	Blue & Gold Student/Parent/Community Recognition Dinner
February	1	Wednesday	Benchmark Assessments
	10	Friday	Professional Development/Student Review (No School for Students)
	13	Monday	Parent-Teacher Statuses/Student (Students Fitness Testing)
March	2	Friday	Grades Due from Teachers
	9	Friday	Last Day of Winter Term



SPRING TERM (13 WEEKS: MARCH 12 – JUNE 22, 2012)

March	12	Monday	Spring Term Begins
	14	Wednesday	Winter Team Reports Cards Issued
	30	Friday	Spring Break (3/30 – 4/9)
	30	Friday	César Chávez Recognition Day
	31	Saturday	6 th & 7 th Grade Spring Cultural Expedition (Travel: 3/31 – 4/5)
April	10	Monday	School Reopens
	20	Friday	Professional Development/Student Review (No School for Students)
	23	Monday	Parent-Teacher Statuses/Student (Students Fitness Testing)
May	4	Friday	Blue & Gold Fitness Challenge (Staff, Students, Parents & Community)
	13	Friday	Mother's Day Dinner
	28	Monday	Memorial Day (School Closed)
June	8	Friday	Grades Due from Teachers
	15	Monday	Reflection Week (15 – 19)
	22	Friday	Last Day of Spring Term
	22	Friday	End of Year Grades Sent Home Make-Up Days (June 25-26)



SUMMER SESSION (5 WEEKS: JUNE 23 – JULY 27, 2012)

June	23	Saturday	Summer Cultural Expedition (June 23 – June 29)
July	2	Monday	Summer Session Begins (July 2 – 27)

**This calendar is subject to change.*