

DELAWARE DEPARTMENT OF EDUCATION

CHARTER SCHOOL APPLICATION FORM FOR

A NEW SCHOOL TO BE OPENED

IN SEPTEMBER 2000

Kuumba Academy Charter School
Name of Proposed School

Ayoka C. Dorsey
Name of Contact Person

H. Roye Jones Avery
Name of the Head of the Board

705 N. Market Street, Wilm. DE
Mailing Address of Contact Person

September 2000
Opening Date

302-652-0101
Telephone Number of Contact Person

K-6
Grades for School

First year enrollment

136
number

K-3
first year grade span

Second year enrollment

170
number

K-4
second year grade span

Third year enrollment

204
number

K-5
third year grade span

Note: If this application is approved by the Department of Education and State Board of Education, with or without amendment, the final approved application and any amendments will serve as the approved charter for the school. A charter cannot be altered without the approval of the Secretary of Education and State Board of Education.

Assurances

The Board of Directors of this charter school assure that, the school will do the following:

- 1) Not discriminate against any student in the admissions process because of race, creed, color, sex, handicap, or national origin or because of a student's school district of residence has a per student local expenditure lower than another student seeking admission.
- 2) Not operate in a sectarian manner or include religious practices in its educational program.
- 3) Participate in the State Assessment Program.
- 4) Manage its financial operations within the Delaware Financial Management System (DFMS) or if the school plans to operate under another system, it has been specifically noted in this application and the applicants have initiated the required steps to execute the memorandum of agreement described in Del. C., Title 14, Section 512 i.
- 5) Maintain direct communication with other public and nonpublic schools to assure efficient notification and transfers and exchange of records.
- 6) Update the application to incorporate any modifications and/or conditions identified as pre-conditions to final approval by the Secretary of Education and State Board of Education as set forth in its written decisions and order; and operate the program in accordance with the content of the updated and approved charter granted by the Board. The school's board of directors may not implement any additional modifications to the charter school program or operation without the express written consent of the Department of Education.
- 7) Notify the Department of Education in writing within 30 days when the administrative head or members of the board of directors change.
- 8) Provide the Department of Education with copies of the policies and by-laws of the school and the school's board of directors and inform the Department when by-laws change.
- 9) Before September 1 of each school year, provide the Department of Education with evidence of the certification status of teachers employed at the school.

10) Employ only staff who have complied with the requirement of having a successful criminal background check and report to the Department of Education by September 1 of each year that the school is in full compliance with state law related to this requirement.

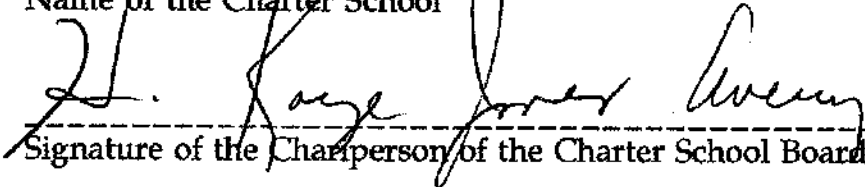
11) Cooperate fully with the Department of Education requests for reporting information and activities related to monitoring the school's compliance with the charter.

12) Comply with the provisions for a performance agreement, as required by the Secretary of Education.

On behalf of the Board of Directors of this Charter School, th school agrees to these assurances as a condition of the approval of the charter.

Kuumba Academy Charter School

Name of the Charter School



Signature of the Chairperson of the Charter School Board of Directors

H. Raye Jones Avery

Name of the Signer

February 26, 1999

Date of Signature

Overview

The rallying cry for educational reform throughout the United States has been strong and continuous since the advent of tax supported public education. In recent years, complex societal transformations, particularly in urban areas has given rise to major challenges in addressing the needs of children in classroom settings. Significant statewide efforts in Delaware have paved the way for systemic reform aimed at improving student achievement by addressing the interrelated issues that impede academic progress.

Our broader community, across socioeconomic strata, has been fractured since the 1978 court stipulated implementation of desegregation making efforts at improving public schools highly charged. The most recent round of school litigation in New Castle County centered around protracted testimony from national experts substantiated that measurable improvements in educational outcomes for all children attending public schools were not achieved between 1978 and 1994. Although the underlying causes for educational failure continue to be subject to heated debate, test scores do indicate that significant achievement disparities continue to exist for low income and minority children.

In the aftermath of the 1996 embittered court battle resulting in the U.S. Federal Third Circuit Court's declaration of unitary status for northern New Castle County school districts, parental pleas for an end to busing and a return to neighborhood-based schools have grown even stronger.

Kuumba Academy Charter School of Wilmington, Delaware is a stimulating innovative learning environment that focuses on the whole child enrolled in grades kindergarten through six. Kuumba's core educational foundation rests on the belief that parents are primary educators of children and teachers, as partners in the educational process, believe every child can maximize their learning potential.

The Kuumba Academy (taken from a kiswahili word meaning creativity) is rooted in a curricula that integrates the arts, technology, foreign language and world culture in a setting that fosters individualized learning based on multiple intelligences. The School utilizes Gardner's theory of multiple intelligences in creating the "thinking child", and weds this to its artistic environment. Educational outcomes focus on the development of critical thinking skills and academic competence by instilling in all children confidence, self-worth and a healthy sense of competition. Students will meet Delaware's content standards for academic excellence as measured by generally accepted performance indicators.

The Kuumba Academy Charter School offers each student the opportunity to grow and learn in their own unique way. Kuumba evaluates each child's learning style as a critical step in the matriculation process. Equipped with this information, the Academy encourages teachers, parents and children to recognize each child's personal learning style and work together to attain academic excellence. It is inherent in our philosophy that parents are not only recognized as the primary educator in their child's life, but are significant in the Academy at its most important decision making levels (i.e. volunteers, board directors, accountability, curriculum development).

Kuumba's target population are children aged 5 -12 for whom this institution would serve as a community school. In our initial year, we will open with a total of 8 classrooms: (2) kindergartens (2) first grades, (2) second grades and (2) third grades. Each classroom will have a teacher/ student ratio of 1:17, bringing the total first year enrollment of students K-3 to 136 children. In subsequent years, we will add one new grade level per year to accommodate our children's growth through grade 6. Spurring our children on to educational excellence, we look to partner with existing schools who espouse similar philosophies of learning to continue to facilitate student growth and development from grade 7 through the completion of their formal education (including University studies).

What makes the Kuumba Academy Unique?

A broad cross section of local parents, certified educators, elected officials and community leaders shaped the mission and focus of the school based on their experiences as teachers and learners. Armed with a firm understanding of the needs of today's children, the founding group has developed a research-based inventive model for urban and suburban learners.

The Academy plans to enroll a heterogeneous population of children from diverse family backgrounds racially, ethnically, and socio-economically. Children will be assessed to determine their different learning styles and appropriate teaching methodologies will be implemented. Core academic subjects will be integrated with the arts and the use of technology. Foreign language studies will be an important curricular element. Children and parents will understand the interrelationship of these subjects to life skills early in their academic experiences.

Research consistently shows the positive effect of the arts on academic performance, especially during a person's youngest, most formative years. Richard W. Wiley, U. S. Secretary of Education states. " The Arts in all their distinctive forms define, in many ways those qualities that are at the heart of education reform in the

1990's - creativity, perseverance, a sense of standards, and above all, a striving for excellence." Cutbacks have dismantled funding for art programs around the nation and Delaware is no exception.

"For children, especially those living in some of our most depressed neighborhoods, federal, state, and local support of the the arts and humanities, as well as the strengthening of arts and humanities programs in our schools are critical. For these children, exposure to the world of the arts and ideas can literally mean the difference between lives of accomplishment and lives of hopelessness and failure." - *Hillary Rodham Clinton*

The arts based instruction is critical to the development young people. Artistic studies are proven to provide the following relevant to our lives: higher cognitive levels of thinking, experiential learning, inventive and creative problem solving, self-esteem, cross-cultural understanding, improvements in students performance/motivation, correlation of concepts, cultural literacy/non-verbal literacy and psychomotor development are known to be a valuable teaching tool for special populations.

Equally as important to the charter school's philosophy is the role of parents. Parents must commit to a high level of involvement in the educational process from governance to curricula development, to academic attainment , to familial/social development. Contractual agreements and the maintenance thereof between administrators, teachers and parents will be a prerequisite for enrollment. Subsequent to admission, parents who fail to adhere to the agreement will receive a series of interventions by Academy personnel to identify barriers which prevent their active involvement. A corrective plan of action will be developed with parents and supports provided to reduce or eliminate identified issues. In some instances, where family dysfunction is severe, a surrogate parent or significant other will be identified to support the student in their academic/social development.

To be located in the urban setting, Kuumba Academy will focus on closing the academic performance gap experienced by all children and specifically, children from African American, Latino and low income families. However, the founding group does not believe this can be achieved in a homogeneous environment targeting "at risk children" exclusively. The value placed on the interrelationship of community, world culture and curricula requires that the Kuumba family represent artistic, ethnic, moral, economic and intellectual diversity.

Parents teaching parents, parents teaching children, children teaching children, and parents and teachers as partners represent key aspects of the innovative

approach of the Kuumba Academy. Dr. Marva Collins, founder of the Chicago Preparatory School's pedagogy represents one example of successful teacher training models to be utilized.

Founding Affiliation

Christina Cultural Arts Center Inc., a community based school of the arts located in the heart of Wilmington, implemented a curriculum based arts education program in 1991 and began to document favorable results by concentrating on improving self concept and developing partnerships with parents, educators, government and the business sectors. CCAC has served the greater New Castle County community for 54 years and enrolls approximately 1800 students annually. In 1994, CCAC opened an early childhood education center supported by federal Head Start, state and foundation support. In June 1999, 56 "at risk" four year olds will be graduates of this full-day school program.

An additional 40 children are served after school and 100 children participate in a nine week, full-day summer academic enrichment program. The balance of the student body study music, dance, theater and the visual arts five weekday evenings and on Saturdays. CCAC students have received recognition by their local schools, by the National Guild of Community Schools of the Arts, the Delaware State Arts Council and the national congressional assembly of elected officials advocating for the value of arts education.

Based upon its successful programs targeting urban and suburban learners and their families, parents with children enrolled in public, private and parochial schools have continually urged the creation of a full-day year round school program. CCAC administrators met with Larry Gabbler of the State of Delaware in February, 1998 to gain a better understanding of the Charter School legislation and application process as a strategy for expanding CCAC's capacity to operate a full day educational program targeting elementary school children.

On September 15, 1998, Delaware State Senator Margaret Rose Henry conducted a town meeting where more than 100 parents were gathered. Among the many concerns voiced by the audience (i.e. drug elimination, housing, employment) expansion of CCAC's offerings into a recognized public school program was voiced by an overwhelming majority of the audience. CCAC's professional team was careful not to overtly solicit these suggestions in any way having acquired an enhanced understanding of the stringent demands of such an undertaking. Affirmed by the impassioned pleas of parents from a diversity of ethnic backgrounds and lifestyles, CCAC staff continued the process of researching the charter school developmental process.

Educational research clearly supports the development of a range of learning environments in order to meet the complex individualized learning styles of students. Smaller size class rooms to facilitate improved educational outcomes, accountability and innovation in a community centered academic setting are fundamental to the goals of the Kuumba Academy. Founding members of the proposed charter school are proponents of public schooling and the State of Delaware's plan for educational improvement. Several founding members are employed by public school districts and their children have graduated from public schools to matriculate in institutions of higher learning. However, as active members in educational reform, the group asserts that it is extremely difficult to introduce lasting innovation into existing public schools. Too often, stakeholders are entrenched in maintaining the status quo, have too little planning time or are so deeply wounded by past mistakes that it becomes difficult to implement systemic reform.

Charter school legislation adopted by the 139th General Assembly in Delaware on June 30, 1997, provided for groups representative of the community the opportunity to build upon the principles of educational reform. Charter schools call for the creation of smaller school settings that allow stakeholders to pay attention to students who are struggling, by holding administrators, teachers, parents and students accountable for academic performance. Charter schools facilitate the implementation of true site based management by removing regulatory barriers and increasing competition among schools. The Kuumba Academy represents a community driven response to expanded public school options by taking a calculated risk in the educational reform arena. Over time, it is the founding group's sincere hope that this school will be a major contributor to rebuilding the public's confidence in the quality of public school education.

In preparation for the submission of this application, founding members met with Teresa L. Schooley, President of the Christina School Board, Dr. Nick Fischer, Christina School District Superintendent and several administrators in the district to discuss our intent to apply. We anticipate that a representative number of applicants will be drawn from the Christina School District based on CCAC's geographic location. If granted approval to proceed, similar meetings will be held with officials in Red Clay Consolidated, Brandywine and Colonial School Districts.

In a recent forum on educational reform News Journal Paper reported: "Nearly 20 percent of Delaware children attend private school, leaving public schools with a disproportionate share of students who cannot do well." The founders of the Kuumba Academy reject this statement and suggest it be rephrased to read ". . . leaving students who can do well given the opportunity to do so in a stimulating educational environment where they are valued and taught by trusted professionals from their

students who can do well given the opportunity to do so in a stimulating educational environment where they are valued and taught by trusted professionals from their communities.

A 1997 Statewide Poll on the Condition of Education in Delaware conducted by the Delaware Education Research and Development Center at the University of Delaware revealed that:

- While only 3% of Delaware citizens would give the public schools a grade of "A", 32% a grade of "B" or better; and 67% a grade of "C" or better; the remainder (22%) grade the schools at "D" or "F": (12% responded "don't know"). **Many view the public schools in their own community in a more favorable light.**

- Many citizens (43%) believe children today are getting a poorer quality ("worse") education than they did themselves.

- Most citizens (85%) believe that providing professional development for teachers will lead to improvement in all of Delaware's schools.

The Kuumba Academy concept has not been shaped by a proprietary out-of-state entity that is unfamiliar with the current school system, its complex neighborhood networks and its leaders. Rather, the founding group represents educators, parents, elected officials and neighborhood leaders familiar with not only Delaware schools and its reform efforts but more importantly, it reflects families from a range of communities throughout New Castle County. The group is a respected assembly of people with a combination of more than 40 years experience in the field of education. Several members have earned advanced degrees in related fields. The combination of educational and social service expertise makes this group uniquely qualified to pursue the development of a charter school that will serve as model for the state.

Delaware's choice option has been exercised by approximately 10,426 students. However, many parents are either unaware of their options, or better performing schools do not have adequate enrollment opportunities due to spatial constraints. Charter schools create viable alternatives for parents wishing to expand their choices. Moreover, the Kuumba Academy plans to develop a broad public awareness campaign informing parents of their options as well as their parental responsibilities. Research shows students whose parents or guardians are involved in their education do better than those left to fend for themselves.

Evidenced abilities of our founding board members to build and maintain coalitions and networks through their professional and voluntary endeavors will be instrumental in developing solid relationships with prospective parents and students.

This relational foundation is predicted to be one of the most significant determinants for the Kuumba Academy's success. Parents are partners not customers. Customers have a limited vested interest in the product generated. Defected material products can be returned for a refund. In this sense, the parent as customer metaphor will not be embraced in the Kuumba Academy model. Parents and teachers have a dual responsibility: to ensure that an independent highly functional individual is produced via the educational process.

Why is there a need for this type of school?

Kuumba Academy uniquely integrates world culture, the arts and technology in an urban community school setting. The charter school's ability to integrate the arts into daily classroom learning and build music, dance, drama and the visual arts into the curriculum will bring a fresh new approach to education in Delaware's elementary classrooms.

Our key strategies for improving student performance are rooted in embracing the whole child. Hence our community school approach. This approach is not unheard of or in need of invention. Head Start has utilized a similar model on the preschool level successfully for over two decades. Head Start, Montessori and private schools have also successfully integrated parents, and extended family into the school's scope. This emphasis is imperative as we move away from simple diagnosis, and move into embracing our children where they are and expecting them to move forward and away from destructive patterns and habits.

To facilitate this approach, Kuumba Academy maintains a high level of required parent involvement, family-school connections through our parent workshops, support services and parental/teacher board representation.

Although arts focused magnet programs have been developed at the middle and high school level, we are not aware of any public elementary school program that employs **professionals trained in early childhood arts** that integrate arts based learning into core academic subjects. We are also unaware of any elementary school program that is introducing foreign language at the elementary school level. Schools such as Cab Calloway School of the Performing Arts and the Bancroft Academy for Math, Science and the Arts have achieved some level of success evidenced by their enrollment patterns. However, their enrollment capacity is limited, classroom size is large and parental involvement in school governance, curricula development varies. These schools are commendable but expanded opportunities for younger children are needed to establish competitive academic foundations.

Arts education remains undervalued in many public school districts. This is slowly changing as the connection between the arts and learning becomes clear and empirical. The value of arts education is now firmly grounded in theory and research. There is a remarkable quantitative and qualitative relationship between learning, knowing and the arts. For example:

Students of the arts continue to out perform their non-arts peers on the Scholastic Assessment Test , according to The College Entrance Examination Board. In 1995, SAT scores for students who studied the arts more than four years were 59 points higher on the verbal and 44 points higher on the math portion than students with no course work or experience in the arts. Source: The College Board, Profile of SAT and Achievement Test Takers, 1995.

- The most gains in total reading, reading vocabulary and reading comprehension were made by elementary students in the "Spectra+" arts program in Ohio, compared to the control group. The students also scored better in math comprehension. Source: The Schooled Mind: Do the Arts Make a Difference? An Empirical Evaluation of the Hamilton Fairfield SPECTRA+ Program, 1992-93, by Richard L Luftig, 1994.

- Vocabulary and reading comprehension were significantly improved for elementary students in the "Arts Alternatives" program in New Jersey. A strong connection between drama skills and literacy was found in this program, which involved role-playing, improvisational techniques and story writing activities. Source: The Impact of an Improvisational Dramatics Program on Student Attitudes and Achievement, by Annette F. Gourgey, Jason Bosseau, and Judith Delgado, 1985.

- The writing quality of elementary students was consistently and significantly improved by using drawing and drama techniques, compared to the control group which used only the discussion approach. Drama and drawing techniques allowed the student writer to test-out, evaluate, revise and integrate ideas before writing begins, thus significantly improving the results. Drama and Drawing for Narrative Writing in Primary Grades, by Blaine H. Moore and Helen Caldwell, 1993.

- Students made significant gains over the control group in language mechanics, total language and writing on the California Achievement Tests after participating in a special music and poetry program. The Cognitive and Behavioral Consequences of Using Music and Poetry in a Fourth-Grade Language Arts Classroom by Carolyn Carter Hudspeth, 1986.

Related to self-concept is an understanding of others. Cultural studies challenge students to respond to the world, to look beyond themselves and to see the connectedness of human society. The arts foster understanding of other cultures, histories, symbols, myths, values, and beliefs.

Demographic projections for the United States in the next 40 years predict dramatic growth in "minority" populations. These projections have profound implications as we prepare our children for tomorrow's world.

Why is the charter school model an appropriate vehicle to address this

need?

The Charter School model provides the flexibility needed to introduce innovation. Administrators have the authority to operate the school with minimal interference from regulatory bodies not involved in day to day operations. Administrators have the latitude to hire teachers that are instrumental in shaping the mission, guiding principles, teaching philosophy and the pedagogy embraced by the school. All too often, existing schools inherit personnel and do not have the opportunity to select and involve teachers and parents to lay the school's foundation. We anticipate competition for admission that may result in over enrollment. Our hope is that parents will consider it a privilege for their child to be accepted. As such, a high level of parental involvement is anticipated. More importantly, parents will embrace the value of the content areas and the approach to learning so much so that their own learning will develop and have an expanded impact on their child (ren).

The Kuumba Academy will improve public education in Delaware by offering a model worthy of replication in appropriate settings. The key strategies for improving student performance will be the integration of community involvement, curricula and culture. Some of the most striking barriers to the use of these strategies in non-charter public schools throughout the state is the lack of resources allocated to arts education, resistance to incorporate the study of world culture and foreign language into the elementary education school program and the disconnect between public schools, families and the neighborhoods in which they live. Commonly held perception by a dangerously small but vocal group of school administrators and teachers that some children **cannot learn** is perhaps the greatest barrier of all.

Educational Practice Sharing

Educational practices used in the Kuumba Academy will be shared with other Delaware educators as additional resources for teacher training, production of developmental materials and the use of technology for modeling are made available through the State of Delaware and private funders. It is unrealistic to convey that practices can be shared with others within the context of the school day exclusively and be successful.

The Kuumba Charter School will share its innovative philosophy and arts based curriculum by offering interactive workshops which demonstrate how to integrate the arts with academics and technology in the classroom. Teacher workshops ideally will be offered throughout the year with an emphasis on in service day trainings. We will also offer a summer training option. The training and workshops are offered with the purpose of introducing the arts and their possibilities to Delaware educators who do not have the tools to incorporate this pedagogy into their students learning

experiences daily. Long range plans include the design of curricula products for dissemination and the development of a Web Site.

Interested educators will be invited to visit the school after an initial start-up period to the degree to which observation does not interfere with the learning process. Ideally, observation rooms that permit classroom viewing would be ideal. This would have to be part of the facilities architectural design and budgeting process.

Qualifications of the Applicant

The group seeking the charter consists of the following professionals :

Susan Thomas Holder, Doctorate of Philosophy, Temple University - Certified Science Public School Teacher Vocational Technical School District Delcastle High School 1621 Coleman Street Wilmington, Delaware 19805

Neysa Gaines Smith, Masters of Education-Certified Public School Reading Specialist Christina School District. Parent of two school age children attending public schools. 4302 Washington Boulevard Wilmington, Delaware 19802

Kenneth Brown, Masters of Education Candidate Cabrini College, PA - Education Director Christina Cultural Arts Center Inc., and parent of one school age child attending public school. 1207 Apple Street Wilmington, Delaware 19801

Ayoka Dorsey, Masters In African American History Temple University B.A. Psychology North Carolina Central University , Christina Cultural Arts Center Early Childhood Education Arts Academy Director, parent of preschooler. 900 School Street New Castle, Delaware 19720

Joan Donahue, Retired State of Delaware employee has been requested to serve. We are awaiting a response. Ms. Donahue was instrumental in the preparation of projected start-up and operating budgets.

H. Raye Jones Avery, Masters in Health Services Administration, Doctorate Student University of Delaware Urban Affairs & Public Policy. Parent of two matriculating college students one of which served as Glasgow High Schools Senior Class President & commencement speaker in 1996. 621 E. 5th Street Wilmington, Delaware 19801

Yvonne Anders Gordon, Certified Public Accountant, Masters of Business

Administration, Deputy Director for Public Safety in the State of Delaware, Doctorate of Education Policy and Administration Candidate, University of Delaware. Parent of two children (1) school age and (1) preschooler attending private school. Board member Volunteers for Adolescent Pregnancy Prevention (VAPP) Inc.
4101 Pyles Ford Road Greenville, Delaware 19807

Arthur Boswell, Chief of Staff Office of the Mayor City of Wilmington, Masters Urban Affairs and Public Policy University of Delaware. Parent of public high school age student.
4302 Marlowe Road Wilmington, Delaware 19802

Mr. Boswell will serve in an ex-officio capacity to avoid conflict of interest with regard to his employment with the City of Wilmington. The City of Wilmington Office of the Mayor will be solicited to provide resources in support of the school. Mr. Boswell's expertise as a former member of the State Board of Education and Chairperson of the Coalition to Save Our Children is invaluable to the development of the proposed charter school (Appendix A).

Pro bono legal consultation will be sought as needed during the application process. Paulette Sullivan Moore Esq. will be requested to served in this capacity until resources are available to retain legal counsel. Joan Donahue, retired finance administrator with the state of Delaware serves as a volunteer and assisted in the preparation of the financial section of the application. Consultation was also provided by Janice Davis, R.N., C. Lawler Rogers, former director of fine arts and Patricia Griffin, retired principal both of whom were formerly employed by the Brandywine School District.

Founders reside throughout New Castle County, mirroring the geographic areas where students are expected to be drawn. Four founders reside in urban census tracts with a high incidence of poverty, AIDS, female heads of households, crime, violence and the like. Other founders reside in more affluent neighborhoods, again reflecting the heterogeneous student population we anticipate attracting. If parents from all backgrounds are involved in the formulation of the school, it is our premise that students from poor as well as affluent backgrounds will apply for admission. Founders with professional backgrounds in school governance, teaching, business and community health and human service expertise were actively sought. Founders also have an important history of established networking relationships with key contacts in municipal, county and state government as well in the private sector. These linkages are vital to ensuing the successful opening and sustenance of the school.

Describe how the group came together

Between 1997 and 1998, in response to the urging of parents CCAC staff informally discussed the possibility of making application to open a charter school. The concept has been met with an overwhelming degree of enthusiasm, although there is some resistance to charter schools by high vocal community leaders who fear choice and voucher programs will result in a return to racially segregated schools.

Three out-of-state for profit businesses have sought CCAC out as a collaborator to establish alternative school settings for disruptive or at risk youth. No formal partnerships were developed as the time-lines were rather brisk and CCAC didn't have enough background information about the groups. It is the founding group's firm contention that to the greatest extent possible, charter school should be locally controlled.

Christina Cultural Arts Center's professional team met with Larry Gabbert in February, 1998 to review the parameters for the application. A range of related crucial decision making check points were discussed. CCAC staff embarked upon a 7 month process of research to prepare for presentation to its board of directors.

In November, 1998, public meetings attended by more than 41 people were held at Christina Cultural Arts Center Inc. The audience was representative of educators, business leaders, elected officials and parents. As a matter of fact, all in attendance were parents concerned with the state of education. It was during these meetings that the mission statement, guiding principals, educational focus and core founding group for the Kuumba Academy took shape.

Following these planning sessions, Christina Cultural Arts Center's Board of Directors and professional staff agreed to take the lead in the completion of the application with the understanding that if accepted, the founding board would garner the resources to employ consultants to prepare for the opening of a charter school. For the sake of continuity, three CCAC administrators agreed to serve on the board of directors. Additionally, CCAC representatives have accepted responsibility for the development of the arts curricula which utilizes the study of world culture as a point of departure. Integrated academic concentration with the arts, technology and foreign language were unanimously important to those attending public meetings as a strategy to prepare children for participation in the global economy as adults. CCAC will serve as a resource for teacher training in arts education as well.

Partnership arrangements with existing schools

CCAC's management team met with Will E. Robinson, Executive Director of the East Side Charter School to begin the process of cultivating a working relationship, to discuss their experiences to date, to identify and avoid minefields.

Meetings with representatives from the Christina School District have been held to discuss partnerships related to facilities, food service and the provision of speech and occupational therapy. The outcome of these discussions are addressed in further detail under the facilities and educational plan section of this application. The coordination of transportation is another area that requires a cooperative effort with existing school districts.

Christina Cultural Arts Center has had an ongoing relationship with Bancroft Academy in the Christina School District having provided teacher training and weekly instruction in the arts for two years. CCAC also provides parenting education for teenagers in a number of public schools namely, Christina, Newark, Wilmington High, Positive Learning Center, DAPI and the New Castle County Detention Center. CCAC's Preschool Arts Academy has transition agreements with several kindergarten centers. Child Find, Terry Center, a private dentist, physicians and other professionals provide year round services to our student population. CCAC's relationships with United Way of Delaware as its primary funder and a range of not for profit organizations speaks to how the organization is perceived in the community-based provider system. Christina Cultural Arts Center's professional staff, plans to extend these established linkages to its affiliation with the Kuumba Academy.

Paid consultants or contractors were not hired to facilitate the preparation of this application. Consultation with the staff in the State Department of Education was received. Larry Gabbert and his team were extremely helpful and responsive to requests for technical assistance.

Certified teachers and financial advisors who serve as founding members were instrumental in the preparation of this application for which they received no compensation. Founders contributed immensely to the development of the mission statement. They identified the target population, made decisions regarding grade levels to be served, selected specialized content areas, participated in the crafting of the educational plan and forecasted the budget. CCAC's professional staff did not receive additional compensation from the organization for overtime spent in the research, networking and preparation of this application.

Describe plans for further recruitment of board members of the school

Although preliminary information has been shared with key leaders regarding the founding group's intent to apply, a decision was made not to recruit all of the expertise needed to serve on the board of directors until the State Board of Education makes its initial decision regarding the application submitted. Representatives in the corporate, financial and legal communities are more likely to commit to board participation if a definitive plan to open a charter school in the year 2000 has been confirmed. The path forward is to recruit potential members from the corporate, banking, foundation, legal and Hispanic communities who have an established trust relationship with the Christina Cultural Arts Center as evidenced by their voluntary involvement and financial support.

The founding group will continue to meet with representatives in the governmental, corporate and foundation sectors between March and May, 1999 to lay the groundwork for fund raising. Clearly supplemental fund raising in addition to the per pupil expenditure allocated by the state is a critical component of the planning process.

Representatives from the Latino community will also be recruited to serve as board directors. Initial dialogue has occurred with a few potential members who are considering the request. CCAC has a growing Hispanic population and we anticipate that the composition of the Kuumba Academy will mirror CCAC's current student body.

Parents of enrolled students will have the opportunity to serve on the board of directors. (1/3 of board seats will be reserved for parents of enrolled children and four seats are reserved for teachers). Additional retired educators from school districts in northern New Castle County and health professionals will be recruited as well.

Documentation of Incorporation (See Appendix B)

MISSION AND PURPOSE

The Kuumba Academy Charter School is an innovative learning environment that focuses on the whole child grades K- through 6, where parents are the primary educators of their children and teachers believe that every child can excel given the proper motivation and community involvement. Curriculum and culture are integrated to foster individualized learning and social growth based primarily on multiple intelligences, use of the arts, technology, and the study of foreign language.

The purpose of the institution is to provide a community school education experience that approaches academics from the concept of developing critical thinking skills while embodying a philosophy of instilling confidence, competence and a healthy sense of competition. Delaware's state content standards and performance indicators will be used to chart academic progress.

EDUCATION PROGRAM

EDUCATION PLAN

A. Overview

The Kuumba Academy Charter School meets the needs of the elementary school child by offering the following courses in an integrated curriculum:

English/Language Arts

Reading
Handwriting
Spelling
Writing

Science

Physical Education

Mathematics

Social Studies

Government
History
Sociology
Economics
Geography
Anthropology

Fine Arts

Communication awareness
Selection awareness
Experience awareness
Creative awareness
Aesthetic awareness
Human awareness

Foreign Language

Spanish

Art

Music

Drama

Dance/Creative Movement

Computer Technology

(curriculum overviews found in Appendix C - Corresponding Arts Integrated lesson plans found in Appendix C)

The Academy's content standards for student performance encompasses a scope which is comprehensive. The core curriculum covers all the disciplines underlined above, and sets standards and expectations regarding what the teacher needs to teach and what the students need to learn. The academic standards and achievement scores measured from these standards are communicated clearly and reviewed yearly by parents and faculty.

Prior to the opening of the Academy in September 2000, Kuumba's Director along with the lead teachers will further consult the state standards and indicators in the coordination of our integrated curriculum. Once fully integrated, the Kuumba standards will then be reviewed by the larger faculty, community and board, for consistency and relevance.

The Kuumba curriculum and standards are built around the theory that each child should be given the opportunity to progress according to their own pace. While our environment will be graded, non-graded school strategies will be employed as well, as we seek to focus on the whole child. Grade levels and children do not always match up. We will conduct this unique curriculum approach in several ways:

Grade reports will be written evaluations of each child's development according to content standards, and curriculum objectives for the quarter.

Cooperative learning conferences will keep students, parents and teachers up-to-date with student process and progress.

Project learning will be standard in determining the process and progression of student development.

Self contained classrooms will be employed for grades K - 2 and departmentalized teaching will occur in grades 3 - 6

b. The teaching pedagogy employed in the Kuumba Academy is steeped in the perceptual tradition, a self concept approach which views people as they typically see themselves, others and the world. Inherent within this, is the notion that each person is a conscious agent: "He or she experiences, interprets, constructs, decides, acts and is ultimately responsible for his or her actions. The basic contention of the theory is that people behave according to how they see themselves and the situations in which they are involved." Foundations of Invitational Education

This approach involves the blending of teacher perceptions, stance and behavior. The Kuumba teachers and community:

- * View students as able
- * Perceive students as valuable
- * See students as responsible
- * View themselves positively
- * Perceive education affirmatively

They build a solid stance based on trust, respect, optimism and intentionality and behave in an intentionally inviting manner. Our pedagogy places importance on consistency and dependability as illustrated in the following poem :

Stubborn Teacher

*My teacher is so stubborn! She is told that I am unmotivated.
 But she invites me anyway.
 She is told that I don't want to learn.
 She invites me anyway.
 He is told that I don't have the ability.
 He invites me anyway.
 He is told that I just want to cause trouble.
 He invites me anyway.
 She invites me again, and again, and again.
 He fills my world with invitations.
 One day I'll take the greatest risk of my life.
 I'll accept and see what happens.
 author unknown*

It is part of Kuumba Academy's mission to create an inviting environment on all levels for our students, their families, our staff, administrative personnel, auxiliary staff and the community. It is our contention that this type of engaging school experience will significantly enhance children's learning in all of the ways addressed above - through building a trusting respectful relationship, by positively viewing students as able, responsible and valuable.

Teacher Training valued as an integral part of the Academy mission. Teachers will be required to participate in teacher In-service facilitated by on site staff ie: Trainings on the Vision & Mission of the Academy, Kuumba's Teaching Pedagogy, Creating an Engaging Environment etc. . . Teachers will also participate in outside facilitated professional development trainings in the areas of: Technology Integration in the Classroom, Arts Integrated Curriculum & Lesson Development (facilitated by Gaelis Institute - Different Ways of Knowing Program). As an Academy we encourage teachers to continue their higher education by facilitating connections with colleges in the downtown area. Dr. Marva Collins, founder of the Chicago Preparatory School's pedagogy for teacher training will be utilized. Lorraine Monroe, author of Nothing's Impossible - Leadership Lessons from Inside and Outside the Classroom will be sought as a consultation. The Howard Gardner Institute will be consulted to for training

In the use of tools and assessment to determine the 8 different intelligences and strategies for teaching.

c. It is the Academy's policy that each student in grades K - 6 will have an Student Individualized Education Plan (SIEP) developed by his/her classroom teacher, parent and other school, agency or community professionals who have a history with that student. Most of these will be developed in class with some being more in depth than others according to the needs of each individual child. Those children who are identified to have special needs, will have an IEP assessed by the teaching team, educational diagnostician, psychologist, classroom teacher, the parents/guardians and the family service worker. The impetus behind the classroom development plan is the emphasis on student responsibility for learning, recognition of children's process, and inclusive learning. All children will be assessed equally throughout the year to update their learning objectives. Those children whose needs are extensive and outstrip the ability of the classroom teacher and family service worker on staff, will receive contracted services for all outstanding issues or diagnoses.

d. The Academy will operate 180 calendar days per year with 165 instructional days and 15 teacher in service training days beginning in September and ending in June. School hours are from 7:30 am - 3:00 pm. Kuumba also plans to operate an after school program and summer camp to be funded from various sources. The summer camp which runs June through August creates an optional year round environment for its students and families. Teacher workdays begin at 7:30 AM - 3:30 PM and 8:00 AM-4:00 PM with a 45 minute lunch and 45 minute planning period. Teachers will work in teams with kindergarten and first grade faculty arriving together and second and third grades arriving and planning together. Teachers who arrive at 7:30 AM complete their teaching day at 2:40 PM. The children make their transition to depart and this team begins their planning period at 2:45 PM. Teachers who work the later shift will plan from 3:15 - 4:00 PM (see sample school day appendix c).

e. Other features of our integrated curriculum include the arts, technology, world culture and school without walls experiential learning approaches.

Arts/academic curriculum integration has been a primary focus of the Christina Cultural Arts Center for several years. Guidance will be offered by this organization and other nationally renowned arts organizations who specialize in arts integrated curriculum. (i.e. the Kaleidoscope Program in Philadelphia, PA and Harbor School in New York). Arts education has been at the forefront of the education issue as budget cuts have dismantled art programs in many schools around the nation. Arts education in schools has since been supported by a surge in research in this area which "recognizes the ability of arts education to strengthen academic performance, to

teach young people to work cooperatively, and contribute to technological competence." Start Smart- A Bravo Arts for Change Campaign

The use of technology in the curriculum is vital in the development of confidence and competence for competition in a global society. The Department of Education Goals 2000: Educate America Act 1994, sees an optimal computer set-up as one for every three students and the importance of computers to the new school environment as inextricable (See Appendix C labeled Integrating Technology In the Curriculum).

Kuumba's school without walls philosophy is based on the knowledge that learning does not stop once students step out of the classroom, but instead continues in the home and community. Many different sites are pathways to learning. Through partnerships with local universities and organizations, (i.e. the Historical Society of De, Grand Opera House, the Harriet Tubman Society, Urban Environmental Center, Friends Quaker Meeting House, Christina Cultural Arts Center, Delaware Art Museum) the Academy seeks to create an extended learning environment for its students allowing for the assessment of their project learning during the cooperative learning conferences.

In building cultural respect and recognition, a significant component of history & social studies interwoven throughout the entire curriculum will be the concept of culture, defined. This is consistent with our pedagogy of invitation, in its ability to aid in the building of positive self concept. It is the belief of the Academy that understanding, valuing and respecting self is the key to understanding, valuing and respecting others, hence our world culture approach.

MEASURABLE STUDENT PERFORMANCE OBJECTIVES

7. Primary Objectives

Over the initial three year charter period, this school will demonstrate that its students are achieving academically and artistically at the levels outlined below. Student performance will be based on achievement levels on the Delaware State Testing Program (DSTP) and the Stanford Achievement test. Authentic assessments will be utilized for performance objectives in the area of artistic and creative achievement.

The school will participate in the state assessment in each subject area at each grade level as required by the Delaware Department of Education/ Public Instruction.

In addition the school will administer the Stanford Achievement test to all students who have not been tested by DSTP in the spring.

Achievement Targets

For each subject assessed on the state assessment Kuumba school average for Years One, Two & Three are as follows:

State Assessment - Year one (grade 3), Year two (grades 3 & 4), Year three (grades 3,4,5)

Year One - 2000-2001 target 40% of students will perform at or above state average for grade 3

Year Two - 2001-2001 target 43% of students will perform at or above state average for grades 3 & 4

Year Three - 2002-2003 target 46% of students will perform at or above state average for grades 3 ,4 & 5

Nationally Normed Test - Stanford Achievement Test

Year One - 2000-2001 target 40% of students will perform at or above state average

Year Two - 2001-2002 target 43% of students will perform at or above state average

Year Three - 2002-2003 target 46% of students will perform at or above state average

The School will demonstrate its use of the arts and technology in the classroom:

Kuumba will have more art offerings each week and each day (either in art or an integrated lesson) than the state average

Kuumba students will produce one portfolio show each year for grades K-2

Kuumba students will produce one class project at each grade level - utilizing artistic expression (i.e. a play, a video, a technology exhibit, etc. . .)

Kuumba will initially have a 17:1 computer ratio in the classroom. By the end of year three it will decrease its ratio to 6:1.

B. Kuumba Academy's assessment measures are consistent with the school's teaching philosophy, and evaluation methods. There will be three forms of assessment: state assessments (for grades 3 and 5), nationally normed testing (for grades K-2, 4 & 6) and authentic assessments (all students). The Academy will utilize the state assessments testing conducted by the Delaware Student Testing Program (DSTP) and the Stanford Achievement test. The Academy consistent with state requirements will test students in the 3rd, 4th, 5th and 6th grades. We will test in reading, writing and math in 3 and 5, and science and social studies in 4 and 6 (testing in science and social studies is scheduled to begin in the 1999 school year and should be in affect when we open in the year 2000).

In addition to the state assessment measures, Kuumba will test students in performance using the nationally normed Stanford Achievement test to view our students through a wider lens than the state testing allows. Consistent with its pedagogy, Kuumba will also implement authentic assessment procedures in all grade levels. Authentic assessment provides evidence of what students know. Collectively, the use of open ended questions, performance based tasks, simulations, portfolios, and real world problems fall under the umbrella of authentic assessments. (Wiggins, 1989). With this information, educators can adjust their teaching, review the content with students and move forward in the teaching process. These methods coincide with our cooperative learning conferences (explained in section 7c) as well as with our artistic objectives (as outlined in section 7a). K - 2 will utilize primarily portfolio assessments, and quarterly evaluations, and grades 3-6 will add to these, specific project learning, and the development of their own student individual education plans (SIEP). Assessment inputs will include documenting the student's individual learning style based on theories of multiple intelligence's, the parental home interview, the student interview and a review of school records as appropriate. The Howard Gardner Institute in New England will be contacted to provide teacher training and assessment tools.

C. Student evaluation will take place on several levels, with quarterly grade reports which are narrative in form and take into account progressive/project -based learning. Student developed Individual plans (SIEP) will also be reviewed and updated according to the students objectives in grades 3-6. These evaluations will be used as an indication of student progress through the basic curricula. Cooperative learning conferences allow students, as well as instructors and parents, to view those areas

which most need student attention and focus. The child, the instructor and parents work together on planning the appropriate interventions and goals to enable the him or her to have a successful experience.

D. As stated in section 7C, students of the Academy will be evaluated quarterly and will hold cooperative learning conferences. These conferences and evaluations will allow staff and parents the knowledge of whether students are meeting the standards. Once this is determined, a Student Individual Education Plan with goals and appropriate follow-up criteria will be developed. Reviews may be conducted informally during silent reading or small group learning time. Follow-up will be inclusive of and in response to any special needs exhibited by the child, and any testing or treatment deemed necessary.

Kuumba will also adhere strictly to the legislation set forth in 1997 and 1998 regarding accountability, specifically for our students in grades 3 and 5 who will be tested in reading proficiency in the spring before they are allowed to advance. Kuumba will provide its students the necessary summer skill building in a supplemental reading program. This will allow for meeting the needs of those students who may not have passed the spring reading requirement and will need to retest at the end of the summer. It will also provide for students who have completed grades 1 or 2 who may need or desire further reading skill development.

Admission Policies and Procedures

The plan for recruiting students is a comprehensive one making use of communication channels via health & human service agencies, City of Wilmington Parks & Recreation, cable television, churches and news features in periodicals and daily news papers. A Kuumba newsletter will be disseminated through direct mail from combined mailing lists. Information will be sent to connective energy news, electronic mail as well as to corporate employee newsletters for insertion. An internet web page will be designed to disseminate information and to respond to inquiries by the general public.

Prospective students will be recruited from July 1999 - April 2000. This will provide ample time prior to the proposed opening in September 2000 to meet individually with each applicant family (this will be a prerequisite for enrollment) to adjust the plan as needed and to replace new enrollees with students who decide not to pursue enrollment once accepted. This also enables the charter school to provide the local school districts in which its students reside a preliminary roster of its students

for the subsequent school year prior to May 1, 2000.

Student admissions will be restricted by age and grade level or by lottery in the case of over-enrollment. The lottery will be computer generated and weighted by the parameters outlined below in accordance with Delaware C., Title 14 section 506. Should over-enrollment occur, the following admissions preferences have been adopted by the board of directors on February 1, 1999 in the priority order outlined:

- (1) students who have a specific interest in the school's teaching methods, learning philosophy shall be given preference,
- (2) siblings shall be given preference; and
- (3) students who are at risk of academic failure shall be given preference.

Date of the completed application, adherence to health requirements (i.e. immunizations, completed physicals by licensed physician) and the fulfillment of the prerequisite parental/student interview are factors that will be considered as well.

A geographic preference will not be given. It is anticipated that student enrollment will reflect a range of residences within the Wilmington metropolitan area and that the charter school will have a multi-district appeal. Additionally, federal eligibility requirements for federal startup funds will be adhered to as applicable.

Accommodations for At Risk & Special Education Students

The Kuumba Academy plans to adhere to the Individuals with Disabilities Act Public Law 105-17 revised in 1997. Kuumba's governing body provides assurances that the school's staff will be up-to-date on current amendments. All students will be assessed by an educational diagnostician and a certified special education teacher 45 days following the opening of school in September 2000 to begin with the close of the admissions process on May 1, 2000. Kuumba personnel will adhere to applicable federal and state mandates regarding the provision of services for children with disabling conditions. Three certified special education teachers will be hired in the start-up year. Contracts with private providers and formal agreements with local school districts from which the students be drawn will be developed to provide those services that are outside of range of services the proposed charter school may be able to render on site.

All students will be assessed within 45 days of the start of the school year to determine their needs for service. Within 30 days a Service Plan for each child will be prepared by a multi-disciplinary team comprised of a psychologist, a certified special

education teacher, the family services director, parents or a surrogate parent and any additional personnel deemed necessary. Children with a documented history of severe emotional disturbance or other disabling conditions requiring services in a contained special education classroom will be assessed to determine whether the Kuumba setting would be appropriate to address their diagnosed needs for service. (See Appendix C for a detailed review of the process to meet the needs of special education students.)

For students who are "at risk" (defined by indicators such as but not limited to living in poverty, lack of early academic exposure, living in a female headed household, developmentally delayed with educational lags and low birth weight), an attempt will be made to meet their special needs. A range of supportive ancillary services will be provided during and outside of the school by a network of agencies that the Kuumba Academy will have formal service agreements with. It is the founding board's contention that the school's innovative teaching philosophy, expert personnel and community driven relationships with the families of students are necessary ingredients for working with children who may experience academic failure in another public school setting. The Kuumba Academy plans to have significant male involvement in the classroom and the school environment to address issues affecting boys who the literature highlights as being most "at risk" for educational failure as early as grade three.

Administrative/Management Operations

Board of Directors Governance

The board of directors is responsible for oversight of the administrative, educational and financial aspects of the school's operations. By-laws for the corporation are included in Appendix E. and were duly adopted on February 1, 1999. By-laws meet the charter school requirement for representation by parents and teachers on the board of directors and reflect the open meeting requirement for public bodies as described in Del.C., Title 29, Chapter 100. Board members have a fiduciary responsibility to ensure that all funds are allocated and expended as directed by various funders. Board members will not have a personal financial obligation. They are however, expected to employ their expertise and relational skills to generate fiscal and human resources in support of the school's operations. Attendance requirements, participation in monthly general meetings and at the committee level are specified in the by-laws of the corporation. The cost of general liability and director's liability insurance have been included in budgetary projections.

Additional directors will be recruited based upon their expertise and their demonstrated track record of exemplary volunteer service as evaluated by the founding board . Key stakeholders in the public and private sectors will be solicited to make recommendations as well.

Once the admission's process is complete, the board nominating committee will solicit nominations from parents for representation on the board of directors. In the interim, the board is well represented by certified teachers, administrators and parents with children in the public schools. Their grasp of knowledge regarding the educational and social needs of all children is outstanding.

A series of board retreats and training sessions to be facilitated by experts in various aspects of school governance and operations will be planned and executed between March 1999 and September 2000. If granted a charter, the school will collaborate with the Department of Education to take advantage of state sponsored training opportunities. Training will be planned by the board, academy director, family services director and teaching faculty as an ongoing demonstrated commitment to volunteer/professional development.

What will be the internal form of management to be implemented at the school?

The board of directors does not plan to contract with an outside group to manage the school. However, planning funds will be sought to retain consultants to flesh out the required detail for internal management of the general school's operations. It is understood that federal start-up funds are not assured and are subject to the continuation of the current three year grant to the Department of Education which expires on September 30, 1999.

Concerted board action will be focused on the hiring of personnel, curricula development, transportation, health & safety, contract services, facilities and fund raising. Board governance and related issues will be managed by the board. A consultant team will be recruited, contracted and held accountable by the board of directors for start-up activities until such time as a full-time executive administrator is employed in June 2000. The board is responsible for the development of job descriptions, establishing systems of accountability, salary ranges, labor relations, etc. Once this groundwork has been laid, the hire and training of the remaining personnel rests with the Academy Director.

Staffing

Academy Director (1) FT - Oversees the day to day operations of the charter school, interviews, hires and evaluates all personnel. Provides staff support to the founding board of directors and serves as a voting member of the board of directors. The Director is responsible for resource development in cooperation with the board of directors and fund development consultants. The Director represents the Academy at the state level, acts as public spokesperson for the Academy and serves as an ambassador for the school in the local community, business, governmental and corporate sectors. The Academy Director is entrusted with the responsibility for creating innovative rewards and incentives for parents, teachers and students who excel as well as those who are experiencing difficulty. The Director works at the pleasure of the board of directors under contract. **Qualifications:** Administrative experience in an urban school system and a doctorate degree in a related discipline is preferable.

Academy Development Director (1) FT - Principally responsible for managing finances, vendor contracts, academy schedules related to the school calendar, the school day and student transportation. The Development Director is responsible for the production of reports for all funding sources and is responsible for the development of and adherence to annual budgets in concert with the Academy Director and the board. **Qualifications:** Bachelors degree in accounting with related experience in fund raising, and the fiscal management of state funded programs. Preferably experienced with the Delaware Financial Management System for accounting, payroll, purchasing, and payment.

Teacher (12 FT , two classrooms per grade K-6 with only 8 teachers in the start-up year) - Candidates must have successfully demonstrated experience teaching a diverse student body, with experience in interdisciplinary curricula development, building and maintaining parental partnerships, proven techniques for teaching urban learners, ability to teach to multiple intelligences, possess a background in early childhood or elementary education and have the ability to integrate academic subjects, the arts and technology. Teachers must have the capacity to function independently in the classroom as well as contribute effectively to the team and to the board of directors.

Classroom teachers are responsible for facilitation of the learning process. Faculty participate in curricula, professional training and development and engage in the selection of testing instruments in concert with the administration. Teachers work diligently to include parents in all phases of the learning process by meeting regularly with students and parents to provide feedback on strengths and areas for

Bachelors Degree . Related community health education experience in a school setting with young children and their families is preferred.

Family Support Services Director (1) FT Responsible for helping families connect with needed health and human services following assessment and diagnosis processes. Responsible for the provision of individual and group family counseling, responsible for the planning and execution of parent education programs and family cultural experiences that include parents in the planning process. Responsible for establishing relationships and partnerships with service providers in communities where the student body resides. Responsible for conducting needs assessments and evaluating referral services for families. **Qualifications:** Must possess a MSW or a Masters in Psychology with a specialization in working with racially/ethnically diverse families. Candidates must be able to demonstrate success in employing innovative strategies for working with the parents of young children, as well as experience in working with diverse families (grandparents, blended families, non-traditional families, foster parents, single parents and teenage parents). Works with teachers to make parents integral partners in the school community and in their child's educational and social development. Participates in the development of SIEP's & IEP's for students with special needs. (As the school expands, a minimum of three family services coordinators and a director will be employed and funded via supplemental grants). Candidates should be knowledgeable about the State of Delaware, City of Wilmington, Department of Services for Children, Youth & their Families, Department of Health & Human Services, Department of Labor, Enterprise Communities Inc. and other local systems of service delivery.

Clerical Personnel (1) FT (1) PT Responsible for all aspects of office management, production of internal and external communications, scheduling of administrative meetings, site visits, filing and all other organizational duties in support of school personnel, board of directors and parents. **Qualifications:** Associate Degree in Office Management, considerable experience in data base management, word processing, public relations and knowledge of the greater Wilmington and surrounding communities.

State of Delaware Employment At Will labor law will govern salaries, contracts, hiring and dismissal. Once developed, Kuumba personnel policies are to be reviewed and revised annually by a team of personnel experts and legal counsel. Health insurance, and workers compensation pursuant to Delaware law as well as pension benefits will be offered to employees.

Professional development opportunities for training in early childhood arts education will be offered in partnership with Christina Cultural Arts Center, Settlement

improvement. In the start-up phase, three teachers will be certified special education educators. Dual certification in special and elementary education is preferred but not required. Non-certified teachers must be enrolled in an alternative certification process. **Qualifications:** A minimum of two years teaching experience is preferred with knowledge of Wilmington and greater New Castle County communities. Bilingual teachers are encouraged to apply. A Bachelor degree in early childhood, elementary or special education required. Dual certification and experience in teaching an arts discipline are preferred.

Team Leaders (3) PT Facilitate curricula development, review content standards and performance indicators, organize parental involvement in all phases of the learning process and plan staff development activities in cooperation with the faculty and Academy Director. Team leaders shall receive additional compensation for carrying out these responsibilities in addition to classroom duties.

Technology Specialist (1) PT Responsible for developmental use of state of the art technology in the classroom as well as in the homes of the student body. The technology specialist works closely with team leaders and classroom teachers to integrate the use of technology into the interdisciplinary curricula with both theoretical and hands on applications. The development of teaching tools, content standards, assessment, financial resources to support the technology program and contractual maintenance of equipment is the responsibility of the technology specialist. **Qualifications:** Bachelors degree in computer science, education or related field with experience working with teachers, parents and students in an elementary education setting is required.

Librarian (1) PT Student intern from a local college majoring in library science or reading with a concentration in early childhood or elementary education. Plan to recruit from local colleges and universities, retired educators, etc. Responsible for developing a library and creating year round interactive literary art experiences for teachers, students and parents. **Qualifications:** Bachelors degree or pursuit of bachelors degree in library science, reading or the literary arts. Demonstrated experience working with diverse populations in an elementary educational setting preferred.

Registered Nurse (1) PT to provide preventive health education program for families, teachers and students. Experience working with diverse families and young children required. Plan to work with the Department of Health & Human Services and State Director of Minority Health to fund this position. Volunteers will also be recruited from nursing sororities and other groups that have a pool of retired nurses who may be interested in working in this setting. **Qualifications:** Registered nurse with

Music School and Cabrini College in Pennsylvania. Teacher training referenced previously will be implemented as well. Teacher training needs will be assessed early in the planning process once the employment selection process has been completed. Local professional development resources provided by state departments will be accessed as well.

School Accountability

This is perhaps one of the most intricate and controversial aspects of educational reform and site based school management. Benchmarks to assess the degree to which admission policies, enrollment, nutrition and health and safety with regard to the student body will be measured based on national and locally accepted standards. Issuance of a certificate of building occupancy will ensure that building codes have been approved by the City Department of License and Inspection and by the Fire Marshall.

A board directed evaluation/auditing process will be developed and apportioned out to the appropriate manager or board committee to conduct internal reviews. The Kuumba Academy will seek the counsel and review of the State Department of Education staff in this regard.

Additional Objectives for the Academy are as follows:

The School will demonstrate its commitment to parent and students needs :

Kuumba will enroll 60% of parents and significant family members in the schools parent council in the first year of operation.

Kuumba staff will conduct home visits with 100% of the school's student body in the first year of operation.

100% of students will have a comprehensive health record, which demonstrates each child meeting the prerequisites for immunization and completion of a physical examination.

Throughout the initial three year charter period, the school will demonstrate that it has strong market accountability:

Each year the school will have at least enough students seek admission to the school to have the maximum number of students allowed by the charter enrolled at the beginning of each school year.

Each year of school operations the school will have a waiting list of students seeking admission.

Each year of school operation the school will maintain 90% of the number of students allowed by the charter throughout the school year.

Throughout the initial three year charter period, the school will demonstrate that the parents of the students at the school are satisfied with the school's administration and educational program:

Excluding children who move outside New Castle Count, Kuumba will retain 77% of its student body in year one and 80% in years two and three.

Other indicators to be considered will include but are not be limited to :

Measuring the level of parent involvement in school operations,

Student Retention;

Staff Retention;

Board Involvement;

Achievement of Fund Raising goals; and

Public perception of the school.

Teachers will engage in a self-evaluation process based on a management by objectives model. They will be evaluated the Academy Director. Parental feedback will be obtained via anonymous pre & post survey instruments administered in phases of the school year. Student performance will be a key indicator of a teacher's success however, teacher performance evaluations will extend beyond the student's academic performance.

Management staff will engage in self evaluation and be evaluated by the Academy

Director. The Academy Director will be evaluated by the Board of Directors.

Parental involvement will be tracked by classroom teachers and the appropriate administrative personnel. Parents will be given written feedback on their strengths and areas for improvement quarterly within the school year. Classroom teachers will be responsible for this. Comments will be included in a section of the child's report card. Areas for measurement to be considered are 1) participation in parent/teacher conferences, 2) participation in special school events, 3) planning and participation in special school events; board level participation, parent/teacher committee participation, parent participation in school fund raising activities.

How will the school be held accountable to the parents of children at the school?

The charter school is to be held accountable for fulfilling its mission to institute an educational program that address the needs of the whole child where their individual learning styles are addressed. The school is to be held accountable for the safety and welfare of the children to the greatest extent possible. Active measures must be taken to minimize accidents and incidence of violence. A Parent Handbook will be developed during the planning year using the parent handbook for charter schools as a template. The Academy staff will elicit feedback from parents using an assortment of methodologies to create a forum for parents to agree on a definition for school accountability and how to reasonably determine if the school has met its obligation.

How will budgets and financial records be reviewed?

A system of checks and balances will be implemented in accordance with generally accepted accounting principles and the Delaware Financial Management System to ensure fiscal accountability. Prior to the opening of the proposed school, this responsibility rests with the board of directors. The board will engage a certified public account to review financial records annually via a bid process. The board will work in concert with State Department of Education personnel in the preparation of budgets following a process similar to the one used to complete the charter application

Should the school become operative, the Academy Director and the management team will work with Department of Education personnel to finalize the school's operating budget. A professional manager with financial expertise and the chief administrator will be responsible for budget management and financial compliance. An annual operating budget is to be proposed by management and approved by the board of directors.

Facilities

The founding group has had initial discussions with James M. Baker, City Council President and Jerry Bilton, Facilities Manager for the Community Services Building regarding site location. A newly formed public/private entity "The Renaissance Corporation" responsible for the renovation of 27 city owned properties in downtown Wilmington will be consulted in March. Jane Vincent, Director of Real Estate and Housing for the City of Wilmington was consulted in January.

The ideal location will be accessible by public transportation, vehicle and pedestrian foot traffic in close proximity to Wilmington neighborhoods. During the public meetings, a location close to downtown employers was considered preferable.

A location accessible to an outdoor play area is preferred as well. The school's philosophy considers structured play to be crucial to learning. The elimination of recess in some schools as a strategy to increase the time for academics is regarded by the founders as shortsighted.

Jerry Bilton, who served as the chair of facilities for Christina Cultural Arts Center's relocation to downtown Wilmington has volunteered to provide leadership in identifying possible locations for rental and/or purchase opportunities. A feasibility study surrounding facilities and the degree to which the corporate and foundation community will support a building capital campaign must be conducted.

To accommodate the projected size of the school population, a minimum of approximately 15,000 square feet will be needed to house (12) classrooms @ 1000 sq. ft per classroom , (1) computer center, (1) a combination gym and dance studio, auditorium, (1) cafeteria, (1) library, (1) faculty area, (7) administrative offices and (1) parent/community gathering place for the Kuumba Academy.

Discussions were held with the Superintendent of the Christina School District to determine if there was a possibility of using under-utilized space in an existing elementary school in Wilmington where enrollment has declined. This was not a consideration based on the district's proposed plans for expansion of its early childhood education programs and other strategies for improving enrollment. Plans to have similar discussions with the Superintendent of the Red Clay Consolidated School District and the prospective owners of George Gray Elementary in Northeast Wilmington are underway. The political realities of school districts partnering with groups they may perceive as competition is not hopeful. However, the founding board will continue to pursue what it regards as potential win/win partnerships.

The feasibility of purchase or rental of an existing school building that may become vacant due to an assortment of reasons or space in a corporate location will be explored as well. A city of Wilmington location is preferred in keeping with our philosophy of integrating the urban community, curricula and diverse cultures preferably in close proximity to large employment centers, the arts district, and center city colleges and universities. As this process moves forward, any facility under consideration must be in full compliance or have the capacity to become compliant with State regulatory standards for health & safety inclusive of those with disabling conditions in a public facility.

If an existing building is purchased dependent on acquisition costs, the size of the facility and the extent of the renovations required (calculated using the projected square footage requirements and market rate renovation costs) approximately \$1.8 M in capital funds has been estimated. Lease calculations are projected to cost \$75,000 annually.

Obtaining financial commitments from municipal government, banking, corporate and foundation leaders to complete an aggressive capital campaign would be required to obtain these funds. As the reviewers are aware, various existing and proposed charter school applicants are currently soliciting contributions for fund campaign from many of the same sources.

Transportation

The Kuumba Academy will enter into an agreement with a contractor to provide student transportation to and from the Academy, or for any other purpose under the jurisdiction of any school authority. A sample Transportation Contract is attached. Kuumba Academy will publicly bid the routes and cooperate with the State to receive reimbursement for the bid cost in accordance with the regulations specified by the State of Delaware, pursuant to acceptance of a bidder whose costs meet the State's requirements. In addition, Kuumba Academy will transport students in accordance with all public school transportation safety regulations and will cooperate with the State and local school districts to ensure that the implementation of a transportation system does not result in an inefficient use of State appropriations for public school transportation.

Geographic boundaries for transportation, time elements, contractor insurance requirements, student behavioral codes for bus transportation and students with special needs will be adhered to. A Transportation Needs Survey requesting detailed prospective student transportation requirements, will be sent out as a part of the admissions application package. The Survey's return date will be the same as that of

the principle application. Once admission decisions have been made, a projected bus route with time elements and other variables as noted herein will be analyzed, coordinated and submitted to the appropriate approving bodies.

It is anticipated that some students will be transported by parents who live and or work in locations central to the Kuumba Academy. To accommodate the work schedule of parents, students may arrive at school as early as 7:15 AM in preparation for an anticipated 8:00 AM actual school start-time. After-school enrichment services will be available until 5:45 PM. This optional after school program will be funded via supplemental sources such as the United Way of Delaware and through federal funds earmarked for arts based school programs.

(Sample contract found in Appendix E)

School Meals

The Academy will provide breakfast and lunch in accordance to the facility's capability. We have explored the option with Mr. Rob Harding of arranging a joint agreement with the Christina School District , which would administer and provide food service. (They would prepare the food at one of their existing sites). We have also considered both operating the program with our own staff which would give us freedom of menu choices, and nutritional over-site or contracting out with a caterer or other service provider which would allow for certain administrative reductions.

The Academy will be contracting with NLSP and the School Breakfast Program. The final decisions on the food service issue will be resolved once we obtain a facility.

Start-Up Activities

(See Appendix D)

Financial Viability

A. Given the proper authorization, the board of directors will make application to MBNA's Excellence in Education fund for teacher driven initiatives in year one. City of Wilmington Office of the Mayor, Enterprise Communities Inc. , DuPont and financial institutions will also be pursued for support in year one and subsequent years.

B. As state previously, plans must be developed to conduct fund-raising efforts to generate start-up capital for facilities, equipment and consultation. A formal request has been submitted to Wilmington City Council with a July 1999 decision anticipated

to coincide with the next fiscal year. Formal applications have not been made, however, informal discussions have been initiated with the City of Wilmington and MBNA N.A. Board directors have conducted internet research to obtain funding criterion from the Ford, Lila Wallace and Mott Foundations. The Kresge Foundation is a potential source for capital. These soft sources of supplemental funding have not been included in the projected budget submitted.

C. See attached budget worksheets and narrative labeled Charter School Application Budget

E. There is no indication that enrollment projections will not be met. A back-up plan related to facilities is more of a concern to the board than under-enrollment.

G. If public funds remain at the end of a fiscal year state compliance would be met.

Financial Operations

Kuumba will operate on the Delaware Financial Management System. The board believes it would be prudent to pay into the state pension fund so that teachers currently employed by the state may elect to teach at the Kuumba Academy without a loss of tenure in the state retirement plan. Health Care and pension benefits have been budgeted for. Joan Donahue, a state of Delaware retiree who managed finances for the Delaware State Arts Council has loaned her expertise in this area. Directors will attend the March training conference sponsored by the Department of Education.

Legal Liability

Kuumba Academy has solicited a bid from J.A. Montgomery Insurance, to purchase the following insurance coverage:

Commercial General Liability
\$1,000,000 per occurrence
\$1,000,000 aggregate

Professional Liability
\$500,000 each claim
\$2,000,000 aggregate

Board of Director's Liability

Code of Conduct

Kuumba Academy will create an adaptation of a student code of conduct based on the models used in the northern New Castle County School Districts. A review of each discerned similarities in all of the codes. Since students and personnel move in and out of schools, we believe consistent expectations governing school behavior for all is important. We do plan to strengthen the responsibilities for parents and teachers. State and federal compulsory laws will be enforced. Student rights will be protected as mandated by applicable state and federal law. This area will be carefully addressed in the planning phase should approval to proceed be granted.

Health & Safety

Standard procedures as set forth by the City of Wilmington and the Fire Marshall will be adhered to with regard to ensuring the safety of the facility. Routine inspection of building systems will be conducted to ensure optimal functioning. The health of personnel and students will be addressed by the recruitment of a registered nurse to serve in a part-time capacity. Plans to engage emergency medical professionals to be on call in the case of non-life threatening emergencies will be undertaken. In the case of life threatening emergencies, staff will follow procedures to contact an authorized family member, as per a completed emergency card and transport students to the appropriate hospital for care.

For situations that require police intervention, a 911 call will be made. A relationship with the community policing department will be established so that a friendly law enforcement presence is a welcome component of the school environment. This also improves police response time in cases of emergency.

Students will be required to have a recently completed physical examination performed by a medical doctor who must prepares a completed form as a prerequisite for admission. Up-to-date immunizations, TB, and HepB tests are mandatory. Families without a primary care physician or health coverage will be referred to the Henrietta Johnson Medical Center, Westside Health Center or State Service Centers. Janice Davis, RN will conduct hearing and vision screenings for all accepted students prior to September 2000. In addition, all students must have on file a complete health record including an emergency card with an accessible emergency contact person. All forms and preventive health information will be distributed to parents during the application process.

Two retired registered school nurses have agreed to provide service throughout the school year. The Family Services Director will work with school nursing personnel to ensure the completion of physical examinations prior to the school's opening. Any student not in compliance will not be permitted to attend school in September 2000.

Nursing personnel will coordinate vision/hearing screenings and review health records for accuracy and completeness. Nursing personnel will be responsible for dispensing medications and serving on IEP teams as required. Sample school health records and procedures have been obtained for adaptation.

The following information will be distributed to parents at registration:

National School Lunch Program/School Breakfast Program
Immunization Rules & Regulation of the State Board of Education
Student Insurance
Parental request to have prescription medication administered in school

Student health records will contain the following information to be completed by parents during the registration process:

Student Registration Form
Student Medical Emergency Form
Emergency Contact Card

Samples of the following have been obtained:

Delaware Health Record Regulations
Daily Log Regulations
Immunizations Regulations
Physical Examination Regulations
School Health Tuberculosis Control Program Regulations
Delaware Emergency Treatment Card Regulations
Accident Reporting Regulations
Child Abuse Reporting Regulations
School Nurse and the Child With Special Health Needs Regulations
Student with HIV Infection Regulations
Possession, Use or Distribution of Drugs and Alcohol Policy
Smoking Regulations
Hearing Screening Regulations
Vision Screening Regulations
Orthopedic Screening Regulations
Assistance with Medications on Field Trips Regulations
Administration of Non prescription Medications Regulations
Extended Illness Regulations
Personnel Policies Governing the School Nurse
Guidelines for School Nursing Certification

Kuumba Academy

Charter School Application Budget

REVENUE*

	Planning Year	OPERATING YEARS		
		Year 1	Year 2	Year 3
State Appropriations	\$	\$ 473,232	\$ 579,179	\$ 678,097
Local Fund Transfer	\$	\$ 224,150	\$ 285,434	\$ 346,718
Charter School Federal Funds	\$ 135,000	\$	\$	\$
Other Federal Funds	\$	\$	\$	\$
Other-Transportation	\$	\$ 0	\$ 0	\$ 0
-Cafeteria	\$	\$ 23,800	\$ 29,500	\$ 35,400
	\$	\$	\$	\$
TOTAL REVENUE =	\$ 135,000	\$ 721,182	\$ 894,113	\$1,060,215

EXPENSES

Personnel
(Please indicate FTEs=Full Time Equivalents)

	Planning Year	OPERATING YEARS			FTEs
		Year 1	Year 2	Year 3	
Salaries					
Teachers	\$	\$ 205,224	\$ 264,739	\$ 326,635	8
Principal/Administrative	\$ 21,213	\$ 45,426	\$ 48,426	\$ 51,426	1
Clerical	\$	\$ 20,137	\$ 22,137	\$ 24,137	1
Custodial	\$	\$	\$	\$	
Substitutes	\$	\$ 7,000	\$ 9,000	\$ 11,000	.27
Other -Family Services	\$	\$ 25,653	\$ 27,450	\$ 28,823	1
-Development Director	\$	\$ 30,000	\$ 31,200	\$ 32,450	1
Other Employee Costs (a)	\$	\$	\$	\$	
Health Insurance	\$ 2,500	\$ 60,000	\$ 70,000	\$ 80,000	
Pension 9.68%	\$ 2,053	\$ 32,277	\$ 39,066	\$ 45,929	
FICA 6.20%	\$ 1,315	\$ 20,673	\$ 24,983	\$ 29,417	
Medicare 1.45%	\$ 308	\$ 4,835	\$ 5,840	\$ 6,880	
Worker Compensation .71%	\$ 150	\$ 2,367	\$ 2,861	\$ 3,369	
Unemployment Compensation .12%	\$ 26	\$ 400	\$ 483	\$ 569	
Other Benefits	\$	\$	\$	\$	
SUBTOTAL Personnel =	\$ 27,565	\$ 453,992	\$ 546,185	\$ 640,635	

EXPENSES (continued)

Student Support	Planning Year	OPERATING YEARS		
		Year 1	Year 2	Year 3
Transportation	\$	\$ 0	\$ 0	\$ 0
Cafeteria	\$	\$ 47,600	\$ 59,000	\$ 70,800
Extra Curricular	\$	\$ 3,000	\$ 8,000	\$ 10,000
Supplies and Materials	\$	\$ 2,500	\$ 10,000	\$ 11,000
Textbooks	\$ 6,000	\$ 14,000	\$ 8,000	\$ 15,000
Computers	\$	\$ 20,000	\$ 3,000	\$ 10,000
Contracted Services	\$ 55,000	\$ 20,000	\$ 25,000	\$ 40,000
Other-Furniture & Equipment	\$ 13,000	\$ 40,000	\$ 10,671	\$ 24,624
Contingency Funds	\$ 8,565	\$ 2,000	\$ 1,380	\$ 5,000
Staff Training & Material	\$ 10,000	\$ 2,000	\$ 3,000	\$ 10,000
SUBTOTAL Student Support =	\$ 92,565	\$ 151,100	\$ 128,051	\$ 196,424

Administrative/Operations Support	Planning Year	OPERATING YEARS		
		Year 1	Year 2	Year 3
Insurance(Property/Liability)	\$ 1,000	\$ 10,000	\$ 10,500	\$ 11,000
Rent	\$	\$ 59,552	\$ 158,077	\$ 156,656
Mortgage	\$	\$	\$	\$
Utilities	\$	\$	\$	\$
Maintenance	\$	\$	\$	\$
Supplies & Materials	\$ 2,600	\$ 2,000	\$ 2,500	\$ 3,000
Equipment Lease/Maintenance	\$	\$ 4,000	\$ 6,000	\$ 6,000
Equipment Purchase	\$ 5,000	\$ 1,000	\$	\$
Telephone/Communications	\$ 1,200	\$ 6,300	\$ 6,700	\$ 6,900
Accounting & Payroll	\$	\$ 750	\$ 500	\$ 800
Printing & Copying	\$ 470	\$ 7,500	\$ 9,000	\$ 11,000
Postage & Shipping	\$ 1,200	\$ 1,500	\$ 1,600	\$ 1,800
Contingency Funds	\$ 3,400	\$ 3,488	\$ 5,000	\$ 6,000
Other	\$	\$	\$	\$
Janitorial Service	\$	\$ 20,000	\$ 20,000	\$ 20,000
SUBTOTAL - Administrative/Operations Support	\$ 14,870	\$ 116,090	\$ 219,877	\$ 223,156

EXPENSES SUBTOTAL	Planning Year	OPERATING YEARS		
		Year 1	Year 2	Year 3
Personnel	\$ 27,565	\$ 453,992	\$ 546,185	\$ 640,635
Student Support	\$ 92,565	\$ 151,100	\$ 128,051	\$ 196,424
Administrative/Operations	\$ 14,870	\$ 116,090	\$ 219,877	\$ 223,156
GRAND TOTAL ALL EXPENSES	\$ 135,000	\$ 721,182	\$ 894,113	\$1,060,215

Kuumba Academy Charter School

Budget Narrative

The Kuumba Academy will operate 180 calendar days per year with 165 instructional days and 15 teacher in service training days. Teachers will receive the same level of compensation for instructional and training days.

(3) Team leader teachers will begin employment starting July 2000 during the first fiscal year of operation (July 1- June 30). Compensated employment for the remaining faculty commences 10 days prior to the September school opening. The budget was adjusted to allocate adequate resources to support instructional staff and curriculum design.

The projected hire of the Academy Director will occur to 6 months prior to the September opening (January 2000 - June 2000).

Expenses for furniture and equipment were reduced in the planning and subsequent operating years. The goal is to seek in kind contributions from appropriate businesses and vendors. While in-kind donations of traditional school furniture may be scarce, in accordance with Kuumba philosophy our furnishings will be non-traditional with tables vs desks. The community at large has been very generous in the past with furnishings of this type and we fully expect this option to be a significant resource for our Academy. In lieu of this resource, we will purchase furnishings, however, tables and chairs vs desks and chairs will still significantly reduce cost.

Computer donations from corporations and vendors will be requested. Therefore the associated projected expenses in this line were reduced as well. The reductions however are not significant enough to forestall the purchase of at least one computer per classroom at \$2500 per computer.

Postage was increased to provide for multiple contacts with the public germane to recruitment efforts.

Contractual Services were reduced by deleting funds for family services support personnel. Grants to support salaries for additional family services support staff will be requested from the State Department of Services for Children, Youth & Their Families and the City Department of Services for Youth & Families. Remaining funds in this line are projected to cover expenses associated with contractual services for special education, funds for marketing, fund raising, curricula development and board training.

Staff Training line was added for staff development. Training Materials, and dollars for outside facilitation were included. We seek to have at least one outside trainer per year come in and workshop with our staff. We have discussed working with the Marva Collins teacher training program (we may have to collaborate with other Charters to bring this into being), The Galef Institute (Different Ways of Knowing - Arts integrated curriculum), teacher/author Lorraine Monroe (Nothing's Impossible - Leadership Lessons from Inside and Outside the Classroom) and the Howard Gardner Institute (specifically for determining ways of detecting the 8 different intelligences, and teaching toward them). We are aware that services of this ilk do not come lightly and will be seeking cost effective ways to ensure our staff receives quality training. We are looking at ways of collaborating with partner agencies and coordinating our training with the Department of Public Instruction when appropriate.

We did not increase teaching salaries, however, it is our plan to have more competitive salaries/packages by creating liaisons with downtown colleges and universities for those who wish to continue their education and to increase basic salaries as support money (soft dollars)

becomes available. We truly believe that teachers will desire to buy in to our academy based on its wholistic environment, openness to new ideas, and new techniques for aiding students development. This buy in would aid in ensuring that we are staffed by quality teachers who care about the vision and mission of Kuumba Academy. We offer teachers a caring, inviting environment in which to work and shape their future as well as the future of the students they work with on a daily basis. We believe this will significantly boost our marketability even with our low initial salaries.

The overall goal of budget revisions was to eliminate unidentified foundation sources from the budget in the planning year, to make effective use of in kind donations of furniture, equipment, computer and instructional software to support curriculum as an enhancement and in some instances instead of text books for all subject areas.

Following the conduct of a feasibility study, the Kuumba Academy will have factual information on whether or not a capital campaign is a practical course of action. Initial meetings of inquiry have been requested with the Mayor's Office of the City of Wilmington, MBNA, N.A. and the Longwood Foundation. Reports on preliminary outcomes of these meetings will be issued in March 1999 prior to the public hearings.

Low contingency funds may seem to be a concern, however with fundraising and our essential areas covered we firmly believe that these dollars will be increased during our initial fundraising campaign.

*Biographical Summary- H. Royce Jones Avery
621 E. 5th Street, Wilmington, Delaware 19801 (302) 652-0101*

Education

*University of Delaware 2nd year Doctorate Student, Urban Affairs & Public Policy
West Chester University M.A. Health Services Administration
University of Delaware B. A. English/Sociology
Cabrini College Graduate Coursework Early Childhood Arts
University of Texas Austin Certificate Earned Income for Non-Profit*

Employment

*Christina Cultural Arts Center
Executive Director 1991- Present*

*United Way of Delaware
Director of Planning and Research 1986- 1991*

*Delaware League for Planned Parenthood
Health Educator 1981- 1986*

*Parent Educational Resource Center Community Action of Greater Wilmington
Student/Parent Advocate 1979 - 1981*

Voluntary Leadership

*President, Henrietta Johnson Medical Center Inc.
Vice President, Coalition to Save Our Children
Founders & Board Director, National Coalition of 100 Black Women Delaware Chapter
Mayors Commission for Youth & Families
Governor's Educational Improvement Commission
Governor's Council on Minority Health
Presidential Summit on Volunteerism Delegate City of Wilmington*

Awards

*President's Award University of Delaware 1993
Brandywine Professional Association Social Service Award 1994
YMCA Black Achievers Award Presented by General Colin Powell 1995
Rehoboth Beach Jazz Marshall 1996
Department of Services for Children Youth & Their Families Division of Family Service Office of
Prevention Village Award 1996
Martin Luther King Jr. Center Outstanding Community Service Award 1997
NAW Local 1183 Humanitarian Award 1998*

Caria Ayoka Dorsey
1311 N. Rodney St Floor 2
Wilmington, DE 19806

OBJECTIVE: To obtain a position which will reflect my interest and dedication to my field of study (African-centered human services) while allowing room for positive creative growth.

EDUCATION: Masters degree - African American Studies; Temple University;
Bachelors degree; North Carolina Central University;
Major: Psychology GPA: 3.5 GPA in major: 3.85
Chancellor's Scholar (full tuition remission)
M.A.R.C. Scholar (full tuition remission)

EMPLOYMENT: Program Associate - Public Allies, DE - July 1995 - August 1996
-responsible for all-around program operation, including - facilitation of Ally training - which is focused on three areas (self-team-community), special events planning, bi-weekly meetings with each of the eight Allies in my group, recruitment, facilitation of supervisor meetings, neighborhood outreach, team service projects-

Graduate Assistantship - February 1995 - June 1995
Teen Care Clinic- Media, PA
- responsible for all intake assessments of potential clients, upkeep of records in database - compilation of assessment tools used over a three year period - updates and or changes in tools currently in use based on assessment of current and potential clientele-

Research Team Member - September 1994 - May 1995
Institute for Afrocentric Research - Dr. Terry Kershaw
-conduct field research concerning Churches in Philadelphia's African American Communities -

Graduate Assistantship - January 1994 - May 1994
Psychology Department - Dr. Diane Scott - Jones
- worked on ongoing project involving home-based social work in a 99% African American community in Chicago - our work focused on the effectiveness of this type of treatment versus the standard treatment types, with an emphasis on the question of wholistic African-centeredness -

SPECIAL SKILLS: Conducted Research concerning - Afrocentric curricula, Battered African American Women, Community responsiveness to services rendered within at risk/abused children, Children's understanding of the Justice System, Public Speaker, Christina Cultural Arts Center Volunteer/Substitute Drama/Dance Instructor, Ntu - Repertory Co. actress; Dancer; Served on peer counseling teams - issues ranged from physical & psychological abuse to rape, alcohol drugs, and family issues

REFERENCES AVAILABLE UPON REQUEST

Susan Alexis Thomas-Holder
1621 Coleman Street
Wilmington, Delaware 19805
(302) 655 - 6856

Experience

1994-1995 Adjunct Professor Delaware State University
African American Literature

1978-present Delcastle Technical High School
1417 Newport Road Wilmington, DE 19804
Teacher: Chemistry and Physics
Science Department Chairperson
District Science Coordinator Team Member

1989 Curricular Consultant for the
development of an African-American
studies program for children at
People's Settlement House in Wilmington

Summer, 1985 FAME program instructor at University of
Delaware - Chemistry

1970 - 1978 Howard High School
Wilmington, Delaware 19801
Teacher: Chemistry and Physics

1968 - 1969 Shaw Jr. High School
Philadelphia, PA 19131
Teacher: 7th and 8th grade Science

Education

9/90 - 8/94 Temple University
Philadelphia, PA
Doctor of Philosophy- African American Studies
Dissertation: "Henry Highland Garnet: His Life, Times and an
Afrocentric Analysis of his Writings"

9/88 - 6/90 Temple University
Philadelphia, PA
Received MA in African-American Studies

1969 - 1970 University of Delaware
Newark, DE 19711
Received MS in Chemistry Education

1963 -1968 Cheyney State University
Cheyney, PA
BS Secondary Education - Biology

Educational Responsibilities

- 1996- Chairman of Attendance Taskforce - Delcastle
- 1991- Present Science Department Chair
- 1991- Sponsor of African-American Student Group - Umoja
- 1990- Chairman, Hospitality Committee in preparation for Middle States School Evaluation
- 1989- Co-author of Chemistry laboratory manual used in the NCCVT School District
- 1989- Co-sponsor of the National Honor Society
- 1988- Co-author of Curriculum Guide for Chemistry used in the NCCVT School District
- 1986- Established an informal mentoring program for African-American students which involved tracking student progress and informal counseling
- 1984- Member of faculty Liaison Committee - Delcastle

- 1979 - Developed course: Applied Science - A physics course for non-college bound students
- 1977-1979 - Served as Science Department Chairman
- 1978 - Served as chairman for the School and Community Committee for Middle States Evaluation
- 1977 - Developed course : Chemistry for Cosmetology Students
- 1975-1979 - Established the Poplar Street Players - the drama group of Howard High School doing more that ten major productions
- 1974 - Created and organized the Student Athletic Association which was responsible for providing annual sports banquet

Special Interests

reading, singing, collecting African-American poetry, directing plays, collecting dolls

Special Recognition

- 1996 - Published poem "Black Women of the Castle" in The Rippling Waters ed. Cynthia A. Stevens
- 1994 - Presented " Henry Highland Garnet: The PanAfrican Connection" Diop Conference of the National Afrocentric Institute
- 1994 - Presented "Multiculturalism in the Classroom" Graduate School of Education University of Pennsylvania
- 1993- Presented "There's No Such Thing as They 'Lived Happily Ever After...' - Marital Relationships in Literature" - National Council for Black Studies

- 1992 - Presentation to NCCVT School District -
"Preparing an Afrocentric / Multicultural
Curriculum"
Awarded W.E.B. DuBois / Julia Cooper Award for
Education research National Council for Black
Studies - "African American Students in the
Sciences"
- 1991- Publication - Journal of Black Studies
Dec. 1991 - "Response to Rhett Jones In
the Absence of Ideology: Blacks in Colonial
America and the Modern Experience"
- 1991 - Presented "Leroy's Barbershop" - An Ethnographic
Study - National Council for Black Studies
- 1991 - Presented "Leroy's Barbershop" - An Ethnographic
Study - University of Pennsylvania Graduate
School of Education
- 1989 - Published article in "Imhotep" Journal of the
African - American Studies Department at Temple
University - "A Review Retrospective on George
G. M. James' Stolen Legacy"
- 1989 - Accepted for published by Temple University
Press - "Medical Care of the African-American
Soldier During the Civil War as Seen Through the
Eyes of Dr. Alexander T. Augusta" and "Nigerian
Drama - Its Impact on Nationalistic Thought"
- 1989 - Presented - "Teen Pregnancy in the
African-American Community - Strategies for
Prevention of the First Occurrence" at the
National Convention of the National Council of
Black Studies
- 1987 - Biographical sketch published in "A Legacy from
Delaware Women"

1985 - National Teacher of the Year - Listed
among the top four teachers in the nation

1984-85 - Teacher of the Year - Delcastle Vo-Tech
School

Teacher of the Year - New Castle County
Vo-Tech School District

Teacher of the Year - State of Delaware

1970 Chairman of the first university-wide Black
Awareness Week at the University of Delaware

1967 Who's Who Among College and University
Student

Professional Affiliation

National Council for Black Studies

Imhotep Philosophical Society

National Science Teachers Association

Delaware Teachers of Science

National Teachers of the Year Association

American Association of Curriculum Developers

National Association of Black School Educators

National Afrocentric Institute

Friends of Delaware State Hospital

Phi Delta Kappa

References will be furnished upon request.

Neysa Rhea Smith
4302 Washington Boulevard
Wilmington, DE 19802-1224
(302)762-8534-home
(302) 454-2145 ext. 142-work
Neysarhea@xicom.com -e-mail

OBJECTIVE

This resume is submitted to you in acceptance to the invitation to serve as a founding director of the Kaumba Charter Academy for a two year term (1999-2000) with the option to renew for a third year in the year 2001.

WORK HISTORY

Reading/Basic Skills Specialist- Christina School District-Title 1 Program

November 1978- Present

As a reading specialist, my duties in addition to proposal writing, entail identifying, screening, diagnosing and then prescribing programs for children who are identified as bring most in need of supplementary assistance in reading. I provide supportive assistance to individuals and/or small groups of eight to twelve children in first through fourth grade in reading skill areas such as vocabulary, word attack and comprehension. Direct consultations with regular classrooms teachers are frequently held to maintain the constant progress of each student. Records are kept on each student. Information about student's progress is shared with classroom teachers and parents via quarterly progress reports. A variety of instructional techniques, materials, and equipment, including computers are used daily in our program. Also, ongoing programs are facilitated to help parents help their children learn while they are at home.

Wilmington College-Adjunct Faculty

January 1993-June 1997.

Instructor of Reading to students in the College of Elementary Education. My area of expertise are *Reading Diagnosis and Prescription* and *Cognitive Process of Reading*.

Impact Aide Program Reading Teacher

February-June 1977

This federal program was designed to give students in seventh and eighth grade the background basics in reading to help them become successful readers.

Communications Teacher-Wilmington Public School System

January 1977-June 1977.

This job was the beginning of my professional teaching career. I was a secondary education English teacher of seventh grade students. My charge was to follow the curriculum of the Delaware State Department of Education for the instruction of English.

EDUCATION

Masters of Education (1981)

Antioch University-(Philadelphia Campus).

Bachelor of Arts and Science- Speech and Communications(1976)

University of Delaware.-Newark, DE.

Reading Certification and Plus Credits (1981,1992 & ongoing)

University of Delaware-Newark, DE

AWARDS/COMMUNITY SERVICE

Christina Cultural Arts Center-Board of Directors -(Jan.1977 to Present)

Christina Cultural Arts Center-Christi Awards Gala Steering Committee-(1997).

National Coalition of 100 Black Women, Inc. Delaware Chapter .Board of Directors(1997-Present).National Coalition of 100 Black Women Inc. Delaware Chapter-Public Relations/Marketing/Publicity Chair,(1995-1998), Founding Member of the National Coalition of 100 Black Women Inc. Delaware Chapter (1995). Lifetime Member of the University of Delaware Black Alumni Organization. University of Delaware Alumni Relations Board of Directors. (1987-1989. University of Delaware Black Alumni Organization Board of Directors.(1985-1995) and two (2) terms as president of the UD-BAO.

-Editor of the University of Delaware Black Alumni Organization Newspaper- PAMOJA-TOO! (1988-1995)

-Christina Cultural Arts Center Board of Directors 1998 President's Award.(1998)

YVONNE ANDERS GORDON
4101 Pyles Ford Road
Greenville, DE 19807
(302) 656-7768

QUALIFICATIONS

Certified Public Accountant with more than 22 years of experience in the areas of budgeting, accounting, auditing, financial analysis/planning, risk management, operations and policy management, quality control, supervision, and teaching. Major strengths include:

- Strategic Planning/Quality Management
- Written/Oral Communications
- Problem Analysis and Resolution
- Training/Staff Development
- Team/Group Dynamics
- Systems Integration
- Cost Control/Budgeting
- Fundraising/Events Development

EXPERIENCE

STATE OF DELAWARE, Dover, DE (1997 to Present)

Department of Public Safety/Deputy Secretary

- Ensure that all operational and policy activities across the Department are developed and implemented in accordance with the mission, goals and objectives of the Department.
- Assume Department leadership responsibilities in the absence of the Cabinet Secretary.

NEW CASTLE COUNTY, Wilmington, DE (1994 to 1997)

New Castle County Economic Development Corporation, Inc./President - (1996 - 1997)

- Collaborate with city, county and statewide officials and agencies to ensure the efficient and effective implementation of a comprehensive Economic Development Plan.
- Manage all operational activities.
- Provide consulting services to start-up and established small businesses.

Executive Assistant - Executive Office (1994 to 1996)

- Reviewed and monitored departmental budgets and overall cost and efficiency strategies.
- Identify and recommend policy enhancements that result in the most effective use of County resources, including human resources.

CITY OF WILMINGTON, Wilmington, DE (1990 to 1993)

City Auditor - Audit Department

- Provided leadership and direction to staff with a budget of \$500,000.
- Directed all financial and operational audits performed insuring internal controls and security of City's assets.
- Recommended to Mayor and Council opportunities for revenue enhancements and process improvements.

E. I. DUPONT DE NEMOURS & CO., INC., Wilmington, DE (1982 to 1990)

Travel Services Supervisor - Financial Services (1989 to 1990)

- Provided planning, direction, and supervision for staff of 16 with responsibilities for travel support for more than 10,000 company travelers.

EXPERIENCE CONTINUED

Cultural Diversity Facilitator/Instructor - Finance Function (1988 to 1990).

-Conducted workshops at all organizational levels on diversity issues impacting employees and the company.

Insurance Analyst - Corporate Insurance/Risk Management (1988 to 1989).

-Developed computerized accounting information procedures which streamlined and enhanced data collection and reporting.
-Negotiated major workers' compensation and aviation contracts.
-Created company risk management education package for internal/external training.

Accounting/Financial Analyst - Domestic/International Accounting, Financial Analysis and Planning (1982 to 1988).

-Developed and maintained computerized financial information reporting system for department and subsidiaries.
-Evaluated financial/economic aspects of capital investment projects, lease proposals, sales and purchase contracts.

ERNST & YOUNG, New York, NY/Cleveland, OH (1977 -1980).

Progressed from Staff Auditor to Senior Auditor.

EDUCATION

UNIVERSITY OF DELAWARE, Newark, DE

Doctorate of Education - Leadership: Administration and Policy. Expected completion 1999.

UNIVERSITY OF WISCONSIN AT MADISON, Madison, WI

Master of Business Administration Degree. Concentration: Finance and Banking. (12/81 Graduate). Full Fellowship - Consortium for Graduate Study in Management and the University of Wisconsin.

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY, Greensboro, NC Bachelor of Science Degree in Accounting. Summa Cum Laude. (5/77 Graduate).

ACTIVITIES AND AFFILIATIONS

Board of Trustees - Wesley College, Dover, DE
(Vice Chair - Strategic Planning, Academic Affairs)
American Institute of Certified Public Accountants
North Carolina Association of Certified Public Accountants
North Carolina A&T State University Alumni
Episcopal Diocese of Delaware-Advancement and Development
Board of Directors - Heritage Bank of Delaware
Board of Directors - Volunteers for Adolescent Pregnancy Prevention, Inc.
Former Board of Directors - New Castle County Community Partnership, Inc.
New Castle County Vocational Technical School District - 1996
(Strategic Planning Task Force)

STATE of DELAWARE
CERTIFICATE of INCORPORATION
A NON-STOCK CORPORATION

- ▶ **FIRST:** The name of this Corporation is Kuumba Academy Charter School, Inc.
- ▶ **SECOND:** Its Registered Office in the State of Delaware is to be located at Agents and Corporations, Inc.
12th & Orange Streets, One Commerce Center Street, in the City of Wilmington
County of New Castle Zip Code 19899-0511. The Registered Agent in
charge thereof is Agents and Corporations, Inc.
- ▶ **THIRD:** The purpose of the corporation is to engage in any lawful act or activity for which corpo-
rations may be organized under the General Corporation Law of Delaware. (If the corporation is to
be a nonprofit corporation, please add: "This corporation shall be a nonprofit corporation.")
To create an alternative to traditional public schools operated by school districts by establishing
an independent Charter School to improve public education overall for grades K-6. This corporation
shall be a nonprofit corporation.
- ▶ **FOURTH:** The corporation shall not have any capital stock, and the conditions of membership shall
be (In lieu of setting out the conditions of membership in the Certificate of Incorporation, a state-
ment may be inserted that the conditions of membership shall be stated in the By-Laws.) as follows:
This corporation shall be non-stock. Board membership shall be elected for a two year term as
stated in the By-laws of the Corporation.
- ▶ **FIFTH:** The name and mailing address of the incorporator are as follows:
Name H. Raye Jones-Avery
Mailing Address 705 North Market Street
Wilmington, DE Zip Code 19801-3008

▶ I, THE UNDERSIGNED, being the incorporator hereinbefore named, for the purpose of forming a
corporation pursuant to Chapter 1 of Title 8 of the Delaware Code, do make this Certificate, here-
by declaring and certifying that the facts herein stated are true, and accordingly have hereunto set
my hand this 23rd day of December
A.D. 1998

H. Raye Jones-Avery
Incorporator