

Kids First Beloit OEO Phase II Application Attachment Listing

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Kids First Beloit OEO Phase II Application Attachment Listing

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Attachment 1

Kids First Beloit 501(c)3 Approval

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

DEPARTMENT OF THE TREASURY

Date:

NOV 21 2019

KIDS FIRST BELOIT INC
C/O HAGEN HARKER
1005 PLEASANT STREET
BELOIT, WI 53511

Employer Identification Number:
84-3568463
DLN:
29053312361009
Contact Person:
ZENIA LUK ID# 31522
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
October 30, 2019
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

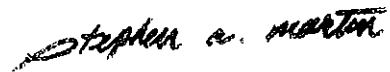
For important information about your responsibilities as a tax-exempt

KIDS FIRST BELOIT INC

organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in black ink that reads "Stephen A. Martin". The signature is written in a cursive style with a horizontal line through the middle of the name.

Director, Exempt Organizations
Rulings and Agreements



Attachment 2

Kids First Beloit School Ranking Demographics

| Beloit School District | | | | | | | | | | | | | |
|------------------------------|----------------------|------------------|-------|---------------------|-------------------|------------|---|--------------|------------|------------------|------------|----------------------|--|
| School Year | Ranking ¹ | ELA ² | Math | Growth ³ | Gaps ⁴ | Enrollment | Minority | Disabilities | Low-Income | LEP ⁵ | Attendance | Truancy ⁶ | Mobility ⁷ Within District Between District |
| 2015-16 | 58.4 - 2 stars | 23.4% | 19.7% | 44.2 | 63.3 | 7,022 | 21.5% AA ⁸ 32.2% H ⁹ | 13.5% | 73.3% | 15.2% | 93.4% | 37.3% | 3.2% 6.5% |
| 2016-17 | 61.9 - 2 stars | 23.7% | 18.9% | 44.2 | 63.3 | 6,943 | 22.2% AA 32.3% H | 12.2% | 74.4% | 14.1% | 93.9% | NA ¹⁰ | 3.3% 5.7% |
| 2017-18 | 60.1 - 2 stars | 19.7% | 18.5% | 44.2 | 71.8 | 6,823 | 23.3% AA 32.4% H | 13.1% | 71.6% | 15.6% | NA | NA | 2.9% 7.1% |
| 2018-19 | 59.7 - 2 stars | 18.2% | 17.8% | 45.2 | 70.3 | 6,474 | 22.9% AA 33.5% H | 13.2% | 71.4% | 16.4% | NA | NA | 3.4% 5.8% |
| Beloit Memorial High School | | | | | | | | | | | | | |
| School Year | Ranking | ELA | Math | Growth | Gaps | Enrollment | Minority | Disabilities | Low-Income | LEP | Attendance | Truancy | Open Enrollment |
| 2015-16 | 58.2 - 2 stars | 21.6% | 14.9% | NA | 57.8 | 1,790 | 20.8% AA 33.1% H | 13.0% | 60.2% | 10.6% | 94.9% | 64.4% | 4.3% |
| 2016-17 | 58.3 - 2 stars | 19.7% | 16.7% | NA | 62.2 | 1,748 | 22.3% AA 33.7% H | 8.7% | 65.7% | 11.4% | 94.0% | NA | 3.0% |
| 2017-18 | 61.9 - 2 stars | 18.5% | 15.5% | NA | 74.4 | 1,768 | 22.1% AA 35.2% H | 11.3% | 63.0% | 10.9% | NA | NA | 3.1% |
| 2018-19 | 65.7 - 3 stars | 18.2% | 15.4% | 48 | 82.1 | 1,686 | 22.1% AA 36.8% H | 11.7% | 64.9% | 12.1% | NA | NA | 3.0% |
| Intermediate Schools | | | | | | | | | | | | | |
| School Year | Ranking | ELA | Math | Growth | Gaps | Enrollment | Minority | Disabilities | Low-Income | LEP | Attendance | Truancy | Open Enrollment |
| McNeel 2015-16 | 63.3 - 3 stars | 26.6% | 21.7% | 53.7 | 65.8 | 690 | 18.8% AA 32.8% H | 10.4% | 80.3% | 15.1% | 95.2% | 24.4% | 1.9% |
| 2016-17 | 61.1 - 2 stars | 26.8% | 20.9% | 47 | 68.5 | 689 | 19.3% AA 32.1% H | 8.7% | 77.2% | 12.9% | 95.3% | NA | 2.9% |
| 2017-18 | 58.0 - 2 stars | 22.0% | 18.9% | 41.3 | 67.2 | 649 | 20.8% AA 31.7% H | 9.4% | 77.2% | 14.5% | NA | NA | 2.3% |
| 2018-19 | 52.7 - 1 star | 16.9% | 17.1% | 33.8 | 61.7 | 630 | 20.3% AA 33.8% H | 12.4% | 75.6% | 15.7% | NA | NA | 2.7% |
| Cunningham 2015-16 | 59.8 - 2 stars | 18.8% | 16.7% | 52.8 | 52.9 | 632 | 19.1% AA 31.3% H | 15.2% | 80.4% | 14.4% | 95.4% | 31.8% | 0.9% |
| 2016-17 | 59.5 - 2 stars | 16.6% | 14.8% | 49.9 | 58.6 | 666 | 23.3% AA 31.7% H | 12% | 79.7% | 14.6% | 94.1% | NA | 0.9% |
| 2017-18 | 56.5 - 2 stars | 14.3% | 12.4% | 44.2 | 59.8 | 623 | 22.2% AA 31.1% H | 10.1% | 78.3% | 16.5% | NA | NA | 1.4% |
| 2018-19 | 63.7 - 3 stars | 16.6% | 17.3% | 54.6 | 69.6 | 593 | 24.5% AA 31.9% H | 9.9% | 79.4% | 18.4% | NA | NA | 1.2% |
| Aldrich 2015-16 | 58.5 - 2 stars | 16.0% | 10.9% | 47.1 | 56.7 | 518 | 30.5% AA 37.5% H | 18.3% | 79.2% | 19.9% | 94.7% | 28.6% | 1.4% |
| 2016-17 | 63.6 - 3 stars | 23.1% | 13% | 57.5 | 61 | 525 | 27.8% AA 37% H | 16.0% | 78.9% | 16.6% | 94.2% | NA | 1.1% |

| | | | | | | | | | | | | | |
|--------------------------|---------------------|-------|-------|------|------|-----|---------------------|-------|-------|-------|-------|-------|------|
| 2017-18 | 62.4 - 2 stars | 19.1% | 13.2% | 53.7 | 65.3 | 507 | 29% AA 37.1% H | 16.8% | 75.9% | 21.3% | NA | NA | 1.2% |
| 2018-19 | 62.4 - 2 stars | 19.8% | 13.4% | 52.7 | 68.4 | 489 | 26.4% AA 39.3% H | 17.2% | 73.8% | 21.7% | NA | NA | 1.4% |
| Fruzen 2015-16 | Alternate Rating | 32.3% | 30.1% | NA | NA | 601 | 19.6% AA 36.8% H | 11.0% | 65.7% | 15.6% | 96.5% | 27.8% | 2.0% |
| 2016-17 | 57.1 - 2 stars | 31.4% | 23.8% | 48 | NA | 599 | 21.2% AA 35.2% H | 11.9% | 68.9% | 16.0% | 95.7% | NA | 2.0% |
| 2017-18 | 52.9 - 2 stars | 23.9% | 19.6% | 39.4 | 48.4 | 641 | 24.6% AA 33.1% H | 11.9% | 70.0% | 18.6% | NA | NA | 2.5% |
| 2018-19 | 51.4 - 1 star | 19.2% | 18.5% | 36.6 | 50.2 | 621 | 25.0% AA 34.3% H | 12.1% | 68.3% | 20.3% | NA | NA | 1.9% |

| Elementary Schools | | | | | | | | | | | | | |
|----------------------------|----------------|-------|-------|--------|------|------------|---------------------|--------------|----------------|-------|------------|---------|--------------------|
| School Year | Ranking | ELA | Math | Growth | Gaps | Enrollment | Minority | Disabilities | Low- Income | LEP | Attendance | Truancy | Open Enrollment |
| Converse 2015-16 | 84.5 - 5 stars | 46.6% | 53.4% | NA | 97.7 | 416 | 14.9% AA 25.2% H | 9.6% | 81% | 9.9% | 93.6% | 22.6% | 3.1% |
| 2016-17 | 81.5 - 4 stars | 40.8% | 30.8% | NA | 88.2 | 426 | 15.7% AA 25.8% H | 11.7% | 79.1% | 10.1% | 93.1% | NA | 3.5% |
| 2017-18 | 70.7 - 3 stars | 26.9% | 42.3% | NA | 68.1 | 401 | 16.2% AA 24.9% H | 12.5% | 72.8% | 11.7% | NA | NA | 2.7% |
| 2018-19 | 65.7 - 3 stars | 29.4% | 41.2% | NA | NA* | 391 | 16.1% AA 22.3% H | 16.1% | 76.0% | 11.5% | NA | NA | 3.3% |
| Todd 2015-16 | 66.6 - 3 stars | 30.9% | 24.7% | NA | 68.6 | 502 | 21.1% AA 26.7% H | 12.4% | 68.1% | 14.7% | 94.0% | 18.5% | 0.8% |
| 2016-17 | 72.5 - 3 stars | 26.3% | 24.2% | NA | 83.5 | 501 | 18.8% AA 29.5% H | 13.8% | 71.7% | 15.6% | 93.1% | NA | 2.0% |
| 2017-18 | 62.9 - 2 stars | 14.9% | 28.7% | NA | 65.2 | 483 | 16.4% AA 30.4% H | 16.8% | 70.0% | 15.5% | NA | NA | 2.7% |
| 2018-19 | 65.5 - 3 stars | 27.5% | 34.1% | NA | 71.5 | 466 | 18.0% AA 32.8% H | 17.6% | 60.5% | 16.7% | NA | NA | 2.8% |
| Robinson 2015-16 | 61.4 - 2 stars | 24.7% | 28.4% | NA | 54.5 | 438 | 19.9% AA 34.9% H | 8.0% | 73.7% | 19.6% | 93.6% | 22.8% | 4.3% |
| 2016-17 | 72.5 - 3 stars | 29.9% | 32% | NA | 82 | 475 | 18.3% AA 34.3% H | 7.6% | 74.9% | 13.1% | 94% | NA | 4.4% |
| 2017-18 | 76.9 - 4 stars | 32.5% | 46.3% | NA | 89.4 | 463 | 24.8% AA 31.3% H | 8.6% | 66.5% | 17.3% | NA | NA | 3.7% |
| 2018-19 | 77.9 - 4 stars | 33.7% | 44.6% | NA | 88.6 | 421 | 22.1% AA 34.4% H | 8.3% | 67.2% | 21.1% | NA | NA | 3.6% |
| Gaston 2015-16 | 60.6 - 2 stars | 26.5% | 20.4% | NA | 60.3 | 422 | 16.1% AA 22.7% H | 12.8% | 77.5% | 9.2% | 92.4% | 27.3% | 1.4% |
| 2016-17 | 62.6 - 2 stars | 26.5% | 20.4% | NA | 67.9 | 422 | 17.9% AA 18.2% H | 12.8% | 75.3% | 6.8% | 92.4% | NA | 2.2% |
| 2017-18 | 66.4 - 3 stars | 21.9% | 37% | NA | 78.2 | 345 | 19.1% AA 22.9% H | 15.4% | 73.6% | 8.7% | NA | NA | 0.6% |

| | | | | | | | | | | | | | |
|---------------------------|----------------|-------|-------|----|-------|-----|---------------------|-------|-------|-------|-------|-------|------|
| 2018-19 | 67.3 – 3 stars | 12.9% | 25.8% | NA | 81.1 | 320 | 18.8% AA 21.9% H | 14.1% | 76.6% | 10.6% | NA | NA | 0.9% |
| Hackett 2015-16 | 54.8 - 2 stars | 12.0% | 4.3% | NA | 55.6 | 435 | 23.2% AA 38.4% H | 16.1% | 89.8% | 36.1% | 93.9% | 20.5% | 1.1% |
| 2016-17 | 64.3 - 3 stars | 38.6% | 27.1% | NA | 74.1 | 375 | 24% AA 41.1% H | 16.5% | 86.7% | 37.6% | 93.9% | NA | 2.1% |
| 2017-18 | 67.8 - 3stars | 14.8% | 26.2% | NA | 83.4 | 376 | 27.7% AA 39.4% H | 17.0% | 83.5% | 35.9% | NA | NA | 1.9% |
| 2018-19 | 74.8 - 4 stars | 20.6% | 39.8% | NA | 95.1 | 366 | 24.3% AA 41.8% H | 14.5% | 83.1% | 30.1% | NA | NA | 1.6% |
| Merrill 2015-16 | 53.5 - 2 stars | 14.6% | 12.2% | NA | 50.3 | 254 | 33.9% AA 38.6% H | 13.4% | 95.3% | 26.8% | 93.5% | 20% | 2.0% |
| 2016-17 | 48.7 - 1 star | 4.8% | 19% | NA | 43.3 | 257 | 43.2% AA 32.3% H | 13.2% | 94.9% | 18.7% | 92.7% | NA | 0.4% |
| 2017-18 | 52.2 - 1 star | 14.3% | 14.3% | NA | 56.72 | 249 | 40.2% AA 32.9% H | 14.1% | 92.4% | 24.1% | NA | NA | 0.4% |
| 2018-19 | 56.9 - 2 stars | 17.5% | 25.0% | NA | 68.2 | 209 | 40.7% AA 30.1% H | 13.9% | 89.5% | 22.0% | NA | NA | 0.5% |

¹ 1 star = Fails to Meet Expectations, 2 stars = Meets Few Expectations, 3 stars = Meets Expectations, 4 stars = Exceeds Expectations, 5 stars = Significantly Exceeds Expectations

² English Language Arts; % for both ELA and Math is the % proficient or advanced. Includes Forward Exam (grades 3-8), ACT (grade 11) and MAPS (grades 3-8, 11). DPI reports in future years have revised data. This report captures data from the original publication.

³ Growth measures how student knowledge of ELA and math changes from year to year; growth measure is weighted higher as percentage of low-income students increases. The State Benchmark for all years is 66 (out of 100). Growth will not be tracked for high schools until 2018-19 school year.

⁴ Gaps, or Closing Gaps, measure how well the District/School reduces achievement gaps between groups of students. Schools must have 5-years of data to track this measure. Sub groups must also be 20 or more students to track. State benchmarks are 60.8, 61.7 and 67.9 for 2015-16, 1-16-17 and 2017-18.

⁵ LEP = Limited English Proficiency

⁶ Truancy is defined as more than 5 unexcused absences.

⁷ Mobility shows the percentage of students who move within the District and between Districts.

⁸ AA = African American

⁹ H = Hispanic

¹⁰ NA means that data is not available. In some circumstances data is not yet available (e.g., truancy), in other cases it is not tracked for that school.

* The Closing Gaps score for this school changed by at least 20 points since 2017-2018. This amount of change is an outlier and mostly impacted by things outside a school's control. As such, the score shown here is not included in the Overall Score.



Attachment 3

3.0 TLA Launch Team

3.1 TLA Community Engagement Planning Timeline

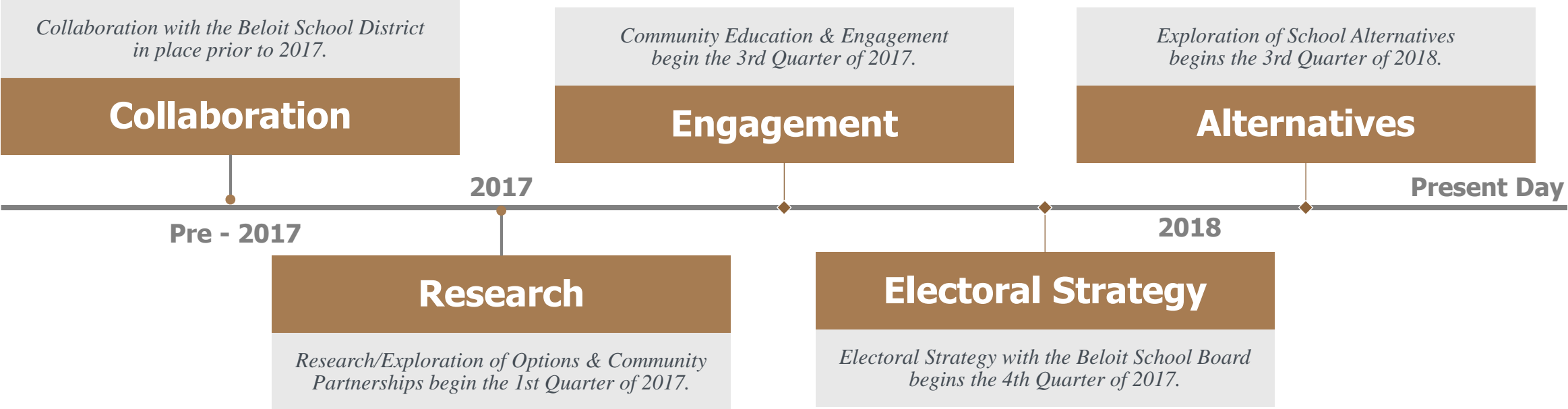
3.2 TLA Advisory Council Description

The Lincoln Academy Launch Team

| Name | Development Role | Professional Affiliation |
|---|--|---|
| Dr. Kristi Cole | Consultant, Founding Chief Education Officer | Currently COO at Milwaukee College Prep, Consultant to Kids First Beloit, Selected as CEO for The Lincoln Academy |
| Diane Hendricks | Chair, Kids First Beloit B200 Education Committee B200 Board Member | Founder & Chairman, ABC Supply, Hendricks Holding Company. Chairman and President, Hendricks Family Foundation |
| Timothy McKeve | Vice-Chair, Kids First Beloit B200 Education Committee B200 Board Member | CEO Beloit Health Systems |
| David McCoy | Treasurer, Kids First Beloit B200 Education Committee | President, First National Bank & Trust |
| Lisa Furseth | Secretary, Kids First Beloit | Executive Director, Hendricks Family Foundation |
| Rob Gerbitz | Director, Kids First Beloit B200 Education Committee Chair, B200 | President, Hendricks Commercial Properties |
| Joe Stadelman | B200 Education Committee Parent | President, Angus Young & Associates (Architectural firm) |
| Scott Bierman | B200 Education Committee B200 Board | President, Beloit College |
| Gerry Behan | B200 Education Committee B200 Board Beloit Grandparent | North American President, Kerry Ingredients |
| Kim Bliss | B200 Education Committee | Vice President and Senior Advisor, Hendricks Holding Company |
| Pastor Dannie Evans | The Lincoln Academy Advisory Council, Parent, Grandparent | Rock County Juvenile Probation Founder – Kingdom Academy Mentoring Pastor – Kingdom of God Church |
| Gaby Rojas | The Lincoln Academy Advisory Council, Educator, Parent | Social Worker, Birth to Three Program |
| Yvette Hereford | The Lincoln Academy Advisory Council, Grandparent | Social Worker, Community Action Inc. Deacon, Higher Ground Church |
| J'Juan Winfield | The Lincoln Academy Advisory Council, Parent | Beloit Area Community Health Systems, New Life Church |
| Mark Smith | The Lincoln Academy Advisory Council, Parent | Community Leader |
| Pastor Sherrick Anderson & First Lady Lahoma Anderson | The Lincoln Academy Advisory Council, Grandparent, Educator | Pastor, Higher Ground Church First Lady, Higher Ground Church |
| Kristoffer Haines and Katy Venskus | Educational Project Consultants | Ampersand Education |

The Lincoln Academy

Beloit Public Charter School Planning Timeline



The Lincoln Academy

Collaboration with the Beloit School District

| Action Items | 2017 | | | | 2018 | | | | 2019 | | | | 2020 |
|---|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|---------|
| | 1 st Qtr | 2 nd Qtr | 3 rd Qtr | 4 th Qtr | 1 st Qtr | 2 nd Qtr | 3 rd Qtr | 4 th Qtr | 1 st Qtr | 2 nd Qtr | 3 rd Qtr | 4 th Qtr | Ongoing |
| Career Advocate Pilot at BMHS* | ● | ● | | | | | | | | | | | |
| GBEDC Education Partnership, Mock Interviews, etc.* | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Hendricks CareerTek programming for Stateline Districts | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Superintendent Outreach / Collaboration Exploration | | | ● | ● | ● | | | | | | | | |
| Dare to Dream – Mike Rowe Event | | | ● | | | | | | | | | | |
| Superintendent Search Process Engagement | | | | | ● | ● | | | | | | | |
| Renewed Superintendent Search, B200 Support for Search | | | | | | | ● | ● | ● | | | | |
| Support for new BMHS Principal / Literacy Effort & Launch | | | | | | | ● | | | | | | |
| Dare to Dream – Travis Mills | | | | | | | ● | | | | | | |
| National Honor Society Early Literacy Project / Funding | | | | | | | | | ● | ● | | | |

* began prior to 2017

The Lincoln Academy

Research / Exploration of Options & Community Partnerships (Page 1 of 2)

| Action Items | 2017 | | | | 2018 | | | | 2019 | | | | 2020 |
|--|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|---------|
| | 1 st Qtr | 2 nd Qtr | 3 rd Qtr | 4 th Qtr | 1 st Qtr | 2 nd Qtr | 3 rd Qtr | 4 th Qtr | 1 st Qtr | 2 nd Qtr | 3 rd Qtr | 4 th Qtr | Ongoing |
| CareerTek Launch | ● | | | | | | | | | | | | |
| Microsoft TEALS / Attempts to Establish BSD Partnership | | ● | ● | | | ● | | | | ● | | | |
| Analysis of BSD Performance | | ● | | | | | | | | | | | |
| High Performing School Visits | | | ● | | | | | ● | | ● | | | |
| Early Literacy Collaborative Formation (Stateline Community Foundation led) & Launch | | | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Collective Impact Models – Milwaukee Succeeds, Strive Together, Local Partnerships | | | | ● | ● | ● | | ● | | | | | |
| Regional / National Education Reform Models & Speakers | | | | ● | ● | ● | | | | | | | |
| District Improvement Plan – Volunteer Initiative | | | | | ● | | | ● | | | | | |
| School, District, Mind Trust Visits - Indianapolis | | | | | ● | | | | | | | | |

The Lincoln Academy

Research / Exploration of Options & Community Partnerships (Page 2 of 2)

| Action Items | 2017 | | | | 2018 | | | | 2019 | | | | 2020 |
|---|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|---------|
| | 1 st Qtr | 2 nd Qtr | 3 rd Qtr | 4 th Qtr | 1 st Qtr | 2 nd Qtr | 3 rd Qtr | 4 th Qtr | 1 st Qtr | 2 nd Qtr | 3 rd Qtr | 4 th Qtr | Ongoing |
| The Beloit Academy / Choice High School Exploration | | | | | | ● | ● | ● | ● | ● | ● | | |
| Foundation Invitation for youth Partnership Projects & Woodson Center Engagement for Grassroots Capacity Building | | | | | | ● | ● | ● | | | | | |
| The Commons (Marquette) Intro & Launch | | | | | | ● | ● | | | | | | |
| CTE / Beloit House Build Support | | | | | | ● | | | | | | | |
| DWD Apprenticeship / Fast Forward Exploration | | | | | | ● | | | | | | | |
| United Way - Dolly Parton Library Launch | | | | | | | ● | ● | ● | ● | ● | ● | ● |
| DWD Grant – Healthcare Pipeline Project | | | | | | | ● | ● | ● | ● | ● | ● | ● |
| St. John’s Lutheran, Beloit LUMIN School Launch | | | | | | | | | ● | ● | | | |
| Stand Up For Children, Parent Engagement Program Models | | | | | | | | | | ● | ● | | |

Community Education & Engagement

[illegible]

The Lincoln Academy

Electoral Strategy with the Beloit School Board

| Action Items | 2017 | | | | 2018 | | | | 2019 | | | | 2020 |
|--|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|---------|
| | 1 st Qtr | 2 nd Qtr | 3 rd Qtr | 4 th Qtr | 1 st Qtr | 2 nd Qtr | 3 rd Qtr | 4 th Qtr | 1 st Qtr | 2 nd Qtr | 3 rd Qtr | 4 th Qtr | Ongoing |
| Candidate Recruitment / Meetings / Support | | | | ● | ● | | ● | ● | ● | | | | |
| B200 Supported Candidate Forum | | | | | | | | | ● | | | | ● |

Exploration of School Alternatives (Page 1 of 2)

[illegible]

The Lincoln Academy

Exploration of School Alternatives (Page 2 of 2)

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www.kidsfirstbeloit.com

The Lincoln Academy Advisory Council

Responsibilities: Work with The Lincoln Academy stakeholder groups including Beloit 200, the Kids First Formation Board and local funders to support the launch of the public charter school in Beloit. Specific responsibilities will be to (1) Inform key decisions related to The Lincoln Academy including but not limited to curriculum, school practices, location, school leadership, extracurricular activities and family recruitment and engagement activities; (2) Help to lead efforts to publicly promote The Lincoln Academy; (3) Support community education and engagement activities including expanding efforts to generate additional parent input and support; (4) Identify, recruit and nominate individuals to serve on the governing board of The Lincoln Academy; and (5) Identify and recruit parents to serve on the Parent Advisory Council that will be launched prior to school opening and will remain an ongoing subcommittee of TLA.

Membership: The Council will be composed of 6-10 representative members of the community who are committed to helping to open a public charter school – The Lincoln Academy - in Beloit. A majority of members will be parents or other family members raising school-age children. Membership will be structured to include perspectives from a range of community voices and experiences.

Expectations:

- Regularly attend Council meetings throughout the planning and start-up phase of the school (initially anticipated to be 1-2 times/month through Spring 2021);
- Provide honest input based on personal experience, consider the interest of the school as a whole, and support decisions made by The Lincoln Academy team;
- Endorse The Lincoln Academy both informally and in official settings;
- Ask questions and stay informed about The Lincoln Academy progress;
- Actively work to develop relationships with other members of The Lincoln Academy team;
- Be respectful of diverse perspectives and willing to accept disagreement as a part of healthy community discussions.

Note: Some Advisory Council members may transition to a leadership or membership role on the Parent Advisory Council or the governing board of The Lincoln Academy.



Attachment 4

TLA Parent Advisory Council Description



www.kidsfirstbeloit.com

Parent Advisory Council

Responsibilities: Work with The Lincoln Academy, as an advisory body with a parental voice, in support of the school and its mission. Specific responsibilities will be to (1) Provide feedback and input from the parent perspective to inform the educational program, policies, procedures and initiatives; (2) Develop a welcoming school environment for all parents; (3) Recommend, brainstorm and provide support for parent involvement activities, and (4) Organize parent volunteers, committees and fundraising events.

Membership: The Council will be composed of 6-10 parents, guardians or other family members raising school-age children enrolled in The Lincoln Academy. Membership will be structured to include perspectives from a range of community voices and experiences.

Expectations:

- Regularly attend monthly Committee meetings and other parent involvement activities;
- Provide honest input based on personal and shared parental experience in suggesting items for action and attention;
- Consider the interest of the scholars and the school mission as a whole;
- Ask questions and stay informed about The Lincoln Academy programming, policies, procedures and initiatives;
- Actively work to develop relationships with other Council members, parents and The Lincoln Academy team;
- Actively engage in parent involvement-based activities;
- Be respectful of diverse perspectives and willing to accept disagreement as a part of healthy community discussions; and
- Be a positive voice for The Lincoln Academy both informally and in public settings.

Note: The Chair of the Parent Advisory Council will be an ex-officio member of the governing board of The Lincoln Academy.



Attachment 5

Bylaws and Articles of Incorporation



For Office



**State of Wisconsin
Department of Financial Institutions**

Endorsement

ARTICLES OF INCORPORATION - CHAP 181

KIDS FIRST BELOIT, INC.

Received Date: 10/29/2019

Filed Date: 10/30/2019

Filing Fee: \$35.00

Expedited Fee: \$25.00

Total Fee: \$60.00

Entity ID#: K053531

ARTICLES OF INCORPORATION

OF

KIDS FIRST BELOIT, INC.

I, the undersigned natural person, acting as incorporator of a Corporation under the Wisconsin Non-Stock Corporation law, Chapter 181 of the Wisconsin Statutes, hereby adopt the following Articles of Incorporation for such Corporation.

ARTICLE 1. The name of the Corporation is:

KIDS FIRST BELOIT, INC.

ARTICLE 2. Purpose. The purpose of the corporation is to support the educational needs of parents and children in the Beloit, Wisconsin community and may include, without limitation, the operation of public charter school. Notwithstanding any other provision of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

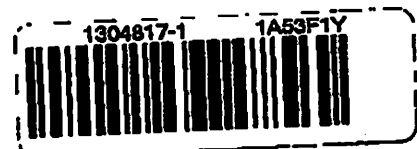
ARTICLE 3. Powers. The Corporation will have all powers conferred upon non-stock, non-profit corporations organized under Chapter 181 of the Wisconsin Statutes and any successor provisions thereto now enacted or hereafter amended but will exercise such powers only in fulfillment of its above-stated purposes. Such powers are specifically limited as follows:

A. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Two (2) hereof.

B. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE 4. Members. The Corporation will not have members.

ARTICLE 5. Board of Directors. The affairs of the Corporation will be managed by a Board of Directors. The number of Directors constituting the initial Board of Directors will be three (3); thereafter, the number and manner of election or appointment of Directors and their terms of office will be as provided in the Bylaws, but the number of Directors will not be less than three (3) and not more than fifteen (15).



ARTICLE 6. Dissolution and Liquidation. Upon dissolution of the corporation, the board of directors shall, after paying or making provisions for the payment of all the liabilities of the corporation, dispose of all the assets of the corporation exclusively for the purposes of the corporation in such manner or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue law) or to any political subdivision or subdivisions of the State of Wisconsin, as the board of directors shall determine.

ARTICLE 7. Registered Agent. The name and address of the initial registered agent of the Corporation is:

Attorney Timothy H. Lindau
100 S. Main St.
Janesville, WI 53545

ARTICLE 8. Principal Office. The initial principal office address is:

1005 Pleasant Street
Beloit, WI 53511

ARTICLE 9. Initial Directors. The name and addresses of the persons constituting the initial Board of Directors are:

Hagen Harker, Chair
500 S. Park Ave.
South Beloit, IL 61080

David McCoy
345 E. Grand Ave.
Beloit, WI 53511

Rob Gerbitz
525 Third St., Ste. 300
Beloit, WI 53511

Timothy McKeve
1969 W. Hart Rd.
Beloit, WI 53511

Lisa Furseth
690 Third St., Ste. 300
Beloit, WI 53511

ARTICLE 10. Incorporator. The name and address of the Incorporator is:

Timothy H. Lindau
Nowlan & Mouat LLP
100 S. Main St.
Janesville, WI 53545

Dated this 28th day of October, 2019.



Timothy H. Lindau, Incorporator

This document was drafted by:
Attorney Timothy H. Lindau
Nowlan & Mouat LLP
100 S. Main Street
P.O. Box 8100
Janesville, WI 53547-8100
Phone: 608-755-8100
Fax: 608-755-8110
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**BYLAWS
OF
KIDS FIRST BELOIT**

ARTICLE 1.

General

Section 1. Name of Corporation. The name of this Corporation shall be KIDS FIRST BELOIT, INC.

Section 2. Office. The corporation shall have such principal office as may be determined by the Board of Directors.

Section 3. Purpose of Corporation. The purposes of this Corporation shall be as set forth in the Articles of Incorporation. These Bylaws specify various matters affecting the operations and governance of the Corporation.

Section 4. Receipt of Gifts. The Corporation may receive gifts, contributions, donations, and bequests (herein generally called "gifts") for its purposes. While the Corporation specifically encourages unrestricted gifts whose principal and/or income therefrom may be used for the Corporation's purposes in the discretion of the Board of Directors of this Corporation, the Board of Directors will accept gifts for a restricted or otherwise designated purpose if such restriction is determined by the Board of Directors to be acceptable or otherwise conforms with these Bylaws and any other guidelines established by the Board of Directors for such restricted gifts.

ARTICLE 2.

Members

This Corporation shall have no members.

ARTICLE 3.

Directors

Section 1. **Powers.** Subject to the limitations of the Articles of Incorporation of the Corporation, these Bylaws and the laws of the State of Wisconsin, the affairs of the Corporation shall be managed by the Board of Directors.

Section 2. **Number, Election; Term.** The Board of Directors shall include individuals representative of the community, including, without limitation, educators, parents of school children, and members of the community. The number of Directors of this Corporation shall be not fewer than three (3) and not more than fifteen (15). A majority of the Directors shall be comprised of members or representatives of Beloit 2020 Corporation (hereinafter "Beloit 200"). The number of Directors of this Corporation may only be changed with the consent and approval of Beloit 200. The initial Board of Directors shall be as set forth in the Articles of Incorporation.

At the first meeting of the Board of Directors, they shall designate one-third (1/3) of the Directors to serve for an initial term of one (1) year, one-third (1/3) of the Directors to serve for an initial term of two (2) years, and one-third (1/3) of the Directors to serve for an initial term of three (3) years. Thereafter, each Director shall be elected for a term of three (3) years.

The Directors whose terms expire shall be elected at an annual meeting of the Directors. Directors shall serve for a term of three (3) years or until such Director's death, resignation, or removal.

Section 3. Resignation. A Director may resign at any time by giving written notice to the Secretary of the Corporation, who shall advise the Board of Directors of such resignation. Such resignation shall take effect at the time specified therein or, if no time is specified, then upon receipt of the resignation by the Secretary of the Corporation, and unless otherwise specified therein, acceptance of such resignation shall not be necessary to make it effective.

Section 4. Vacancies. A vacancy in the Board of Directors occurring for any reason, including an increase in the authorized number of Directors, may be filled by a majority of the Directors then in office. Each Director so elected shall hold office for the unexpired portion of the term such Director was elected to fill and until such Director's successor is elected and qualified, or until such Director's death, resignation or removal.

Section 5. Meetings.

A. Annual Meeting. A regular annual meeting of the Board of Directors shall be held each year in the second quarter.

B. Other Regular Meetings. Other regular meetings of the Board of Directors of the Corporation may be held with or without notice at such regularly recurring time and place as the Board of Directors may designate.

C. Special Meetings. Special meetings of the Board of Directors for any purpose or purposes shall be held whenever called by the Chair of the Corporation, or if the Chair is absent or is unable or refuses to act, by any Vice Chair, or by a majority of Directors.

Section 6. Notices. No notice need be given of any annual or other regularly scheduled meeting of the Directors. Notice of any special meeting of the Board of Directors, in each case specifying the place, date, hour, and purpose of the meeting, shall be given to each

Director by delivering notice, by mail, not more than 20 but at least 5 days before the time set for such meeting. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail, with postage prepaid, addressed to the Director at the Director's address as it appears on the records of the Corporation. Notice may be waived in writing by any Director attending a meeting, and the waiver shall appear in the minutes of the meetings.

Section 7. Quorum. A majority of the number of Directors fixed pursuant to these Bylaws shall constitute a quorum for the transaction of business. The act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater proportion is required by the law, the Articles of Incorporation, or these Bylaws.

Section 8. Electronic Voting. Any action that can be taken at a meeting of the Board of Directors may be taken without a meeting via email if the action is sent to all Directors in a single email. A majority of the number of Directors fixed pursuant to these Bylaws shall be required to vote in the affirmative for the action to successfully pass. Votes of each Director shall be sent via email to the Chair with every other Directory copied on the email.

Section 9. Adjournment. Any meeting of the Board of Directors, whether regular or special, and whether or not a quorum is present, may be adjourned from time to time by the vote of a majority of the Directors present. Notice of the time and place of an adjourned meeting need not be given to absent Directors if said time and place are fixed at the meeting adjourned. At any such adjourned meeting at which a quorum is present, any business may be transacted which might have been transacted at the meeting adjourned.

Section 10. Committees. The Board of Directors or the Chair may authorize, appoint, or remove members (whether or not members of the Board of Directors) of standing and/or

temporary committees to consider appropriate matters, make reports to the Chair and/or Board of Directors, and fulfill such other functions as may be designated. The designation of such standing and/or temporary committees, and the members thereof, shall be recorded in the minutes of the Board of Directors.

ARTICLE 4.

Officers

Section 1. **Officers.** The Corporation shall have four principal officers: a Chair, a Vice Chair, a Secretary, and a Treasurer, and such assistant officers as the Directors may from time to time elect. Any two or more of said offices may be held by the same person except that no person may hold both the offices of Chair and Treasurer.

Section 2. **Election.** The officers of the Corporation shall be chosen annually by the Directors at their annual meeting, and each officer shall hold office for a term of one year and until such officer's successor shall have been duly elected and qualified, or until such officer's death, resignation, or removal.

Section 3. **Resignation.** Any officer may resign at any time by giving written notice to the Board of Directors or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein or, if no time is specified, then upon receipt of the resignation by the Secretary or the Board of Directors as the case may be, and, unless otherwise specified therein, acceptance of such resignation shall not be necessary to make it effective.

Section 4. **Removal.** Any officer may be removed from office by the action of the Board of Directors in the same manner as the election.

Section 5. **Vacancies.** A vacancy occurring in any office, for any reason, may be filled for the unexpired portion of the term of said office by the Board of Directors.

Section 6. Chair. The Chair shall be the chief executive officer of the Corporation and shall have such duties, responsibilities, and powers as may be necessary to carry out the directions and policies of the Board of Directors or prescribed in these Bylaws or otherwise delegated by the Board of Directors and shall at all times be subject to the policies, control, and direction of the Board of Directors. The Chair may sign and execute, in the name of the Corporation, any instrument or document consistent with the foregoing general delegation of authority or any other instrument or document specifically authorized by the Board of Directors, except when the signing and execution thereof shall have been expressly delegated by the Board of Directors or by these Bylaws to some other officer or agent of the Corporation provided that neither the Chair nor any other officer may sign any deed or instrument of conveyance or endorse any security or execute any checks, drafts, or other orders for payment of money, notes, acceptances, or other evidence of indebtedness without the specific authority of the Board of Directors pursuant to Article V below. The Chair shall preside at all meetings of the Board of Directors, appoint all committees, and approve all expenditures.

Section 7. Vice Chair. In the absence or disability of the Chair, the Vice Chair shall perform the duties of the Chair and when so acting shall have all the powers of and be subject to all the restrictions on the Chair. The Vice Chair shall have such powers and perform such other duties as may be prescribed from time to time by the Chair or the Board of Directors.

Section 8. Secretary. The Secretary shall:

A. Keep the original or a copy of its Articles of Incorporation and these Bylaws, as amended or otherwise altered to date; a book of minutes of all meetings of the Board of Directors and committees thereof, with the time and place of holding, whether

regular or special and, if special, how authorized, the notice thereof given, and the names of those present at the meetings; and all records of the Corporation.

B. Give all notices in accordance with the provisions of these Bylaws or as required by law.

C. Assist in handling all correspondence.

D. In general, perform all duties incident to the office of Secretary, and such other duties as from time to time may be assigned by the Chair or the Board of Directors.

Section 9. Treasurer. The Treasurer shall perform or have performed under the Treasurer's direction the following functions:

A. Have charge and custody of, and be responsible for, all funds and securities of the Corporation, and deposit all such funds in the name of the Corporation in such banks, trust companies or, other depositories as shall be selected by the Board of Directors.

B. Keep and maintain adequate and correct accounts of the Corporation's properties and business transactions, including account of its assets, liabilities, receipts, disbursements, gains, losses, capital, and surplus.

C. Render interim statements of the condition of the finances of the Corporation to the Board of Directors upon request, and render a full financial report at the annual meeting of the Board of Directors.

D. Receive, and give receipt for, moneys due and payable to the Corporation from any source whatsoever.

E. In general, perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to the Treasurer by the Chair or the Board of Directors.

ARTICLE 5.

Instruments, Bank Accounts, Checks and Drafts, Loans, Securities

Section 1. **Execution of Instruments.** Except as in these Bylaws otherwise provided, the Board of Directors may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authorization may be general or confined to specific instances. Except as so authorized, or as in these Bylaws otherwise expressly provided, no officer, agent, or employee shall have any -power or authority to bind the Corporation by any contract or engagement nor to pledge its credit nor to render it liable for any purpose in any amount.

Section 2. **Bank Accounts.** The Board of Directors from time to time may authorize the opening and keeping of general and/or special bank accounts with such banks, trust companies, or other depositories as may be selected by the Board or by any officer or officers, agent, or agents of the Corporation to whom such power may be delegated from time to time by the Board of Directors. The Board of Directors may make such rules and regulations with respect to said bank accounts, not inconsistent with the provisions of these Bylaws, as the Board may deem expedient.

Section 3. **Checks and Drafts.** All checks, drafts, or other orders for the payment of money, notes, acceptances, or other evidences of indebtedness issued in the name of its Corporation, shall be signed by such officer or officers, agent, or agents, of the Corporation, and in such manner, as shall be determined from time to time by resolution of the Board of Directors.

Section 4. Loans. No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by or under the authority of a resolution of the Board of Directors. Such authority may be general or confined to specific instances. No loans may be made to any Officer or Director of the Corporation, directly or indirectly, except that reasonable advances of reimbursable expenses may be made in the discretion of the Chair or, in the case of the Chair, as determined by the Board of Directors.

Section 5. Sale of Securities. The Board of Directors may authorize and empower any officer or officers to sell, assign, pledge, or hypothecate any and all shares of stock, bonds or securities, or interest on stocks, bonds, or securities, owned or held by this Corporation at any time including, without limitation, because of enumeration, deposit certificates for stock and warrants or rights which entitle the holder thereof to subscribe for shares of stock, and to make and execute to the purchaser or purchasers, pledge, or pledgees, on behalf and in the name of this Corporation, any assignment of bonds or stock certificates representing shares of stock owned or held by this Corporation, and any deposit certificates for stock, and any certificates representing any rights to subscribe for shares of stock.

ARTICLE 6.

Miscellaneous

Section 1. Fiscal Year. The fiscal year of the Corporation shall end on such date as shall be established by the Board of Directors.

Section 2. Corporate Seal. There shall be no corporate seal.

Section 3. Action Without Meeting. Any action which may be taken at a meeting of the Directors may be taken without a meeting if all the Directors shall consent in writing to such

action. Such action by written consent shall have the same force and effect as the unanimous vote of the members or the Directors.

ARTICLE 7.

Amendment

These Bylaws may be amended at any time by a vote of two-thirds of the Directors at a meeting duly called for that purpose.

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Attachment 6

TLA Organizational Chart

Year 0

TLA
Board of Directors

Chief Education Officer

Student Services
Director

Business Director

Academic Director

CC&PD

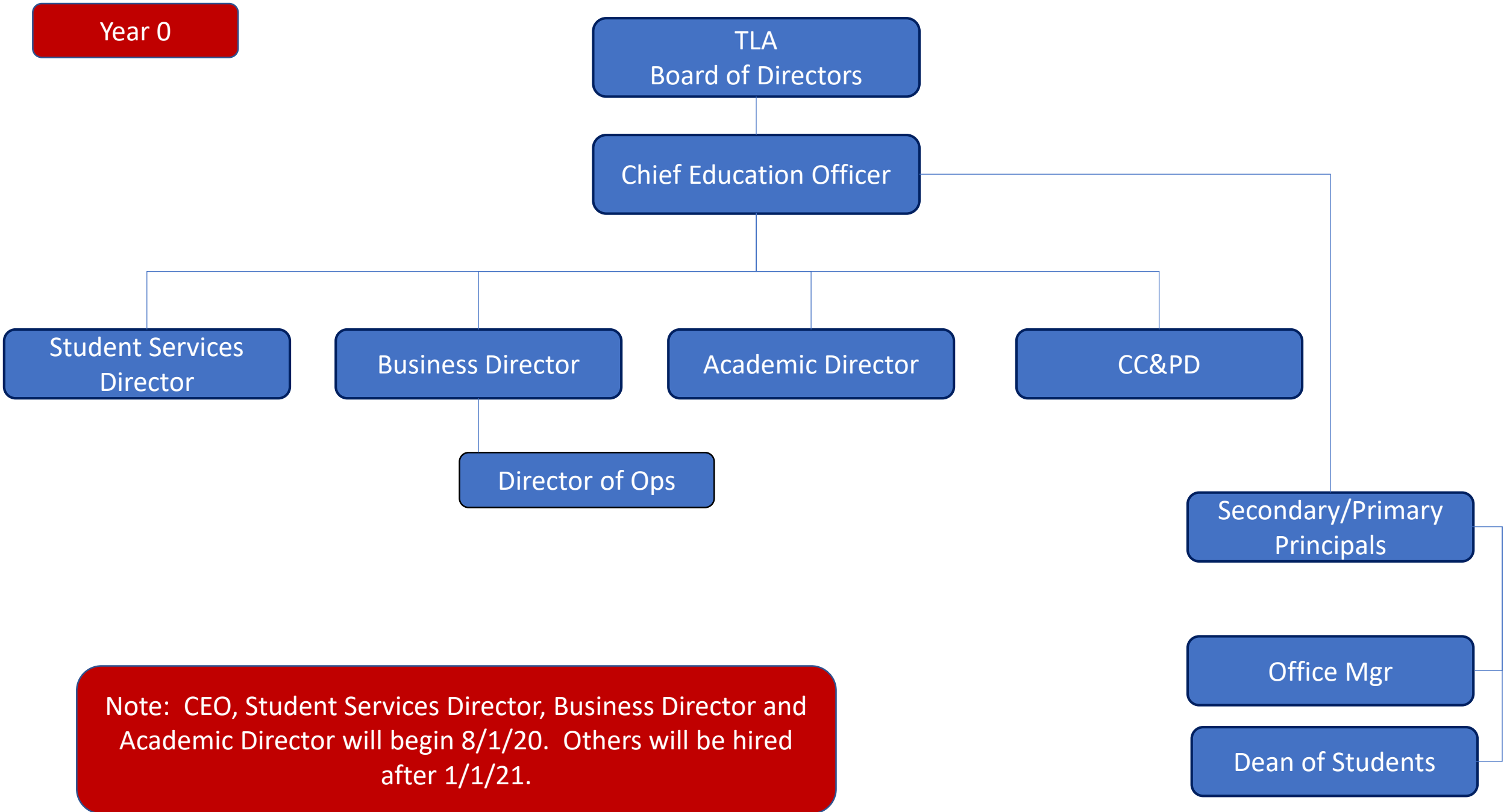
Director of Ops

Secondary/Primary
Principals

Office Mgr

Dean of Students

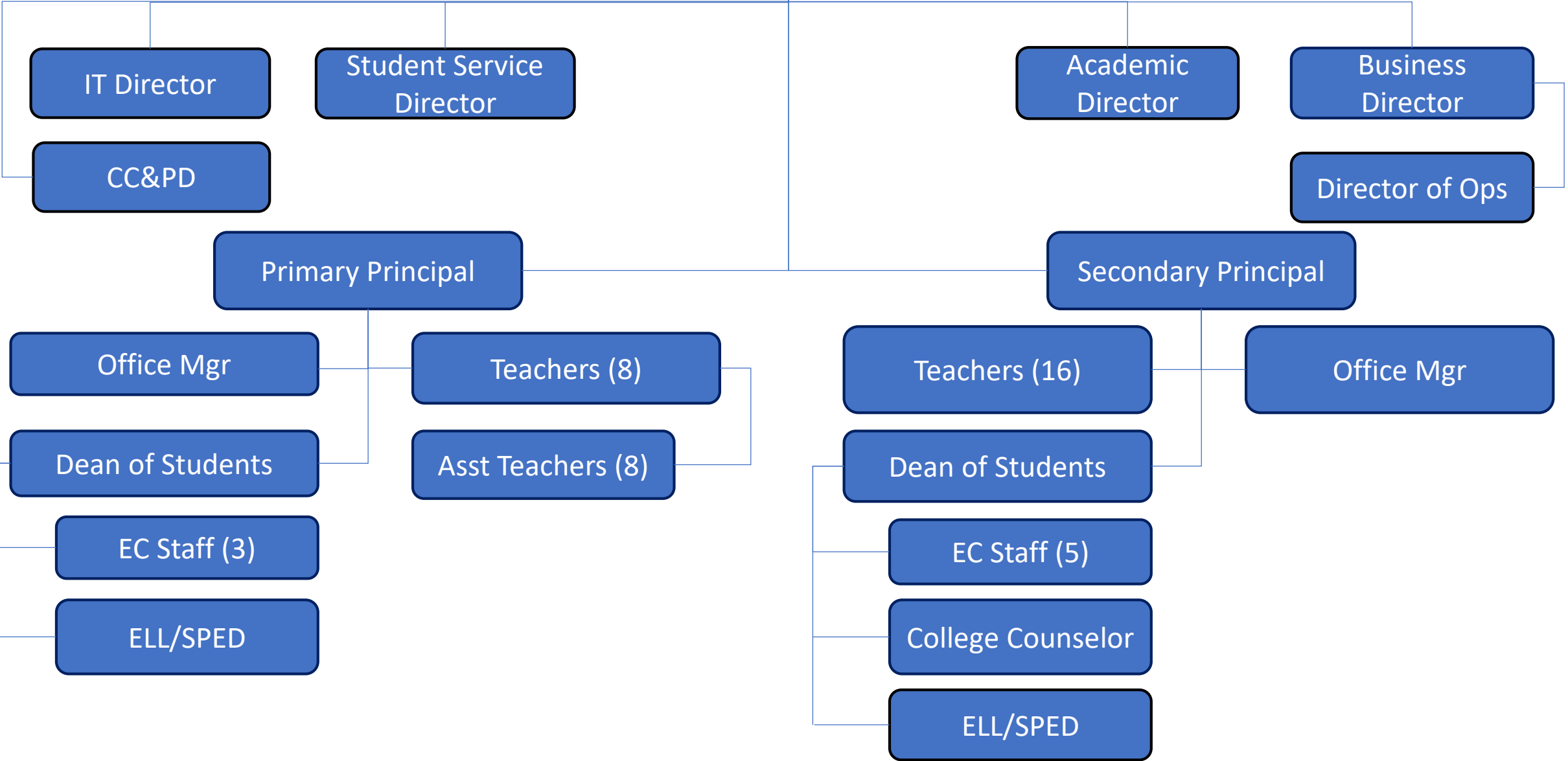
Note: CEO, Student Services Director, Business Director and Academic Director will begin 8/1/20. Others will be hired after 1/1/21.



Year 1

CEO

TLA
Board of Directors



Year 2

CEO

TLA
Board of Directors

IT Director

Student Service
Director

Academic
Director

Business
Director

CC&PD

Director of Ops

Primary Principal

Secondary Principal

Office Mgr

Teachers (10)

Teachers (20)

Office Mgr

Dean of Students

Asst Teachers (10)

Dean of Students

EC Staff (3)

EC Staff (5)

ELL/SPED

College Counselor

ELL/SPED

Year 3

CEO

TLA
Board of Directors

IT Director

Student Service
Director

Academic
Director

Business
Director

CC&PD

Academic
Deans (2)

Director of Ops

Primary Principal

Secondary Principal

Office Mgr

Teachers (12)

Teachers (20)

Office Mgr

Dean of Students

Asst Teachers (12)

Dean of Students

EC Staff (3)

EC Staff (5)

AP Teachers (2)

ELL/SPED

College Counselor

ELL/SPED



Attachment 7

TLA Chief Educational Officer Position

The Lincoln Academy

Position Description: Chief Education Officer

POSITION

The Lincoln Academy, a proposed, 4K through grade 12 public charter school in Beloit, Wisconsin is seeking a founding Chief Executive Officer to lead establishment and operation of the school. The Chief Education Officer will work collaboratively with The Lincoln Academy Launch Team to establish an organization driven by high expectations for academic achievement for *all* students. The founding leader will oversee key start-up activities including assembling a strong, mission-aligned team, creating a rigorous and innovative learning environment where scholars and staff can flourish and business partnerships are embedded in work of the school, building authentic community relationships and partnerships and establishing relationships with parents and children that ensure all scholars have the kind of education opportunity that prepares them to ENROLL in college, be EMPLOYED in our workforce, or ENLIST in our armed services.

OVERVIEW

Our Mission: The Lincoln Academy will ensure that all graduates gain the skills and experiences necessary to be productive and informed citizens who lead choice-filled lives. A rigorous focus on academics and fundamental skills, and meaningful career exploration and experience, all grounded in a school-wide commitment to citizenship and service, will create a unique educational environment for The Lincoln Academy Scholars.

Overview: If the application to the University of Wisconsin System is approved, The Lincoln Academy will open in 2021-2022 as 4K-12th grade independent charter school. The school will be managed by a local non-profit governing board and fully launched will serve 700 students.

The Three Pillars of The Lincoln Academy:

1. All children can and will master the fundamental academic skills they need to graduate high school and live productive choice-filled lives. **This means every student is learning at or above grade level within three years of enrolling in our school, and our graduates are ready to pursue a career in an industry they choose.**
2. Career exploration and planning will be part of every aspect of our curriculum. **We want children to envision a productive future after high school in a career or industry that drives and challenges them.** The Lincoln Academy will help students set academic and professional goals and will offer each scholar academic and career opportunities in school that prepare them to meet those goals immediately after leaving The Lincoln Academy.
3. We will live up to the example of Abraham Lincoln. **Extraordinary men and women rise to every challenge, commit to self and others, and are not deterred by challenge.** Industry and ingenuity matched with hard work and dedication to cause are the defining characteristics of successful individuals and communities.

ESSENTIAL DUTIES & RESPONSIBILITIES

Develop and champion a clear organizational vision and strategy by:

- Working with The Lincoln Academy stakeholders to develop a strategic vision, create an implementation plan to accomplish it, and adapt to internal and external changes as needed, and
- Widely and regularly championing and inspiring people with the organization's vision, goals, plans, results, and success stories.

Recruit, support, and retain a strong, diverse, and culturally competent team by:

- Recruiting and developing high-performing talent for all levels of the organization;
- Promoting and modeling cultural competence, equity and inclusion;
- Implementing effective talent management strategies throughout the organization;
- Building a strong, cohesive culture of openness, transparency, fairness, and respect for all employees;
- Nurturing and developing a high-performing, collaborative team;
- Coaching and mentoring direct reports, ensuring the clarity and resources they need for success, and
- Ensuring the organization is able to sustain and retain its people.

Drive effective execution and accountability for instructional, programmatic, operational, and financial results by:

- Working with the Board of Directors and leadership team to set clear academic, financial, organizational growth, and operational goals;
- Overseeing the selection or development and effective implementation of instructional methods and curriculum;
- Implementing effective accountability systems to assess and drive progress toward goals, key strategic priorities, and implementation plans;
- Ensuring that decision-making processes are clear and well-implemented;
- Maintaining very high standards of excellence and ensuring that The Lincoln Academy consistently achieves established goals;
- Promoting solutions that drive student achievement;
- Ensuring operations and facilities are safe and support the academic program;
- Maintaining legal compliance, and
- Ensuring that The Lincoln Academy sustains public and private funding sources, manages resources strategically, and has clean audits.

Build a strong partnership with the Board of Directors by:

- Engaging the Board collaboratively and productively, and promoting rigorous board-management discussion to solve key challenges and realize The Lincoln Academy mission;
- Creating an open environment that invites input from a range of school stakeholders;
- Communicating information transparently and in a timely manner, and
- Working with the Board Chair and leadership to recruit and train new Board members and meaningfully engage existing Board members.

Develop strong external relationships and presence by:

- Cultivating strong, nimble partnerships with local businesses, post-secondary education institutions and workforce organizations;
- Developing meaningful partnerships and relationships with local leaders, school and government officials and community-based organizations, and
- Promoting The Lincoln Academy through presentations, publications, and social media presence consistent with the mission, core values, and vision.

Planning Year Activities

Among other activities, the incoming Chief Education Officer will work with the key stakeholders including the formation board, The Lincoln Academy Advisory Committee, Beloit 200 and local funders to address the following priorities:

- Support successful authorization of The Lincoln Academy as a public charter school.
- Design and implement parent engagement and scholar recruitment activities to ensure a successful school ramp up.
- Define and implement full range of business and back office policies and procedures including human resources, finances, technology, facility maintenance and school support services
- Finalize school location and design decisions and support the work of the developer to ensure an effective build –out and facility preparation.
- Lead the recruitment and orientation of The Lincoln Academy team, including the leadership team, educators and support staff.
- Define curriculum and oversee implementation of practices, including an embedded K12 career exploration and experiential curriculum
- Partner with the formation board and The Lincoln Academy Advisory Committee to recruit and train the governing board.
- Establish the Parent Advisory Council.
- Recruit and structure business and community partnerships.
- Work in collaboration with The Lincoln Academy stakeholders to develop a strategic plan for The Lincoln Academy.

QUALIFICATIONS

The founding Chief Education Officer must be genuine and committed, and will possess these **personal skills and characteristics**:

- Success as a school leader in an urban environment;
- Masterful at building and maintaining trusting relationships with a broad range of stakeholder groups
- The presence and persuasiveness to inspire and engage;
- The persistence and entrepreneurial spirit to lead a school start-up and to build a mission-driven school that achieves ambitious goals;
- The confidence and approachability required to be the public face of The Lincoln Academy;
- The drive to continue to learn;
- A commitment to continuous self and organizational improvement;
- A strong work ethic and perseverance required to do *whatever it takes* to fulfill The Lincoln Academy goals;
- The ability to maintain calmness and self-confidence under pressure;
- Humility even with success; and

BELIEFS AND MINDSETS

The next CEO needs to demonstrate the following foundational principles and mindsets:

- Belief that all students can succeed.
- Commitment to accountability, openness and transparency.
- Commitment to uphold the organization's core values.
- Commitment to equity, diversity, and inclusion.
- Growth mindset.
- Empathy, motivation and courage.

PREFERRED BACKGROUND AND WORK EXPERIENCE

While not required, the following skills, experiences and credentials are desired:

- Urban public charter school leadership experience;
- Business skills including financial management, strategic planning, facility management and contract negotiation;
- Hands-on experience in hiring and developing leaders – ideally in the education sector; and
- Master’s degree or higher in Education, Business Administration, Policy, or a STEM field. Superintendent License in the State of WI

REPORTING RELATIONSHIPS

The Chief Education Officer will formally report to the Formation Board, however will work collaboratively with The Lincoln Academy Launch Team. The Chief Education Officer will report to the governing board when that group is established (target Spring 2021).

DISCRIMINATION POLICY AND COMMITMENT TO DIVERSITY

The Lincoln Academy is an equal opportunity employer and seeks to employ qualified individuals based on individual merit. The Lincoln Academy does not discriminate against any individual with respect to the terms and conditions of employment based on that individual’s race, sex, age, religion, color, national origin, disability, genetic information, marital status, veteran status, sexual orientation, gender identity or expression, housing status, or any other non-merit factor protected under state, local or federal laws. Equal Employment Opportunity applies to all personnel actions such as recruiting, hiring, compensation, benefits, promotions, training, transfer, termination, and opportunities for training. The Lincoln Academy is committed to a fair and equitable workplace where everyone is a respected and valued member of the team.

The Lincoln Academy, School Leader Search

Desired Traits and Characteristics

- Experienced educational leader with a preference for charter school experience (B, CAC)
- Visionary, mission-aligned (B)
- Entrepreneurial, innovative
- Has the personality and skills to hire well and create a culture to sustain a strong team (B)
- Masterful at building and maintaining trusting relationships (B, CAC)
 - Ability and charisma to work with a range of stakeholder groups – parents, community leaders, business and education leaders (B, CAC)
- A Leader people want to follow (B)
- Demonstrated ability to cultivate a culture of accountability and results (B, CAC)
- Ability to build and work effectively with a strong governing board (B)
- Ability to build school/organization reputation
- Stamina and willingness to put in the hours needed for effective start-up and operations
- Resilience and flexibility
- Humility to learn new things and recognize when something is not working
- Time Management Skills
- Instructional leader, or, has the demonstrated ability to recruit and support instructional leaders
- Ability to establish and sustain a culture of high expectations, innovation and joy
 - This relates to both students and staff as well as academics and behaviors

B = Identified priority of the B200 Education Committee

CAC = Identified priority of The Lincoln Academy Advisory Council

The Lincoln Academy School Leader Search: Candidate Evaluation Rubric

SEARCH COMMITTEE MEMBER:

CANDIDATE:

| COMPETENCY | DESCRIPTION | 10 = high 1 = low | NOTES/EVIDENCE |
|---------------------------------|--|----------------------|----------------|
| Mission Alignment | <i>An unwavering commitment to ensuring that all graduates gain the skills and experiences necessary to be productive and informed citizens who lead choice-filled lives.</i> | | |
| Visionary Leadership | <i>A Leader people want to follow who can articulate and sustain a vision for The Lincoln Academy through conviction, decisiveness, and passion</i> | | |
| Work ethic | <i>The stamina and willingness to put in the hours needed for effective start-up and operations</i> | | |
| Relationship Building | <i>Ability and charisma to work and build trust with a range of stakeholder groups (parents, community leaders, business and education leaders) who are critical to achieving our mission</i> | | |
| Planning & Execution | <i>The project- and time-management skills and capacity required to bring a multi-faceted project of this scope to life</i> | | |
| Culture Keeper | <i>The ability to establish and sustain a culture of high expectations and accountability for results balanced with innovation and joy; this relates to both students and staff as well as academics and behaviors</i> | | |
| Communications | <i>The ability to tell The Lincoln Academy's story in a way that resonates both internally and externally, making people feel connected and included in our mission and our work</i> | | |
| Self Awareness | <i>Evidence of conscious knowledge of feelings, character, motives, and strengths and weaknesses relative to the Leader profile, the task ahead, and the responsibilities of the role</i> | | |

**The Lincoln Academy School Leader Search: Candidate
Evaluation Rubric, PAGE 2**

| COMPETENCY | DESCRIPTION | 10 = high 1 = low | NOTES/EVIDENCE |
|---------------------------------------|---|----------------------|----------------|
| Relevant Leadership Experience | <i>Experienced educational leader, preferably with charter school experience</i> | | |
| Entrepreneurship | <i>Resilience, flexibility, and a natural instinct for effectively coping with change and acting without having the total picture; comfortable with risk and uncertainty</i> | | |
| Instructional Expertise | <i>A personal track record including instructional excellence and impact, OR, the ability to recognize a high-impact instruction and instructors, to distinguish and articulate the difference between a good school and a great instructor well enough to effectively spot, recruit, and support instructional stars</i> | | |
| People Management | <i>Possesses the personality/skills to hire a strong team and create a culture that sustains and inspires them to results</i> | | |
| Startup experience | <i>Experience working in the start-up phase of an organization and an understanding of the challenges and opportunities associated with starting an organization</i> | | |
| Effective Delegation | <i>The instincts and ability required to effectively get work done through others AND, in so doing, allowing them to learn and grow while simultaneously optimizing your own time and attention as the Leader</i> | | |
| Personal Attributes | <i>Humility to learn new things, ask for help, and recognize when something is not working</i> | | |
| Governance | <i>Substantive experience working effectively with a board</i> | | |

Curriculum Vitae

Kristi Yvonne Cole, Ph.D.

1175 Emerald Drive

Hartford, WI 53027

414-881-0348

kristi.cole@milwcollegeprep.com

Professional Experience

2013 to present

Chief Operations Officer at Milwaukee College Preparatory School in Milwaukee, Wisconsin

Leadership: oversee operations staff and facilities, including: Directors of Operations, Office Administrators, Safety Assistants, Food Service Managers and Staff, Instructional Technology Director, Librarians, Data Analyst and Response to Intervention Coordinators. Ensure contract compliance, special education IDEA oversight, coordinate with LEA and FSA regarding state and federal laws, oversee before and after school camp program, Wellness Committee, summer school program, YMCA partnership, Marquette University reading program and Reading Corp. program. Oversee and support state licensing, mentor and coach school leaders, assist in policy making, monitor reports and budgets, assist with grant writing and financial/program audits, ensure Title 1 compliance, oversee Medicaid program, provide leadership professional development, build relationships with students, staff and community, recruit and interview staff, oversee enrollment process, evaluate staff, and manage contract review process.

2015 to present

Adjunct Professor at Alverno College in Milwaukee, Wisconsin

Leadership: designed graduate level classes in leadership and business management coursework, presented material in relationship to educational leadership and provided feedback to students.

2012 to present

Educational Consultant

Leadership: developed professional development for staff and provided training to a variety of schools, including: Rocketship Charter School, HOPE Christian Schools, Milwaukee Environmental School of Sciences, and Milwaukee Collegiate Academy. Provided charter school support to the Charter School Advocates. Consulted with a variety of charter schools and organizations with a focus on charter contract development and review, grant application, research and curriculum development.

2011 to 2013

Chief Compliance Officer at Milwaukee College Preparatory School; and
Instructional Leadership Coach at Schools That Can Milwaukee in Milwaukee, Wisconsin

Leadership: ensure charter contract compliance, special education IDEA oversight, collaborate with Office of Contracted School Services, advocate for charter school autonomy, negotiate contracts, mentor and coach school leaders across the private, choice, charter and traditional public school sectors, assist in policy making, monitor reports and budgets, assist with grant writing, assist in program development and

Professional Experience - continued

Kristi Cole - Vitae

review, provide leadership professional development, build relationships with students, staff and community.

2010 to 2011

Principal at Ninety-fifth Street Elementary School in Milwaukee, Wisconsin
Leadership: data assessment, curriculum design, develop least restrictive environment for children with autism, implement restorative practices school wide, support professional learning communities, professional development, ensure a safe environment, provide effective after school programming, parent and community communication, develop leadership capacity, implement new curriculum, advocate for students, financial management, student supervision, teacher observations and evaluations, mentor future administrators, monitor reports and school budget, build relationships with students, staff and community.

2008 to 2010

Director, Diversified Community Schools and Chief Charter Schools Officer at Milwaukee Public Schools Central Administration Building in Milwaukee, Wisconsin
Leadership: provide district leadership for seventy-two schools (instrumentality and non-instrumentality charters, alternative, adjudicated youth, and partnership schools), oversight of GED02 and Project Direct Graduation Program in high schools, advocate for charter school autonomy, ensure contract compliance, negotiate contracts, report to Superintendent and School Board Directors, create organizational structure, data assessment, develop communication plan, represent Diversified Community Schools in the district, local community and state, school site visitations, problem solve with City attorney, develop policy and procedures, present at School Board meetings, ensure accountability for district compliance, organize and implement monthly district diversified schools meetings, provide support to schools, develop leadership capacity, build relationships with district, community and state representatives.

2007 to 2010

Project Director, Safe Schools/Healthy Students Initiative at Milwaukee Public Schools Central Administration Building in Milwaukee, Wisconsin
Leadership: district oversight of 8.5 million dollar grant, develop logic model, organize community partnerships, develop district safety functional plan, create core health team model, implement social-emotional programming in thirty schools, develop evaluation of programming, staff development, data assessment, create district and community communication plan, grant development, report to federal program officer, present at School Board meetings, create systemic change, provide parental supports, develop internal infrastructure for initiative support, develop leadership capacity, financial management, build relationships with district and community representatives.

2001 to 2002

Adjunct Instructor at Mount Mary College in Milwaukee, Wisconsin
Leadership: designed undergraduate level classes regarding building parent and community partnerships, presented material in relationship to educational leadership and provided feedback to students.

Professional Experience - continued

Kristi Cole - Vitae

| | |
|--------------|---|
| 2000 to 2007 | Principal at Humboldt Park K8 Charter School in Milwaukee, Wisconsin <i>Leadership:</i> data assessment, curriculum design, support professional learning communities, staff development, ensure a safe environment, parent and community communication, develop leadership capacity, implement new curriculum, transition from K5 to K8 school, establish charter school, awarded over twenty grants, advocate for students, financial management, student supervision, teacher observations and evaluations, mentor future administrators, monitor reports and school budget, build relationships with students, staff and community. |
| 1998 to 2000 | Assistant Principal at Honey Creek Elementary School in Milwaukee, Wisconsin <i>Leadership:</i> educational plan coordination, curriculum design, staff development, data assessment, parent and community communication, after school program supervision, organize schedules, lunch, bus and recess supervision, grant writing, build relationships with students, staff and community. |
| 1999 to 2000 | Summer School Principal at Lafollette Elementary School in Milwaukee, Wisconsin <i>Leadership:</i> organize staff meetings, communicate with parents and community, student supervision, ensure a safe environment, student discipline, school program organization. |
| 1996 to 1998 | Library Media Specialist at Clemens Elementary School in Milwaukee, Wisconsin <i>Responsibilities:</i> instruct students in technology, literature and research, redesign library media center, incorporate technology in the library, automate entire collection, develop curriculum, acting administrator and student supervision. |
| 1995 to 1996 | Teacher on Special Assignment at MPS Central Services in Milwaukee, Wisconsin <i>Responsibilities:</i> liaison between over 40 schools and central administration for school-to-work program, develop curriculum, organize site visits, develop workforce partnerships, monitor school implementations, staff development, present information to others, and communicate with business organizations and community. |
| 1991 to 1995 | Grade One Teacher at Silver Spring Elementary School in Milwaukee, Wisconsin <i>Responsibilities:</i> develop and implement student-centered curriculum, team teach with reading teacher and special education staff, chair report card committee, communicate with students, parents and community, develop school-to-work partnership with local business, chair educational plan committee, and member of school governance council. |

Certification

| | |
|-----------------|---|
| 2010 to present | Superintendent Certification, 03 license |
| 2007 to present | Principal Master Educator Certification, 51 license |
| 2006 to present | Director of Instruction Certification, 10 license |
| 2000 to present | Principal Professional Educator Certification, 51 license |

Certification - continued

Kristi Cole - Vitae

| | |
|-----------------|---|
| 2000 to present | School Library Media Professional Educator Certification, 902 license |
| 1995 to 2000 | School Library Media Certification, 901 license |
| 1991 to present | Elementary Education Professional Educator, 116 license |

Education

| | |
|-----------|---|
| May, 2013 | Doctorate of Philosophy , Cardinal Stritch University – Milwaukee, WI – 4.0 cumulative grade point average |
| May, 2010 | Superintendent Certification , Cardinal Stritch University – Milwaukee, WI – 4.0 cumulative grade point average |
| May, 2006 | Director of Instruction Certification , Alverno University of Wisconsin – Milwaukee, WI - 4.0 cumulative grade point average |
| May, 2004 | Master of Administrative Leadership , Concordia University of Wisconsin – Mequon, WI - 4.0 cumulative grade point average |
| May, 1995 | Master of Library and Information Science , University of Wisconsin – Milwaukee, WI - 3.983 cumulative grade point average |
| May, 1991 | Bachelor of Science in Elementary Education , University of Wisconsin – Milwaukee, WI - 3.813 cumulative grade point average |

Professional Opportunities

| | |
|-----------------|---|
| 2017 to present | Wellness Committee Chairperson – Milwaukee, WI |
| 2016 to 2018 | PDP Committee Chairperson – Milwaukee, WI |
| 2013 to present | Milwaukee College Prep Chief Team – Milwaukee, WI |
| 2011 to present | Milwaukee College Prep Non-Instrumentality Charter Representative – Milwaukee, WI |
| 2011 to present | Milwaukee College Prep Board representative – Milwaukee, WI |
| 2011 to 2018 | PDP assessor – Madison, WI |
| 2008 to 2012 | Department of Public Instruction State Charter Schools Council – Madison, WI |
| 2008 to 2010 | Milwaukee Quality Education Initiative – Milwaukee, WI |
| 2008 to 2010 | Milwaukee Fire Department Survive Alive Board member – Milwaukee, WI |
| 2008 to 2010 | Marquette University Community Conferencing Planning Council – Milwaukee, WI |
| 2008 to 2010 | Milwaukee Homicide Review Commission – Milwaukee, WI |
| 2008 to 2010 | Milwaukee Public Schools Systems of Support Leadership Team – Milwaukee, WI |
| 2008 to 2010 | Milwaukee Public Schools Data Quality Committee – Milwaukee, WI |
| 2008 to 2010 | Milwaukee Partnership Academy – Milwaukee, WI |
| 2008 to 2010 | Milwaukee Public Schools Core Health Team – Milwaukee, WI |
| 2007 to 2010 | Milwaukee Public Schools Mentor Board member – Milwaukee, WI |
| 2007 to 2010 | Milwaukee Judicial Subcommittee member – Milwaukee, WI |
| 2007 to 2010 | Safety and Labor Management Team – Milwaukee, WI |
| 2007 to 2010 | Safe Schools/Healthy Students Core Management Team – Milwaukee, WI |
| 2007 to 2010 | Safe Schools/Healthy Students Project Advisory Committee – Milwaukee, WI |
| 2007 to 2008 | Milwaukee Public Schools Strategic Plan Writing Team member – Milwaukee, WI |

Professional Opportunities - continued

Kristi Cole - Vitae

| | |
|--------------|--|
| 2007 to 2008 | School Choice Demonstration Project principal representative – Milwaukee, WI |
| 2006 to 2007 | Milwaukee Public Schools Summer School Advisory Committee – Milwaukee, WI |
| 2006 to 2007 | Milwaukee Teacher Education Center Principal Advisory Committee – Milwaukee, WI |
| 2006 to 2007 | Milwaukee Department of Technology E.R.P. Leadership Team – Milwaukee, WI |
| 2006 | Administrators Performance Evaluation principal representative – Milwaukee, WI |
| 2006 to 2007 | Avian flu principal representative – Milwaukee, WI |
| 2006 to 2007 | MOSAIC Principal Group Facilitator – Milwaukee, WI |
| 2005 to 2007 | Alverno Project CALL Planning Committee member – Milwaukee, WI |
| 2005 | New Leaders for New Schools principal representative – Milwaukee, WI |
| 2004 | Finance Focus Group K8 principal representative – Milwaukee, WI |
| 2004 | Problem Solving Focus Group representative – Milwaukee, WI |
| 2004 to 2008 | Department of Public Instruction Committee of Practitioners – Madison, WI |
| 2003 to 2007 | Principal Assessor for the Selecting the 21 st Century Principal of the National Association for Secondary School Principals Assessment Process – Milwaukee, WI |
| 2003 to 2004 | ESL/LEP Task Force member – Milwaukee, WI |
| 2002 | Research and Assessment Advisory Committee – Milwaukee, WI |
| 2002 to 2007 | Founding member of Milwaukee Initiative of Direct Instruction Schools (MIDIS) – Milwaukee, WI |
| 2001 to 2002 | Milwaukee Elementary School Principal Association Communications Committee member – Milwaukee, WI |
| 2001 | Special Education Committee member – Milwaukee, WI |
| 2001 to 2003 | Facilities and Maintenance Decentralization Principals' Advisory Group – Milwaukee, WI |
| 2001 | Bayview Coalition of Schools member – Milwaukee, WI |
| 2000 | Innovative Schools committee member – Milwaukee, WI |
| 2000 to 2007 | Principal Mentor (12 interns attending various colleges, including: Alverno, Marion, UWM, Concordia and Cardinal Stritch) – Milwaukee, WI |
| 2000 to 2003 | K8 Task Force Principal representative – Milwaukee, WI |

Presentations

| | |
|-----------------|---|
| 2018 | Developing a Charter School Board – One City Charter School – Madison, WI |
| 2012 to present | Charter School Innovation – Milwaukee Schools – Milwaukee, WI |
| 2011 to present | Restorative Justice Training – Milwaukee Schools – Milwaukee, WI |
| 2012-2015 | WI State Charter Association – Madison, WI |
| 2005 to 2007 | Wallace Fellows Urban Leaders – DPI and Cardinal Stritch – Madison, WI |
| 2005 to 2007 | Project CALL – Alverno, Milwaukee, WI |
| 2003 | Coaching for Excellence – SRA and Rick Pirano – Milwaukee, WI |
| 2000 to 2002 | Ensuring Quality Leadership – UWM, Milwaukee, WI |
| 1996 | School-to-Work Partnership Building – University of Alaska – Anchorage, AK |
| August, 2011 | Restorative Practices Training – <i>Introducing Restorative Practices</i> – Milwaukee, WI |
| October, 2010 | Restorative Practices Conference – <i>Restorative Practices in Education</i> – Verona, WI |

Presentations - continued

Kristi Cole – Vitae

| | |
|-----------------|---|
| March, 2010 | Safe Schools/Healthy Students National Conference – <i>Building Sustainable Partnerships</i> – Henderson, Nevada |
| February, 2010 | Association of Wisconsin School Administrators Conference – <i>Restorative Practices</i> – Wisconsin Dells, WI |
| October, 2009 | Safe Schools/Healthy Students National Conference – <i>Restorative Practices in the Schools</i> – Washington, D.C. |
| March, 2009 | Milwaukee Public Schools Nursing Workshop – <i>Safe Schools/Healthy Students Initiative</i> – Milwaukee, WI |
| January, 2009 | Marquette University Restorative Justice Conference – <i>Communication Systems with Community Partners</i> – Milwaukee, WI |
| December, 2008 | Safe Schools/Healthy Students National Conference – <i>SS/HS in a Large Urban Setting</i> – Albuquerque, New Mexico |
| March, 2008 | Milwaukee Public Schools Diagnostic Teachers Meeting – <i>Safe Schools/Healthy Students Initiative</i> – Milwaukee, WI |
| January, 2008 | Milwaukee Public Schools School Social Worker Meeting – <i>Safe Schools/Healthy Students Initiative</i> – Milwaukee, WI |
| December, 2007 | Milwaukee Public Schools Title One Parent Meeting – <i>Safe Schools/Healthy Students Initiative</i> – Milwaukee, WI |
| October, 2007 | Milwaukee Public Schools Special Education Leadership Liaison Meeting – <i>Safe Schools/Healthy Students Initiative</i> – Milwaukee, WI |
| September, 2007 | Milwaukee Public School Board Meeting presentation – <i>Safe Schools/Healthy Students Initiative Overview</i> – Milwaukee, WI |
| April, 2007 | Leadership presentation for Cardinal Stritch students – <i>Professional Learning Communities</i> – Milwaukee, WI |
| March, 2006 | Direct Instruction presentation for Green Bay staff – <i>Comprehensive Change</i> - Milwaukee, WI |
| December, 2005 | Wisconsin Association of Charter Schools presentation - <i>Humboldt Park Charter School</i> – Appleton, WI |
| June, 2005 | UWM Student Teacher presentation – <i>Teacher Job Skills</i> – Milwaukee, WI |
| January, 2005 | Wisconsin Promise Conference presentation - <i>Direct Instruction and Comprehensive Literacy</i> – Madison, WI |
| January, 2005 | Lakeshore Leadership Conference presentation - <i>Sustainable School Change and Leadership</i> – Milwaukee, WI |
| April, 2004 | Milwaukee Public School Board Meeting presentation - <i>Becoming a Charter School</i> – Milwaukee, WI |
| March, 2004 | Honey Creek Elementary School Staff presentation – <i>Charter School Planning</i> – Milwaukee, WI |
| January, 2004 | Milwaukee Public School Board Meeting presentation - <i>Problem Solving</i> – Milwaukee, WI |
| August, 2003 | New Principal Orientation presentation – <i>Planning an Effective School Opening</i> – Milwaukee, WI |
| January, 2003 | Assistant Principal Cohort presentation – <i>The Role of the Principal</i> – Milwaukee, WI |
| May, 2002 | Milwaukee Public School Board Meeting presentation - <i>Direct Instruction</i> – Milwaukee, WI |

Presentations - continued

Kristi Cole – Vitae

| | |
|-----------------|---|
| May, 2002 | Leadership Workshop presentation - <i>Staff Development and the Educational Plan</i> – Milwaukee, WI |
| May, 2002 | Drug Free Schools Conference presentation – <i>Creating a Nurturing School Climate</i> – Milwaukee, WI |
| March, 2002 | Milwaukee Public School Board Meeting presentation - <i>The School Budget</i> – Milwaukee, WI |
| November, 2001 | K8 Principal Panel presentation - <i>Becoming a K8 School</i> – Milwaukee, WI |
| November, 2001 | Milwaukee Public School Board Meeting presentation - <i>The K8 School Transition</i> – Milwaukee, WI |
| September, 2000 | Milwaukee Public School Board Meeting presentation - <i>The Neighborhood Schools Initiative</i> – Milwaukee, WI |

Recognitions/Honors

| | |
|----------------|---|
| June, 2013 | Published dissertation presented to Cardinal Stritch Library – Milwaukee, WI |
| October, 2009 | Charter Person of the Year Award, Wisconsin Charter Schools Association – Milwaukee, WI |
| March, 2009 | Featured in Milwaukee Journal Sentinel for SS/HS and restorative justice program – Milwaukee, WI |
| January, 2009 | Named one of six candidates for Milwaukee Public Schools Superintendency in Milwaukee Journal Sentinel – Milwaukee, WI |
| November, 2008 | Featured in Milwaukee Journal Sentinel for SS/HS and the MPS reduction in suspensions – Milwaukee, WI |
| August, 2008 | Featured in Milwaukee Journal Sentinel for SS/HS initiative prevention supports – Milwaukee, WI |
| January, 2008 | Featured in Milwaukee Journal Sentinel for SS/HS initiative community partnerships – Milwaukee, WI |
| October, 2006 | Humboldt Park School selected for press announcement for national program, New Leaders for New Schools – Milwaukee, WI |
| March, 2006 | Humboldt Park School selected for National SRA Pride Award Site – Milwaukee, WI |
| January, 2006 | Humboldt Park School Governance Council featured on television commercial for MPS – <i>MPS Minute</i> – Milwaukee, WI |
| October, 2005 | Named Wallace Fellow – Top 30 Urban Principals in State of Wisconsin – Madison, WI |
| October, 2005 | Dr. Cheri Yecke highlights Humboldt Park School in her book, <i>Mayhem in the Middle</i> , sharing the K8 alternative to Middle Schools – Milwaukee, WI |
| August, 2005 | Humboldt Park School is featured in <i>TIME</i> magazine highlighting the K8 alternative to Middle Schools – Milwaukee, WI |
| July, 2005 | Association of Direct Instruction (ADI) National Excellence in Education Award – Eugene, OR |
| May, 2005 | Kristine Cohen from the US Department of Education visits Humboldt Park School – Milwaukee, WI |

Recognitions/Honors - continued

Kristi Cole – Vitae

| | |
|-----------------|--|
| January, 2005 | Humboldt Park School selected as site for the Wisconsin Association of School Boards visit – Milwaukee, WI |
| October, 2004 | Humboldt Park School selected as host site for School Board Community meetings – Milwaukee, WI |
| September, 2004 | Teachers from Ohio visit Humboldt Park to learn more about implementation of Direct Instruction – Milwaukee, WI |
| September, 2004 | Selected for UW Madison Research Study on leadership and data collection – Madison, WI |
| March, 2004 | Selected to attend educator reception with First Lady Jessica Doyle and State Superintendent Elizabeth Burmaster – Milwaukee, WI |
| October, 2003 | Featured in Milwaukee Journal Sentinel for math program at Humboldt Park School – Milwaukee, WI |
| July, 2003 | Wisconsin State Superintendent, Elizabeth Burmaster, holds a press conference at Humboldt Park School to announce the increase in 3 rd grade test scores, citing Humboldt Park as achieving increased test scores – Milwaukee, WI |
| May, 2003 | SRA Principal of the Year – Milwaukee, WI |
| April, 2003 | Department of Public Instruction visits Humboldt Park School to meet with Learning Team – Milwaukee, WI |
| June, 2002 | Superintendent Spence Korte visits Humboldt Park Summer School – Milwaukee, WI |
| September, 2000 | Introduced as one of the new outstanding administrators of MPS by Alan Borsuk of the Milwaukee Journal Sentinel |

College Recognitions/Honors

| | |
|--------------|--|
| 1994 | Metropolitan School Librarian Association Scholarship |
| 1991 | Marian Drake Breskvar Scholarship |
| 1989 to 1991 | University of Wisconsin – Milwaukee Mortar Board president |
| 1990 to 1991 | University of Wisconsin – Milwaukee Pi Lambda Theta Honor and Professional Association student president |
| 1989 to 1991 | University of Wisconsin – Milwaukee Dean's Honor List |
| 1989 to 1991 | Phi Kappa Phi Honor Society |
| 1989 to 1991 | Phi Eta Sigma Honor Society |
| 1990 | University of Wisconsin – Milwaukee Miscellaneous Scholarship |
| 1988 to 1990 | American Business Women's Association Scholarships |
| 1989 | Golden Key Honor Society |
| 1989 | Outstanding College Students of America |
| 1989 | Whitefish Bay Women's Club Scholarship |

Workshops/Conferences

| | |
|---------------|--|
| October, 2019 | The Power of Connection Professional Development – Milwaukee, WI |
| October, 2019 | Interrupting the School-to-Prison Pipeline – Milwaukee, WI |
| August, 2019 | Educational Equity – Milwaukee, WI |

Workshops/Conferences - continued

Kristi Cole - Vitae

| | |
|-----------------|--|
| August, 2019 | Crisis Prevention Intervention Training – Milwaukee, WI |
| August, 2019 | Special Education Compliance – Milwaukee, WI |
| June, 2019 | Trauma Sensitive Schools Training – Milwaukee, WI |
| May, 2019 | Universal Access Training – Milwaukee, WI |
| May, 2019 | Wisconsin RTI Cohort Meeting – Milwaukee, WI |
| April, 2019 | Trauma Sensitive Schools Training – Milwaukee, WI |
| February, 2019 | Standards-Based IEP Training – Milwaukee, WI |
| December, 2018 | Standards-Based IEP Training – Milwaukee, WI |
| December, 2018 | NAEP Testing Training – Milwaukee, WI |
| September, 2018 | Google Training – Milwaukee, WI |
| September, 2018 | Marquette Law School Education in Milwaukee – Milwaukee, WI |
| July, 2018 | CKLA Curriculum Training – Milwaukee, WI |
| March, 2018 | Food Service Training – Milwaukee, WI |
| January, 2018 | Skyward Training – Milwaukee, WI |
| November, 2017 | Medicaid Training – Milwaukee, WI |
| August, 2017 | SkyRocket Teacher Evaluation System – Milwaukee, WI |
| July 2017 | Schools That Can Milwaukee Training – Milwaukee, WI |
| October 2016 | Google Classroom Training – Milwaukee, WI |
| August 2016 | Mastery Teacher Performance Training – Milwaukee, WI |
| July 2016 | Schools That Can Milwaukee Training – Milwaukee, WI |
| June 2016 | Charter Conference – Madison, WI |
| July 2015 | Schools That Can Milwaukee Training – Milwaukee, WI |
| March 2015 | Charter Conference – Madison, WI |
| July 2014 | Schools That Can Milwaukee Training – Milwaukee, WI |
| April 2013 | Schools That Can National Conference – Milwaukee, WI |
| April 2012 | Schools That Can National Conference – Boston, MA |
| March, 2012 | Ron Clark at Charter School Conference – Madison, WI |
| December, 2010 | Learning at a Glance Workshop – Milwaukee, WI |
| November, 2010 | MAP Assessment Workshop – Milwaukee, WI |
| August, 2010 | Leadership Institute, Milwaukee Public Schools – Milwaukee, WI |
| May, 2010 | Safe Schools/Healthy Students National Conference – Boston, MA |
| March, 2010 | Safe Schools/Healthy Students National Conference – Henderson, Nevada |
| February, 2010 | Association of Wisconsin School Administrators Conference – Wisconsin Dells, WI |
| October, 2009 | Safe Schools/Healthy Students National Conference – Washington, D.C. |
| June, 2009 | National Charter School Association Conference – Washington, D.C. |
| January, 2009 | Safe Schools/Healthy Students Evaluation Workshop – Orlando, FL |
| December, 2008 | Safe Schools/Healthy Students Core Management Workshop – Albuquerque, NM |
| August, 2008 | Office of Justice Assistance Domestic Violence Conference – Washington, D.C. |
| May, 2008 | Safe Schools/Healthy Students Communications Workshop – New Orleans, LA |
| January, 2008 | Safe Schools/Healthy Students National Conference - Washington, D.C. |
| October, 2007 | Safe Schools/Healthy Students National Orientation Conference – Washington, D.C. |
| November, 2006 | Reading First Interventions Workshop – Milwaukee, WI |
| November, 2006 | Love and Logic Nine Essential Skills Workshop – Milwaukee, WI |
| October, 2006 | Alternatives to Suspensions – Milwaukee, WI |

Workshops/Conferences - continued

Kristi Cole - Vitae

| | |
|-----------------|---|
| September, 2006 | Scholastic ReadAbout Training – Milwaukee, WI |
| August, 2006 | Leadership Training – Milwaukee, WI |
| August, 2006 | Value-Added Assessment Training – Milwaukee, WI |
| June, 2006 | Milwaukee Partnership Academy Institute – Milwaukee, WI |
| June, 2006 | Getting Leadership Right Conference – Glendale, WI |
| April, 2006 | Love and Logic Workshop – Madison, WI |
| April, 2006 | Charter Conference – Appleton, WI |
| March, 2006 | Special Education Workshop – Milwaukee, WI |
| February, 2006 | Instructional Practices Inventory Training – Milwaukee, WI |
| January, 2006 | Teacher Misconduct Training – Milwaukee, WI |
| January, 2006 | CPR/Defibrillator Training – Milwaukee, WI |
| December, 2005 | Literacy Center Workshop – Milwaukee, WI |
| November, 2005 | Reading Comprehension Training by Insight – Milwaukee, WI |
| October, 2005 | School Crisis Response Workshop – Milwaukee, WI |
| July, 2005 | Department of Public Instruction Reading First Training – Glendale, WI |
| July, 2005 | Technology Portal Training – Milwaukee, WI |
| June, 2005 | Principal's Institute – Milwaukee, WI |
| May, 2005 | Learning Team Training – Milwaukee, WI |
| April, 2005 | Wisconsin Association of Charter Schools Conference – Appleton, WI |
| April, 2005 | Special Education IDEA Workshop – Milwaukee, WI |
| April, 2005 | Professional Learning Community Workshop – Milwaukee, WI |
| March, 2005 | Scoring Writing Prompt Training – Milwaukee, WI |
| February, 2005 | Blood Borne Pathogen Training – Milwaukee, WI |
| January, 2005 | Professional Learning Community Workshop – Milwaukee, WI |
| January, 2005 | IFAS Technology Training – Milwaukee, WI |
| January, 2005 | Social Skills Workshop – Milwaukee, WI |
| December, 2004 | Wisconsin Association of Charter Schools Conference – Appleton, WI |
| November, 2004 | National Middle School Association Conference – Minneapolis, MN |
| October, 2004 | ERDA-R Assessment Training – Madison, WI |
| September, 2004 | Problem Solving in Special Education Workshop – Milwaukee, WI |
| September, 2004 | Technology Portal Training – Milwaukee, WI |
| August, 2004 | SRA Direct Instruction Training – Milwaukee, WI |
| July, 2004 | Coaching for Excellence Leadership Workshop – Milwaukee, WI |
| June, 2004 | Principal's Institute – Milwaukee, WI |
| June, 2004 | Reading First Grant Leadership Training – Glendale, WI |
| April, 2004 | National Assoc. of Elementary School Principals Conference – San Francisco, CA. |
| March, 2004 | Six Trait Writing Workshop – Milwaukee, WI |
| February, 2004 | Gang Workshop – Milwaukee, WI |
| December, 2003 | Six Traits Writing Workshop – Milwaukee, WI |
| December, 2003 | READS/CSR Grant Writing Training – Madison, WI |
| November, 2003 | Hot Topics Leadership Workshop – Milwaukee, WI |
| October, 2003 | ASC Convention – Milwaukee, WI |
| October, 2003 | ESIS Technology Training – Milwaukee, WI |
| October, 2003 | Value-Added Assessment Training – Milwaukee, WI |

Workshops/Conferences - continued

Kristi Cole - Vitae

| | |
|-----------------|---|
| August, 2003 | Saxon Math Training – Milwaukee, WI |
| August, 2003 | SRA Direct Instruction Training – Milwaukee, WI |
| August, 2003 | Technology and Administration Training – Milwaukee, WI |
| June, 2003 | Community Learning Center Training – Brookfield, WI |
| June, 2003 | Virtual Library Workshop – Milwaukee, WI |
| June, 2003 | Principal's Institute – Waukesha, WI |
| May, 2003 | ADI Direct Instruction Workshop – Milwaukee, WI |
| May, 2003 | Microsoft Word Training – Milwaukee, WI |
| April, 2003 | Grant Writing Workshop – Milwaukee, WI |
| April, 2003 | Implementing Change Workshop – Milwaukee, WI |
| March, 2003 | IFAS Technology Training – Milwaukee, WI |
| March, 2003 | Assessment Workshop – Milwaukee, WI |
| March, 2003 | Value-Added Assessment Workshop – Milwaukee, WI |
| March, 2003 | No Child Left Behind Workshop – Brookfield, WI |
| February, 2003 | Writing Standards Workshop – Milwaukee, WI |
| February, 2003 | Saxon Math Training – Milwaukee, WI |
| February, 2003 | Internet Explorer Workshop – Milwaukee, WI |
| February, 2003 | Sound field Systems Workshop – WTA Conference – Brookfield, WI |
| February, 2003 | SRA Direct Instruction Fluency Training – Milwaukee, WI |
| January, 2003 | Six Traits Writing Workshop – Milwaukee, WI |
| January, 2003 | SRA Direct Instruction Advanced Administrators Training – Milwaukee, WI |
| January, 2003 | Problem Solving Special Education Workshop – Milwaukee, WI |
| January, 2003 | Principal Assessor Training – Milwaukee, WI |
| December, 2002 | English Language Arts Training – Milwaukee, WI |
| November, 2002 | Accelerated Reader Program Training – Milwaukee, WI |
| October, 2002 | ASC Convention – Milwaukee, WI |
| October, 2002 | Educational Plan Workshop – Milwaukee, WI |
| October, 2002 | Terra Nova Assessment Training – Milwaukee, WI |
| October, 2002 | Learning Team Training – Milwaukee, WI |
| September, 2002 | Wisconsin Educational Standards Training – Milwaukee, WI |
| September, 2002 | Saxon Math Training – Milwaukee, WI |
| September, 2002 | Performance Evaluation Workshop – Milwaukee, WI |
| September, 2002 | Technology Training – Milwaukee, WI |
| August, 2002 | Learning Team Training – Milwaukee, WI |
| June, 2002 | Principal's Institute – Waukesha, WI |
| May, 2002 | Terra Nova Assessment Workshop – Milwaukee, WI |
| May, 2002 | Special Education Workshop – Milwaukee, WI |
| February, 2002 | On the Mark Assessment Training – Milwaukee, WI |
| February, 2002 | ADI Direct Instruction Training – Milwaukee, WI |
| February, 2002 | Hmong Culture Workshop – Milwaukee, WI |
| January, 2002 | Alcohol and Other Drug Abuse Training – Milwaukee, WI |
| January, 2002 | Special Education IDEA Workshop – Milwaukee, WI |
| January, 2002 | Cultural Awareness Workshop – Milwaukee, WI |
| January, 2002 | SRA Reading Mastery Training – Milwaukee, WI |

Workshops/Conferences - continued

Kristi Cole - Vitae

| | |
|-----------------|--|
| January, 2002 | Assessment Training – Milwaukee, WI |
| December, 2001 | Resolving Conflicts in the Workplace Workshop – Brookfield, WI |
| November, 2001 | Data Analysis Training – Milwaukee, WI |
| November, 2001 | Principal Assessor Training – Milwaukee, WI |
| October, 2001 | Learning Walk Training – Milwaukee, WI |
| August, 2001 | SRA Direct Instruction Training – Milwaukee, WI |
| August, 2001 | New Principal's Workshop – Milwaukee, WI |
| June, 2001 | SRA Direct Instruction Training – Milwaukee, WI |
| May, 2001 | Classroom Organization and Management Workshop – Milwaukee, WI |
| May, 2001 | Curriculum Design Assistant Workshop – Milwaukee, WI |
| April, 2001 | Technology Troubleshooting, Milwaukee, WI |
| April, 2001 | Internet Training – Milwaukee, WI |
| March, 2001 | Creating Meaningful Partnerships Workshop – UWM, Milwaukee, WI |
| March, 2001 | Technology Training – Milwaukee, WI |
| February, 2001 | Problem Solving Workshop – Milwaukee, WI |
| January, 2001 | Understanding the Wisconsin State Assessments – Milwaukee, WI |
| January, 2001 | Blood Borne Pathogen Training – Milwaukee, WI |
| December, 2000 | Fundamentals of Finance Workshop – Milwaukee, WI |
| November, 2000 | Technology Training – Milwaukee, WI |
| November, 2000 | Hot Topics Leadership Workshop – Milwaukee, WI |
| October, 2000 | Leadership Initiative Session – Milwaukee, WI |
| September, 2000 | Early Success Curriculum Workshop – Milwaukee, WI |
| September, 2000 | Writing Workshop Training – Milwaukee, WI |
| September, 2000 | Balanced Assessment – Milwaukee, WI |
| August, 2000 | New Principal's Workshop – Milwaukee, WI |
| August, 2000 | Financial Training – Milwaukee, WI |

Organizational Memberships

| | |
|-----------------|---|
| 2013 to present | Cardinal Stritch University Alumni Association |
| 2008 to present | Wisconsin Association of Charter Schools |
| 2008 to 2011 | State Superintendent's Committee for Charter Schools |
| 2005 to 2011 | Milwaukee Association of Black School Educators |
| 2004 to present | Concordia Alumni Association |
| 2002 to 2011 | National Association for Middle School Principals |
| 2000 to 2011 | Milwaukee Elementary School Principals Association |
| 2000 to present | National Association of Elementary School Principals |
| 2000 to present | Association for Direct Instruction |
| 1998 to 2011 | Administrators/Supervisors Council |
| 1998 to present | Wisconsin Association of Elementary School Administrators |
| 1995 to present | American Library Association |
| 1995 to present | University of Wisconsin – Milwaukee Alumni Association |
| 1991 to 2010 | National Education Association |



Attachment 8

Kids First Beloit Community Engagement Log

| Kids First Beloit Community Engagement Log | | | | | |
|---|-----------------------------------|---------------------------|---|----------------------------------|--|
| Date | Meeting Purpose | Location | Target Attendees | Attendance -Estimated | Comments: |
| 3/25/2019 | Merrill Education Meeting | Merrill Community Center | Merrill parents & community leaders | 65 | Organized by Pastor Evans/Kingdom Academy. Shared data re: school district performance; Community formed a workgroup to research options |
| 4/16/2019 | Beloit School Performance | New Zion Baptist | NAACP Education Cmte | 12 | Invited to share data and discuss B200 efforts to improve educational outcomes |
| 7/10/2019 | School Option Focus Groups | Holiday Inn | Parents | 20 | Formal report issued; submitted with Phase I request |
| 8/25/2019 | Education Options | Brother Dutton | Latino Leaders Cultivation | 5 | Inform/engage community leaders; Leader/Coordinator - Tammy Olivas |
| 10/4/2019 | Education Info Session | Merrill Community Center | Merrill parents & community leaders | 13 | District performance; overview of alternative options; Organized in partnership with Pastor Evans |
| 10/12/2019 | Education Info Session | Beloit Public Library | Latino Parents | 15 | District performance; overview of alternative options; Organized by Latino leaders, conducted in spanish, live-streamed |
| 10/15/2019 | Education Info Session | Brother Dutton/Even Start | Latino Parents | 50 | District performance; overview of alternative options; Organized by Latino leaders, conducted in spanish |
| 11/13/2019 | Higher Ground Congregation | Higher Ground Church | Parents and Community members, Students | 40 | District performance; overview of alternative options; Organized by Pastor and church leaders |
| 10/30/2019 | Charter Info Session | Velvet Bufallo | B200 Membership | 30 | Charter School Plan |
| 11/23/2019 | Charter Info Session | Beloit Public Library | Pastors and Parents | 30 | District performance and charter school information; Organized by Pastor Evans |
| 12/10/2019 | The Lincoln Academy Info Session | Beloit Public Library | Parents, General Public | 50 | District performance and charter school information; Organized by Kids First Beloit |
| 12/14/2019 | TLA Info Session | Beloit Public Library | League of Women Voters | 25 | Invited to share information regarding the proposed charter school |
| 12/17/2019 | Latino Leadership Meeting | Johnnie's Cafe | Local leaders | 4 | Coordination of community engagement and information strategies |
| 1/3/2020 | TLA Info Radio Session | WCLO | General Public | X | Invited to share information regarding the proposed charter school; Aired and posted on social media |
| 1/4/2020 | Dia de Reyes/Charter Info Session | Eclipse Center | Latino Families | 100 | Planned and executed by community leaders; Presented in spanish by Gaby Rojas; posted on Facebook by LaVoz - 300+ |
| 1/6/2020 | TLA Advisory Council | Domenico's | Community Leaders, Parents | 5 | District partnerships, CEO recruitment/hiring, TLA model, community engagement |
| 1/8/2020 | TLA Planning Meeting | Beloit Public Library | Parents, Community leaders | 25 | TLA overview, Q & A, community engagement |
| 1/8/2020 | TLA Focus Group | Beloit Public Library | Educators | 7 | TLA model focus group |
| 1/16/2020 | TLA Student Focus Group | Beloit Public Library | High School students, educators | 30 | Student focus group; Planned by school social worker, involved students from variety of schools/programs |
| 1/21/2020 | TLA Planning Meeting | Beloit Public Library | Parents, Community leaders | 10 | TLA overview, Q & A, community input & engagement |
| 1/23/2020 | TLA Info Session | Kerry Ingredients | Kerry Ingredient Employees | 30 | TLA overview, Q & A, community input & engagement |
| 1/23/2020 | Chamber/TLA Info Session | Beloit Public Library | Chamber Members | 28 | Greater Beloit Chamber; TLA Overview, Q&A, community input & engagement |
| 1/27/2020 | TLA Advisory Council | Irontek | Community Leaders, Parents | 4 | TLA Branding exercise, TLA facility options & design plans, community engagement |
| 1/30/2020 | Latino Info Session | Beloit Public Library | Parents, Community members | 4 | Live streamed by La Voz Beloit with 303 views. Planned by Gaby Rojas and Ana Jimenez. Presented by Tammy Olivas |
| 2/19/2020 | ABC Supply Lunch & Learn | Eclipse Center | ABC Supply employees | 54 | TLA overview, Q&A, community input & engagement |
| 2/24/2020 | TLA Advisory Council | Domenico's | Community Leaders, Parents | | Charter Application, CEO transition, community engagement, governing board |
| 3/5/2020 | Community Info Session | Irontek | Community leaders | | Agenda: District partnerships, CEO recruitment/hiring, community engagement |
| 3/17/20 | Beloit Property Management Assoc. | Road Dawg | Beloit property managers | | Invited to share information regarding TLA |
| 3/25/20 | Blackhawk Transport Lunch & Learn | Blackhawk Transport | Employees | | Blackhawk model transport lunch & learn |
| Estimated Attendance Total = | | | | 656 | |



Attachment 9

Kids First Beloit Survey Results

- WP Engine
- Dashboard
- Posts
- Media
- Forms
- Forms
- New Form
- Entries
- Settings
- Import/Export
- Add-Ons
- System Status
- Help
- Pages
- Portfolio Items
- Kids First Beloit
- Appearance
- Plugins 1
- Users
- Tools
- Settings
- Transposh
- LayerSlider WP
- Collapse menu

Lincoln Academy Survey ▼ ID: 1

[Edit](#) [Settings](#) [Entries](#) [Survey Results](#) [Preview](#)

All children will be at or above grade level in all core subjects within 3 years of enrolling in the school.

| Very Important | Somewhat Important | Not Important |
|----------------|--------------------|---------------|
| 86 | 6 | 0 |

Children will explore career options beginning in elementary school and will have access to career training as they proceed through school.

| Very Important | Somewhat Important | Not Important |
|----------------|--------------------|---------------|
| 69 | 19 | 4 |

Children will graduate from high school with a plan and will be prepared to enroll in college or technical school, to enter a job that pays a living wage, or to enroll in the military.

| Very Important | Somewhat Important | Not Important |
|----------------|--------------------|---------------|
| 81 | 11 | 0 |

Fine Arts (Music, Drama, Arts)

| Must Have | Would like it available | Not very important |
|-----------|-------------------------|--------------------|
| 47 | 43 | 2 |

Computer Science, Technology, Coding, Robotics

| Must Have | Would like it available | Not very important |
|-----------|-------------------------|--------------------|
| 56 | 35 | 1 |

Skill building in areas like problem-solving, communication, team-work

| Must Have | Would like it available | Not very important |
|-----------|-------------------------|--------------------|
| 83 | 9 | 0 |

Tutoring, Test taking support

| Must Have | Would like it available | Not very important |
|-----------|-------------------------|--------------------|
| 52 | 36 | 4 |

Staff who can communicate easily with my family in Spanish

| Must Have | Would like it available | Not very important |
|-----------|-------------------------|--------------------|
| 24 | 26 | 42 |

Dual language classrooms

| Must Have | Would like it available | Not very important |
|-----------|-------------------------|--------------------|
| 22 | 38 | 32 |

Internships, apprenticeships (high school)

| Must Have | Would like it available | Not very important |
|-----------|-------------------------|--------------------|
| 53 | 39 | 0 |

Advanced placement, college credit or technical certification classes (high school)

| Must Have | Would like it available | Not very important |
|-----------|-------------------------|--------------------|
| 61 | 30 | 1 |

Results Filters

Filters ?

Add a condition ⊕

Date Range ?

Start End

Before and after school care

| Must Have | Would like it available | Not very important |
|-----------|-------------------------|--------------------|
| 35 | 36 | 21 |

The location of the school is:

| Very Important | Important | Not Important |
|----------------|-----------|---------------|
| 27 | 49 | 16 |

I would enroll my child in a school that is located in the following areas of Beloit (please check all that apply):



How important are extracurricular activities in choosing a school?

| Very Important | Somewhat Important | Not Important |
|----------------|--------------------|---------------|
| 56 | 30 | 6 |

Arts, Drama, Music (list interests)

Latest values:

- Enjoys singing
- Music and Drama
- Choir, Orchestra, Band, Theatre, Classes for art (exploring different types of art: painting, drawing, clay, etc.)
- all
- somewhat interested in all

[Show more](#)

Sports (list interests)

Latest values:

- Basketball, Volleyball
- Swim
- Football, basket ball, soccer, golf, bowling, volley ball, tennis
- all
- football, basketball, baseball

[Show more](#)

Clubs (list any specific interests)

Latest values:

- Key club
- Science
- Forensics, DECA, FBLA, Junior Achievement
- all
- STEM, STEAM, fundamental religious clubs

[Show more](#)

I support a new public charter school in Beloit.

| YES | NO | Need more information |
|-----|----|-----------------------|
| 73 | 6 | 13 |

I would be interested in enrolling my child in The Lincoln Academy

| | | |
|--|--|--|
| | | |
|--|--|--|

YES NO Need more information
43 12 37

I would be interested in joining a Parent Advisory Council

YES NO Need more information
27 15 50



Attachment 10

10.0 Beloit 200 Letter of Support

10.1 Beloit 200 Membership List

10.2 Greater Beloit Chamber of Commerce Letter of Support

10.3 Stateline Boys & Girls Club Letter of Support

10.4 Blackhawk Technical College Letter of Support

10.5 Community Action Letter of Support

10.6 Community Member Letter of Support

10.7 Community Member Letter of Support

10.8 Community Member Letter of Support

10.9 Community Member Letter of Support

10.11 Community Member Letter of Support

10.12 Community Member Letter of Support

10.13 TLA Advisory Council Letter of Support



January 28, 2020

Aaron Seligman
Office of Educational Opportunity
Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Dear Mr. Seligman,

We submit this letter as evidence of our continued support for the Kids First Beloit application for The Lincoln Academy.

As noted in our Phase I communication, Beloit 200 has invested years of study and countless hours in trying to identify strategies to support educational improvements in Beloit. After careful research and reflection, we made the decision to form Kids First Beloit and to lead community efforts to pursue authorization of a public charter school, The Lincoln Academy.

We understand that Beloit School District outcomes are incorporated in the charter application. This data, along with information collected through ongoing listening sessions, individual meetings and surveys, confirm both the importance and interest in creating more quality options for families and children, now. The Lincoln Academy model that builds career exploration and experiences on a platform of rigorous basic academics is an important addition to the education landscape in Beloit. It will not only support continued economic development but will meet the needs of our employees, their families and families throughout our community. Children in Beloit deserve this option.

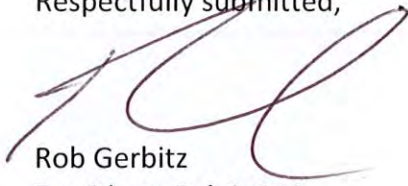
As a part of the public charter school application, we affirm the following:

- Beloit 200 approved initial funding of \$100,000 for public charter school planning and development work. This funding has been supplemented by support from the Hendricks Family Foundation.
- The Beloit 200 Education Committee continues to meet in conjunction with the Kids First Formation Board and The Lincoln Academy Community Advisory Committee. This collective team will work collaboratively to continue the planning and development work of The Lincoln Academy including site selection, school leader search, community education, and student recruitment.
- We understand that a strong governing board will be essential to the successful operation of The Lincoln Academy. The initial Kids First Board is composed of members of the Beloit 200 Education Committee and these individuals will work with The Lincoln Academy Community Advisory Council as a nominating committee for The Lincoln Academy governing board. The Board shall include parents, educators, community members and representatives of Beloit 200.

- B200 and our members will partner with other key stakeholder to ensure the following:
 - The financial stability and well-being of The Lincoln Academy;
 - The design and integration of robust, experiential career opportunities for The Lincoln Academy Scholars;
 - Job shadowing, internship and apprenticeship opportunities for scholars;
 - A strong and effective governing board;
 - A pipeline of scholars to enroll in The Lincoln Academy.

Our organization is committed to The Lincoln Academy and to ongoing efforts to improve educational outcomes for all of Beloit's children. Please feel free to reach out if you have questions or concerns.

Respectfully submitted,



Rob Gerbitz
President, Beloit 200

| Last | First | Organization | E-mail | Title |
|-------------|--------------|--|---------------------------------------|---------------------------------|
| Adams | Jeff | Beloit College | adamsj@beloit.edu | Prof of Economics Emeritus |
| Austin | Brad | CCI | brad.austin@cciwi.com | President |
| Barder | Richard | M&I Bank | litespeedrick@gmail.com | Senior Vice President (retired) |
| Bastian | Rick | Blackhawk State Bank | rbastian@blackhawkbank.com | President |
| Behan | Gerry | Kerry Ingredients & Flavours North America | gerry.behan@kerry.com | |
| Bierman | Scott | Beloit College | biermans@beloit.edu | President |
| Bucciffero | Guy | Iron Arch Management | guy@iAmMcD.com | Owner |
| Chamberlain | Erik | Beloit Box Board Co. | EChamberlain@beloitboxboard.com | President |
| Chamberlain | Joe | Beloit Box Board Co. | chamberski@yahoo.com | Chairman (retired) |
| Chapel | Brian | Everett's Liquor | brianc.everetts@gmail.com | Owner |
| Dobrowolski | Jeremy | Taylor Company | Jeremy.Dobrowolski@Taylor-Company.com | President |
| Eldred | Steve | First National Bank and Trust Co. | Steve.Eldred@bankatfirstnational.com | President |
| Frank | Kerry | Altitude Techs | kerry@altitudetechs.com | |
| Franks | John | Electrol Speciealties Co. | jfranks@esc4cip.com | General Manager |
| Gerbitz | Rob | Hendricks Commercial Properites | Rob.Gerbitz@hendricksgroup.net | President |
| Gliebe | Mark | Regal Corporation | mark.gliebe@regalbeloit.com | CEO and Chairman |
| Harker | Charles | Mid-States Concrete | c.harker@msprecast.com | Chairman |
| Harker | Hagen | Mid-States Concrete | h.harker@msprecast.com | President |
| Hegel | John | American Control Electronics | John@HegelHoldings.com | President/Owner |
| Hendricks | Diane | ABC Supply Co. | Diane.hendricks@abcsupply.com | Chair |
| Hendrickson | Rob | Frito Lay | robert.a.hendrickson@pepsico.com | Director of Engineering |
| James | Todd | | tjames@blackhawkbank.com | |
| Klobucar | Jerry | Klobucar Construction | JeKlobucar@klobucarconstruction.com | Partner |
| Kruse | Dwight | Century 21 | dwrightkruse@c21affiliated.com | President |
| Kruse | Keith | TriCore Insurance | kkruise@tricolorinsurance.com | Managing Partner |
| Lansbery | Curt | North American Tool | gclansbery@natool.com | President |
| Marquette | Michael | Century 21 Affiliated | michaelm@c21affiliated.com | Managing Partner |
| McCleary | Pat | McCleary Industries | cpmccleary@mcclearys.com | President |
| McKearn | Frank | RH Batterman Associates | FMcKearn@rhbatterman.com | President/Partner |
| McKevett | Tim | Beloit Health System | tmckevett@beloitmemorialhospital.org | President and CEO |
| Meier | Gary | Siepert and Co. LLP | garymeier07@gmail.com | Partner |
| Morello | Don | Beloit Bevarage Co. | belbevco61@aol.com | President (retired) |
| Navnith | Deepak | Fair Banks Morse | Deepak.Navnith@FairbanksMorse.com | VP Operations |

| | | | | |
|-----------|-------|------------------------|---------------------------|--------------------|
| Packard | James | Regal Corporation | jpackard@charter.net | Chairman (retired) |
| Patch | Mike | Allied Games | jmmjp@charter.net | Owner |
| Ramlo | Scott | Hormel | saramlo@hormel.com | Plant Manager |
| Stadelman | Joe | Angus Young Architects | JoeS@ANGUSYOUNG.com | President/Partner |
| Tinder | Tara | Stateline Community FD | statelinecf@aol.com | Executive Director |
| Weiser | Scott | Bud Weiser Motors | scott@budweisermotors.com | Owner |



Aaron Seligman
Office of Educational Opportunity
Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Dear Mr. Seligman,

We submit this letter in support of the Kids First Beloit application for The Lincoln Academy.

The Greater Beloit Chamber of Commerce is a not-for-profit organization comprised of a diverse membership of area businesses, industries, organizations and professionals who pool their talents and resources to improve the economic, civic, and cultural climate of the Greater Beloit community. Our core values revolve around leadership, responsiveness, collaboration, inclusiveness and education.

Over the last several years, our members have participated in listening sessions, educational opportunities and individual meetings to better understand data related to School District outcomes, workforce needs and community survey feedback around issues of education and employment. This information has confirmed for us that we need to support ALL educational opportunities for our students in Beloit.

The Lincoln Academy model that builds career exploration and experiences on a platform of rigorous basic academics will be an important addition to the education landscape in Beloit. It will not only grow local economic development capacity by ensuring graduates from the community are prepared to enter the local workforce immediately, it will also impact our community's ability to attract and retain young professionals and families. Maintaining and developing strong community connections in both of these areas is vital to a creating and sustaining a vibrant community.

As a part of the public charter school application, we affirm The Greater Beloit Chamber of Commerce and our members will partner with other key stakeholders to ensure the following:

- The design and integration of robust, experiential career opportunities for The Lincoln Academy Scholars.
- Job shadowing, internship and apprenticeship opportunities for scholars.

Our organization is committed to the education of our young people and The Lincoln Academy's ongoing efforts to improve educational outcomes for all of Beloit's children. Please feel free to reach out if you have questions or concerns.

Respectfully submitted,

A handwritten signature in black ink that reads 'Aimee Thurner'.

Aimee Thurner
Executive Director

February 6, 2020

Aaron Seligman
Office of Educational Opportunity
Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Dear Mr. Seligman,
We submit this letter in strong support of the Kids First Beloit application for The Lincoln Academy.

The Stateline Boys & Girls Club is dedicated to assisting young people, especially those who need it most, to reach their full potential as productive, caring, and responsible citizens. We understand the importance of providing opportunities that assure success is within reach of every young person. We believe that every child, with the appropriate tools and experiences, has within them the ability to graduate from high school with a plan, and an understanding of the importance of good character and citizenship. These are all components of the Boys & Girls Club vision and commitment that align with the Three Pillars of The Lincoln Academy.

Hendricks CareerTek is a program of the Stateline Boys & Girls Club. The partnership-based initiative was launched in 2017 to focus on career exploration, development, and opportunities in the greater Beloit community for middle and high school aged students. As an organization, we understand that parents want their children to have access to high-quality educational and experiential opportunities that prepare their children for a quality life after high school – Hendricks CareerTek provides this experience for our youth.

Many Beloit students graduate high school with a diploma, but little else. By focusing on a commitment to rigorous basic academics and career exploration, we believe The Lincoln Academy has the potential to close the economic opportunity gap that currently affects many Beloit children. Students and parents are asking for academic options that better prepares all students for a successful future.



**STATELINE
BOYS & GIRLS CLUBS**

1851 Moore St.
Beloit, WI 53511
Tel 608-365-8874
www.statelinebgc.org

Board of Directors

Lindsey Hartwig
President
Tim Schmiechen
Vice President
Brenda Jensen
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Michelle Matthys
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Matt Reynolds
Ben Thompson
Anna Toye
David Zibolski

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Danielle Marx
Director of Community
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Caris Haley
Director of School Aged
Programs
Emily Peterson
South Beloit Unit
Director
Meghan Moffett-Minter
Program Director
Evelyn Garcia-Martinez



GREAT FUTURES START HERE.



**BOYS & GIRLS CLUBS
OF AMERICA**



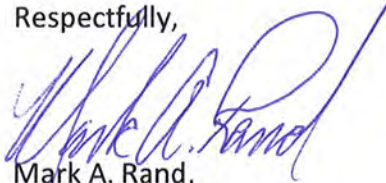
United Way
Blackhawk Region
Funded Partner

We are pleased to commit to the following as part of the charter school application:

- We will explore strategies and provide engagement opportunities for families we serve to learn more about The Lincoln Academy, including the application and enrollment process
- We will work with The Lincoln Academy to explore opportunities to provide an on-site, before and after-school care program based upon enrollment and identified parent needs
- We will work with The Lincoln Academy to embed CareerTek programming and activities around career exploration, development and hands-on experiential opportunities within the curriculum

Thank you for your consideration of this application. We look forward to collaborating with The Lincoln Academy to provide additional quality education options for children and families in Beloit. Please feel free to contact me if you have any questions or concerns.

Respectfully,


Mark A. Rand,
Chief Executive Officer



**STATELINE
BOYS & GIRLS CLUBS**

1851 Moore St.
Beloit, WI 53511
Tel 608-365-8874
www.statelinebgc.org

Board of Directors

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David Zibolski

Chief Executive Officer
Mark Rand

Human Resource
Director
Danielle Marx
Director of Community
Programs
Caris Haley
Director of School Aged
Programs
Emily Peterson
South Beloit Unit
Director
Meghan Moffett-Minter
Program Director
Evelyn Garcia-Martinez

The Stateline Boys & Girls Clubs is exempt from federal income tax under Section 501 (c)(3) of the Internal Revenue Code and contributions are tax-deductible to the extent allowed by law. Our IRS tax identification number is 39-0974673.



GREAT FUTURES START HERE.



**BOYS & GIRLS CLUBS
OF AMERICA**



United Way
Blackhawk Region
Funded Partner



Central Campus

6004 S County Road G
P.O. Box 5009
Janesville, WI 53547

(608) 758-6900

blackhawk.edu

Dr. Tracy Pierner
President

An Equal Opportunity
Employer/Educator Serving
Green and Rock Counties

February 12, 2020

Aaron Seligman
Office of Educational Opportunity
Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Dear Mr. Seligman,

We are pleased to submit this letter in strong support of the Kids First Beloit application for The Lincoln Academy public charter school.

For more than 100 years, Blackhawk Technical College has been providing educational opportunities to the communities it serves. Our promise to every student is to provide an opportunity to build a future through flexible education in a supportive environment. As a post-secondary education provider, we see first-hand the wide range of educational competency amongst students who come to us from Beloit. Beloit educational data and our experience tells us there is a need to expand the educational options in Beloit for parents and students.

I believe the educational model proposed by The Lincoln Academy will provide new opportunities for our youth to receive strong educational curriculum paired with career exploration exposure that will be rigorous and future-focused. This model should be a critical tool to prepare Beloit students for a quality life after high school that has the potential to close the economic opportunity gap that limits too many children, and restricts the future they might otherwise achieve.

As part of the public charter school application being submitted, we commit to the following:

- Making information about The Lincoln Academy available to students and families
- Working with The Lincoln Academy to refine the school's curriculum to maximize opportunities for students of The Lincoln Academy to receive college credit through Blackhawk Technical College dual enrollment as a result of transcribed courses, advanced standing courses, and/or the Start College Now program
- Working with The Lincoln Academy, as appropriate, to explore and engage students in youth apprenticeship opportunities
- Remaining a strong partner with Hendricks CareerTek as the program works with The Lincoln Academy to embed programming and activities within the school's curriculum
- Exploring the unique opportunities that arise over time in an innovative partnership between a career-focused high school and our first-class technical college; the opportunities are limitless in programming for our students as we adapt to changes in workforce demands

Aaron Seligman
Office of Educational Opportunity
Page 2

Please feel free to reach out with questions or concerns. All kids deserve an excellent education, and we look forward to partnering with The Lincoln Academy to provide a quality option for Beloit students.

Respectfully,

A handwritten signature in blue ink, appearing to read 'Dr. Tracy Pierner', with a stylized flourish extending to the right.

Dr. Tracy Pierner
President, Blackhawk Technical College



Aaron Seligman
Office of Educational Opportunity
Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Dear Mr. Seligman,

We submit this letter in strong support of the Kids First Beloit application for The Lincoln Academy.

Community Action, Inc. is non-profit organization working to fight poverty in Rock and Walworth Counties; committed to providing access and opportunity for those we serve and those who support our efforts. Our vision is to establish clear pathways to economic self-reliance through innovative programs and strong community partnerships that eliminate barriers. We firmly believe in the capabilities of our participants and create programs that offer a ladder up, not a hand out. We also understand our neighborhoods and communities will thrive only when all members have access to opportunities. Opportunity is not available equally in our communities and institutional barriers can be a road block to self-reliance.

PREP (Personal Responsibility Educational Program) is a program of Community Action. Through an evidence-based curriculum, PREP empowers Beloit youth 11-19 years of age to make successful transition into adulthood by reducing their risk of having an unintended pregnancy and or contracting a sexually transmitted infection (STI) or HIV/AIDS. The program also addresses building healthy relationships, education about reproductive healthcare, understanding financial literacy, and increasing self-efficacy. As an organization, Community Action understands that parents want their children to have access to high-quality educational and experiential opportunities that prepare them well for a quality life after high school. PREP provides youth with a layer of education and support critical for ensuring a choice-filled future following high school.

Many Beloit students leave school with a diploma but limited choices and plans for the future. By focusing on a commitment to rigorous basic academics, career exploration and planning, and character, we believe The Lincoln Academy has the potential to close the economic opportunity gap that currently impacts many Beloit children and families. Students and parents are asking for educational options that better prepares all students for a successful future.

We are pleased to commit to the following as part of the charter school application:

- We will work with The Lincoln Academy to explore opportunities to provide PREP programming to scholars
- We will explore additional partnership opportunities with The Lincoln Academy to assist scholars and families in accessing program opportunities to build self-reliance and thrive
- We will explore strategies for families we serve to learn more about The Lincoln Academy, including the application and enrollment process

Thank you for your consideration of this application. We look forward to partnering with The Lincoln Academy to provide more quality education options for children and families in Beloit. Please feel free to contact me if you have any questions or concerns.

Respectfully,

Marc Perry
Interim Deputy Director

Rock County Office
20 Eclipse Center, Beloit WI 53511
tel: (608) 313-1300 fax: (608) 364-0513



Walworth County Office
1545 Hobbs Drive, Delavan, WI 53115
tel: (262) 728-8296 fax: (262) 728-8294

To Whom It May Concern:

As an employee and resident in Beloit, I would like to share my genuine support for the Lincoln Academy.

I have lived in Beloit my entire life and graduated from Beloit Memorial in 2015. I went off to college and graduated from the University of Wisconsin-Platteville in May of 2019. I now work for Corporate Contractors Inc (CCI) as an Assistant Project Manager. Being back in Beloit and thinking about starting a family in the future, I began to question whether the School District of Beloit would give my children the education and future they deserve.

My biggest realization since I graduated high school has been that there were almost 400 students in my class and a very small percentage went on to college or found a good career. I have come to find out, the school district worked for students like myself who are self-motivated and always knew college was the next step after high school. The unfortunate part is that only about 10% of students are like me in that sense and the rest were stuck graduating with nothing in mind for their next step. Every student deserves to find their potential and place in this world, with or without college.

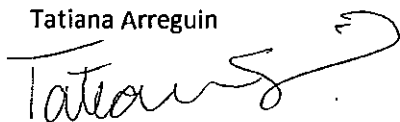
I believe that with the career focus that the Lincoln Academy will carry, will set new standards for education. Not every child needs to go to college and working in construction has opened my eyes to the number of careers there are that do not require a 4-year education. The trades are in need now more than ever of the younger generation to fill the positions being left behind by retirees. The Lincoln Academy will initiate the career planning mindset in all children at a very young age and help them develop a plan for their future. They will have access to training for their selected career and have internship and Co-Op opportunities before graduation.

Not only does this help ensure that every student knows their potential but help pick up Beloit as a whole. In Beloit there are a lot of students who come from broken homes. As an educational facility we have to think of ways to penetrate the home without physically being there 24/7. Making sure these children can support their own dreams and future makes the "broken home" part less of an obstacle and can ensure that the "cycle" does not repeat itself, therefore bettering the community with more successful, working individuals. I believe helping set up a child's future will start a new wave that will lead to the extinction of Beloit's poverty crisis. Instead of making students feel like they aren't worth anything because they may not be standardized test "material", we help them find their potential and set them up for success leaving a higher rate of graduates who are making livable wages.

Please consider my letter of support for the Lincoln Academy. As a member of this community I truly want all students to find their place in this world and to know they are a contributing factor to this city. The children of Beloit deserve a brighter future regardless of where they come from, what they have been through, and where society thinks they will end up; let the Lincoln Academy pave the way to a better education and a better Beloit.

Respectfully,

Tatiana Arreguin

A handwritten signature in black ink, appearing to read 'Tatiana', with a large, stylized flourish extending from the end of the name.

February 1, 2020

To Whom It May Concern:

I am the mother of six children, all of whom have been born and raised in Beloit, Wisconsin. They have either been a student within the Beloit School District, School District of Beloit Turner, and/or private school districts in and around Beloit. My school-aged children are currently each enrolled in a different school district based on their individual needs. I have first-hand knowledge that one size indeed does not fit all.

As a business owner, it is clear there are students struggling academically to graduate in Beloit and gain worthwhile opportunities. The creation of The Lincoln Academy is not only investing in a future workforce - it is affirming to parents that Beloit sees children not simply as a "unit" in a collection of humans but rather a "someone." Someone who deserves the opportunity to live life as a contributing member of society while at the same time pursuing their individual goals.

I am overjoyed with the idea of The Lincoln Academy charter school opening in Beloit. Creating an academically-sound school in Beloit will increase the education options for parents and provide an avenue of relief for struggling children. I strongly appeal to you to support The Lincoln Academy.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jean Marie McKearn', written in a cursive style.

Jean Marie McKearn

To Whom It May Concern,

I want to share with you my support for The Lincoln Academy and my concerns with the Beloit School District. We desperately need more quality education options for our children in Beloit.

I am Joanna Waxler. I am a resident of Beloit and the mother of a 4 year old and 2 year old. I am a proud graduate of the Beloit Memorial High School class of 1996. I loved the education that I received: the diversity, opportunities, and amazing teachers and staff. The education that I received through the Beloit School District was the basis for my future success and passion for education. I graduated from Beloit College, went on to earn two masters from the University of Wisconsin - Milwaukee, and am a certified public accountant. I am baffled and angered to say that today only 20% of students in Beloit are at grade level in reading and in math. I have also recently heard from multiple parents about graduates attending college and being completely unprepared due to the lack of accountability in the Beloit School District. How in good consciousness can I send my children to this school district? It would make me negligent as a mother. Currently, you have two options if you refuse this subpar level of education in Beloit; there are parochial schools or you can attempt to get your child a spot in Beloit Turner through open enrollment. I feel that parochial schools have a place for some families but I am not comfortable with them for my children. Beloit Turner has only a limited number of spots available.

Obviously, the Beloit School District is failing to provide an adequate education. There are other serious issues with the administration of the Beloit School District: lack of consistency with leadership (superintendent), a ridiculous number of staff complaints, exorbitant legal fees and the list can go on. There is no way that all of these problems will not hinder the Beloit School District's ability to improve the quality of the education it provides. I do not see how the district can turn itself around anytime in the near future to provide even a fair education for my children. I for one do not want to sacrifice my children's education and, in reality, their entire future waiting in the hopes that the district can turn itself around.

Until The Lincoln Academy, I (and I believe most people) did not understand charter schools. After learning about The Lincoln Academy, I did some of my own research on them. I now feel that the situation occurring in the Beloit School District is exactly what charter schools were designed for. It is my understanding that charter schools have more freedom in how the school is run, but are subject to a higher level of accountability with the governing body; this allows the charter school to be innovative and more flexible in their teaching methods and address the issues at hand. There are obviously issues with education in my community that need drastic changes.

Upon learning about the ideas behind The Lincoln Academy, I would love for my children to have the opportunity to become a part of this charter school. They are very concerned with making sure all children are performing at grade level which I believe should be the fundamental purpose of a school. The Lincoln Academy wants to focus on graduating students that have

goals and plans after graduation and the skills to accomplish them. The Lincoln Academy will be able to require students, parents and staff to be accountable towards the goal of providing the students the best education possible.

I wish that The Lincoln Academy could have been part of the Beloit School District. I would have preferred to keep my children in the Beloit School District but unfortunately the Beloit School District did not want to work with this organization, so what other choice did they have? I take the education of my children extremely seriously. I would normally not even consider sending my children to a brand new school set up outside of a traditional school district but as a lifelong Beloit community member I have witnessed the amazing, generous projects that the members of this organization have taken on in my community. I believe that if they have decided to help provide a quality education for our children that it will happen and most likely happily surprise us all with the level of its success. Our community should be grateful that the business members have committed to make such a substantial investment in our children and ultimately all of our futures.

Thank You,

Joanna L Wapler

From: Lisa Furseth
Sent: Thursday, January 16, 2020 2:05 AM
To: Jennifer Tropp
Subject: Fwd: Support for Lincoln Academy

Begin forwarded message:

From: Field and Farm Co <fieldandfarmco@gmail.com>
Date: January 15, 2020 at 11:25:15 PM CST
To: "David.mccoy@bankfirstnational.com" <David.mccoy@bankfirstnational.com>, Lisa Furseth <LFurseth@hendricksholding.com>
Subject: Support for Lincoln Academy

Lisa and David,

Hello, my name is Meghan Snare. I wanted to reach out to you, as my husband and I recently became aware of the Lincoln Academy initiative. We initially reached out to Hagen Harker and he directed us to you.

Words cannot express how thrilled we are to know that leaders within our community have identified a significant need and are working hard to bring a solution to fruition.

After doing a little research on Kids First Beloit, etc, I thought it might be helpful to share our story, as it seems to closely align with the narrative of how important (and currently lacking) educational opportunities are for families who are looking to become part of the Beloit community.

Four years ago Benjamin and I were living in the Chicago suburbs, working for startup tech companies, thinking about what our day to day lives held. We had just begun looking to purchase a home and had a strong sense of the hamster wheel we'd be committed to for the next thirty years if we kept on doing what we were doing; a full and comfortable life, no doubt, but not really the one we were looking for.

While on vacation in Paris (with our then 1.5 year old daughter), we fell in love with the slow and intentional lifestyle exemplified there... particularly the way in which food is produced locally, purchased in market settings and more often than not, shared with others. We started dreaming about a different, more fulfilling life. We wanted the culmination of our days to add up to more than the average existence: years where the better parts of each week are spent working

corporate jobs, meals that are quick and comprised of mostly processed foods, schedules that are heavy but not necessarily meaningful.

Eventually we found our way to agriculture and after endlessly searching, bought a 10 acre farm in Beloit (off 213). Since 2016 we have been working day in and day out, in addition to our salaried positions, to manifest that dream.

While the school system was an aspect we researched and considered when first looking to purchase our farm, in hindsight, I think we were a bit naive in those efforts, given we didn't have any school-aged children at the time. This year our eldest daughter entered kindergarten and we were quickly brought up to speed on and disappointed with the local educational landscape. Granted, Ben and I grew up in one of the top school districts in IL, so our expectations, sense of normalcy, and assumptions of excellence may be high. However, upon digging further and further into the options available here, we've grown increasingly disheartened with where things stand.

Beloit has so much to offer... we've found an incredible church to get involved with, neighbors we adore, close friends to share our free time with and an ever-growing downtown to enjoy. Any yet, education remains a vast and deep gap in the quality of life equation. We can understand how this acts as a major barrier for those looking to relocate to this area. Our daughter is currently enrolled at Rock County Christian and while we don't want to discredit the efforts of the many wonderful teachers and staff there, we feel the ongoing tension of knowing it's not a great fit and the reality that it's essentially our best/only option.

We've signed the petition, joined the mailing list, completed the survey and plan to attend the parent/community meeting next week ([1/21](#)). If there is anything more Ben and I can do to help further this mission, please let us know, as it is so near and dear to our hearts. We have three (soon to be four) children that we want to help shepherd into a bright and promising future, and recognize what a key role education plays in that trajectory.

Thank you for your time.

Benjamin & Meghan Snare
Field & Farm Co.
Beloit, WI

[\(608\) 301-5177](tel:(608)301-5177)

@fieldandfarmco
<https://www.fieldandfarmco.com>

DIANE M. HENDRICKS

February 20, 2020

Aaron Seligman
Office of Educational Opportunity
Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Mr. Seligman,

I submit this letter as evidence of support for the Kids First Beloit, public charter school application for The Lincoln Academy.

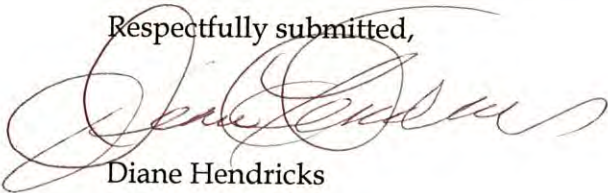
I understand the critical importance of a school facility that meets the educational programming needs of future scholars and I am committed to ensuring the availability of a quality facility for The Lincoln Academy. I will personally (or through a DMHE held company) commit to the donation of a facility.

The Lincoln Academy financials submitted with this application reflect this commitment.

I am personally committed to the Lincoln Academy and believe the most important priority we have as a community is to provide access to a high quality education that prepares children for a successful future.

Please feel free to reach out if you have questions or concerns.

Respectfully submitted,

A handwritten signature in red ink, appearing to read "Diane Hendricks", is written over the typed name. The signature is fluid and cursive.

Diane Hendricks



February 14, 2020

Aaron Seligman
Office of Educational Opportunity
Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Dear Mr. Seligman,

I submit this letter as evidence of support for the Kids First Beloit, public charter school application for The Lincoln Academy.

The entire team of Hendricks organizations considers the education of Beloit children to be one of our most important community priorities. We have been active in the work of the Beloit 200 Education Committee to incubate Kids First Beloit, including supplementary financial support to assess feasibility and for planning and development of The Lincoln Academy.

The Hendricks Family Foundation intends to be the lead benefactor for The Lincoln Academy and commits to the following:

- We will fund Year 0 planning expenses for The Lincoln Academy;
- We will provide the resources necessary to fund facility construction or renovation expenses;
- We will fund budgeted operating expenses in excess of those supported by the per pupil aid, other state and federal sources and local contributions, through the first five years of operation;
- We will work with the Kids First governing board to establish a long-term sustainability plan for The Lincoln Academy.

We are committed to this project and to ensuring improved educational outcomes for children in Beloit. Please feel free to reach out if you have questions or concerns.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Diane Hendricks', written over a horizontal line.

Diane Hendricks
President and Chairman, Hendricks Family Foundation





Aaron Seligman
Office of Educational Opportunity
Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Mr. Seligman,

We enthusiastically submit this letter in support of the Kids First Beloit application for The Lincoln Academy.

As residents of Beloit, parents, grandparents and community leaders, we have serious concerns about education in our City. Too many of our children are not being given the knowledge and tools they need to be successful. We have serious concerns about the options that are available to our children, our grandchildren, our parishioners, friends and neighbors.

We appreciate the groundwork done by Beloit 200 to launch Kids First Beloit and to pursue a public charter school. We appreciate the up-front investments in Kids First Beloit and are committed to working closely with these business and community leaders to ensure the success of The Lincoln Academy.

We fully support The Lincoln Academy as described in the OEO application. We have already devoted countless hours to help make this project happen and we confirm and commit to the following:

- As individual members we have organized, hosted and supported community meetings about The Lincoln Academy: A basic information session at the Merrill Community Center, Pastors and Parents in November, a church congregation meeting, Dia de le Reyes in January, an Even Start presentation, a charter overview live-streamed on La Preferida are a few such events.
- We are committed to sharing information about The Lincoln Academy with our families, friends and communities: website information, facebook posts, flyers and one-on-one conversations.
- We are committed to encouraging our community to use their voice in the development of the school by completing surveys and attending Parent Advisory meetings.
- We are committed to encouraging parents to consider The Lincoln Academy for their children.
- We are working with the Kids First Formation Board and the Beloit 200 committee to recruit and hire a school leader, select and design a school facility, develop a brand message for The Lincoln Academy, and to help shape school offerings.
- We will help to ensure parent and community voices continue to be considered by recruiting and supporting members of our community to join the governing board of The Lincoln Academy.

We believe The Lincoln Academy can help to meet the needs of our children and strongly encourage you to approve our application.

Respectfully submitted,

Dannie Evans

Yvette Hereford

JJuan Winfield

Mark Smith

Lahoma Anderson

Sherrick Anderson

Gaby Rojas

(Individual Signed copies available upon request)



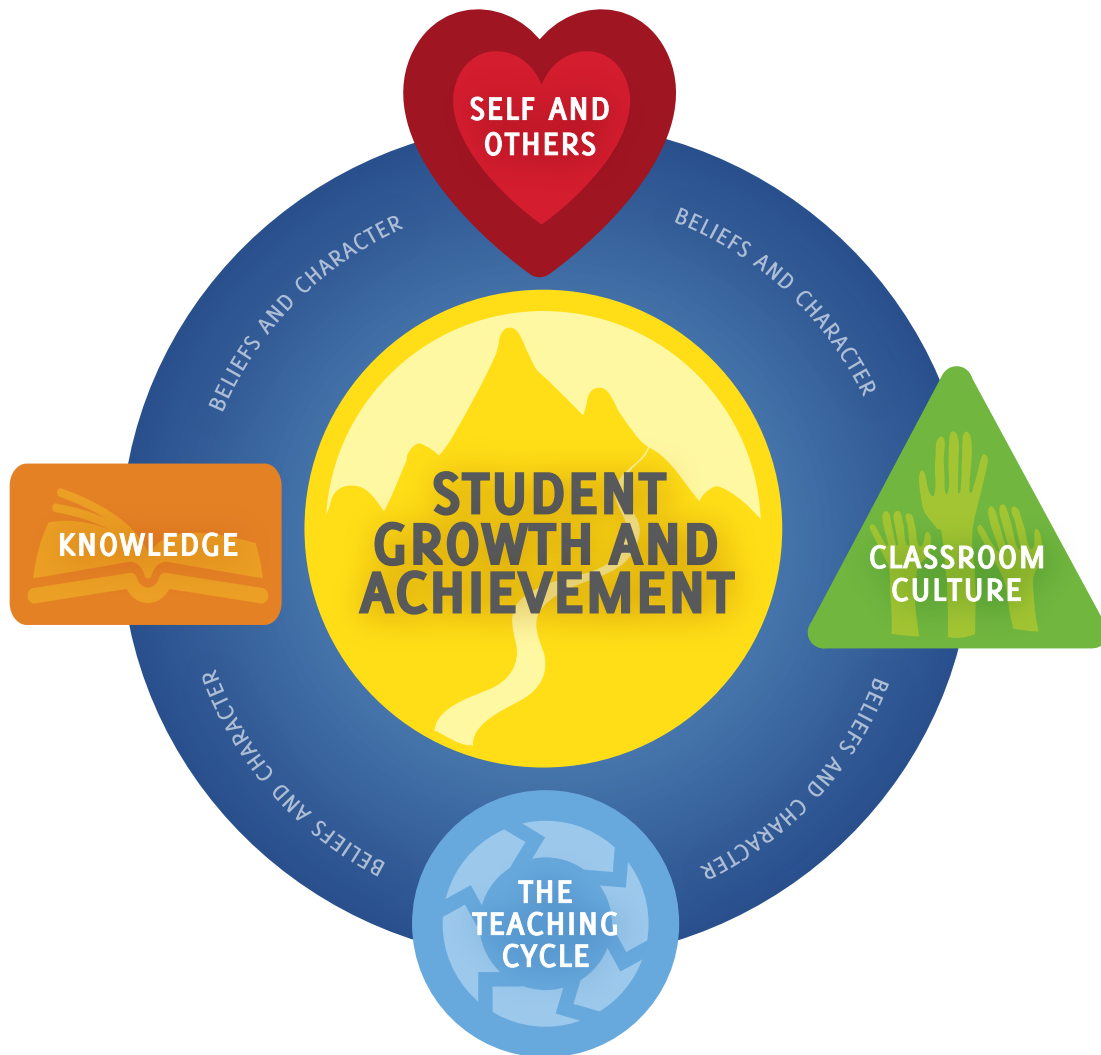
Attachment 11

Vision of Excellence Sample – Framework for Excellent Teaching

● KIPP FRAMEWORK FOR ● EXCELLENT TEACHING

SPRING 2011

KIPP FRAMEWORK FOR EXCELLENT TEACHING



There is a wealth of knowledge about what works in great classrooms. There are inspiring frameworks—Saphier’s pyramid to Lemov’s taxonomy, Teach For America’s rubric, Hunter’s lesson plan—that describe great teaching. We draw from all of these amazing resources to develop this vision. We believe that excellent teaching at KIPP means...

- A commitment to long-term transformative outcomes for kids. We know the ultimate measure of our success is the lives our kids are able to lead.
- Teaching is not an individual endeavor. We teach as part of a team. Recognizing our collective effort, a student’s family must also teach our kids as well.
- Joy. We are lucky enough to do the hardest, most fun work imaginable. People should have their noses pressed up against the glass, begging for our jobs. Our students and their parents should know that we absolutely love what we do. More important, our students should revel in the joy of learning, struggling, and growing every day.

KIPP FRAMEWORK FOR EXCELLENT TEACHING

AT THE CENTER OF OUR WORK IS:

Student Growth and Achievement

Excellent teaching means students learn, grow, and achieve transformative life outcomes.

THE FOUR ELEMENTS OF EXCELLENT TEACHING ARE LINKED THROUGH OUR:

Beliefs and Character

An excellent KIPP teacher is committed to KIPP's mission. She constantly pursues becoming a better person, just as she supports students in this pursuit. She understands that her beliefs and character affect who she is, her impact on and relationships with others, her classroom environment, how she teaches, and what she knows.

THE FOUR ELEMENTS OF EXCELLENT TEACHING ARE:

Self and Others

Excellent teaching requires understanding of oneself, one's connection to others, and a growth mindset that allows the teacher to take ownership for the success of all KIPPsters.



Classroom Culture

In an excellent classroom culture, the teacher focuses on countless tangible and intangible details in the space to create an environment where students are joyfully engaged, meaningfully on-task, and feel ownership for their individual and collective successes in college and in life.



The Teaching Cycle

Excellent teaching means planning and executing rigorous, engaging lessons that fit into a logical scope and sequence, as well as using student data to assess mastery of objectives and movement toward big goals for student achievement and growth. Excellent teaching requires a 1/12 mindset, recognizing that even the tiniest details can dramatically impact student mastery.



Knowledge

Teaching is an art and science. As the artists and scientists, we are responsible for building our understanding of child development, pedagogy, and content. We are responsible for knowing what we are teaching, how it fits in a PreK-16 continuum, and who we are teaching it to.



BELIEFS AND CHARACTER

Beliefs and Character: An excellent KIPP teacher is committed to KIPP’s mission. She constantly pursues becoming a better person, just as she supports students in this pursuit. She understands that her beliefs and character affect who she is, her impact on and relationships with others, her classroom environment, how she teaches, and what she knows.

| | |
|-----------|--|
| BELIEFS | <p>I believe that...</p> <ul style="list-style-type: none">A. With effort and appropriate strategies, all children have what it takes to learn rigorous academic material. I have an unshakable belief in the potential of every child.B. I am accountable for my students’ learning despite external factors out of my control.C. Success is measured by our short-term results and ultimately by the lives our kids choose to lead.D. With unwavering diligence every problem that exists in a school can and should be solved.E. Teaching is not finite. It requires continuous learning, reflection, and problem-solving, and requires that I constantly increase my repertoire, matching what is best for my students with the circumstances.F. The whole school significantly affects student learning, so I will continuously seek to improve the school by building strong relationships with colleagues and families. |
| CHARACTER | <p>An excellent KIPP teacher...</p> <ul style="list-style-type: none">A. Demonstrates grit through challenges to ensure that all of her students learn and grow. She never gives up on students, and supports students in responding to life’s challenges.B. Approaches all aspects of life and teaching with zest, energetically giving his all.C. Demonstrates love for students by building respectful, caring, professional relationships with them, keeping commitments, and making decisions with students’ best interests in mind.D. Uses her understanding of her own motives and emotions and those of others (social intelligence) to build strong relationships, create a welcoming, engaging learning environment, and to ensure that students learn.E. Demonstrates self-control that supports a stable mood and follows through on all commitments.F. Takes time to thank the students for hard work and results, the families for supporting their kids, and colleagues for great teamwork, showing gratitude every day.G. Expresses hope about his students’ future thanks to their hard work, and expresses hope for the constant improvement of his own practice, the school, and the broader movement.H. Brings humor to her relationships with students and colleagues and to her teaching to engage students and make learning fun.I. Lives and models the school’s values and norms. |

SELF AND OTHERS



Self and Others: Excellent teaching requires understanding of oneself, one's connection to others, and a growth mindset that allows the teacher to take ownership for the success of all KIPPsters.

| | |
|---|---|
| 1.1 SELF-AWARENESS AND SELF- ADJUSTMENT | An excellent teacher... <ul style="list-style-type: none">A. Demonstrates a growth mindset about self.B. Monitors and maintains emotional composure even in difficult situations.C. Seeks to understand how his tone, actions, and comments are perceived, and adjusts as needed.D. Manages time and takes care of self so she can take care of students. |
| 1.2 CONTINUOUS LEARNING | <ul style="list-style-type: none">A. Takes responsibility for results, mistakes, and behavior.B. Seeks feedback, proactively uses data, and immediately adapts practice to improve as a teacher and person.C. Researches, observes others, experiments, shares, and collaborates on new practices.D. Sets and relentlessly makes progress toward goals for professional improvement.E. Analyzes how her teaching impacts the PreK-16 continuum and makes appropriate changes |
| 1.3 BUILDING RELATIONSHIPS | <ul style="list-style-type: none">A. Makes students, families, and colleagues feel known, loved, and valued in and out of the classroom.B. Keeps commitments made to: students, families, and colleagues.C. Engages in genuine conversations with colleagues and families to achieve common goals. |
| 1.4 CULTURAL COMPETENCE | <ul style="list-style-type: none">A. Considers cultural connections and differences between himself, students, families, and colleagues when making decisions.B. Labels personal biases and seeks to overcome those biases.C. Gains understanding of and respect for student culture, social context, and community in order to build relationships and drive learning.D. Adjusts communication in order to improve connection with students, parents, and colleagues. |
| 1.5 COMMUNICATION | <ul style="list-style-type: none">A. Actively listens to others, with effective eye contact and non-verbals, and confirms understanding.B. Communicates with genuine warmth and maintains rigorous expectations for behavior and results.C. Responds to students and adults with positive tone, clarity, and enthusiasm. Does not use negative language such as sarcasm, or engage in gossip.D. Writes clearly and concisely, with appropriate grammar, vocabulary, and tone.E. Communicates feedback, concerns, and praise directly to students, colleagues, and families, matching the means to the purpose.F. Seeks to understand and gain context.G. Describes instead of interprets behavior when giving feedback. |
| 1.6 CRITICAL THINKING AND PROBLEM- SOLVING | <ul style="list-style-type: none">A. Notices what is happening in the classroom and in students' work and uses the data gathered to match the teacher to the student and situation.B. Anticipates and identifies problems with students, colleagues, or families in a timely manner and generates multiple approaches that either prevent or solve the problem.C. Breaks down complex content and thinking processes into accessible parts for students.D. Breaks down complex student data to help drive student achievement and growth. |

CLASSROOM CULTURE



Classroom Culture: In an excellent classroom culture the teacher focuses on countless tangible and intangible details in the space to create an environment where students are joyfully engaged, meaningfully on-task, and feel ownership for their individual and collective successes in college and in life.

| | |
|-----------------------------|---|
| 2.1 EXPECTATIONS | Excellent teaching means that the teacher... <ul style="list-style-type: none">A. Communicates four key messages to all students all of the time: 1) This is important; 2) You can do it with hard work; 3) I will not give up on you; and 4) We will help each other.B. Actively develops a growth mindset in students: take risks, admit confusion, make and learn from mistakes,.C. Clearly and repeatedly uses criteria for success to communicate what he wants students to accomplish and how he expects them to behave.D. Upholds challenging but realistic expectations for performance and behavior by providing prompt, specific affirmations and adjusting feedback to students.E. Constantly pushes student work toward college readiness. |
| 2.2 ENGAGEMENT | <ul style="list-style-type: none">A. Utilizes engagement for the purposes of mastery and meaning.B. Ensures that students are engaged with the task, the teacher, each other, and independently.C. Seeks external indicators that the brain is on task at hand (i.e., nodding, tracking, note-taking, independent work.)D. Constantly checks student engagement and appropriately adjusts the format and execution of the class to increase engagement.E. Hooks students into the lesson in multiple ways, intellectually and emotionally. |
| 2.3 ROUTINES AND SYSTEMS | <ul style="list-style-type: none">A. Models, teaches, and practices efficient behavioral and academic systems until they are mastered by students with minimal prompting and re-direction in order to increase learning time.B. Quickly addresses challenges with routines or systems through a variety of appropriate strategies.C. Organizes the physical space, seating arrangements, materials, and displays to meet the needs of instruction, maximize the flow of activities and students' learning, and reflect KIPP's college preparatory focus.D. Anticipates challenges that students with special needs may have with some routines and systems, strategizes to minimize problems, and proactively prepares those students for success.E. Provides students with opportunities to influence and take responsibility for classroom routines, rewards, and consequences.F. Builds students buy-in to an effective system of incentives linked to intrinsic rewards. |

CLASSROOM CULTURE

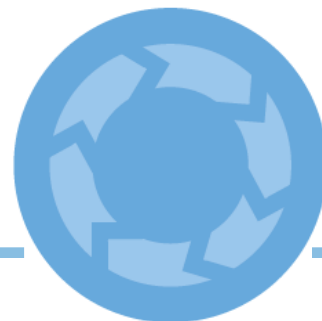
2.4
MANAGEMENT
AND DISCIPLINE

- Excellent teaching means that the teacher...
- A. Recognizes and addresses the root causes of student disruption or inattention.
 - B. Reacts with speed and decisiveness when behavior is disruptive or does not meet expectations. Promptly notes the behavior to the student and delivers the consequence.
 - C. Ensures consequences are logically connected to the behavior, fit the infraction, and that there are a range of consequences for any rule.
 - D. Uses a calm but firm and convincing tone when addressing inappropriate behavior.
 - E. Acknowledges expectations met and thanks students for exceeding expectations with positive consequences.
 - F. Uses confident, assertive body language to maintain respect and attention from students in and out of the classroom.

2.5
JOY!

- A. Exudes a love of teaching and learning through facial expressions, tone, and actions.
- B. Smiles and laughs regularly, and brings humor and zest to the work of teaching and learning.
- C. Celebrates individual and group efforts and successes when students exceed academic, behavioral, and character expectations.

THE TEACHING CYCLE



The Teaching Cycle: Excellent teaching means planning and executing rigorous, engaging lessons that fit into a logical scope and sequence, and using student data to assess mastery of objectives and movement toward big goals for student achievement and growth. Excellent teaching requires a 1/12 mindset, recognizing that even the tiniest details can dramatically impact student mastery.

| | |
|---------------------------------------|--|
| 3.1 BIG GOALS | Excellent teaching means that the teacher... <ul style="list-style-type: none">A. Establishes measurable, challenging, and realistic goals that drive planning and assessment and cultivate the classroom and school community.B. Uses student achievement data to establish long-term goals and regularly track progress, and has students track their own progress toward the big goals.C. Breaks big goals into manageable chunks.D. Invests in the students, their families, and their communities in an effort required to achieve the goals.E. Communicates regularly with students and their families about their individual progress toward big goals.F. Connects big goals to student experiences or future opportunities. |
| 3.2 LONG-TERM AND UNIT PLANNING | <ul style="list-style-type: none">A. Unpacks all state and college preparatory standards to be mastered, then backwards plans, sequencing them into manageable units of learning.B. Designs and assesses goals, enduring understandings and essential questions, and objectives for each unit.C. Creates and sequences objectives required to master the goals of the unit.D. Develops or adopts assessments that indicate level of mastery of objectives for each student as the unit progresses, and at the end of each unit of study. |
| 3.3 LESSON PLANNING | <ul style="list-style-type: none">A. Plans a daily objective that is achievable, rigorous, and measurable.B. Chooses materials/explanatory devices, and demonstrates pacing, sub-grouping, before differentiation to meet objectives and needs of students.C. Develops hooks (at different points in the lesson) that engage students in the lesson.D. Designs opportunities for students to connect the lesson to prior knowledge.E. Sets up multiple ways to assess student understanding and mastery.F. Writes an aligned, interactive agenda that provides opportunities for introduction of new material, guided practice, and independent practice.G. Plans dual-purpose lessons when possible, addressing content and character objectives in one lesson. |
| 3.4 RIGOR | <ul style="list-style-type: none">A. Ensures that students “sweat” every day with an aim that is at the highest logical level for students, differentiated for all student groups.B. Insists on all-the-way correct answers from students; does not accept partial answers.C. Has a clear idea of what mastery or excellence looks like, differentiated for all student groups, and communicates the expectations for mastery clearly to all students.D. Provides each student with structured, deliberate, and rigorous timely feedback on academic progress.E. Uses questions to push students to apply knowledge in skills in ways up and down Bloom’s Taxonomy. |

THE TEACHING CYCLE

3.5

LESSON EXECUTION

Excellent teaching means that the teacher...

- A. Posts and communicates clear objectives and an engaging agenda for the lesson so kids know what is to be learned, how it is to be learned, and why it is to be learned.
- B. Delivers content in a well-organized, clear, accessible manner.
- C. Pre-assesses knowledge and activates current knowledge.
- D. Executes lessons that include a hook as well as modeled, guided, and independent practice, and a closing that ties them together to ensure students achieve the objectives.
- E. Ensures that sustained, structured, and rigorous Independent practice builds upon the guided practice.
- F. Provides opportunities for clear, organized student note-taking after the primary level.
- G. Circulates and responds to student work in real-time, working as needed with individual students and small groups during independent practice to differentiate teaching and ensure student mastery.
- H. Ensures that nearly all students can complete independent work independently.
- I. Uses a variety of fun methods to review and practice skills already mastered.

3.6

RATIO

- A. Lowers the ratio of student-teacher: student talk by fostering student dialogue and evaluating one another's ideas.
- B. Develops cooperative learning and partner structures that allow for students to dialogue, debate, and create without the teacher's presence.
- C. Employs economy of language and action to maximize the amount of time students think and work.
- D. Uses a variety of wait times to increase student talk and thinking.

3.7

PACING AND TIMING

- A. Moves students briskly from each part of the agenda to the next, with smooth transitions and a sense of urgency and purpose, maximizing each moment of instructional time.
- B. Sets and communicates clear guidelines for how long activities will take, and uses timers or countdowns to keep up pace.
- C. Adjusts lesson timing as appropriate to meet needs of all students.
- D. Plans for periods of active and passive engagement.

3.8

CHECKING FOR UNDERSTANDING

- A. Checks for understanding using a variety of individual and whole group methods.
- B. Asks a variety of types of questions, moving students across the levels of Bloom's Taxonomy critical thinking.
- C. Makes students explain, defend, and revise their answers, even when they are correct.
- D. Checks for understanding and mastery of the objective by all students throughout each lesson, using the data to correct misconceptions immediately, and to inform what she will do next to help them learn.
- E. Decisively responds to gaps in understanding, knowing whether to re-teach the entire class or to target a smaller group of students within the class.

3.9

ASSESSMENT AND ANALYSIS

- A. Creates or obtains a standards-aligned diagnostic, as well as formative and summative assessments to determine where students are in relation to the big goals.
- B. Plans regular and unit assessments that are appropriately spiraled, scaffolded, and differentiated.
- C. Assesses all students against learning objectives each day to inform teaching daily.
- D. Communicates performance and progress to families.
- E. Tracks and analyzes assessment data regularly to drive short and long-term planning, re-teaching, and differentiation.



Knowledge: Teaching is an art and science. As the artists and scientists, we are responsible for building our understanding of child development, pedagogy, and content. We are responsible for knowing what we are teaching, how it fits in a PreK-16 continuum, and who we are teaching it to.

- 4.1
CHILD
DEVELOPMENT

Excellent teaching means that the teacher...

A.

Uses knowledge of children’s cognitive development, cognition, and behavior to plan, motivate, engage, discipline, and teach.

B.

Uses knowledge to support emotional needs of students and develop their ability to self-regulate.

C.

Uses knowledge of the appropriate level of skills, knowledge, and language acquisition for students in the age range to develop effective plans.

D.

Uses knowledge of how students in a particular age range form relationships, communicate, and interact with others to cultivate classroom community.

E.

Uses his knowledge of child development to strike a balance in how he exercises authority and how he interacts with and engages students.

- 4.2
CONTENT
KNOWLEDGE

A.

Develops deep, up-to-date knowledge of the essential concepts in the discipline and how they relate to one another.

B.

Builds strong knowledge of state and national standards for the discipline.

C.

Breaks the content down into accessible skills, procedures, and ideas for students while maintaining content at a college preparatory level.

D.

Matches the content to an excellent strategy for presentation.

E.

Has knowledge of what comes before and after in the curriculum (i.e., the third grade teacher knows what a second and fourth grade curriculum looks like, the Algebra II teacher is familiar with Algebra I and Pre-calculus.)

- 4.3 LITERACY FOR
EVERYONE

A.

Models thoughtful and joyful reading, writing, and speaking.

B.

Deliberately and frequently expands students’ vocabulary.

C.

Uses knowledge of students’ reading levels and interests to plan lessons regardless of the subject.

D.

Models pre-reading, reading, and post-reading strategies.

E.

Models, teaches, and reinforces fluent and expressive reading aloud.

F.

Provides students with varied opportunities to express their thinking in writing and to engage the writing process.

G.

Upholds high standards for the 6+1 Traits of writing in all circumstances.

KNOWLEDGE

4.4

DIFFERENTIATION

Excellent teaching means that the teacher...

- A. Challenges students at their level and brings them to the level required to meet learning objectives and big goals for the class.
- B. Varies teaching strategies, styles and activities (despite personal style preferences) to help all students master objectives.
- C. Knows the learning styles, academic strengths and weaknesses of each individual student, and does not get hung up on categories or labels.
- D. Plans questions, activities, and assignments that adequately spiral and differentiate by level of difficulty, depth, and learning style to ensure that all students master the objectives.
- E. Uses independent practice and peer groupings to allow time in class to work with specific groups of students and individuals.
- F. Pre-teaches skills to the lowest skilled students regularly and re-teaches learning objectives to specific students as needed.
- G. Uses peer tutors and groups, other teachers, parents, and outside tutors for out-of-class remediation and enrichment.
- H. Provides lowest skilled students the time and/or other resources needed in and out of class to be successful.
- I. Challenges the higher skilled students using independent practice and time in and out of class to tackle more challenging material.
- J. Differentiates behavioral consequences.



OUR BELOVED RESOURCES

The Skillful Teacher by Jon Saphier

Kim Marshall's Rubrics

Star Teachers by Martin Haberman

Teaching as Leadership from Teach for America

Teach Like a Champion by Doug Lemov

Character Strengths and Virtues

by Martin Seligman and Chris Peterson

Achievement First

YES

KIPP DC

KIPP Austin

KIPP NYC

TEAM Schools

Teacher U

OUR TEAM

Sebha Ali, Laura Bowen, Aaron Brenner, Sarah Campbell, Mikara Davis, Andrea DeAngelo, Carolyn Diers-Kaneda, Caleb Dolan, Steven Epstein, Erin Ewart, Amber Field, Shayna Hammond, Jen Keyte, Dave Levin, Vince Marigna, Heidi Moore, Joe Negron, Brad Nornhold, Todd Purvis, Nate Smalley, Quinton Vance, Elliott Witney, and Maddie Witter.



Attachment 12

The Commons Student Entrepreneurial Skill Accelerator Program



**Student Entrepreneurial Skills
Accelerator Program**

Program Goal, Outcomes and Learning Targets

PROGRAM GOAL:

To prepare college level students for jobs in the 21st century innovation economy

ESTABLISHED OUTCOMES:

The ART of Entrepreneurship

Students will be able to think critically, communicate effectively, work successfully within teams, and innovate.

The ATTITUDE of Entrepreneurship

Students will hold an entrepreneurial mindset regardless of job environment, which includes productive thinking patterns and dispositions that govern the results you achieve.

The SCIENCE of Entrepreneurship

Students will apply the science of entrepreneurship.

LEARNING TARGETS:

| The ART of Entrepreneurship | |
|--|---|
| Critical Thinking | |
| Information Discovery | <ul style="list-style-type: none"> A. Grasp the problem B. Seek clarity and understanding by formulating clear questions C. Use technology and search strategies to find a variety of information related to your problem |
| Interpretation and Analysis | <ul style="list-style-type: none"> A. Select, categorize and classify a wide variety of information B. Identify what is important information to solve a problem. C. Evaluate accuracy and strength of information D. Identify sources of information for their credibility or relevance E. Raise objections to questionable information F. Identify their strengths and weaknesses, and relate the impact of their project |
| Reasoning | <ul style="list-style-type: none"> A. Draw clear and logical links between information B. Generalize a problem C. Reach conclusions on the basis of evidence and reasoning D. Clearly explain rationale for conclusions |
| Problem Solving / Solution Finding | <ul style="list-style-type: none"> A. Understand the complexity of the problem B. Identify a variety of unique solutions that address the problem C. Assess the value of each solution |
| Constructing Arguments | <ul style="list-style-type: none"> A. Construct clear argument supported by evidence B. Consider what evidence is missing C. Clearly address counter arguments |
| Communication | |
| Engaging in Conversations & Discussions | <ul style="list-style-type: none"> A. Exhibit a deep and genuine concern for the opinions and ideas of others in the conversation B. Deliver feedback in a manner that makes recipients feel safe C. Communicate positively with an indication that collaborator's opinions and ideas are valued |
| Using 21st Century Communication Tools | <ul style="list-style-type: none"> A. Develop a clear message when using online resources B. Convey ideas accurately and in a clear and concise manner C. Assess the impact of communications and knows if the audience has understood the message |
| Listening | <ul style="list-style-type: none"> A. Listen actively and attentively demonstrating an interest in the message B. Provide verbal or nonverbal feedback to show understanding C. Ask questions to elicit information and encourage others to talk |
| Delivering Oral Presentations | <ul style="list-style-type: none"> A. Clearly present information, findings and supporting evidence B. Use voice and body language to convey the message to move the listener to the desired understanding and/or point of view. |

| | |
|--|---|
| | <ul style="list-style-type: none"> C. Use effective, appropriate, powerful words to communicate clearly and produce desired results D. Convey a distinct perspective and clearly address alternative or opposing perspectives E. Accurately and confidently field questions, demonstrating conceptual understanding and knowledge |
| Collaboration | |
| Leadership & Initiative | <ul style="list-style-type: none"> A. Demonstrate a clear understanding of the scope and relevance of the team's work B. Articulate the team's goals and thoughtfully organize and assign work C. Check on progress and provide focus and direction D. Fulfill roles and responsibilities |
| Cooperation | <ul style="list-style-type: none"> A. Enhance group productivity through compromise, consensus building and setting a positive tone B. Help resolve conflict and address challenges with group discussion and consensus building activities |
| Openness | <ul style="list-style-type: none"> A. Display awareness and regard for the diversity of ideas, opinions and feelings B. Take other ideas, opinions and perspectives into consideration C. Display openness to your strengths and the strengths of others to reach workable solutions D. Displays openness to what is not known and willing to learn whatever it takes to accomplish a task. |
| Responsibility & Productivity | <ul style="list-style-type: none"> A. Stay on task throughout the activity B. Assist others as needed and value the opinions and skills of team members C. Employ a wide variety of project management strategies that enhance the group's effectiveness (timelines, goals identification, prioritization of tasks, progress monitoring) |
| Use of Tech Tools for Collaboration | <ul style="list-style-type: none"> A. Use selected tools, such as Basecamp, Google Docs, Hangouts/Skype and email appropriately and responsibly B. Use effective communication strategies and responds to collaborators with using an appropriate tone |
| Responsiveness | <ul style="list-style-type: none"> A. Exhibit a high comfort level with providing and receiving feedback B. Proactively seek, accept and show appreciation for feedback |
| Creativity | |
| Idea Generation | <ul style="list-style-type: none"> A. Reframe the problem into a metaphor or analogy B. Generate unique ideas, both incremental and radical C. Ask open-ended questions that lead to new ideas |
| Idea Design & Refinement | <ul style="list-style-type: none"> A. Make revisions in order to refine and strengthen ideas B. Categorize and prioritize ideas |
| Openness and Courage to Explore | <ul style="list-style-type: none"> A. Demonstrate curiosity, imagination and tenacity B. Display willingness to go beyond initial assumptions C. Understand the context of the problem |

| | |
|---|--|
| Work Creatively with Others | <ul style="list-style-type: none"> A. Demonstrate openness and respond to new and diverse perspectives B. Work collaboratively with others communicating ideas and feedback effectively |
| Creative Production & Innovation | <ul style="list-style-type: none"> A. Present a product considered to be valuable and unique by the broad target audience B. Exhibit diligence in producing creative works C. Make do with what is at hand demonstrating a high degree of adaptability in the production of creative products |

The ATTITUDE of Entrepreneurship

| | |
|---|---|
| Adaptability and Openness to Change | <ul style="list-style-type: none"> A. Face new or unfamiliar territory with an openness to change B. Think about things differently, even if they do not agree C. Embrace uncertainty to allow for new learning and discovery D. Think ahead about how events could change or not go as planned |
| Curiosity and Imagination | <ul style="list-style-type: none"> A. Engage in continuous learning about a wide variety of new or unfamiliar topics B. Think beyond the moment and look for better, unique, or more efficient ways to do things C. Make connections between life and their learning |
| Risk Taking and Being Opportunistic | <ul style="list-style-type: none"> A. Recognize and assess opportunities in their environments B. Dream big dreams and have the drive to pursue those dreams C. Welcome failure as a learning opportunity |
| Optimism and Persistence, Resilience | <ul style="list-style-type: none"> A. Persist through and learn from failure B. Keep a positive attitude and resourceful outlook C. Pursue a topic even after your initial excitement about it has worn off |
| Focus, Goal-Oriented | <ul style="list-style-type: none"> A. Evaluate one's actions and attitudes B. Focus on goals to structure energy, interests, ideation, and effort toward desired outcomes C. Create short- and long-term plans to strategically achieve mission, goals and desired outcomes. |

The SCIENCE of Entrepreneurship

| | |
|---|--|
| Who is your Customer? | <ul style="list-style-type: none"> A. Segment your market B. Select your target market C. Interview your customer D. Identify their problem |
| What can do for your Customer? | <ul style="list-style-type: none"> A. Ideate the best solution B. Identify your competitive differentiation C. Articulate your value proposition D. Develop a prototype for your product |
| How can you acquire your customer? | <ul style="list-style-type: none"> A. Create a business model B. Identify revenue streams C. Develop your sales pitch |



Attachment 13

TLA Nutrition and Wellness Policy

THE LINCOLN ACADEMY NUTRITION AND WELLNESS POLICY

It is the goal of The Lincoln Academy (TLA) to make a significant contribution to the nutritional intake and physical fitness of each student by providing a school environment that enhances learning and development of lifelong wellness practices. At the center of a thriving school is a healthy, resilient and successful learner. The Lincoln Academy recognizes that a carefully implemented school wellness policy will improve the health and safety of all members in the school community and improve the academic achievement of students. Schools must actively promote positive, motivating, wellness messages to reinforce the importance of personal health and wellness.

Nutrition Guidelines

During each school day, the TLA food service program shall offer breakfast and lunch under the nutritional guidelines of the USDA's National School Lunch and Breakfast Program. School nutrition programs are proven to improve student performance and assist in closing the achievement gap. Snacks offered to students in addition to meals will be of optimal nutrition quality as well.

Special Dietary Needs

Parents of children who have special dietary needs based on a severe food allergy or religious restrictions must fill out the Medical Statement for Special Dietary Needs form and have it signed by their child's physician. This must be turned into the main office. The Lincoln Academy may choose, at their discretion, to make a food substitution, but is not required to provide a substitution.

Nutrition Education

The Lincoln Academy aims to teach, model, encourage, and support healthy eating by students. Nutrition education is designed to provide students with the knowledge and skills necessary to promote and protect their health. Nutrition education will be integrated into classroom instruction through subjects such as math, science, language arts, social sciences, health, physical education and other elective subjects.

Physical Activity

Every student shall participate in daily physical activity. Daily recess, physical education classes, extracurricular/after-school programs, and movement activities provide students with a physically active and healthful lifestyle. It is recommended that children accumulate at least 60 minutes of moderate to vigorous physical activity on all or most days of the week.

Other School Activities

After-school programs will encourage physical activity and healthful habit formation. Local wellness policy goals are also to be considered in planning school-based activities, such as field trips, fundraisers, dances and assemblies. Whenever possible, fundraising activities should demonstrate The Lincoln Academy's commitment to promoting healthy behaviors and improving personal wellness. Support for the health of all students is demonstrated by hosting health clinics and health screenings and helping enroll eligible children in Medicaid and other state children's health-insurance programs.

Implementation

The Lincoln Academy will post an RFP to recruit and hire a high quality proven successful food service vendor. There will be an in-depth look at the food service quality and a rigorous selection process will be put in place. The selected food service vendor is charged with maintaining school meal nutritional standards per USDA requirements and will work to improve healthful, fresh menu choices for students.

Principals are expected to promote student nutrition and wellness by promoting a healthful school environment, promoting nutrition education, fully supporting school breakfast and lunch programs, and ensuring adequate physical activities for students.

The Lincoln Academy will have a Wellness Committee which oversees this wellness policy. The team will be comprised of teaching staff, parents, PE teacher, food service vendor, administration and students. This team will meet quarterly and conduct reviews of the plan to identify areas for improvement in physical education, physical activity, nutrition and health services. They will develop plans for improvement and work with The Lincoln Academy staff to implement these plans. They will also focus on adult health, including physical health, mental health and emotional health.



Attachment 14

14.0 Letter of Support HFF Funding and Renovation

14.1 Facility Donor Commitment Letter



February 14, 2020

Aaron Seligman
Office of Educational Opportunity
Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Dear Mr. Seligman,

I submit this letter as evidence of support for the Kids First Beloit, public charter school application for The Lincoln Academy.

The entire team of Hendricks organizations considers the education of Beloit children to be one of our most important community priorities. We have been active in the work of the Beloit 200 Education Committee to incubate Kids First Beloit, including supplementary financial support to assess feasibility and for planning and development of The Lincoln Academy.

The Hendricks Family Foundation intends to be the lead benefactor for The Lincoln Academy and commits to the following:

- We will fund Year 0 planning expenses for The Lincoln Academy;
- We will provide the resources necessary to fund facility construction or renovation expenses;
- We will fund budgeted operating expenses in excess of those supported by the per pupil aid, other state and federal sources and local contributions, through the first five years of operation;
- We will work with the Kids First governing board to establish a long-term sustainability plan for The Lincoln Academy.

We are committed to this project and to ensuring improved educational outcomes for children in Beloit. Please feel free to reach out if you have questions or concerns.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Diane Hendricks', written over a horizontal line.

Diane Hendricks
President and Chairman, Hendricks Family Foundation



DIANE M. HENDRICKS

February 20, 2020

Aaron Seligman
Office of Educational Opportunity
Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Mr. Seligman,

I submit this letter as evidence of support for the Kids First Beloit, public charter school application for The Lincoln Academy.

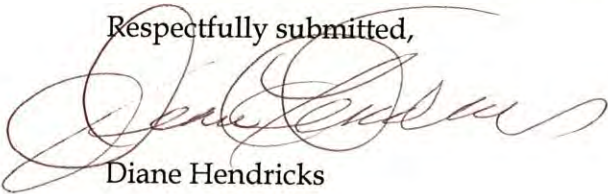
I understand the critical importance of a school facility that meets the educational programming needs of future scholars and I am committed to ensuring the availability of a quality facility for The Lincoln Academy. I will personally (or through a DMHE held company) commit to the donation of a facility.

The Lincoln Academy financials submitted with this application reflect this commitment.

I am personally committed to the Lincoln Academy and believe the most important priority we have as a community is to provide access to a high quality education that prepares children for a successful future.

Please feel free to reach out if you have questions or concerns.

Respectfully submitted,

A handwritten signature in dark ink, appearing to read "Diane Hendricks", written in a cursive style. The signature is positioned above the printed name "Diane Hendricks".

Diane Hendricks



Attachment 15

Budget and Cash Flow Information

| Year 1 | | | | | | | | | |
|--------|--------------|----------------------|----------------|----------------|--------------|--------------|--------------------|------------------------|--|
| Grade | No. Sections | Students per Section | Total Students | No. Leadership | No. Teachers | Office Staff | Asst/Support Staff | Extra-Curricular Staff | Notes |
| K4 | 2 | 25.00 | 50 | | 2 | 1 | 2 | | K4 through 5th have 1 Lead Teacher and 1 Assistant Teacher |
| K | 2 | 25.00 | 50 | | 2 | | 2 | | 6th through 12th have 1 Assistant Teacher per grade, plus Library & IT |
| 1 | 2 | 25.00 | 50 | | 2 | | 2 | 3 | |
| 2 | 2 | 25.00 | 50 | | 2 | | 2 | | |
| 3 | - | | - | 1 | | | | | A Superintendent for the entire School |
| 4 | - | | - | 1 | | | | | One Principal for Elementary |
| 5 | - | | - | 1 | | | | | Career Counselor & Partnership Director |
| 6 | - | | - | 2 | | | | | Two Dean of Students (one Elem, one High) |
| 7 | 2 | 25.00 | 50 | 3 | 2 | | 2 | 1 | Business Director, Director of Operations, and IT Director |
| 8 | 2 | 25.00 | 50 | | 2 | | 1 | | Four core teachers per grade |
| 9 | 2 | 25.00 | 50 | 1 | 4 | 1 | 2 | 5 | One Principal for the High School |
| 10 | | | | 2 | | | | 1 | Academic Director and Student Services Director |
| 11 | | | | | | | | | Extra-curricular staff = PE, Art, Music, Spanish, Civics (3 for ES, 5 for MS/HS) |
| 12 | | | | | | | | | Two office staff; one per school. |
| | | | | | | | | | One support staff (SPED, ELL), and one college counselor. |
| Total | 14 | | 350 | 11 | 16 | 2 | 13 | 10 | |

| | | |
|-----------|-------|-------------|
| Per-pupil | ES/MS | \$ 8,911.00 |
| | HS | \$ 8,911.00 |
| | PK4 | \$ 5,346.60 |

*From DPI and WI Statute based on 2019 funding levels

*PK4 @ 60% of State Aid

| | |
|-----------------------------|----------|
| Staff FTE to Student Ratio: | 6.7 |
| Staff \$ to Student Ratio: | \$ 7,729 |

| Total Annual | | |
|---------------------------------|-----------|--------------|
| Average Leadership Salary | \$ 90,000 | \$ 990,000 |
| Average Teacher Salary | \$ 52,500 | \$ 840,000 |
| Average AP Teacher Salary | \$ 55,000 | |
| Average Office Staff Salary | \$ 35,000 | \$ 70,000 |
| Average Support/EC Staff Salary | \$ 35,000 | \$ 805,000 |
| | | \$ 2,705,000 |

*Based off of 2018-2019 Beloit Education Professional Salary Schedule

| Year 2 | | | | | | | | | |
|--------|--------------|----------------------|----------------|----------------|--------------|--------------|--------------------|------------------------|--|
| Grade | No. Sections | Students per Section | Total Students | No. Leadership | No. Teachers | Office Staff | Asst/Support Staff | Extra-Curricular Staff | Notes |
| K4 | 2 | 25.00 | 50 | | 2 | 1 | 2 | | K4 through 5th have 1 Lead Teacher and 1 Assistant Teacher |
| K | 2 | 25.00 | 50 | | 2 | | 2 | | 6th through 12th have 1 Assistant Teacher per grade, plus Library & IT |
| 1 | 2 | 25.00 | 50 | | 2 | | 2 | 3 | |
| 2 | 2 | 25.00 | 50 | | 2 | | 2 | | |
| 3 | 2 | 25.00 | 50 | 2 | 2 | | 2 | | Academic Director and Student Services Director |
| 4 | - | | - | 1 | | | | | A Superintendent for the entire School |
| 5 | - | | - | 1 | | | | | One Principal for Elementary |
| 6 | - | | - | 2 | | | | | Two Dean of Students (one Elem, one High) |
| 7 | 2 | 25.00 | 50 | 1 | 2 | | 1 | 1 | Career Counselor & Partnership Director |
| 8 | 2 | 25.00 | 50 | | 2 | | 1 | | Four core teachers per grade |
| 9 | 2 | 25.00 | 50 | 1 | 4 | 1 | 1 | 5 | One Principal for the High School |
| 10 | 2 | 25.00 | 50 | 3 | 2 | | 3 | 1 | Business Director, Director of Operations, and IT Director |
| 11 | | | | | | | | | Extra-curricular staff = PE, Art, Music, Spanish, Civics |
| 12 | | | | | | | | | Two office staff; one per school. |
| | | | | | | | | | One support staff (SPED, ELL), and one college counselor. |
| Total | 18 | | 450 | 11 | 20 | 2 | 16 | 10 | |

| | | |
|-----------|-------|-------------|
| Per-pupil | ES/MS | \$ 8,911.00 |
| | HS | \$ 8,911.00 |
| | PK4 | \$ 5,346.60 |

*From DPI and WI Statute based on 2019 funding levels

*PK4 @ 60% of State Aid

| | |
|-----------------------------|----------|
| Staff FTE to Student Ratio: | 7.6 |
| Staff \$ to Student Ratio: | \$ 6,711 |

| Total Annual | | |
|---------------------------------|-----------|--------------|
| Average Leadership Salary | \$ 90,000 | \$ 990,000 |
| Average Teacher Salary | \$ 52,500 | \$ 1,049,998 |
| Average AP Teacher Salary | \$ 55,000 | |
| Average Office Staff Salary | \$ 35,000 | \$ 70,000 |
| Average Support/EC Staff Salary | \$ 35,000 | \$ 910,000 |
| | | \$ 3,019,998 |

*Based off of 2018-2019 Beloit Education Professional Salary Schedule

| Year 3 | | | | | | | | | |
|--------|--------------|----------------------|----------------|----------------|--------------|--------------|--------------------|------------------------|--|
| Grade | No. Sections | Students per Section | Total Students | No. Leadership | No. Teachers | Office Staff | Asst/Support Staff | Extra-Curricular Staff | Notes |
| K4 | 2 | 25.00 | 50 | | 2 | 1 | 2 | | K4 through 5th have 1 Lead Teacher and 1 Assistant Teacher |
| K | 2 | 25.00 | 50 | | 2 | | 2 | | 6th through 12th have 1 Assistant Teacher per grade, plus Library & IT |
| 1 | 2 | 25.00 | 50 | 2 | 2 | | 2 | 3 | Academic Director and Student Services Director |
| 2 | 2 | 25.00 | 50 | 3 | 2 | | 2 | | Business Director, Director of Operations, and IT Director |
| 3 | 2 | 25.00 | 50 | 1 | 2 | | 2 | | Career Counselor & Partnership Director |
| 4 | 2 | 25.00 | 50 | 1 | 2 | | 2 | | A Superintendent for the entire School |
| 5 | - | | - | 1 | | | | | One Principal for Elementary |
| 6 | - | | - | 2 | | | | 2 | Two Dean of Students (one Elem, one High) |
| 7 | 2 | 25.00 | 50 | 2 | 2 | | 1 | 2 | Two Academic Deans (one Elem, One High) |
| 8 | 2 | 25.00 | 50 | | 2 | | 1 | | Four core teachers per grade |
| 9 | 2 | 25.00 | 50 | 1 | 4 | 1 | 1 | 6 | One Principal for the High School |

| | | | |
|----|---|-------|----|
| 10 | 2 | 25.00 | 50 |
| 11 | 2 | 25.00 | 50 |
| 12 | | | |

Total 22 550

| | | |
|-----------|-------|-------------|
| Per-pupil | ES/MS | \$ 8,911.00 |
| | HS | \$ 8,911.00 |
| | PK4 | \$ 5,346.60 |

*From DPI and WI Statute based on 2019 funding levels

*PK4 @ 60% of State Aid

| | | | | |
|--|---|--|---|---|
| | 2 | | 2 | 1 |
| | 4 | | 2 | |
| | | | | |

13 26 2 19 14

| |
|---|
| Two additional AP teachers per grade 11th/12th |
| Extra-curricular staff = PE, Art, Music, Spanish, Civics |
| Two office staff; one per school. |
| Two support staff (SPED, ELL), and one college counselor. |

| | |
|-----------------------------|----------|
| Staff FTE to Student Ratio: | 7.4 |
| Staff \$ to Student Ratio: | \$ 7,036 |

| | | Total Annual |
|---------------------------------|-----------|--------------|
| Average Leadership Salary | \$ 90,000 | \$ 1,170,000 |
| Average Teacher Salary | \$ 52,500 | \$ 1,364,996 |
| Average AP Teacher Salary | \$ 55,000 | \$ 110,000 |
| Average Office Staff Salary | \$ 35,000 | \$ 70,000 |
| Average Support/EC Staff Salary | \$ 35,000 | \$ 1,155,000 |
| | | \$ 3,869,996 |

*Based off of 2018-2019 Beloit Education Professional Salary Schedule

| Year 4 | | | | | | | | | |
|--------|--------------|----------------------|----------------|----------------|--------------|--------------|--------------------|------------------------|--|
| Grade | No. Sections | Students per Section | Total Students | No. Leadership | No. Teachers | Office Staff | Asst/Support Staff | Extra-Curricular Staff | Notes |
| K4 | 2 | 25.00 | 50 | | 2 | 1 | 2 | | K4 through 5th have 1 Lead Teacher and 1 Assistant Teacher |
| K | 2 | 25.00 | 50 | | 2 | | 2 | | 6th through 12th have 1 Assistant Teacher per grade, plus Library & IT |
| 1 | 2 | 25.00 | 50 | 2 | 2 | | 2 | 3 | Academic Director and Student Services Director |
| 2 | 2 | 25.00 | 50 | 3 | 2 | | 2 | | Business Director, Director of Operations, and IT Director |
| 3 | 2 | 25.00 | 50 | 1 | 2 | | 2 | | Career Counselor & Partnership Director |
| 4 | 2 | 25.00 | 50 | 1 | 2 | | 2 | | ASuperintendent for the entire School |
| 5 | 2 | 25.00 | 50 | 1 | 2 | | 2 | | One Principal for Elementary |
| 6 | - | | - | 2 | | | | 2 | Two Dean of Students (one Elem, one High) |
| 7 | 2 | 25.00 | 50 | 2 | 2 | | 1 | 2 | Two Academic Deans (one Elem, One High) |
| 8 | 2 | 25.00 | 50 | | 2 | | 1 | | Four core teachers per grade |
| 9 | 2 | 25.00 | 50 | 1 | 4 | 1 | 1 | 6 | One Principal for the High School |
| 10 | 2 | 25.00 | 50 | | 2 | | 2 | 1 | Two additional AP teachers per grade 11th/12th |
| 11 | 2 | 25.00 | 50 | | 4 | | 2 | | Extra-curricular staff = PE, Art, Music, Spanish, Civics |
| 12 | 2 | 25.00 | 50 | | 4 | | 1 | | Two office staff; one per school. |
| | | | | | | | | | Two support staff (SPED, ELL), and one college counselor. |

Total 26 650

| | | |
|-----------|-------|-------------|
| Per-pupil | ES/MS | \$ 8,911.00 |
| | HS | \$ 8,911.00 |
| | PK4 | \$ 5,346.60 |

*From DPI and WI Statute based on 2019 funding levels

*PK4 @ 60% of State Aid

13 32 2 22 14

| | | Total Annual |
|---------------------------------|-----------|--------------|
| Average Leadership Salary | \$ 90,000 | \$ 1,170,000 |
| Average Teacher Salary | \$ 52,500 | \$ 1,679,996 |
| Average AP Teacher Salary | \$ 55,000 | \$ 220,000 |
| Average Office Staff Salary | \$ 35,000 | \$ 70,000 |
| Average Support/EC Staff Salary | \$ 35,000 | \$ 1,260,000 |
| | | \$ 4,399,996 |

*Based off of 2018-2019 Beloit Education Professional Salary Schedule

| Year 5+ | | | | | | | | | |
|---------|--------------|----------------------|----------------|----------------|--------------|--------------|--------------------|------------------------|--|
| Grade | No. Sections | Students per Section | Total Students | No. Leadership | No. Teachers | Office Staff | Asst/Support Staff | Extra-Curricular Staff | Notes |
| K4 | 2 | 25.00 | 50 | | 2 | 1 | 2 | | K4 through 5th have 1 Lead Teacher and 1 Assistant Teacher |
| K | 2 | 25.00 | 50 | | 2 | | 2 | | 6th through 12th have 1 Assistant Teacher per grade, plus Library & IT |
| 1 | 2 | 25.00 | 50 | 1 | 2 | | 2 | 3 | Career Counselor & Partnership Director |
| 2 | 2 | 25.00 | 50 | 2 | 2 | | 2 | | Academic Director and Student Services Director |
| 3 | 2 | 25.00 | 50 | 3 | 2 | | 2 | | Business Director, Director of Operations, and IT Director |
| 4 | 2 | 25.00 | 50 | 1 | 2 | | 2 | | ASuperintendent for the entire School |
| 5 | 2 | 25.00 | 50 | 1 | 2 | | 2 | | One Principal for Elementary |
| 6 | 2 | 25.00 | 50 | 2 | 2 | | 1 | 2 | Two Dean of Students (one Elem, one High) |
| 7 | 2 | 25.00 | 50 | 2 | 2 | | 1 | 2 | Two Academic Deans (one Elem, One High) |
| 8 | 2 | 25.00 | 50 | | 2 | | 1 | | Four core teachers per grade |
| 9 | 2 | 25.00 | 50 | 1 | 4 | 1 | 1 | 6 | One Principal for the High School |
| 10 | 2 | 25.00 | 50 | | 2 | | 2 | 1 | Two additional AP teachers per grade 11th/12th |
| 11 | 2 | 25.00 | 50 | | 4 | | 2 | | Extra-curricular staff = PE, Art, Music, Spanish, Civics |
| 12 | 2 | 25.00 | 50 | | 4 | | 1 | | Two office staff; one per school. |
| | | | | | | | | | Two support staff (SPED, ELL), and one college counselor. |

Total 28 700

| | | |
|-----------|-------|-------------|
| Per-pupil | ES/MS | \$ 8,911.00 |
| | HS | \$ 8,911.00 |
| | PK4 | \$ 5,346.60 |

*From DPI and WI Statute based on 2019 funding levels

*PK4 @ 60% of State Aid

13 34 2 23 14

| | | Total Annual |
|---------------------------------|-----------|--------------|
| Average Leadership Salary | \$ 90,000 | \$ 1,170,000 |
| Average Teacher Salary | \$ 52,500 | \$ 1,784,996 |
| Average AP Teacher Salary | \$ 55,000 | \$ 220,000 |
| Average Office Staff Salary | \$ 35,000 | \$ 70,000 |
| Average Support/EC Staff Salary | \$ 35,000 | \$ 1,295,000 |
| | | \$ 4,539,996 |

*Based off of 2018-2019 Beloit Education Professional Salary Schedule

| | |
|-----------------------------|----------|
| Staff FTE to Student Ratio: | 8.1 |
| Staff \$ to Student Ratio: | \$ 6,486 |

| The Lincoln Academy - Year One | July | August | September | October | November | December | January | February | March | April | May | June | FY202X | Rate | Multiplier | Notes & Outstanding Questions |
|--|----------|----------|-----------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|---------|------------|---|
| Revenue | | | | | | | | | | | | | | | | |
| IDEA Basic Entitlement | | | | | | 88,219 | | | 44,109 | | | 44,109 | 176,438 | 6.0% | | Average federal allotment, per qualifying student. |
| State Aid | | | 735,158 | | | 735,158 | | 735,158 | | | | 735,158 | 2,940,630 | | | Per WI Statute 2019-2020; see enrollment tab for details. |
| FRL Reimbursement | | | | | | | | | | | | | | | | Assuming it will be a wash with expenses. |
| Supplement #2 | | | | | | | | | | | | | | | | If supplements were/become available. |
| Supplement #3 | | | | | | | | | | | | | | | | If supplements were/become available. |
| Fees - Athletics | | | 1,044 | 1,044 | 1,044 | 1,044 | 1,044 | 1,044 | 1,044 | 1,044 | 1,044 | 1,044 | 10,440 | \$100 | 30% | Per student, assuming 30% participation in grades 7 through 12. |
| Fees - Extra-curricular: Non-athletics | | | 2,088 | 2,088 | 2,088 | 2,088 | 2,088 | 2,088 | 2,088 | 2,088 | 2,088 | 2,088 | 20,880 | \$100 | 60% | Per student, assuming 30% participation in grades 7 through 12. |
| Fees-Other | | | 1,038 | 1,038 | 1,038 | 1,038 | 1,038 | 1,038 | 1,038 | 1,038 | 1,038 | 1,038 | 10,380 | \$50 | 60% | Per student, assuming 30% participation in grades 7 through 12. |
| Community & School Fundraising | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 35,000 | \$100 | 350 | Fundraising, assuming \$100 per student. |
| Contributions & Gifts | | | | | | | | | | | | | | | | Major Donor Support |
| Total Operating Revenue | 2,917 | 2,917 | 742,244 | 7,087 | 7,087 | 830,463 | 7,087 | 742,244 | 51,196 | 7,087 | 7,087 | 786,354 | 3,193,768 | | | |
| Expense | | | | | | | | | | | | | | | | |
| Salaries & Wages | 225,417 | 225,417 | 225,417 | 225,417 | 225,417 | 225,417 | 225,417 | 225,417 | 225,417 | 225,417 | 225,417 | 225,417 | 2,705,000 | | | All employees from Staffing tab. |
| Hourly Wages | | | | | | | | | | | | | | | | Some staff could be converted to hourly. |
| Overtime | | | | | | | | | | | | | | | | |
| Performance Pay | | | | | | | | | | | | 270,500 | 270,500 | 10% | | Bonus structure. |
| Stipends | | | 8,115 | 8,115 | 8,115 | 8,115 | 8,115 | 8,115 | 8,115 | 8,115 | 8,115 | 8,115 | 81,150 | 3% | | Professional development or classroom improvements. |
| Employee Insurance | 42,378 | 42,378 | 42,378 | 42,378 | 42,378 | 42,378 | 42,378 | 42,378 | 42,378 | 42,378 | 42,378 | 42,378 | 508,540 | 18.8% | | Industry standard. |
| FICA Tax | 19,611 | 19,611 | 19,611 | 19,611 | 19,611 | 19,611 | 19,611 | 19,611 | 19,611 | 19,611 | 19,611 | 19,611 | 235,335 | 8.7% | | Industry standard. |
| Retirement Plan | 11,271 | 11,271 | 11,271 | 11,271 | 11,271 | 11,271 | 11,271 | 11,271 | 11,271 | 11,271 | 11,271 | 11,271 | 135,250 | 5.0% | | 403(b) matched to 5% |
| Unemployment Tax | 225 | 225 | 225 | 225 | 225 | 225 | 225 | 225 | 225 | 225 | 225 | 225 | 2,705 | 0.1% | | Industry standard. |
| Workers' Compensation | 676 | 676 | 676 | 676 | 676 | 676 | 676 | 676 | 676 | 676 | 676 | 676 | 8,115 | 0.3% | | Industry standard. |
| Other Professional Services | 3,381 | 3,381 | 3,381 | 3,381 | 3,381 | 3,381 | 3,381 | 3,381 | 3,381 | 3,381 | 3,381 | 3,381 | 40,575 | 1.5% | | Accounting, payroll, etc. |
| IT Support Services | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 20,000 | | | Internet, phone, etc. |
| Management Services Fee | | | | | | | | | | | | | | | | Fee to parent company, if applicable. |
| Auditing & Accounting Services | | 25,000 | | | 12,500 | | | | | | 12,500 | | 50,000 | | | Industry standard. |
| Legal Services | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 20,000 | | | |
| Faculty Professional Development - General | 10,144 | 10,144 | 10,144 | 5,072 | | | | | 5,072 | | | | 40,575 | 1.5% | | Industry standard for high-performing and rigorous instruction. |
| Utilities - Electric | 5,337 | 5,337 | 5,337 | 5,337 | 5,337 | 5,337 | 5,337 | 5,337 | 5,337 | 5,337 | 5,337 | 5,337 | 64,042 | 9.1% | | Industry standard, based off required amount of sq/ft being used. |
| Utilities - Water | 1,148 | 1,148 | 1,148 | 1,148 | 1,148 | 1,148 | 1,148 | 1,148 | 1,148 | 1,148 | 1,148 | 1,148 | 13,781 | 2.0% | | Industry standard, based off required amount of sq/ft being used. |
| Waste Management | 197 | 197 | 197 | 197 | 197 | 197 | 197 | 197 | 197 | 197 | 197 | 197 | 2,367 | 0.3% | | Industry standard, based off required amount of sq/ft being used. |
| Cleaning Services | 5,462 | 5,462 | 5,462 | 5,462 | 5,462 | 5,462 | 5,462 | 5,462 | 5,462 | 5,462 | 5,462 | 5,462 | 65,542 | 9.4% | | Industry standard, based off required amount of sq/ft being used. |
| Pest Control | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 122 | 1,459 | 0.2% | | Industry standard, based off required amount of sq/ft being used. |
| Landscaping Services | 2,042 | 2,042 | 2,042 | 2,042 | 2,042 | 2,042 | 2,042 | 2,042 | 2,042 | 2,042 | 2,042 | 2,042 | 24,500 | 3.5% | | Industry standard, based off required amount of sq/ft being used. |
| Repairs & Maintenance | 1,567 | 1,567 | 1,567 | 1,567 | 1,567 | 1,567 | 1,567 | 1,567 | 1,567 | 1,567 | 1,567 | 1,567 | 18,807 | 2.7% | | Industry standard, based off required amount of sq/ft being used. |
| Building Lease | | | | | | | | | | | | | | | | |
| Comprehensive Business Insurance | | | | 75,000 | | | | | | | | | 75,000 | | | D&O, comprehensive insurance, etc. |
| Security System | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 20,000 | | | Monthly service. |
| Facilities Supplies | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 833 | 10,000 | | | Monthly service. |
| Other Purchased Services | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 70,000 | 10% | | Annual T&I to facility. |
| Telephone | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 11,900 | 1.7% | | Industry standard. |
| Marketing/Advertising | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 21,000 | 3.0% | | |
| Fundraising | 2,500 | | | 2,500 | | | | 2,500 | | | | | 10,000 | | | Consulting fees for fund development. |
| Photo Copying | 1,167 | 1,167 | 1,167 | 1,167 | 1,167 | 1,167 | 1,167 | 1,167 | 1,167 | 1,167 | 1,167 | 1,167 | 14,000 | 2% | | Industry standard. |
| Supplies | 4,375 | 4,375 | 4,375 | 4,375 | 4,375 | 4,375 | 4,375 | 4,375 | 4,375 | 4,375 | 4,375 | 4,375 | 52,500 | \$150 | 350 | Industry standard. |
| Textbooks | 45,000 | | | | | | | | | | | | 35,000 | \$100 | 350 | Per student. Plus, \$10,000 for initial Library purchases. |
| Athletic Equipment | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 15,000 | \$250 | 30% | Per participating student, per sport, in grades 7 through 12. |
| Athletic Uniforms | 375 | 375 | 375 | 375 | 375 | 375 | 375 | 375 | 375 | 375 | 375 | 375 | 4,500 | \$75 | 30% | Per participating student, per sport, in grades 7 through 12. |
| Athletic Official Fees | 104 | 104 | 104 | 104 | 104 | 104 | 104 | 104 | 104 | 104 | 104 | 104 | 1,250 | \$10 | 125 | Per event, per sport. |
| Athletic Participation Fees | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 900 | \$15 | 30% | Per participating student, per sport, in grades 7 through 12. |
| Athletic Transportation Fees | 1,563 | 1,563 | 1,563 | 1,563 | 1,563 | 1,563 | 1,563 | 1,563 | 1,563 | 1,563 | 1,563 | 1,563 | 18,750 | \$150 | 125 | Per event, per sport. |
| Athletic Gym/Field Rental | | | | | | | | | | | | | | | | High probability of being needed, depending on facility. |
| Statewide Participation Fees | | | | | | | | | | | | | | | | |
| General Athletics | 625 | 625 | 625 | 625 | 625 | 625 | 625 | 625 | 625 | 625 | 625 | 625 | 7,500 | \$100 | 75 | Per student, annually, in grades 7 through 12. |
| Extra Curricular - Non Athletics | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 75,000 | \$200 | 250% | Band, Art, Choir, etc. Per participating student, per activity, in grades 7 through 12. |
| Civic Service Projects | 4,375 | 4,375 | 4,375 | 4,375 | 4,375 | 4,375 | 4,375 | 4,375 | 4,375 | 4,375 | 4,375 | 4,375 | 52,500 | \$150 | 200 | Per student, annually, in grades 7 through 12. |
| Community Service Partnerships | 2,083 | 2,083 | 2,083 | 2,083 | 2,083 | 2,083 | 2,083 | 2,083 | 2,083 | 2,083 | 2,083 | 2,083 | 25,000 | \$2,500 | 10 | Per partner, annually. |
| Internet/Networking | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 18,000 | \$1,500 | | Monthly service. |
| Food Service | | | | | | | | | | | | | | | | Assuming all food expenses will be offset by FRL reimbursement. |
| Transportation | | 5,688 | 5,688 | 5,688 | 5,688 | 5,688 | 5,688 | 5,688 | 5,688 | 5,688 | 5,688 | 5,688 | 56,875 | \$250 | 65% | Assuming ridership of 80% beyond 1 miles from school; 65% total. |
| Technology (computers, etc.) | 80,000 | | | | | | | | | | | | 80,000 | \$400 | 200 | Computer and supplies, per student, in grades 7 through 12. |
| Software Subscriptions | 14,000 | | | | | | | | | | | | 14,000 | \$40 | 350 | Per student, annually. |
| Student Activities | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 20,000 | \$100 | 200 | Student activities (Homecoming, Prom, etc.) in grades 7 through 12. |
| Uniforms | | | | | | | | | | | | | 40,000 | \$100 | 400 | Per student/staff, annually. |
| Depreciation Expense | | | | | | | | | | | | | | | | |
| Total Operating Expense | 509,899 | 399,086 | 382,201 | 454,629 | 384,557 | 372,057 | 374,557 | 372,057 | 377,129 | 374,557 | 384,557 | 636,870 | 5,022,158 | | | |
| Net Operating Income | -506,982 | -396,169 | 360,043 | -447,543 | -377,471 | 458,406 | -367,471 | 370,187 | -325,933 | -367,471 | -377,471 | 149,484 | -1,828,390 | | | |
| Other Income | | | | | | | | | | | | | | | | |
| Interest Income | | | | | | | | | | | | | 0 | | | |
| Total Other Income | | | | | | | | | | | | | 0 | | | |
| Net Income | -506,982 | -396,169 | 360,043 | -447,543 | -377,471 | 458,406 | -367,471 | 370,187 | -325,933 | -367,471 | -377,471 | 149,484 | -1,828,390 | | | |
| Cashflow | -506,982 | -903,151 | -543,108 | -990,651 | -1,368,121 | -909,716 | -1,277,186 | -906,999 | -1,232,932 | -1,600,403 | -1,977,874 | -1,828,390 | | | | |
| Contingency | | | | | | | | | | | | | | | | |
| Net Operating Income @ 85% | -506,982 | -396,169 | 248,706 | -447,543 | -377,471 | 333,836 | -374,557 | 258,850 | -325,933 | -367,471 | -377,471 | 31,531 | -2,300,672 | | | Assuming we only hit 85% of student enrollment, this would be our net income and cashflow, as a result. |
| Cashflow @ 85% | -506,982 | -903,151 | -654,445 | -1,101,987 | -1,479,458 | -1,145,622 | -1,520,179 | -1,261,329 | -1,587,262 | -1,954,732 | -2,332,203 | -2,300,672 | -2,300,672 | | | |

| The Lincoln Academy - Year Two | July | August | September | October | November | December | January | February | March | April | May | June | FY202X | Rate | Multiplier | Notes & Outstanding Questions |
|--|----------|------------|-----------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|---------|------------|---|
| Revenue | | | | | | | | | | | | | | | | |
| IDEA Basic Entitlement | | | | | | 114,952 | | | 57,476 | | | 57,476 | 229,904 | 6.0% | | Average federal allotment, per qualifying student. |
| State Aid | | | 957,933 | | | 957,933 | | 957,933 | | | | 957,933 | 3,831,730 | | | Per WI Statute 2019-2020; see enrollment tab for details. |
| FRL Reimbursement | | | | | | | | | | | | | | | | Assuming it will be a wash with expenses. |
| Supplement #2 | | | | | | | | | | | | | | | | If supplements were/become available. |
| Supplement #3 | | | | | | | | | | | | | | | | If supplements were/become available. |
| Fees - Athletics | | | 1,350 | 1,350 | 1,350 | 1,350 | 1,350 | 1,350 | 1,350 | 1,350 | 1,350 | 1,350 | 13,500 | \$100 | 30% | Per student, assuming 30% participation in grades 7 through 12. |
| Fees - Extra-curricular: Non-athletics | | | 2,700 | 2,700 | 2,700 | 2,700 | 2,700 | 2,700 | 2,700 | 2,700 | 2,700 | 2,700 | 27,000 | \$100 | 60% | Per student, assuming 30% participation in grades 7 through 12. |
| Fees-Other | | | 1,350 | 1,350 | 1,350 | 1,350 | 1,350 | 1,350 | 1,350 | 1,350 | 1,350 | 1,350 | 13,500 | \$50 | 60% | Per student, assuming 30% participation in grades 7 through 12. |
| Community & School Fundraising | 3,750 | 3,750 | 3,750 | 3,750 | 3,750 | 3,750 | 3,750 | 3,750 | 3,750 | 3,750 | 3,750 | 3,750 | 45,000 | \$100 | 450 | Fundraising, assuming \$100 per student. |
| Contributions & Gifts | | | | | | | | | | | | | | | | Major Donor Support |
| Total Operating Revenue | 3,750 | 3,750 | 967,083 | 9,150 | 9,150 | 1,082,034 | 9,150 | 967,083 | 66,626 | 9,150 | 9,150 | 1,024,558 | 4,160,634 | | | |
| Expense | | | | | | | | | | | | | | | | |
| Salaries & Wages | 257,958 | 257,958 | 257,958 | 257,958 | 257,958 | 257,958 | 257,958 | 257,958 | 257,958 | 257,958 | 257,958 | 257,958 | 3,095,498 | | | All employees from Staffing tab + COLA. |
| Hourly Wages | | | | | | | | | | | | | | | | Some staff could be converted to hourly. |
| Overtime | | | | | | | | | | | | | | | | |
| Performance Pay | | | | | | | | | | | | 309,550 | 309,550 | 10% | | Bonus structure. |
| Stipends | | | | | | | | | | | | | 92,865 | 3% | | Professional development or classroom improvements. |
| Employee Insurance | 48,496 | 48,496 | 48,496 | 48,496 | 48,496 | 48,496 | 48,496 | 48,496 | 48,496 | 48,496 | 48,496 | 48,496 | 581,954 | 18.8% | | Industry standard. |
| FICA Tax | 22,442 | 22,442 | 22,442 | 22,442 | 22,442 | 22,442 | 22,442 | 22,442 | 22,442 | 22,442 | 22,442 | 22,442 | 269,308 | 8.7% | | Industry standard. |
| Retirement Plan | 12,898 | 12,898 | 12,898 | 12,898 | 12,898 | 12,898 | 12,898 | 12,898 | 12,898 | 12,898 | 12,898 | 12,898 | 154,775 | 5.0% | | 403(b) matched to 5% |
| Unemployment Tax | 258 | 258 | 258 | 258 | 258 | 258 | 258 | 258 | 258 | 258 | 258 | 258 | 3,095 | 0.1% | | Industry standard. |
| Workers' Compensation | 774 | 774 | 774 | 774 | 774 | 774 | 774 | 774 | 774 | 774 | 774 | 774 | 9,286 | 0.3% | | Industry standard. |
| Other Professional Services | 3,869 | 3,869 | 3,869 | 3,869 | 3,869 | 3,869 | 3,869 | 3,869 | 3,869 | 3,869 | 3,869 | 3,869 | 46,432 | 1.5% | | Accounting, payroll, etc. |
| IT Support Services | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 20,000 | | | Internet, phone, etc. |
| Management Services Fee | | | | | | | | | | | | | | | | Fee to parent company, if applicable. |
| Auditing & Accounting Services | | 25,625 | | | 12,813 | | | | | | 12,813 | | 51,250 | | | Industry standard. |
| Legal Services | 1,708 | 1,708 | 1,708 | 1,708 | 1,708 | 1,708 | 1,708 | 1,708 | 1,708 | 1,708 | 1,708 | 1,708 | 20,500 | | | |
| Faculty Professional Development - General | 11,898 | 11,898 | 11,898 | 5,949 | | | | | 5,949 | | | | 47,593 | 1.5% | | Industry standard for high-performing and rigorous instruction. |
| Utilities - Electric | 5,470 | 5,470 | 5,470 | 5,470 | 5,470 | 5,470 | 5,470 | 5,470 | 5,470 | 5,470 | 5,470 | 5,470 | 65,643 | 9.1% | | Industry standard, based off required amount of sq/ft being used. |
| Utilities - Water | 1,177 | 1,177 | 1,177 | 1,177 | 1,177 | 1,177 | 1,177 | 1,177 | 1,177 | 1,177 | 1,177 | 1,177 | 14,126 | 2.0% | | Industry standard, based off required amount of sq/ft being used. |
| Waste Management | 202 | 202 | 202 | 202 | 202 | 202 | 202 | 202 | 202 | 202 | 202 | 202 | 2,426 | 0.3% | | Industry standard, based off required amount of sq/ft being used. |
| Cleaning Services | 5,598 | 5,598 | 5,598 | 5,598 | 5,598 | 5,598 | 5,598 | 5,598 | 5,598 | 5,598 | 5,598 | 5,598 | 67,180 | 9.4% | | Industry standard, based off required amount of sq/ft being used. |
| Pest Control | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 125 | 1,496 | 0.2% | | Industry standard, based off required amount of sq/ft being used. |
| Landscaping Services | 2,093 | 2,093 | 2,093 | 2,093 | 2,093 | 2,093 | 2,093 | 2,093 | 2,093 | 2,093 | 2,093 | 2,093 | 25,113 | 3.5% | | Industry standard, based off required amount of sq/ft being used. |
| Repairs & Maintenance | 1,606 | 1,606 | 1,606 | 1,606 | 1,606 | 1,606 | 1,606 | 1,606 | 1,606 | 1,606 | 1,606 | 1,606 | 19,277 | 2.7% | | Industry standard, based off required amount of sq/ft being used. |
| Building Lease | | | | | | | | | | | | | | | | |
| Comprehensive Business Insurance | | | | 76,875 | | | | | | | | | 76,875 | | | D&O, comprehensive insurance, etc. |
| Security System | 1,708 | 1,708 | 1,708 | 1,708 | 1,708 | 1,708 | 1,708 | 1,708 | 1,708 | 1,708 | 1,708 | 1,708 | 20,500 | | | Monthly service. |
| Facilities Supplies | 854 | 854 | 854 | 854 | 854 | 854 | 854 | 854 | 854 | 854 | 854 | 854 | 10,250 | | | Monthly service. |
| Other Purchased Services | 6,129 | 6,129 | 6,129 | 6,129 | 6,129 | 6,129 | 6,129 | 6,129 | 6,129 | 6,129 | 6,129 | 6,129 | 73,544 | 10% | | Annual T&I to facility. |
| Telephone | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 22,063 | 3.0% | | Industry standard. |
| Marketing/Advertising | 1,839 | 1,839 | 1,839 | 1,839 | 1,839 | 1,839 | 1,839 | 1,839 | 1,839 | 1,839 | 1,839 | 1,839 | 22,063 | 3.0% | | |
| Fundraising | 2,500 | | 2,500 | | | | 2,500 | | | | | | 10,000 | | | Consulting fees for fund development. |
| Photo Copying | 1,226 | 1,226 | 1,226 | 1,226 | 1,226 | 1,226 | 1,226 | 1,226 | 1,226 | 1,226 | 1,226 | 1,226 | 14,709 | 2% | | Industry standard. |
| Supplies | 5,766 | 5,766 | 5,766 | 5,766 | 5,766 | 5,766 | 5,766 | 5,766 | 5,766 | 5,766 | 5,766 | 5,766 | 69,188 | \$150 | 450 | Industry standard. |
| Textbooks | 46,125 | | | | | | | | | | | | 46,125 | \$100 | 450 | Per student |
| Athletic Equipment | 1,602 | 1,602 | 1,602 | 1,602 | 1,602 | 1,602 | 1,602 | 1,602 | 1,602 | 1,602 | 1,602 | 1,602 | 19,219 | \$250 | 30% | Per participating student, per sport, in grades 7 through 12. |
| Athletic Uniforms | 480 | 480 | 480 | 480 | 480 | 480 | 480 | 480 | 480 | 480 | 480 | 480 | 5,766 | \$75 | 30% | Per participating student, per sport, in grades 7 through 12. |
| Athletic Official Fees | 107 | 107 | 107 | 107 | 107 | 107 | 107 | 107 | 107 | 107 | 107 | 107 | 1,281 | \$10 | 125 | Per event, per sport. |
| Athletic Participation Fees | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 1,153 | \$15 | 30% | Per participating student, per sport, in grades 7 through 12. |
| Athletic Transportation Fees | 1,602 | 1,602 | 1,602 | 1,602 | 1,602 | 1,602 | 1,602 | 1,602 | 1,602 | 1,602 | 1,602 | 1,602 | 19,219 | \$150 | 125 | Per event, per sport. |
| Athletic Gym/Field Rental | | | | | | | | | | | | | | | | High probability of being needed, depending on facility. |
| Statewide Participation Fees | | | | | | | | | | | | | | | | |
| General Athletics | 854 | 854 | 854 | 854 | 854 | 854 | 854 | 854 | 854 | 854 | 854 | 854 | 10,250 | \$100 | 100 | Per student, annually, in grades 7 through 12. |
| Extra Curricular - Non Athletics | 8,542 | 8,542 | 8,542 | 8,542 | 8,542 | 8,542 | 8,542 | 8,542 | 8,542 | 8,542 | 8,542 | 8,542 | 102,500 | \$200 | 250% | Band, Art, Choir, etc. Per participating student, per activity, in grades 7 through 12. |
| Civic Service Projects | 5,766 | 5,766 | 5,766 | 5,766 | 5,766 | 5,766 | 5,766 | 5,766 | 5,766 | 5,766 | 5,766 | 5,766 | 69,188 | \$150 | 250 | Per student, annually, in grades 7 through 12. |
| Community Service Partnerships | 2,135 | 2,135 | 2,135 | 2,135 | 2,135 | 2,135 | 2,135 | 2,135 | 2,135 | 2,135 | 2,135 | 2,135 | 25,625 | \$2,500 | 10 | Per partner, annually. |
| Internet/Networking | 1,538 | 1,538 | 1,538 | 1,538 | 1,538 | 1,538 | 1,538 | 1,538 | 1,538 | 1,538 | 1,538 | 1,538 | 18,450 | \$1,500 | | Monthly service. |
| Food Service | | | | | | | | | | | | | | | | Assuming all food expenses will be offset by FRL reimbursement. |
| Transportation | | 7,313 | 7,313 | 7,313 | 7,313 | 7,313 | 7,313 | 7,313 | 7,313 | 7,313 | 7,313 | 7,313 | 73,125 | \$250 | 65% | Assuming ridership of 80% beyond 1 miles from school; 65% total. |
| Technology (computers, etc.) | 102,500 | | | | | | | | | | | | 102,500 | \$400 | 250 | Computer and supplies, per student. |
| Software Subscriptions | 18,450 | | | | | | | | | | | | 18,450 | \$40 | 450 | Per student, annually. |
| Student Activities | 2,135 | 2,135 | 2,135 | 2,135 | 2,135 | 2,135 | 2,135 | 2,135 | 2,135 | 2,135 | 2,135 | 2,135 | 25,625 | \$100 | 250 | Student activities (Homecoming, Prom, etc.) in grades 7 through 12. |
| Uniforms | | | | | | | | | | | | | 50,800 | \$100 | 508 | Per student/staff, annually. |
| Depreciation Expense | | | | | | | | | | | | | | | | |
| Total Operating Expense | 590,788 | 454,151 | 437,812 | 511,238 | 438,726 | 425,914 | 428,414 | 425,914 | 431,863 | 428,414 | 438,726 | 728,151 | 5,740,110 | | | |
| Net Operating Income | -587,038 | -450,401 | 529,270 | -502,088 | -429,576 | 656,121 | -419,264 | 541,169 | -365,237 | -419,264 | -429,576 | 296,407 | -1,579,477 | | | |
| Other Income | | | | | | | | | | | | | | | | |
| Interest Income | | | | | | | | | | | | | 0 | | | |
| Total Other Income | | | | | | | | | | | | | 0 | | | |
| Net Income | -587,038 | -450,401 | 529,270 | -502,088 | -429,576 | 656,121 | -419,264 | 541,169 | -365,237 | -419,264 | -429,576 | 296,407 | -1,579,477 | | | |
| Cashflow | -587,038 | -1,037,439 | -508,168 | -1,010,256 | -1,439,833 | -783,712 | -1,202,976 | -661,807 | -1,027,044 | -1,446,308 | -1,875,884 | -1,579,477 | | | | |
| Contingency | | | | | | | | | | | | | | | | |
| Net Operating Income @ 85% | -587,038 | -450,401 | 384,208 | -502,088 | -429,576 | 493,815 | -428,414 | 396,106 | -365,237 | -419,264 | -429,576 | 142,724 | -2,194,740 | | | Assuming we only hit 85% of student enrollment, this would be our net income and cashflow, as a result. |
| Cashflow @ 85% | -587,038 | -1,037,439 | -653,231 | -1,155,319 | -1,584,895 | -1,091,079 | -1,519,493 | -1,123,387 | -1,488,624 | -1,907,888 | -2,337,464 | -2,194,740 | -2,194,740 | | | |

| The Lincoln Academy - Year Three | July | August | September | October | November | December | January | February | March | April | May | June | FY202X | Rate | Multiplier | Notes & Outstanding Questions |
|--|----------|------------|-----------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|---------|------------|---|
| Revenue | | | | | | | | | | | | | | | | |
| IDEA Basic Entitlement | | | | | | 141,685 | | | 70,842 | | | 70,842 | 283,370 | 6.0% | | Average federal allotment, per qualifying student. |
| State Aid | | | 1,180,708 | | | 1,180,708 | | 1,180,708 | | | | 1,180,708 | 4,722,830 | | | Per WI Statute 2019-2020; see enrollment tab for details. |
| FRL Reimbursement | | | | | | | | | | | | | | | | Assuming it will be a wash with expenses. |
| Supplement #2 | | | | | | | | | | | | | | | | If supplements were/become available. |
| Supplement #3 | | | | | | | | | | | | | | | | If supplements were/become available. |
| Fees - Athletics | | | 1,650 | 1,650 | 1,650 | 1,650 | 1,650 | 1,650 | 1,650 | 1,650 | 1,650 | 1,650 | 16,500 | \$100 | 30% | Per student, assuming 30% participation in grades 7 through 12. |
| Fees - Extra-curricular: Non-athletics | | | 3,300 | 3,300 | 3,300 | 3,300 | 3,300 | 3,300 | 3,300 | 3,300 | 3,300 | 3,300 | 33,000 | \$100 | 60% | Per student, assuming 30% participation in grades 7 through 12. |
| Fees-Other | | | 1,650 | 1,650 | 1,650 | 1,650 | 1,650 | 1,650 | 1,650 | 1,650 | 1,650 | 1,650 | 16,500 | \$50 | 60% | Per student, assuming 30% participation in grades 7 through 12. |
| Community & School Fundraising | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 55,000 | \$100 | 550 | Fundraising, assuming \$100 per student. |
| Contributions & Gifts | | | | | | | | | | | | | | | | Major Donor Support |
| Total Operating Revenue | 4,583 | 4,583 | 1,191,891 | 11,183 | 11,183 | 1,333,576 | 11,183 | 1,191,891 | 82,026 | 11,183 | 11,183 | 1,262,733 | 5,127,200 | | | |
| Expense | | | | | | | | | | | | | | | | |
| Salaries & Wages | 338,625 | 338,625 | 338,625 | 338,625 | 338,625 | 338,625 | 338,625 | 338,625 | 338,625 | 338,625 | 338,625 | 338,625 | 4,063,496 | | | All employees from Staffing tab + COLA. |
| Hourly Wages | | | | | | | | | | | | | | | | Some staff could be converted to hourly. |
| Overtime | | | | | | | | | | | | | | | | |
| Performance Pay | | | | | | | | | | | | 406,350 | 406,350 | 10% | | Bonus structure. |
| Stipends | | | 12,190 | 12,190 | 12,190 | 12,190 | 12,190 | 12,190 | 12,190 | 12,190 | 12,190 | 12,190 | 121,905 | 3% | | Professional development or classroom improvements. |
| Employee Insurance | 63,661 | 63,661 | 63,661 | 63,661 | 63,661 | 63,661 | 63,661 | 63,661 | 63,661 | 63,661 | 63,661 | 63,661 | 763,937 | 18.8% | | Industry standard. |
| FICA Tax | 29,460 | 29,460 | 29,460 | 29,460 | 29,460 | 29,460 | 29,460 | 29,460 | 29,460 | 29,460 | 29,460 | 29,460 | 353,524 | 8.7% | | Industry standard. |
| Retirement Plan | 16,931 | 16,931 | 16,931 | 16,931 | 16,931 | 16,931 | 16,931 | 16,931 | 16,931 | 16,931 | 16,931 | 16,931 | 203,175 | 5.0% | | 403(b) matched to 5% |
| Unemployment Tax | 339 | 339 | 339 | 339 | 339 | 339 | 339 | 339 | 339 | 339 | 339 | 339 | 4,063 | 0.1% | | Industry standard. |
| Workers' Compensation | 1,016 | 1,016 | 1,016 | 1,016 | 1,016 | 1,016 | 1,016 | 1,016 | 1,016 | 1,016 | 1,016 | 1,016 | 12,190 | 0.3% | | Industry standard. |
| Other Professional Services | 5,079 | 5,079 | 5,079 | 5,079 | 5,079 | 5,079 | 5,079 | 5,079 | 5,079 | 5,079 | 5,079 | 5,079 | 60,952 | 1.5% | | Accounting, payroll, etc. |
| IT Support Services | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 20,000 | | | Internet, phone, etc. |
| Management Services Fee | | | | | | | | | | | | | | | | Fee to parent company, if applicable. |
| Auditing & Accounting Services | | 26,250 | | | 13,125 | | | | | | 13,125 | | 52,500 | | | Industry standard. |
| Legal Services | 1,751 | 1,751 | 1,751 | 1,751 | 1,751 | 1,751 | 1,751 | 1,751 | 1,751 | 1,751 | 1,751 | 1,751 | 21,013 | | | |
| Faculty Professional Development - General | 16,000 | 16,000 | 16,000 | 8,000 | | | | | 8,000 | | | | 64,000 | 1.5% | | Industry standard for high-performing and rigorous instruction. |
| Utilities - Electric | 5,607 | 5,607 | 5,607 | 5,607 | 5,607 | 5,607 | 5,607 | 5,607 | 5,607 | 5,607 | 5,607 | 5,607 | 67,284 | 9.1% | | Industry standard, based off required amount of sq/ft being used. |
| Utilities - Water | 1,207 | 1,207 | 1,207 | 1,207 | 1,207 | 1,207 | 1,207 | 1,207 | 1,207 | 1,207 | 1,207 | 1,207 | 14,479 | 2.0% | | Industry standard, based off required amount of sq/ft being used. |
| Waste Management | 207 | 207 | 207 | 207 | 207 | 207 | 207 | 207 | 207 | 207 | 207 | 207 | 2,487 | 0.3% | | Industry standard, based off required amount of sq/ft being used. |
| Cleaning Services | 5,738 | 5,738 | 5,738 | 5,738 | 5,738 | 5,738 | 5,738 | 5,738 | 5,738 | 5,738 | 5,738 | 5,738 | 68,860 | 9.4% | | Industry standard, based off required amount of sq/ft being used. |
| Pest Control | 128 | 128 | 128 | 128 | 128 | 128 | 128 | 128 | 128 | 128 | 128 | 128 | 1,533 | 0.2% | | Industry standard, based off required amount of sq/ft being used. |
| Landscaping Services | 2,145 | 2,145 | 2,145 | 2,145 | 2,145 | 2,145 | 2,145 | 2,145 | 2,145 | 2,145 | 2,145 | 2,145 | 25,740 | 3.5% | | Industry standard, based off required amount of sq/ft being used. |
| Repairs & Maintenance | 1,647 | 1,647 | 1,647 | 1,647 | 1,647 | 1,647 | 1,647 | 1,647 | 1,647 | 1,647 | 1,647 | 1,647 | 19,759 | 2.7% | | Industry standard, based off required amount of sq/ft being used. |
| Building Lease | 61,286 | | | | | | | | | | | | | | | |
| Comprehensive Business Insurance | | | | 78,797 | | | | | | | | | 78,797 | | | D&O, comprehensive insurance, etc. |
| Security System | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 21,000 | | | Monthly service. |
| Facilities Supplies | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 10,500 | | | Monthly service. |
| Other Purchased Services | 6,129 | 6,129 | 6,129 | 6,129 | 6,129 | 6,129 | 6,129 | 6,129 | 6,129 | 6,129 | 6,129 | 6,129 | 73,544 | 10% | | Annual T&I to facility. |
| Telephone | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 12,502 | 1.7% | | Industry standard. |
| Marketing/Advertising | 1,839 | 1,839 | 1,839 | 1,839 | 1,839 | 1,839 | 1,839 | 1,839 | 1,839 | 1,839 | 1,839 | 1,839 | 22,063 | 3.0% | | |
| Fundraising | 2,500 | | 2,500 | | | | 2,500 | | 2,500 | | | | 10,000 | | | Consulting fees for fund development. |
| Photo Copying | 1,287 | 1,287 | 1,287 | 1,287 | 1,287 | 1,287 | 1,287 | 1,287 | 1,287 | 1,287 | 1,287 | 1,287 | 15,444 | 2% | | Industry standard. |
| Supplies | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 86,625 | \$150 | 550 | Industry standard. |
| Textbooks | 57,750 | | | | | | | | | | | | 57,750 | \$100 | 550 | Per student |
| Athletic Equipment | 1,969 | 1,969 | 1,969 | 1,969 | 1,969 | 1,969 | 1,969 | 1,969 | 1,969 | 1,969 | 1,969 | 1,969 | 23,625 | \$250 | 30% | Per participating student, per sport, in grades 7 through 12. |
| Athletic Uniforms | 591 | 591 | 591 | 591 | 591 | 591 | 591 | 591 | 591 | 591 | 591 | 591 | 7,088 | \$75 | 30% | Per participating student, per sport, in grades 7 through 12. |
| Athletic Official Fees | 109 | 109 | 109 | 109 | 109 | 109 | 109 | 109 | 109 | 109 | 109 | 109 | 1,313 | \$10 | 125 | Per event, per sport. |
| Athletic Participation Fees | 118 | 118 | 118 | 118 | 118 | 118 | 118 | 118 | 118 | 118 | 118 | 118 | 1,418 | \$15 | 30% | Per participating student, per sport, in grades 7 through 12. |
| Athletic Transportation Fees | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 19,688 | \$150 | 125 | Per event, per sport. |
| Athletic Gym/Field Rental | | | | | | | | | | | | | | | | High probability of being needed, depending on facility. |
| Statewide Participation Fees | | | | | | | | | | | | | | | | |
| General Athletics | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 10,500 | \$100 | 100 | Per student, annually, in grades 7 through 12. |
| Extra Curricular - Non Athletics | 10,938 | 10,938 | 10,938 | 10,938 | 10,938 | 10,938 | 10,938 | 10,938 | 10,938 | 10,938 | 10,938 | 10,938 | 131,250 | \$200 | 250% | Band, Art, Choir, etc. Per participating student, per activity, in grades 7 through 12. |
| Civic Service Projects | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 86,625 | \$150 | 300 | Per student, annually, in grades 7 through 12. |
| Community Service Partnerships | 2,188 | 2,188 | 2,188 | 2,188 | 2,188 | 2,188 | 2,188 | 2,188 | 2,188 | 2,188 | 2,188 | 2,188 | 26,250 | \$2,500 | 10 | Per partner, annually. |
| Internet/Networking | 1,575 | 1,575 | 1,575 | 1,575 | 1,575 | 1,575 | 1,575 | 1,575 | 1,575 | 1,575 | 1,575 | 1,575 | 18,900 | \$1,500 | | Monthly service. |
| Food Service | | | | | | | | | | | | | | | | Assuming all food expenses will be offset by FRL reimbursement. |
| Transportation | | 8,938 | 8,938 | 8,938 | 8,938 | 8,938 | 8,938 | 8,938 | 8,938 | 8,938 | 8,938 | 8,938 | 89,375 | \$250 | 65% | Assuming ridership of 80% beyond 1 miles from school; 65% total. |
| Technology (computers, etc.) | 126,000 | | | | | | | | | | | | 126,000 | \$400 | 300 | Computer and supplies, per student. |
| Software Subscriptions | 23,100 | | | | | | | | | | | | 23,100 | \$40 | 550 | Per student, annually. |
| Student Activities | 6,563 | 6,563 | 6,563 | 6,563 | 6,563 | 6,563 | 6,563 | 6,563 | 6,563 | 6,563 | 6,563 | 6,563 | 78,750 | \$250 | 300 | Dual enrollment; student activities (Homecoming, Prom, etc.) in grades 7 through 12. |
| Uniforms | | | | | | | | | | | | | 62,500 | \$100 | 625 | Per student/staff, annually. |
| Depreciation Expense | | | | | | | | | | | | | | | | |
| Total Operating Expense | 815,321 | 579,872 | 565,812 | 639,109 | 562,937 | 549,812 | 552,312 | 549,812 | 557,812 | 552,312 | 562,937 | 947,225 | 7,435,276 | | | |
| Net Operating Income | -810,738 | -575,289 | 626,078 | -627,926 | -551,754 | 783,763 | -541,129 | 642,078 | -475,787 | -541,129 | -551,754 | 315,509 | -2,308,076 | | | |
| Other Income | | | | | | | | | | | | | | | | |
| Interest Income | | | | | | | | | | | | | 0 | | | |
| Total Other Income | | | | | | | | | | | | | 0 | | | |
| Net Income | -810,738 | -575,289 | 626,078 | -627,926 | -551,754 | 783,763 | -541,129 | 642,078 | -475,787 | -541,129 | -551,754 | 315,509 | -2,308,076 | | | |
| Cashflow | -810,738 | -1,386,026 | -759,948 | -1,387,874 | -1,939,628 | -1,155,865 | -1,696,994 | -1,054,915 | -1,530,702 | -2,071,831 | -2,623,585 | -2,308,076 | | | | |
| Contingency | | | | | | | | | | | | | | | | |
| Net Operating Income @ 85% | -810,738 | -575,289 | 506,889 | -627,926 | -551,754 | 650,406 | -552,312 | 522,889 | -475,787 | -541,129 | -551,754 | 189,235 | -2,817,269 | | | |
| Cashflow @ 85% | -810,738 | -1,386,026 | -879,137 | -1,507,063 | -2,058,817 | -1,408,411 | -1,960,724 | -1,437,834 | -1,913,621 | -2,454,750 | -3,006,504 | -2,817,269 | -2,817,269 | | | Assuming we only hit 85% of student enrollment, this would be our net income and cashflow, as a result. |

| The Lincoln Academy - Year Four | July | August | September | October | November | December | January | February | March | April | May | June | FY202X | Rate | Multiplier | Notes & Outstanding Questions |
|--|----------|------------|-----------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|---------|------------|---|
| Revenue | | | | | | | | | | | | | | | | |
| IDEA Basic Entitlement | | | | | | 168,418 | | | 84,209 | | | 84,209 | 336,836 | 6.0% | | Average federal allotment, per qualifying student. |
| State Aid | | | 1,403,483 | | | 1,403,483 | | 1,403,483 | | | | 1,403,483 | 5,613,930 | | | Per WI Statute 2019-2020; see enrollment tab for details. |
| FRL Reimbursement | | | | | | | | | | | | | | | | Assuming it will be a wash with expenses. |
| Supplement #2 | | | | | | | | | | | | | | | | If supplements were/become available. |
| Supplement #3 | | | | | | | | | | | | | | | | If supplements were/become available. |
| Fees - Athletics | | | 1,950 | 1,950 | 1,950 | 1,950 | 1,950 | 1,950 | 1,950 | 1,950 | 1,950 | 1,950 | 19,500 | \$100 | 30% | Per student, assuming 30% participation in grades 7 through 12. |
| Fees - Extra-curricular: Non-athletics | | | 3,900 | 3,900 | 3,900 | 3,900 | 3,900 | 3,900 | 3,900 | 3,900 | 3,900 | 3,900 | 39,000 | \$100 | 60% | Per student, assuming 30% participation in grades 7 through 12. |
| Fees-Other | | | 1,950 | 1,950 | 1,950 | 1,950 | 1,950 | 1,950 | 1,950 | 1,950 | 1,950 | 1,950 | 19,500 | \$50 | 60% | Per student, assuming 30% participation in grades 7 through 12. |
| Community & School Fundraising | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 65,000 | \$100 | 650 | Fundraising, assuming \$100 per student. |
| Contributions & Gifts | | | | | | | | | | | | | | | | Major Donor Support |
| Total Operating Revenue | 5,417 | 5,417 | 1,416,699 | 13,217 | 13,217 | 1,585,117 | 13,217 | 1,416,699 | 97,426 | 13,217 | 13,217 | 1,500,908 | 6,093,766 | | | |
| Expense | | | | | | | | | | | | | | | | |
| Salaries & Wages | 385,000 | 385,000 | 385,000 | 385,000 | 385,000 | 385,000 | 385,000 | 385,000 | 385,000 | 385,000 | 385,000 | 385,000 | 4,619,996 | | | All employees from Staffing tab + COLA. |
| Hourly Wages | | | | | | | | | | | | | | | | Some staff could be converted to hourly. |
| Overtime | | | | | | | | | | | | | | | | |
| Performance Pay | | | | | | | | | | | | 462,000 | 462,000 | 10% | | Bonus structure. |
| Stipends | | | | | | | | | | | | | 138,600 | 3% | | Professional development or classroom improvements. |
| Employee Insurance | 72,380 | 72,380 | 13,860 | 72,380 | 72,380 | 13,860 | 72,380 | 72,380 | 72,380 | 13,860 | 72,380 | 72,380 | 868,559 | 18.8% | | Industry standard. |
| FICA Tax | 33,495 | 33,495 | 33,495 | 33,495 | 33,495 | 33,495 | 33,495 | 33,495 | 33,495 | 33,495 | 33,495 | 33,495 | 401,940 | 8.7% | | Industry standard. |
| Retirement Plan | 19,250 | 19,250 | 19,250 | 19,250 | 19,250 | 19,250 | 19,250 | 19,250 | 19,250 | 19,250 | 19,250 | 19,250 | 231,000 | 5.0% | | 403(b) matched to 5% |
| Unemployment Tax | 385 | 385 | 385 | 385 | 385 | 385 | 385 | 385 | 385 | 385 | 385 | 385 | 4,620 | 0.1% | | Industry standard. |
| Workers' Compensation | 1,155 | 1,155 | 1,155 | 1,155 | 1,155 | 1,155 | 1,155 | 1,155 | 1,155 | 1,155 | 1,155 | 1,155 | 13,860 | 0.3% | | Industry standard. |
| Other Professional Services | 5,775 | 5,775 | 5,775 | 5,775 | 5,775 | 5,775 | 5,775 | 5,775 | 5,775 | 5,775 | 5,775 | 5,775 | 69,300 | 1.5% | | Accounting, payroll, etc. |
| IT Support Services | 1,667 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 20,000 | | | Internet, phone, etc. |
| Management Services Fee | | | | | | | | | | | | | | | | Fee to parent company, if applicable. |
| Auditing & Accounting Services | | 26,250 | | | 13,125 | | | | | | 13,125 | | 52,500 | | | Industry standard. |
| Legal Services | 1,795 | 1,795 | 1,795 | 1,795 | 1,795 | 1,795 | 1,795 | 1,795 | 1,795 | 1,795 | 1,795 | 1,795 | 21,538 | | | |
| Faculty Professional Development - General | 18,191 | 18,191 | 18,191 | 9,096 | | | | 9,096 | | | | | 72,765 | 1.5% | | Industry standard for high-performing and rigorous instruction. |
| Utilities - Electric | 5,747 | 5,747 | 5,747 | 5,747 | 5,747 | 5,747 | 5,747 | 5,747 | 5,747 | 5,747 | 5,747 | 5,747 | 68,966 | 9.1% | | Industry standard, based off required amount of sq/ft being used. |
| Utilities - Water | 1,237 | 1,237 | 1,237 | 1,237 | 1,237 | 1,237 | 1,237 | 1,237 | 1,237 | 1,237 | 1,237 | 1,237 | 14,841 | 2.0% | | Industry standard, based off required amount of sq/ft being used. |
| Waste Management | 212 | 212 | 212 | 212 | 212 | 212 | 212 | 212 | 212 | 212 | 212 | 212 | 2,549 | 0.3% | | Industry standard, based off required amount of sq/ft being used. |
| Cleaning Services | 5,882 | 5,882 | 5,882 | 5,882 | 5,882 | 5,882 | 5,882 | 5,882 | 5,882 | 5,882 | 5,882 | 5,882 | 70,581 | 9.4% | | Industry standard, based off required amount of sq/ft being used. |
| Pest Control | 131 | 131 | 131 | 131 | 131 | 131 | 131 | 131 | 131 | 131 | 131 | 131 | 1,571 | 0.2% | | Industry standard, based off required amount of sq/ft being used. |
| Landscaping Services | 2,199 | 2,199 | 2,199 | 2,199 | 2,199 | 2,199 | 2,199 | 2,199 | 2,199 | 2,199 | 2,199 | 2,199 | 26,384 | 3.5% | | Industry standard, based off required amount of sq/ft being used. |
| Repairs & Maintenance | 1,688 | 1,688 | 1,688 | 1,688 | 1,688 | 1,688 | 1,688 | 1,688 | 1,688 | 1,688 | 1,688 | 1,688 | 20,253 | 2.7% | | Industry standard, based off required amount of sq/ft being used. |
| Building Lease | | | | | | | | | | | | | | | | |
| Comprehensive Business Insurance | | | | 80,767 | | | | | | | | | 80,767 | | | D&O, comprehensive insurance, etc. |
| Security System | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 21,000 | | | Monthly service. |
| Facilities Supplies | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 10,500 | | | Monthly service. |
| Other Purchased Services | 6,282 | 6,282 | 6,282 | 6,282 | 6,282 | 6,282 | 6,282 | 6,282 | 6,282 | 6,282 | 6,282 | 6,282 | 75,382 | 10% | | Annual T&I to facility. |
| Telephone | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 12,815 | 1.7% | | Industry standard. |
| Marketing/Advertising | 1,256 | 1,256 | 1,256 | 1,256 | 1,256 | 1,256 | 1,256 | 1,256 | 1,256 | 1,256 | 1,256 | 1,256 | 15,076 | 2.0% | | |
| Fundraising | 2,500 | | 2,500 | | | 2,500 | | | 2,500 | | | | 10,000 | | | Consulting fees for fund development. |
| Photo Copying | 1,319 | 1,319 | 1,319 | 1,319 | 1,319 | 1,319 | 1,319 | 1,319 | 1,319 | 1,319 | 1,319 | 1,319 | 15,830 | 2% | | Industry standard. |
| Supplies | 8,531 | 8,531 | 8,531 | 8,531 | 8,531 | 8,531 | 8,531 | 8,531 | 8,531 | 8,531 | 8,531 | 8,531 | 102,375 | \$150 | 650 | Industry standard. |
| Textbooks | 68,250 | | | | | | | | | | | | 68,250 | \$100 | 650 | Per student |
| Athletic Equipment | 1,969 | 1,969 | 1,969 | 1,969 | 1,969 | 1,969 | 1,969 | 1,969 | 1,969 | 1,969 | 1,969 | 1,969 | 23,625 | \$250 | 30% | Per participating student, per sport, in grades 7 through 12. |
| Athletic Uniforms | 591 | 591 | 591 | 591 | 591 | 591 | 591 | 591 | 591 | 591 | 591 | 591 | 7,088 | \$75 | 30% | Per participating student, per sport, in grades 7 through 12. |
| Athletic Official Fees | 109 | 109 | 109 | 109 | 109 | 109 | 109 | 109 | 109 | 109 | 109 | 109 | 1,313 | \$10 | 125 | Per event, per sport. |
| Athletic Participation Fees | 118 | 118 | 118 | 118 | 118 | 118 | 118 | 118 | 118 | 118 | 118 | 118 | 1,418 | \$15 | 30% | Per participating student, per sport, in grades 7 through 12. |
| Athletic Transportation Fees | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 19,688 | \$150 | 125 | Per event, per sport. |
| Athletic Gym/Field Rental | | | | | | | | | | | | | | | | High probability of being needed, depending on facility. |
| Statewide Participation Fees | | | | | | | | | | | | | | | | |
| General Athletics | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 10,500 | \$100 | 100 | Per student, annually, in grades 7 through 12. |
| Extra Curricular - Non Athletics | 10,938 | 10,938 | 10,938 | 10,938 | 10,938 | 10,938 | 10,938 | 10,938 | 10,938 | 10,938 | 10,938 | 10,938 | 131,250 | \$200 | 250% | Band, Art, Choir, etc. Per participating student, per activity, in grades 7 through 12. |
| Civic Service Projects | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 86,625 | \$150 | 300 | Per student, annually, in grades 7 through 12. |
| Community Service Partnerships | 2,188 | 2,188 | 2,188 | 2,188 | 2,188 | 2,188 | 2,188 | 2,188 | 2,188 | 2,188 | 2,188 | 2,188 | 26,250 | \$2,500 | 10 | Per partner, annually. |
| Internet/Networking | 1,575 | 1,575 | 1,575 | 1,575 | 1,575 | 1,575 | 1,575 | 1,575 | 1,575 | 1,575 | 1,575 | 1,575 | 18,900 | \$1,500 | | Monthly service. |
| Food Service | | | | | | | | | | | | | | | | Assuming all food expenses will be offset by FRL reimbursement. |
| Transportation | | 10,563 | 10,563 | 10,563 | 10,563 | 10,563 | 10,563 | 10,563 | 10,563 | 10,563 | 10,563 | 10,563 | 105,625 | \$250 | 65% | Assuming ridership of 80% beyond 1 miles from school; 65% total. |
| Technology (computers, etc.) | 126,000 | | | | | | | | | | | | 126,000 | \$400 | 300 | Computer and supplies, per student. |
| Software Subscriptions | 27,300 | | | | | | | | | | | | 27,300 | \$40 | 650 | Per student, annually. |
| Student Activities | 7,875 | 7,875 | 7,875 | 7,875 | 7,875 | 7,875 | 7,875 | 7,875 | 7,875 | 7,875 | 7,875 | 7,875 | 94,500 | \$300 | 300 | Dual enrollment; student activities (Homecoming, Prom, etc.) in grades 7 through 12. |
| Uniforms | | | | | | | | | | | | | 72,500 | \$100 | 725 | Per student/staff, annually. |
| Depreciation Expense | | | | | | | | | | | | | | | | |
| Total Operating Expense | 835,943 | 648,288 | 635,898 | 710,070 | 630,832 | 617,707 | 620,207 | 617,707 | 626,803 | 620,207 | 630,832 | 1,069,144 | 8,263,639 | | | |
| Net Operating Income | -830,526 | -642,872 | 780,801 | -696,853 | -617,616 | 967,410 | -606,991 | 798,992 | -529,377 | -606,991 | -617,616 | 431,764 | -2,169,873 | | | |
| Other Income | | | | | | | | | | | | | | | | |
| Interest Income | | | | | | | | | | | | | 0 | | | |
| Total Other Income | | | | | | | | | | | | | 0 | | | |
| Net Income | -830,526 | -642,872 | 780,801 | -696,853 | -617,616 | 967,410 | -606,991 | 798,992 | -529,377 | -606,991 | -617,616 | 431,764 | -2,169,873 | | | |
| Cashflow | -830,526 | -1,473,398 | -692,597 | -1,389,450 | -2,007,065 | -1,039,656 | -1,646,646 | -847,654 | -1,377,031 | -1,984,022 | -2,601,637 | -2,169,873 | | | | |
| Contingency | | | | | | | | | | | | | | | | |
| Net Operating Income @ 85% | -830,526 | -642,872 | 681,632 | -696,853 | -617,616 | 856,452 | -620,207 | 699,823 | -529,377 | -606,991 | -617,616 | 326,700 | -2,597,450 | | | Assuming we only hit 85% of student enrollment, this would be our net income and cashflow, as a result. |
| Cashflow @ 85% | -830,526 | -1,473,398 | -791,766 | -1,488,619 | -2,106,234 | -1,249,783 | -1,869,990 | -1,170,167 | -1,699,544 | -2,306,534 | -2,924,150 | -2,597,450 | -2,597,450 | | | |

| The Lincoln Academy - Year Five | July | August | September | October | November | December | January | February | March | April | May | June | FY202X | Rate | Multiplier | Notes & Outstanding Questions |
|--|----------|------------|-----------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|---------|------------|---|
| Revenue | | | | | | | | | | | | | | | | |
| IDEA Basic Entitlement | | | | | | 181,784 | | | 90,892 | | | 90,892 | 363,569 | 6.0% | | Average federal allotment, per qualifying student. |
| State Aid | | | 1,514,870 | | | 1,514,870 | | 1,514,870 | | | | 1,514,870 | 6,059,480 | | | Per WI Statute 2019-2020; see enrollment tab for details. |
| FRL Reimbursement | | | | | | | | | | | | | | | | Assuming it will be a wash with expenses. |
| Supplement #2 | | | | | | | | | | | | | | | | If supplements were/become available. |
| Supplement #3 | | | | | | | | | | | | | | | | If supplements were/become available. |
| Fees - Athletics | | | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 | 21,000 | \$100 | 30% | Per student, assuming 30% participation in grades 7 through 12. |
| Fees - Extra-curricular: Non-athletics | | | 4,200 | 4,200 | 4,200 | 4,200 | 4,200 | 4,200 | 4,200 | 4,200 | 4,200 | 4,200 | 42,000 | \$100 | 60% | Per student, assuming 30% participation in grades 7 through 12. |
| Fees-Other | | | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 | 21,000 | \$50 | 60% | Per student, assuming 30% participation in grades 7 through 12. |
| Community & School Fundraising | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 70,000 | \$100 | 700 | Fundraising, assuming \$100 per student. |
| Contributions & Gifts | | | | | | | | | | | | | | | | Major Donor Support |
| Total Operating Revenue | 5,833 | 5,833 | 1,529,103 | 14,233 | 14,233 | 1,710,888 | 14,233 | 1,529,103 | 105,126 | 14,233 | 14,233 | 1,619,996 | 6,577,049 | | | |
| Expense | | | | | | | | | | | | | | | | |
| Salaries & Wages | 397,250 | 397,250 | 397,250 | 397,250 | 397,250 | 397,250 | 397,250 | 397,250 | 397,250 | 397,250 | 397,250 | 397,250 | 4,766,996 | | | All employees from Staffing tab + COLA. |
| Hourly Wages | | | | | | | | | | | | | | | | Some staff could be converted to hourly. |
| Overtime | | | | | | | | | | | | | | | | |
| Performance Pay | | | | | | | | | | | | 476,700 | 476,700 | 10% | | Bonus structure. |
| Stipends | | | 14,301 | 14,301 | 14,301 | 14,301 | 14,301 | 14,301 | 14,301 | 14,301 | 14,301 | 14,301 | 143,010 | 3% | | Professional development or classroom improvements. |
| Employee Insurance | 74,683 | 74,683 | 74,683 | 74,683 | 74,683 | 74,683 | 74,683 | 74,683 | 74,683 | 74,683 | 74,683 | 74,683 | 896,195 | 18.8% | | Industry standard. |
| FICA Tax | 34,561 | 34,561 | 34,561 | 34,561 | 34,561 | 34,561 | 34,561 | 34,561 | 34,561 | 34,561 | 34,561 | 34,561 | 414,729 | 8.7% | | Industry standard. |
| Retirement Plan | 19,862 | 19,862 | 19,862 | 19,862 | 19,862 | 19,862 | 19,862 | 19,862 | 19,862 | 19,862 | 19,862 | 19,862 | 238,350 | 5.0% | | 403(b) matched to 5% |
| Unemployment Tax | 397 | 397 | 397 | 397 | 397 | 397 | 397 | 397 | 397 | 397 | 397 | 397 | 4,767 | 0.1% | | Industry standard. |
| Workers' Compensation | 1,192 | 1,192 | 1,192 | 1,192 | 1,192 | 1,192 | 1,192 | 1,192 | 1,192 | 1,192 | 1,192 | 1,192 | 14,301 | 0.3% | | Industry standard. |
| Other Professional Services | 5,959 | 5,959 | 5,959 | 5,959 | 5,959 | 5,959 | 5,959 | 5,959 | 5,959 | 5,959 | 5,959 | 5,959 | 71,505 | 1.5% | | Accounting, payroll, etc. |
| IT Support Services | 1,250 | 1,667 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 20,000 | | | Internet, phone, etc. |
| Management Services Fee | | | | | | | | | | | | | | | | Fee to parent company, if applicable. |
| Auditing & Accounting Services | | 26,250 | | | 13,125 | | | | | | | 13,125 | 52,500 | | | Industry standard. |
| Legal Services | 1,840 | 1,840 | 1,840 | 1,840 | 1,840 | 1,840 | 1,840 | 1,840 | 1,840 | 1,840 | 1,840 | 1,840 | 22,076 | | | |
| Faculty Professional Development - General | 18,770 | 18,770 | 18,770 | 9,385 | | | | | 9,385 | | | | 75,080 | 1.5% | | Industry standard for high-performing and rigorous instruction. |
| Utilities - Electric | 5,891 | 5,891 | 5,891 | 5,891 | 5,891 | 5,891 | 5,891 | 5,891 | 5,891 | 5,891 | 5,891 | 5,891 | 70,690 | 9.1% | | Industry standard, based off required amount of sq/ft being used. |
| Utilities - Water | 1,268 | 1,268 | 1,268 | 1,268 | 1,268 | 1,268 | 1,268 | 1,268 | 1,268 | 1,268 | 1,268 | 1,268 | 15,212 | 2.0% | | Industry standard, based off required amount of sq/ft being used. |
| Waste Management | 218 | 218 | 218 | 218 | 218 | 218 | 218 | 218 | 218 | 218 | 218 | 218 | 2,613 | 0.3% | | Industry standard, based off required amount of sq/ft being used. |
| Cleaning Services | 6,029 | 6,029 | 6,029 | 6,029 | 6,029 | 6,029 | 6,029 | 6,029 | 6,029 | 6,029 | 6,029 | 6,029 | 72,346 | 9.4% | | Industry standard, based off required amount of sq/ft being used. |
| Pest Control | 134 | 134 | 134 | 134 | 134 | 134 | 134 | 134 | 134 | 134 | 134 | 134 | 1,611 | 0.2% | | Industry standard, based off required amount of sq/ft being used. |
| Landscaping Services | 2,254 | 2,254 | 2,254 | 2,254 | 2,254 | 2,254 | 2,254 | 2,254 | 2,254 | 2,254 | 2,254 | 2,254 | 27,043 | 3.5% | | Industry standard, based off required amount of sq/ft being used. |
| Repairs & Maintenance | 1,730 | 1,730 | 1,730 | 1,730 | 1,730 | 1,730 | 1,730 | 1,730 | 1,730 | 1,730 | 1,730 | 1,730 | 20,760 | 2.7% | | Industry standard, based off required amount of sq/ft being used. |
| Building Lease | | | | | | | | | | | | | | | | |
| Comprehensive Business Insurance | | | | 82,786 | | | | | | | | | 82,786 | | | D&O, comprehensive insurance, etc. |
| Security System | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 21,000 | | | Monthly service. |
| Facilities Supplies | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 10,500 | | | Monthly service. |
| Other Purchased Services | 6,439 | 6,439 | 6,439 | 6,439 | 6,439 | 6,439 | 6,439 | 6,439 | 6,439 | 6,439 | 6,439 | 6,439 | 77,267 | 10% | | Annual T&I to facility. |
| Telephone | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 595 | 13,135 | 1.7% | | Industry standard. |
| Marketing/Advertising | 1,288 | 1,288 | 1,288 | 1,288 | 1,288 | 1,288 | 1,288 | 1,288 | 1,288 | 1,288 | 1,288 | 1,288 | 15,453 | 2.0% | | |
| Fundraising | 2,500 | | 2,500 | | | | | 2,500 | | | | 2,500 | 10,000 | | | Consulting fees for fund development. |
| Photo Copying | 1,352 | 1,352 | 1,352 | 1,352 | 1,352 | 1,352 | 1,352 | 1,352 | 1,352 | 1,352 | 1,352 | 1,352 | 16,226 | 2% | | Industry standard. |
| Supplies | 9,188 | 9,188 | 9,188 | 9,188 | 9,188 | 9,188 | 9,188 | 9,188 | 9,188 | 9,188 | 9,188 | 9,188 | 110,250 | \$150 | 700 | Industry standard. |
| Textbooks | 73,500 | | | | | | | | | | | | 73,500 | \$100 | 700 | Per student |
| Athletic Equipment | 1,969 | 1,969 | 1,969 | 1,969 | 1,969 | 1,969 | 1,969 | 1,969 | 1,969 | 1,969 | 1,969 | 1,969 | 23,625 | \$250 | 30% | Per participating student, per sport, in grades 7 through 12. |
| Athletic Uniforms | 591 | 591 | 591 | 591 | 591 | 591 | 591 | 591 | 591 | 591 | 591 | 591 | 7,088 | \$75 | 30% | Per participating student, per sport, in grades 7 through 12. |
| Athletic Official Fees | 109 | 109 | 109 | 109 | 109 | 109 | 109 | 109 | 109 | 109 | 109 | 109 | 1,313 | \$10 | 125 | Per event, per sport. |
| Athletic Participation Fees | 118 | 118 | 118 | 118 | 118 | 118 | 118 | 118 | 118 | 118 | 118 | 118 | 1,418 | \$15 | 30% | Per participating student, per sport, in grades 7 through 12. |
| Athletic Transportation Fees | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 1,641 | 19,688 | \$150 | 125 | Per event, per sport. |
| Athletic Gym/Field Rental | | | | | | | | | | | | | | | | High probability of being needed, depending on facility. |
| Statewide Participation Fees | | | | | | | | | | | | | | | | |
| General Athletics | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 875 | 10,500 | \$100 | 100 | Per student, annually, in grades 7 through 12. |
| Extra Curricular - Non Athletics | 10,938 | 10,938 | 10,938 | 10,938 | 10,938 | 10,938 | 10,938 | 10,938 | 10,938 | 10,938 | 10,938 | 10,938 | 131,250 | \$200 | 250% | Band, Art, Choir, etc. Per participating student, per activity, in grades 7 through 12. |
| Civic Service Projects | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 7,219 | 86,625 | \$150 | 300 | Per student, annually, in grades 7 through 12. |
| Community Service Partnerships | 2,188 | 2,188 | 2,188 | 2,188 | 2,188 | 2,188 | 2,188 | 2,188 | 2,188 | 2,188 | 2,188 | 2,188 | 26,250 | \$2,500 | 10 | Per partner, annually. |
| Internet/Networking | 1,575 | 1,575 | 1,575 | 1,575 | 1,575 | 1,575 | 1,575 | 1,575 | 1,575 | 1,575 | 1,575 | 1,575 | 18,900 | \$1,500 | | Monthly service. |
| Food Service | | | | | | | | | | | | | | | | Assuming all food expenses will be offset by FRL reimbursement. |
| Transportation | | | 11,375 | 11,375 | 11,375 | 11,375 | 11,375 | 11,375 | 11,375 | 11,375 | 11,375 | 11,375 | 113,750 | \$250 | 65% | Assuming ridership of 80% beyond 1 miles from school; 65% total. |
| Technology (computers, etc.) | 126,000 | 126,000 | | | | | | | | | | | 126,000 | \$400 | 300 | Computer and supplies, per student. |
| Software Subscriptions | 29,400 | 29,400 | | | | | | | | | | | 29,400 | \$40 | 700 | Per student, annually. |
| Student Activities | 9,188 | 9,188 | 9,188 | 9,188 | 9,188 | 9,188 | 9,188 | 9,188 | 9,188 | 9,188 | 9,188 | 9,188 | 110,250 | \$350 | 300 | Dual enrollment; student activities (Homecoming, Prom, etc.) in grades 7 through 12. |
| Uniforms | | | | | | | | | | | | | 77,500 | \$100 | 775 | Per student/staff, annually. |
| Depreciation Expense | | | | | | | | | | | | | | | | |
| Total Operating Expense | 862,581 | 813,248 | 656,857 | 732,758 | 651,212 | 638,087 | 640,587 | 638,087 | 647,472 | 640,587 | 651,212 | 1,103,412 | 8,676,101 | | | |
| Net Operating Income | -856,748 | -807,415 | 872,246 | -718,525 | -636,979 | 1,072,801 | -626,354 | 891,016 | -542,347 | -626,354 | -636,979 | 516,584 | -2,099,052 | | | |
| Other Income | | | | | | | | | | | | | | | | |
| Interest Income | | | | | | | | | | | | | 0 | | | |
| Total Other Income | | | | | | | | | | | | | 0 | | | |
| Net Income | -856,748 | -807,415 | 872,246 | -718,525 | -636,979 | 1,072,801 | -626,354 | 891,016 | -542,347 | -626,354 | -636,979 | 516,584 | -2,099,052 | | | |
| Cashflow | -856,748 | -1,664,162 | -791,916 | -1,510,441 | -2,147,420 | -1,074,619 | -1,700,973 | -809,957 | -1,352,303 | -1,978,657 | -2,615,636 | -2,099,052 | | | | |
| Contingency | | | | | | | | | | | | | | | | |
| Net Operating Income @ 85% | -856,748 | -807,415 | 795,791 | -718,525 | -636,979 | 987,256 | -640,587 | 814,561 | -542,347 | -626,354 | -636,979 | 435,584 | -2,432,740 | | | Assuming we only hit 85% of student enrollment, this would be our net income and cashflow, as a result. |
| Cashflow @ 85% | -856,748 | -1,664,162 | -868,371 | -1,586,896 | -2,223,875 | -1,236,619 | -1,877,206 | -1,062,645 | -1,604,991 | -2,231,345 | -2,868,324 | -2,432,740 | -2,432,740 | | | |

| The Lincoln Academy - Five Year Budget | FY202X | FY202X | FY202X | FY202X | FY202X |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Revenue | \$ - | \$ - | \$ - | \$ - | \$ - |
| IDEA Basic Entitlement | \$ 176,438 | \$ 229,904 | \$ 283,370 | \$ 336,836 | \$ 363,569 |
| State Aid | \$ 2,940,630 | \$ 3,831,730 | \$ 4,722,830 | \$ 5,613,930 | \$ 6,059,480 |
| Supplement #1 | \$ - | \$ - | \$ - | \$ - | \$ - |
| Supplement #2 | \$ - | \$ - | \$ - | \$ - | \$ - |
| Supplement #3 | \$ - | \$ - | \$ - | \$ - | \$ - |
| Fees - Athletics | \$ 10,440 | \$ 13,500 | \$ 16,500 | \$ 19,500 | \$ 21,000 |
| Fees - Extra-curricular: Non-athletics | \$ 20,880 | \$ 27,000 | \$ 33,000 | \$ 39,000 | \$ 42,000 |
| Fees-Other | \$ 10,380 | \$ 13,500 | \$ 16,500 | \$ 19,500 | \$ 21,000 |
| Community & School Fundraising | \$ 35,000 | \$ 45,000 | \$ 55,000 | \$ 65,000 | \$ 70,000 |
| Contributions & Gifts | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total Operating Revenue | \$ 3,193,768 | \$ 4,160,634 | \$ 5,127,200 | \$ 6,093,766 | \$ 6,577,049 |
| Expense | \$ - | \$ - | \$ - | \$ - | \$ - |
| Salaries & Wages | \$ 2,705,000 | \$ 3,095,498 | \$ 4,063,496 | \$ 4,619,996 | \$ 4,766,996 |
| Hourly Wages | \$ - | \$ - | \$ - | \$ - | \$ - |
| Overtime | \$ - | \$ - | \$ - | \$ - | \$ - |
| Performance Pay | \$ 270,500 | \$ 309,550 | \$ 406,350 | \$ 462,000 | \$ 476,700 |
| Stipends | \$ 81,150 | \$ 92,865 | \$ 121,905 | \$ 138,600 | \$ 143,010 |
| Employee Insurance | \$ 508,540 | \$ 581,954 | \$ 763,937 | \$ 868,559 | \$ 896,195 |
| FICA Tax | \$ 235,335 | \$ 269,308 | \$ 353,524 | \$ 401,940 | \$ 414,729 |
| Retirement Plan | \$ 135,250 | \$ 154,775 | \$ 203,175 | \$ 231,000 | \$ 238,350 |
| Unemployment Tax | \$ 2,705 | \$ 3,095 | \$ 4,063 | \$ 4,620 | \$ 4,767 |
| Workers' Compensation | \$ 8,115 | \$ 9,286 | \$ 12,190 | \$ 13,860 | \$ 14,301 |
| Other Professional Services | \$ 40,575 | \$ 46,432 | \$ 60,952 | \$ 69,300 | \$ 71,505 |
| IT Support Services | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 |
| Management Services Fee | \$ - | \$ - | \$ - | \$ - | \$ - |
| Auditing & Accounting Services | \$ 50,000 | \$ 51,250 | \$ 52,500 | \$ 52,500 | \$ 52,500 |
| Legal Services | \$ 20,000 | \$ 20,500 | \$ 21,013 | \$ 21,538 | \$ 22,076 |
| Faculty Professional Development - General | \$ 40,575 | \$ 47,593 | \$ 64,000 | \$ 72,765 | \$ 75,080 |
| Utilities - Electric | \$ 64,042 | \$ 65,643 | \$ 67,284 | \$ 68,966 | \$ 70,690 |
| Utilities - Water | \$ 13,781 | \$ 14,126 | \$ 14,479 | \$ 14,841 | \$ 15,212 |
| Waste Management | \$ 2,367 | \$ 2,426 | \$ 2,487 | \$ 2,549 | \$ 2,613 |
| Cleaning Services | \$ 65,542 | \$ 67,180 | \$ 68,860 | \$ 70,581 | \$ 72,346 |
| Pest Control | \$ 1,459 | \$ 1,496 | \$ 1,533 | \$ 1,571 | \$ 1,611 |
| Landscaping Services | \$ 24,500 | \$ 25,113 | \$ 25,740 | \$ 26,384 | \$ 27,043 |
| Repairs & Maintenance | \$ 18,807 | \$ 19,277 | \$ 19,759 | \$ 20,253 | \$ 20,760 |
| Building Lease | \$ - | \$ - | \$ - | \$ - | \$ - |
| Comprehensive Business Insurance | \$ 75,000 | \$ 76,875 | \$ 78,797 | \$ 80,767 | \$ 82,786 |
| Security System | \$ 20,000 | \$ 20,500 | \$ 21,000 | \$ 21,000 | \$ 21,000 |
| Facilities Supplies | \$ 10,000 | \$ 10,250 | \$ 10,500 | \$ 10,500 | \$ 10,500 |
| Other Purchased Services | \$ 70,000 | \$ 73,544 | \$ 73,544 | \$ 75,382 | \$ 77,267 |
| Telephone | \$ 11,900 | \$ 22,063 | \$ 12,502 | \$ 12,815 | \$ 13,135 |
| Marketing/Advertising | \$ 21,000 | \$ 22,063 | \$ 22,063 | \$ 15,076 | \$ 15,453 |
| Fundraising | \$ 10,000 | \$ 10,000 | \$ 10,000 | \$ 10,000 | \$ 10,000 |
| Photo Copying | \$ 14,000 | \$ 14,709 | \$ 15,444 | \$ 15,830 | \$ 16,226 |
| Supplies | \$ 52,500 | \$ 69,188 | \$ 86,625 | \$ 102,375 | \$ 110,250 |
| Textbooks | \$ 35,000 | \$ 46,125 | \$ 57,750 | \$ 68,250 | \$ 73,500 |
| Athletic Equipment | \$ 15,000 | \$ 19,219 | \$ 23,625 | \$ 23,625 | \$ 23,625 |
| Athletic Uniforms | \$ 4,500 | \$ 5,766 | \$ 7,088 | \$ 7,088 | \$ 7,088 |
| Athletic Official Fees | \$ 1,250 | \$ 1,281 | \$ 1,313 | \$ 1,313 | \$ 1,313 |
| Athletic Participation Fees | \$ 900 | \$ 1,153 | \$ 1,418 | \$ 1,418 | \$ 1,418 |
| Athletic Transportation Fees | \$ 18,750 | \$ 19,219 | \$ 19,688 | \$ 19,688 | \$ 19,688 |
| Athletic Gym/Field Rental | \$ - | \$ - | \$ - | \$ - | \$ - |
| Statewide Participation Fees | \$ - | \$ - | \$ - | \$ - | \$ - |
| General Athletics | \$ 7,500 | \$ 10,250 | \$ 10,500 | \$ 10,500 | \$ 10,500 |
| Extra Curricular - Non Athletics | \$ 75,000 | \$ 102,500 | \$ 131,250 | \$ 131,250 | \$ 131,250 |
| Civic Service Projects | \$ 52,500 | \$ 69,188 | \$ 86,625 | \$ 86,625 | \$ 86,625 |
| Community Service Partnerships | \$ 25,000 | \$ 25,625 | \$ 26,250 | \$ 26,250 | \$ 26,250 |
| Internet/Networking | \$ 18,000 | \$ 18,450 | \$ 18,900 | \$ 18,900 | \$ 18,900 |
| Food Service | \$ - | \$ - | \$ - | \$ - | \$ - |
| Transportation | \$ 56,875 | \$ 73,125 | \$ 89,375 | \$ 105,625 | \$ 113,750 |
| Technology (computers, etc.) | \$ 80,000 | \$ 102,500 | \$ 126,000 | \$ 126,000 | \$ 126,000 |
| Software Subscriptions | \$ 14,000 | \$ 18,450 | \$ 23,100 | \$ 27,300 | \$ 29,400 |
| Student Fees | \$ 20,000 | \$ 25,625 | \$ 78,750 | \$ 94,500 | \$ 110,250 |
| Student Uniforms | \$ 40,000 | \$ 50,800 | \$ 62,500 | \$ 72,500 | \$ 77,500 |
| Depreciation Expense | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total Operating Expense | \$ 5,022,158 | \$ 5,740,110 | \$ 7,435,276 | \$ 8,263,639 | \$ 8,676,101 |
| Net Operating Income | \$ (1,828,390) | \$ (1,579,477) | \$ (2,308,076) | \$ (2,169,873) | \$ (2,099,052) |
| Other Income | \$ - | \$ - | \$ - | \$ - | \$ - |
| Interest Income | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total Other Income | \$ - | \$ - | \$ - | \$ - | \$ - |
| Net Income | \$ (1,828,390) | \$ (1,579,477) | \$ (2,308,076) | \$ (2,169,873) | \$ (2,099,052) |
| Cashflow | \$ (1,828,390) | \$ (3,407,866) | \$ (5,715,943) | \$ (7,885,816) | \$ (9,984,868) |
| Total fundraising need | \$ (1,863,390) | \$ (1,624,477) | \$ (2,363,076) | \$ (2,234,873) | \$ (2,169,052) |
| Per student expenditure | \$ 14,349 | \$ 12,756 | \$ 13,519 | \$ 12,713 | \$ 12,394 |
| Per student gap to fund | \$ (5,324) | \$ (3,610) | \$ (4,297) | \$ (3,438) | \$ (3,099) |
| Contingency | | | | | |
| Net Operating Income @ 85%, 90%, 95% | \$ (2,300,672) | \$ (2,194,740) | \$ (2,817,269) | \$ (2,597,450) | \$ (2,432,740) |
| Cashflow @ 85%, 90%, 95% | \$ (2,300,672) | \$ (4,495,412) | \$ (7,312,681) | \$ (9,910,131) | \$ (12,342,871) |
| Total fundraising need @ 85%, 90%, 95% | \$ (2,335,672) | \$ (2,239,740) | \$ (2,872,269) | \$ (2,662,450) | \$ (2,502,740) |

| | |
|------|-------|
| COLA | 2.50% |
|------|-------|

\$ (10,254,868)

\$ (12,612,871)

| The Lincoln Academy - Year Zero | Annual | Notes |
|---------------------------------|--------------|--|
| Revenue | | |
| Philanthropy | | |
| Total Operating Revenue | | |
| Expense | | |
| Salaries & Wages | \$ 595,000 | |
| Hourly Wages | | |
| Overtime | | |
| Performance Pay | \$ 20,000 | |
| Stipends | | |
| Employee Insurance | \$ 111,860 | 18.8% |
| FICA Tax | \$ 51,765 | 8.7% |
| Retirement Plan | \$ 10,115 | 1.7% |
| Unemployment Tax | \$ 595 | 0.1% |
| Workers' Compensation | \$ 1,785 | 0.3% |
| Consulting Services | \$ 50,000 | Consulting and support services for start-up expenses; payroll, etc. |
| IT Support Services | \$ 18,000 | Contracted services for launch support |
| Personnel Recruitment | \$ 30,000 | |
| Accounting & Payroll | \$ 35,000 | Contracted services for launch support |
| Legal Services | \$ 25,000 | Contracted services for launch support |
| Travel & Training | \$ 20,000 | |
| Temporary Space | \$ 12,000 | 9.1% |
| Office Equipment | \$ 15,000 | |
| Telephone | \$ 2,400 | 1.7% |
| Marketing/Advertising/Outreach | \$ 30,000 | Materials, supplies. |
| Supplies | \$ 20,000 | |
| Technology/Software | \$ 5,000 | Computers and phones. |
| Total Operating Expense | \$ 1,053,520 | |
| Net Operating Income | | |
| | | |
| Cashflow | | |