

Proposal Writing Sample 4

Note:

This writing sample contains a submission for a “No Child Left Behind” contract with Baltimore City. It was a last minute request from a new client and this 68-page document (less attachments) was prepared in only 10 days.

Upon discussion with the City proposal evaluators, we learned of the reasons for denial. The curriculum section was relatively vague (and a section that I only edited, rather than creating), the organization was new and somewhat inexperienced, UEA lacked sufficient start-up financing, the group did not provide all the forms for operational usage requested, and the references could not be reached.

All other areas of this proposal received an adequate or above adequate rating. It should also be mentioned that the 10-day sprint involved substantial program development work with this group. They will, as a result, be in a better position to compete when this contract is once again open to bids, two years from now. Their inability to pull together the documents and programming materials on their end were simply due to a lack of time to put forth a truly stellar proposal. Considering the odds, it was a valiant attempt.

The Urban Educational Alliance

February 22, 2006

Evaluation Committee
Baltimore City Public School System
Office of Federal Programs/Title I
200 E. North Avenue, Room 315
Baltimore, MD 21202

Dear Evaluation Committee,

It is with great pride that the Urban Educational Alliance submits its contractual bid in response to RFP-06063, Title I- Educational Services for Non-Public Children.

Dedicated and experienced educators, we are confident that UEA is the best choice for BCPSS in addressing the academic needs of this population of learners. Our work plan will indicate that we have constructed a strong implementation strategy to support 1,100 children in Baltimore City non-public school settings as designated by the No Child Left Behind Act. We remain confident in our ability to achieve all goals and objectives within the required contract timeframes, and are committed to providing the exceptional quality of service that has become our trademark.

We fully understand the scope of services to be rendered and we eagerly embrace this opportunity, as well as the wonderful challenge ahead to impact upon the lives of so many school-aged children and their families. That is our mission. It is what drives us as a dynamic group of professionals and what pushes us to find unique solutions to areas where resources are limited, such as offering support to families whose first language is not English.

Organizational Information:

Name & Title: Sabernia Fresnel, CEO
Address: 31 Chestnut Hill Road, Forest Hill, Maryland, 21050
Phone: (410) 908-8898
Email: saberniafresnel@yahoo.com
Tax ID Number: 02-0717473

This letter serves as verification that our proposal, as stated within, is a firm and irrevocable offer to the Baltimore City Public School System, and shall remain in full effect for a period of one hundred twenty (120) days.

Thank you for this opportunity to serve the City of Baltimore. We embrace our responsibility to our city's children, as we provide this next generation with the important academic skills necessary for success in life. The Urban Educational Alliance is committed to the highest quality educational services for all students, and it is our honor to contribute to the bright future of Charm City—one child at a time.

Sincerely,

Sabernia Fresnel
CEO
Urban Educational Alliance, LLC

A. Statement of the Problem

It is common knowledge that large numbers of today’s children are unable to keep up in traditional classroom settings and meet the academic standards set forth by the States in which they live. Some believe that regulation changes have placed greater hardships on individual schools, as many feel they lack the financial resources to meet this challenge and to produce higher test scores among students. Title I, as it has been extended through the No Child Left Behind Act to include funding for supplemental educational services for non-public and private school children, is truly the solution.

Many children can reach their fullest academic potential under the framework of traditional school settings and larger class sizes, yet there is a vast population of students for which this provides a sole path to long-term histories of academic failure and frustration. Poor school performance can be a multi-faceted problem where the methods of teaching and individualized services are merely a portion of the answer. It is, however, a component of the overall crisis that certainly can and must be addressed through specific modifications in the learning environment.

As educators, we understand poor test scores for most of children are not indications of laziness, inability, or intellect, but rather cycles of failure and disappointment that must be broken through strategic intervention and proper educational supports—building upon a child’s successes and capitalizing on his or her strengths.

To a discouraged learner, attending school becomes a dreaded obligation, one that can only lead to the internalization of perceived shortcomings as personal deficits. Although a lack of proper education is a problem for the future of any child, there is more at stake for these particular students. Studies show that children with learning challenges are at risk of more than just a lower quality of life. They are much more likely than children without academic difficulties to drop out of school, become teen parents, engage in gang activity, remain unemployed as adults, become incarcerated, struggle with depression and other mental health problems, suffer from alcohol and substance abuse issues, be stifled by devastatingly low self-esteem, emotionally “check out,” and lead lives filled with social isolation.

Parents struggle as well, with frustration levels impacting on both the child and themselves, many times not knowing without outside guidance how to best aide their child in many aspects of this challenge. And so, this situation puts additional stress on entire families. Because of this, support and outreach to parents is essential to a child’s, and a family’s, success.

Despite the negative issues that describe the problems and urgent need for services, there is hope. Children can learn. Under a carefully developed and implemented program that includes scientifically based assessment tools, measurable goals and objectives, full accountability, 1:1 instruction and small group learning, a highly effective curriculum, and the application of a variety of teaching methodologies specifically geared towards the strengths and needs of each individual child, *every* student can learn, grow, and succeed.

B. Experience & Qualifications of Personnel

1. Capability to Successfully Manage and Complete the Contract

The **Urban Educational Alliance, LLC, (UEA)** is an emerging educational company in the Baltimore region, providing high quality, research-based instructional programs to Title I eligible students in the Baltimore City Public School System.

Led by a team of experienced teachers and other professionals, the program employs best practices in education, specifically targeting students with histories of academic failure and learning differences. The program employs innovative and cutting-edge approaches to service delivery and has established a reputation for highly successful outcomes when providing supplemental educational programming for children under Title I.

Beyond our commitment to attracting only the most qualified teachers to our company, we also strongly believe in forging effective partnerships with the local business community, in particular, minority and women-owned entities. Strength of an organization relies upon recognizing its particular areas of expertise and admitting when outsourcing is the most efficient and quality-producing means of goal attainment.

Certainly a wealth of talent is available to **UEA**, both internally and through collaborate relationships we have formed with Baltimore area consulting firms. As a result of own staffing model, complemented by the knowledge and invaluable contributions expected through our newly built external support structure, we are confident that we are prepared to accept and perform all the duties and responsibilities involved in this contractual agreement.

2. Prior Work Experience Involving Title I and/or Similar Services to Children

The **Urban Educational Alliance** has provided services in Maryland for three years. During the summer of 2004 and 2005, **UEA** hosted a supplemental remedial/enrichment program on the campus of Morgan State University for identified Title I students.

Students were selected by their principals and teachers, and came from various Title I schools all across Baltimore City. The six-week program included four hours of daily instruction. Children received instruction in the areas of Mathematics and Reading.

In FY 2004, 102 children were assessed upon entering the program with results indicating that over 60% of these identified students were functioning two grade levels below in reading, and 54% scored below grade level in mathematics.

Services began immediately after the preliminary assessment and students received over 100 hours of instruction. Class size was intentionally low in order to maximize

outcomes, with an average number of 6 to 8 students during the reading and math block. Using the assessment data to determine academic growth, a comparison of the pre and post test findings indicated that 52% of the students performed better in mathematics, showing a range of 3–10 point gains, and, in reading, 47% of the students showed a range of 5–8 point gains. In FY 2005, 182 students received supplemental educational services. Outcomes for this group of children were equally impressive.

Based upon the success of prior years, **UEA's** will expand its services in the summer of 2006 to include three site locations and an increase in student enrollment to support an estimated 250-300 children.

Additionally, **UEA's** Chief Executive Officer, Sabernia Fresnel, has worked with Title I programs since 1996—first as a Title I Special Educator, then as a Title I Specialist with the Baltimore City School System. Sabernia Fresnel is also the Founder/Director of UEA's parent company, Potter's Preparatory Center, Inc., which has been in existence since 2003.

Recognized by the Maryland State Department of Education as the “**Title I Graduate of the Year**” in a statewide selection process in 2002, and also awarded The Patricia Perry Foundation's “**Entrepreneur of the Year**” in 2005, Ms. Fresnel is a dedicated educator, a visionary administrator, and a tireless advocate for quality educational opportunities for all children.

3. Joint Venture or Consortium

None.

4. Organizational Chart

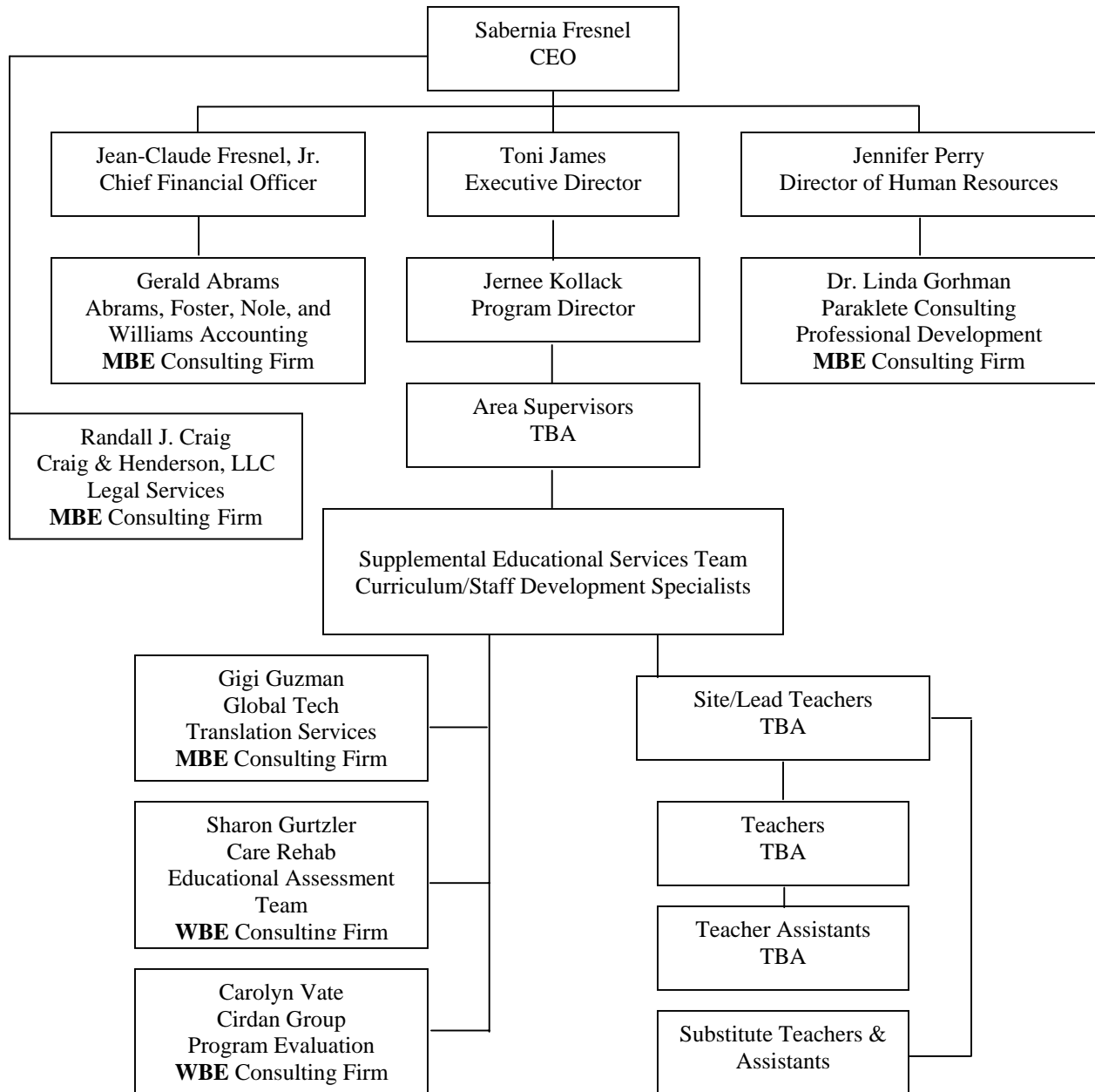
Note:

We expect to need 3-4 Area Supervisors. The specific number of lead teachers, teachers, and teacher's assistants is subject to change dependant on a wide range of programmatic considerations including the number of eligible students, grade levels, possible need for bi-lingual teachers, locations of schools and “cluster” configurations, coordination of instruction schedules with schools, and class sizes. The budget indicates our financial projections to date, however definitive staffing patterns will not be determined until just prior to the contract start date.

Additionally, this particular organizational chart is a bit unusual. We have included all our **MBE** and **WBE** consultants in this visual description of the interconnectedness of all who will work on this project. These consultants will be an integral part of our success in this contract, and, they are, most certainly, part of our team.

Urban Educational Alliance, LLC.

Organizational Chart



5. Principal Supervisory & Management Staff

Sabernia Fresnel- Chief Executive Officer (CEO)
Jean-Claude Fresnel, Jr.- Chief Financial Officer (CFO)
Toni James- Executive Director
Jennifer Perry- Director of Human Services
Jernee Kollack- Program Director

6. Key Personnel & Resumes

Sabernia Fresnel- Chief Executive Officer (CEO)
Jean-Claude Fresnel, Jr.- Chief Financial Officer (CFO)
Toni James- Executive Director
Jennifer Perry- Director of Human Services
Jernee Kollack- Program Director

RESUMES TO FOLLOW

<u>Position:</u> CEO

Sabernia Fresnel
31 Chestnut Hill Road
Forest Hill, Maryland 21050
410-908-8898(W)
410-803-4686(H)
E-mail: saberniafresnel@yahoo.com

Education:

University of Maryland Eastern Shore, Princess Anne, Maryland
Degree: Bachelor of Science, 1996

Towson State University, Towson, Maryland
Degree: Master's of Science, 2002
Educational Leadership
GPA: 3.78

Experience:

Founder/Chief Executive Officer - The Urban Educational Alliance, LLC

February 2004 – Present

Primary function is to provide exceptional learning experiences for students and ensure student achievement in all curriculum areas by building the necessary partnerships with schools, families and the community. This goal is accomplished by creating community based learning opportunities for children in identified areas of Baltimore by establishing various outreach programs.

Performance Responsibilities:

- Provide administrative leadership to the Summer Academics centers at Morgan State University, servicing hundreds of children each summer
- Oversee the daily functions of the academic programs while collaborating with teachers, Morgan Administrators and community leaders
- Monitor and ensure student achievement in all curriculum areas
- Provide strong leadership, training and evaluation for a staff of 20-25 people
- Direct the daily operations of the summer program with a diagnostic/prescriptive, direct instruction and mastery approach

Owner/Director – Potter's Preparatory Center

2003- Present

Performance Responsibilities:

- Created age appropriate child care curriculum development and implementation for ages 2-12
- 99% parental satisfaction rate

- Child, staff, and center safety
- Revenue development
- Line item budgeting and expense control
- Enrollment development
- Manage and oversee all the center's functions
- Ensure compliance with licensing standards
-

Title I Specialist - Baltimore City Schools
July 2002 – January 2004

Provided intensive technical assistance and monitored Title I programs to ensure successful project implementation. Ensured that services are being delivered to all students including students at risk for not meeting state standards. Conducted technical assistance and monitoring visits to schools. Assisted in the development and maintenance of Title I related documents. Disseminated guidelines on compliance requirements and provided examples of exemplary compensatory education practices and programs.

Performance Responsibilities:

- Advised principals and school staff on appropriate record keeping and documentation process for project planning and evaluation
- Assisted in the need assessment, design and evaluation of Title I programs
- Worked cooperatively with staff to develop the Title I proposal
- Assisted principals and parents in assessing parental involvement programs and in developing stronger parent involvement programs
- Provided leadership in the planning, development and evaluation of all Title I programs
- Helped to ensure that services and information was disseminated to parents
- Participated in local, state and national educational activities and organizations
- Performed and promoted all activities in compliance with equal employment and nondiscrimination policies; follows federal laws, state laws, school board policies and the professional standards
- Ensured that Title I schools are following prescribed compliance factors as measured by the Maryland State Department of Education
- Ensured that services are being delivered to the students eligible to receive them

Title I Special Educator, Baltimore City Schools
August 1996 – June 2002

Provided quality services to Title I special education students grades kindergarten through eight grade, through a commitment to team participation in planning and implementation of student programs including special instruction, tutorial assistance, and consultation with the general education staff.

Performance Responsibilities:

- Prepare students education plans in consultation with parents and IEP team members
- Design instruction, both individual and small group, which parallels the general education curriculum
- Act as coordinator of IEP implementation with regular education staff
- Monitor student progress, participates in review and revision of IEP, as appropriate
- Assist other professional staff in diagnosis of learning disorders, development of planned remediation and evaluation of student progress
- Maintain appropriate student data and other records and submit reports as required
- Articulate curriculum between and among student levels
- Manage classroom organization
- Perform other duties as assigned

Professional Accomplishments/Awards:

- 2002- Maryland State Department of Education “Title I Graduate of the Year”
- 2005- The Patricia Perry Foundation’s “Entrepreneur of the Year”

Jean-Claude Fresnel Jr.
9814 Clanford Road
Randallstown, Maryland 21133
410-961-5800 (C)
410-803-4686 (H)
jfresnel@msn.com

<u>Position:</u> CFO

EDUCATION

BA Degree in Business Management, Lincoln University 1996

EXPERIENCE

2004 – Present The Urban Educational Alliance LLC, Baltimore, MD
Executive Vice President and Chief Financial Officer

Responsible for all financial, budgeting and forecasting operations within The Urban Educational Alliance LLC and its sister company.

- Oversee Controller and the daily operations of the accounting and computer departments and staff
- Negotiate with lending institutions for loans and control the borrowing and repayment amounts as needed by the company
- Coordinate with independent auditors in the preparation of semi-annual and annual audited financial statements
- Work with independent insurance agent to determine and acquire adequate insurance and bonding coverage for the company
- Responsible for the daily operation and maintenance of the office building and equipment
- Responsible for and oversee the preparation of all federal, state and local tax returns
- Prepare all company budgets and financial forecasts
- Assist in the preparation and negotiation of company bids and contracts
- Work with state and local government agencies to obtain project funding and prepare final expenditure reports
- Work with company lawyers regarding financial and contractual matters
- Represent the company in all federal and state taxation matters

2000 – 2004 Potter’s Preparatory Center, Forest Hill, Maryland
Chief Financial Officer

Responsible for all financial functions within the organization, including:

- Negotiate bank loans and determine borrowing and repayment
- Responsible for all company investments
- Assist and supervise auditors regarding all audited financial reports
- Oversee operation, purchase and customization of office computer systems
- Oversee all tax preparation
- Handle disbursements and reimbursements of petty cash
- Coordinate with assistant controllers to prepare financial statements
- Assist in the preparation and negotiations of company contracts
- Serve as the liaison with company lawyers regarding financial and legal matters
- Sign purchase orders, vouchers, tax returns and contracts

TONI T. JAMES

Position:
Executive
Director

1901 Glenroth's Drive
Abingdon, Maryland 21009
410-569-6065 (h)
410-669-7100 (O)

Summary:

More than 10 years of management and senior management experience. Proven ability to direct divisions, departments, teams, and projects. Able to develop and implement policies and procedures. Extensive background in special education, program development, and performance management. Proficient at market analysis for site selection, pro forma analysis, budget management, process design, and formulation of key performance measures. Highly skilled in special education diagnostic-prescriptive teaching methods. Adept at coordinating efforts of project development, program evaluation, and financial management on multiple projects simultaneously. Excellent motivator, able to lead and mentor successful teams. Outstanding presentation and communication skills.

Credentials:

Masters in Special Education- Johns Hopkins University, 2001

Concentration in Mild to Moderate Disabilities

Bachelor of Science- Bowie State University, 1995

Journalism/Communication

Professional Background

The Urban Educational Alliance (2004-present)

Executive Director-responsible for evaluation of curricula, teaching methods and programs to determine their effectiveness, efficiency, and utilization, and to ensure that academic program activities and staff comply with federal, state, and local regulations.

Primary Responsibilities:

- Direct and coordinate activities of teachers, administrators, and support staff
- Collaborate with teachers to develop and maintain curriculum standards, develop mission statements, and set performance goals and objectives
- Plan and develop instructional methods and contents for educational staff/student activity programs, policies, and procedures
- Write articles, manuals, and other publications and assist in the distribution of promotional literature about the AEU programs
- Conduct program evaluations and contributes to staff evaluations
- Establish, coordinate, and oversee particular programs to evaluate student academic achievement
- Prepare and submit budget request and recommendations, or grant proposals to solicit program funding
- Determine allocations of funds for staff, supplies, materials, and equipment

Maxituso, Inc. (1997-present)

Katwalk-Co-Owner/Vice President- responsible for all new site development, capital improvements, strategic planning, resource allocation, human resource modeling, leadership techniques, production methods, and coordination of management teams.

Primary Responsibilities:

- Develop personnel retail manuals of principal and methods for showing, promoting, and selling products or services
- Develop and demonstrate marketing strategies and tactics, product demonstrations, sales techniques, customer relations techniques and sales control systems
- Provide extensive training to the management team on daily operations, employee relations, quality control, and job performance
- Works with buying team to forecast purchases, allocation of budget, and product development
- Act as liaison for community based and national charity organizations

Department of Juvenile Justice (1996-2001)

Charles Hickey School, Waxter Center-Special Educator-responsible for providing exceptional services to special education students ages 9-18 in a juvenile court school setting, by modifying and adapting the general education curriculum, behavioral modification planning, and collaborating with general education and psychological team members.

Primary Responsibilities:

- Prepare student diagnostic education plans in correlation with parents and IEP team members
- Prepare daily lessons in large and small group setting adapted to the general education curriculum
- Administer standardized ability and achievement test, and interpret results to determine student's developmental levels and needs
- Review and revision individual educational plans, as needed
- Confer with other staff members to plan and schedule lessons that promote learning, and student involvement, following approved curricula
- Establish clear objectives for all lessons, unit, and projects and communicate those objectives to students
- Provide a variety of materials and resources for children to explore, manipulate, and use, both in learning activities and behavioral development activities
- Supervise, evaluate, and plan assignments for teacher assistants and volunteers
- Attend professional meetings, educational conferences, and teacher training workshops in order to maintain and improve professional competence
- Involve grandparent volunteers in student activities to facilitate involvement in focused complex play
- Developed and implemented a entrepreneur program for students which stimulated future career choices, self-accomplishment, and business management skills

Professional/Business Accomplishments and Awards

Best of Baltimore for Retail Business-(2000-2005) *Baltimore Magazine*

Volunteer Coordinator-(2005) *Shoes That Fit National Organization*

Teacher of the Year-(1998) *Department of Juvenile Justice for the State of Maryland*

Governor's Volunteer Award- (1998) State of Maryland-Parris N. Glendening

Secretary Citation-(1998) State of Md. Department of Juvenile Justice

Outstanding Teacher of the Year-(1997) State of Md. Department of Juvenile Justice

Position:
**Director of Human
Resources**

Jennifer Perry

**4706 Pimlico Road
Baltimore, Maryland 21215**

**Home: 410-664-4995
Cell 410-908-9821**

Human Resource Manager

Seasoned professional with managerial experience in a highly competitive industry undergoing rapid change. Skilled in a change environment, shaping a team atmosphere and contributing to the bottom-line success of the organization through increased productivity.

Education

1999 B.A., Business Administration, Ursanis College, Collegeville, PA

Experience

**Director of Human Resources - The Urban Educational Alliance LLC, Baltimore, MD
2004 – Present**

Manage Human Resources Department needs for UEA summer programs. Duties include tasks involving including employee relations and counseling, staff evaluations, salary increase determinations, budget administration, recruiting, hiring and training.

**Human Resources Manager - AFLAC, Atlanta, GA
2000 – 2004**

Accountable for the Human Resource function in a regional office of 100 or more associates with revenue of 95 million and an operating budget of 17 million.

- Our region was annually the largest in the country and consistently recognized as one of the top offices by all productivity measures
- Responsible for recruitment, retention and training of all associates. Employee relations, payroll input, Affirmative Action, associates evaluations and administration of the compensation plan were included.
- Developed and performed on-campus recruiting programs. Better candidates were recruited and selected.
- Participated on project teams to develop associates evaluation program including upward assessment evaluation.
- Participated in project which developed flex-time
- Facilitated a project team to organize office into a team structure.
- Coordinated the annual planning process for the region

Jernee' S. Kollock

Objective

- **To obtain an educational position that would allow me to demonstrate effective curricular strategies by implementing quality instructional methods, that would meet the academic achievement of the existing emerging trends and issues of a diverse educational climate**

Work Experience

**2004- Current Camden City Academic Laboratory Program (CCALP)/ Camden City Public School District Camden
Teacher In Charge**

- Provide a structured curriculum
- Enforce student disciplinary procedures and policy
- Developed a Levels System to help maintain student discipline
- Complete reading assessments with students that have low reading levels
- Complete Individual Education Plans
- Provide Home Instruction Tutorial Services

**2000- 2004 Camden High School /Camden City Public School District
Camden, NJ
English Self Contained Teacher**

- **Prepared lesson plans and grade averages for students**
- **Attended faculty and professional development meetings**
- **Completed Individual Education Plans**
- **Taught after school Twilight Program**
- **Provided Home Instruction Tutorial Services**

**1999-2000 Forest Park Sr. High School/ Baltimore City Public School System
Baltimore, MD**

English Teacher

- Taught 10th and 11th grade Regular Education English classes
- **Prepared lesson plans and grade averages for students**
- **Prepared portfolio assessments of students**
- **Collaboratively prepared lesson plans with inclusion teachers**

Education

**University of Maryland Eastern Shore
Princess Anne, MD.
Major: English Literature
May 1997, B.A.
Wilmington Graduate College
Wilmington, DE
Major: School Leadership, M.ED w/ a Minor in Special Education
May 2005**

Certifications

**New Jersey Teacher of the Handicapped Standard Certificate
New Jersey Principal Certificate**

**Extracurricular
Activities**

**Camden High School Class Advisor / Class of 2003
CCALP Student Government Advisor
Camden High School Homecoming Pageant Coordinator
Special Education Consultant**

References

**Candy Williams, Camden High School Guidance Counselor
Sharon K. Woodridge, Camden High School Vice Principal
Steven R. Morris, Howard M. Phifer Middle School Assistant Principal
Dr. George Cross, Camden City Academic Laboratory Program, Teacher In
Charge**

7. Job Descriptions

Job Title: Chief Executive Officer (CEO)

Minimum Qualifications:

Master's Degree in Education or related field with substantial experience in policy development and the interpretation of state and federal regulations as relates to education or human services. Extensive teaching experience and supervisory skills are required. Must demonstrate a commitment to fiscal responsibility, strategic planning, team/coalition building, and positive social change. Expertise with special populations is necessary, in particular, Title I programs.

Primary Responsibilities:

- Orchestrates all day-to-day operations central to UEA success.
- Establishes and maintains appropriate linkages with human service agencies, school districts, government agencies, the business community, and the media.
- Demonstrates strong commitment to the highest quality service provision for all targeted learners.
- Devises a strategic plan with short and long-term goals and objectives with input from the Management Team.
- Supervises professional staff on Management Team, including hiring, performance management process, performance evaluations, and salary review and recommendations.
- Cultivates and maintains effective relationships with granting agencies and contract sources.
- Pursues and negotiates contracts which promote the company's expansion and continued impact in the region.
- Initiates and manages cross-organizational collaboration to increase revenue, strengthen positioning and reputation of UEA.
- Drives strategic planning, development/implementation of company goals and policies, and organizational structuring and staffing.
- Ensures that all company efforts are in alignment with the corporate vision and adhere to any regulations, laws, and contractual agreements.
- Leads the Management team in all fiscal and programmatic decisions.
- Develops and implements an effective public relations strategy.
- Fosters corporate environment of teamwork and respect.
- Prepares and publishes the annual report.

Job Title: Chief Financial Officer (CFO)

Minimum Qualifications:

Requires a Bachelor's degree in Business Management, Accounting, or Finance, with a minimum of three years experience in a similarly responsible position. Master's degree preferred.

Primary Responsibilities:

- Reports directly to the CEO.
- Oversees daily operations of the accounting and computer departments and staff
- Negotiates with lending institutions for loans and control the borrowing and repayment amounts as needed by the company
- Coordinates with independent auditors in the preparation of semi-annual and annual audited financial statements
- Works with independent insurance agent to determine and acquire adequate insurance and bonding coverage for the company
- Responsible for the daily operation and maintenance of the office building and equipment
- Responsible for and provided oversight of the preparation of all federal, state, and local tax returns
- Prepares all company budgets and financial forecasts
- Assists in the preparation and negotiation of company bids and contracts
- Works with state and local government agencies to obtain project funding and prepare final expenditure reports
- Works with company lawyers regarding financial and contractual matters
- Represents the company in all federal and state taxation matters
- Administers and provides oversight of all financial activities including budget, accounting, payroll, grants, third party billing, information technology, and treasury.
- Sets goals and objectives and directs the management of the UEA's fiscal resources.
- Holds ultimate responsibility for all aspects of the annual budget process.
- Oversees and ensures the effective direction of funds management.
- Ensures financial compliance with state and federal laws and regulations.
- Provides information and resources necessary to achieve UEA fiscal and programmatic goals.
- Assists the CEO and other managers in implementing and monitoring budget expenditures.
- Ensures the effective fiscal administration, accounting, and financial reporting of grant and contract activities.
- Defines strategic direction and leads assigned teams in developing recommendations for strategic long-term goals related to assigned area of responsibility.
- Serves as member of UEA Management Team.
- Other duties as assigned.

Job Title: Executive Director

Minimum Qualifications:

Master's prepared educator with substantial administrative and supervisory experience.

Primary Responsibilities:

- Reports to CEO
- Directs and coordinates activities of teachers, administrators, and support staff
- Collaborates with teachers to develop and maintain curriculum standards, develop mission statements, and set performance goals and objectives
- Plans and develops instructional methods and contents for educational staff/student activity programs, policies, and procedures
- Write articles, manuals, and other publications and assist in the distribution of promotional literature about the AEU programs
- Conducts program evaluations and contributes to staff evaluations
- Establishes, coordinates, and oversees particular programs to evaluate student academic achievement
- Prepares and submits budget request and recommendations, or grant proposals to solicit program funding
- Determines allocations of funds for staff, supplies, materials, and equipment
- Contributes to the establishment and modification of UEA program/personnel policies & procedures, as needed.
- Ensures compliance with all Title I, state, federal, and local regulations and reporting requirements for any UEA contracts and grant programs.
- Participates in grant and contract procurement process.
- Ensures optimal level of instructional services and continued opportunities for professional development of staff.
- Works with consultants to prepare Plans of Correction as needed.
- Supervises Program Director and offers support to education team.
- Participates as member of Quality Assurance Evaluation Team.
- Provides in-house staff training in areas of expertise.
- Contributes to community education programs and UEA marketing initiatives.
- Investigates and shares new resources for program enhancement.
- Responds to any complaints regarding UEA services in a timely and professional manner.
- Acts as program liaison for addressing parental concerns, as well as training and support needs.
- Plans, coordinates, and delivers outreach activities for parents of Title I children.
- Makes responsible spending decisions consistent with cost control considerations.
- Serves as member of the UEA Management Team.
- Other duties as assigned.

Job Title: Director of Human Resources

Minimum Qualifications:

Bachelor's degree required in business management, human resources management, or a related field where courses are related to personnel administration. Master's preferred. Minimum of three years of administrative experience in personnel/human resources required.

Primary Responsibilities:

- Reports to CEO.
- Formulates policy, procedures, systems and programs to ensure fair and equitable treatment of all employees regardless of race, religion, color, gender, sexual orientation, disability, or minority status.
- Ensures that supervisory staff executes decision-making and management responsibilities in accordance with good leadership and adherence to effective concepts of personnel management.
- Researches, analyzes, and assists in managing company compensation plan.
- Collects, analyzes and develops occupational data.
- Writes position audit reports and position descriptions.
- Plans, organizes, coordinates and conducts staff development programs, seminars/workshops, i.e., Career Skills Enhancement Program, supervisory skills, etc.
- Maintains employee grievance/complaint procedures and resolves employee complaints.
- Coordinates the advertisement of vacant employment positions.
- Maintains, updates, and distributes the Personnel Policies & Procedures Manual
- Implements and manages employee background check system.
- Collects, analyzes and prepares human resource management information/data necessary for planning and decision making purposes.
- Responds to faculty and staff questions or concerns in the interpretation of human resource policies & procedures.
- Performs initial employment interviews and conducts reference checks prior to hire.
- Maintains employee personnel files.
- Ensures that employee performance evaluations are conducted as specified in the Employee Handbook.
- Regulates compliance with all disciplinary action procedures prior to termination of any employee.
- Ensures absolute compliance with Americans with Disabilities Act and all other state, federal, and local employment laws.
- Serves as member of UEA Management Team.
- Other duties as assigned.

Job Title: Program Director

Minimum Qualifications:

Requires a Bachelor's degree from an accredited university or college, minimum of five years teaching experience with a focus on children with learning challenges, and strong program and curriculum development experience. Prior supervisory experience is necessary.

Primary Responsibilities:

- Reports to UEA President
- Oversees program planning and curriculum development.
- Oversees aspects of personnel management and participates in the hiring process.
- Assists in orientation, supervision, and evaluation of teaching staff for quality of performance, productivity, and effectiveness
- Communicates as required with Baltimore City Title I personnel regarding program guidelines, progress, and outcomes.
- Contacts and communicates with private school principals on a monthly basis or more frequently as indicated.
- Keeps informed of current trends, materials, research, and regulations.
- Prepares status reports and other requested materials required by Baltimore City Public School System.
- Serves as member of the Quality Assurance Evaluation Team. Provides leadership and oversight in all improvement efforts
- Works collaboratively with The Baltimore City Title I Office, the Non-public school officials, UEA staff, professional organizations, and community partners.
- Facilitates the implementation of UEA educational programs, providing on-site assistance to teachers, nonpublic school staff, and the public school district.
- Supports effective communications and maintains the highest standards of personal/professional and ethical conduct.
- Embraces the concept of difference and promotes a diverse UEA workforce.
- Identifies and communicates improvement needs and assists in the strategic delivery of initiatives to bring about targeted or systemic change.
- Evaluates staff/teacher performance.
- Keeps staff informed of activities, best practices, and tutorial improvement efforts.
- Ensures programs operate within budget.
- Facilitates monthly UEA staff meetings.
- Writes quarterly newsletters for distribution.
- Other duties as assigned

Job Title: Area Supervisor

Minimum Qualifications:

BA degree with current Maryland Teacher Certification. Minimum of 3 years supervisory experience required.

Primary Responsibilities:

- Reports to Program Director.
- Directly supervises Lead Teachers.
- Participates in employee hiring and termination process and makes final hiring decision.
- Provides staff training in areas of specific expertise.
- Supervises and evaluates Supplemental Educational Services Team and Curriculum/Staff Development Specialists for effectiveness, productivity, and overall quality of performance.
- Responsible for a regional area (clusters of schools) and works primarily in the field with announced and unannounced site visits.
- Supports instructional staff through the provision of innovative techniques, methodologies, and required materials for quality services provision.
- Provides staff training, new employee orientations, and informational parent seminars.
- Approves all individual educational plans prior to implementation.
- Reviews a random sample of student records from each school on a monthly basis to ensure completeness of documentation and indications of progress as member of the Quality Assurance Evaluation Team.
- Assists in the development, modification, and implementation of all UEA policies as relates to the Baltimore City Title I non-public school program.
- Ensures that teachers are equipped with all equipment and materials necessary for classroom activities.
- Communicates with school administrators on, at a minimum, a monthly basis.
- Attends meetings, as needed, with Title I office representatives.
- Monitors staff attendance, punctuality, professionalism, and effectiveness, providing coaching and other actions to address problem areas.
- Compiles all information for his or her region for contributions to official reports and insures all documentation is completed as required.
- Communicates with teachers, administrators, and parents through memos newsletters, phone calls, and meetings.
- Responsible for implementation of Title I curriculum, modifying approaches when necessary to meet the individual needs of each school.
- Works with schools to structure class schedules according to the home school's programs and needs.
- Ensures compliance with contracts, Title I guidelines, and any applicable state, federal, and local regulations.

- Prepares all required combined reports and statistical data summaries specific to the school clusters in the region assigned.
- Attends all staff meetings and in-services as scheduled.
- Other duties as assigned.

Job Title: Lead Teacher

Minimum Qualifications:

Bachelor's Degree and Maryland Teacher Certification. Prior supervisory experience is preferred.

Primary Responsibilities:

- Reports to Area Supervisor.
- Responsible for all UEA administrative duties associated with assigned schools.
- Provides individual and small group instruction in math and reading, when resource distribution requires this action.
- Using designated assessment tools, evaluates student progress as required.
- Develops and maintains long range and daily instructional plans, based on scientifically based assessment results and goals.
- Conducts informal and standardized testing.
- Uses a variety of teaching strategies geared to the individual needs of each student.
- Structures lessons that reflect a deep understanding of learning style differences.
- Maintains student records and other program related documentation.
- Communicates with classroom teachers on a daily basis.
- Completes progress reports as required under the contract.
- Supervises and instructs Teachers.
- Ensures that the teaching spaces at each cluster school remains free of health or safety violations, and immediately reports any such findings to the school's administrator.
- Participates in all staff development trainings, as required.
- Sends progress reports to parents according to contract guidelines and communicates informally as needed.
- Tracks student progress through use of computerized software and prepares reports as instructed.
- Embraces the team approach to supporting each child, with collaborative work between UEA, the home school, and parents.
- Provides encouragement, instruction, and resources to parents who need additional skills as relates to assisting their child with homework and the best approaches to enhancing each child's academic progress.
- Ensures that classrooms remain stocked with all necessary teaching materials and supplies.
- Attends all staff meetings and in-services as scheduled.
- Other duties as assigned.

Job Title: Teacher

Minimum Qualifications:

Must possess a Bachelor's degree and Maryland teacher certification. Preference will be given to local teachers who have demonstrated success in teaching in urban school districts with specific Title I experience.

Primary Responsibilities:

- Reports to Lead Teacher.
- Supervises and instructs Teacher Assistants.
- Provides individual and small group instruction in math and reading.
- Using designated assessment tools, evaluates student progress as required.
- Develops and maintains long-range and daily instructional plans, based on scientifically based assessment results and goals.
- Conducts informal and standardized testing.
- Uses a variety of teaching strategies geared to the individual needs of each student.
- Structures lessons that reflect a deep understanding of learning style differences.
- Maintains detailed student records and other program related documentation.
- Communicates with classroom teachers on a daily basis.
- Completes progress reports as required under the Title I contract.
- Ensures that the teaching space remains free of health or safety violations, and immediately reports any such findings to the school's administrator.
- Participates in all staff development trainings, as required.
- Sends progress reports to parents according to contract guidelines and communicates informally as needed.
- Tracks student progress through use of computerized software and prepares reports as instructed.
- Embraces the team approach to supporting each child, with collaborative work between UEA, the private school teachers and administration, and parents.
- Provides encouragement, instruction, and resources to parents who need additional skills as relates to assisting their child with homework and the best approaches to enhancing each child's academic progress.
- Ensures that classrooms remain stocked with all necessary teaching materials and supplies.
- Attends all staff meetings and in-services as scheduled.
- Other duties as assigned.

Job Title: Teacher Assistant

Minimum Qualifications:

AA degree and prior classroom experience.

Primary Responsibilities:

- Reports to a designated teacher.
- Provides classroom support, working with children in small groups or individually, as instructed by the UEA teacher.
- Completes documentation as required on student progress and skills mastery.
- Participates in team meetings and the creation of educational plans.
- Meets with UEA teacher on a daily basis to review student progress.
- Communicates, as appropriate, with parents.
- Assists teacher with behavior management issues in the classroom, as needed.
- Attends all required staff development trainings, staff meetings, and in-services.
- Ensures safety of children at all times.
- Other duties as assigned.

8. References

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9. Ability to Finance Project

Start-up & Operational Costs Prior to Contract Funding

Financing for start-up and operational costs prior to receipt of funding from **BCPSS** will be obtained from three different sources.

1. The **Urban Educational Alliance** founders have designated personal funds in the amount of \$86,000 for start-up and operational costs.
2. Revenues from our summer supplemental educational support services program for 2006 will bring in expected surplus revenue of at least \$50,000. This funding will be available no later than June 2006.
3. **UEA** will apply for a loan through the Contract Financing Program (CFP) through the Maryland Small Business Development Financing Authority.

Independently Audited Financials

Beginning our third year of operations under the official arm of **UEA**, we have limited financial records to provide as requested. There are no independent audits available from **The Urban Educational Alliance**. In existence since January of 2004, the only financial documents prepared in past years were tax returns and CPA Prepared Compilations for the years 2004 and 2005.

A current independent audit is under preparation, and will be completed and in our possession within the next 30 days. **UEA** will forward that official document to **BCPSS** upon receipt.

Note: Under the Appendices section of this proposal we have provided CPA Prepared Compilations for Fiscal Years 2004 and 2005.

C. Plan of Operation

1. Implementation Plan—Methodologies & Processes

Program Goals & Objectives:

1. Goal: To increase student achievement and help academically challenged children, grades Pre-K to 8th, reach their fullest educational potential, utilizing research-based assessment tools and customized teaching methodologies.

Objectives:

1. UEA will provide supplemental educational services for 1100 Title I eligible private school students, selected through the multiple selection criteria process, for a period of one year.
2. UEA will maintain a teacher-to-student ratio of no more than 1:10 in each instructional classroom.
3. UEA will offer a minimum of 90-120 minutes of services, 2 days per week, for all student participants grades Pre-K thru 8th.
4. UEA will provide small group and individual 1:1 instruction for each child.
5. UEA will ensure that Teacher Assistants are on-site at each school to aid in classroom activities.
6. UEA will utilize a consulting firm to conduct comprehensive Pre and Post assessments of each child to determine learning needs and final outcomes of program support.
7. UEA will construct detailed educational plans for each student, based on assessment results, home school curriculum, personal learning styles, and input from private school faculty, administrators, and parents.
8. UEA teachers will provide a daily lesson plan for each child, which will be included in the student's file.
9. UEA will use scientifically based measures of progress and provide daily documentation regarding new skills mastery.
10. UEA will employ best practices in education, implementing teaching methodologies best suited to a child's individual learning needs.
11. UEA will provide an effective staffing model with sufficient teaching professionals to meet student needs.
12. UEA will require all teachers to possess current Maryland state teacher certification.
13. UEA will hire bi-lingual teachers when necessary to accommodate large Spanish speaking communities.

2. Goal: To impact on improved overall educational scores in non-public schools in Baltimore City.

Objectives:

1. UEA will maintain records of individual student progress and group statistics regarding educational outcomes of this program.
 2. UEA will assist children to meet challenging state academic standards or, at a minimum, prove substantial strides towards that end during the course of the year.
3. Goal: To enhance each student's academic performance and progression through collaboration with private school teachers and administrators, resulting in complementary programming and a unified approach.

Objectives:

1. UEA teachers will informally communicate on a daily basis with private school teachers but will, at a minimum, document a weekly progress report exchange, recorded in the student's personal UEA record.
 2. UEA will ensure that educational plans reflect and support the curriculum of the private school.
 3. UEA Area Supervisors will communicate with school administrators on a weekly basis.
 4. UEA will employ a team approach in the development of educational plans and methodologies, involving input from school faculty and parents.
 5. UEA will provide each private school with monthly and quarterly student progress reports.
4. Goal: To support parents in their role as partner in their child's educational process.

Objectives:

1. UEA will involve parents in educational plan development.
2. UEA will provide parents with monthly and quarterly progress reports, and a monthly newsletter.

3. UEA will meet with parents on a quarterly basis for Parent-Teacher conferences.
 4. UEA will appoint a staff member as a Family Liaison to provide additional support to families in need.
 5. UEA will offer parents instruction on use of Study Island and other informative tools, homework assistance tips, and other support as needed.
 6. UEA will invite parents to attend training programs appropriate to their needs throughout the school year.
 7. UEA will provide additional support to families where English is a second language. Written translation services will be provided in Spanish, French, Hindu, Vietnamese, Chinese, and Korean.
5. Goal: To provide ongoing professional development opportunities for UEA faculty and staff, which will also be made available to non-public school teachers, administrators, and, when appropriate, parents.

Objectives:

1. UEA will provide one specialized staff development/training program per month, presented by a consulting firm specializing in professional development.
 2. UEA will provide, at a minimum, one in-house training on a variety of topics, presented by qualified administrative trainers.
 3. UEA will ensure that training topics meet the development needs of teaching staff and equip employees with the tools necessary for quality service and professional growth.
 4. UEA will develop and adopt its training schedule for the year within 30 days of the contract start.
 5. UEA will encourage private school faculty and administrators, as well as parents, to participate in relevant training opportunities.
6. Goal: To effectively perform all duties as specified and required under the Title I contract with BCPSS with diligence, professionalism, and utmost quality.

Objectives:

1. UEA will maintain student and financial records in accordance with the contract requirements, making all records available to authorized school, city, state, local, or federal personnel upon request.
2. UEA will retain student and financial records for a minimum of 3 years after contract expires.
3. UEA will meet with Title I Office representatives once a month or more frequently if needed.
4. UEA will process invoices in accordance with BCPSS policy.
5. UEA will provide technical support to BCPSS and promptly respond to inquiries, as requested.
6. UEA will supply BCPSS with all reports as required, including, but not limited to, monthly attendance records, monthly and quarterly progress reports, monthly newsletter, and a comprehensive year-end report.
7. UEA will comply with BCPSS's written Complaint Procedures for the investigation and resolution of any complaints regarding UEA's service provision.

Staffing Structure

Assigned a specific region in the city, Area Supervisors will oversee the operations of groupings of schools we refer to as "clusters." It is **UEA's** contention that this service model allows for the best use of staff resources.

Reporting to an Area Supervisor, Lead Teachers are responsible for a cluster of schools and all the activities that take place within those designated institutions. The Lead Teacher will be responsible for supervising teachers, arranging for substitute teachers and assistants as needed, ensuring that all contractual obligations are fulfilled, including testing and daily documentation of progress, and communicating on a daily basis with private school teachers and administrators. The Lead Teacher is accountable for teacher support in the development of individualized educational plans, approval of all plans prior to implementation, classroom materials needs and acquisitions for each site, and general budget oversight. Lead Teachers may or may not teach children directly, depending on class sizes, locations, distribution of employee resources, and other factors. It is likely, however, that some general teaching duties will be included in this role.

Teachers will report to Lead Teachers and will directly supervise the Teacher's Assistants assigned to them. Generally, teachers will serve more than one site. School assignments will be determined by number the of students supported at each location, grade levels, class schedules, the teacher's educational forte, and travel between clustered schools. All teachers will hold current Maryland certification.

Teacher Assistants may help more than one teacher, depending on class size at a given time period. Assistants will hold a minimum of an AA degree and one year of classroom experience.

UEA will maintain a healthy list of substitute teachers and Teacher Assistants at all times. This will be an ongoing recruitment activity.

Classroom Size and Composition

Classroom size will be determined by the specific needs at each school, eligibility of students, and grade level. **UEA** believes that students should be in the same classroom as their grade-level peers, not based on scoring alone or achievement level.

All classrooms will be limited to a teacher-to-student ratio of 1:10 or less.

Group vs. 1:1 Instruction

Classroom instruction will involve both small group learning and 1:1 support. Twenty (20) minutes per educational session will be dedicated to 1:1 student attention while the remainder of the class engages in individual task completion, group activities, test taking, or educationally-based computer games that lead to skills acquisition.

Frequency of Services

UEA will provide a minimum of 90-120 minutes of services, 2 days per week for all students participating in this program. For children who may need additional 1:1 time, accommodations will be made.

Assessments:

The Urban Educational Alliance will utilize the *Terra Nova* assessment tool for pre and post evaluation of students within 30 days of the start of the school year. A highly customized educational plan will then be developed based upon assessment results, as well as feedback from the child's classroom teacher, parent, and the student's IEP, if applicable. Educational plans will include measurable goals and objectives, in addition to the specific teaching methodologies to be employed to meet the individual needs of each student.

Assessment tests will be administered through the **WBE** consulting firm, Care Rehab. Data will be kept in a secure electronic database that can be easily accessed to create reports.

Post program assessments will be completed by the end of May 2007 with final reports on individual student and overall program effectiveness completed by June 29, 2007.

Plan Development:

Detailed educational plans are prepared based on the outcomes of the Terra Nova assessment, the non-public school's intended curriculum for the year, and additional input from private school teachers and parents. Individualized educational plans will be created within 30 thirty days of the initial assessment.

Taking into account the criterion-based assessment results that indicate a child's academic strengths and needs, the educational plan provides a roadmap for the year, including specific measures of a student's progress and new skills mastery. The plan designates quantifiable goals and objectives to be achieved during the year, as well as targeted timeframes for re-testing and other milestones. All daily lesson plans will reflect this educational program, as will weekly and monthly testing, customized to the student's individualized curriculum.

Student Goals & Objectives

Goals are determined by identifying a child's educational needs through assessment, but are also influenced by factors such as personal learning style and individual strengths. Goals are intended to challenge the student, but not to create frustrations that inhibit learning.

The student's goals are written down in clear and simple language, and are measurable with specific timeframes in which to achieve quantifiable milestones, objectives. Goals are created through input from the private school teacher, parent, and the child, and all activities in the classroom reflect these targeted achievements.

Eligibility Criteria for Non-public Students

Multiple Selection Process

1. Identify address eligible potential participates (all grades, all schools, including county addresses.)
2. Follow the procedures listed below based on the grade of the child:

Pre-Kindergarten

- a. Boehm Test of Basic concepts (preschool version, flip chart)

- b. Teacher recommendation
- c. Principal recommendation

Kindergarten

- a. Teacher referral
- b. Language/literacy checklist
- c. Mathematics checklist
- d. Principal referral

First Grade

- a. Grade one checklist (reading, mathematics and work habits)
- b. Teacher recommendation
- c. Principal recommendation

Second Grade

- a. Grade two checklist (reading, mathematics and work habits)
- b. Teacher recommendation
- c. Principal recommendation

Grades three through eight

- a. Standardized test scores (or CRT)
- b. Mitigating factors
 - 1. If received Title I during past 2 years
 - 2. Automatic eligibility (Headstart, Evenstart, Homeless)
 - 3. Attendance
- c. Reading/Language Math checklist
- d. Teacher recommendation
- e. Principal recommendation

Learning Management System:

Teachers monitor student progress on a daily basis using the Learning Management System (LMS). This web-based application allows teachers to check student lesson completion, skills mastery, attendance, and assessment results. Through this program, teachers can determine if a student needs additional help, and then schedule targeted lessons (off line) that review skills in the specific areas of need. LMS also allows the teacher to easily create reports that summarize all aspects of a child's academic progress.

Measuring Academic Outcomes:

UEA emphasizes outcome-based educational approaches. A student must learn one skill before moving on to the next lesson.

Students take unit tests to determine mastery of skills being taught. All assessment data is kept in the student folder and used as a guide for daily instruction and preparation of all lesson plans.

In accordance with best practices, assessment results provide the truest picture of the academic proficiency of the child. **UEA** will work with **BCPSS** in gathering data to measure the progress of each child in the program. Additionally, **UEA** will coordinate annually with **BCPSS** to assess the progress of each program to determine if schoolchildren are making sufficient gains toward their academic achievement standards of Maryland, and the school's academic standards. **UEA** will maintain all student test information in a student folder in a secured locked cabinet at the school site.

Reporting & Accountability

Each student record will maintain, at a minimum, the following:

- Contact emergency/information
- Parental consent forms
- Pre and Post Assessment results
- Daily lesson plans
- Attendance records
- Educational Plan with teaching methodologies
- Written correspondence with private school staff
- Written correspondence with parents
- Tests
- Progress data
- Weekly progress summaries
- Monthly reports
- Quarterly reports

Each week the teacher provides a summary to the site/lead teacher. This summary references running records that are maintained, as well as the student's work portfolio. The site/lead teacher and supplemental teacher review these documents on a monthly basis. The progress report will be sent to the student's school and parents. Weekly monitoring by the site/lead teacher and the monthly review assist in focusing on additional skills.

A monthly progress report will be provided to the school and student's homeroom teacher, the parent, and **BCPSS**. The report will specifically document the student's progress toward each goal listed in the Individual Student Improvement Plan (ISIP). This report, along with the

student's achievement data, will also include information concerning the student's attitude toward work, his/her behavior in supplemental sessions, and information regarding parental contact.

The Urban Educational Alliance will monitor its programs on a regular basis to ensure these goals are being met at each site. Lead Teachers will be required to write a site plan that incorporates specific objectives with timeframes in support of these overall goals of the program. A rigorous system of responsibility for student academic achievement and management accountability will provide checks and balances to ensure the program is effectively meeting its goals and contractual requirements.

UEA will provide monthly attendance records and other service details to **BCPSS**. Reports will be generated and disseminated to private schools, **BCPSS**, and parents on a monthly and quarterly basis, with one year-end report prepared by the end of June 2007.

UEA's Quality Assurance Evaluation Team will provide on-going internal program audits, including the review of random samplings of student files to ensure accuracy, completeness, and adherence to all regulations and contract requirements. Details and procedures for this program will be established within 30 days of contract start.

Collaboration & Communication With Schools

Prior to the start of the program, the **UEA** leadership team will meet with participating non-public schools to better understand the assessment information available on each student, and coordinate the process for linking the program's assessment data to the school's for more in-depth analysis at the end of the program.

UEA teachers will be trained to coordinate and supplement the child's learning plan to the classroom curriculum. Early in the program, teachers will meet with the classroom teacher to discuss the child's current academic performance and to offer feedback on the remediation program. **UEA** teachers will observe students in class, and have access to the student's classroom work and assessment results. This information, combined with the child's pre assessment and feedback from the parent will form the basis of the learning plan and academic goals to be addressed in the program. Additionally, the **UEA** Program Director will work with the school's academic leader to determine school-wide goals that need to be addressed in the remediation program and work with the **UEA** teachers to integrate this knowledge in to the program.

UEA's lead teacher will contact the home school principal and classroom teachers and request the skills being worked on each month and the instructional materials used. It is critical that the supplemental services program complements the student's regular instructional program. To this end, whatever steps are required to obtain the necessary information will be followed.

UEA and classroom teachers will be encouraged to communicate frequently about the progress of students in the program, and are likely to do so on a daily, but informal, basis. During parent teacher conferences, the classroom teacher, along with the parent will receive a copy of the child's progress report. Additionally, the **UEA** teacher will have

access to the child's grade reports and other relevant student information that is helpful in providing services to the child.

UEA will provide, at a minimum, written summary reports to private school teachers on a weekly basis.

Cultural Sensitivity & Accommodations

UEA is accustomed to providing services to students who are bilingual or who are limited in their English proficiency. We employ staff that is multi-lingual and all information that sent to parents is in the dominant language of the family. We translate to Spanish, French, Hindu, Vietnamese, Chinese, and Korean. A consulting firm, Global Tech, is contracted specifically for this purpose.

2. Curriculum & Instructional Delivery System

UEA Curriculum Policy

A. PURPOSE

To provide a process to manage the curriculum by establishing the structure for curriculum design and delivery and a systematic basis for decision-making and standardized practice

B. ISSUE

Curriculum contains the UEA's prescribed elements of programs and courses, which shall state clearly and specifically what students are expected to know and be able to do, how well they will be able to do it, how they will meet their learning objectives, and by what means they will be assessed. Curriculum documents typically include rationale and purpose, scope and sequence of learning outcomes, instructional strategies, adaptations for special populations, and assessment procedures.

C. POSITION

The UEA recognizes the need and value of a systematic ongoing program of curriculum review and development. The UEA will encourage and support the professional staff in its efforts to investigate curriculum ideas, develop and improve programs, evaluate results, and participate in staff development activities.

1. This policy encompasses the following:

- a. The written curriculum as presented in the curriculum framework and in the curriculum guides
- b. The taught curriculum as implemented by teachers with students
- c. The learned curriculum as demonstrated by assessments of student performance
- d. The ongoing staff development needed to ensure consistent implementation, monitoring, and supervision
- e. The monitoring of curriculum implementation by teachers, principals, and central services staff

2. Written Curriculum

- a. The UEA expects that learning will be enhanced by adherence to a curriculum that promotes continuity and cumulative acquisition and application of skills and knowledge from grade to grade and from school to school. The curriculum should reflect the best knowledge of the growth and development of learners, the needs of learners, and the desires of the community, state law, and state board of education rules.
- b. The focus of the curriculum shall promote:
 - An opportunity for every student to participate
 - Achievement at the highest level in every curricular area for every student
 - Objectives derived from local, state, national, and international standards as appropriate in all subject areas
- c. The curriculum shall provide teachers, students, and parents with the UEA's expectations of what students should know and be able to do at the end of each grade level and course.
- d. Subject area written curriculum frameworks, scopes and sequences, expectations, curriculum guides, and material for parents shall be developed for every grade level and course.
- e. Initial information regarding proposed curriculum development or revisions shall be presented to the UEA for approval to proceed with a formal request for curriculum development or revision.
- f. All curriculum shall be documented in writing in a standardized format providing the following:
 - The context for learning
 - Content and performance standards stated clearly for teachers to understand what is expected and required of them and all

students; for parents to understand what is expected of their children; and for students to understand what is expected and required of them

- A model for instruction to meet those standards for all students
 - A model for assessment to monitor student progress toward those goals
 - Use of approved instructional resources
- g. Each subject area curriculum will be reviewed on a cycle every 3 years, with at least one area reported to the UEA every year. The review process should include, but not limited to, use of data, benchmarking, and communication.
- h. Teachers shall have copies of guides and use the standards in the guides to develop daily lesson plans.
- i. UEA staff and principals work with teachers to maintain consistency among the written curriculum, the taught curriculum, and what students have learned as measured by assessments.
- j. Instructional resources such as textbooks, software, electronic resources, and other materials shall be selected based upon their alignment with the curriculum standards and priorities of the system using a uniform process.

3. Taught Curriculum

- a. The taught curriculum shall be aligned with the written curriculum and the assessed curriculum to bring about a high degree of consistency.
- b. All programs for all students shall be aligned to the system wide curriculum and shall be integrated in their delivery.
- c. All curriculum decisions, including but not limited to, elimination or addition of programs and courses and extensive content alteration, shall be subject to UEA approval.
- d. Curriculum guides shall be used to map a logical sequence of instruction. All guides will ensure that all courses contain the appropriate content required to prepare students for assessment activities.
- e. Staff development shall be designed and implemented to prepare staff members to teach the written curriculum and shall use methodologies to ensure that staff members have appropriate knowledge, skills, and practices to teach effectively.

4. Learned Curriculum

- a. The Program Director shall recommend to the Chief Executive Officer and the Executive Director assessment approaches for

determining the effectiveness of instruction at system, school, and classroom levels. Assessments shall evaluate the extent to which students master national, state, and local standards and the extent to which teachers enable students to meet those standards

- b. A variety of assessment approaches will be used to determine the effectiveness for the written curriculum, the taught curriculum, and instructional programs and courses, including pre-assessment, formative assessment, and summative assessment.
- c. The assessed curriculum shall include the following components:
 - National assessments as appropriate
 - State-level assessments as required
 - Local assessments
 - An electronic information management system at the classroom, school, and central office levels that will provide teachers, principals, central office, and other instructional staff, and parents with regularly reported individual student data to support coordination of instructional planning, student assessment and placement, instructional delivery, and program evaluation
 - A program evaluation component
- d. Teacher assessment of students on the curriculum standards shall be ongoing. Teacher-made tests, as well as local assessments, shall be used to determine patterns of student achievement. Teachers and supervisors shall use test results to assess the status of individual student achievement, to continuously regroup students for instruction, to identify general achievement trends of various groups of students, and to modify curriculum and/or instruction as warranted by assessment results.
- e. Lead teachers shall review assessments with teachers to ensure the assessments are congruent with the written curriculum.
- f. A systematic process shall be in place for assessing/testing student performance. This process shall provide for the acquisition, analysis, and communication of student performance data to :
 - Measure student progress and diagnose student needs
 - Guide teacher's instruction at appropriate levels
 - Guide student's learning
 - Guide system wide improvement of curriculum alignment and programmatic decisions
 - Communicate progress to parents to support learning

D. DESIRED OUTCOMES

A focus curriculum that:

1. Is well-balanced and appropriate for all students to meet needs of diverse learners
2. Conforms to state mandates regarding course offerings and essential knowledge and skills
3. Reflects current research, best practices, data, and technological advancements within the disciplines and promotes congruence among written, taught, and assessed content
4. Provides strategies for differentiation in instructional methodologies, pacing, and resources for special population and diverse learners

E. IMPLEMENTATION STRATEGIES

1. The UEA shall:
 - a. Approve the curriculum frameworks and scopes and sequences
 - b. Provide for staff development that focuses on the necessary methodologies to increase staff proficiency in content knowledge, skills and practices
 - c. Communicate to its constituents the UEA's curricular expectations
 - d. Recommend funding, through the budget process, for adequate resources needed to implement the curriculum based on data
 - e. Establish the breadth and depth of the local testing program, including what grades are tested, in which subjects, and for what purposes
 - f. Establish a process for evaluation and selection of instructional texts and materials
 - g. Establish standards for acceptable performance on assessments
 - h. Establish goals that are congruent with students performance expectations
 - i. Ensure that a functional decision-making structure is in place to implement this policy
 - j. Prepare a long-range master plan for curriculum development, curriculum revisions, student assessment, and program evaluation
 - k. Prepare a long-range master plan for the electronic collection and storage of data that supports the analysis and reporting of program evaluation and student assessment data and facilitates data-based decisions making at all levels
 - l. Prepare a long-range master plan for comprehensive training and staff development
 - m. Ensure that implementation of the curriculum is monitored
2. Regulations will be developed/revised as needed to implement this policy.

F. REVIEW AND REPORTING

1. The Program Director shall annually report to the Executive Director concerning implementation of this policy
2. Each subject area curriculum will be reviewed every 3 years, with at least one area reported to the UEA every year.
3. Periodic reports shall be made to the UEA concerning assessments.
4. This policy will be reviewed on an ongoing basis in accordance with the UEA's policy on policy setting.

Individualized Approaches To Teaching

Each child is different. Because of this, **UEA's** individualized educational programming is geared towards each child's unique needs and learning style. The program offers direct and guided reading and mathematics instruction in a non-threatening environment with teachers and teacher assistants who have been trained in a scientifically rooted pedagogy.

The foundation of the **UEA's** success is its comprehensive, technology-based literacy instruction, varied teaching methodologies to accommodate children who learn differently, and dedicated and caring teachers who are passionate about educating our children. Individualized programming also offers accelerated academic advancement, capitalizing on the strengths of each child while building on successes. Self-esteem increases as a result, and the discouraging cycle of failure can be broken.

Curriculums

Urban Educational Alliance's supplemental educational services are designed to augment the curriculum of the respective schools and are correlated to the Voluntary State Curriculum. In Baltimore City, the Direct Instruction, Core Knowledge, and Achievement First curriculums dominate in the choices of curriculums and model selections.

Small Group Instruction

UEA incorporates small group instruction into its program design to ensure learning opportunities of the highest quality. Numerous articles have explored the relationship between academic achievement and the self-concept of children. Research has shown that the use of small-group instruction has positively affected student's self-concept, as well as academic achievement, according to a study performed by Alexander, Cart, & Schwanenflugel conducted in 1995.

Reading Skills

UEA acknowledges that the acquisition skills and reading instruction are very complex and prepares our teachers to use a combination of direct instructional strategies. Our teachers develop phonemic awareness and provide systemic phonics instruction. To help develop fluency, special attention is guide repeated oral reading. Research indicates that this focus has a significant and positive impact on word recognition, reading fluency, and comprehension. Throughout all of our reading sessions, there is an emphasis on vocabulary development. We teach to both directly and indirectly and use a combination of teaching methods.

Mathematics

In mathematics, **UEA** utilizes an approach to numeracy development offered by Max A. Sobel and Evan M. Maletsky (1999) in *Teaching Mathematics*. Math lessons begin with a challenging question that provokes thought and is of great interest to the students. It helps when students see the relevance and application of the mathematical process as it relates to real world situations. This method directly involves students in solving the problem while connecting the challenge to something the students already know. Finally, **UEA** applies the *Dimensions of Learning* (Maranzo, 1992) strategies in helping learners think deeply and construct their own knowledge using graphic organizers, KWL charts, advanced organizers, and concept formation.

Study Island:

UEA utilizes Study Island, which is a research-based instructional software program geared to state academic standards that is widely used as a test preparation application in thousands of school districts across the country. Study Island has many added benefits, including being aligned to Maryland's Voluntary State Curriculum (VSC), and the Maryland State Assessment (MSA). This alignment provides customized instruction in the content areas that Maryland schoolchildren are expected to master at each grade level. Additionally, Study Island allows for **UEA** teachers to customize reports that provide specific information about individual students in order to better tailor additional services to the child's educational needs. Study Island also allows for parent participation, and parents can check on the status of their child's learning program from any Internet connected computer.

In addition to being aligned to state standards, the Study Island curriculum uses the Mastery Learning method, which requires the student to master a skill before the or she can progress to the next skill. Students are periodically re-tested on skills in order to ensure retention.

Students work through the program under the guidance of a certified teacher who is responsible for daily monitoring of students progress in the program. Students log on to the Study Island website and complete their lessons. Once finished with a unit, children are given a test to

determine if they mastered the skill. If they master the skill (80%) they move on to the next level of lessons. If they do not, they continue to work on the skill until they have passed the unit test.

3. Facilities

Prior to the start of the program, **UEA** will meet with private school administrators to determine the facility needs of each site. Classroom activities will take place in a room or rooms that are religiously neutral, and free of religious symbols.

For school sites that do not have access to an additional room for services, **UEA** will work with the private school to determine the best means to serve students at the location of the school. If a school does not have adequate space available, **UEA** will work with the private school and **BCPSS** to identify and secure an alternative classroom location.

UEA will request a written contract with each private school indicating the exclusive use and control of a specified classroom or other space used for Title I services during designated instruction times. **UEA** has created a document for this purpose.

4. Timeline/ Project Schedule

Activities	Timeline
<p>UEA staff will meet with representatives from Title I programs to discuss and review detailed plans and activities for upcoming year.</p>	<p>Within 15 days of signed contract with BCPSS</p>
<p>UEA will contact school administrators and arrange meetings to discuss services to be provided, student needs, and space to be utilized for supplemental teaching.</p>	
<p>Recruitment for staff vacancies begins.</p>	<p>7/10/2006</p>
<p>All necessary office and classroom supplies, curriculum materials, and equipment are ordered.</p>	<p style="text-align: center;">↓</p>
<p>UEA accounting/financial tracking systems established with assistance of MBE accounting firm, Abrams, Foster, Nole and Williams.</p>	<p>Within 2 weeks of contract start</p>
<p>Staff Development/Training program, with schedule dates, is developed for in-house trainings provided by UEA administration and trainings offered through MBE consulting firm, Paraklete Consulting.</p>	<p>Within 30 days of contract</p>

<p>Human Resources Department finalizes all employee and program Policies & Procedures.</p> <p>Program Evaluation standards and tools to be developed by UEA administration and WBE consulting firm, the Cirdan Group.</p> <p>All staff is hired. Orientation and staff training begins.</p> <p>Distribution of all policies & procedures, emergency protocols, and staff directories.</p> <p>Staff assignments to individual schools or clusters/areas are finalized.</p> <p>All initial staff training is completed, including training specific to Title I and UEA's contract requirements and necessary data collection and reporting.</p> <p>Orientation for non-public school faculty and staff. Introduction to UEA and its teaching staff.</p> <p>Identification of teaching spaces to be used by UEA instructors. Deficiencies, if noted, are reported to both UEA administrative staff and school principals.</p> <p>Determine student eligibility using BCPSS multiple selection process and address directories.</p> <p>Information packets are sent to parents of eligible students, including release forms for program participation.</p> <p>Informational meetings take place at each private school to orient parents to the program and answer questions.</p> <p>UEA Quality Assurance Evaluation Team is identified.</p> <p>Children participating in the program are identified and all parental release forms are received.</p>	<p>8/15/2006</p> <p>3 weeks prior to start of school year</p> <p style="text-align: center;">↓</p> <p>2 weeks prior to start of school year</p> <p>1 week prior to start of school year</p> <p>TBD between UEA and non-public school administrators with preference to this occurring 1 week before children return for the school year and in combination with their own back-to-school preparations.</p> <p>First 1-3 weeks of school year</p> <p style="text-align: center;">↓</p> <p>9/1/2006</p> <p>9/15/2006</p>
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Instructional pullout class schedule at each school is finalized.	
Locations for all training programs to take place during the year are determined, including host schools where applicable.	↓
Finalized Training Program schedule distributed to all non-public schools and parents for voluntary attendance.	9/15/2006
All student assessments (Terra Nova) completed by WBE consulting firm, Care Rehab	9/20/2006
Teachers meet with private school teachers to discuss each child's needs and home school curriculum	9/15/2006
Based upon the outcomes of the student's assessment, educational goals and objectives are established with the collaborative input from private school teachers and parents, and comprehensive individual education plan is created.	9/29/2006
Copies of educational plan are provided/mailed to home schools and parents	↓
Monthly newsletter is distributed to schools and parents	↓
Area Supervisors meet weekly with school principals.	September 2006
Weekly UEA Management Team Meetings	↓
UEA Administration meets with Title I Office	↓
UEA monthly organizational staff meeting	↓
In-house and external monthly staff trainings (2)	↓
Lead Teachers, teachers, and teacher assistants attend all applicable in-services and orientations occurring at home schools.	August/Sept. 2006
Parents meeting with instructional information on the use of Study Island	9/31/2006
Begin Title I instruction	10/2/2006
UEA Area Supervisors and Lead Teachers coordinate schedules for	10/6/2006


teacher observations and feedback/coaching sessions		
UEA will send an up-to-date list to BCPSS of students who are eligible for services based on multiple selection criteria.	10/10/2006	
Lead Teacher and Teacher observations/coaching	Oct. 15-31, 2006	
Schedule Parent-Teacher Conferences	10/13/ 2006	
Monthly attendance list sent to BCPSS , along with invoicing	10/15/2006	
Parent-Teacher Conferences Take Place	Oct. 23-27, 2006	
Student progress data is compiled and analyzed	10/27/ 2006	
Monthly status report to BCPSS , schools, and parents	10/31/ 2006	
Monthly newsletter is distributed to schools and parents	10/31/ 2006	
Title I instruction continues as scheduled	October 2006	
In-house and external monthly staff trainings (2)	↓	
Area Supervisors meet weekly with school principals.		
Weekly UEA Management Team Meetings		
UEA Administration meets with Title I Office		
UEA monthly organizational staff meeting		
Parents meeting with instructional information on the use of Study Island		
Weekly lesson-based testing customized to each student (ongoing)		
90-day UEA staff performance evaluations		11/ 5/2006
Monthly attendance list sent to BCPSS along with invoicing		11/15/2006
Student progress data is compiled and analyzed		11/17/2006
Monthly status report to BCPSS , schools, and parents	11/30/2006	
Monthly newsletter is distributed to schools and parents	↓	

Title I instruction continues as scheduled	November 2006	
In-house and external monthly staff trainings (2)	↓	
Area Supervisors meet weekly with school principals.		
Weekly UEA Management Team Meetings		
UEA Administration meets with Title I Office		
UEA monthly organizational staff meeting		
Weekly lesson-based testing customized to each student		
Monthly attendance list sent to BCPSS , along with invoicing		12/15/2006
Student progress data is compiled and analyzed	12/20/2006	
Monthly status report to BCPSS , schools, and parents	12/23/2006	
Monthly newsletter is distributed to schools and parents	↓	
Title I instruction continues as scheduled		December 2006
In-house and external monthly staff trainings (2)		↓
Area Supervisors meet weekly with school principals.		
Weekly UEA Management Team Meetings		
UEA Administration meets with Title I Office		
UEA monthly organizational staff meeting		
Weekly lesson-based testing customized to each student		
Quarterly reports distributed to BCPSS , schools, and parents	1/5/2007	
UEA Area Supervisors and Lead Teachers coordinate schedules for teacher observations and feedback/coaching sessions	1/12/2007	

Monthly attendance list sent to BCPSS , along with invoicing	1/15/2007
Lead Teacher and Teacher observations/coaching	Jan. 15-26, 2007
Student progress data is compiled and analyzed	1/26/2007
Monthly status report to BCPSS , schools, and parents	1/31/2007
Monthly newsletter is distributed to schools and parents	↓
UEA Quality Assurance Team does random selection file reviews to ensure completeness of records and indications of progress	Jan. 15-26, 2007
Quality Assurance Team presents findings to UEA Administration with suggestions for program improvement	1/31/2007
Title I instruction continues as scheduled	January 2007
In-house and external monthly staff trainings (2)	↓
Area Supervisors meet weekly with school principals.	
Weekly UEA Management Team Meetings	
UEA Administration meets with Title I Office	
UEA monthly organizational staff meeting	
Weekly lesson-based testing customized to each student	↓
6-month staff performance evaluations	2/5/2007
Monthly attendance list sent to BCPSS , along with invoicing	2/15/2007
Student progress data is compiled and analyzed	2/23/2007
Monthly status report to BCPSS , schools, and parents	2/28/2007
Monthly newsletter is distributed to schools and parents	2/28/2007
Title I instruction continues as scheduled	February 2007

In-house and external monthly staff trainings (2)	
Area Supervisors meet weekly with school principals.	
Weekly UEA Management Team Meetings	
UEA Administration meets with Title I Office	
UEA monthly organizational staff meeting	
Weekly lesson-based testing customized to each student	↓
UEA Area Supervisors and Lead Teachers coordinate schedules for teacher observations and feedback/coaching sessions	3/9/2007
Monthly attendance list sent to BCPSS , along with invoicing	3/15/2007
Student progress data is compiled and analyzed	3/27/2007
Monthly status report to BCPSS , schools, and parents	3/30/2007
Monthly newsletter is distributed to schools and parents	↓
UEA Quality Assurance Team does random selection file reviews to ensure completeness of records and indications of progress	March 14-23, 2007
Lead Teacher and Teacher observations/coaching	March 19-30, 2007
Quality Assurance Team presents findings to UEA Administration with suggestions for program improvement	3/30/2007
Title I instruction continues as scheduled	March 2007
In-house and external monthly staff trainings (2)	
Area Supervisors meets weekly with school principals.	
Weekly UEA Management Team Meetings	
UEA Administration meets with Title I Office	
UEA monthly organizational staff meeting	
Parents meeting with instructional information on the use of Study Island	
Weekly lesson-based testing customized to each student	↓

Quarterly reports distributed to BCPSS , schools, and parents	4/2/2007
Monthly attendance list sent to BCPSS , along with invoicing	4/15/2007
Monthly status report to BCPSS , schools, and parents	4/25/2007
Monthly newsletter is distributed to schools and parents	4/30/2007
Title I instruction continues as scheduled	April 2007
In-house and external monthly staff trainings (2)	↓
Area Supervisors meet weekly with school principals.	
Weekly UEA Management Team Meetings	
UEA Administration meets with Title I Office	
UEA monthly organizational staff meeting	
Weekly lesson-based testing customized to each student	
School and parent satisfaction surveys are mailed in accordance with comprehensive Program Evaluation Plan	
Monthly attendance list sent to BCPSS , along with invoicing	5/15/2007
Post-program student assessments are completed (Terra Nova)	5/20/2007
Student satisfaction surveys are conducted as per the Program Evaluation tools	5/25/2007
Title I instruction continues as scheduled	May 2007
In-house and external monthly staff trainings (2)	↓
Area Supervisors meet weekly with school principals.	
Weekly UEA Management Team Meetings	
UEA Administration meets with Title I Office	
UEA monthly organizational staff meeting	
Weekly lesson-based testing customized to each student	

Program Evaluation Team conducts comprehensive year-end audit of program effectiveness using established tools and methodologies	June 4-15, 2007
Monthly attendance lists sent to BCPSS , along with invoicing	6/15/2007
Results of evaluation are compiled by The Cirdan Group, including the development of a detailed Plan of Correction for any necessary program modifications and/or improvements	June 15-25, 2007
Staff receive final performance evaluation	6/28/2007
Student progress data is collected, analyzed, and included in UEA 's year-end report.	6/27/2007
Final student status reports sent to BCPSS , schools, and parents	6/29/2007
Comprehensive Final (Program) Report is mailed to BCPSS	6/29/2007
Title I instruction continues as scheduled for the remainder of the school year	June 2007
Area Supervisors meets weekly with school principals.	
Weekly UEA Management Team Meetings	
UEA Administration meets with Title I Office	
UEA monthly organizational staff meeting	
Weekly lesson-based testing customized to each student	
Final contract invoice sent to BCPSS	8/15/2007

5. Quality Control Procedures

Within 30 days of the contracts start date, **UEA** will collaborate with the **WBE** consulting firm, The Cirdan Group, in the development of a comprehensive Evaluation Program Plan that will include the establishment of Quality Assurance Protocols. Detailed procedures for on-going accountability standards will be established at that time

to include the processes applied by the UEA Quality Assurance Evaluation Team, which are, at a minimum:

1. Review of student records to ensure accuracy, completeness, and adherence with all regulations and contract specifications.
2. Review of personnel files to ensure all employee trainings have occurred as indicated, with sign in sheets as verification of staff training completion.
3. Review of all students' educational plans to ensure the highest level of quality service and detect areas where teachers may require further training.
4. Inspection of all classrooms to ensure cleanliness and absence of health or safety violations.
5. Review of corporate files to ensure that all contract reporting has occurred as required.
6. Review of student progress statistics to determine success of program and identify any deficiency issues.

6. Resource Center

- Pencils
- Paper
- Ink
- Math journals
- Reading journals
- Math manipulatives
- Graphic organizers
- Study Island software/curriculum
- Folders
- Calculators
- Headphones
- Cassette players
- Reading workbooks
- Math workbooks
- Certificates
- Dry erase boards, per child
- Organizers, per child
- Plastic magnetic letters
- Poetry collection
- Big book easels/storage
- Pocket charts
- Readers
- Literacy kits
- Highlighters
- Overhead projectors
- Foam magnets
- Personal readers
- Task cards
- Phonics board games
- Alpha tales
- Word tales
- Grammar tales
- Supplement spellers
- Other items as needed

7. Staff/Teacher Recruitment

Teachers and assistants will be recruited through newspaper want ads, job fairs, and online job search websites and **UEA** will hire only state certified teachers with preference given to those with prior experience in delivering instructional services to Title I students.

UEA conducts background checks on all employees before hiring. To comply with Section 5-560 et seq. of the Family Law Article of the Maryland Annotated Code in the Code of Maryland Regulations (COMAR), **UEA** will require the sworn statement or affirmation disclosing criminal convictions or charges as outlined in 5-561 of the Maryland Code. Employment or continued employment is subject to this code. Any volunteers or subcontractors involved in the program will be subject to successful completion of criminal background checks as well.

UEA will conduct an initial phone screening with a prospective teacher, followed by two in-person interviews prior to an offer of employment. All teachers must provide a minimum of three (3) professional references, one of which must be from an immediate supervisor. Additionally, teacher certifications will be verified through formal background checks prior to hire.

UEA employs qualified staff members based on their certifiable credentials and their ability to successfully accomplish the tasks of the position. The company fully embraces the concept of diversity in the workplace and does not discriminate on the basis of race, gender, religion, age, sexual orientation, national origin, or disability.

8. Training & Professional Development

Although we understand that this requirement has been deleted from the RFP guidelines, we are committed to providing opportunities for professional growth to our staff, as well as arming our educators with the tools necessary for quality service provision.

As a result, **UEA** will offer, at a minimum, two professional development/staff training programs each month. One will be presented through a **MBE** consulting firm and the other will involve trainings by our administration. Likewise, when appropriate, private school teachers and administrators, as well as parents, will be encouraged to join us.

Some of the topics we plan for our first year of Title I services are:

- **UEA** Staff Orientation
- Understanding Title I
- **UEA** Reading Curriculum Training
- Phonemica Awareness
- Phonics
- Fluency
- Comprehension

- Vocabulary
- Differentiated Instruction
- Behavior Management
- Classroom Management
- Building Positive Parent-Teacher Relationships
- UEA Math Curriculum Training
- Parent Literacy Training
- Parent/Teacher Communication Training—How Can I help?
- Literacy Training for Non-English Speaking and ESL Parents—Breaking Down The Barriers In Student Achievement

9. Evaluation Plan

Within 30 days of the contracts start date, **UEA** will collaborate with the **WBE** consulting firm, The Cirdan Group, in the development of a comprehensive Evaluation Program Plan including tools and procedures for weekly, monthly, and quarterly reviews of program operations and service.

The Program Evaluation Plan will also include, but not be limited to:

1. Anonymous private school, parent, and student satisfaction studies.
2. Goal attainment evaluation, plus individual and overall student progress statistics.
3. Employee surveys to measure job satisfaction (anonymous) and morale.
4. Objective evaluation of program's overall success.
5. Evaluation of fiscal management and budget control.
6. Identification of systemic problems in service delivery.
7. Identification of specific issues to be rectified.
8. Establishment of goals and objectives for year two.
9. Final Report of findings, with comprehensive Plan of Correction to address any and all deficiencies.

10. Health & Safety

While rectifying health and safety issues will remain the responsibility of the home school in which services are being provided, **UEA** faculty and staff will immediately notify school administrators of any conditions that pose a safety or health hazard to children. This notification will occur verbally with written documentation of the reporting supplied to both the school's principle and **UEA's** corporate office where a file will be kept on each school.

11. Parental Involvement

Although **UEA** understands that there are no formal requirements for parental involvement or support through this contract, we firmly believe that the success of every child is affected by the Parent-Teacher relationship and the skills and support that families need to best contribute to a child's successful academic development.

Because of this, **UEA** is committed to additional efforts which arm parents with the tools they need to become an effective partner in a child's education. Other than the obvious offerings of quarterly Parent-Teacher conferences, monthly and quarterly progress reports, newsletters, and collaboration on educational plan development, **UEA** also offers homework assistance training—in particular, as relates to Study Island. Parent orientation and support meetings are provided throughout the year, as is a standing invitation for parents to attend any **UEA** training programs of interest.

Additionally, **UEA** provides specialized support services for non-English speaking or ESL families. **UEA** is accustomed to providing services to students who are bilingual or who are limited in their English proficiency. We employ staff that is multi-lingual and all information sent to parents is in the dominant language of the family. We translate documents and reports into Spanish, French, Hindi, Vietnamese, Chinese, and Korean, as needed.

12. Safety Monitoring, Emergency Procedures, and Compliance

UEA teachers will request a copy of written emergency procedures for each school where they provide services upon the start of the school year and will familiarize themselves with standard operating procedures in the event of an emergency. These emergency plans, which will vary by school, will be followed as indicated. Additionally, teachers will promptly notify school administrators of any identified safety concerns in the designated instruction areas, both verbally and in writing on a form designated for this purpose. Copies of these reports will be maintained in a file at the **UEA** corporate office.

The Urban Educational Alliance will take all necessary measures to protect the safety and health of the staff and students, including, but not limited to the following practices:

- Teachers or assistants will at all times escort the children to and from the instructional facility, both inside and outside of a main building.
- The teacher or teacher assistant supervises children at all times.
- Title I classes participate in fire drills as arranged by the school administration. At the start of the school year, Title I teachers make certain that each student is knowledgeable of fire drill procedures, including the route to the safe area designated in each facility.

13. Financial Statement

Financing for start-up and operational costs prior to receipt of funding from **BCPSS** will be obtained from three different sources.

1. The **Urban Educational Alliance** founders have designated personal funds in the amount of \$86,000 for start-up and operational costs.
2. Revenues from our summer supplemental educational support services program for 2006 will bring in expected surplus revenue of at least \$50,000. This funding will be available no later than June of 2006.
3. **UEA** will apply for a loan through the Contract Financing Program (CFP) through the Maryland Small Business Development Financing Authority.

Maryland Small Business Development Financing Authority –CFP Loan

Our **MBE** accounting firm of Abrams, Foster, and Nole has encouraged **UEA** to immediately begin the application process for funding through MSBDFA. Given **UEA**'s strong credit history, we are confident we will qualify for a short-term loan under this program.

“The Maryland Small Business Development Financing Authority offers financial assistance to eligible businesses in the form of a direct loan or the guaranty of loans made by a financial institution. These funds may be used for working capital and the acquisition of equipment needed to begin, continue or complete work on contracts where a majority of funds are provided by a federal, state or local governments or utilities regulated by the Public Service Commission. Financing in either form is limited to \$500,000 and must be repaid during the term of the contract. Interest rates generally range from the prevailing prime rate up to prime plus two percent. Applicants may qualify for financing prior to contract award.”¹

¹ Maryland Small Business Development Financing Authority Website- www.mmgroup.com/funds_msbdfa_cfp.html

Accounting & Cost Control Plan

The **Urban Educational Alliance** is committed to sound fiscal policy and practice. Record keeping and financial management will follow Generally Accepted Accounting Principles (GAAP).

Within two (2) weeks of a signed contract with **BCPSS**, **UEA's MBE** accounting firm, Abrams, Foster, and Nole, will provide on-site assistance to **UEA's** Chief Financial Officer (CFO) to fully establish all accounting systems and procedures, as well as customizing computer software tools to the specific needs of the company. Most likely, the software of choice will be QuickBooks or a similarly reliable program.

Under the skilled guidance of our CPA consultants, we will gear our financial systems to directly reflect budget line items and cost centers associated with our **BCPSS** contract, in addition to any other contracts won by **UEA**. Additionally, a CPA from Abrams, Foster, and Nole will be on-site once a month to review our financial records and make whatever adjustments may be necessary. This firm will also prepare our tax documents each year and coordinate the annual independent financial audit process.

The independent company, *Paychex*, will manage **UEA** employee payroll needs, with checks issued on a bi-weekly basis. This company, through automatic corporate bank account drafts, will handle payroll taxes and other designated paycheck deductions, ensuring that payments occur as required.

UEA will maintain all financial records for a minimum of three (3) years after the end of this contract. These records will be available for review, through personal inspection at our corporate offices or through electronic delivery, by all authorized representatives of local, state, and federal agencies.

Invoices to **BCPSS** will be mailed on the 15th of each month for services rendered the preceding month. **UEA** will include detailed instructional costs including, but not limited to, the name and salary of each teacher, the instructional materials purchased, and the specific administrative costs and fees from that billing period. Invoices will be forwarded along with the required monthly attendance record reports.

14. Records & Sample Forms

Records

Student records will be kept in a locked file cabinet at the designated private school, preferably in the specified teaching space. All required data, documentation of completed work, benchmark testing tools and results, attendance records, daily lesson plans, assessment findings, communication records with private school teachers/staff and parents, demographic and other identifiable data, will be maintained in each student

record. **UEA** also utilizes “School One,” which is an all-inclusive software package that tracks grades, attendance, tardiness, teacher schedules and payroll expenses.

Both hard copies and electronic records will be maintained for a minimum period of 3 years after contract expiration. Records shall be made available to authorized personnel of the private school, **UEA**, **BCPSS**, and local, state, and federal representatives upon request.

Sample Forms:

- Student Emergency Form
- Emergency Medical Care
- All About Me
- Substitute Sign-In Log
- Parent Conference Guide
- Self-Analysis of Parent-Teacher Meeting
- Requirements For The Designated Area of Use

Forms To Follow

STUDENT EMERGENCY FORM

INSTRUCTIONS TO PARENTS:

- (1) Complete all items on this side of the form. Sign and date where indicated.
- (2) If your child has a medical condition which might require emergency medical care, complete the second page. If necessary, have your child's health practitioner review that information.

NOTE: THIS ENTIRE FORM MUST BE UPDATED ANNUALLY.

When parents cannot be reached, list at least one person who may be contacted to pick up the child in an emergency:

1. Name _____ Telephone (H) _____ (W) _____

Address _____
 Street/apt# City State Zip Code

2. Name _____ Telephone (H) _____ (W) _____

Address _____
 Street/apt# City State Zip Code

3. Name _____ Telephone (H) _____ (W) _____

Address _____
 Street/apt# City State Zip Code

Child's Physician or Source of Health Care _____ Telephone _____

Address _____
 Street/apt# City State Zip Code

In **EMERGENCIES** requiring immediate medical attention, your child will be taken to the **NEAREST HOSPITAL EMERGENCY ROOM**. Your signature authorizes the responsibility person at the school to have your child transported to that hospital.

Signature of Parent/Guardian _____ Date _____

Child's Name _____ Birth Date _____

Entry Date _____ Hours & Days of Expected Attendance _____

Child's Home Address _____
 Street/apt# City State Zip code

Mother's Name _____ Home Telephone _____

Mother's Employer/School _____
 Name Address

Mother's Home Address (If different from above) _____
 Street/apt# City State Zip code

Work Telephone _____ Cellular Phone _____ Beeper _____

Father's Name _____ Home Telephone _____

Father's Employer/School _____
 Name Address

Father's Home Address (If different from above) _____
 Street/apt # City State Zip code

Work Telephone _____ Cellular Phone _____ Beeper _____

Name of Person /telephone # authorized to pick up child daily _____

EMERGENCY MEDICAL CARE

INSTRUCTIONS TO PARENT:

- (1) Complete the following items, as appropriate, if your child has a condition(s) which may require emergency medical care.
- (2) If necessary have your child’s health practitioner review the information you provide below and sign and date where indicated.

Child’s Name: _____ Date of Birth: _____

Medical Condition (s):

Medications currently being taken by your child:

Date of your child’s last tetanus shot: _____

Allergies/Reactions:

EMERGENCY MEDICAL INSTRUCTIONS:

(1) Signs/symptoms to look for:

(2) If signs/symptoms appear, do this:

(3) To prevent incidents:

OTHER SPECIAL MEDICAL PROCEDURES THAT MAY BE NEEDED:

NOTE TO HEALTH PRACTITIONER: If you reviewed the above information, please complete the following:

Name of Health Practitioner Date

Signature of Health Practitioner Telephone Number

ALL ABOUT ME

ALL ABOUT: _____
CHILD'S FIRST NAME OR NICKNAME

This information to be completed by the parent/guardian. This information is intended to allow the teacher to better service your child. Please complete the form indicating your child's behavior and skills which you consider to be things your child does well in the following areas: physical activity, language, self-care, emotional and social; areas you feel your child will need assistance.

Child's Name: _____ Birth date: _____

Parent/Guardian: _____ Home Phone: _____ Work Phone: _____

Address: _____

Emergency Contact: _____ Telephone #: _____

The information herein is for Confidential Use Only

List things your child does well

List your child's likes and dislikes

List the academic activities your child has difficulty

List the things you are working on with your child at home

List the things you wish the AEU will address with your child

Parental/Guardian Signature: _____ Date: _____

Teacher/UEA Staff Signature: _____ Date: _____

UEA

SUBSTITUE FORM

Name of Substitute: _____

Address: _____

Telephone: _____ Date of Birth: _____

Social Security Number: _____

I have agreed to serve as substitute for:

UEA Location: _____

Address: _____

I understand that I am receiving payment for substituting at the rate of _____ per day. I must sign in and submit a copy of the sign in sheet to the UEA office on Friday, no later than 4pm. I have a copy of the curriculum, and policy book and agree to follow them. I agree to be ready to substitute at the above address during the designated hours.

I authorize the UEA to have access to any files or records concerning me that relate to children. These may include a criminal background check and child abuse and neglect records. The purpose is to determine my ability to be a UEA substitute.

I certify that the information on this form is correct and true.

Signature: _____ Date: _____

SUBSTITUE SIGN-IN LOG

NAME: _____

LOCATION	DATE
TIME IN	TIME OUT

LOCATION	DATE
TIME IN	TIME OUT

LOCATION	DATE
TIME IN	TIME OUT

LOCATION	DATE
TIME IN	TIME OUT

LOCATION	DATE
TIME IN	TIME OUT

SIGNATURE _____

DATE FAXED _____

UEA AUTHORIZED SIGNATURE _____

PARENT CONFERENCE GUIDE

STUDENT: _____ **DATE:** _____

PARENT(S)/GUARDIAN _____ **TEACHER:** _____

School History:

Current Grade Levels & Teachers:

Notable Concerns :

_____ **Math** _____ **Reading** _____ **Visual** _____ **Psychological**

Medical Concerns:

Non-School Assistance:

_____ **Tutoring** _____ **Counseling** _____ **Other**

Parent(s)/Guardian statement of child's:

Strengths _____

Weaknesses _____

Study Habits _____

Feeling about school _____

Family information:

Comments: _____

SELF-ANALYSIS OF PARENT-TEACHER MEETING

STUDENT: _____ **DATE:** _____

PARENT(S)/GUARDIAN _____ **TEACHER:** _____

Did the parent(s) leave with a sense of satisfaction?	YES	NO
---	-----	----

Did I leave with a sense of satisfaction?	YES	NO
---	-----	----

Was there parent-teacher agreement regarding the student's abilities and problems?	YES	NO
--	-----	----

Did all agree upon the course of action?	YES	NO
--	-----	----

Are the differences reconcilable?	YES	NO
-----------------------------------	-----	----

Do I need to follow up with the parents?	YES	NO
--	-----	----

Am I satisfied about what is being done for the student?	YES	NO
--	-----	----

Did I learn anything new?	YES	NO
---------------------------	-----	----

If yes give brief statement:

Is there anything that must be done immediately:

Follow-up:

Next parent conference: _____

REQUIREMENTS FOR THE DESIGNATED AREA OF USE

The non-public school shall ensure that the designated area of use for the purpose of the UEA Tutoring Services is:

- (1) Soundly constructed
- (2) Designated only for the use of the UEA tutorial program during the time of service.
- (3) Maintained in good repair
- (4) Free from health and safety hazards
- (5) Protected from infestation of insects and rodents
- (6) In compliance with applicable State and local fire codes
- (7) Free from debris

The interior area accessible to children and the UEA staff are free from hazards such as, but not limited, to:

- Broken windows
- Peeling, flaking paint
- Holes in walls exposing insulation, wiring, pipes, etc.
- Ripped, frayed, warped, cracked, or missing floor surfaces
- Toxic paint

The designated space will be used for the sole purposes of tutoring services to eligible, identified students. The Principle has read the following agreement and by signing below has agreed to the content of this agreement.

Designated Area/Room# _____

(There must be a written notice within 24 hours of any room changes that indicated the reason and new designated area/room #. Room changes should be only altered under extreme circumstances to provide consistency within the program)

Principle Signature: _____ Date: _____

UEA Staff Signature: _____ Date: _____

13. Office Location

UEA's office is located at: 2115 Charles Street, Baltimore, Maryland 21218.

14. Affiliations

Urban Educational Alliance is, and shall remain, independent of **BCPSS**, all private schools, and any religious organizations in the provision of these services.

D. Appendices

1. Audited Financials From Last Three (3) years

Note:

Beginning our third year of operations under the official arm of **UEA**, we have limited financial records to provide as requested. Our sister company, Potter's Preparatory Center, has been in existence since 2003 but likewise does not have audited financial statements.

There are no independent audits available from **The Urban Educational Alliance**. In existence since January of 2004, the only financial documents prepared in past years were tax returns and CPA Prepared Compilations for the years 2004 and 2005. We have included these Compilations from these years.

A current independent audit is under preparation, and will be completed and in our possession within the next 30 days. **UEA** will forward that official document to **BCPSS** upon receipt.

2. Appendix F- Non Collusion Certificate
3. Appendix G- Debarment Affidavit
4. Appendix H- Certificate of Insurance