

New England Tech Academy



*Providing students with specialized career
and technical education programs and
rigorous academic coursework in a highly
supportive environment.*

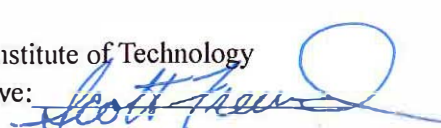
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Charter Cover Sheet**Name of Charter:** New England Tech Academy**Charter Type** (District, Mayoral, or Independent): Independent**Location of Charter School:** Providence, RI with Satellite Campuses at NEIT Locations**Location of Additional Schools** (if applicable):**Enrolling Communities** (if statewide, write statewide): Statewide**Primary Contact Name:** Amy Grzybowski**Primary Contact Signature:** **Primary Contact Role:** VP, Workforce Development and Community Relations, New England Institute of Technology + Applicant Lead**Date:** June 24, 2024**Sponsor Address:** 1 New England Tech Blvd**Phone:** 401-739-5000**City/State/Zip:** East Greenwich, RI 02818**Email:** agrzybowski@neit.edu

Charter	Grade Levels Served	Enrollment	Communities Served
SY25-26 proposed new or expanded charter	9th	144	Statewide
SY29-30(5-years) proposed new or expanded charter	9th - 12th	576	Statewide
Proposed new or expanded charter at-scale (SY33-34)	9th - 12th	1152	Statewide

Signature of Charter Board Chair: **Print Name:** Amy Grzybowski**Organization/Title:** VP, Workforce Development and Community Relations, New England Institute of Technology + Applicant Lead**Date:** June 24, 2024**Name of Establishing Entity:** New England Institute of Technology**Signature of Establishing Entity Representative:** **Print Name:** Scott Freund**Position/Title:** Executive Vice President**Date:** June 24, 2024

Executive Summary

The mission of New England Tech Academy (NETA) is to provide students with specialized career and technical education (CTE) programs and rigorous academic coursework in a highly supportive environment. Our vision is to prepare all students for a successful entry into a postsecondary institution and the profession of their choice.

Through a deep partnership with New England Institute of Technology, NETA students from mainly marginalized communities in districts that are low performing and underachieving will access high quality CTE and rigorous academics. In order to meet the shared priorities of NEIT and the Rhode Island Department of Education (RIDE), the school will request a specific weight within the lottery to ensure that at least 75% of the applications selected in the lottery are from Providence, Pawtucket, and Central Falls, with remaining seats allocated to a state-wide catchment area. We will start with an inaugural 9th grade class of 144 students and grow one grade per year, educating 1,152 students at its full capacity by the school year 2033-2034.

NETA's primary goal is to prepare all its graduates for successful entry into a postsecondary institution and the profession of their choice. We have also identified several supporting goals that will ensure we reach our primary goal. Through ongoing assessments using multiple measures, NETA will track both academic and CTE achievement, mission and vision fidelity, organizational capacity and financial sustainability, industry and community partnerships, and family engagement. All of these goals will be addressed in the full application.

NETA's education plan builds on NEIT's exemplary CTE model. From day one, students will engage with hands-on learning labs, professional skill building, and career immersion with industry leaders. With a strong academic leadership team at the helm, students will engage in rigorous core academic coursework grounded in high quality curriculum aligned to EdReport green-standards for high quality. Teachers will have ongoing professional development in academic and career specific curriculum to ensure successful implementation. By the end of their high school career, all students will have the

opportunity to earn an industry credential so they are prepared to contribute positively to the economic and labor needs of their community. Furthermore, NETA students will complete at least one college course (3 credits) through dual enrollment and the school will achieve superior academic proficiency compared to local district averages.

NETA will intentionally create a safe and supportive environment where every student feels a deep sense of belonging. Utilizing an advisory model and individual learning plans, students will work closely with an educator who will guide them through a personalized learning pathway and support them as they develop the confidence, tools, and experiences necessary to thrive.

NETA will initially offer three career and technical education (CTE) pathways: pre-engineering, including electrical, mechanical, and civil; computer science including cybersecurity, software engineering, game design, artificial intelligence, and networking; and an introduction to health sciences careers including nursing, surgical technologist, occupational therapy assistant, physical therapy assistant, and paramedic. During students' first year they will begin by exploring each career pathway and end the year by choosing the track in which they will focus. During their second year, students will engage with introductory coursework in their chosen career pathway and during their third and / or fourth years, students will be dually enrolled in NEIT's college coursework. This process reflects the collegiate process of selecting a major course of study and will result in the attainment of credentials for students in their chosen field.

The applicant group is composed of a robust leadership team from New England Institute of Technology including the President Richard Gouse, Senior Vice President and Provost Doug Sherman, Executive Vice President Scott Freund, Vice President of Workforce Development and Community Relations Amy Grzybowski, and Vice President for Strategic Planning Alan Resnick. The leadership team will all receive support and work closely with members of the Rhode Island Education Collective (the Collective) and the RI League of Charter Schools.

Mission Statement

The mission of New England Tech Academy is to provide students with specialized career and technical education programs and rigorous academic coursework in a highly supportive environment. Our vision is to prepare all students for a successful entry into a postsecondary institution and the profession of their choice.

In partnership with NEIT, students will have the opportunity to explore three tracks: pre-engineering, computer science, and health science. Combined with these experiences, NETA will utilize High Quality Curriculum Materials in order to best be prepared for college, technical education, or competitive employment.

In practice, the mission is strengthened by the use of an advisory model, which draws from the tenets of the Expeditionary Learning (EL) approach to advisory and will lean on personalization of the educational experience, access to dual enrollment, and the attainment of industry credentials.

Research has shown that special populations, such as multilingual learners and differently-abled students have tremendous outcomes as a result of CTE education, and therefore the commitment to supporting these students at the collegiate level will also be implemented, and celebrated, at NETA. Several studies indicate that students with disabilities who enroll in CTE courses may have improved high school and postsecondary outcomes as well as increased employment success.

“Benz, Lindstrom, and Yovanoff (2000) and Harvey (2002) found that CTE enrollment was predictive of employment success, postsecondary education, or both for all students with disabilities, and Sitlington and Frank (1990) found benefits specifically for students with learning disabilities. These findings were reinforced in a review by Test et al. (2009), who found that among sixteen (16) evidence-based in-school predictors of the postsecondary success of students with disabilities, CTE enrollment was consistently predictive of postsecondary outcomes.”¹

¹ Theobald, Roddy J., et al. “Career and Technical Education, inclusion, and postsecondary outcomes for students with learning disabilities.” *Journal of Learning Disabilities*, vol. 52, no. 2, 23 May 2018, pp. 109–119, <https://doi.org/10.1177/0022219418775121>.

Our mission will be met as students progress and excel through their specialized career programs and graduate ready to begin their post secondary and career pathways.

Proposed New Student Seats & Enrollment

School Year	Grade Levels Served	Total Enrollment	School Districts
2025/26	9th	144	Statewide
2026/27	9th & 10th	288	Statewide
2027/28	9th - 11th	432	Statewide
2028/29	9th - 12th	576	Statewide
2029/30	9th - 12th	576	Statewide
2030/31 (Second HS Opens)	School 1: 9th - 12th School 2: 9th	School 1: 576 School 2: 144 TOTAL: 720	Statewide
2031/32	School 1: 9th - 12th School 2: 9th - 10th	School 1: 576 School 2: 288 TOTAL: 864	Statewide
2032/33	School 1: 9th - 12th School 2: 9th - 11th	School 1: 576 School 2: 432 TOTAL: 1008	Statewide
2033/34 (AT-SCALE)	School 1: 9th - 12th School 2: 9th - 12th	School 1: 576 School 2: 576 TOTAL: 1152	Statewide

We selected the particular size of NETA in order to ensure fiscal responsibility. Additionally, this student size allows for initial incubation to occur at available New England Tech spaces, while we seek our home bases in Providence. After four years, growth takes a break to allow for a planning year to review best practices, and what did (and did not) work throughout the growth of the first high school. The second high school site then begins growth at year six.

The leadership team plans to regularly review attraction data as part of enrollment planning as

well as statistical analysis of school success. This will regularly be covered at board meetings.

We assume that 75% of students will come from Providence, Pawtucket, and Central Falls. The remaining 25% of students will come from other districts across the state. This enrollment breakdown will be baked into the enrollment rules of the school's process through EnrollRI.

NETA will attend the charter school fair in Providence and will engage with sending middle and high school fairs as well as school counselors and enrollment coordinators. We will use the EnrollRI application system to advertise the unique programs and benefits of NETA and will build on our partnerships with community organizations to help spread information about the school. Finally, we will explore advertisements on different media, such as Spanish radio, Channel 6, and public radio.

Goals

Central to our school's mission is rigor in both academics and CTE. Similarly, we will set a high bar for our goals and employ a rigorous internal assessment system to ensure they are met. We also know that school culture is central to achieving our goals. As such, we will ensure that all staff and stakeholders are deeply invested in the goals and make them central to all that they do.

First and foremost, we will meet the goals set forth in the Rhode Island's Charter School Performance Framework. Specifically, we will always achieve either a three star rating or a four star rating that is approaching a five star rating in academic achievement and growth. Additionally, we will achieve above the state and sending district averages on the PSAT, SAT, ACCESS language proficiency exam, and NGSS.

Internally, we will use regular quarterly benchmark assessments, like STAR, to monitor growth toward this academic goal. We will also adopt adaptive technology such as IXL and / or Khan Academy to augment our benchmark assessments and provide more regular data points. Our Universal Design for Learning (UDL) and Sheltered Instruction Observation Protocol (SIOP), as described later in this application, will support our MLL students to reach above proficiency on ACCESS testing. Because we know that data must be used and not just analyzed, we will promote a culture of data-driven decision

making and provide educators and leaders with the professional development to effectively plan for how they will incorporate data into their practice and support of students.

Two performance based assessments will augment the above assessment systems. At the end of grade 10, students will complete a “Passage Presentation” where they will declare their specialization within their career track and showcase artifacts of “Dimensions of Student Achievement.” These Dimensions are borrowed from EL Education’s framework for student success and include specific criteria for three areas, which are outlined later in this application: Mastery of Knowledge and Skills, Character, and High-Quality Student Work. We will have a clear rubric for success on their Passage Presentation that advisors will expose students to early in their time at NETA.

The second performance assessment, a Capstone Presentation, will take place in 12th grade. Similar to the Passage Presentation, students will understand the criteria for success as soon as 11th grade so that they can prepare early and often. The Capstone will be a holistic reflection of their time at NETA, will also include artifacts of the Dimensions of Student Achievement, and will include a write up of their postsecondary plans. Both of these performance assessments will be closely aligned with their ILPs, a core part of our school model.

Through our unique collaboration with NEIT we developed the following goals, specific to our mission:

1. 100% of students will have the opportunity to receive an industry credential before graduation.
2. 100% of students will be dually enrolled in at least one course.

To achieve these we will provide students with three pathways which they will choose according to their needs and interests. One pathway will allow students to dually enroll in multiple courses and be on their way to earn an associates degree with that coursework starting in 11th grade. A second pathway will allow students to take fewer dually enrolled courses if they need more support with core academics or their CTE track. Some of these students may opt not to work towards an associates degree, or dually

enroll in 12th grade instead of 11th. Regardless, every single student will have the opportunity to take at least one dually enrolled course and attain a professional credential. Our advisory model and close monitoring of students' ILPs, will help determine which pathways each student will pursue.

We will meet or exceed expectations laid out in the RI Charter School Performance Framework in the sustainability indicators, including financial performance, organizational performance and compliance. Specifically, we will be fully enrolled each year with a waitlist. Furthermore, the school will seek partnerships in the K-12 sector, specifically through collaboration with at least three other K-12 schools, to share lessons learned and effective practices. Through these partnerships and knowledge dissemination, we will always meet or exceed expectations for Practice Sharing and Dissemination.

Given the importance of our relationship with NEIT, we will set up measures to assess our partnership every year as well as the partnerships our students develop with industry leaders. Following NEIT's model, we will send industry partners surveys to complete in order to assess the strengths and challenges of our program and partnership and we will conduct periodic informal check-ins with employers as students are out in the field on internships or clinical experiences.

Finally, our last goal centers on stakeholder engagement. Each year we will measure our effectiveness with engaging families in two ways: first through Survey Work results and second through a multi-stakeholder self-assessment of the Flamboyant Family Engagement Rubric. The results of both assessments will be communicated to our families, and through student and family surveys and focus groups, we will develop action steps for how to improve.

Community Need and Support

New England Tech Academy will pull 75% of its students from the urban core where historically marginalized communities have often been underserved by their public school systems. Specifically, the school is committed to ensuring alignment to RIDE's stated priorities of serving students in Providence, Pawtucket, and Central Falls as well as students who are multilingual learners and/or differently-abled. Below are key high school standardized test scores and chronic absenteeism rates from the 2022-2023

school year, critical data points that reflect the need for more high quality seats:

City	PSAT ELA Proficient or Exceeding	PSAT Math Proficient or Exceeding	SAT ELA Proficient or Exceeding	SAT Math Proficient or Exceeding
Central Falls	25.5%	<5%	10%	<5%
Pawtucket	29.7%	6.9%	24.9%	7.8%
Providence	37.2%	15.5%	27.6%	13.4%

City	School	Rate of Chronic Absenteeism
Central Falls	CF High School	41.3%
Pawtucket	Charles E Shea HS	50.3%
	William Tollman Senior HS	52.3%
Providence	Central HS	67.1%
	Alvarez HS	63.3%
	E Cubed	65.4%
	Hope HS	71%
	Mount Pleasant HS	69%
	William Cooley / Providence Academy of International Studies High School	61.2%

Also endemic, when these data are disaggregated, has been the disproportionately poor results of populations of students with the greatest needs, including students of color, multilingual learners (MLLs) and students with disabilities. It is because of these results that we feel a sense of urgency and believe that our combination of rigorous academics and CTE programs will help improve outcomes for RI students.

This persistent failure has also led to families demanding better educational opportunities for their children. The need for more charter school seats is clear. Last year, 27,864 applications were submitted for 2,475 seats, giving only 9% of students who applied, a seat in a charter school. Of the 27,864

applications, 9,465 of those were applications for high school seats. The demand in the urban core is particularly pronounced with Providence applications at 17,108, Pawtucket at 4,097, and Central Falls at 1,440. Furthermore, according to the RI League of Charter Schools, “The 2024 window closed on March 14, and advocates estimate this year’s applications topped 31,000.”²

NEIT and the Rhode Island Education Collective have begun the process of engaging community members (students, parents, employers, and local stakeholders) in the design and structure of NETA. NETA will build on the partnerships already established by The Collective, including organizations such as Madres para la Educacion and Families in Action. NEIT’s close relationship with industry leaders will influence the direction of career pathways. Furthermore, as evidenced by the letters of support in the Appendix, we have sought out the support and guidance of Skills for RI’s Future and RI Healthcare Association.

Research on CTE

There is compelling research on the positive impact CTE programs have on students. Research indicates that students of all abilities and backgrounds enrolling in both career and technical education (CTE) and academic coursework can benefit from CTE in several ways. Such benefits include:

“the reduced likelihood of dropping out, increased odds of high school graduation, increased odds of college enrollment, and increased earnings after high school.”³

Research around the positive impact of CTE programming particularly for special populations, such as students with disabilities and MLLs, is also strong. In fact, several studies indicate that students with disabilities who enroll in CTE courses may have improved high school and postsecondary outcomes as well as increased employment success.

² Steiny, Julia. “The Sound of Silence on Charter Schools in R.I. Is Deafening • Rhode Island Current.” *Rhode Island Current*, 15 Apr. 2024, rhodeislandcurrent.com/2024/04/15/the-sound-of-silence-on-charter-schools-in-r-i-is-deafening.

³ “Dropping out of High School and the Place of Career and Technical Education: A Survival Analysis of Surviving High School.” *Southern Regional Education Board*, 10 Dec. 2015, www.sreb.org/publication/dropping-out-high-school-and-place-career-and-technical-education-survival-analysis.

“Benz, Lindstrom, and Yovanoff (2000) and Harvey (2002) found that CTE enrollment was predictive of employment success, postsecondary education, or both for all students with disabilities, and Sitlington and Frank (1990) found benefits specifically for students with learning disabilities. These findings were reinforced in a review by Test et al. (2009), who found that among sixteen (16) evidence-based in-school predictors of the postsecondary success of students with disabilities, CTE enrollment was consistently predictive of postsecondary outcomes.”⁴

On several indicators, including academic achievement, standardized test scores, and graduation rates, MLL’s outcomes were stronger than their peers not in CTE programs. Furthermore research states:

“CTE programs provide skill-based, career-relevant language instruction in authentic, hands-on settings, which the Institute of Education Sciences has identified as a valuable instructional strategy for MLLs.”⁵

Additionally, CTE programs can create important connections with potential employers and networks that can be especially important for students who are immigrants or come from recent immigrant families that are still in the early stages of building social capital within education and the workforce.

Finally, “Students in CTE programs appear to outperform peers on several important metrics, including high school graduation rates and daily attendance.”⁶ The data in the chart below illustrates this finding.

⁴ Theobald, Roddy J., et al. “Career and Technical Education, inclusion, and postsecondary outcomes for students with learning disabilities.” *Journal of Learning Disabilities*, vol. 52, no. 2, 23 May 2018, pp. 109–119, <https://doi.org/10.1177/0022219418775121>.

⁵ *Making Good on the Promise: Improving Equity and Access to Quality CTE Programs for English Learners*. 2022. https://careertech.org/wp-content/uploads/2023/01/ELL_EquityBrief_060822.pdf

⁶ Jacoby and Doherty. *The New CTE: New York City as Laboratory for America*. 2016. <https://media4.manhattan-institute.org/sites/default/files/R-TJSD-0316.pdf>

Means and Standard Deviations of Variables by School Type, NYC, 2013

FIGURE 5.

Variable	Comprehensive Schools with CTE programs	CTE-Dedicated Schools	Schools Offering No CTE
Ethnicity			
White	0.13	0.05	0.07
African-American	0.32	0.41	0.39
Latino	0.41	0.47	0.44
Asian	0.13	0.07	0.09
Female	0.49	0.38	0.51
Students with Disabilities	0.10	0.13	0.11
Graduate in 4 years (%)	0.69	0.72	0.69
Graduate in 6 years (%)	0.78	0.78	0.78
Class Size	15.42	14.60	17.27
Attendance Rate	86.93	87.23	84.52
ELA Proficiency	27.62	—	23.91
Math Proficiency	23.81	—	22.56

Source: Authors' calculations based on data from the New York City Department of Education

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Similarly, for students with identified disabilities, outcomes are positive:

NETA will graduate students ready to fill the economic needs of our state and contribute to their communities. According to the RI DLT Employment Trends and Workforce Issues report,

“Rhode Island employment is projected to reach 547,130 in 2030, an increase of 56,130 (11.4%) from its 2020 pandemic employment level. The occupational groups projected to grow at the fastest rates include Food Preparation & Serving Related occupations (29.6%), Personal Care & Service occupations (22.1%), Transportation & Material Moving occupations (19.0%), Computer & Mathematical occupations (16.1%), Construction & Extraction occupations (15.5%) Healthcare Support occupations (15.3%), and Management occupations (13.9%). These occupational groups are expected to generate nearly 32,000 new jobs during the 2020 – 2030 Projection Period.”⁸

⁷ Jacoby and Doherty. *The New CTE: New York City as Laboratory for America*. 2016. <https://media4.manhattan-institute.org/sites/default/files/R-TJSD-0316.pdf>

⁸ *Rhode Island Employment Trends and Workforce Issues*, dlt.ri.gov/media/13416/download?language=en. Accessed 23 July 2024.

NETA will provide training in three of these employment areas, helping to fill the economic and labor needs of our state by building a local workforce and allowing students to meaningfully contribute to their communities.

Dual Enrollment

Dual enrollment is a cornerstone of NETA and is aligned to its mission to serve historically marginalized communities and provide an equitable path to postsecondary education. Students who are from low-income communities with more students of color have less access to dual enrollment, creating inequitable opportunities and widening the gap between their more privileged peers. The positive impacts of dual enrollment are clear. According to the US Department of Education, dual enrollment "...can also be a means for students to save time and money and for them to develop a college-going identity with confidence in their ability to enroll in and be successful in higher education."⁹ Furthermore:

"On average, dual enrollment has a positive impact on high school academics, high school graduation rates, college enrollment, college success, and college completion rates. Research on a New York City dual enrollment program found that it improved postsecondary attainment, reduced time to degree and increased student academic performance."¹⁰

Dual enrollment also provides students the opportunity to learn college-going soft skills that will increase their ability to be successful in college. In NETA's highly supportive environment, with advisors and strong adult relationships at the center, students can practice these soft skills and receive feedback to help them as they move through their high school career. As one dual enrollment expert indicates:

"It's a way for [teens] to try it out while... their high school is keeping an eye on them." As students tackle these tougher classes, they have their high school teachers and counselors to help

⁹ U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. *Dual Enrollment Programs*. 2017. https://ies.ed.gov/ncee/WWC/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf.

¹⁰ U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. *Dual Enrollment Programs*. 2017. https://ies.ed.gov/ncee/WWC/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf.

them learn vital study skills that often are not explicitly taught but required for college-level work, such as time management, deeper reading, research skills, writing long essays and reports, and self-testing.”¹¹

We will look to several models of dual enrollment that greatly increased with the availability of ESSER funding to learn lessons and ensure that we are providing students with the best possible dual enrollment opportunities.

We believe that given the compelling research on the positive impact of CTE as well as dual enrollment, especially on the populations of students we aim to serve, that our model of rigorous academics and CTE programming will provide students with a more equitable and high quality education. Furthermore, NETA will have a vast network to support its mission including its foundational relationship with NEIT as well as Skills RI, RIPIN, Greater New Bedford Regional Vocational Technical High School, and Purdue Polytechnic High School.

Educational Program

Guiding Principles

The following are NETA’s guiding principles.

1. Every student has the ability to learn at high levels in a personalized learning environment.

At NETA, we expect all our students to achieve at high levels with personalization at the center of the student learning experience. The implementation of high-quality, rigorous academic curriculum coupled with the highly regarded CTE programs of NETA, will provide students with the foundation they need to excel.¹² “Research provides strong evidence that rigorous CTE courses embedded with rigorous

¹¹ Robinson, Gail. “How Dual Enrollment Can Fuel College Success: Offering Teens Access to College Classes in High School Isn’t Just About College Credit, It’s about College Success. GreatSchools.org, <https://www.greatschools.org/gk/articles/the-value-of-dual-enrollment/> Accessed 23, July, 2024.

¹² Steiner, David. “The Unrealized Promise of High-Quality Instructional Materials.” NASBE - National Association of State Boards of Education, Jan. 2024, www.nasbe.org/the-unrealized-promise-of-high-quality-instructional-materials/.

academic standards add value to academic achievement and improve students' readiness for college and careers."¹³

NEIT has a long history of educating all learners, including those who thrive in non-traditional learning environments. NETA borrows from NEIT's philosophy, as articulated in their self study, of "providing personalized support for students to achieve success in the pursuit of their education and career passion." To ensure that all students are initially set up for the level of rigor they will need to be successful, NETA will implement an acceleration block with "just-in time supports"¹⁴ addressing any unfinished learning that students may have. This block can also serve as an advanced learning block for students who demonstrate proficiency on grade level standards. We believe in meeting each student where they are and providing them with the personalized tools to reach proficiency.

Each student will have a dedicated advisor who accompanies them for four years and deeply understands each of their advisees' strengths, areas for growth, goals, and aspirations. Advisors are paramount in personalizing support and tailoring a pathway for students through their academic journey as well as their CTE path. Students work closely with their advisor as they explore each career track, hone in on their preferred profession, and then choose the speciality within the track where they will focus. During students' junior and senior year students will become dually enrolled in NEIT courses, allowing for a deeper, more fine-tuned personalization of their career immersion experience.

2. Students' sense of belonging matters.

We know that for students to do well in school, they must feel seen, heard, and understood. Our teachers are curious about who students are and how they learn. Instruction is grounded in culturally responsive and sustaining practices with a focus on social-emotional development. We take an asset-based view of our students that begins in the classroom and is built upon through our advisory model. When students feel like they belong in their classrooms, when they feel seen and understood by a trusted adult,

¹³ "Recognizing Academic Achievement in Career/Technical Education - Advance CTE." Advance CTE, 13 June 2016, careertech.org/resource/recognizing-academic-achievement-in-career-technical-education/.

¹⁴ "Accelerated Learning Can Counter Learning Loss | Harvard Graduate School of Education." *Www.gse.harvard.edu*, 24 Sept. 2021, www.gse.harvard.edu/ideas/usable-knowledge/21/09/speed-catch.

they feel more connected to the school community, want to come to school, and are ultimately more engaged in their learning.

Prioritizing belonging means we consider it at all levels of decision making, including selecting curriculum where students can see themselves in what they are learning, disciplinary policies that preserve the dignity and agency of students, staff hiring that mirrors the population of students we serve, and engaging families and caregivers in proactive and positive ways that support student learning.¹⁵

“Evidence has shown that in certain contexts, a student’s sense of belonging improves academic outcomes, increases continuing enrollment, and is protective for mental health. In some of the studies presented, these correlations were still present beyond the time frame of the analysis, suggesting that belonging might have a longitudinal effect.”¹⁶

3. NETA believes students are the leaders of their own learning.

The Individualized Learning Plan (IL) is at the center of this principle. Using RIDE’s guidance on implementation of ILP’s all staff will be trained on the ILP process so that they have expert knowledge of effective co-creation, implementation, and continuous improvement of ILPs. Advisors provide students with a trusted adult and a sense of safety and connection that is a critical first component to learning and developing ILPs. Educators and advisors will take every opportunity to intentionally build students’ capacity for self reflection, progress monitoring, and development of goals so that students are building their agency and learning how to drive their learning from the start of their time at NETA.

“In addition, the skills and behaviors associated with student agency are positively related to college and career outcomes because students are able to direct their own learning and transfer the knowledge they learned in the classroom to new settings (National Research Council, 2012).”¹⁷

¹⁵ “REAL Family Engagement.” Flamboyant, flamboyantfoundation.org/REAL/. Accessed 23, July 2024.

¹⁶ Students’ Sense of Belonging Matters: Evidence from Three Studies | Teaching + Learning Lab. <https://tll.mit.edu/sense-of-belonging-matters/>. Accessed 23 July 2024.

¹⁷ Zeiser, Kristina, et al. Maximizing Student Agency Implementing and Measuring Student-Centered Learning Practices. 2018.

Successful ILP implementation requires providing students with “... challenging academic, technical, and experiential opportunities that connect students to meaningful careers.” From day one students at NETA will have opportunities to engage with rigorous CTE and academics in a meaningful way which will allow them to discover their strengths and challenges and plot a personalized pathway to success.

4. In order for students to be successful, they must have the opportunity to demonstrate mastery of both knowledge and skills in real world learning labs.

NETA focuses on developing students' understanding of not just facts, figures and technical skills, but soft skills that students will need to be successful in their chosen career and postsecondary path. NETA models itself after NEIT’s philosophy of “learning labs, not lecture halls.” Students learn by applying their knowledge and practicing their craft through career exploration and then immersion in real employment settings.

NETA is also heavily influenced by the philosophy of Expeditionary Learning (EL) which defines several dimensions of student achievement including “Mastery of Knowledge and Skills” and “Character.” Through these dimensions, students transfer knowledge and skills to meaningful tasks, think critically and communicate clearly; they work to develop mindsets necessary for success in college and career, focus on treating others well and operating with empathy, integrity, respect, and compassion. Students learn how they can contribute to a better world by putting their learning to use to improve and meet the needs of their communities.¹⁸

5. Collaboration among all stakeholders is necessary to the success of our students

NETA’s unique model where students drive their learning through personalized pathways and engage in both rigorous academic and CTE learning requires students to be surrounded with support and learning opportunities not just inside but outside of the classroom and laboratory walls. Using guidance

¹⁸ El Education. *Core Practices*. EL Education Incorporated - EL Ed Publications, 5 Mar. 2024.

from the Flamboyant Foundation and their School Wide Family Engagement Rubric, NETA will engage families and caregivers as true partners, recognizing that they can play an essential role in supporting and accelerating student learning.

Students at NETA will naturally benefit from the deep partnerships NEIT has forged with industry leaders. Capitalizing on the NEIT model, NETA students will learn from industry experts in the classroom and have the opportunity to earn industry certifications and credentials.

Advisors are key to this collaborative culture. They know students deeply and are the first line of support for students, communicating with stakeholders and curating resources that will help each student thrive.

NETA's guiding principles are informed by other successful models such as Greater New Bedford Regional Vocational Technical High School as well as Purdue Polytechnic High School and Goodwin College, which has incubated and started a charter school and is a model of dual enrollment.

Curriculum and Coursework

NETA's educational program is aligned with RIDE's strategic plan to prepare all students for postsecondary education, work and life. In accordance with RIDE's 22 minimum credits towards a diploma, students will also need to earn 3 CTE credits in order to graduate. We outline these requirements in greater detail in the promotion and graduation sections of this application.

All NETA academic curricula will be aligned to EdReports green-standards for high quality, per Rhode Island General Law RIGL§ 16.22.30-33. Our goal is to adopt a curriculum that is highly-rated and allows educators to implement successfully, ensuring integrity to the design of the curriculum and relevance to our context and community. We are exploring the following curricula that we feel are well aligned with our mission, vision and guiding principles:

- English Language Arts: My Perspectives
- Math: Reveal Math or Illustrative Math
- Science: Our science curriculum will be aligned with NGSS. We are exploring OpenSciEd

→ Social Studies: We are exploring the curriculum from Teacher's Curriculum Institute.

Curriculum will be evaluated on a yearly basis according to student achievement data and feedback and teacher feedback and the overall success of implementation.

As mentioned in our guiding principles, as part of our personalized learning model, students in their freshman and sophomore year will take part in an acceleration block that will focus on providing students with just in time supports, interventions, and opportunities for enrichment. In order to clearly track student progress toward their learning goals and build ownership of their learning, we will use an adaptive technology platform like IXL or Khan Academy to augment our high quality core curriculum. Students who are on an advanced path can access the Advanced Course Network (ACN) if they have demonstrated proficiency in core grade level standards.

During their junior and senior years, students will have the opportunity to dually enroll in courses at NEIT. Along with Computer Science, one of the career paths offered at NETA, NEIT runs a Financial Literacy course and a Civics course for the Early College Program which students can take advantage of to meet the state graduation requirements and receive dual enrollment credit. NEIT's leadership in this coursework serves as a model for other districts.

As students move through coursework and curriculum, we will use Expeditionary Learning's "Dimensions of Student Achievement" as one way to measure success. The following are the three "Dimensions of Achievement" that EL identifies:

1. **Mastery of Knowledge and Skills:** In this dimension, students demonstrate proficiency and deeper understanding within each discipline, apply their learning , think critically and communicate clearly.
2. **Character:** In this dimension, students become effective learners by developing the mindsets and skills for success in college and career, work to become ethical people and contribute to creating a better world.
3. **High-Quality Student Work** which is complex, demonstrates craftsmanship, and is authentic.

These dimensions align well with our guiding principles and how students will show success in our

unique program of rigorous academics and CTE.

Learning Environment & Pedagogy

Rigor is the first key component of our environment and pedagogy. Rigor does not mean hard for the sake of being hard, overly challenging, or copious amounts of work. For us, rigor starts with teachers internalizing our first guiding principle that all students can learn at high levels. This principle starts with taking an asset based approach to all students.¹⁹ Teachers will be trained and supported to meet students where they are but also hold every student to grade level expectations. This means that all students, no matter their proficiency towards content standards, are given access to grade-level material so that they can eventually achieve grade-level mastery. *The Opportunity Myth* report from TNTP writes:

“To be clear, ‘grade-level mastery’ doesn’t mean students must have read a particular list of books. It means they have had the chance to practice a core set of grade-level-appropriate competencies for processing information, thinking critically about texts, and solving problems using evidence. Those are essential skills that can make the difference between graduating ready for college or the workplace, or not.”²⁰

Professional development for teachers will focus on how to differentiate instruction while keeping rigor and access to grade level material for all students. This will require teachers to create a culture that encourages productive struggle²¹ and just-in-time supports, where students actively wrestle with complex ideas, are encouraged to solve problems in multiple ways, engage in meta-cognitive reflection, and where mistakes are expected as part of the learning process and not discouraged.²² Support

¹⁹ “3 Steps to Developing an Asset-Based Approach to Teaching.” *Edutopia*, www.edutopia.org/article/3-steps-developing-asset-based-approach-teaching/#:~:text=An%20asset%20Dbased%20approach%20to%20teaching%20is%20one%20that%20is.

²⁰ “The Opportunity Myth.” *TNTP*, 11 Aug. 2016, tntp.org/publication/the-opportunity-myth/.

²¹ “How Productive Struggle Fires up Learners.” *Edutopia*, George Lucas Educational Foundation, 8 Oct. 2021, www.edutopia.org/video/how-productive-struggle-fires-learners. Accessed 23 July 2024.

²² Sriram, Rishi. “The Neuroscience behind Productive Struggle.” *Edutopia*, 13 Apr. 2020, www.edutopia.org/article/neuroscience-behind-productive-struggle.

is given to students when struggle becomes a barrier to learning, not before learning happens.

Teachers will also be trained on culturally relevant and sustaining pedagogical practices. This does not simply mean that teachers learn about students' backgrounds and families and are curious about their students. Certainly, those things are necessary, but teachers will be trained in Zaretta Hammond's *Ready for Rigor Framework*, a robust approach to culturally responsive and sustaining teaching. As Dr. Hammond describes it:

“Rather than focus on a superficial ‘food, fabric, and festivals’ approach to culturally responsive teaching, the framework guides educators to keep student learning and cognitive development at the center so students can become independent learners who can take on rigorous learning.”²³

These instructional practices align with our guiding principles and provide a deeper understanding of what rigor will look like at NETA.

At NETA, our rigorous learning environments support students to create “high quality student work” – a framework for which is designed by EL Education. The three components of “High Quality Students Work” entail:

1. Teachers [engage] students “in tasks that ask students to apply, analyze, and create.”
2. They use “models of excellence, critique and multiple drafts to support all students to produce work of exceptional quality.”
3. They “connect students to the world beyond schools through meaningful fieldwork, expert collaborators [and] research.”²⁴

The initial CTE coursework in their freshman and sophomore years and then dual enrollment in NEIT coursework in their junior and senior years provides built in opportunities for students to learn in a rigorous environment and produce high quality work. The pedagogical philosophy of NETA's partner

²³ “Home.” *Culturally Responsive Teaching & the Brain*, crtandthebrain.com. Accessed 23 July 2024.

²⁴ EL Education. *Core Practices*. EL Education Incorporated - EL Ed Publications, 5 Mar. 2024.

NEIT, is “learning labs, not lecture halls.” Students are expected to apply their knowledge from the start through hands-on learning experiences in state of the art facilities. Through career immersion, students engage in their career pathway at high levels with leaders in their chosen industry who frequently review and revise curricula to ensure it is aligned with the highest industry standards and needs of employers.

Research indicates that students of all abilities and backgrounds enrolling in both CTE and academic coursework can benefit from CTE in several ways. As stated in the Community Need & Support section of this application, students enrolled in CTE programs are less likely to drop out, more likely to graduate and enroll in college, and have increased earnings after their high school career.

We know that students can’t achieve at high levels without high support. This is why our advisory model is so important. On day one, students are assigned to a dedicated advisor and advisory that follows that student for the entirety of their four years. We borrow principles from EL Education’s model of Crew:

“Students and staff are counting on school communities to be safe, affirming, and healing places, especially in the wake of a global pandemic. When students and educators can feel a sense of belonging at school, nurtured by supportive relationships, they can achieve their best. Students who experience an authentic community at school thrive socially, emotionally, and academically, and can make meaningful contributions to a better world.”²⁵

Advisors cultivate this “crew culture” and are deeply committed to the success of their advisees.

Advisors are the first point of contact for families, they are academic advisors who help students create, monitor and refine their Individual Learning Plans, and they help coordinate key components of their academic and CTE programs as students achieve their goals.

At NETA, advisors will use aspects of the Facing History and Ourselves²⁶ approach to advisory in

²⁵ “Purposes of Crew | EL Education.” *Eleducation.org*, eleducation.org/resources/purposes-of-crew.

²⁶ “Community Matters: A Facing History & Ourselves Approach to Advisory | Facing History & Ourselves.” *Www.facinghistory.org*, 15 July 2022, www.facinghistory.org/resource-library/community-matters-facing-history-ourselves-approach-advisory-0. Accessed 23 July 2024.

9th and 10th grades. This curriculum will set a positive foundation for student success in the early years of their high school career, specifically focusing on the following skills:

- build understanding and empathy
- break down stereotypes
- discover their voices
- develop the skills necessary for academic and community success
- build civic agency and find new ways to participate in the school and local community.

EL Education's Crew advisory curriculum will augment the Facing History curriculum beyond 10th grade.

Physical Space & Environment

Class size at NETA will be capped at 24 students, with advisories being as small as 12 students per advisory. Students will begin their 9th grade year in an incubation space on the state of the art NEIT Warwick campus. NETA will inhabit a dedicated wing of eight classrooms. Students will have a dedicated high school environment, but will also be exposed to the university, supporting our mission for early exposure and dual enrollment in college coursework.

In addition to dedicated academic classrooms, students will work with the latest, technologically advanced equipment in NEIT's specialized laboratories. These labs feature state-of-the-art HD equipment, a nursing simulation lab with computerized talking mannequins, and cutting edge engineering technology. These learning spaces align seamlessly with the mission of NETA to provide high quality CTE programs. We will continue to look for space in the Providence area as NETA expands.

Educational Programming and Supports for Specific Populations

For students who are struggling academically and behaviorally, NETA will create proactive and consistent systems and structures to support students. In the beginning of 9th grade, all students will have a transition meeting with their families, school staff, and their advisor. At that time, the team will reflect with the student and family about their strengths, needs, and goals and review the school contract that

clearly lays out behavioral and academic expectations. This will lay the foundation for the strong school - family relationships that are at the core of our mission and goals. At the heart of this foundation is an unwavering support for multilingual learners and differently-abled students. As a university, NEIT has gained a positive reputation for supporting these populations, and will employ the strategies used at the collegiate level in their work with NETA's high school students.

As outlined in the School Culture section of this application and in order to maintain a safe and supportive environment, NETA will employ a multi-tiered system of support (MTTS)²⁷ that is based on research and best practices designed to change behavior through positive reinforcement and supportive interventions. We will craft a comprehensive and developmentally appropriate discipline policy in compliance with all federal, state and local laws and regulations, including a general discipline policy and a special education discipline policy that cleanly aligns to the expectations around a restorative justice model.

A 9th grade transition team composed of key faculty will meet regularly to review academic, behavioral, and social emotional data. This information will be used to create an early warning system that allows staff to intervene before students are in danger of consistently failing to meet expectations. When students show signs of struggle, the team will develop personalized intervention plans to address the root cause of the challenges the student faces. Central to the MTTS process is our culture of restorative justice and providing each student to repair any harm they may have caused the school community.

Given that one of NETA's guiding principles is engagement of all stakeholders, we will also ensure that families receive proactive and consistent communication of any challenges their student may exhibit. We understand that families know their students best and are an asset in developing solutions to

²⁷ Education, Panorama. "Panorama Education | Supporting Student Success." *W*www.panoramaed.com, www.panoramaed.com/.

best get students back on track.

Multilingual Learners

Our first interaction with potential students is through an enrollment application. We will include a home language survey in the enrollment package so we can begin to fully know our students and prepare early for the support they may need. NETA will use the WIDA Screener and the WIDA ACCESS for MLLs assessments to diagnose and measure English learners' language growth and proficiency.

NETA will employ an inclusion model where students receive targeted support in classrooms in conjunction with English language development courses. We will use the Sheltered Instruction Observation Protocol (SIOP) using Language Objectives for language development in all courses where MLL students attend. For students who have yet to reach English language proficiency on ACCESS, they will also take supplemental English language development coursework until they have reached proficiency. Our MLL Director will monitor students' progress in their English language development, even as they achieve English language proficiency to ensure continued growth and appropriate support. SIOP Models will happen in conjunction with as-needed supports, as defined by the MLL Director. The ultimate goal is that all students will reach language proficiency and exit from services in preparation for graduation from high school. As previously stated in the research, we have seen the positive impact that a CTE education program has for multilingual learner students, and thus, we firmly believe the mission and structure of the school will yield positive outcomes for all unique populations.

Students with Identified Disabilities

NETA will provide a Free and Appropriate Public Education to serve all students identified to have a disability and will comply with all relevant state and federal law, including but not limited to Title II of the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. Students with special educational needs will receive services in the least restrictive environment alongside their peers without disabilities and as determined in their IEP. Our special education and 504 coordinator along with our social worker and other relevant staff will provide comprehensive case management for all students with an identified disability.

NETA will receive IEPs from our students' sending districts upon enrollment and will review these in a transition meeting with each student at the beginning of the school year. The process for IEP records collection will begin immediately upon receiving the enrollment package. During the initial transition meeting students with an IEP meeting and their families will reflect on their strengths, areas of need, and goals they have for their high school career. One of our guiding principles is that students are the leaders of their own learning and so it is of the utmost importance that students are at the center of all IEP or related special education meetings. Our special education coordinator will monitor students' progress towards their IEP goals and send quarterly reports to families. Our special education team, along with faculty, will also monitor all students through academic and observational data to identify students who may benefit from an IEP through the RTI model.

NETA is founded on the belief that all students can learn at high levels with the right support and that an inclusive education program is good for all students, not just students with identified disabilities. Students with an identified disability will learn alongside their peers to ensure they have access to grade level curriculum and instruction. Teachers will provide support and accommodations according to students' IEPs in the classroom through a co-taught model with a special education teacher and general education teacher. Additionally, teachers will utilize Universal Design for Learning principles to guide their curricular and lesson design and differentiated instruction to further personalize support and access to learning. Alongside academic support and interventions NETA will also provide students with an identified disability with any related services (speech, counseling, physical and occupational therapy) in accordance with their IEP goals. Finally, similar to the research on MLL students' success in CTE program, so too do students with disabilities benefit from CTE programs.

Educational Program: Assessment System

NETA will employ a consistent standards-based assessment system across grade levels and CTE programs and will ensure that all students and educators have access to relevant and timely data. We will first ensure compliance to the state assessment system, including the PSAT at grade 10 and the SAT and NGSA at grade 11, and then augment that system with other assessments described below. We will build a

data driven culture from day one with a focus on giving teachers adequate professional development on how to use data to support student success. We will also provide students access to their data as well as the support they need, through advisory and their core coursework, to make sense of their data, understand their strengths and areas of growth, and use it to set goals in their ILPs.

All assessments will be based on rigorous college and career ready standards. Our instruction, across all grades and within each course, will teach to those standards. Common Course Assessments will be developed internally and aligned with and inclusive of any assessments that the high quality curriculums provide. All major unit assessments and benchmark assessments within the core academic courses will be aligned vertically to support students' mastery of content standards. Common rubrics will be developed so that faculty and students understand what proficiency and success looks like for each assessment. These rubrics will be informative in that students will receive them prior to every assessment, as well as evaluative, as faculty use them for grading.

To set students up for success, NETA will administer the PSAT 9 to students during their first year. This will allow students and faculty to familiarize themselves with the PSAT format and content in preparation for 10th grade. Furthermore, during each fall semester we will self administer the PSAT in 10th grade and 11th grade, prior to the scheduled state testing, in order to have benchmark data that we can use to best prepare students. We will also use the STAR assessment tool, at minimum, during the beginning, middle and end of year. For students who need more acceleration, we will administer STAR every 6-8 weeks so students can more regularly track progress and faculty can plan intervention more purposefully. NETA will also use adaptive technology platforms such as IXL and / or Khan Academy to move students, at their own pace, towards proficiency of the standards. For students who have demonstrated proficiency in core academic coursework and wish to take courses beyond what is offered at NETA, or in addition to their coursework during out of school time, they can access the ACN and demonstrate their proficiency through its assessments. Lastly, as dual enrollment is a key component of our model, we will proactively track student progress, through advisory and in conjunction with college faculty, as they engage in college-level coursework to make sure that students have the support and

resources they need to be successful in higher-level coursework. Ultimately, we will track dual enrollment course completion to ensure we are meeting our goals that all students will complete college coursework during their time at NETA.

Enrollment meetings for all students with identified disabilities will occur at the start of their career at NETA with families to co-create student academic and transition goals based on their needs and the unique opportunities NETA provides with CTE and dual enrollment. Regular meetings will be held and students will learn to lead their own team meetings for the purpose of monitoring progress and reflecting on individualized goals and outcomes in order to develop their personal advocacy skills. Students will be an integral part of their team meetings. For students who are multilingual learners, NETA will rely on the ACCESS test and student and family interviews to provide data on the appropriate placement and system for support so that they can become proficient in the English language.

In CTE coursework, students will have several opportunities to demonstrate proficiency toward their chosen Career and Technical Industry Specific Program Standards.²⁸ Aside from their CTE specific course assessments, each year students will complete a year-end presentation on their career track journey. They will reflect on what they have learned and where they intend to go in their career pathway, as well as how their core academic coursework has supported them in their career track. In 10th grade, this is formalized in their “Passage” presentation where they also declare their career track specialization, and in 12th grade with their Capstone project where they will share not only what they have learned from the CTE program, but how they intend to carry their learning into their post secondary life. Furthermore, as students progress through their CTE track and speciality, they will have the opportunity to take industry-specific assessments to earn credentials. We will provide students with ample opportunities to prepare for these assessments and will track the success rate of these credentialing opportunities and use that data to inform our support of students.

Central to our guiding principles is that we must engage all stakeholders in order for our students

²⁸ Rhode Island Career and Technical Education (CTE) Industry-Specific Program Standards the Following Standards Were Approved by the CTE Board of Trustees on 12/16/2022 and Endorsed by the K-12 Council on Elementary and Secondary Education on 12/20/22.

to be successful. While feedback from students and families is traditionally not a part of an academic or CTE assessment system, we believe it is of the utmost importance. Students can not learn well, or demonstrate their knowledge on assessments, if they do not feel safe, respected and valued in their school community. In order to support our assessment system, we will use data from SurveyWorks, as well as NETA created surveys and focus groups, to ensure that our school culture and environment best supports our students to be successful in their learning and in all of the ways they demonstrate their understanding through assessments. Below is a chart which outlines the comprehensive assessment system NETA will employ:

Grade	State	Core Academic Content	CTE	Interim / Benchmark	Special Populations
9	N/A	Standards Based Common Course Assessments	<ul style="list-style-type: none"> → Career Exploration Self-Assessment → Career Exploration Common Assessment 	<ul style="list-style-type: none"> → STAR → IXL → Khan Academy → PSAT fall 	<ul style="list-style-type: none"> → ACCESS → IEP
10	PSAT	<ul style="list-style-type: none"> → Standards Based Common Course Assessments → Passage Presentation 	<ul style="list-style-type: none"> → Career Track Assessment → Passage Presentation 	<ul style="list-style-type: none"> → STAR → IXL → Khan Academy → PSAT fall 	<ul style="list-style-type: none"> → ACCESS → IEP
11	SAT & NGSA	Standards Based Common Course Assessments	<ul style="list-style-type: none"> → Career Track Speciality Assessment → Career Track Speciality Course Assessments → Dual Enrollment Course Assessment 	<ul style="list-style-type: none"> → STAR → IXL → Khan Academy → PSAT fall 	<ul style="list-style-type: none"> → ACCESS → IEP
12	N/A	<ul style="list-style-type: none"> → Standards Based Common Course Assessments → Capstone Presentation 	<ul style="list-style-type: none"> → Capstone → Industry Based Credential Assessment → Dual Enrollment Course Assessment 	<ul style="list-style-type: none"> → STAR → IXL → Khan Academy 	<ul style="list-style-type: none"> → ACCESS → IEP

Educational Program: Promotion and Graduation

All students will meet the RIDE graduation requirements through the curriculum and coursework outlined in this application. Through NETA's standards based grading and assessment system, students will be able to progress and show proficiency towards standards while being provided with targeted supports and interventions in our highly supportive and data driven environment. In order to graduate, each student will earn the 22 credits as outlined in RIDE's graduation requirements as well 3 CTE credits or a total minimum of 25 credits.

Our goal at NETA is to never retain a student in a grade. We know from research that retention, especially at the high school level, can have dire consequences for students' educational attainment and life outcomes. In an article from Education Week, they cite a meta-analysis demonstrating these impacts:

“...concluded that they ‘fail to demonstrate that grade retention provides greater benefits to students with academic or adjustment difficulties than does promotion to the next grade.’ In many studies, students who were retained had worse academic achievement and social-emotional outcomes than students who were not.”²⁹

Furthermore, grade retention disproportionately impacts Black, Latino, and Native students and MLLs. Instead of retention, we will build on research that shows that strong relationships and more time for accelerated learning can help students achieve proficiency on grade-level standards, get promoted to the next grade and ultimately graduate on time.³⁰ We will provide high dosage tutoring, which has shown powerful results,³¹ as well as summer learning opportunities for students who have not reached

²⁹ Schwartz, Sarah. “What Does Research Say about Grade Retention? A Few Key Studies to Know.” *Education Week*, 2 Nov. 2022, www.edweek.org/leadership/what-does-research-say-about-grade-retention-a-few-key-studies-to-know/2022/11.

³⁰ Davis, Brittney. “Holding Students Back - an Inequitable and Ineffective Response to Unfinished Learning.” *The Education Trust*, 6 Dec. 2021, edtrust.org/resource/holding-students-back-an-inequitable-and-ineffective-response-to-unfinished-learning/.

³¹ “Scaling up High-Dosage Tutoring Is Crucial to Students’ Academic Success.” *Center for American Progress*, 18 Jan. 2024, www.americanprogress.org/article/scaling-up-high-dosage-tutoring-is-crucial-to-students-academic-success/#:~:text=Studies%20continuously%20show%20the%20benefits.

proficiency by the end of the school year, or who may have been chronically absent.

As students progress towards graduation, they must achieve proficiency on two key assessments, the 10th grade Passage and the 12th grade Capstone. Both of these assessments are described in detail in this application, and they are central to students owning their learning and publicly presenting how they have achieved proficiency in both their core academics and their CTE pathway. Furthermore, for students with disabilities, they and their families will be provided with quarterly reports that show progress made towards students' IEP goals.

From day one, all students and families will understand the promotion and graduation requirements. The school contract, outlined in the School Culture section of this application, and signed by the advisor, student, and families will clearly lay out the expectations of promotion and graduation. We will also have a family and student handbook reiterating these expectations and a learning management system such as Aspen or Power School, that all families can access so that they, along with their students, can proactively track grading and the fulfillment of promotion and graduation requirements.

Educational Program: School Culture

NETA's culture is influenced by our guiding principles that focus on personalization, student belonging, students as self-determined leaders of their learning, and families as partners. We will deeply invest and train all staff on the core parts of our school culture to ensure that they have the support and training to effectively operate in that culture and model it for the whole school community. Furthermore, we will clearly and frequently communicate the expectations and rationale for school culture to families so that they too can support students to thrive in our community.

Social emotional learning (SEL) will be a core tenet of our school culture. In a report commissioned by the Wallace Foundation in collaboration with Harvard's Graduate School of Education and EASEL Lab, they write about the importance of SEL to the overall wellbeing and success of

adolescents:

“Over the past two decades, there has emerged a growing consensus among researchers who study child and youth development, education, and health that social and emotional skills are essential to learning and life outcomes. Furthermore, research indicates that high-quality, evidence-based programs and policies that promote these skills among students can improve physical and mental well-being, academic outcomes, and college and career readiness and success. While there are fewer evaluations of middle and high school SEL programs than elementary school programs, research on adolescent development indicates that adolescence is an especially important time for youth to develop social and emotional skills.”³²

We will support students' development of social emotional skills through SEL focused initiatives, starting with the strong relationships formed by students and staff. Furthermore, teachers will be trained on effective classroom practices that promote SEL so they can thoughtfully incorporate it into their instruction.

EL's Dimensions of Achievement, specifically its focus on “Character” will also inform NETA's culture. This concept is expanded on in the Learning and Pedagogy section. Students will incorporate personalized Character goals, with help from their advisor, into their ILPs. All staff will also model Character for students by:

1. Elevating student voice and leadership in classrooms across the school.
2. Making habits of scholarship visible across the school and in daily instruction.
3. Modeling a school-wide culture of respect and compassion.
4. Prioritizing social and emotional learning (SEL), along with academic learning, across the school.

Our guiding principles state that students are the leaders of their own learning, and therefore must

³² Jones, Stephanie, et al. “Navigating SEL from the Inside Out Looking Inside & Across 33 Leading SEL Programs: A Practical Resource for Schools and OST Providers.” *Preschool & Elementary Focus*, Jul. 2021.

<https://wallacefoundation.org/sites/default/files/2023-08/navigating-social-and-emotional-learning-from-the-inside-out-2ed.pdf>.

be self-determined in their learning journey. Along with students' public presentations of learning, particularly in 10th and 12th grades, a key part of our culture will be quarterly student-led learning conferences with key members of their community, including their advisor and families where students will reflect on their academic growth and the growth of their character and social emotional skills. These will replace the traditional parent-teacher conferences that exclude student voice and will instead put students at the center.

Attendance and Absenteeism

To address attendance and avoid chronic absenteeism, we will create an attendance policy that is communicated clearly and frequently to students and families and share the research on how absences impact achievement. Our culture of student belonging and the close relationships we intentionally foster, will create a welcoming and engaging environment where students want to come to school. At the beginning of the year, both students and caregivers will sign a contract agreeing to adhere to all school policies and uphold core aspects of our school culture. Explicitly in that contract will be our expectations for attendance. These practices will build upon NEIT's unique college attendance policy and the associated support provided to NEIT's college students to track their attendance in college classes.

When students miss 10% of school, their academic achievement is negatively impacted. We want to ensure that all students stay under 10% of missed days of school. Starting immediately at the beginning of the school year, students with two or more unexcused absences will be identified for being at risk of chronic absenteeism and will be prioritized for intervention and support. We will use a range of tools, like School Status and Talking Points, both of which have translation features, to carefully track attendance and communicate with families. These tools will support not only school-wide communication about absenteeism, but will also be used to send general updates and important information about the school community so that families feel informed, consider themselves a valued part of the community, and are invested in making sure students come to school everyday. Advisors will be the first point of contact with families and be instrumental in supporting any absenteeism intervention or support plan.

NETA also intends to participate in RIDE's "Attendance Matters RI" initiative and will utilize the

tools and resources developed by RIDE, including the attendance nudge tools and social media toolkit, to promote and celebrate high attendance.

Behavior and Discipline

NETA will craft a comprehensive discipline policy in compliance with all federal, state, and local laws and regulations, including a general education discipline policy and a special education discipline policy, with the goal of creating a safe and orderly environment where all students can thrive. Our policies will be grounded in a research-based Positive Behavior Intervention and Supports (PBIS) system and will work seamlessly with our focus on SEL. NETA will provide clear, concise, and consistent communication of our policies and expectations. These expectations will be easy to understand and applicable across all environments where students learn including our high school, college when they are dually enrolled, and career settings as they pursue their chosen profession. Our behavioral expectations will also align with NEIT's culture of respect for self and others and professionalism in the workplace.

We will regularly collect data on student behavior to identify areas that may need intervention and to monitor progress. This will help make data-driven decisions and adjust behavioral supports and strategies. We will use a multi-tiered system of support (MTTS) to address and prevent problematic student behavior within the PBIS model. Tier 1 will address school wide behavior, Tier 2 will focus on small groups of students who are at-risk for ongoing problematic behavior, and Tier 3 will include individualized interventions to meet the needs of students with chronic or severe behavioral challenges.

NETA will integrate restorative justice practices that focus on repairing relationships and resolving conflicts in a positive and constructive manner. This approach emphasizes empathy, understanding, and responsibility. Students and teachers will use restorative practices such as restorative circles and tribunals³³ to build community and develop strong, healthy student to student and student to adult relationships.³⁴ The operating assumption of a restorative culture is that no one is ever a finished product but rather continues to grow personally and professionally throughout their life and therefore

³³ <https://www.nextgenlearning.org/equity-toolkit/school-culture>

³⁴ <https://www.tandfonline.com/doi/full/10.1080/15210960.2016.1159099>

everyone must be afforded an opportunity to make amends for harm they caused others. A restorative framework serves as the basis of reparation within the school community and is the first option taken before detention or suspensions.³⁵ Teachers will be trained on Restorative Justice practices and will learn effective ways to reinforce positive behaviors and de-escalate challenging situations.

NETA will offer a variety of positive reinforcements to promote student behavior aligned to our culture and policies. We will implement incentive programs that allow students to earn rewards or recognition for consistently demonstrating positive behavior. These programs will be based on individual or group achievements such as academic success, excellent attendance, or meaningfully contributing to the restorative school environment.

We believe that families are an integral support system for students and we will involve them in supporting positive behavior. This starts with the contract that families and students sign at the beginning of their NETA journey that lays out our behavioral expectations and disciplinary policies. We will include parents in events that emphasize the importance of positive reinforcement at home, that celebrate and reinforce students' positive behaviors and accomplishments, and we will frequently communicate with individual families to highlight and celebrate their student's achievements.

Organizational Capacity

Mission Alignment

Like New England Institute of Technology's mission "to provide specialized undergraduate and graduate degree and certificate programs which prepare students for professional and technical careers," and to prepare "graduates to enter the workforce or to continue their education." NETA's mission is perfectly aligned with the goal of providing "students with specialized career and technical education (CTE) programs and rigorous academic coursework in a highly supportive environment." And to "prepare all students for a successful entry into a postsecondary institution and the profession of their choice."

This alignment of mission statements will result in NETA's graduates having the opportunity to participate in NEIT's Early College Program (ECP) to acquire college credits, in their junior and senior

³⁵ <https://digitalcommons.lesley.edu/cgi/viewcontent.cgi?article=1106&context=jppp>.

year, in their program of choice giving them a head start in obtaining their college degree. Furthermore, all students will have the opportunity to receive industry credentials and / or certificates through our already established CTE programs.

Establishing Persons or Entities

New England Institute of Technology (NEIT) serves as the establishing entity for the school.

Applicant Group Formation and Ongoing Roles

The leadership team at NEIT were an integral part of the applicant group. The initial stakeholders included Richard Gouse, Scott Freund, Amy Grzybowski, Doug Sherman and Alan Resnick who began work with the Rhode Island Education Collective to sketch out a vision and mission for New England Tech Academy. These individuals represent strategy, academics, and workforce for the institution and were able to provide a thoughtful perspective to the application. Through a series of workshops and meetings, the planning group framed out the application, ultimately adding Ken Jalbert (finance) and Tom Fay (legal) to the planning team. Below is a list of the individuals, how they contributed, and their continued role, if any:

NEIT Applicant Group

Tom Fay, Esq.

Bio: Thomas J. Fay, Esq., is the Vice President and General Counsel at the New England Institute of Technology (NEIT), where he serves as the Chief Legal Officer, providing strategic legal advice and guidance on a broad range of legal matters affecting the institution. Prior to joining NEIT, Attorney Fay was a Partner at Donovan Hatem LLP, where he represented individuals and corporations in various civil litigation and insurance matters. With extensive experience in civil litigation, risk management, and corporate governance, Attorney Fay has served in various legal roles since 1993. He is a member of the Rhode Island Bar Association and has received multiple awards for his legal work. Attorney Fay holds a Juris Doctor, cum laude, from Suffolk University Law School and a Bachelor's degree in Social Work from Providence College.

Role in Application Process: Tom has provided legal guidance during the applicant process and has drafted the by-laws. Tom will assist in establishing the 501c3 for the organization. Tom will continue to work with NEIT and NETA on legal guidance and matters for the foreseeable future.

Scott Freund

Bio: Scott Freund, the Executive Vice President at the New England Institute of Technology, has been pivotal in enhancing the university's financial health, and a \$10 million boost in student financial aid. His leadership has consistently exceeded budgetary expectations and implemented significant operational improvements, such as the integration of Slate, a comprehensive CRM for higher education. Scott's extensive experience in financial management and operational efficiency has been instrumental in driving NEIT's growth and success.

Role in Application Process: Scott participated fully in the planning process. He provided input particularly during the budgeting exercise, the use of any existing staff, classrooms, or resources of NEIT for NETA, and the model of career and technical education incorporating postsecondary opportunities for students. It is intended that Scott will be a founding board member of NETA and will assist in creating the agreement between NEIT and NETA.

Richard I. Gouse

Bio: Richard I. Gouse is the president of the New England Institute of Technology, a position he has held since 1971, making him one of the longest-serving college presidents in American history. He earned a Certificate of Study from the University of Poitiers in France in 1963 and a Bachelor of Arts degree from Brown University in 1968. Under his leadership, NEIT transformed from a small technical institute with four programs, seventy students, and ten employees into a not-for-profit degree-granting college with over 2,000 students, 50+ degree programs, and approximately 400 employees. President Gouse has also been actively involved in the community, serving on numerous accreditation committees and boards, and was inducted into the Rhode Island Heritage Hall of Fame in 2019.

Role in Application Process: President Gouse was an integral role in the decision-making to apply for new seats for the charter application. His vision and ultimate success of a hands-on technical college will be the model for NETA. The President will remain an active advisor for NETA.

Amy Grzybowski, Ph.D.

Bio: Dr. Amy Grzybowski is the Vice President of Workforce Development & Community Relations at the New England Institute of Technology (NEIT), where she leads efforts to establish NEIT as a market leader in career education and promotes the strategic direction of workforce development. With extensive experience in higher education and workforce development, she previously served as the Assistant Commissioner of Workforce for the State of Rhode Island and as the Executive Director of the Rhode Island Higher Education & Industry Centers. Amy holds a Ph.D. in Education from the University of Rhode Island/Rhode Island College and has been recognized with multiple awards, including the PBN 2021 Business Women Award and the PBN 2022 40 Under 40 Award. She has also contributed to numerous publications and conference papers on adult education and industry partnerships.

Role in Application Process: Amy led the planning effort for the application on behalf of NEIT. She coordinated the response of the team in collaboration with the Collective and will continue to be the main point of contact for the application. Amy will continue to remain engaged in NETA as the inaugural Board Chair and will participate fully in the hiring of the team for NETA. She will act as the main liaison between NEIT and NETA.

Kenneth F. Jalbert

Bio: Kenneth F. Jalbert, CPA, is the Vice President of Finance at the New England Institute of Technology, where he oversees all general accounting activities, financial reporting, budgeting, and audits. With over 30 years of experience in both private industry and public accounting, he has significantly contributed to the growth of a privately-owned manufacturing company from \$40M to over \$250M in annual revenue. Ken holds a Bachelor of Science in Accounting from Bryant University,

graduating summa cum laude, and is a licensed CPA. He has a proven track record of financial leadership, including roles at Taco, Inc., and Ernst & Young, where he developed and implemented accounting systems and controls to enhance financial efficiency and compliance.

Role in Application Process: As NEIT's Chief Financial Officer, Ken has served in an advisory capacity on the financial review for the application. His team will provide contract support to NETA for the human resources, budgeting, and purchasing.

Alan Resnick

Bio: Alan Resnick is the Vice President for Strategic Planning at the New England Institute of Technology. With a focus on high-performance environments in education, urban design, and preservation of important national landmarks, he has served as a consultant to various prestigious institutions, including the US Department of State, the National Security Agency, and Harvard University. Alan is also responsible for numerous strategic initiatives at NEIT, including the NEIT/Pawtucket College Readiness Initiative, aimed at supporting middle and high school students in Pawtucket to attain their high school diplomas and pursuing college education.

Role in Application Process: Alan participated in the planning process for the application. He provided context for strategy and assisted, and continues to assist in reviewing locations for NETA. Alan has experience in architecture and is able to provide awareness and layouts for space design for all considered locations. Alan will continue to serve in this role as NETA is established.

Douglas Sherman, Ed.D.

Bio: Dr. Douglas Sherman, is the Senior Vice President and Provost at the New England Institute of Technology, where he is responsible for setting the strategic vision and overseeing all academic programs. He has been instrumental in establishing the College of Health Sciences and the College of Graduate and Professional Studies, introducing NEIT's first doctoral program. Doug's collaborative approach in developing NEIT's long-range plan and his initiatives in increasing program offerings have significantly contributed to the institution's academic excellence and accreditation achievements.

Role in Application Process: Doug participated in the planning effort for the application. Doug's expertise in academics and accreditation as the Provost of NEIT was incredibly valuable and will continue to be an asset as the curriculum is designed for NETA. Doug will continue to participate as an inaugural board member of NETA and will work with the NETA team on curriculum alignment to the career and technical opportunities at NEIT for seamless articulation if students decide to complete their degree at the institution.

Rhode Island Education Collective & MKS Education Partners

Rhode Island Education Collective, led by its CEO Victor Capellan and his team, began the process with NEIT and laid the foundation for the application process and partnership with NEIT as the establishing entity. The Collective then brought MKS Education Partners' CEO Maureen Kay Sigler to support the writing and application process. Through several working meetings and feedback rounds, all members of the team were engaged and active in the preparation of the application and worked seamlessly together. The Rhode Island Education Collective and MKS Education Partners will continue to act as advisors to NEIT during its planning year and a member of the Collective, still to be determined, will sit on NETA's board. Specifically, Collective team members who worked on the applicant group were Andrew MacMannis, Danielle Barron, and Joshua Laplante. All resumes are found in the appendices.

Victor Capellan

Victor Capellan is an experienced executive leader in education with a demonstrated history of working with communities and families to ensure sustainable change that improves learning and life outcomes for children. He is strategic and innovative and is skilled in coalition-building, education reform, and social justice advocacy. Most recently, Victor served as Senior Advisor to the Rhode Island Education Commissioner. In this capacity, he was responsible for overseeing the Commissioner's Strategic Advisory Team, the School Building Authority, and the Charter School Office, and he created the Office of Equity and Diversity. Previously, Victor served as Superintendent of Schools in Central Falls, where he

launched a district improvement effort focused on equity, including creating the first dual-language school in the city. He is the former Assistant Superintendent in Fall River, Massachusetts, and served as Principal of the EBC High School in Brooklyn, NY. He received a bachelor's degree in political science in 1992, a master's degree in human development and Family Studies in 1996, and a master's degree in education in 2002 all from the University of Rhode Island.

Maureen Kay Sigler

Maureen started her career in education teaching in Washington DC Public Schools, including at DC Prep, a high-performing charter school. After several years in the classroom, Maureen served in various leadership roles including Director of the History MAT program at Brown University, as a national consultant to districts and schools during the rollout of the Common Core State Standards, and Director of several federal, anti-poverty programs at a nonprofit that serves children and families through innovative and inclusive educational programs. Most recently, Maureen worked as a Senior Education Specialist at Highlander Institute where she was a strategic advisor, coach, and professional development specialist, specifically focused on district and school-level change management. In 2020, Maureen founded MKS Education Partners where she serves as CEO. Her work includes supporting teachers and administrators through personalized coaching; facilitating strategic planning and advising at the school and district level; curriculum development and guidance; and administrator and teacher professional learning. She is driven by a focus on educational justice and is passionate about creating educational environments where all students can thrive. Maureen has a BA from Trinity College, and a Master's Degree in Education from Harvard University.

Board Development & Duties

NETA will form a Board of Directors that will provide governance and oversight of all school administrative and academic operations. The Board will:

- Hire and evaluate the Executive Director
- Support and provide guidance to the administrative team

- Develop school policies through a feedback and revision process
- Oversee the academic performance of the school
- Assume fiduciary responsibilities

Please see the attached draft bylaws for more information about specific functions and duties of the Board.

Attrition Data Analysis

Of specific importance to the Board will be regular reviews of attrition rates and data at the school. The Board and leadership team will regularly review data, and implement strategies if it is found that any specific population is disproportionately leaving the school.

Board Committees

Board committees at launch will include Finance, Plant and Property, Leadership Evaluation, Academics, and Career and Technical Education. There will also be a set Executive Committee composed of the Chair, Vice Chair, Secretary, and Treasurer. Other committees will be launched as needed.

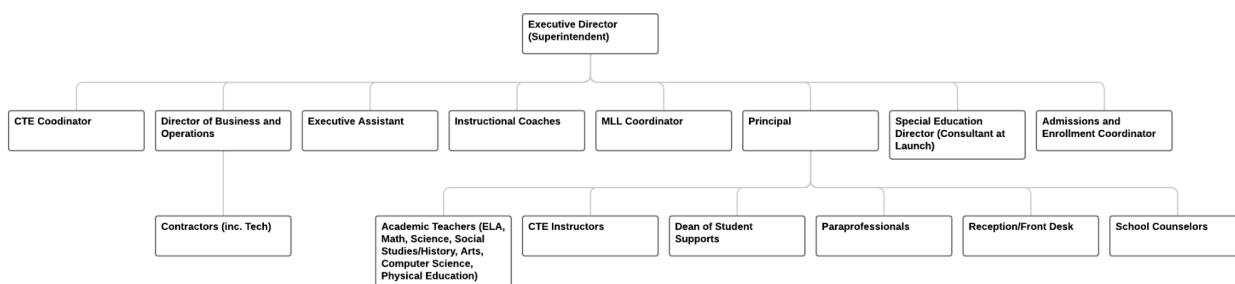
Recruitment

The nomination and selection process for potential Board members will be transparent with anyone in the school community able to nominate potential members from their networks. Potential members will then express their interest by submitting an application. NETA will seek out individuals who demonstrate expertise in key fields such as finance, human resources, marketing, fundraising, and community engagement and will identify a potential family board member during the enrollment process. NETA's Board will use the RI Charter School Governance Handbook to guide the board and the responsibilities outlined in the handbook will be shared and made explicit to any potential board member to ensure alignment with mindset and skills. Upon assuming a Board role, the new member will sign Board member agreement such as the one included in the RI. Every year, board member participation and effectiveness will be reviewed and reevaluated.

Staffing Plan

Organizational Chart

The organization chart outlines the reporting structure and relationships of the school's leader, other administrators, teachers, specialists, and other staff members.



- **CTE Coordinator:** A Career and Technical Education (CTE) coordinator supports and leads staff, and works with administrators, teachers, and community members to ensure that CTE curriculum and practices are appropriate in classrooms. CTE coordinators may also meet with teachers, professional learning communities, and members of the public to help implement CTE program requirements.
- **Director of Business and Operations:** The NETA Director of Business and Operations will work directly with the Head of School/Superintendent to develop an annual budget and oversee the fiscal management policies and expectations. The director will also facilitate the preparation for the annual audit and report and maintain the CRP and other Fiscal RIDE reporting. This position will handle all HR requests and information for all staff member members, which include – Health Insurance, HR folder materials, payroll forms, tax deduction forms, and any other items associated with payroll, benefits and employment, and staff attendance and PTO.
- **Executive Assistant:** The Executive Assistant for the NETA Head of School / Superintendent will serve as the district data manager and ensure that all department of education data reports are submitted accurately and by all deadlines. This position will support the communication efforts

across staff, programs, and community partners, and support the efforts of the Admissions and Enrollment Coordinator.

- **Instructional Coaches:** This position is charged with ensuring that all students at NETA have access to quality curriculum, instruction, and assessment and that all teachers have the support they need to deliver high quality instruction aligned to grade level content standards. This person will work collaboratively with teams of teachers through coaching cycles to strengthen their collective efficacy, agency, and voice around teaching and learning so teams feel empowered to work collectively to achieve the goals of the schools strategic plan.
- **MLL Coordinator:** Under direction of the Head of School/Superintendent, the district MLL Coordinator plans and provides for English Language development support to teachers for students who have been identified as in need of ELD support. The MLL Coordinator will manage the ACCESS language proficiency assessment, in addition to maintaining updated records in all necessary systems. In collaboration with all classroom teachers, accelerates the learning or acquisition of English and in all core academic classes in order for students to achieve academic success and meet classroom expectations.
- **Special Education Director:** The position of Director of Special Education at the Greene School is a leadership position, which includes a range of responsibilities associated with special education regulatory compliance, as determined by the Rhode Island Department of Education, and related duties associated with providing students with individual education programs. This position also includes instructional and collaborative leadership responsibilities associated with fostering a positive school culture and safely and effectively managing student crises.
- **Principal:** The school principal is responsible for the daily operations and leadership of a school including instruction and school culture for student and adult sense of belonging. They lead the entire school community, including students, teachers, staff, parents, and community partners.
- **Admissions and Enrollment Coordinator:** The Admissions and Enrollment Coordinator will Manage the application process, enrollment, and open house / information sessions for interested

families. This individual will maintain student cumulative records for enrollment and transfer in collaboration with sending and receiving districts and education programs.

Staffing Plan	Grade 9 (144)	Grades 9-10 (288)	Grades 9-11 (432)	Grades 9-12 (576)
ELA	ELA 9	ELA 9/10 ELA 9/10	ELA 9/10 ELA 9/10 ELA 11	ELA 9 ELA 10/11 ELA 11/12
Math	Algebra I	Algebra I Algebra II/Geo Geometry	Algebra I Algebra II/Geo Geometry/Pre-Cal	Algebra I Algebra II/Geo Geometry/Pre-Cal
Science	Biology	Biology Chemistry	Biology Chemistry Physics	Biology Chemistry Physics
Social Studies/History	World History	World History US History	World History US History Additional Hist	World History US History Additional Hist
Arts	1- NETA Choice	1- NETA Choice	1.5 - NETA Choice	1.5 - NETA Choice
Computer Science	CS Year 1	CS Year 1 CS Year 2	CS Year 1 CS Year 2	CS Year 1 CS Year 2
Phys Education	0.5 FTE	0.5 FTE	1 FTE	1 FTE
Foreign Language	1 FTE	1 FTE	2 FTE	2 FTE
CTE Core	2 FTE	2 FTE	4 FTE	4 FTE
Exec. Dir/ Supt	1 FTE	1 FTE	1 FTE	1 FTE
Principals/APs	Principal	Principal	Principal	Principal
Admin	Finance Dir *during Y1 and Y2 contract Student Supp Dir role (Spec Edu Dir)	Finance Dir *during Y1 and Y2 contract Student Supp Dir role (Spec Edu Dir)	Finance Dir Student Supp Dir Dean of Students	Finance Dir Student Supp Dir Dean of Students
Support Staff	Reception School Nurse Fam/Community	Reception School Nurse Fam/Community CTE Coordinator	Reception School Nurse Fam/Community CTE Coordinator	Reception School Nurse Fam/Community CTE Coordinator

Paraprofessional	1 FTE	2 FTE	2 FTE	2 FTE
Student Services	Special Educator MLL Coord	Special Educator MLL Coord	2 Special Educator MLL Coord	2 Special Educator MLL Coord
Teacher Coaches	1 FTE Teacher Coach	1 FTE Teacher Coach	1 FTE Teacher Coach	1 FTE Teacher Coach
Facilities MGMT	1 FTE	1 FTE	1 FTE	1 FTE
TOTAL	20.5 FTE	28.5 FTE	39.5 FTE	39.5 FTE

Oversight for transportation services, facilitation of The USDA National School Lunch and Breakfast Program, as well as facilities maintenance will be handled by NEIT.

Leadership

The Board of Directors will outline the evaluation process for the Executive Director, which can be found in the appendixes, as a framework to begin the school year 2025-2026. All school-based professional evaluations will be conducted using the RI Model evaluation and support system for Teachers, Support Staff, and School Leadership team members. According to the Rhode Island Department of Education, “The RI Model Evaluation & Support System provides districts an opportunity to leverage high-quality feedback to improve educators' practice.”³⁶

Management Organizations and Other Essential Partners

NETA will be an independently-operated charter school, led by an independent Board of Directors. The school will maintain a strong partnership with NEIT, who are the sponsoring entity of the school but are also committed to being an active partner, specifically in regards to board membership; shared operational services; and facilities usage. The school will have the launch support of the Rhode

³⁶ “RI Model Evaluation Resources | RI Department of Education.” *Ride.ri.gov*, ride.ri.gov/teachers-administrators/educator-evaluation/ri-model-evaluation-resources.

Island Education Collective as well, who will be lead though partners with the organization and will provide guidance as related to school management.

Teachers

NETA teachers will have excellent subject expertise and possess the following attributes as outlined in the teacher job descriptions:

- Commitment to teaching the diversity of the human experience
- Fosters strong skills in reading, writing, research, and analysis
- Embraces a discussion-based approach to learning
- Encourages students as they grapple with challenging questions and texts
- Interest in and demonstrated skill working with adolescents
- Willingness to contribute to the life of the school community
- The ability to collaborate with colleagues as part of a team
- A desire to integrate Career and Technical Education into your courses and teach both within and outside the walls of your classroom.

While individual responsibilities will vary from one faculty position to another, essential job responsibilities of all teachers generally include:

- **Teaching:** All classes are student-centered and promote instruction that is alive with discovery, inquiry, critical thinking, problem solving, and collaboration. Teachers differentiate instruction and empower all students to be self-directed, effective learners in a full inclusion and academically diverse classroom. All courses work to find meaningful ways to connect their subject to issues of environmental education and engagement with the natural world.
- **Cultural Competency:** Faculty at NETA are invested in contributing to a better, more equitable world through the practice of being anti-bias/ anti-caste, and delivering culturally responsive pedagogy and practices.

- **Advising:** Teachers serve as mentors through an advisory model called Crew. Crew Leaders (advisors) plan and facilitate a thoughtful and intentional advisory group to promote a sense of belonging within a diverse student body from varying backgrounds. Advisors work regularly to engage students with Individual Learning Plans (ILP's) through targeted and focused lessons and related programs.
- **Professional Learning:** Faculty at NETA are lifelong learners who view the profession of teaching as an act of educational justice. School leaders and teachers have a growth mindset and a strong commitment to continuous professional learning in order to sustain performance, build our capacity as educators, and engage in the joy of our practice.

Recruitment and Selection

Initial teacher recruitment for the school will be led by the Board and Executive Director of the school, utilizing SchoolSpring platforms, as well as attendance at Teacher Hiring fairs, including but not exclusive to, events led by the Rhode Island Department of Education. A committee of board members will serve as the screening and interview committee. After initial hiring, the responsibility of screen and hiring will continue at the committee level, but will then include student and parent representatives on the committee as well.

Through involvement with the Rhode Island League of Charter Schools, the school will be aware of different fairs and events geared towards both teacher and student recruitment. Furthermore, NETA's team will ensure attendance at community events to share information about the school. At all of these events will be materials and information on how to apply to work for the school, as well as how to apply for the Common Application on EnrollRI for the school.

Teaching Program

All teachers will use the High Quality Curriculum Materials selected by the Executive Director and board. Teachers will receive significant training in the curriculum prior to and throughout implementation. Furthermore, teachers will have significant common planning time each week. Teachers will be in class for approximately 5 hours a day, including advisory time. Teachers may assume other

responsibilities outside the classroom such as lunch or dismissal duty, chaperoning on field trips or out of school time functions as needed. All teachers will also be expected to attend core school events such as transition meetings, parent teacher conferences, professional development and attendance at IEP meetings when appropriate.

Strategies to Retain High-Performing Teachers

We will work to maintain a competitive pay scale in order to recruit and retain high- performing teachers. Furthermore, we will provide high-performing teachers with opportunities for continued professional growth and educational opportunities, including tuition reimbursement. High-performing teachers will also be recognized for their expertise and leadership will seek to leverage this expertise by giving high-performing teachers the opportunity to build their capacity in leading by facilitating professional development and mentoring other colleagues. As part of NETA's school culture we will prioritize staff health and wellness by recognizing by creating a supportive and responsive culture that promotes balance, collegiality, and collaboration in order to maintain a positive morale.

Structures for Professional Development and Support

Teachers will begin the year with 5 days of professional development prior to the start of the school. Once a week throughout the school year, students will be released early and the remainder of the day will be used for professional development. Other professional development opportunities will be built into the academic calendar. Throughout the school year administrators will determine teachers' need for professional development through multiple data points, including frequent informal observations, student data reviews, formal evaluations, success of curriculum implementation, and teacher feedback. The instructional coach will be key to assessing professional development needs. Along with school wide professional development, the leadership team will provide individual teachers opportunities for extra support and development based on observed areas of growth. All staff will be able to access other professional development opportunities such as conferences, workshops, and institutes. Finally, we will leverage the strengths and expertise of teachers to provide professional development or mentorship to colleagues when applicable.

As the school grows we will provide professional development on topics core to NETA's mission and vision including, but not limited to:

- High quality instructional materials
- CTE
- Expeditionary Learning
- Advisory
- Social Emotional Learning
- ILPs and goal setting

Teacher Evaluation

NETA will utilize the RI Model for Teacher Evaluation and Support. NETA leadership team members will provide teachers with ongoing professional development so they clearly understand the timeline and expectations within the evaluation model and can proactively ask for feedback and support in areas of challenge. According to the RI Department of Education, "The RI Model Evaluation & Support System provides districts an opportunity to leverage high-quality feedback to improve educators' practice." This process will be facilitated by the school principal and data will be used by the team and instructional coach to guide coaching goals and outcomes for each teacher as we build the capacity of our teams to become highly effective educators.

Teacher Support

Please refer to the Structures for Professional Development and Support and Teacher Evaluation sections for a detailed description.

Involvement of Teachers in Governance and Operations

Teachers will have opportunities to join various committees and groups including the Parent Teacher Student Organization (PTSO), school improvement team, instructional leadership team, and school wellness committee. Other opportunities can include Class and club moderators and department leads..

Family & School Partnerships

One of NETA's guiding principles is that collaboration between all stakeholders is necessary for the success of our students. Families are an integral part of this collaboration. Using guidance from the Flamboyant Foundation and their School Wide Family Engagement Rubric (cited in other parts of this application), NETA will engage families and caregivers as true partners, recognizing that they can play an essential role in supporting and accelerating student learning.

During enrollment, families will be given a home language survey so that NETA staff understand the richness of language that our families speak. At the beginning of the year, staff will meet with all families and their students to welcome them to NETA and share our expectations and culture. Families will also be able to share their hopes, dreams and goals for their students. This meeting, where staff and families sign a commitment contract, will serve as the foundation upon which strong relationships between families and staff are built.

Parents will be involved at all levels of the school. A PTSO will be formed at the start of the inaugural year and meet every month. These meetings will be co-chaired by the school principal and a parent in order to equally share leadership and decision making. Our commitment to families requires that we communicate proactively and consistently with them. Advisors will be the first line of communication with their advisees' families and will be in touch early and often to keep families up to date on students' progress and areas of challenge or growth. A weekly newsletter with important information, including important school events, reminders of deadlines, celebrations of successes, and community member spotlights, will be sent to families through email and hard copy. Other forms of communication will be sent via a technology platform like Talking Points (described earlier in this application). Families will also have access to all students' academic data through the learning management system, such as Aspen on OnCourse, and staff will provide families support in accessing this data if necessary. These strategies will promote and empower families to have a voice in NETA.

To ensure that we are measuring family engagement and satisfaction, we will use the Flamboyant Family Rubric to create beginning, middle and end of the year surveys to gauge family engagement, needs, and overall satisfaction. Furthermore will use results of Survey Works as a key metric to analyze family satisfaction. These tools will allow us to make adjustments and set goals to best meet the needs of our families.

Facilities

The school will initially utilize NEIT's campus on Access Road in Warwick, and will then continue to look for a suitable facility in Providence for upcoming years. New England Tech is in the advantageous position where they already have access to some facilities sites, and are able to work directly with architects and finance officers on the applicant team. They are working in partnership with the Rhode Island Education Collective, who have in-house expertise on building specifications and codes. Spaces already being considered have ample parking and bus space, and we will continue to work in partnership with RIDE's School Building Authority, the Rhode Island League of Charter Schools, and the Rhode Island Education Collective to ensure that building and food service compliance needs are met.

After initial incubation at one of the active New England Tech sites, the school will continue to utilize and seek facilities that match the state enrollment plan, ideally in Providence. After Year 5, growth re-starts, with the opening of the second high school site. In that five-year span, we will engage in fundraising and capital project processes.

Through partnership with the Rhode Island Education Collective, we gained a deep understanding of the Charter School Performance Frameworks, including the compliance factors that clearly state core state and local laws and regulations. Upon the approval of terms and conditions on the facility, including and lease or purchase agreements, all documentation will be shared with RIDE's Office of School Opportunities. Among the committee structure of the board will be a Plant and Property committee, that will specifically oversee facilities and real estate related issues. We will utilize already existing, in-house operations and maintenance.

The school will work in coordination with RIPTA and the Office of Statewide Efficiencies on transportation, and initial facilities identified are able to accommodate bus parking during arrival and dismissal. As the school grows, construction could be needed to better house the Career and Technical elements of the school. This will be done in close partnership with the School Building Authority. Additionally, there will be close coordination with the Department of Health and Food Service offices at RIDE to ensure all legal requirements and accommodations for meals and vending are met.

Operations

Upon the approval of terms and conditions on the facility, compliance with legal requirements, all documentation will be shared with RIDE's Office of School Opportunities. We will ensure that the school safety and emergency response plan is submitted to RIDE. As a high school, transportation will be centered around plans with RIPTA. We will work with RIDE's Office of Statewide Efficiencies and OSCAS team for any students requiring alternative accommodations. The school will tap into in-house expertise at NEIT for a variety of operations roles. The school is continuing to seek vendors, particularly around student information systems, and will work in partnership with the Rhode Island Education Collective.

Among the committee structure of the board will be a Plant and Property committee, that will specifically oversee facilities and real estate related issues, but will also have a role in facility needs tied to food service and nutrition. Moreover, once the School Nurse is onboarded, they will lead the schools Health and Wellness team.

The Finance Committee of the board will work with the school's leadership team to vet and launch human resources, payroll, purchasing systems, and informational technology. The school will lean heavily on the systems in place at New England Tech for initial guidance.

Finance & Budget

The five year budget for NETA reflects operating at a surplus in each of the five years, though we are aware that the exact surplus is variable depending on year-to-year enrollment changes, changes in

state and local aid annually, and the salary of staff members. The budget assumes 205 GSF per student, which is based on the highest GSF requirement in Rhode Island regulations (for Academic High Schools). This budget can be found in the appendices of the application. All legal assurances will be met, including annual fiscal audits and coordination with the Auditor General of the state of Rhode Island, per RIGL 16-77.2-8; 16-77.3-8; 16-77.4-8. Please refer the budget assumptions attachment in the appendices for justification of costs and assumption made in the budget projection.

Schedule & Calendar

Monday- Thursday	Friday
Morning Meeting	NEIT Laboratory Day for CTE Programming
Period 1	<p>Students will have access to NEIT laboratory spaces to support the CTE exploration in grades 9 and 10 with access to CTE course instruction in grades 11 and 12.</p> <p>Core academic workshops can be included to supplement learning and support students toward mastery of knowledge and skills.</p>
Period 2	
Period 3	
Crew/Advisory Lunch	
Period 4	
Period 5	

Considerations:

1. The school year calendar will mirror the RI state recommended calendar with an additional 5 days of instruction and 5 professional development days before the start of each school year.
2. The school day operations will begin at 7:45am and close at 4:00pm.
3. Early release days will support consistency within our school communities of practice and professional development.
4. ELA, Mathematics, and the three core Science classes will meet Monday-Thursday all year.
5. All other classes will meet Monday-Thursday for one semester.

6. Friday Lab-Days will offer opportunities for teachers to hold instructional workshops in core content areas while providing students with access to NEIT laboratory spaces for CTE programs.
7. Crew/Advisory will meet daily and share the lunch block scheduled in the middle of the school day.
8. NETA will provide a summer of learning program at the close of the school year for a period of up to ten additional academic days for students who may not have met with proficiency in core academic subjects at the end of the school year. Other summer programs may be designed based on student interests and need in collaboration with students, staff, families, and community partners.
9. Student portfolio demonstrations and capstone projects will be presented in the Spring semester to panels of students and staff, college personnel, and community agency partners. Other mission-specific opportunities such as college and career days, celebrations of learning, and student-led conferences will be calendared accordingly to ensure fidelity to district and state requirements and recommendations.

Startup Timeline

Milestones	Key Activities	Date Due	Owner (s)
Governance and Authorization			
	Receive Charter School Preliminary Authorization	December 2024	Board and Planning Team (includes school leader)
	Planning Process for Launch	January 2025	Board and Planning Team (includes school leader)
	Obtain Employer Identification Number (EIN)	February 2025	School leader
	File for and obtain 501(c)3	February 2025	School leader
	Receive Charter School Final Authorization	May 2025	Board
Complete Academic Design of Schools			
	Begin deep dives into design principles	February-July 2024	Board and Planning Team
	Identify Support/Advisory Team	January-	Board and Planning Team

		February 2024	
	Hire Project Leader	February-July 2024	Board and Planning Team
	Convene Support/Advisory Team	February 2024 - August 2025	Project leader and planning team
	Secure design partners	February 2024 - August 2025	Board and Planning Team
	Continue deep dives into design principles	May 2024 - August 2025	Board and Planning Team
	Convene School Design Teams	May 2024 - August 2025	School leader and planning team
	Best Practice Site Visits	September 2024- August 2025	Board and Planning Team
	Develop school design timeline/process	July 2024- August 2025	School leader and planning team
	School design teams develop school models	May 2024 - August 2025	School leader and planning team
	Test models with stakeholders/refine	May 2024 - May 2025	School leader and planning team
Complete School Staffing			
	Design the Initial Board	May-November 2024	Board and Planning Team
	Complete principal search	January-April 2025	Board and school leader
	Secure support partners	February-April 2025	School leader and planning team
	Initiate faculty recruitment process in HR	November 2024- April 2025	School leader and planning team
	Candidate rating review	Early March 2025	School leader and planning team
	Teacher Posting	Mid-January 2025	School leader and planning team
	Teacher/staff Interviews	February 2025 - May 2025	School leader and planning team
	Hiring Team Orientation & Meeting	Mid-March	School leader and planning

	with new school H.R. Partner	2025	team
	Select school staff	March – July 2025	School leader and planning team
	Informational Sessions	January – March 2025	School leader and planning team
	Onboard new staff	March – May 2025	School leader and planning team
	Finalize all staff selection	May-June 2025	Board and planning Team
	New Staff Meeting with retreat	Early June 2025	School leader and planning team
	Implement ongoing staff onboarding plan	May-August 2025	School leader and planning team
	Best Practice Site Visits	Early May 2025	Board and planning Team
Complete School Budget and Facilities			
	Identify and initiate site plan improvements	March 2024 – June 2025	School leader and planning team
	Complete facility improvements	June - November 2025	School leader and planning team
	Secure internal facilities, budget and procurement partners	April - August 2025	Board and planning team
	Finalize budget	June 2025	Board and planning team
Ongoing Project Management Activities			
	Designate specific work tasks for team members	Ongoing	School leader and planning team
	Develop Calendar to provide feedback loop on progress during the school year	January 2025 - September 2025	School leader and planning team
	Plan for “data days” to guide instruction and continually refine model	January 2025 - September 2025	School leader and planning team
School and Community Engagement, School Partnerships, and Student Recruitment			
	Coordination with RIDE on all EnrollIRI and Common Application needs	November 2024 - March 2025	School leader and planning team
	Engage schools in transition planning	November 2024 - March 2025	School leader and planning team

	Begin reaching out to key community leaders	November 2024 - March 2025	Board and planning team
	Brand graduate profile with community	November 2024 - March 2025	Board and planning team
	Begin recruitment activities	November 2024 - March 2025	Board and planning team
	Additional survey/interview protocols for feeder school students, families and staff	November 2024 - March 2025	School leader and planning team
	Begin meeting with feeder school principals/ staff/ students/ families	December 2024– November 2025	School leader and planning team
	Design a mini community outreach campaign	August 2024– May 2025	Board and planning team
	Develop Talking Points for mini outreach campaign	January 2025 - September 2025	Board and planning team
	Scheduling Principal Meetings with Feeder Schools	January 2025 - September 2025	School leader and planning team
	Begin to design school advisory committees	January 2025 - September 2025	School leader and planning team
	Identify key community and business partners	January 2025 - September 2025	Board and planning team
	Reach out to prospective students and families-individually and collectively	January - June 2025	School leader and planning team
Critical Path School Ramp-up Activities (Academic and Operational)			
	Complete Initial student data analysis	February - April 2025	School leader and school team
	Baseline assessment of incoming students	February - April 2025	School leader and school team
	Decide on and begin procurement of educational technology	March – May 2025	School leader and school team
	Selection of Data management System	March – May 2025	School leader and school team
	Install and troubleshoot new	March – May	School leader and school

	technology	2025	team
	Review Options of Data Management System	March – May 2025	School leader and school team
	Refine and operationalize model	May-August 2025	School leader and school team
	Identify and address policy/procedural barriers	March – May 2025	School leader and school team
	Complete student interviews/align with school design plan	April - June 2025	School leader and school team
	Complete analysis of results from school culture survey from feeder schools	April - June 2025	School leader and school team
	Update student data analysis with end of year results	May-August 2025	School leader and school team
	Complete MLL review of in-coming students	May-August 2025	School leader and school team
	Complete IEP review of in-coming students	May-August 2025	School leader and school team
	Appoint school advisory committees	May-August 2025	School leader and school team
	Design Clinic for New Staff	Mid May 2025	School leader and school team
	Finalize research/outcomes frameworks	May-August 2025	School leader and school team
	Create incoming student packet/orientation activities	May-August 2025	School leader and school team
	Create PD plan for teachers and staff	May-August 2025	School leader and school team
	Host families welcome nights	May-August 2025	School leader and school team
School Opening	Schools Open	9/1/2025	

Variances

We will ensure in the enrollment/charter application weights that 75% of students will come from Providence, Pawtucket, and Central Falls. The remaining 25% of students will come from other Rhode Island districts. This enrollment rule will be done in close collaboration with RIDE and the Enrollment team.

Appendices: Table of Contents

Appendix A: Assurances

Appendix B: Applicant Group Members - Resumes

- Victor Capellan
- Maureen Sigler
- Andrew MacMannis
- Danielle Barron
- Joshua Laplante
- Amy Gryzbowski, Ph.D
- Kenneth F. Jalbert, CPA
- Thomas J. Fay, Esq.
- Richard Gouse
- Alan Resnick
- Scott A. Freund
- Douglas H. Sherman, Ed.D

Appendix C: Board Members - List and Resumes

- Scott A. Freund
- Douglas H. Sherman, Ed.D
- Amy Gryzbowski, Ph.D (Chair)
- Nina Pande

Appendix D: Draft Bylaws

Appendix E: Job Descriptions

- Executive Director/Superintendent
- Instructional Coach
- Teacher Job Postings

Appendix F: Enrollment Table

Appendix G: Course Offering Outline

Appendix H: School Calendar and Schedule

Appendix I: Five-Year Budget and Budget Assumptions

Appendix J: Evidence of Community Support

- Purdue Polytechnic High School
- Families in Action

- Skills for Rhode Island's Future
- Rhode Island Health Care Association

Appendix K: Establishing Entity Audit and Annual Report

Appendix L: Organizational Chart

Appendix M: Evaluation Process for Executive Director

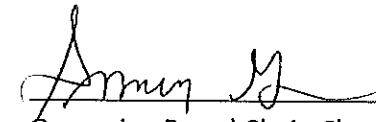
Appendix A: Assurances Form

This Assurance Form enumerates the requirements and, when you submit this signed sheet as part of your Charter School Application Package, you are providing the legal assurance that your charter school understands and will do these things. This form must be signed by the school's governing board chair or the lead applicant for all applicants (new charters and expansions). These assurances should not be considered an exhaustive list, as RIDE may determine there are additional legal requirements for the board and school.

As the authorized representative of the applicant, I certify that if awarded a charter:

1. Curriculum must be aligned with Common Core Standards and other standards adopted by the state of Rhode Island, such as the Next Generation Science Standards. Additionally, curricular choices must align to state statutes regarding High-Quality Curricular Materials.
2. The school will craft a comprehensive discipline policy in compliance with all federal, state and local laws and regulations, including a general discipline policy and a differently abled student discipline policy.
3. The board will comply with all applicable laws and regulations.
4. The RIDE Office of School Opportunities will be provided with the terms and conditions for use of a facility, including draft lease or purchase agreements once a space has been identified.
5. The school will comply with the statutory and regulatory requirements for school health programs and school safety plans.
6. The school will develop school safety and emergency response plans.
7. The school will provide health services to all students, including a plan to hire a nurse taking into consideration the statutory requirements in the Rhode Island Rules and Regulations for School Health Programs.
8. The school will comply with reporting to the Office of Municipal Affairs and State Auditor General under RIGL 16-77.2-8; 16-77.3-8; 16-77.4-8
9. The school board will annually seek and approve an operational budget and cash flow statement, with a copy to RIDE.
10. The school will complete a fiscal audit each year with an independent firm, with a copy to RIDE.

11. The board and school will comply with all of the requirements in the RIDE Pre-Opening handbook.



Governing Board Chair, Charter School

7/25/24

Date

Victor F. Capellán

Education Strategist & Systems Leader

Providence, RI | vfcapellan@gmail.com | 401-464-1333 | <https://www.Linkedin.com/in/vcapellan>

Experienced leader with a demonstrated history of working with communities to make a lasting impact via education reform, social justice advocacy, and coalition building. Strategic and innovative professional, skilled in PK-12 Education, Program and Fund Development, Nonprofit Organizations, Volunteer Management, and Inclusive Leadership.

- Mission-driven executive with a track record of effectively serving students, families, and communities at the non-profit, school system, and state education agency level.
- Served as Senior Advisor to the Commissioner of the Rhode Island Department of Education and previously served as Superintendent of Central Falls School District.
- A skilled strategic and operational leader who has managed budgets totaling up to \$45M and raised over \$5M from diverse funding streams.
- Community-driven leader with a strong track record of investing and engaging communities and partnering with leaders at all levels of government.

PROFESSIONAL EXPERIENCE

CEO & Founder

January 2024 - Present

Rhode Island Education Collective

The Rhode Island Education Collective brings together students, families, educators, and community members who are passionate about improving our K-12 education system to collaborate on solutions that will have a lasting positive impact and ensure that every child can go to a great public school.

- Leading an organization focused on empowering community members to foster innovation that can produce significant improvements in educational outcomes for students.
- Developing a space that will prioritize students' needs, interests, and aspirations in education decision making and working to eliminate barriers for families by working against racism in all its forms to give all children access to equitable learning resources and experiences.

CEO & Founder

August 2022 - Present

The Capellan Group

Founded The Capellan Group, a BIPOC-Bilingual community-driven consulting firm dedicated to providing high-value and specialized solutions to the broader education ecosystem.

- Focused on harnessing the power of community to create impact, our consulting services aim to become a leader in solving education's most challenging problems by working with leaders in the field and coalescing with a broad cross-sector of community stakeholders.

Adjunct Professor

August 2021-May 2024

Providence College

Serving as an adjunct professor as a Clinical Supervisor for students in the Providence College Graduate Program for School Leadership.

- Teach EDU 530 and EDU 536, where I lead seminars, observe intern practices, and evaluate the performance and action research of the students.
- Responsible for guiding the development of Instructional Learning Plans and mentoring a group of graduate students who are aspiring administrators in the K-12 school system.

**Senior Advisor to the Commissioner
Rhode Island Department of Education**

July 2019 – Aug 2022

Provided leadership and support to the agency and played an integral role in helping to deliver on the commitment to reimagining education for the 140,000 Pre-K-12 students in Rhode Island.

- Created and led the Commissioners Strategic Action Team to strategize and deliver on the vision for education, directly effectuate the Commissioner's strategic initiatives, and galvanize resources and partnerships to advance agency-wide strategies.
- Provided leadership and support in planning and implementing the state's intervention in the Providence Public Schools. Led the effort to create and facilitate the Community Design Team (CDT) and worked hand-in-hand with the community to establish the Providence Turnaround Action Plan (TAP), a vision for the district's turnaround.
- Helped lead a strong and agile response to the challenges presented by the education system during the COVID-19 pandemic. Worked as part of a cross-functional team that planned with all our school districts to ensure a safe and smooth reopening of schools.
- Created the Chief Equity and Diversity Officer position at the agency to provide leadership and inform the Commissioner on all issues related to diversity and equity and the development and sustenance of a vibrant culture of equity and belonging for all agency employees and the education community in Rhode Island.
- Led the team that launched the Reimagining High School initiative to dismantle barriers to meaningful opportunities for students in RI. Created a robust community engagement plan to reimagine the high school experience and provided leadership in drafting the proposal for revisions to the RI Secondary Education Regulations, which will profoundly impact all Rhode Island students.
- Offered steady leadership overseeing the transformational work of the School Building Authority, which has improved school buildings across the state. Established new programs grounded in equity, such as the Facility Equity Initiative and the PayGo Equity Adjustments that provided \$20 million in resources to support school communities that have historically been underserved. Accelerated construction projects in Providence Public Schools, launched a new ARTS program, and secured our schools' largest-ever housing aid package.
- Oversaw the charter team to establish three new charter schools and expanded an additional three. Conducted thirteen charter renewals and established a collaborative partnership between charters and traditional school districts to learn from each other to benefit all students.

Superintendent

July 2015 – July 2019

Central Falls School District, Central Falls, RI

Executive leader for a district with 2,800 students, 395 staff members, and a budget of more than \$45 million. More than 90 percent of the students are eligible for free or reduced-price lunch, 30 percent are English-Language Learners, 24% have an Individualized Educational Plan and receive special education, and 92% are members of minority groups.

- Provide leadership and support to a staff of 30 administrators, 240 teachers, and 105 support team members.
- Led and organized constituents to collectively co-create and implement the district's strategic framework, The Equity Blueprint for Success.
- Fundraised over \$8M in additional funding for district facilities and educational reform projects.
- Awarded a \$2.1 million grant from the RI Department of Education to implement an innovative school redesign plan.
- Awarded a \$300,000 grant from Barr Foundation to redesign Central Falls High School.
- Awarded a \$295,000 grant from the Nellie Mae Education Foundation for *Understanding the Root Causes of Inequities* in Central Falls.

- Partnered with Central Falls Mayor to solicit corporate and philanthropic donors to raise \$1.9 million to refurbish a dilapidated house and turn it into The McKenna Center for Teaching and Learning.
- Successfully negotiated collective bargaining agreements with two unions, including significant teacher raises and extensive flexibility.
- Lobbied the RI DOE and the Governor's Office to appropriate the necessary funding to settle an unprecedented collective bargaining agreement with the Central Falls Teachers' Union.
- Supported the creation and co-lead the Rhode Island College/Central Falls Innovation Lab, a collaborative effort to leverage partnership resources with the college, which doubled the number of students attending RIC from Central Falls.
- Coalesce with six Charter Organizations to serve all school-aged children in Central Falls.

Engagement Director

July 2014 – July 2015

Mass Insight Education, Boston, MA

Provided coaching and strategic planning driven by research-based best practices to ensure the success of superintendents in struggling districts throughout the nation. Provided expert support focused on delivering technical assistance and building capacity to help districts close achievement gaps.

- Led a cross-functional Boston-based team that worked with district and school leaders around the country to create school turnaround plans and solutions.
- Provided strategic advice to increase student achievement, close achievement gaps, and increase graduation rates.
- Provided technical assistance to implement strategies and navigate the political landscape to build a positive and productive workplace culture to move the superintendent's reform agenda.
- Help school leadership teams think through difficult issues and decisions, anticipate problem areas, and provide alternate strategies or perspectives on issues.
- Responsible for growing the organization's reach nationwide by promoting and increasing the number of contracts secured by my team.

Deputy Superintendent for School Transformation

July 2010 – June 2014

Central Falls High School, Central Falls, RI

Recruited to serve as the transformation officer for Central Falls High School, one of the first high schools in the nation to be named a persistently low-achieving school. Responsible for the school reform plan's design, implementation, and overall leadership.

- Served as a change agent responsible for implementing all aspects of the Protocol for Intervention of Persistently Low Achieving Schools with a focus on improvement in student achievement.
- Improved graduation rate by an unprecedented 26 percentage points from 48% to 74% in 4 years.
- Decrease the dropout rate by 20 percentage points from 34% to 14%, ensuring that more students stay in school and graduate in 5 or 6 years.
- Developed a community wrap-around system of services that leverages the resources of community partners to meet the needs of students and families.
- Managed the school's \$1.3M School Improvement Grant to create programs for students and faculty that will yield a positive school culture and climate.
- Established the district's first performance management system to drive teacher improvement to move beyond managed instruction to an environment of managed performance and empowerment.
- Develop a network of support to provide social-emotional trauma-informed services for students and staff.
- Created opportunities to groom a team of educators to become school educational leaders, several achieving administrative positions in the district and other schools around the state.
- Managed to improve relations between the teachers' union and the administration quickly and engaged in a healing process that led to a collaborative working relationship among all parties.
- Rebranded the school's reputation through social media, videos, community engagement, and partnerships from failing schools to thriving, proud schools and communities.

Assistant Superintendent/Chief Academic Officer**Aug 2008 – Jun 2010****Fall River Public Schools, Fall River, MA**

Served as the district's second in command and provided leadership and guidance on all district-wide decisions. Oversaw curriculum and instructional leadership as the Chief Academic Officer.

- Served as the Director of School Improvement & Leadership Services to support the schools' principals and instructional leadership team by providing or identifying resources for direct training, guidance, and school improvement initiatives.
- Developed a district-wide accountability system, including school quality reviews, progress reports, and an electronic data dashboard.
- Provided coaching and mentoring to the principals and created the Principals Network that fostered a strong network of interdependent support.
- Responsible for managing federal programs and funds totaling over \$16M.
- Created a district-level strategy to address Fall River's most vulnerable and lowest-achieving population. The English Language Learners action program developed and instituted concrete strategic plans and measures to monitor the improvement of student achievement.
- Created a task force to increase the number of ESL-certified professionals in the district.
- Coordinated and managed district leadership to design and implement the Massachusetts Department of Education recovery plan to revamp services for ELL students.

Principal**2004 – 2008****EBC High School for Public Service-Bushwick, Brooklyn, NY**

Led EBC, an urban public high school serving 630 students with 75 staff members.

- Forged relationships with other principals in the Bushwick community to create the Bushwick 8. A first-of-its-kind collaborative network of principals in Bushwick that worked to create opportunities for high students to attend college and served as a professional network for the principals.
- Worked with an active community partner, the East Brooklyn Congregations, an organization made up of community churches and homeowners associations in East Brooklyn, to support the school's vision for success.
- Honored to be selected by the New York City Chancellor to represent New York City in the prestigious Broad Foundation Top Urban School District Competition. New York City, in turn, won this distinguished honor of being named the Top Urban School District in the country.

Associate Director, Office of New Schools Development, NYC DOE, New York, NY**2002 – 2004**

Played a key role as part of New York City's Mayor Michael Bloomberg school turnaround efforts under the direction of New York City School Chancellor Joel Klein to overhaul the city's schools.

Director, Parent Information & Student Registration, Providence Schools, Providence, RI**1999 – 2002****Executive Director, Center for Hispanic Policy and Advocacy (CHisPA), Providence, RI****1998 – 1999****Leadership Coordinator, University of Rhode Island, Kingston, RI****1997 – 1998****Development Consultant, Progreso Latino, Central Falls, RI****1996 – 1997****Alumni Affairs Coordinator, University of Rhode Island, Kingston, RI****1992 – 1994****POLITICAL ORGANIZING AND CAMPAIGN MANAGEMENT**

-
- **Transition Committee Co-Chair, Mayor-elect Brett Smiley, Providence, RI** **2022**
 - **Transition Committee Co-Chair, Mayor-elect Jorge Elorza, Providence, RI** **2014**

- **Campaign Chair**, Pell for Governor, Rhode Island **2014**
- **Campaign Co-Chair**, Elorza for Mayor Campaign Committee **2013 – 2014**
- **Deputy Campaign Manager**, Taveras for Providence Campaign Committee **2009 – 2010**
- **Political Director**, Pichardo for Senate **2002 – 2016**
- **Political Director**, Pichardo for City Council **2022**

CAREER AWARDS & HIGHLIGHTS

- **2022 Threads of Leadership Award** - Leadership Rhode Island (2022)
- **Kids Count Factbook Recognition for Community Leadership** – Rhode Island KIDS COUNT (2018)
- **Community Leader Award** – Quisqueya in Action (2018)
- **National Outstanding Hermano Award** – La Unidad Latina Fraternity (2017)
- **Ten to Watch** – Providence Monthly Magazine (2016)
- **Educator Excellence Award** - RI Professional Latinos Association (2016)
- **Distinguished Scholar in Residence** - Rhode Island College (2015-2017)

PROFESSIONAL & COMMUNITY AFFILIATIONS

- **Board President, The International Teachers Project** **2023 - Present**
- **Board Member, Onward We Learn** **2022 - Present**
- **Board Member, Ocean State Charities Trust** **2022 - Present**
- **Board Member, Boy Scouts of America Narragansett Council** **2017 – Present**
- **Board Member, City of Providence Board of Zoning Review** **2015 – 2019**
- **Board Member, The Nature Conservancy, RI Chapter** **2014 – 2018**
- **Chairman, Providence Democratic City Committee** **2015 – 2017**
- **Chairman, RI Kids Count, Board of Directors** **2009 – 2015**
- **Member, Providence City Plan Commission** **2013 – 2014**
- **President, Board of Directors, Dominican American National Roundtable** **2007 – 2009**
- **Chairman, Board of Directors of Rhode Island Housing** **2001 – 2002**
- **Board Member, Providence Public Libraries** **2001 – 2002**
- **Board Member, Rhode Island Hospital** **2000 – 2002**
- **Sigma Class, Leadership Rhode Island** **1998**

EDUCATION AND CREDENTIALS

Master of Arts, Education, University of Rhode Island, December 2002

Master of Science, Human Development & Family Studies, University of Rhode Island, May 1996

Bachelor of Arts, Political Science, University of Rhode Island, August 1992

Rhode Island Department of Education – Superintendent of Schools 2015

Massachusetts Administrator License – Massachusetts Dept of Elementary and Secondary Ed 2008

District Administrator and Supervisor – The New York State Department of Education 2007

PROFESSIONAL EXPERIENCE

MKS Education Partners

July 2020 - present

CEO & Founder

- Provide professional development and strategic planning and advising for administrators and LEAs
- Develop implementation plans and advise on high quality curriculum piloting and adoption
- Develop open-source SS / History middle and high school curriculum
- Partner with nonprofit organization to support educational initiatives
- Provide customized professional development and coaching for teachers on topics including high-quality curriculum implementation, culturally responsive and sustaining teaching, blended and personalized learning, hybrid and full distance learning, college and career ready standards, data-informed instruction
- Implement diversity, equity, and inclusion series of professional development sessions for districts
- Support school districts in their reopening and reentry procedures during COVID-19 pandemic including building a fully remote online academy for a partner school and a comprehensive reentry work plan and resource guide for another

Highlander Institute, Providence, RI

March 2016 - July 2020

Senior Project Manager

- Manage a portfolio of 20 schools receiving support from the Institute including managing Highlander staff, district relationships, and continuous improvement efforts
- Co-direct a leadership program for administrators across RI that provides support and professional development on the change management process of moving towards personalized and equitable school models that embrace rigorous standards and data driven instruction programs.
- Manage a grant from the Carnegie Corporation of New York focused on whole school reform using a research and development process focused on creating equitable and personalized learning for all students; responsible for reporting and ground-level implementation; provide extensive coaching support in the selected grant site school for teachers and principal as well as district leaders; keep detailed documentation of progress towards identified instructional and administrative goals; use comprehensive data to inform the change management process
- Develop and facilitate varied professional development for educators and administrators on topics including blended and personalized learning, culturally responsive teaching, project based learning, Common Core shifts, and facilitating school-based change management.
- Provide job-embedded coaching supports to teachers implementing blended and personalized learning through co-teaching, co-planning, and observation and feedback cycles

Meeting Street, Providence, RI

August 2014 – December 2015

Director of Early Head Start, Healthy Families America, Women, Infants and Children, and The Olneyville Education Initiative

- Managed 30 person staff and budgets totaling approximately 2 million dollars in three federal anti-poverty early childhood programs and one local early childhood education intervention program

- Received extensive training on trauma-informed practices
- Ensured compliance with all federal guidelines as well as program improvement initiatives
- Provided professional development for staff to support best practices
- Executed the vision for the Olneyville Education Initiative; directed summer kindergarten preparation program; doubled the size of the program in one year; tracked data on all students' development and progress; provided professional development for summer kindergarten prep teachers; worked closely with local elementary school to support school readiness initiatives

Insight Education Group

May 2012 – July 2014

Senior Project Director

- Primary author of the Insight Core Framework (ICF), an instructional observation and professional tool aligned to the Common Core.
- Created a self – assessment with the Aspen Institute used by districts across the country to transition to college and career ready standards
- Facilitated United States Department of Education and Reform Support Network convening of national experts and authored a policy brief on aligning instructional observation tools with college and career ready standards
- Developed and facilitated personalized professional development for schools and districts across the country on instructional design and adopting the Common Core standards.

Brown University, Providence, RI

September 2007 – May 2012

Director of History / Social Studies Teacher Education and Lecturer in Education

- Directed MAT and undergraduate teacher education program in secondary Social Studies / History including creating comprehensive teacher education Master's degree curriculum and learning experiences, recruitment, admissions, financial aid, placement coordination, evaluation, managing student progress toward degree, staff supervision, faculty leadership, and preparation for reviews and accreditations.
- Taught graduate courses: *Methods of Teaching History / Social Studies* and *Analysis of Teaching History / Social Studies* and the undergraduate course: *The Craft of Teaching*.
- Observed and coached all Brown History / Social Studies MAT candidates in their student teaching placement

DC Prep, Washington, DC

December 2004 – June 2007

Classroom Teacher, Mentor Teacher, Resident Teacher Program Director

- Taught 5th and 6th grade language arts and social studies
- Implemented a standards based curriculum in a high-performing, extended day charter school
- Developed a Resident Teacher Program, an in-house professional development program for aspiring DC Prep teachers; created a partnership with American University where Residents received their Master's Degree in Education; developed a rigorous recruitment and selection process for hiring Residents; acted as a mentor to the Residents and their lead teachers.
- Acted as a mentor teacher where I observed, coached, co-taught with, and evaluated new and veteran teachers

The New Teacher Project, New York, NY

June 2003 - December 2004

Curriculum Coordinator, Mercy College New Teacher Residency Program

- Consulted with Mercy College and wrote the curriculum for an urban education MAT program for New York City Teaching Fellows
- Coached Teaching Fellows in their classrooms.
- Created research protocols to evaluate program of study
- Trained and supported college faculty teaching coursework

DC Public Schools, Park View Elementary School

August 1999 – August 2002

2nd and 3rd Grade Teacher (Washington, DC, Teach for America corps member)

- Taught a comprehensive, standards-based second and third grade curriculum
- Served as a mentor teacher for an American University student teacher
- Member of the Local School Restructuring Team (LSRT) that developed and executed a vision for school improvement

EDUCATION

Harvard University Graduate School of Education, Cambridge, MA

M.Ed in Administration, Planning and Social Policy

Trinity College, Hartford, CT

Bachelor of Arts in Philosophy

OTHER PROFESSIONAL EXPERIENCE

Beacon Charter School for the Arts & Founders Academy

- Board and Governance Committee member

Engaged Scholar, Brown University Swearer Center for Public Service

- Received a grant to conduct engaged scholarship with a focus on educational equity in my undergraduate course; part of an interdisciplinary faculty group of engaged scholars

Putting the Movement Back into Civil Rights Teaching

Teaching for Change, Washington, DC

- Edited, provided feedback, and advised on the creation of the book.
- The book was awarded the 2004 National Association for Multicultural Education Book Award

MARJiS (Mid-Atlantic Region Japan in Schools)

- As a classroom teacher, I was selected as a participant for a three-year international exchange program with an elementary school in Kawasaki, Japan
- Traveled to Japan to study the Japanese educational system; worked with Japanese educational leaders as well as academics at the University of Tokyo

PROFESSIONAL PUBLICATIONS

Bull, Christopher. Lye, Michael. Sigler, Maureen Kay. *Aligning the Agendas of the Academy with the Community*. American Society for Engineering Education, 2012.

Moody, Michael S. and Sigler, Maureen K. *Aligning Teacher Evaluation and the Common Core State Standards*. EdNET Insight, October, 2013.

<http://www.ednetinsight.com/news-alerts/voice-from-the-field/aligning-teacher-evaluation-and-the-common-core-state-standards.html>

Sigler, Maureen K. *Expanding School Readiness: Redefining School Readiness in Response to Toxic Stress*. VUE, Annenberg Institute for School Reform, April 2016

ANDREW MACMANNIS

401-603-8715 | amacmannis@gmail.com

PROFESSIONAL EXPERIENCE

RHODE ISLAND EDUCATION COLLECTIVE, PROVIDENCE, RI

CHIEF STRATEGY OFFICER (APRIL 2024-PRESENT)

RHODE ISLAND DEPARTMENT OF EDUCATION, PROVIDENCE, RI

DIRECTOR, OFFICE OF SCHOOL OPPORTUNITIES (JULY 2022-APRIL 2024)

CHARTER SCHOOL COORDINATOR (JUNE 2021-JULY 2022)

- Managed the oversight for all 41 charter schools and 5 state schools in Rhode Island.
- Facilitated partnerships between traditional district schools and charter schools.
 - Launched the Urban Core Education Summit and District-Charter Collaboration grant program.
- Co-led agency efforts around EnrollRI, which included the management of a statewide charter school enrollment platform.
- **Internship Supervisor**, Brown University Urban Education Policy Program, 2022-2023

TRINITY ACADEMY FOR THE PERFORMING ARTS, PROVIDENCE, RI

OCTOBER 2010-MAY 2021

ASSISTANT HEAD OF SCHOOL (JULY 2018-MAY 2021)

SPECIAL EDUCATION DIRECTOR (AUGUST 2013-MAY 2021)

- **Chairperson, School-wide Improvement Planning Team**, 2014-present
 - **Team Leader on TAPA's Winning XQ ReDesign Team**, a statewide competition to rethink education. This victory brought national support and \$500,000 in grant funding.
- **Chairperson, Fund Development Committee** for the TAPA School Board, 2019-2021
- **Chairperson, Education Committee** for the TAPA School Board, 2017-2019

Former Positions held: Special Education Instructor and Director of Learning Supports (October 2010-June 2013), Math and Science Instructor (October 2010-June 2011)

RISE PREP MAYORAL ACADEMY, WOONSOCKET, RI

CONSULTING SPECIAL EDUCATION DIRECTOR (APRIL 2015-MAY 2021)

EDUCATION

BROWN UNIVERSITY, MA-

URBAN EDUCATION POLICY, 2010

PROVIDENCE COLLEGE, BA-

ELEMENTARY/SPECIAL EDUCATION, 2009

VOLUNTEER EXPERIENCE

NEW URBAN ARTS BOARD MEMBER AND FINANCE COMMITTEE MEMBER

RHODE ISLAND PBS EDUCATIONAL SERVICES EDUCATION ADVISORY COMMITTEE MEMBER

RHODE ISLAND STATE COUNCIL ON THE ARTS ARTS LEARNING NETWORK MEMBER

CERTIFICATIONS

Administrator of Special Education, District-Level, Professional Certification, Rhode Island
Elementary/Middle Special Education Teacher, K-8, Professional Certification, Rhode Island

ACCOMPLISHMENTS

AWARDS AND HONORS

- "[Who to Watch in 2020](#)," Providence Monthly Magazine

ARTICLES

- "[No Walls: My School's Journey to XQ+RI](#)," 2019

SPECIAL TRAINING

- Massachusetts Institute of Technology Blueprint Labs School Access and Quality (SAQ) Fellowship, 2021-2022

CONFERENCE PANELS AND PRESENTATIONS

- Panelist, Emerson Collective Winter Gathering, "XQ Schools Showcasing Teaching and Learning During the 2020-21 School Year," 2020
- Panelist, Aurora Institute National Conference, "[How Intentional Equity Serves All Students](#)," 2020

DANIELLE M. BARRON

Cranston, RI 02910
(401) 323-6068
Dbarron920@yahoo.com

HIGHLIGHTS OF QUALIFICATIONS

Proficient with Microsoft Visio, Outlook, Word, Excel, PowerPoint, and Publisher
Experience with SPSS software program
Able to translate data into user-friendly formats for publication
Work collaboratively with staff in other units, divisions, and government agencies
Excellent attention to detail

EDUCATION

Master of Public Administration, May 2013

Roger Williams University, Bristol, RI

Bachelor of Science, Human Sciences and Services, August 2005

University of Rhode Island, Kingston, RI
Major: Human Development and Family Studies
Minor: Psychology

EXPERIENCE

RI Education Collective, Providence, RI April 2024-Present

Senior Director of Leadership and Development

- Draft request for proposals to provide educational grant opportunities to schools and community organizations
- Assist with the development of a new seats request for proposal for approval to create a new charter high school in Rhode Island

Rhode Island Department of Corrections, Cranston, RI November 2018-March 2024

Interdepartmental Project Manager, *Policy Unit*

- Manage the Recidivism Reduction project to ensure the Department is aligned with the most effective evidence-based practices to reduce recidivism and enhance public safety
- Assist with the development and dissemination of new and existing policies and procedures for all divisions of the Department
- Review revised policy content for inconsistencies and errors prior to finalization
- Act as a liaison between the Executive Committee and subject matter experts in the policy review process
- Work in a team setting to ensure policies in the Institutions/Operations division correspond with Department's Security Audit Tool
- Supervise the Implementation Aide position in the unit

Rhode Island Department of Corrections, Cranston, RI January 2013-2018

Principal Planner, *Planning & Research Unit*

- Conducted quality assurance observations of the Level of Service Inventory-Revised and provide constructive feedback and refresher trainings when deficiencies are discovered
- Trained all staff on the Level of Service Inventory-Revised assessment tool

- Revised and implemented the Department's Case Management standard operating procedure across all facilities
- Created a three-year strategic plan and develop performance measures to realign Probation & Parole Unit with evidence-based supervision approaches
- Assisted with the creation of the Risk Assessment Unit in the Probation and Parole Unit
- Evaluated departmental programs using the Correctional Program Checklist and the Correctional Program Checklist- Group Assessment
- Aided in the development, testing, and implementation of case management and reentry modules within an existing data system
- Led a small team of staff members in creating a value stream map for the department's first LEAN kaizen event
- **Rhode Island Batterer's Intervention Program**, Cranston, RI 2007-2016
Domestic Violence Facilitator (part-time)
- Instructed twenty-week psycho-educational groups to court-ordered male offenders
- Educated batterers on the importance of non-abusive behavior, healthy relationships and proper communication techniques
- Conducted intake sessions to inform new clients of the program rules and confidentiality agreement
- Demonstrated professional judgment and portrayed behavior consistent with agency ethics

CERTIFICATIONS

- Certified in the use of the Level of Service Case Management Inventory, 2021
- Certified trainer in Four Core Competencies, 2018
- Trained in LEAN 101, 2016
- Certified in the use of the Correctional Program Checklist- Group Assessment, 2015
- Trained in the use of Core Correctional Practices, 2015
- Certified trainer for the Level of Service Inventory-Revised, 2014
- Certified in the use of the Correctional Program Checklist, 2013
- Certified trainer for the Women's Risk Need Assessment, 2013
- Trained in Motivational Interviewing techniques, 2009

PUBLICATIONS

(*Sole Author, **Co-Author)

Barron, D. (2014). Risk – need – responsivity & effective recidivism reduction strategies at the RIDOC* Available online: <http://www.doc.ri.gov/docs/RNR%20Report-%202014.pdf>

Barron, D. & Derrick, B. (2012). Gender responsiveness at the RIDOC** Available online: <http://www.doc.ri.gov/administration/planning/docs/GenderResponsiveNewsletter2012.pdf>

Derrick, B. & Barron, D. (2011). Gender responsiveness in Rhode Island's prisons** Available online: <http://www.doc.ri.gov/administration/planning/docs/LSINewsletterFINAL.pdf>

Derrick, B. & Barron, D. (2011). Level of service inventory-revised: a portrait of RIDOC offenders** Available online: <http://www.doc.ri.gov/administration/planning/docs/genderresponsivenewletterFINAL.pdf>

PRESENTATIONS/TRAININGS

(*Sole Presenter, **Co-Presenter)

The Level of Service Inventory- Revised (LSI-R) New User Training**

New user training for Adult Counselors and Probation and Parole Officers at the Rhode Island

Department of Corrections – April 2019

The Level of Service Inventory- Revised (LSI-R) New User Training**

New user training for Adult Counselors and Probation and Parole Officers at the Rhode Island Department of Corrections – October 2018

Understanding the LSI-R & the Reentry Plan Screen**

LSI-R overview and RIDOC database training for contracted reentry staff at the Rhode Island Department of Corrections – September 2018

The Level of Service Inventory- Revised Screening Version (LSI-R: SV) Refresher Training**

Booster training for Probation and Parole Officers at the Rhode Island Department of Corrections – March 2018

The Level of Service Inventory- Revised (LSI-R) New User Training**

New user training for Adult Counselors and Probation and Parole Officers at the Rhode Island Department of Corrections – February 2018

Understanding the LSI-R & the Reentry Plan Screen**

LSI-R overview and RIDOC database training for contracted reentry staff at the Rhode Island Department of Corrections – September 2018

The Level of Service Inventory- Revised (LSI-R) Refresher Training**

Booster training for Adult Counselors and Probation and Parole Officers at the Rhode Island Department of Corrections – October 2017

Rhode Island Parole Board: Appropriate Condition Setting**

Rhode Island Parole Board Training – March 2017

The Level of Service Inventory- Revised (LSI-R) Refresher Training**

Booster training for Adult Counselors at the Rhode Island Department of Corrections – March 2017

The Level of Service Inventory- Revised (LSI-R) New User Training**

New user training for Adult Counselors and Probation and Parole Officers at the Rhode Island Department of Corrections – September 2016

JOSHUA LAPLANTE

34 Crestwood Drive, Narragansett, RI 02882
(401) 207-7694

laplante.joshua@gmail.com

Education

2010-2011	Principal Residency Network: Principal Certification Program	Providence, RI
2008-2010	Brown University: MA - ESL and Cross-Cultural Studies	Providence, RI
2005- 2008	Providence College: MEd - Secondary Education	Providence, RI
1994-1998	University of Rhode Island: BS, Physical Education- Athletic Training and Exercise Science	Kingston, RI

Professional Summary

Education involves a community of committed members; students who want to excel, parents who encourage and support the educational programs, and a faculty and staff that prioritizes the success of each member. It is necessary to commit to a level of professional responsibility for student outcomes where collaboration, professionalism, and goal-driven moral courage become the foundation for proactive communication. It is my goal to; support the commitment to equity in every program, course, and interaction; encourage innovation and risk-taking; communicate recognition for effective practices; encourage students to assume leadership roles; promote professional learning community philosophies; and continue to build strong relationships between school leadership and members of the school communities.

Professional Work Experience

2015-Present The Greene School, Superintendent/Head of School West Greenwich, RI
EL Education Credentialed 2022

- Promote school mission for developing engaged citizens and leaders through environmental education and social justice.
- Developed the school improvement plan at The Greene School through strategic planning processes with various stakeholder groups.
- Manage the full range of federal grants in the CRP and grant applications through private funders.
- Led the school through a \$2.4 million property purchase and building renovations.
- Participate in academic standards, facilities, finance, and development committees for accountability, planning, and policy development for systems and program improvement.
- Manage district budget, schedule changes, courses options, pathways and endorsements by strategically allocating resources to increase student achievement and fiscal responsibility.
- Mentor Aspiring Principals from the Center for Leadership and Educational Equity and Prescott College, AZ.
- Restructured special education and English learning supports and services.
- Initiated an RtI/MTSS system for student supports and interventions.
- Provide direct coaching to aspiring principals and teaching staff through professional learning experiences, supportive coaching structures, and evaluation strategies.
- Design and facilitate professional development series for curriculum, assessment, and instruction strategies.
- Conduct evaluations of teachers and administrators using the Rhode Island model for performance evaluations.
- Guided The Greene School through RIDE monitoring visits and the charter renewal application.
- Partner with EL Education to build a culture of reflection and data-based decision making.

2015-2016 Center for Leadership and Educational Equity, Coach Providence, RI

- Co-designed and facilitated diverse professional learning experiences that increase educator capacity to address inequities in student outcomes.
- Serve as school-based coach to teams of school and teacher leaders engaged in continuous improvement efforts to increase equity.
- Serve as co-facilitator in the implementation of the United States Department of Education Turnaround School Leader Program Grant.

- 2011-2015** **Central Falls High School, Principal** **Central Falls, RI**
- Led a team of school reformers to create and implement a plan to transform Central Falls High School monitored by the Rhode Island Department of Education.
 - Instructional leader of the high school, responsible for curriculum, instruction and assessment supports.
 - Responsible for implementing all aspects of the Protocol for Intervention of Persistently Low Achieving School.
 - Hire, train, supervise and evaluate a staff of approximately 100 diverse teachers and support staff.
 - Responsible for developing a school atmosphere that fosters success for 900 students and their families in a safe and caring environment.
 - Led and organized NEASC visit supports and initiated school improvement plans according to team recommendations.
 - Mentor Aspiring Turnaround Leaders with the NYC Leadership Academy and Principal Residency Network.
 - Construct a differentiated professional development plan identified through district and school priorities.
 - Supported and monitored the development of multiple pathways and extended learning opportunities all students.
 - Designed a grade 9 Transition Academy guided by individualized and administrative intervention support for students and families, which yielded an 80% four-year graduation rate.
 - Sponsored and promoted a New Comers program in partnership with the Guatemalan Consulate for students with limited or interrupted formal education.
 - Co-facilitated an active community attendance campaign in partnership with local radio stations (PODER, LPR, Catholic Spanish Radio Providence), church groups, and Providence Español newspaper groups.

- 2008-2011** **Central Falls High School** **Central Falls, RI**
Academy Leader: S.T.E.M.
- The academy was designed to offer a preparatory program that provided students with a rich and diverse science curriculum supported through the use of technology and practical application such as laboratory activities, internships, field-work, seminar series, and senior projects.*
- Developed Career and Technical Education Programs (C.T.E.) for the Environmental Science Academy and managed funds through Perkins for program development
 - Hosted Speaker Seminar Series including Bob Ballard and JASON Project Scientists and Researchers
 - Solicited 12 community partnerships for local, state, national, and international field experiences and education programs and facilitated quarterly advisory board meetings with partners for field work and curriculum planning
 - Selected as Rhode Island's first L.E.A.F. (Leaders in Environmental Action for the Future) school through The Nature Conservancy

- 2006-2011** **Central Falls School Department, Teacher** **Central Falls, RI**
 Biology (ESL and Honors), Physical Science (ESL), Environmental Biochemistry (ESL), Anatomy/Physiology, Ecology, Environmental Science
- Development and implementation of lessons supporting various learning styles and promoting language proficiency while maintaining appropriate grade level rigor and application*

- 1999- 2006** **The Prout School, Teacher** **Wakefield, RI**
 Biology, Oceanography, Physical Education/Health, Nutrition Science
- Development and organization of curriculum and supplementary laboratory experiences and field- work*

Awards and Honors

- EL Education Mentor School Leader 2023
- Rhode Island Environmental Organization of the Year 2022
- Honored in *The Silver Lining* (2018) authored by three-time Olympic swimmer Elizabeth Biesel
- Publication: Case Studies of Clinical Preparation in Teacher Education (Chapters 4-6) 2017
- Highlighted in *A School in Trouble* (2010) and *Hope Realized* (2015) authored by Dr. William Holland
- Recognized for Environmental Programming 2011 TIDES Magazine- Save the Bay
- Environmental Science Achievement Award 2010
- Publication: Science lesson for ELLs, Sheltered Instruction Observation Protocol (SIOP) 2009

Professional Activities

- Rhode Island Environmental Education Association: *Assessment for Environmental Literacy*, Co-Chair
- EL Education National Conference Attendee 2015-2018, 2016 Presenter-*Successful Leadership Transitions*
- Community of Practice for Executive Directors, Superintendents, and Heads of Schools within the EL Education regional network using instructional rounds and consultancy protocols- SY 2017, 2018
- National Association of Secondary School Principals, Conference Presenter- *School Transformation* 2015
- American Federation of Teachers, Conference Presenter-*Clinical Practice in Teacher Preparation* 2015
- New England Secondary School Consortium Conference Presenter- *High School Reform* 2012
- Regional Conference for School Transformation, Washington DC 2011
- Save the Bay Education Advisory Board Member 2010

Certifications and Memberships

- RI Teaching Certification: Biology, General Science, ESL grades 7-12
- RI Certification: School Administrator grades K-12
- RI Certification: Superintendent
- Rhode Island Association of School Principals
- National Association of Secondary School Principals
- Rhode Island Environmental Education Association, Board Member 2016-Present (President-elect)
- Narragansett School Committee Elected September 2020-2022: Negotiations Committee, Diversity Committee, Special Education Advisory Counsel

KENNETH F. JALBERT, CPA

11 Hannah Drive, Cumberland RI 02864

Cell: (401) 369-0224

Personal E-mail: kenjalbert@cox.net

Executive Summary

Financial executive with over 30 years of corporate leadership experience in both private industry as well as public accounting. Instrumental in installing accounting systems and controls for an efficiently run finance department for a privately owned manufacturing company as it grew from \$40M in annual revenue to over \$250M in annual revenue

EXPERIENCE:

New England Institute of Technology

Vice President of Finance - 2017-present

- Responsible for overseeing all general accounting activities including billing, accounts receivable, accounts payable and payroll
- Responsible for all financial reporting to banks and the department of education
- Prepares yearly financial budget for approval by Board of Trustees
- Responsible for obtaining and ensuring that the school is adequately insured for property, liability, and other insurance
- Oversee financial audit and financial aid audit
- Responsible for grant reporting
- Oversees human resource function

Taco, Inc. – Cranston, RI

Sr. Vice President of Finance – 2016 - 2017

Vice President of Finance - 2008-2016

Controller - 1998-2008

Corporate Accounting Manager - 1992-1998

- Responsible for overseeing all general accounting activities including billing, accounts receivable, accounts payable and payroll
- Manages cost accounting function as well as industrial engineers responsible for time studies on the manufacturing process
- Installed a successful cycle count program for all raw material and finished goods inventory (total value of over \$20M)
- Responsible for overseeing all month end, quarter and year end closes for the parent corporation as well as the 11 subsidiaries

- Participates in financial strategic planning, prepares budget and forecasts
- Prepares quarterly consolidated balance sheet, income statement and statement of cash flows for distribution to the company's board of directors and lending institution
- Calculates quarterly debt covenant ratios in accordance with loan agreements
- In conjunction with the CFO, negotiates new lending arrangements when necessary
- Key member of a team that has implemented two new ERP systems (Infor in 1997 and EPICOR currently)
- Responsible for overseeing the external audit of the company's financial statements on a yearly basis
- Manages all external audits from taxing authorities including the Internal Revenue Service, the State of Massachusetts and the State of RI for income tax and sales and use tax audits
- Works with 401(k) provider to ensure compliance testing is performed for the plan and that the yearly audit report and 5500 are prepared and issued on a timely basis
- Negotiates gas and electricity contracts for Cranston and Fall River facilities
- Successfully installed Kronos time and attendance system in 2008 from previously home grown system
- Performed due diligence work on the purchase of subsidiaries acquired in 2012 and 2015
- Responsible for managing controllers (direct reports) at our two largest operating subsidiaries located in Milton, Ontario and Fairview, Tennessee
- Prepares all necessary tax schedules for preparation of corporate tax provision and tax returns
- Supervises individual responsible for all fixed asset accounting performed on Sage fixed asset software

Ernst & Young – Providence, RI

Audit Manager - 1984-1987; 1990–1992

- Performed financial audits in various industries including manufacturing, health care, banking and insurance
- Compiling financial statements and audit report
- Documenting and testing client's accounting systems
- Substantive testing of both balance sheet and income statement accounts
- Performed physical inventory observations
- Prepared corporate and personal tax income tax returns

Providence Journal Company – Providence, RI

Chief Accountant - 1987-1990

- Maintained books for six holding companies

- Performed monthly consolidations of the company and its various subsidiaries in the newspaper, cable, broadcasting and telecommunication industries
 - Prepared board of directors reports for the treasurer with explanations for variances between budget or prior year actual for all operating entities
 - Responsible for accounting of fixed assets for the newspaper
 - Prepared the capital budget for the newspaper
 - Consolidated the company's budget and three year plan
 - Assisted in preparation of the year-end tax accrual
-

EDUCATION:

Bryant University

Graduated Summa Cum Laude, 1984

Major: Accounting

Certified Public Accountant (CPA) License, 1986

Member of the Rhode Society of CPA's

ADDITIONAL SKILLS:

- Excellent analytical, communication, and problem solving skills
 - Proficiency in using Microsoft Office including Microsoft Excel, Word and Outlook
 - In depth working knowledge of Infor (Syteline) ERP system as well as EPICOR ERP system.
 - Experienced in QuickBooks, Sage Fixed Asset software, Kronos Time and Attendance and ADP Payroll
 - Excellent in teaching accounting concepts to staff
-

INTERESTS: Golf, Exercise, Travel

REFERENCES: Will be furnished upon request

THOMAS J. FAY, ESQ.
42 Fair Drive, Somerset, MA 02726
(401) 486-2428 cell
Thomasjfay1990@gmail.com

- EXPERIENCE:**
- Oct. 2023-Present* **NEW ENGLAND INSTITUTE OF TECHNOLOGY** East Greenwich, RI
Vice President and General Counsel
Serve as the Chief Legal Officer of the University, providing strategic legal advice and guidance to senior administrators, Board of Trustees, and other University stakeholders on a wide range of legal matters affecting the institution; Advise on the legal aspects of a broad range of topics, including but not limited to: academic affairs, compliance with federal and state regulations, contracts, institutional policies, governance, litigation, risk management, student affairs, oversee management of legal disputes, litigation and regulatory proceedings involving the University; participation in senior management policy deliberations, collaboration with relevant stakeholders to develop and implement policies and practices that promote ethical conduct, transparency and institutional integrity.
- July 2022-Sept. 2023* **DONOVAN HATEM LLP, Partner** Boston, MA
Responsible for representing individuals and corporations in a wide variety of civil litigation/insurance matters, risk management and assessment, claims and litigation management, alternate dispute resolution, corporate compliance and governance issues, personal injury cases, probate and guardianship matters as well as handling administrative hearings before the R.I. Department of Health, Board of Medical Licensure and Discipline, Board of Dentistry, Board of Nursing and Department of Labor and Training. Responsibilities include conducting all pre-trial litigation, discovery, motions, briefs, hearings, trials and appeals.
- Jan. 2021-June 2022* **BTTR LLC and HAM, INC. – General Counsel (businesses sold/closed)**
Provide strategic legal advice and sound business judgment with respect to commercial activities, including claims development, marketing, advertising and regulatory requirements; Draft, review and negotiate a variety of commercial agreements including a recent business buy-out; research and monitor state and federal laws and regulations applicable to core responsibilities to ensure up-to-date compliance and provide legal and practical guidance in response to proposed laws and regulations; Work with other attorneys regarding dispute resolution and risk analysis; manage and work effectively with outside counsel to ensure efficiency and cost-effectiveness;
- Jan. 2013 – Jan. 2021* **KIRSHENBAUM & KIRSHENBAUM (merger with Taylor Fay PC)**
Responsible for representing individuals and corporations in a wide variety of civil litigation/insurance matters, risk management and assessment, claims and litigation management, alternate dispute resolution, corporate compliance and governance issues, personal injury cases, collections, probate and guardianship matters as well as handling administrative hearings before the R.I. Department of Health, Board of Medical Licensure and Discipline, Board of Dentistry, Board of Nursing and Department of Labor and Training. Responsibilities include conducting all pre-trial litigation, discovery, motions, briefs, hearings, trials and appeals.

Jan. 2007–Dec. 2012 **TAYLOR ◊ FAY, P.C.** (*formerly Bowerman & Taylor P.C.*)
Responsible for representing physicians, hospitals, health care agencies and their insurers in medical negligence, premises and workplace safety matters, including internal investigations, responding to third party subpoenas, preparing witnesses for criminal and civil hearings and trials; providing risk management seminars; reviewing vendor contracts; briefing hospital executives and physicians on federal and state compliance issues; handling Department of Health inquiries and complaints; handling all facets of pre-trial litigation, discovery, subpoenas, motions, briefs, hearings, trials and appeals.

May 2012 Certified under R.I.G.L. §15-5-16.2 to serve as Guardian in Family Court matters involving the elderly, disabled and minors.

Jan. 2012–Jan. 2020 **Board of Directors, Workforce Partnership of Greater Rhode Island (DLT)**

Mar. 2002–Aug. 2011 **General Counsel, Workforce Partnership of Greater R.I. (DLT)**
Responsibilities included representation of the WPGRI in collective bargaining, negotiating and preparing contracts between WPGRI and 3rd party vendors, monitoring compliance with state/federal regulations, risk assessments, personnel issues, conflict resolution, grievances, corporate governance and Open Meetings Act compliance.

Oct. 2000– June 2007 **General Counsel, TOWN OF LINCOLN HOUSING AUTHORITY**
Responsibilities included the representation of the Town of Lincoln Housing Authority in all collective bargaining negotiations, handling grievances, negotiating and preparing contracts with unions and 3rd party vendors, management of all litigation and outside law firms, risk assessments and management, handling of 3rd party subpoenas, corporate governance matters, revisions to Employee Handbook, tenant disputes and Rhode Island Open Meetings Act compliance.

Feb. 2000–Feb. 2007 **LAW OFFICES OF THOMAS J. FAY, ESQ.**
Engaged in a wide variety of civil litigation matters including representation of physicians and other health care providers in various civil litigation, risk management, corporate governance matters, probate/guardianships; serving as legal counsel to the LHA and WPGRI.

*Aug. 1993
to Feb. 2000* **DeLUCA & WEIZENBAUM, LTD.** (*formerly Mandell DeLuca & Schwartz*)
Responsibilities included the handling of complex civil litigation matters, including the Title IX Cohen vs. Brown University matter, medical negligence, wrongful death, product liability, DEPCO and various hazardous waste disposal litigation. Represented the North Providence Police, Providence Police, Providence Firefighters, Jamestown Teachers and Department of Labor and Training Employee Unions in all facets of collective bargaining, grievances, Law Enforcement Bill of Right's hearings and related matters.

BAR

AFFILIATIONS: State (1993) and Federal District (1994) Bars of Rhode Island

EDUCATION: **SUFFOLK UNIVERSITY LAW SCHOOL**
Juris Doctor, *cum laude*, 1993

Best Oral Advocate Award – Moot Court Competition

PROVIDENCE COLLEGE

B.A. Social Work, 1990

Varsity Baseball 1986-1988 NCAA Division 1 Big East Conference

Varsity Racquetball 1988-1990 NCAA Division 1 (Independent)

**PROFESSIONAL
MEMBERSHIPS:**

1993 to Present

RHODE ISLAND BAR ASSOCIATION

**PROFESSIONAL
ACTIVITIES:**

1996-2006

Moderator, View from the Bench Seminars (R.I.T.L.A.)

Organized and presented seminars whereby new attorneys are introduced to sitting Justices to acquaint them with differing judicial views and administrative procedures.

*Performance Judge, ATLA Northeast Regional Law School
Mock Trial Competition*

*Performance Judge, RI Legal Educational Partnership High School Mock Trial
Competition*

Performance Judge, Roger Williams Law School Mock Trial Competition

AWARDS:

1996 ATLA New Lawyers Division Public Service Award

1997 ATLA New Lawyers Division Governor's Award

2019-2020 R.I. Monthly – Professional Excellence in Law Award

PUBLICATIONS:

Uninsured and Underinsured Insurance Coverage (RIBA 1999)

Sports & Torts – Boating & Aquatic Injuries (RIBA 1997)

Focus Group Demonstration – Concept (ATLA/NCA San Diego 1997)

Lawyers are the Problem (ATLA/NCA Houston 1997)

Handling Poisonous Responses in Voir Dire (ATLA/NCA New Mexico 1997)

Trial Considerations in Selecting a Plaintiff's Case (ATLA/NCA 1997)

**REPORTED
CASES:**

Higgins v. Rhode Island Hospital, 35 A.3rd 919 (R.I. 2012)
Kulawas v. Rhode Island Hospital, 994 A.2d 649 (R.I. 2010)
Hendrick v. Hendrick, 755 A.2d 784 (R.I. 2000)
Mansolillo vs. Employee Retirement Board, et al., 749 A.2d 1088 (R.I. 2000)
Lauro vs. Knowles, MD, 739 A.2d 1183 (R.I. 1999)
Center for Behavioral Health vs. Barros, 710 A.2d 680 (R.I. 1998)
Greico vs. Perry, MD, et al. 697 A.2d 1108 (R.I. 1997)
Paradis vs. Zarella, et al., 683 A.2d 1337 (R.I. 1996)

CIVIC, COMMUNITY & HOBBIES:

- 1988-Present Providence College Basketball Season Ticket Holder
- 2007-Present Providence College, St. Domenic's Society
- 2009-2021 Organizing Committee, Providence College Class of 1990 15th, 20th, 25th and 30th Reunions
- 2014-present *Director, Friends of Friar Basketball (FOFB)*
 The FOFB raises money to assist in its Mission of bringing together members of the Providence College Friar Basketball family (including past players, coaches, students and supporters) to bolster the local community within the Friar family through networking, mentoring and charitable donations and/or services. The FOFB has raised over \$500,000 to facilitate these goals.
- 2002-2014 *Director, The Darren McPeak Memorial Scholarship Fund (DMMSF)*
 Created after the tragic death of Darren McPeak, a senior at Brown University and member of the Varsity hockey team and an honors student, the DMMSF annually provided four to five college-bound students with an annual scholarship. The DMMSF raised over \$357,000 to facilitate these goals.

REFERENCES:

The Honorable Karen Lynch Bernard, Associate Justice, Rhode Island Family Court,
 One Dorrance Street, Providence, RI 02903 (401) 487-0244 klbernard@courts.ri.gov

Harold Starks, Coordinator for Student-Athlete Mentoring, Providence College, 1 Cunningham
 Square, Providence, RI 02908 (401) 865-2863 hstarks@providence.edu

The Honorable Paula Cuculo, Justice, North Providence Probate Court, 50 George Washington
 Highway, Suite 101, Lincoln, Rhode Island 02865, 401-228-2695 pcuculo@yahoo.com

W. Patrick Freaney, retired, Lifespan Risk Management, The Coro Building, 167 Point Street, Providence, RI 02903 (401) 787-5599

Angela Carr, Esq., Managing Partner, Barton Gilman LLP, 10 Dorrance Street, Providence, RI 02903 (401) 273-7171 acarr@bglaw.com

William O’Gara, Esq., Partner, Pannone, Lopes Devereaux & O’Gara, 1301 Atwood Avenue, Johnston, RI 02919 (401) 824-5100 wogara@pldolaw.com

PROFESSIONAL EXPERIENCE

NEW ENGLAND INSTITUTE OF TECHNOLOGY, East Greenwich, RI

2017–Present

Private non-profit university 2,000 students, a staff of 450 employees

Executive Vice President: *Direct Report –Campus President*

Responsible for the daily operation of all aspect of the university with specific emphasis on the recruitment and retention of students.

Selected Achievements:

- ◆ **Oversaw a 50% increase in the university's endowment;** maintained a conservative 60/40 portfolio of investments.
- ◆ **Instituted a \$10 million increase in student financial aid:** provided increased access to education for low-income students.
- ◆ **Improved operational efficiencies** by implementing Slate, a comprehensive CRM for higher education.
- ◆ **Exceeded the institutions budget** every year since assuming the position of Executive Vice President.

NEIMANN CAPITAL MANAGEMENT, Carson City, Nevada

2011–2017

Privately owned Registered Investment Advisor with 8 portfolios, \$200 million in assets under management.

Chief Financial Officer: *Direct Report to President*

Challenged with developing and implementing stabilizing strategy in shrinking market economy. Emphasis focused on development of financial restructuring to reduce overhead, streamline back-office operations and increase efficiencies across 2 locations with 15 employees each.

Selected Achievements:

- ◆ **Reduced operating expenses by 60%** through restructuring of operations.
- ◆ **Increased cash flow \$300,000 annually;** restructured former CFO stock purchase note.
- ◆ **Brought \$50,000 in annual cost savings;** consolidated IT infrastructure and phone systems at a single location.
- ◆ **Reduced back office operational personnel by 80% and compliance personnel by 66%** through consolidating the number of investment portfolio offerings with similar investment strategies.

LINCOLN COLLEGE OF TECHNOLOGY / FLORIDA CULINARY INSTITUTE, West Palm Beach, FL *2006–2011*

Subsidiary of Lincoln Educational Services Corporation, a campus school with 2,100 students, a staff of 165

Campus Vice President of Operations: *Direct Report –Campus President*

Delivered financial and operational management for school Particular emphasis was placed on the operational integration and budgetary control of Lincoln's acquisition of New England Tech into the corporate structure of this multi-campus, publicly traded proprietary school company.

Selected Achievements:

- ◆ **Doubled the number of starts per year,** increased classroom densities, and maximized revenue per contact hour through successful management of restructuring all curriculum.
- ◆ **Improved operational efficiencies** by implementing CampusVue student record keeping.
- ◆ **Improved management of the school's student record database;** as project manager implemented new CampusVue software.
- ◆

- ◆ **Increased revenues;** developed, implemented and monitored various corporate reporting and budgetary controls.
- ◆ **Exceeded budgeted profitability during the first year** of the transition from an independent school to a subsidiary of Lincoln Educational Services.

NEW ENGLAND INSTITUTE OF TECHNOLOGY AT PALM BEACH, West Palm Beach, FL**1996–2006**

A proprietary school specializing in technical education offering Diplomas, Associates and Bachelor's degrees in various fields of study ranging from skilled trades to the culinary arts.

Vice President & Chief Financial Officer

Charged with financial management of 1,100 Student school. Challenged with achieving revenue growth and profitability to prepare for upcoming sale to Lincoln Educational Services Corporation in May 2006.

Selected Achievements:

- ◆ **Increased operating margins** (EBITDA) from 15% to 30% annually; restructured all curriculum at New England Institute of Technology at Palm Beach to double classroom density.
- ◆ **Negotiated selling price was 6.5 times EBITDA** plus FMV of real estate holdings, and a stock purchase agreement versus asset sale which reduced owner's tax liability.
- ◆ **Reduced staff in financial aid department by 50%** and restructured while ensuring compliance with the Federal Title IV student loan program.
- ◆ **Increased profitability from 5% to 20% of annual revenues** through implementing a cost containment program which allowed for increases in the number of new study programs available to students.
- ◆ **Generated \$100,000+ in accounting department annual savings** by the reduction of redundant personnel, restructuring of accounting department, and decentralization of functions.
- ◆ **Doubled school revenue over 5-year period** by launching marketing efforts which balanced the mix of Television advertising with targeted direct mail campaigns.
- ◆ **Negotiated financing for the construction of a new 60,000 sq. ft. educational facility.** Arranged for revolving lines of credit to ensure the availability of adequate funding for classroom capital equipment needs.

OGDEN CORPORATION (Lenzar Optics Division) Palm Beach Gardens, FL**1991–1996**

A \$12 million subsidiary specializing in the development and manufacturing of film and digital imaging equipment utilized in the medical diagnostic and data management industries. Primary product lines include CRT based film cameras for C-Arm X-Ray and Ultrasound, digitizing scanners and bore sighting tools for military applications.

Operations Manager, (1994-1996)

Reorganized and managed the company's manufacturing and financial operations.

Selected Achievements:

- ◆ **Enabled division to reduce annual operating losses in excess of \$1 million;** provided analysis of all business functions, and delivered consistent profitability for final two years.
- ◆ **Generated annual savings of \$80,000** from the elimination and sale of \$400,000 in under utilized capital equipment by outsourcing machine tool's department.
- ◆ **Generated annual savings of \$100,000** from the sale of equipment and reduction in scrap materials and outsourcing of printed circuit board assembly operations.
- ◆ **Annual cost reductions of \$150,000** by centralizing purchasing function with Ogden's Industrial Services group, and the consolidation of purchasing and production planning personnel.

Corporate Controller, (1991-1994)

Primary financial management of the company. Managed accounting department and provided financial reporting and analysis to parent company. Prepared division annual operating budget and monitored adherence to plan goals and profits. Reviewed and issued monthly financial statements with analysis and variance reporting against the company's financial plan.

Selected Achievements:

- ◆ **Conversion of manual accounting systems to computerized books and ledgers** including MRP II manufacturing system utilizing "Real World" accounting software and the "ManMan/X" manufacturing system.
- ◆ **Delivered \$100,000 annual savings and reduced closing** time on month end financial statements from 10 to 3 days, by reduction in bookkeeping and payroll personnel.
- ◆ **Developed and implemented multiple overhead rate structures** to segregate costs associated with purchasing, manufacturing, and product development through providing detailed cost accounting by product and department.

*COILTRONICS, INC., Boca Raton, FL**1987–1991***Controller**

Privately owned contract manufacturer of transformers and electro magnetic products. Responsible for supervising the daily financial operation for company and foreign subsidiaries. Prepared and monitored monthly operating budgets; developed 5-year business plan with annual updates.

Selected Achievements:

- ◆ **Developed and implemented contribution margin-based pricing structure** for products utilizing labor and material multipliers that provided the foundation for expansion of market share while eliminating unprofitable contracts. This provided accurate tracking of gross margins in sales backlog and improved accuracy of financial projections to within $\pm 3\%$ of monthly profits.
- ◆ **Enabled \$3 million manufacturer to eliminate operating losses and grow to \$20+million annually** by focusing on financial controls and restructuring.
- ◆ **Negotiated sale of the Company for \$27 million**

*McKEAN, PAUL, CHRYCY, FLETCHER & CO., Miami, Florida**1985–1987***Tax Manager***COOPERS & LYBRAND, Oklahoma City, Oklahoma**1981–1984***Tax Supervisor***ARTHUR ANDERSEN & CO., Detroit, Michigan and Oklahoma City, Oklahoma**1979–1981***Tax Associate**

EDUCATION & CERTIFICATION

Bachelor of Business Administration, WESTERN MICHIGAN UNIVERSITY, Kalamazoo, MI, 1979Major: **Accounting**, Minor: **Economics**, GPA 3.86*Graduated Summa Cum Laude***Certified Public Accountant**, Oklahoma since 1982

Douglas H Sherman, Ed.D
Curriculum Vitae

Contact information:

4 Split Creek Ct
Cranston, RI 02921
(401)-714-8581
dsherman2@cox.net

EDUCATION

2015 Ed.D. Degree, concentration - Higher Education Administration, Northeastern University
1994 M.S. Degree in Electrical Engineering, University of Rhode Island
1986 B.S. Degree in Electrical Engineering, University of Rhode Island

Professional Experience:

Sr. Vice President & Provost: July 2013 – Present

NEW ENGLAND INSTITUTE OF TECHNOLOGY, East Greenwich, RI

Primary duties include: As Chief Academic Officer, work with the President to set the strategic vision of the academic program, communicate the vision to all internal and external constituencies, and set priorities and manage the implementation of the vision. As administrative head of the academic programs, responsible for the operation and oversight of all academic programs, academic department chairs, faculty and academic staff, offices of registrar, academic skills center, online learning department, and library; approximately 110 full-time and 100 part-time personnel. Responsible for the fiscal performance (\$30M+ budget) of all academic departments, the registrar's office, academic skills center, online learning department and the library. Responsible for the development of the university's long-range plan as well as coordinating periodic updates to the plan from all campus constituents.

Accomplishments include:

- The establishment of the College of Health Sciences
- The establishment of the College of Graduate and Professional studies. This included the development of five new master's level programs as well as the university's first doctoral program. Achieved general approval from NEASC to confer degrees at the next level (master's). Also, achieved approval from NEASC to offer our first doctoral level program.
- In addition to NECHE/NEASC accreditation (achieved a full 10-year accreditation in 2013), maintain thirteen specialized accreditations.
- Coordinated the development of NEIT's 2020 Long Range Plan using a collaborative and inclusive approach to ensure all campus constituents (Faculty, students, staff,

administration, Board of Trustees, technical advisory committee members) had input. Developed a one-page summary of the plan to share with all campus constituents.

- Worked closely with faculty to gain consensus in the development of a strategic academic plan to increase program offerings, as a result 17 new academic programs were developed between 2013 and 2021.

Associate Provost & Special Assistant to the President: July 2008 – June 2013
NEW ENGLAND INSTITUTE OF TECHNOLOGY, East Greenwich, RI

Primary duties included: Reporting directly to the President, responsible for the oversight of the design and development of the college's new main campus in East Greenwich, RI. Acted as the single-point-of-contact for the architects and construction manager and was responsible for managing and monitoring the \$35M budget. Also reporting to the Provost, responsible for the management of student retention (working closely with the VP of Student Support Services), new program development (working closely with the Provost) and other special projects as assigned by the President.

Accomplishments include:

- The successful completion of the two and a half year project of creating an new main campus, including the complete renovation of our 280,000 sq ft main administrative and academic building and the successful move from our previous main campus to our new main campus, all within the established budget and timeline.
- In collaboration with faculty, enrollment management, marketing, finance and the business community, developed a new program development process to designed to ensure that new program offerings will meet the needs of the business community, the university, students and the accreditation process (if applicable).
- Secured equipment donations, totaling over \$300k, from local and regional companies in support of the redesign of our engineering technology programs.
- Implemented retention strategies resulting in a term-to-term retention increase from 90% to 92%. These strategies result in increasing our graduation rate by more than 3%.

Adjunct Professor: June 2000 – July 2008

NEW ENGLAND INSTITUTE OF TECHNOLOGY, East Greenwich, RI

Primary duties included: Responsible for teaching basic electronics theory, including DC Principles, AC Principles, Digital Systems, Solid State Devices and Microprocessors. Also responsible for teaching various math courses including Intro to College Math, Trigonometry and Calculus.

Assistant Professor: April 1996 – June 2000

NEW ENGLAND INSTITUTE OF TECHNOLOGY, East Greenwich, RI

Primary duties included: Responsible for teaching basic electronic theory, including DC Principles, AC Principles, Digital Systems, Solid State Devices and Microprocessors. Also made major contributions in the development of courses in Microprocessors, Computer Applications and Technical Skills in the Laboratory.

Accomplishments include:

- After receiving over 400+ hours of training at EMC Corporation in Franklin, MA preparation for the development of an accelerated 9-month Associate Degree program, developed and administered this 9-month Associate in Science degree in Electronic Engineering Technology curriculum. The curriculum included the creation of two new courses specifically designed to train students in Enterprise Data Storage Technology.
- Secured equipment donation from EMC for over \$500k in hardware and software to support the design of a new lab for this unique, accelerated curriculum.
- Presented the structure of this accelerated program and the preliminary results at the Frontiers in Education Conference in 1998.

Director of Engineering: November 2006 – July 2008

NARRAGANSETT IMAGING, North Smithfield, RI

Primary duties included: Responsible for the management of a multi-disciplinary engineering group, in a small engineering startup, tasked to design and develop digital camera technologies for digital x-ray and high speed video capture applications. The technical management of all projects was achieved using a structured, Product Lifecycle Management process. Responsible for the technical and personnel management of a 10-person engineering group with an operational budget of \$1M.

Electrical Engineering Manager: June 2005 – November 2006

ZEBRA TECHNOLOGIES, Warwick, RI

Primary duties included: Responsible for the management of an electrical engineering group tasked to design and develop control electronics for thermal printers. The technical management of all projects was achieved using a structured, six step process, starting with customer specification alignment and completing with a Ready-To-Manufacture documentation package.

Program/Project Manager: June 2003 – June 2005

KVH Industries, Inc., Middletown, RI

Primary duties included: Responsible for the project management of a multi-disciplinary engineering group tasked to design and develop tactical navigation and fiber optic gyroscope products. Acted as primary technical interface, with military customers, responsible for specification alignment, scheduling and status reporting processes. Acted as primary interface with our sales and manufacturing groups to ensure product/project acceptance and release to manufacturing processes are implemented successfully. Responsible for providing program briefings to our customers, both external and internal.

Consultant/Engineering Manager: June 1997 – June 2003

OPTIGAIN, INC., Peace Dale/Warwick, RI

Primary duties included: Responsible for the management of a multi-disciplinary engineering group tasked to design and develop optical fiber amplifiers, fiber lasers, Raman pump modules

and ASE broadband light sources. The technical management of all projects was achieved using a structured, six step process, starting with customer specification alignment and ending with a Ready-To-Manufacture documentation package.

Responsible for the project management and all activities associated with the rapid prototyping of new optical fiber products for delivery to our customers for evaluation and qualification testing.

Program/Project Manager: August 1989 - September 1996

ANALYSIS & TECHNOLOGY, INC., Middletown, RI

Primary duties included: Responsible for a multi-disciplinary engineering group involved in various torpedo related projects. Responsibilities include both technical leadership and personnel administration for all group members, as well as the marketing of group capabilities.

Responsible for the program management of a large scale test set development program for the Naval Undersea Warfare Center, Code 813. Defined the hardware required to satisfy the functional testing of three torpedo sections using system specifications and test requirement documents. The hardware consists of VXI (3 chassis') and GPIB controlled instruments as well as an RS-422 PC card. Was issued patent # 5,991,537 for the software developed.

Spent two and a half years with General Systems Solutions (GSS), an A&T subsidiary, and was technically responsible for the design and development of an underwater mine sweeping system for the Naval Air Systems Center, PMO 210 in Washington, DC. Responsible for the project management of all activities required to design, manufacture, and test the depth control electronics. Also was responsible for the coordination of the end item testing activities of the mine sweeping system that included a full range of environmental as well as shock, vibration and at-sea testing.

Systems Engineer: November 1988 - August 1989

GENERAL DYNAMIC, ELECTRIC BOAT DIVISION, Groton, CT

Primary duties included: Coordinated and conducted design verification testing and factory acceptance testing for the TRIDENT Signal Data Converter (TSDC) following a major redesign. Developed technical manuals for the redesigned TSDC, which included operation, corrective and preventative maintenance, and functional procedures. Provided training to Naval instructors as well as several ship's crews in both the classroom as well as laboratory environments.

Electrical Engineer: September 1986 - November 1988

ANALYSIS & TECHNOLOGY, INC., Middletown, RI

Primary duties included: Performed analysis of TRIDENT submarine patrol data to ensure conformance with patrol objectives. Was responsible for the generation of white papers detailing any nonconformance found, the potential reasons for the occurrence and recommendations on how to avoid the situation in the future. This required a detailed understanding of how the major submarine subsystems interfaced and communicated with one another.

Presentations

“An accelerated associates degree program in electronics technology: a case study,” 28th Annual Frontiers in Education Conference, Tempe, AZ, November 1998.

“Beyond IPEDs, How Do We Get There?” NEASC Annual Conference, Boston, MA, December 2014.

Patent

VXI Test Executive, Douglas Sherman, Brian McKeon, Mark Larson, November 23, 1999
#5,991,537

Boards/Community Activities and Awards

College Crusade: Board member (2018 – 2022)

Cranston, RI Public School System: District Leadership Committee (2017 – 2022)

Cranston, RI Hall of Fame Inductee Class of 2017: Award given to graduates of the Cranston Public School System who have had success in their chosen careers

William M. Davies, Jr. Career and Technical High School: Board Member (2019-present)

Amy Marie Grzybowski, Ph.D.
23 Mia Court Saunderstown, RI 02874
Mobile: (401) 479-1120
Email: amy.grzybowski@gmail.com

WORK EXPERIENCE

New England Institute of Technology

Vice President of Community Relations

12/2022 - Present

Leads the University's efforts in establishing NEIT as the market leader in career education. Serves as the chief officer to promote the strategic direction and objectives of the College of Health Sciences. Responsible for building strong relationships with government, employer partners, other colleges, and K-12 districts to deliver results in a rapidly and constantly evolving environment. Responsible for fund development and grant management.

State of Rhode Island Office of the Postsecondary Commissioner

Assistant Commissioner of Workforce

2/2022 – 12/2022

Executive Director, the Rhode Island Higher Education & Industry Centers

8/2016 – 12/2022

Institutions of Higher Education Liaison for COVID-19 Response

4/2020 – 12/2022

Interim Executive Director of the Governor's Workforce Board

12/2020 – 9/2021

Responsible for the operation and oversight of the Westerly Education Center, a public-private partnership, higher education facility, and the build-out of the Woonsocket Education Center. Responsible for the management, marketing, and implementation of all programs within the facility. Also provided oversight for the RI Nursing Education Center beginning in March 2022. Manages over \$6 million budget between the three facilities and coordinates activities and scheduling of four higher education institutions and employers seeking space or partnership to implement their programs. Successful in obtaining several million dollars in grant funds to support infrastructure and workforce development.

Assigned by the Governor's office to lead the engagement between the 11 institutions of higher education and the RI Department of Health, the Governor's Office, and other state agencies throughout the COVID-19 pandemic. Facilitates meetings with the presidents of the IHES and their staff as well as acts as a constant advocate for the IHEs in internal state policy and guidance meetings.

Requested by the Governor's office and the RI Department of Labor & Training Director to fulfill the role of Interim Executive Director of the Governor's Workforce Board (GWB). Oversees a team of five employees who implement Real Skills RI, Real Pathways RI, and administers the WIOA funding for the State. Assists in board preparation for the GWB and the subcommittees.

Town of Westerly, Rhode Island*Town Manager*

4/2015 – 10/2015

Director of Development Services

7/2012 – 09/2016

Emergency Management Director

1/2013 – Present

As Town Manager, responsible for \$84 million budget, 160 employees, and all Town buildings and infrastructure. Reported directly to Town Council and oversaw all Town Departments. Also oversees the Code Enforcement Department for the Town of Westerly. This consists of Building, Planning & Zoning, Minimum Housing, and the Grant Administration for the Town. Routinely handles media inquiries for television, radio, and print media.

Responsible for all emergency management activities including mitigation, preparedness, response, and recovery. Creates development strategies for the Town to encourage job creation in the private sector.

Accomplishments:

- Appointed Town Manager in April 2015 while the Town Council underwent a nationwide search. Responsible for all Town operations during the summer season. Implemented performance evaluations, conducted grievance hearings, worked to update ordinances, negotiated contract with the Town of Hopkinton, finalized 2015/2016 budget, hired Human Resources Director, IT personnel, and patrolman, signed for and executed \$6 million road bond projects.
- Successful grant management of over \$13 million in grant funding including grant applications, implementation of projects including bidding and oversight, and reporting requirements.

Roger Williams University (RWU)

1/2017 – 12/2022

Adjunct Professor

Developed and taught course material for undergraduate courses in community development and grant writing online using Bridges.

Community College of Rhode Island (CCRI)

1/2014 - Present

Adjunct Professor

Assisted in the development of course material before the inception of the Homeland Security certificate program in 2007. Teaches *Introduction of Homeland*. Responsible for continued development and delivery of course material both in class and in an online Blackboard forum.

Maguire Group, Inc.

8/2010 – 10/2012

Director, Emergency Management Services

Directed the Emergency Management Services (EMS) Division for Maguire Group, Inc. This includes marketing, proposal development, plan development, grant writing and administration, and disaster recovery.

he Senior Vice President for all project budgets and timelines for municipal clients. Develops marketing strategy and operating budget for the division annually.

Rhode Island Emergency Management Agency

2/2006 – 7/2010

Planning Manager

Responsible for providing oversight and guidance on the development, revision, and coordination for all emergency response plans within the Rhode Island Emergency Management Agency including but not limited to the State Emergency Operations Plan, Continuity of Operations Plan, Fire Mutual Aid Plan, and the Hazard Mitigation Plan. Accountable for 13 employees and three major programs. Develops and maintains relationships with outside partners during plan development and emergency response.

Homeland Security Grant Manager

Responsible for the management and disbursement of 60 million dollars in Department of Homeland Security grant money within the state of Rhode Island's 39 jurisdictions. Provides subject matter expertise to over 100 different entities regarding allowable grant expenditures processes grant reimbursements a week. Responsible for the grant applications of all Homeland Security grants.

Salve Regina University

9/2007 – 5/2011

Adjunct Professor

Taught a special topics course in the Administration of Justice Graduate Program. Responsible for the development and presentation of course material. Designed courses entitled *Homeland Security: Incident Command System* and *The History of the Department of Homeland Security*. Offered the courses both in the classroom and online.

EDUCATION

University of Rhode Island / Rhode Island College

Ph.D. of Education – 5/2023

Salve Regina University

Newport, Rhode Island

Master's Degree -12/2005

Major: Administration of Justice

Salve Regina University

Newport, Rhode Island

Bachelor's Degree – 12/2004

Major: Administration of Justice

ORGANIZATIONS AND COMMITTEES

University of Rhode Island Research Foundation Board, Member

Adult Higher Education Alliance, Secretary
Rhode Island Association of Emergency Managers, President (2014 – 2018)
International Association of Emergency Managers, Member
Rhode Island Blood Center Advocacy Board, Member
Salve Regina University Graduate Program Advisory Board (2022)

AWARDS

WBLQ AM 1230 Community Service Award, July 2019
PBN 2021 Business Women Award, Woman to Watch
PBN 2022 40 Under 40 Award

PUBLICATIONS

Chapters

Grzybowski, A. (2023). Young adults' civic engagement in community-based organizations. In B. Santos & R. Hos Editor (Eds.), *Co-Constructing and Sustaining Service Learning in a Doctoral Program*. IGI Global.

Grzybowski, A. & Hough, T. (2023). *The Impacts on Retention of Transfer and Prior Learning Credit on Adult Students at a Career-Based University*. In Holt, P. (Ed.). *Enriching the Adult Learner's Experience in Higher Education (pp. 107-118)*. Linus Publishing.

Conference Papers

Grzybowski, A., "A Case Study of Noncredit to Credit Pathways in Community Colleges," Proceedings of Adult Higher Education Alliance (AHEA) Annual Conference, Mar. 15-17, 2023.

Martin, N. & Grzybowski, A. "Creating a Dynamic Industry Partnership Across K-12 and Higher Education," Proceedings of AHEA Annual Conference, Mar. 15-17, 2023.

Richard Gouse
President of the New England Institute of Technology

Richard I. Gouse is the president of the New England Institute of Technology. Gouse has held that position since 1971. He is one of the longest serving college presidents in American history.

Education

In 1963, Gouse earned a Certificate of Study from the University of Poitiers in France, and in 1968 he earned a Bachelor of Arts degree from Brown University, majoring in Economics and minoring in education.

Career

The Massachusetts Trade Shop School had been founded by Gouse's grandfather, James Gouse, in the 1930s, and his father, Julian Gouse, succeeded his grandfather in running the school in the 1950s. Gouse worked at the Massachusetts Trade Shop School as a laborer in the tool crib for the machine shop in the late 1950s and 1960s.

In 1968, Gouse started at the Rhode Island Trade Shop School and oversaw the initial accreditation of the school by the National Association of Trade and Technical Schools – an organization in which his father was a founding director.

In 1971, Gouse became President of the then New England Technical Institute, which had been founded by Ernest Earle in 1940.[citation needed] The school that Gouse inherited had four programs of study, seventy students and ten employees.

In 1976, Gouse led the effort to change the New England Technical Institute into a not-for-profit degree granting college and renamed it New England Institute of Technology. The New England Institute of Technology has over 3,000 students, 35 degree-granting programs of study and 534 employees.

Community involvement

Gouse has served on numerous accreditation committees for the New England Association of Schools and Colleges' Commission on Vocational and Technical Career Institutions. He is a founding director of the Rhode Island College Crusade, and is also a member and former chair of the Rhode Island Association of Higher Education.

- Member, Board of Incorporators, Kent County Memorial Hospital
- Member, Rhode Island Commodores
- Member, executive board, Brown Football Association
- Member, executive board, Brown Sports Foundation
- Past member, Board of Incorporators, Eastland Bank
- Past trustee, Providence Public Library

Awards and recognitions

In 2019, Gouse was inducted into the Rhode Island Heritage Hall of Fame and recognized as the longest-serving U.S. college president at that time.

Professional History

2019 - Present

New England Institute of Technology
East Greenwich, RI

Vice President for Strategic Planning
Strategic Planning for Higher Education

2013 - 2019

Brailsford & Dunlavey, Advisory & Consultation
Boston, MA

Principal-in-Charge, Boston Office
Strategic Planning for Higher Education

2011 to 2013

Elkus Manfredi Architects
Boston, MA

Planning and Design for Higher Education

2010 to 2011

Gould Evans
Winchester, MA

Consultant
Planning and design consultation for Higher Education

2008 to 2010

Einhorn Yaffee Prescott (EYP)
Boston, MA

Principal
Marketing, Design and Professional Development Leadership for Student Life Practice

2007 to 2008

Gould Evans
Boston, MA

Principal-in-Charge, Boston Office
Design, Marketing, Administrative and Professional Development

1986 to 2007

Sasaki Associates, Inc. / Suter+Suter AG
USA, Switzerland

Principal, Architecture Discipline Head, Watertown, MA
Firm-wide Strategic Planning Board
Firm-wide Principals' Compensation Committee
Market Sector Leadership for Higher Education, Student Life Projects and
Corporate/Commercial Projects
Principal-in-Charge, Washington, DC Office
Senior Vice President, Suter+Suter, Basel and Zurich, Switzerland
Design Principal for Pharma and Technology Projects

1983 to 1986

Gensler Associates, Inc.
Houston, TX

Project Principal
Head of Architectural Practice for Houston Office

1981 to 1983

Skidmore, Owings & Merrill
Houston, TX

Associate

Marketing, Design and Management - High-rise Office Projects

1971 to 1981

The Resnick Partnership
Norwalk & Westport, CT

Partner

Design, Construction and Development

1970 to 1971

Cambridge Seven Associates/TSG International
Memphis, TN

Lead Planner and Designer for Multi-family Affordable Housing

Registered Architect (Inactive registrations)

MA, CT, VT, ME, NY, PA, MD, DE, DC, VA, NC, SC, FL, TX, NV, IA, AZ

Education

Pratt Institute, Bachelor of Architecture, Brooklyn, NY, 1970
Istituto di Urbanistica, Urban Planning, Florence, Italy, 1969.

Board Composition & Roles
New England Tech Academy

Name	Role
Amy Grzybowski	Chair
Doug Sherman	Member
Scott Freund	Member
Finance Expert	Vacant
HR Expert	Vacant
Parent	Vacant
Community Member	Vacant
Rhode Island Education Collective	Vacant
Skills for Rhode Island's Future	Vacant
Industry Employer	Vacant
Industry Employer	Vacant

NEW ENGLAND TECH ACADEMY

BY-LAWS

ARTICLE I

PURPOSE

Section 1. Purposes. New England Tech Academy (the "Corporation") is a nonprofit corporation organized exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as it may be amended from time to time (the "Code"), and the regulations promulgated thereunder, to develop, establish and operate a charter school under the laws of the State of Rhode Island.

Notwithstanding any other provision of the Articles of Incorporation of the Corporation or these By-Laws, the Corporation is organized exclusively for one or more of the following purposes: religious, charitable, scientific, or educational purposes, as specified in Section 501(c)(3) of the Code, and shall not carry on any activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Code.

No substantial part of the activities of the Corporation shall be carrying on propaganda, or otherwise attempting, to influence legislation (except as otherwise provided by Section 501(h) of the Code), or participating in, or intervening in (including the publication or distribution of statements), any political campaign on behalf of any candidate for public office.

Section 2. Powers. The Corporation shall have the power, either directly or indirectly, either alone or in conjunction and/or cooperation with others, to do any and all lawful acts and things and to engage in any and all lawful activities which may be necessary, useful, suitable, desirable or proper for the furtherance, accomplishment, fostering or attainment of any or all of the purposes for which the Corporation is organized, and to aid or assist other organizations whose activities are such as to further accomplish, foster, or attain any of the Corporation's purposes. Notwithstanding anything herein to the contrary, the Corporation shall exercise only such powers as are in furtherance of the exempt purposes of organizations as set forth in Section 501(c)(3) and the Code and the rules and regulations promulgated thereunder.

Section 3. Nonprofit Status. The Corporation is not organized for profit and no part of the net earnings of the Corporation shall inure to the benefit of a trustee or an officer. In the event of the dissolution or liquidation of the Corporation, whether voluntary or involuntary, the Board of Trustees shall distribute the balance of all money, assets and other property of the Corporation, after the payment of all its debts and obligations to a nonprofit organization or organizations exempt from federal income taxation under Section 501(c)(3) of the Code for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or corresponding section of any future federal tax code, or shall distribute such money, assets and other property to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction in the State of Rhode

Island, exclusively for such purposes or to such organization or organizations, as such court shall determine, which are organized and operated exclusively for such purposes.

Trustees, officers, and committee members of the Corporation shall not be personally liable for any debt, liability, or obligations of the Corporation. All persons, corporations, or other entities extending credit to, contracting with, or having claims against, the Corporation may look only to the funds and property of the Corporation for the payment of any such contract or claim, or for the payment of any debt, damages, judgement or decree; or of any money that may otherwise become due or payable to them from the Corporation.

ARTICLE II OFFICES

Section 1. Principal Office. The principal office of the Corporation shall be located at _____. The Corporation may have such other offices or places of business, either within or outside the State of Rhode Island, as the business of the Corporation may require and as the Board of Trustees may from time to time establish.

Section 2. Registered Office. The registered office of the Corporation need not be identical to its principal office and shall initially be located _____. The registered office may be changed from time to time by the Board of Trustees in compliance with the provisions of applicable law.

ARTICLE III MEMBER

Section 1. Membership. The Board of Trustees reserves the right to add members to the Corporation in compliance with the provisions of applicable law.

ARTICLE IV BOARD OF TRUSTEES

Section I. General Powers and Responsibilities. The responsibilities of the Board of Trustees will include: oversight of the progress of the Corporation, including the review, implementation and approval of the Corporation's vision, mission, budget and strategic plan;

establishment of the Corporation's general policies and overall curriculum policies; approval and monitoring the Corporation's annual budget and financial procedures; management of the Corporation's funds; hiring and yearend review of the School Principal; assurance that the Corporation achieves academic success for its students; assurance that the Corporation complies with applicable laws and regulations; assurance that the Corporation fulfills its charter and earns charter renewal; enhancement of the Corporation's strength, viability and public image; and any other powers and duties not otherwise reserved by the commissioner of elementary and secondary education, and the board of education.

Section 2. Number, Tenure and Qualifications.

(i) Number: The Board of Trustees shall consist of at least 11 members and may include among its membership representation from the following constituencies: community professionals, educators (at least one of whom is in special education), parents of currently enrolled children, ideally at least one parent having an enrolled child having a disability and staff.

Upon approval of the Board of Trustees, the number of trustees may be expanded to up to 21 members. Any openings created by expansion of the Board shall be filled by the Board.

(ii) Tenure: Trustees shall serve a term of three (3) years from the date of their election. A full three-year term shall be considered to have been served upon the passage of three (3) years. No trustee shall serve more than two (2) consecutive three-year terms. Fulfilling an incomplete term is not considered part of the term limit. Trustees shall serve staggered terms to balance continuity with new perspective.

Section 3. Vacancies. The Board of Trustees shall fill any vacancy occurring on the Board of Trustees of the Corporation.

Section 4. Resignations. A trustee may resign at any time by giving written notice to the Board of Trustees or to the Chair of the Board of Trustees (Chair). The resignation shall take effect at the time specified in the notice, and, unless otherwise specified in such notice, acceptance of the resignation shall not be necessary to make it effective.

Section 5. Removal. Any trustee may be removed from office by a two-thirds vote of the Board of Trustees whenever the best interests of the Corporation will be served thereby.

Section 6. Quorum. A majority of the trustees then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Trustees unless a greater number is required by these By-Laws, the Articles of Incorporation or under state law.

Section 7. Manner of Acting.

(a) The act or decision done or made by the majority of the trustees present at a meeting duly held at which a quorum is present shall be the act of the Board of Trustees, unless a greater number is required by law, by the Articles of Incorporation or by these By-Laws:

(b) The act of the Board of Trustees with respect to the following matters shall require the affirmative vote of at least two-thirds (2/3) of the trustees at a meeting at which a quorum is present: (i) to hire and fix the compensation of the Principal of School; (ii) to approve the Corporation's operating and capital budget; and (iii) to appoint an outside auditor.

Section 8. Presumption of Assent. A trustee who is present at a meeting of the Board of Trustees at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless the trustee's dissent shall be entered in the minutes of the meeting or unless the trustee shall file a written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by certified mail to the Secretary of the Corporation within forty-eight (48) hours after adjournment of the meeting. Such right to dissent shall not apply to a trustee who voted in favor of such action.

Section 9. Prohibition of Compensation. Trustees may not be paid compensation for performance of their duties as trustees, except that trustees may be reimbursed for out-of-pocket expenses spent in performance of their duties as trustees. No trustee shall be precluded from serving the Corporation in any other capacity and receiving compensation therefor.

Section 10. Conflict of Interest. The Conflict of Interest Policy attached hereto as Exhibit A is hereby adopted on behalf of the Corporation. Such policy may be amended or repealed only in accordance with Article XIII of these By-laws.

ARTICLE V
OFFICERS

Section 1. Number. The officers of the Corporation shall be a Chair, one or more Vice-Chair[s], a Secretary, a Treasurer, and other officers as may be deemed necessary and appointed by the trustees. Each officer must be a trustee of the Corporation.

Section 2. Election and Term of Office. The officers of the Corporation specifically designated in Section I of this Article V shall be elected for one (1) year terms at each annual meeting of the Board of Trustees. If the election of officers shall not be held at the annual meeting, such election shall be held at the next regular meeting of the board or as soon thereafter as is practicable. Each officer shall hold office until his or her successor shall have been duly elected and shall have qualified or until such officer's death or resignation or removal in the manner hereinafter provided.

Section 3. Chair. The Chair shall supervise the affairs of the Corporation between meetings of the Board of Trustees. The Chair shall preside at all meetings of the Board of Trustees and shall be a member ex officio of all committees of the Corporation. The Chair shall execute, on behalf of the Corporation, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Trustees has authorized to be executed except in cases where the signing and execution or delegation thereof shall be expressly delegated by the Board of Trustees or by these By-Laws to some other officer(s) or agent of the Corporation, or shall be required by law to be otherwise signed or executed. The Chair shall do and perform all duties incident to the office of Chair and such other duties as may be assigned to the Chair by these ByLaws or by the Board of Trustees.

Section 4. Vice Chair. In the absence of the Chair or in the event of the Chair's death, inability or refusal to act, the Vice-Chair (or in the event there is more than one Vice-Chair, the Vice-Chairs in the order designated at the time of their election or in the absence of any designation, then in the order of their election) shall perform the duties of the Chair, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair. The Vice-Chair[s] shall perform such other duties as from time to time may be assigned to them by the Chair or by the Board of Trustees.

Section 5. Secretary. The Secretary shall: (a) keep the minutes of the proceedings of the Board of Trustees in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these By-Laws or as required by law; (c) be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents the execution of which on behalf of the Corporation under its seal is duly authorized; (d) keep a record of the post office address of each trustee which shall be furnished to the Secretary by such trustee; and (e) in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to the Secretary by the Chair or by the Board of Trustees. The Secretary is authorized to enlist the services of any one or more employees of the Corporation to assist the Secretary in carrying out his or her duties as herein defined.

Section 6. Removal. Any officer may be removed by a vote of a majority of trustees whenever in their judgment the best interests of the Corporation will be served thereby. Election of an officer shall not of itself create contract rights with the Corporation.

Section 7. Resignations. Any officer may resign at any time by giving written notice to the Board of Trustees. The resignation shall take effect at the time specified in the notice, and, unless otherwise specified in such notice, the acceptance of the resignation shall not be necessary to make it effective.

Section 8. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, shall be filled by the Board of Trustees in the manner

prescribed in Article V, Section 2 of these By-Laws. In the case of a vacancy in any of the offices specifically designated in Article V, Section I, such vacancy shall be filled for the unexpired portion of the vacated term.

ARTICLE VI

COMMITTEE

ES

Section 1. Committees. As the need arises, the Board of Trustees, by resolution or consent may designate and appoint committees to advise the Board of Trustees. Each committee shall consist of at least two (2) members of the Board of Trustees and such other individuals as are deemed necessary. Committee meetings may be called by the Chair or by the committee chairperson. Each committee shall keep meeting minutes. The presence of at least a majority of the committee members at any meeting shall constitute a quorum. Each committee member, except as otherwise provided by these By-Laws or the Board shall be entitled to one vote. A vote of at least a majority of committee members shall constitute the act of any committee, except as provided by these By-Laws or by the Board. The Board of Trustees shall have the power at any time to change the membership of any committee, to fill vacancies in it, or to discharge it. The designation of any committee and the delegation thereto of authority shall not operate to relieve any trustee of any responsibility imposed by law. All committees shall comply with the Rhode Island Open Meetings Act, R.I.G.L. § 42-46-1, et seq or any successor statute, as in effect from time to time ("Open Meetings Act").

Section 2. Chairperson. The Board of Trustees may designate and appoint one member of each committee to serve as chairperson of that committee. In the absence of such designation, the Chair shall serve as committee chairperson.

Section 3. Charter School Planning Committee. The Board shall establish a Charter School Planning Committee ("CSPC"), chaired by the Chair, consisting of not less than three (3) nor more than five (5) members. Members of the CSPC may include members of the Board, educators, members of the special educational needs community and other individuals interested in charter school education issues generally. Members of the CSPC shall be appointed by the Chair and shall serve for one (1) year terms. The CSPC will meet on an ad hoc basis throughout the year at the call of the Chair. The CSPC will be responsible for developing long and short range planning for the Corporation and making recommendations thereon to the Board. The CSPC shall also nominate trustees and officers and shall assist the Board in the effective and efficient performance of corporate governance in keeping with policies established by the Board.

ARTICLE VII NOTICE

Section 1. General. Whenever under the provisions of the Non-Profit Corporation Act, the Articles of Incorporation, these bylaws, or Rhode Island General Laws written notice is required to be given to any trustee.

Section 2. Manner. Notice may be given by mail or by a generally recognized overnight delivery service, addressed to such person at his, her or its address as it appears in the records of the School, with postage or delivery charges thereon prepaid, and such notice will be deemed to be delivered at the time when the same will be deposited in the United States mail or delivered to the delivery service.

Section 2.1. Electronic or Other Notice. Notice may be given to any trustee by electronic mail, personally or by telephone to his or her house or office either directly or by leaving a message thereat.

Section 3. Waiver. Whenever any notice is required to be given under the provisions of the Non-Profit Corporation Act, the Articles of Incorporation, these bylaws, or Rhode Island General Law a waiver thereof in writing, signed by the person or persons entitled to such notice and who did not receive the same, whether before or after the time stated therein, will be deemed equivalent to the giving of such notice. Attendance of a person at a meeting will constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 3. Open Meetings Act. Notice of all meetings, irrespective of type and including, but not necessarily limited to, committees or subcommittee meetings, will comply with the Open Meetings Act.

Section 3.1. Advance Notice. Written public notice of any meeting will be given within a minimum of forty-eight (48) hours before the date of such meeting.

Section 3.2. Posting. Written public notice will include, but need not be limited to, posting a copy of the notice at School, and in at least one other prominent place within the state of Rhode Island as well as filed electronically to the Secretary of State website.

Section 3.3. Content. The notice, in the form of an agenda for the meeting, will include, in addition to date, time and place, a statement specifying the nature of the business of each item to be discussed.

Section 3.3. Amendment. The notice, or agenda, for any meeting may be amended by majority vote of a quorum of the Board of Trustees, but only for informational purposes. No vote may occur on the added agenda item except for when necessary to address an unexpected occurrence requiring immediate action or to refer the matter to an appropriate committee or subcommittee.

ARTICLE VIII MEETINGS

Section 1. Open Meetings Act. The Board of Trustees will comply with all provisions of the Open Meetings Act.

Section 2. Public Meetings. All meetings, irrespective of type and including, but not necessarily limited to, committee or subcommittee meetings, will comply with the requirements of the Open Meetings Act.

Section 2.1 Executive Session. Every meeting of the Board of Trustees will be open to the public unless closed pursuant to R.I.G.L. § 42-46-4 and § 42-46-5 of the Open Meetings Act. Such meetings will be in accordance with these bylaws as not inconsistent with the applicable provision of the Open Meetings Act.

Section 3. Annual Meeting. The annual meeting of the Board of Trustees will be held in September each year, unless an alternative date is designated by the Board of Trustees. The annual meeting will be held for recommending the appointment of trustees whose terms expire, electing officers and for transacting such other business as may properly come before the meeting. If for any reason the annual meeting of the Board of Trustees will not be held, a special meeting in lieu of the annual meeting of the Board of Trustees may be held.

Section 4. Regular Meetings. The Board of Trustees will hold regular meetings and will do so in accordance with the Open Meetings Act. Regular meetings of the Board of Trustees will be held monthly or on such other schedule as is determined by the Board of Trustees. The Board of Trustees will cause a schedule of regular meetings to be given to each trustee and to the public.

Section 5. Special Meetings. Special meetings of the Board of Trustees may be called, and on the written request of three (3) trustees, will be called by the Chair. The Chair will fix the manner and place for the holding of any special meeting of the Board of Trustees. All aspects of special meetings will comply with the requirements of the Open Meetings Act.

Section 6. Emergency Meetings. Emergency meetings of the Board of Trustees may be called and held in accordance with the Open Meetings Act at any time where the public welfare so requires. Emergency meetings will be held at the request of the Chair or any two officers. A majority of the Board of Trustees must vote in open session to address the reason and/or issue(s) that is the cause for the emergency meeting, and the Board of Trustees must state in open session and record in its minutes the reason and/or issues that is the cause for the emergency meeting. No vote will occur on such reason or issues except for when necessary to address an unexpected occurrence requiring immediate action or to refer the matter to an appropriate committee or subcommittee

Section 6.1. Notice. Notice of such meeting to the public will be posted as soon as practicable and include the date, time and place of the meeting and a statement or agenda specifying the nature of business to be conducted at the emergency meeting, as will be

exclusively discussed at the emergency meeting.

Section 7. Place. The Board of Trustees will fix the place for the holding of the annual meeting and regular meetings of the Board of Trustees to be held in the State of Rhode Island. The Chair will also fix the place for the holding of special meetings and emergency meetings. All meetings, irrespective of type and including, but not necessarily limited to, committee or subcommittee meetings will be held in a place that accessible to the public including those with disabilities. In the absence of any designation for the place of any meeting, the meeting will be held at the principal office of the School.

Section 8. Minutes. The minutes will include, but need not be limited to: the date, time and place of the meeting; the Trustees recorded as either present or absent; a record by individual Trustees of any vote taken; and any other information relevant to the business of the School that any Trustee requests be included or reflected in the minutes. Minutes will be made available to the public in accordance with the Open Meetings Act.

ARTICLE IX PRINCIPAL

Section 1. Principal. The Board of Trustees shall appoint the School Principal, who shall administer, manage and direct the business and academic programs of the Corporation subject to the policies, control and direction of the Board of Trustees. The School Principal, with the assistance of an Assistant Principal, if appointed, and staff, shall, in addition to other duties, develop an annual budget for approval by the Board and Member, and shall report on progress against established goals and benchmarks.

ARTICLE X CONTRACTS, LOANS, CHECKS AND DEPOSITS

Section I. Contracts. The Board of Trustees may authorize the School Principal or any officer or officers or 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 authority may be general or confined to specific instances.

Section 2: Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Trustees. Such-authority shall be confined to specific instances. No loan shall be made by the Corporation to any trustee.

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

Section 4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Trustees may select.

ARTICLE XI INDEMNIFICATION

Section 1. Authority. The Corporation shall, to the extent legally permissible and only to the extent that the status of the Corporation as a corporation exempt under Section 501(c)

(3) of the Code, is not affected thereby, have the power and authority to indemnify members of the Board of Trustees, officers, committee members, the School Principal, Assistant Principal and employees against expenses (including attorneys' fees and costs), judgments, fines and amounts paid in settlement arising from any threatened, pending or completed action, suit or proceeding, to the full extent provided by the Rhode Island Nonprofit Corporation Act. The Board of Trustees may authorize the Corporation to purchase and maintain insurance on behalf of any person who is or was a trustee, officer, employee, agent or member of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against any liability asserted against such person and incurred by such person in any such capacity or arising out of his status as such, but such insurance shall only cover a member to the extent the member purports to act on behalf of the Corporation.

ARTICLE XII GENERAL PROVISIONS

Section 1. Fiscal Year. The fiscal year of the Corporation shall begin each year on the first day of July and end of the last day of June.

Section 2. Corporate Seal. The Corporation shall have a corporate seal which shall be circular in form and shall have inscribed thereon the name of the Corporation, the state of incorporation and the year of incorporation.

Section 3. Parliamentary. Authority. The parliamentary authority shall be Robert's Rules of Order or rules and procedures adopted by the Board of Trustees to the extent they are not inconsistent with these By-Laws.

Section 4. Waiver of Notice. Whenever any notice is required to be given to any person under the provisions of these By-Laws or under the provisions of the Articles of Incorporation or under the provisions of applicable law, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice. The attendance of a person at a

meeting shall constitute a waiver of notice of such meeting, except when a person attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Trustees need be specified in any written waiver of notice of such meeting.

Section 5. Interpretation. Whenever the context of these By-Laws so dictates, (i) the singular shall include the plural and the plural shall include the singular and (ii) the masculine, feminine and neuter shall be deemed to have been used interchangeably.

Section 6. Severability. If any provision of these By-Laws is held to be invalid or unenforceable, all other provisions shall nevertheless be valid and remain in full force and effect.

Section 7. Books and Records. The Corporation shall keep correct and Complete books and records at its principal office. Such books and records shall be open to the Board and any member at any reasonable time. Also, the Corporation shall keep at the principal office its three most recent annual IRS informational returns, along with a copy of any tax exemption application and IRS determination letter, such documents to be available for public inspection during regular business hours.

ARTICLE XIII AMENDMENTS

These By-Laws may be altered, amended or repealed and new By-Laws may be adopted upon the vote of at least two thirds (2/3) of all members of the Board of Trustees at any annual, regular or special meeting (provided that the notice of such meeting states the proposed change in the By-Laws).

NEW ENGLAND TECH ACADEMY

CONFLICT OF INTEREST POLICY

ARTICLE I

Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. In the event of a conflict between the provisions of this document and the Articles of Incorporation of the Organization (as amended) as filed with the Rhode Island Secretary of State, the provisions of the Articles of Incorporation shall control. Notwithstanding the foregoing, in the event of a conflict between the provisions of this policy and the Bylaws of the Organization then in effect, the provisions of this policy shall control.

ARTICLE II

Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

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

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

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest, Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

ARTICLE III **Procedures**

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement. Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. if a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above

determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

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

ARTICLE IV **Records of Proceedings**

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE V **Compensation**

- a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI
Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ARTICLE VII
Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

ARTICLE VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Executive Director Job Description

Executive Director Job Description

New England Tech Academy is seeking a dynamic, innovative, and committed Executive Director. The successful candidate will use components of the Expeditionary Learning design as the framework to ensure high academic achievement and character development for all students within a diverse population.

NETA's model emphasizes engaging instructional practices that promote equity and high expectations, rigorous in-depth curricula, and intentional culture building. Structures that provide time for student and adult learning and for knowing students well are also central to the design. The Executive Director is responsible for the overall management, academic excellence, and financial health of the school.

Head of School Job Responsibilities

- Assume responsibility for leading, and guiding the implementation of the mission and vision of NETA.
- Assist with ongoing fundraising and development efforts to support operational and capital needs including a capital campaign for a new green facility.
- Monitor school's finances and budget to ensure the organization's use of time, money, staff, and materials is in alignment with the school's mission and instructional priorities in fiscally responsible ways.
- Supervise and lead the administrative team in the management of day to day operations of the school while maintaining a focus on its long term and short term goals.
- Cultivate strong partnerships with community organizations, regional and national partners, colleges and universities and build a network of support for the school within the broader community.
- Complete charter school accountability processes, and advocate for charter school support.
- Assure compliance with federal, state, and local laws and the policies of NETA.
- Manage the staffing and hiring process, including posting vacancies, interviewing and selecting new staff. Foster a positive learning environment that also mentors and nurtures faculty with a focus on curriculum and instruction as the primary vehicles for improving student achievement and school culture.
- Partner with families to build connections that support student success and a network of support for the school.
- Maintain a school culture that promotes high expectations for courtesy, respect, compassion and a scholarly environment for both students and adults.
- Ensure a safe, supportive and productive environment for students, staff, and families from diverse communities.
- Model a commitment to shared leadership, data-based decision making and continuous improvement.

- Reinforce and institutionalize the mission of NETA and the implementation of high quality instructional practices through regular observation, coaching, and evaluation of teachers and other staff.
- Report to and work closely with the school's Board of Directors.
- Perform such other duties as reasonably requested by the Board of Directors from time to time.

Required qualifications for the position

- Master's degree in Education or related field with a minimum of five years educational administrative experience.
- Possession of or ability to obtain the required administrative license – RI Secondary Administration Certificate (7-12) and possession or willingness to obtain RI Superintendent certification.
- Excellent communication and interpersonal skills to provide clear leadership within a highly collaborative school community.
- Experience managing schedules and budgets to reflect a school vision.
- Proven experience as an instructional leader and staff manager including experience supervising and evaluating teachers.
- Ability to form productive relationships with students, families, staff, and the broader community.
- Ability to successfully support a diverse student population.
- Knowledge of research and best practices and willingness to experiment with new ideas.
- Passion for career and technical education

Preferred qualifications

- A. Knowledge of charter schools.
- B. Experience with budgeting.
- C. Experience with the RIDE Housing Aid process.
- D. Development/Fundraising experience.
- E. Career and Technical education experience or knowledge

Instructional Coach

DESCRIPTION:

This position is charged with ensuring that all students at NETA have access to quality curriculum, instruction, and assessment and that all teachers have the support they need to deliver high quality instruction aligned to grade level content standards. This person will work collaboratively with teams of teachers through coaching cycles to strengthen their collective efficacy, agency, and voice around teaching and learning so teams feel empowered to work collectively to achieve the goals of the schools strategic plan.

An instructional coach must hold high expectations for all students and understand how access to rigorous curriculum, instruction, and assessment is a critical aspect of closing opportunity gaps, ensuring equitable outcomes for all students, and preparing students for post-secondary readiness. An instructional coach must have a growth mindset about themselves and others, be open to feedback, and be a highly effective collaborator who can build trust with diverse stakeholders across the entire community. Finally, the Instructional Coach is a teaching strategist who works closely with the school's administration and is part of the school's leadership team charged with meeting the school's goals.

DUTIES AND RESPONSIBILITIES:

1. Lead coaching cycles with teachers in small PLCs to elevate planning and instruction to be collaborative, innovative, differentiated, and high quality with mathematics as a leading priority.
2. Lead coaching cycles of inquiry and common planning time with teachers to
 - a. Set goals for students, co-teach classes, and analyze student work to reflect on instruction and plan next steps.
 - b. Ensure effective collaboration between classroom teachers, special educators, and other support staff.
 - c. Meet during teacher planning blocks based on coaching cycles.
3. Establish routines for goal setting, unit planning, modeling, data reflection, and planning based on student data.
4. Support implementation of school curricula or practices such as unit planning, co-teaching, data-reflection, collaboration, and professional development cycles.
5. Facilitates ongoing unit development and lesson preparation and facilitates protocols to analyze student work and data.
6. Willingness to learn and coach through the EL Education core practices and collaborate with others to ensure teachers receive high quality professional development aligned to the 3-Dimensions of Student Achievement.
7. Work with the school leadership team to develop clear school-wide success goals.
 - a. Ensure teachers have choice and agency in how they will work to achieve these goals.
 - b. Provide opportunities to get feedback from teachers about how best to spend their time.
 - c. Facilitate any PD to launch new learning in a way that is engaging, collaborative, reflective, and just-in-time for what teachers need to support students.
8. Deliver high-quality PD in small or large groups, depending on need and run data meetings with teachers and staff.
9. Provide leadership in the area of curriculum, instruction, and assessment to support the school in their instructional vision, goals, and results for all students.
10. Assist leadership teams in utilizing student performance data to develop school-wide goals, professional development, and implementation plans.
11. Attend leadership team meetings, and contribute in developing school work plans and strategies for success.
12. Lift up best practices and support consistent sharing and collaborating across classes.
13. Meets weekly with the Principal and Head of School to review data, walkthrough trends, and progress.
14. Other duties as assigned by the Head of School.

SPECIAL QUALIFICATIONS:

1. Certified in any specific teaching area.
2. Minimum 5 years' experience teaching, with a record of successfully impacting student achievement and working successfully with students who have the greatest needs. Demonstrated conviction of high expectations for all

students, with the knowledge that both culturally responsive and standards-aligned curriculum and instruction are key levers for student achievement.

3. Proven ability to work cooperatively and effectively with colleagues, including the ability to create and nurture a professional community of adult learners.
4. Demonstrated leadership qualities and strong interpersonal skills, including giving and receiving constructive feedback. Demonstrated ability to build trust with students, teachers and administrators.
5. Proven ability in using student-level data to guide instructional decisions.
6. Demonstrated Teacher Leadership. Fosters a culture of feedback and learning, modeling a growth mindset, and creating consistent structures to support the work.
7. Strong pedagogical knowledge and content expertise. Demonstrated expertise in oral and written communication.
8. Demonstrates evidence of professional growth, including leadership and participation in a wide range of significant professional development activities.

Teacher Job Description

The ideal candidate for a teaching position at NETA will have excellent subject expertise and possess the following attributes:

- Commitment to teaching the diversity of the human experience
- Fosters strong skills in reading, writing, research, and analysis
- Embraces a discussion-based approach to learning
- Encourages students as they grapple with challenging questions and texts
- Interest in and demonstrated skill working with adolescents
- Willingness to contribute to the life of the school community
- The ability to collaborate with colleagues as part of a team
- A desire to integrate Career and Technical Education into your courses and teach both within and outside the walls of your classroom.
- Commitment to learning and implementing the EL Education Core Practices

While individual responsibilities will vary from one faculty position to another, essential job responsibilities of all teachers generally include:

- **Teaching:** All classes are student-centered and promote instruction that is alive with discovery, inquiry, critical thinking, problem solving, and collaboration. Teachers differentiate instruction and empower all students to be self-directed, effective learners in a full inclusion and academically diverse classroom. All courses work to find meaningful ways to connect their subject to issues of environmental education and engagement with the natural world.
- **Cultural Competency:** Faculty at NETA are invested in contributing to a better, more equitable world through the practices of liberatory education (the practice of being anti-bias/ anti-caste, and delivering culturally responsive pedagogy and practices).
- **Advising:** Teachers serve as mentors through an advisory model called Crew. Crew Leaders (advisors) plan and facilitate a thoughtful and intentional advisory group to promote a sense of belonging within a diverse student body from varying backgrounds. Advisors work regularly to engage students with Individual Learning Plans (ILP's) through targeted and focused lessons and related programs.
- **Professional Learning:** Faculty at NETA are lifelong learners who view the profession of teaching as an act of educational justice. School leaders and teachers have a growth mindset and a strong commitment to continuous professional learning in order to sustain performance, build our capacity as educators, and engage in the joy of our practice.
- **EL Education Best Practices:** Faculty will individually and collaboratively develop interdisciplinary mission-aligned learning experiences. Learning expeditions consist of long-term, in-depth studies that offer real-world connections that inspire students toward higher levels of academic achievement. Learning expeditions involve students in original research, critical thinking, problem solving, and they build character along with academic skills.

Math	Science	ELA	History
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<ul style="list-style-type: none"> • Willingness to work with High Quality Instructional materials, including CPM • Experience using protocols and a team problem solving approach to drive instruction. • Experience facilitating open ended task-based instruction • Ability to use advancing and assessing questions to drive instruction. 	<ul style="list-style-type: none"> • Experience facilitating inquiry-based lessons and units. • Ability and willingness to utilize scientific phenomenon in outdoor spaces • Commitment to the development of environmental literacy in students • An appreciation and understanding of the 3 dimension of the three dimension of the NGSS science standard 	<ul style="list-style-type: none"> • Experience teaching the reading and analysis of diverse texts from a broad range of genres and voices • Strong writing skills and enthusiasm for teaching writing • Success running discussion-centered classes or facilitating inquiry-driven discussion 	<ul style="list-style-type: none"> • Commitment to teaching the diversity of the human experience • Fosters strong skills in reading, writing, research, and analysis. • Embraces a discussion-based approach to learning • Encourages students as they grapple with challenging questions and texts
<p>ALL Postings:</p> <ul style="list-style-type: none"> • Interest in and demonstrated skill working with adolescents • Willingness to contribute to the life of the school community • The ability to collaborate with colleagues as part of a team • A desire to integrate Career and Technical Education into your courses and teach both within and outside the walls of your classroom. • Commitment to learning and implementing the EL Education Core Practices 			

New England Tech Academy

Enrollment Table

School Year	Grade Levels Served	Total Enrollment	School Districts
2025/26	9th	144	Statewide
2026/27	9th & 10th	288	Statewide
2027/28	9th - 11th	432	Statewide
2028/29	9th - 12th	576	Statewide
2029/30	9th - 12th	576	Statewide
2030/31 (Second HS Opens)	School 1: 9th - 12th School 2: 9th	School 1: 576 School 2: 144 TOTAL: 720	Statewide
2031/32	School 1: 9th - 12th School 2: 9th - 10th	School 1: 576 School 2: 288 TOTAL: 864	Statewide
2032/33	School 1: 9th - 12th School 2: 9th - 11th	School 1: 576 School 2: 432 TOTAL: 1008	Statewide
2033/34 (AT-SCALE)	School 1: 9th - 12th School 2: 9th - 12th	School 1: 576 School 2: 576 TOTAL: 1152	Statewide

New England Tech Course Offering Outline

Course	Grade 9 (144)	Grades 9-10 (288)	Grades 9-11 (432)	Grades 9-12 (576)
ELA	ELA 9	ELA 9/10 ELA 9/10	ELA 9/10 ELA 9/10 ELA 11	ELA 9 ELA 10/11 ELA 11/12
Math	Algebra I	Algebra I Algebra II/Geo Geometry	Algebra I Algebra II/Geo Geometry/Pre-Cal	Algebra I Algebra II/Geo Geometry/Pre-Cal
Science	Biology	Biology Chemistry	Biology Chemistry Physics	Biology Chemistry Physics
Social Studies/History	World History	World History US History	World History US History Additional Hist	World History US History Additional Hist
Arts	1- NETA Choice	1- NETA Choice	1.5 - NETA Choice	1.5 - NETA Choice
Computer Science	CS Year 1	CS Year 1 CS Year 2	CS Year 1 CS Year 2	CS Year 1 CS Year 2
Phys Education	0.5 FTE	0.5 FTE	1 FTE	1 FTE
Foreign Language	1 FTE	1 FTE	2 FTE	2 FTE
CTE Core	2 FTE	2 FTE	4 FTE	4 FTE

Schedule & Calendar

The typical NETA day on Monday-Thursday will utilize periods for core academic content, and will start with a morning meeting, and will have mid-day “Crew” time, as aligned with Expeditionary Learning (EL) practices. On Fridays, an intensive focus will be placed on lab work with CTE programming.

Monday- Thursday 7:45am - 4:00pm	Friday 7:45am - 4:00pm
Morning Meeting	NEIT Laboratory Day for CTE Programming
Period 1	<p>Students will have access to NEIT laboratory spaces to support the CTE exploration in grades 9 and 10 with access to CTE course instruction in grades 11 and 12.</p> <p>Core academic workshops can be included to supplement learning and support students toward mastery of knowledge and skills.</p>
Period 2	
Period 3	
Crew/Advisory Lunch	
Period 4	
Period 5	

Considerations:

1. The school year calendar will mirror the RI state recommended calendar with an additional 5 days of instruction and 5 professional development days before the start of each school year.
2. The school day operations will begin at 7:45am and close at 4:00pm.
3. Early release days will support consistency within our school communities of practice and professional development.
4. ELA, Mathematics, and the three core Science classes will meet Monday-Thursday all year.
5. All other classes will meet Monday-Thursday for one semester.

Rhode Island Schools RIDE 2024/25 School Calendar

AUGUST 2024					
Mo	Tu	We	Th	Fr	Days
19	20	21	22	23	(--)
26	27	28	29	30	

SEPTEMBER 2024					
Mo	Tu	We	Th	Fr	Days
2*	3	4	5	6	19
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30					

OCTOBER 2024					
Mo	Tu	We	Th	Fr	Days
	1	2^	3^	4^	22
7	8	9	10	11^	
14*	15	16	17	18	
21	22	23	24	25	
28	29	30	31		41

NOVEMBER 2024					
Mo	Tu	We	Th	Fr	Days
				1	17
4	5	6	7	8	
11*	12	13	14	15	
18	19	20	21	22	
25	26	27	28*	29	58

DECEMBER 2024					
Mo	Tu	We	Th	Fr	Days
2	3	4	5	6	15
9	10	11	12	13	
16	17	18	19	20	
23	24	25*	26	27	
30	31				73

JANUARY 2025					
Mo	Tu	We	Th	Fr	Days
		1*	2	3	21
6	7	8	9	10	
13	14	15	16	17	
20*	21	22	23	24	
27	28	29	30	31	94

FEBRUARY 2025					
Mo	Tu	We	Th	Fr	Days
3	4	5	6	7	15
10	11	12	13	14	
17*	18	19	20	21	
24	25	26	27	28	
					109

MARCH 2025					
Mo	Tu	We	Th	Fr	Days
3	4	5	6	7	21
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31^					130

APRIL 2025					
Mo	Tu	We	Th	Fr	Days
	1	2	3	4	17
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			147

MAY 2025					
Mo	Tu	We	Th	Fr	Days
			1	2	21
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26*	27	28	29	30	168

JUNE 2025					
Mo	Tu	We	Th	Fr	Days
2	3	4	5	6	(--)
9	10	11	12	13	
16	17	18	19*	20	
23	24	25	26	27	
30					

Key:
X No School; *Holiday
^ Observance Day

2024/25 School Calendar Overview

August/September

First Day of School – LEA Decision

September

2* – Labor Day (No School)

10 – State Primary Day

October

2-4^ – Rosh Hashanah (*begins at sundown on the 2nd*)

11^ – Yom Kippur (*begins at sundown*)

14* – Columbus Day / Indigenous People’s Day (No School)

November

5* – Election Day (No School)

11* – Veterans’ Day (No School)

28*, 29 – Thanksgiving Recess (No School)

December

23-31 – Holiday Recess (No School)

January

1* – New Year’s Day (No School)

20* – Dr. Martin Luther King Jr. Day (No School)

February

February 17-20 – Winter Recess (No School)

March

31^ - Eid al-Fitr

April

14-18 - Spring Recess (No School)

May

26* – Memorial Day (No School)

June

Graduation (After 171st Day) – LEA Decision

Last Day of School – LEA Decision

19* – Juneteenth National Freedom Day (No School)

School Calendar Notes

1. **This calendar provides a base of 168 days from September through May.** LEA calendars shall include at least 184 days (the statutory minimum required 180 school days + four (4) additional days to address exigent contingencies.)
2. **The Tuesday after the first Monday in November (November 5) is Election Day. The Statewide Primary (September 10) takes place on the eighth Tuesday preceding the election.** School will not be in session for students on these dates. LEAs may choose to use these days to conduct staff professional development.¹ *(Updated January 31, 2024)*
3. **The Wednesday before Thanksgiving (November 27) is designated as a school day.** Including this day as part of Thanksgiving recess is a LEA decision.
4. **The recommended week for Winter Recess is February 17-21.** LEAs are not required to use the full week for Winter Recess.
5. **As a reminder, Regulations Governing the School Calendar and Length of the School Day can be found at [§ 200-RICR-20-05-1](#).**
 - a. A school year has no less than 180 days for students.²
 - b. A school day consists of no less than 5.5 hours or 330 minutes of instructional time for all grades.³
6. LEAs' tentative calendars should account for 184 school days: 180 days plus four make-up days in the event of closure due to inclement weather.
 - Any LEAs utilizing Right-to-Read Professional Development Days should indicate designated days on their submitted calendar.
 - Any LEAs leveraging § 200-RICR-20-05-1.14 (D) must submit a detailed school day plan and proposed school calendar to RIDE no later than May 1, 2024.
7. **The first day of school shall be no later than September 5, 2024.**
8. **Graduation shall be scheduled after the 171st school day.**

¹ Block Island School in New Shoreham is not subject to the provisions of RIGL § 17-18-15.

² For the 2024-2025 school year, school districts shall be able to replace up to three (3) instructional days per year with teacher professional development days related only to the Right to Read Act in order to meet the requirements of H7164.

³ In the case of inclement weather or other emergency, [virtual instruction](#) or in-person instruction requires at least three hours of instructional time.

Follow the instructions provided in the gray boxes. Add information **only** in the fields highlighted yellow.

** State share ratios and local rates are subject to change, thus treat these as estimates.

Table 1: Total Enrollment Estimate

Using the dropdown menu, select the communities from which your school will enroll students. Leave additional community spaces blank. Also fill in the number of students that you estimate will enroll from each community per year. The percent (%) column will automatically calculate the percentage of students by town.

Name of Community	Y1		Y2		Y3		Y4		Y5	
	#	%	#	%	#	%	#	%	#	%
PROVIDENCE	81	56%	162	56%	243	56%	324	56%	324	56%
PAWTUCKET	29	20%	58	20%	87	20%	116	20%	116	20%
CENTRAL FALLS	12	8%	24	8%	36	8%	48	8%	48	8%
CRANSTON	7	5%	14	5%	21	5%	28	5%	28	5%
WARWICK	10	7%	20	7%	30	7%	40	7%	40	7%
EAST GREENWICH	5	3%	10	3%	15	3%	20	3%	20	3%
Total Enrollment	144	100%	288	100%	432	100%	576	100%	576	100%

Table 2: Enrollment Estimates of Students Receiving Free/Reduced Lunch

Fill in the number of students eligible for free or reduced-price lunch that you estimate will enroll from each community each year. The community names will auto-fill from Table 1. The percent (%) column will calculate the percentage of FRL students by town, and overall.

Name of Community	Y1		Y2		Y3		Y4		Y5	
	#	FRPL %	#	FRPL %	#	FRPL %	#	FRPL %	#	FRPL %
PROVIDENCE	70	86%	140	86%	210	86%	280	86%	280	86%
PAWTUCKET	25	86%	50	86%	75	86%	100	86%	100	86%
CENTRAL FALLS	11	92%	23	96%	34	94%	45	94%	45	94%
CRANSTON	2	29%	4	29%	6	29%	8	29%	8	29%
WARWICK	4	40%	8	40%	12	40%	16	40%	16	40%
EAST GREENWICH	0		0		0		0		0	
Total FRL Enrollment	112	78%	225	78%	337	78%	449	78%	449	78%

Table 3: Local Aid

The local aid table will autopopulate. The community names and enrollment percentages will auto-fill from Table 1. An average local per pupil will be calculated.

Name of Community	Y1		Y2		Y3		Y4		Y5	
	per-pupil \$	total \$	per-pupil \$	total \$	per-pupil \$	total \$	per-pupil \$	total \$	per-pupil \$	total \$
PROVIDENCE	\$4,610	\$373,410	\$4,610	\$746,820	\$4,610	\$1,120,230	\$4,610	\$1,493,640	\$4,610	\$1,493,640
PAWTUCKET	\$2,691	\$78,039	\$2,691	\$156,078	\$2,691	\$234,117	\$2,691	\$312,156	\$2,691	\$312,156
CENTRAL FALLS	\$2,996	\$35,952	\$2,996	\$71,904	\$2,996	\$107,856	\$2,996	\$143,808	\$2,996	\$143,808
CRANSTON	\$8,638	\$60,466	\$8,638	\$120,932	\$8,638	\$181,398	\$8,638	\$241,864	\$8,638	\$241,864
WARWICK	\$14,422	\$144,220	\$14,422	\$288,440	\$14,422	\$432,660	\$14,422	\$576,880	\$14,422	\$576,880
EAST GREENWICH	\$13,829	\$69,145	\$13,829	\$138,290	\$13,829	\$207,435	\$13,829	\$276,580	\$13,829	\$276,580
Average Local Per Pupil	\$5,286		\$5,286		\$5,286		\$5,286		\$5,286	
Total Local Aid		\$761,232		\$1,522,464		\$2,283,696		\$3,044,928		\$3,044,928

Table 4: State Aid

The state aid table will autopopulate. The table will automatically calculate the state aid for each community, and generate an average per pupil amount.

FY2025	Core Amount:		\$11,876							
Name of Community	Core	SSF (0.4)	Share Ratio	# students	# FRL students	Total Core	Total SSF	Average PP	Total	
PROVIDENCE	\$11,876	\$4,750	85.6%	81	70	\$823,434	\$284,644	\$13,680	\$1,108,078	
PAWTUCKET	\$11,876	\$4,750	84.9%	29	25	\$292,399	\$100,827	\$13,560	\$393,226	
CENTRAL FALLS	\$11,876	\$4,750	97.2%	12	11	\$138,522	\$50,791	\$15,776	\$189,313	
CRANSTON	\$11,876	\$4,750	53.5%	7	2	\$44,476	\$5,083	\$7,080	\$49,559	
WARWICK	\$11,876	\$4,750	39.8%	10	4	\$47,266	\$7,563	\$5,483	\$54,829	
EAST GREENWICH	\$11,876	\$4,750	17.3%	5	0	\$10,273	\$0	\$2,055	\$10,273	
Average and total				144	112			\$12,537	\$1,805,278	

Table 5: Total Aid	Y1	Y2	Y3	Y4	Y5
Total Local	\$761,232	\$1,522,464	\$2,283,696	\$3,044,928	\$3,044,928
Total State	\$1,805,278	\$3,615,173	\$5,420,451	\$7,225,729	\$7,225,729
	\$2,566,510	\$5,137,637	\$7,704,147	\$10,270,657	\$10,270,657

Charter School: New England Tech Academy

Instructions/Notes

** State share ratios and local rates are subject to change, thus treat these as estimates.

MAJOR ASSUMPTIONS

A	Calculates automatically from 'Enrollment Estimates' worksheet.	Principal	AP	
B	Calculates automatically from 'Enrollment Estimates' worksheet.	Nurse	Secretary	Family Com
C	Calculates automatically from 'Enrollment Estimates' worksheet, Table 1. Should correspond to enrollment projections in charter proposal	Sup		Guidance
D	Should correspond to facilities specifications in charter proposal			
E	Should correspond to staffing projections in charter proposal, use 1.0 for FTE and 0.5 for PTE			
E1	Corresponds to line 9			
E2	Corresponds to line 10			
E3	Corresponds to line 14			
E4	Corresponds to line 15			
E5	Corresponds to line 16	E6	E7 and E8	
E6	Corresponds to line 23	4 ELA	2 Spec	
E7	Corresponds to line 23	4 Math	2 MLL	
E8	Corresponds to line 30	3 Sci	2 Para	
E9	Corresponds to line 31	3 Hist		
E10	Corresponds to line 32	3 Lang		
E11	Corresponds to line 33	1 PE		
E12	Corresponds to line 45	2 Art		
F	Subtotal calculates automatically.			

OPERATING REVENUES

1	Revenue provided by the school's sending municipalities. Calculates automatically - Average local aid per pupil/Student Enrollment
2	Revenue provided by the State of Rhode Island.
3	Funds anticipated or awarded from the USDE Charter Schools Program (CSP)
4	Grants awarded by private donors, foundations, or corporations
5	Please see: http://doe.nj.gov/underfundingSources/FederalFunds.aspx for information on federal formula funding
6	Revenue raised to fund or acquire major capital facilities, such as bonding or other capital financing instruments
7	Specify other revenues, if applicable.
8	Total Operating Revenues calculates automatically.

OPERATING EXPENDITURES

School Management	
9	Certified administrators that are principals, assistant principals, or heads of school
10	Staff supporting principals/assistant principals and school office functions
11	General office expenditures such as supplies, copier, postage, etc.
12	Specify other expenditures, if applicable
13	Subtotal calculates automatically.
Program/Operations Management	
14	Chief executive of central office, if applicable
15	Central office administrators including public relations directors, finance directors, IT directors, operations directors, research or program evaluators
16	Finance directors, program assistants, financial assistants, operations assistants
17	Expenses related to contracted legal services
18	Include professional development, board training, travel, consultants fees, E&O/umbrella insurance and other related costs
19	Include payroll, human resources, accounting, audits, office expenses and other related costs
20	Include expenses for non-pupil use IT, including hardware, software, and data processing
21	Specify other expenditures, if applicable
22	Subtotal calculates automatically.
Instruction	
23	Salaries for classroom teachers, including all core content areas, special education, art, music, language, physical education, computers, etc.
24	Salaries for paraprofessionals who spend a majority of their time in classrooms with teachers
25	Stipends, bonuses or other incentives for instruction in addition to salary
26	Computers, printers, software and related technology for student use
27	Materials and supplies intended for instruction including textbooks, paper, markers, lab materials, academic field trips, etc.
28	Specify other expenditures, if applicable
29	Subtotal calculates automatically.
Instructional Support	
30	Include guidance counselors, library staff, extracurricular staff, nurses, outreach coordinators, dean of students
31	Include teacher coaches, mentors, curriculum designers, professional development providers
32	Include special education administrators and program coordinators (such as Title coordinators)
33	Include therapists, psychologists, evaluators, personal attendants and social workers
34	Expenses related to guidance and counseling
35	Library related supplies, equipment, books, software and office costs
36	Equipment, materials, and transportation for extracurricular activities
37	Expenses related to registration, recruitment, parent relations, outreach, and advertising
38	Services and supplies for school health programs
39	Any fees or materials expenses related to academic interventions
40	Any fees or materials expenses related to curriculum development
41	Professional development, mentoring, training, coaching
42	Costs of assessment, scoring, data collection and reporting, and proctoring exams
43	Specify other expenditures, if applicable
44	Subtotal calculates automatically.
Operations	
45	Custodians, janitors, and maintenance workers
46	Transportation service personnel, equipment and/or contracts
47	Food service personnel, equipment and/or contracts
48	Security and crossing guards, safety and security equipment, and/or contracts
49	Maintenance supplies and expenses related to furniture, desks, chairs, and fixtures
50	Maintenance contract fees from outside providers
51	Water, gas, electricity, sewer, trash removal, snow removal, etc
52	Fees paid for land and/or buildings that are leased
53	Principal and interest payments made on long term debt
54	Expenditures for land, buildings, and improvements
55	Specify other expenditures, if applicable
56	Subtotal calculates automatically.
Other Obligations	
57	Health insurance premiums, life insurance premiums, and retirement benefits provided to employees
58	Insurance premiums for property, fire, liability, umbrella, etc.
59	Post-employment retirement benefits paid out of operating funds
60	Fees for comprehensive management services provided by a Charter Management Organization, school district, or other provider
61	Specify other expenditures, if applicable
62	Subtotal calculates automatically.
Community Services	
63	Services to the community at large (e.g. child care, recreation programs)
64	Specify other expenditures, if applicable
65	Subtotal calculates automatically.
66	The amount reserved for contingencies or undesignated uses.
67	Total Operating Expenditures calculates automatically.
68	Surplus/(Deficit) calculates automatically.

State Share Ratios - Quadratic Mean

updated 7/6/2023

District	FY 2024
BARRINGTON	25.2%
BRISTOL	20.8%
BURRILLVILLE	48.1%
CENTRAL FALLS	97.2%
CHARLESTOWN	15.0%
COVENTRY	45.9%
CRANSTON	53.5%
CUMBERLAND	40.5%
EAST GREENWICH	17.3%
EAST PROVIDENCE	51.4%
EXETER	28.5%
FOSTER	40.3%
FOSTER-GLOCESTER	39.6%
GLOCESTER	39.6%
HOPKINTON	44.1%
JAMESTOWN	4.5%
JOHNSTON	48.7%
LINCOLN	39.3%
LITTLE COMPTON	8.0%
MIDDLETOWN	26.4%
NARRAGANSETT	15.2%
NEW SHOREHAM	6.0%
NEWPORT	51.2%
NORTH KINGSTOWN	24.1%
NORTH PROVIDENCE	57.4%
NORTH SMITHFIELD	36.2%
PAWTUCKET	84.9%
PORTSMOUTH	10.0%
PROVIDENCE	85.6%
RICHMOND	40.7%
SCITUATE	23.2%
SMITHFIELD	28.5%
SOUTH KINGSTOWN	15.3%
TIVERTON	25.7%
WARREN	41.6%
WARWICK	39.8%
WEST GREENWICH	22.2%
WEST WARWICK	74.2%
WESTERLY	25.3%
WOONSOCKET	89.3%

Local Share Per Pupil - Charter Schools

District	FY 2024
BARRINGTON	\$13,333
BRISTOL	\$12,703
BURRILLVILLE	\$8,750
CENTRAL FALLS	\$2,996
CHARLESTOWN	\$12,969
COVENTRY	\$10,242
CRANSTON	\$8,638
CUMBERLAND	\$8,539
EAST GREENWICH	\$13,829
EAST PROVIDENCE	\$9,123
EXETER	\$15,579
FOSTER	\$15,605
FOSTER-GLOCESTER	\$13,301
GLOCESTER	\$11,919
HOPKINTON	\$12,969
JAMESTOWN	\$15,887
JOHNSTON	\$10,020
LINCOLN	\$11,366
LITTLE COMPTON	\$24,615
MIDDLETOWN	\$12,961
NARRAGANSETT	\$22,318
NEW SHOREHAM	\$38,013
NEWPORT	\$12,805
NORTH KINGSTOWN	\$14,008
NORTH PROVIDENCE	\$8,250
NORTH SMITHFIELD	\$11,829
PAWTUCKET	\$2,691
PORTSMOUTH	\$15,413
PROVIDENCE	\$4,610
RICHMOND	\$12,969
SCITUATE	\$15,885
SMITHFIELD	\$12,588
SOUTH KINGSTOWN	\$18,625
TIVERTON	\$14,173
WARREN	\$12,703
WARWICK	\$14,422
WEST GREENWICH	\$15,579
WEST WARWICK	\$8,389
WESTERLY	\$18,412

updated 7/6/2023

Local Share Per Pupil - Charter Schools

District	FY 2024
WOONSOCKET	\$2,194

updated 7/6/2023

Rhode Island Budget Expense Assumptions

Budget Category		Instruction/Notes from Budget Template	Assumptions
Major Assumptions	Gross Square Footage (GSF) of facility	Should correspond to facilities specifications in charter proposal	Rhode Island guidance/regulations seen here <ul style="list-style-type: none">If the school has already negotiated lease/facility agreement, those numbers should be held in the budget.If a school does not have lease/facility agreement in place, the budget document assumes 205 GSF per student, which is based on the highest GSF requirement in Rhode Island regulations (for Academic High Schools).
School Management	Salaries: Principals and Assistant Principals	Certified administrators that are principals, assistant principals, or heads of school	<ul style="list-style-type: none">Assuming starting salary for Principal/HOS of \$160,000Assuming starting salary for Assistant Principal of \$125,000Assuming 3% annual Cost of Living Adjustment
	Salaries: Support Staff	Staff supporting principals/assistant principals and school office functions	<ul style="list-style-type: none">Assuming starting salary for Secretary/Office Manager of \$50,000Assuming 3% annual Cost of Living Adjustment
	School Office	General office expenditures such as supplies, copier, postage, etc.	<ul style="list-style-type: none">Assuming \$10,000/year per copy machine and assuming one copy machine with a minimum of two machines, or one copy machine per 150 studentsAssuming \$200 per student cost for general office supplies and postage
	Other:	Specify other expenditures, if applicable	
Program/Operations Management	Salaries: Executive Director or Superintendent	Chief executive of central office, if applicable	<ul style="list-style-type: none">Assuming starting salary for ED/CEO of \$170,000
	Salaries: Deputies and Administrators	Central office administrators including public relations directors, finance directors, IT directors, operations directors, research or program evaluators	
	Salaries: Support Staff	Central office support staff including clerks, assistant administrators, finance assistants, operations assistants	
	Legal	Expenses related to contracted legal services	<ul style="list-style-type: none">Assuming cost of \$100 per student, with a minimum assumption of \$20,000 and a maximum assumption of \$100,000
	School Board	Include professional development, board training, travel, consultants fees, E&O/umbrella insurance and other related costs	<ul style="list-style-type: none">Assuming Board expenses of \$1000 for year one, increasing \$500 each yearAssuming E&O insurance expense of 20,000 for year one, increasing 5% annually
	Business Operations	Include payroll, human resources, accounting, audits, office expenses and other related costs	<ul style="list-style-type: none">Assuming payroll/human resource expense of \$70/employee per month (\$840/year)Assuming \$12,000 for auditsAssuming \$20,000 for accounting supportAssuming \$10,000 for misc expensesAssuming additional 10% increase annually of total expense as buffer
	Information Management and Technology	Include expenses for non-pupil use IT, including hardware, software, and data processing	<ul style="list-style-type: none">Assuming \$1,000 per staff member (computer expense). This is reflected Y1 to Y5 as staffing increasesAssuming \$35,000 for general IT expenses for Y1Assuming \$40,000 for general IT expenses for Y2Assuming \$45,000 for general IT expenses for Y3

			<ul style="list-style-type: none">Assuming \$50,000 for general IT expenses for Y4Assuming \$55,000 for general IT expenses for Y5
	Other:	Specify other expenditures, if applicable	
Instruction	Salaries: Teachers	Salaries for classroom teachers, including all core content areas, special education, art, music, language, physical education, computers, etc.	<ul style="list-style-type: none">Assuming average teacher salary of \$80,000
	Salaries: Paraprofessionals	Salaries for paraprofessionals who spend a majority of their time in classrooms with teachers	<ul style="list-style-type: none">Assuming average paraprofessional salary of \$35,000 for half time
	Stipends and Bonuses	Stipends, bonuses or other incentives for instruction in addition to salary	
			Based on Y1 enrollment, assuming the following per approximately 150 students: <ul style="list-style-type: none">Assuming \$30,000 expense for Y1Assuming \$35,000 expense for Y2Assuming \$40,000 expense for Y3Assuming \$45,000 expense for Y4Assuming \$50,000 expense for Y5 Based on Y1 enrollment, assuming the following per approximately 300 students: <ul style="list-style-type: none">Assuming \$60,000 expense for Y1Assuming \$70,000 expense for Y2Assuming \$80,000 expense for Y3Assuming \$90,000 expense for Y4Assuming \$100,000 expense for Y5
	Pupil-Use Technology, Hardware, and Software	Computers, printers, software and related technology for student use	
			Based on Y1 enrollment, assuming the following per approximately 150 students: <ul style="list-style-type: none">Assuming \$50,000 expense for Y1Assuming \$60,000 expense for Y2Assuming \$70,000 expense for Y3Assuming \$80,000 expense for Y4Assuming \$20,000 expense for Y5 (assuming school is no longer scaling) Based on Y1 enrollment, assuming the following per approximately 300 students: <ul style="list-style-type: none">Assuming \$100,000 expense for Y1Assuming \$120,000 expense for Y2Assuming \$140,000 expense for Y3Assuming \$160,000 expense for Y4Assuming \$40,000 expense for Y5 (assuming school is no longer scaling)
	Instructional Materials Supplies	Materials and supplies intended for instruction including textbooks, paper, markers, lab materials, academic field trips, etc.	
	Other:	Specify other expenditures, if applicable	
Instructional Support	Salaries: Pupil Support	Include guidance counselors, library staff, extracurricular staff, nurses, outreach coordinators, dean of students	<ul style="list-style-type: none">Assuming starting salary for nurse of \$77,000Assuming starting salary for guidance counselor of \$75,000
			Based on Y1 enrollment, assuming the following per approximately 150 students: <ul style="list-style-type: none">Assuming \$35,000 expense for Y1Projected expense increases 3% annually Based on Y1 enrollment, assuming the following per approximately 300 students:
	Salaries: Teacher Support	Include teacher coaches, mentors, curriculum designers, professional development providers	

			<ul style="list-style-type: none">Assuming \$70,000 expense for Y1Projected expense increases 3% annually
	Salaries: Program Management	Include special education administrators and program coordinators (such as Title coordinators)	
	Salaries: Special Services	Include therapists, psychologists, evaluators, personal attendants and social workers	
			Based on Y1 enrollment, assuming the following per approximately 150 students: <ul style="list-style-type: none">Assuming \$2,500 expense for Y1Assuming \$5,000 expense for Y2Assuming \$7,500 expense for Y3Assuming \$10,000 expense for Y4Assuming \$10,000 expense for Y5 (assuming school is no longer scaling) Based on Y1 enrollment, assuming the following per approximately 300 students: <ul style="list-style-type: none">Assuming \$5,000 expense for Y1Assuming \$7,500 expense for Y2Assuming \$10,000 expense for Y3Assuming \$12,500 expense for Y4Assuming \$15,000 expense for Y5 (assuming school is no longer scaling)
	Guidance and Counseling	Expenses related to guidance and counseling	
			Based on Y1 enrollment, assuming the following per approximately 150 students: <ul style="list-style-type: none">Assuming \$5,000 expense for Y1Assuming \$10,000 expense for Y2Assuming \$20,000 expense for Y3Assuming \$30,000 expense for Y4Assuming \$30,000 expense for Y5 (assuming school is no longer scaling) Based on Y1 enrollment, assuming the following per approximately 300 students: <ul style="list-style-type: none">Assuming \$10,000 expense for Y1Assuming \$20,000 expense for Y2Assuming \$30,000 expense for Y3Assuming \$40,000 expense for Y4Assuming \$40,000 expense for Y5 (assuming school is no longer scaling)
	Library and Media	Library-related supplies, equipment, books, software and office costs	
			Based on Y1 enrollment, assuming the following per approximately 150 students: <ul style="list-style-type: none">Assuming \$10,000 expense for Y1Assuming \$20,000 expense for Y2Assuming \$30,000 expense for Y3Assuming \$40,000 expense for Y4Assuming \$40,000 expense for Y5 (assuming school is no longer scaling) Based on Y1 enrollment, assuming the following per approximately 300 students: <ul style="list-style-type: none">Assuming \$15,000 expense for Y1Assuming \$30,000 expense for Y2Assuming \$45,000 expense for Y3Assuming \$60,000 expense for Y4Assuming \$60,000 expense for Y5 (assuming school is no longer scaling)
	Extracurricular	Equipment, materials, and transportation for extracurricular activities	
	Student Services, Outreach, Recruitment	Expenses related to registration, recruitment, parent relations, outreach, and advertising	Based on Y1 enrollment, assuming the following per approximately 150 students:

			<ul style="list-style-type: none">• Assuming \$15,000 expense for Y1• Assuming \$30,000 expense for Y2• Assuming \$45,000 expense for Y3• Assuming \$60,000 expense for Y4• Assuming \$60,000 expense for Y5 (assuming school is no longer scaling) <p>Based on Y1 enrollment, assuming the following per approximately 300 students:</p> <ul style="list-style-type: none">• Assuming \$30,000 expense for Y1• Assuming \$45,000 expense for Y2• Assuming \$60,000 expense for Y3• Assuming \$75,000 expense for Y4• Assuming \$75,000 expense for Y5 (assuming school is no longer scaling)
	Student Health Services	Services and supplies for school health programs	<p>Based on Y1 enrollment, assuming the following per approximately 150 students:</p> <ul style="list-style-type: none">• Assuming \$5,000 expense for Y1• Assuming \$10,000 expense for Y2• Assuming \$20,000 expense for Y3• Assuming \$30,000 expense for Y4• Assuming \$30,000 expense for Y5 (assuming school is no longer scaling) <p>Based on Y1 enrollment, assuming the following per approximately 300 students:</p> <ul style="list-style-type: none">• Assuming \$10,000 expense for Y1• Assuming \$20,000 expense for Y2• Assuming \$30,000 expense for Y3• Assuming \$40,000 expense for Y4• Assuming \$40,000 expense for Y5 (assuming school is no longer scaling)
	Academic Interventions	Any fees or materials expenses related to academic interventions	<p>Based on Y1 enrollment, assuming the following per approximately 150 students:</p> <ul style="list-style-type: none">• Assuming \$10,000 expense for Y1• Assuming \$20,000 expense for Y2• Assuming \$30,000 expense for Y3• Assuming \$40,000 expense for Y4• Assuming \$40,000 expense for Y5 (assuming school is no longer scaling) <p>Based on Y1 enrollment, assuming the following per approximately 300 students:</p> <ul style="list-style-type: none">• Assuming \$15,000 expense for Y1• Assuming \$30,000 expense for Y2• Assuming \$45,000 expense for Y3• Assuming \$60,000 expense for Y4• Assuming \$60,000 expense for Y5 (assuming school is no longer scaling)
	Curriculum Development	Any fees or materials expenses related to curriculum development	<p>Based on Y1 enrollment, assuming the following per approximately 150 students:</p> <ul style="list-style-type: none">• Assuming \$10,000 expense for Y1• Assuming \$20,000 expense for Y2• Assuming \$30,000 expense for Y3• Assuming \$40,000 expense for Y4• Assuming \$40,000 expense for Y5 (assuming school is no longer scaling) <p>Based on Y1 enrollment, assuming the following per approximately 300 students:</p> <ul style="list-style-type: none">• Assuming \$15,000 expense for Y1

			<ul style="list-style-type: none">Assuming \$25,000 expense for Y2Assuming \$35,000 expense for Y3Assuming \$45,000 expense for Y4Assuming \$45,000 expense for Y5 (assuming school is no longer scaling)
	In Service, Staff Development, and Support	Professional development, mentoring, training, coaching	<p>Based on Y1 enrollment, assuming the following per approximately 150 students:</p> <ul style="list-style-type: none">Assuming \$10,000 expense for Y1Assuming \$20,000 expense for Y2Assuming \$30,000 expense for Y3Assuming \$40,000 expense for Y4Assuming \$40,000 expense for Y5 (assuming school is no longer scaling) <p>Based on Y1 enrollment, assuming the following per approximately 300 students:</p> <ul style="list-style-type: none">Assuming \$15,000 expense for Y1Assuming \$25,000 expense for Y2Assuming \$35,000 expense for Y3Assuming \$45,000 expense for Y4Assuming \$45,000 expense for Y5 (assuming school is no longer scaling)
	Assessment	Costs of assessment, scoring, data collection and reporting, and proctoring exams	<p>Based on Y1 enrollment, assuming the following per approximately 150 students:</p> <ul style="list-style-type: none">Assuming \$15,000 expense for Y1Assuming \$20,000 expense for Y2Assuming \$25,000 expense for Y3Assuming \$30,000 expense for Y4Assuming \$30,000 expense for Y5 (assuming school is no longer scaling) <p>Based on Y1 enrollment, assuming the following per approximately 300 students:</p> <ul style="list-style-type: none">Assuming \$30,000 expense for Y1Assuming \$40,000 expense for Y2Assuming \$50,000 expense for Y3Assuming \$60,000 expense for Y4Assuming \$60,000 expense for Y5 (assuming school is no longer scaling)
	Other:	Specify other expenditures, if applicable	
Operations	Salaries: Facilities Maintenance	Custodians, janitors, and maintenance workers	<ul style="list-style-type: none">Assuming starting salary for custodian/facility manager of \$65,000Assuming 3% annual Cost of Living Adjustment
	Transportation	Transportation service personnel, equipment and/or contracts	<p>Based on Y1 enrollment, assuming the following per approximately 150 students:</p> <ul style="list-style-type: none">Assuming \$250,000 expense for Y1Assuming \$500,000 expense for Y2Assuming \$750,000 expense for Y3Assuming \$1,000,000 expense for Y4Assuming \$1,000,000 expense for Y5 (assuming school is no longer scaling) <p>Based on Y1 enrollment, assuming the following per approximately 300 students:</p> <ul style="list-style-type: none">Assuming \$500,000 expense for Y1Assuming \$750,000 expense for Y2Assuming \$1,000,000 expense for Y3Assuming \$1,250,000 expense for Y4

			<ul style="list-style-type: none">Assuming \$1,250,000 expense for Y5 (assuming school is no longer scaling)
			Based on Y1 enrollment, assuming the following per approximately 150 students: <ul style="list-style-type: none">Assuming \$150,000 expense for Y1Assuming \$300,000 expense for Y2Assuming \$450,000 expense for Y3Assuming \$600,000 expense for Y4Assuming \$600,000 expense for Y5 (assuming school is no longer scaling) Based on Y1 enrollment, assuming the following per approximately 300 students: <ul style="list-style-type: none">Assuming \$300,000 expense for Y1Assuming \$600,000 expense for Y2Assuming \$900,000 expense for Y3Assuming \$1,200,000 expense for Y4Assuming \$1,200,000 expense for Y5 (assuming school is no longer scaling)
	Food Services	Food service personnel, equipment and/or contracts	
	Safety	Security and crossing guards, safety and security equipment, and/or contracts	<ul style="list-style-type: none">Assuming safety/security is included in building lease
	Building Upkeep and Maintenance	Maintenance supplies and expenses related to furniture, desks, chairs, and fixtures	<ul style="list-style-type: none">Assuming building upkeep and maintenance is included in building lease
	Maintenance Contracts	Maintenance contract fees from outside providers	<ul style="list-style-type: none">Assuming maintenance contracts are included in building lease
	Utilities	Water, gas, electricity, sewer, trash removal, snow removal, etc	<ul style="list-style-type: none">Assuming utilities are included in building lease
	Lease	Fees paid for land and/or buildings that are leased	<ul style="list-style-type: none">Assuming \$20 per square foot
	Debt Service	Principal and interest payments made on long-term debt	<ul style="list-style-type: none">N/A if building lease
	Capital Projects	Expenditures for land, buildings, and improvements	<ul style="list-style-type: none">Assuming included in building lease
Other Obligations	Other:	Specify other expenditures, if applicable	
	Fringe Benefits	Health insurance premiums, life insurance premiums, and retirement benefits provided to employees	<ul style="list-style-type: none">Assuming 25% of salary expenses
			Based on Y1 enrollment, assuming the following per approximately 150 students: <ul style="list-style-type: none">Assuming \$75,000 expense for Y1Assuming 20% premium increases annually to account for scaling, etc. Based on Y1 enrollment, assuming the following per approximately 300 students: <ul style="list-style-type: none">Assuming \$100,000 expense for Y1Assuming 20% premium increases annually to account for scaling, etc.
	Insurance (non-employee)	Insurance premiums for property, fire, liability, umbrella etc.	
	Retiree Benefits	Post-employment retirement benefits paid out of operating funds	<ul style="list-style-type: none">Assuming 4% employer match with 80% of employee participation
	Purchased Management Services	Fees for comprehensive management services provided by a Charter Management Organization, school district, or other provider	<ul style="list-style-type: none">N/A
Community Support	Other:	Specify other expenditures, if applicable	
	Community Service Operations	Services to the community at large (e.g. child care, recreation programs)	<ul style="list-style-type: none">N/A

	Other:	Specify other expenditures, if applicable	
Budget Contingency	Budget Contingency	The amount reserved for contingencies or undesignated uses.	Currently holding .05% of total revenue for Y1 to Y5 for schools that start with enrollment of less than 150 Currently holding 1% of total revenue for Y1 to Y5 for schools that start with enrollment of 300 or greater

Dear Commissioner Infante-Green,

I am writing to express my support for the charter school application submitted by New England Tech Academy. As the founder of Purdue Polytechnic High School, which was created in 2017 to increase the pipeline of underrepresented minority students to Purdue University, I am particularly excited about the possibilities that will be created for similar students in New England through this application..

The proposed charter school aligns perfectly with the mission we established at Purdue Polytechnic High School, and our results show that a charter school with strong alignment to post-secondary has the potential to improve educational outcomes for historically marginalized students. Because the leadership team at New England Tech Academy possesses a proven track record of success for education and community engagement. I strongly believe they will be able to make a strong difference in the communities that they serve.

The establishment of this school will not only enrich the educational landscape but also provide much-needed opportunities for students who would benefit from their unique programming. In conclusion, I wholeheartedly endorse New England Tech Academy's charter school application and ask you to consider it favorably. Please feel free to contact me if you require any further information or support regarding this matter.

Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink that reads "Scott Bess". The signature is written in a cursive, flowing style.

Scott Bess
Founder and Executive Director Emeritus, Purdue Polytechnic High Schools
317-490-7265



225 Dyer Street, Providence, RI 02903

July 15, 2024

Angelica Infante-Green, Commissioner
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Infante-Green,

We are writing on behalf of Families In Action, Inc., an organization committed to empowering Black and Latino parents to advocate for meaningful changes in the education system. We believe that a reimagined, equitable educational landscape is vital for the future success of our children, particularly in underserved communities.

We are pleased to extend our full support for the authorization of the New England Tech Academy (NETA), a specialized career and technical education (CTE) high school that will serve students in grades 9-12. This initiative aligns perfectly with our mission to address the educational disparities and to rebuild a more inclusive and equitable education system.

The mission of New England Tech Academy is to provide students with specialized career and technical education programs and rigorous academic coursework in a highly supportive environment. The vision of NETA is to prepare all students for successful entry into postsecondary institutions and the professions of their choice. Through a deep partnership with New England Institute of Technology (NEIT), NETA will offer students from predominantly marginalized communities access to high-quality CTE and rigorous academics.

We recognize the shared priorities of NEIT and the Rhode Island Department of Education (RIDE) in ensuring that education serves as a bridge to opportunity. To meet these goals, NETA proposes a weighted lottery system, ensuring that at least 75% of the applications selected are from Providence, Pawtucket, and Central Falls, with the remaining seats allocated to a statewide catchment area. This approach will ensure that students from low-performing and underachieving districts have the opportunity to benefit from this transformative educational model.

Our Mission: Families in Action will strengthen education leadership diversity by giving families the tools and support they need to help rebuild our schools and reimagine education.



225 Dyer Street, Providence, RI 02903

NETA's education plan builds on NEIT's exemplary CTE model. From day one, students will engage with hands-on learning labs, professional skill building, and career immersion with industry leaders. With a strong academic leadership team at the helm, students will engage in rigorous core academic coursework grounded in high-quality curriculum aligned to EdReport green-standards for high quality. Teachers will have ongoing professional development in academic and career-specific curriculum to ensure successful implementation.

By the end of their high school career, NETA students will have the opportunity to earn industry credentials, preparing them to contribute positively to the economic and labor needs of their community. Additionally, NETA students will earn at least one college credit through dual enrollment, and the school aims to achieve superior academic proficiency compared to local district averages.

NETA will intentionally create a safe and supportive environment where every student feels a deep sense of belonging. Utilizing an advisory model and individual learning plans, students will work closely with an educator who will guide them through a personalized learning pathway and support them as they develop the confidence, tools, and experiences necessary to thrive.

We urge the Rhode Island Department of Education to support the establishment of New England Tech Academy. This school represents a crucial step towards addressing the inequities in our education system and providing our children with the tools they need to succeed in a rapidly evolving world.

Thank you for your consideration.

Sincerely,

Milagros Rivera

Milagros Rivera
Co-Founder

Rob Capellan
Co-Founder

Our Mission: Families in Action will strengthen education leadership diversity by giving families the tools and support they need to help rebuild our schools and reimagine education.



July 18, 2024

Commissioner Angélica Infante-Green
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Infante-Green,

I am writing to express our enthusiastic support for the charter school application submitted by New England Tech Academy. Skills for Rhode Island's Future (SkillsRI) has enjoyed a robust partnership with New England Institute of Technology (NEIT) since 2017 under our Real Jobs Rhode Island training programs. This longstanding collaboration has been instrumental in advancing workforce development and providing valuable educational opportunities to our community.

In 2023, SkillsRI expanded our partnership with NEIT to include the design, implementation, and hosting of PrepareRI high school interns, with a specific focus on digital technology. Additionally, we supported high school students enrolled in NEIT's early college program by offering wrap-around supports and additional opportunities for experiential learning. NEIT's competency-based, highly experiential approach aligns seamlessly with the preferences of many of our candidates, ensuring that their education is directly related to industry demands.

We have consistently found NEIT to be one of our go-to educational partners because of their innovative and effective approach to education. Their methods not only prepare students for the workforce but also engage them in meaningful, hands-on learning experiences. We recognize that K-12 students thrive in this type of learning environment, which is why we fully support the launch of the NEIT Academy.

If approved, SkillsRI is committed to working with the students of NEIT Academy by connecting them to internships, career development opportunities, and jobs. We believe that the establishment of this school will enrich our educational landscape and provide much-needed opportunities for students to benefit from NEIT's unique programming.

SKILLS FOR RHODE ISLAND'S FUTURE



WWW.SKILLSFORRI.COM



INFO@SKILLSFORRI.COM



401 . 680 . 5960

The leadership team at New England Tech Academy possesses a proven track record of success in education and community engagement. I am confident in their ability to create an environment where students can excel and prepare for future success.

By supporting New England Tech Academy's charter application, we are taking a proactive step towards ensuring that every child in our community has access to a high-quality education that prepares them for future success. This is why we wholeheartedly endorse New England Tech Academy's charter school application and ask you to consider it favorably.

Please feel free to contact me if you require any further information or support regarding this matter.

Thank you for your time and consideration.

Warm regards,



Nina Pande
Executive Director





Rhode Island Health Care Association

57 KILVERT STREET, SUITE 200, WARWICK, RI 02886-1009 (401) 732-9333

FAX (401) 739-3103 www.rihca.com

Dear Commissioner Infante-Green,

I am writing to express my support for the charter school application submitted by The New England Institute of Technology. As an organization committed to building the healthcare workforce in Rhode Island we are particularly excited about the health science opportunity for young Rhode Islanders in this application.

The New England Institute of Technology has consistently demonstrated a strong commitment to improving educational outcomes for students through their health science programs, specifically their Licensed Practice Nurse (LPN) and Registered Nurse (RN) programs.

The proposed charter school aligns perfectly with the Rhode Island Health Care Association's mission to enhance our members' ability to provide sustainable quality health care and quality of life to the residents of Rhode Island's skilled nursing facilities.

Furthermore, the leadership team at New England Tech Academy possesses a proven track record of success for education and community engagement. I strongly believe they will be able to meet the unique needs of students and provide opportunities for young Rhode Islanders to be successful in their trades while supporting the workforce in Rhode Island.

The establishment of this school will not only enrich our educational landscape but also provide much-needed opportunities for students who would benefit from their unique programming.

By supporting New England Tech Academy's charter application, we are taking a proactive step towards ensuring that every child in our community has access to a high-quality education that prepares them for future success.

In conclusion, I wholeheartedly endorse New England Tech Academy's charter school application and ask you to consider it favorably. Please feel free to contact me if you require any further information or support regarding this matter.

Thank you for your time and consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read "Katherine M. Norman", is written over a light blue horizontal line.

Katherine M. Norman

Vice President

Rhode Island Health Care Association

"Setting the Pace in Nursing Home Care"

A non-profit organization of proprietary and non-proprietary long term health care facilities dedicated to improving health care of the convalescent and chronically ill of all ages. An equal opportunity employer.

NEW ENGLAND INSTITUTE OF TECHNOLOGY

FINANCIAL STATEMENTS

JUNE 30, 2023 AND 2022

(WITH AUDITORS' REPORT THEREON)

NEW ENGLAND INSTITUTE OF TECHNOLOGY
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JUNE 30, 2023 AND 2022

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
New England Institute of Technology
East Greenwich, Rhode Island

Opinion

We have audited the financial statements of New England Institute of Technology, which comprise the statements of financial position as of June 30, 2023 and 2022, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of New England Institute of Technology as of June 30, 2023 and 2022, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS). Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of New England Institute of Technology and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about New England Institute of Technology's ability to continue as a going concern for one year after the date that the financial statements are available to be issued.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of New England Institute of Technology's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about New England Institute of Technology's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

DiSanto, Priest & Co.

Warwick, Rhode Island
October 4, 2023

NEW ENGLAND INSTITUTE OF TECHNOLOGY
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2023 AND 2022

ASSETS

	2023	2022
Cash and cash equivalents	\$ 29,136,171	\$ 32,567,458
Certificates of deposit, short-term	3,010,336	-
Tuition receivable, net	2,342,107	2,611,913
Grants and other receivables	466,713	371,555
Bookstore inventory	160,968	157,376
Prepaid expenses and other assets	231,638	480,762
Long-term investments	237,743,507	219,669,563
Finance lease right-of-use assets, net	215,678	304,944
Property and equipment, net	148,256,973	152,757,147
Benefit from interest rate swaps	<u>5,714,699</u>	<u>4,140,998</u>
Total assets	<u><u>\$ 427,278,790</u></u>	<u><u>\$ 413,061,716</u></u>

LIABILITIES AND NET ASSETS

Accounts payable	\$ 1,197,657	\$ 1,070,640
Accrued expenses	8,696,718	7,626,209
Deferred tuition income	2,680,110	2,634,090
Contract obligations	877,220	1,044,310
Finance lease liabilities	222,109	312,044
Debt	<u>86,285,361</u>	<u>87,100,887</u>
Total liabilities	<u>99,959,175</u>	<u>99,788,180</u>
Net assets:		
Without donor restrictions	325,773,176	311,766,036
With donor restrictions	<u>1,546,439</u>	<u>1,507,500</u>
Total net assets	<u>327,319,615</u>	<u>313,273,536</u>
Total liabilities and net assets	<u><u>\$ 427,278,790</u></u>	<u><u>\$ 413,061,716</u></u>

NEW ENGLAND INSTITUTE OF TECHNOLOGY
STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30, 2023 AND 2022

	Without Donor Restrictions	2023 With Donor Restrictions	Total
Revenues and other support:			
Student tuition and fees, less federal refunds of \$395,730	\$ 66,262,303	\$ -	\$ 66,262,303
Room and board	5,639,816	-	5,639,816
Less: institutional aid	<u>(15,285,005)</u>	<u>-</u>	<u>(15,285,005)</u>
	56,617,114	-	56,617,114
Grant revenue	818,788	-	818,788
Auxiliary revenue	433,802	-	433,802
Investment returns appropriated for operations	3,300,000	-	3,300,000
Other income	<u>583,671</u>	<u>64,969</u>	<u>648,640</u>
Total revenues and other support	<u>61,753,375</u>	<u>64,969</u>	<u>61,818,344</u>
Expenses:			
Instructional salaries and benefits	21,139,253	-	21,139,253
Instructional materials	1,888,783	-	1,888,783
Student books and supplies	309,980	-	309,980
Student support and services	3,105,907	-	3,105,907
Resident student expenses	2,958,980	-	2,958,980
Plant operations and maintenance	6,090,166	-	6,090,166
General and administrative salaries	10,284,339	-	10,284,339
General and administrative costs	8,656,302	-	8,656,302
Depreciation and amortization	8,245,691	-	8,245,691
Interest	<u>2,067,668</u>	<u>-</u>	<u>2,067,668</u>
Total expenses	<u>64,747,069</u>	<u>-</u>	<u>64,747,069</u>
Change in net assets from operating activities	(2,993,694)	64,969	(2,928,725)
Non operating activities:			
Gain on disposal of property and equipment	569,422	-	569,422
Income on long-term investments, net of custodial fees of \$1,370,434	2,222,946	4,557	2,227,503
Net realized gain on long-term investments	694,109	-	694,109
Net unrealized gain on long-term investments	15,196,156	13,913	15,210,069
Investment returns appropriated for operations	(3,300,000)	-	(3,300,000)
Increase in benefit from interest rate swaps	1,573,701	-	1,573,701
Net assets released from restrictions	<u>44,500</u>	<u>(44,500)</u>	<u>-</u>
Change in net assets	14,007,140	38,939	14,046,079
Net assets, beginning	<u>311,766,036</u>	<u>1,507,500</u>	<u>313,273,536</u>
Net assets, ending	<u>\$ 325,773,176</u>	<u>\$ 1,546,439</u>	<u>\$ 327,319,615</u>

See accompanying notes and independent auditors' report.

	Without Donor Restrictions	2022 With Donor Restrictions	Total
Revenues and other support:			
Student tuition and fees, less federal refunds of \$518,387	\$ 61,016,475	\$ -	\$ 61,016,475
Room and board	5,033,599	-	5,033,599
Less: institutional aid	<u>(13,403,830)</u>	<u>-</u>	<u>(13,403,830)</u>
	52,646,244	-	52,646,244
Grant revenue	12,145,284	-	12,145,284
Auxiliary revenue	426,349	-	426,349
Other income	<u>673,820</u>	<u>63,405</u>	<u>737,225</u>
Total revenues and other support	<u>65,891,697</u>	<u>63,405</u>	<u>65,955,102</u>
Expenses:			
Instructional salaries and benefits	20,538,263	-	20,538,263
Instructional materials	1,473,860	-	1,473,860
Student books and supplies	298,019	-	298,019
Student support and services	2,758,645	-	2,758,645
Scholarships and fellowships	5,314,355	-	5,314,355
Resident student expenses	2,565,593	-	2,565,593
Plant operations and maintenance	6,038,632	-	6,038,632
General and administrative salaries	9,871,152	-	9,871,152
General and administrative costs	8,229,512	-	8,229,512
Depreciation and amortization	8,344,008	-	8,344,008
Interest	<u>2,072,349</u>	<u>-</u>	<u>2,072,349</u>
Total expenses	<u>67,504,388</u>	<u>-</u>	<u>67,504,388</u>
Change in net assets from operating activities	(1,612,691)	63,405	(1,549,286)
Non operating activities:			
Gain on disposal of property and equipment	713,830	-	713,830
Income on long-term investments, net of custodial fees of \$1,555,405	1,663,513	1,751	1,665,264
Net realized gain on long-term investments	8,631,716	-	8,631,716
Net unrealized loss on long-term investments	(32,807,788)	(10,605)	(32,818,393)
Decrease in obligation under interest rate swaps	4,765,984	-	4,765,984
Net assets released from restrictions	<u>36,225</u>	<u>(36,225)</u>	<u>-</u>
Change in net assets	(18,609,211)	18,326	(18,590,885)
Net assets, beginning	<u>330,375,247</u>	<u>1,489,174</u>	<u>331,864,421</u>
Net assets, ending	<u>\$ 311,766,036</u>	<u>\$ 1,507,500</u>	<u>\$ 313,273,536</u>

NEW ENGLAND INSTITUTE OF TECHNOLOGY
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2023 AND 2022

	2023	2022
Cash flows from operating activities:		
Change in net assets	\$ 14,046,079	\$ (18,590,885)
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation and amortization	8,245,691	8,344,008
Gain on sale of property and equipment	(569,422)	(713,830)
Bad debt expense	487,776	684,299
Provision for allowance for doubtful accounts	(446,600)	(921,300)
Closing costs paid through reduction of proceeds for sale of property	51,826	129,246
Net realized gains on long-term investments	(694,109)	(8,631,716)
Net unrealized (gains) losses on long-term investments	(15,210,069)	32,818,393
Decrease in tuition receivable, net	228,630	51,353
Increase in benefit from interest rate swaps	(1,573,701)	(4,140,998)
(Increase) decrease in grants and other receivables	(95,158)	245,586
Increase in bookstore inventory	(3,592)	(7,286)
Increase in prepaid expenses and other assets	(24,043)	(7,819)
Increase in accounts payable	127,017	438,886
Increase (decrease) in accrued expenses	1,070,509	(705,927)
Increase (decrease) in deferred tuition income	46,020	(119,678)
Decrease in contract obligations	(167,090)	(167,089)
Decrease in obligation under interest rate swaps	-	(624,986)
Total adjustments	(8,526,315)	26,671,142
Net cash provided by operating activities	5,519,764	8,080,257
Cash flows from investing activities:		
Proceeds from sale of property and equipment	1,003,174	2,270,754
Purchase of certificates of deposit, net	(3,010,336)	-
Purchase of property and equipment	(3,842,709)	(2,299,237)
Purchase of long-term investments, net	(2,169,766)	(954,005)
Net cash used in investing activities	(8,019,637)	(982,488)
Cash flows from financing activities:		
Payments on debt	(3,815,526)	(3,989,389)
Payments on finance lease right-of-use assets	(115,888)	(112,795)
Proceeds from borrowings	3,000,000	-
Net cash used in financing activities	(931,414)	(4,102,184)
Net (decrease) increase in cash and cash equivalents	(3,431,287)	2,995,585
Cash and cash equivalents, beginning	32,567,458	29,571,873
Cash and cash equivalents, ending	\$ 29,136,171	\$ 32,567,458

See accompanying notes and independent auditors' report.

NEW ENGLAND INSTITUTE OF TECHNOLOGY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023 AND 2022

1. Summary of significant accounting policies

Nature of the University

As a leader in technical career education in Southeastern New England, Rhode Island's New England Institute of Technology (the University) is a private, non-profit technical university offering Associate, Bachelor's, Graduate, Doctorate and Online degrees. The University is accredited by the New England Commission of Higher Education, a regional accreditation agency for colleges and universities in the six New England states.

Basis of presentation

The accompanying financial statements are presented on the accrual basis of accounting in accordance with accounting standards set by the Financial Accounting Standards Board (FASB). The FASB defines U.S. generally accepted accounting principles (GAAP) to ensure financial condition, results of operations, and cash flows are consistently reported. References to GAAP issued by the FASB in these footnotes are to the FASB Accounting Standards Codification (FASB ASC).

Classification of net assets

The accompanying financial statements present information regarding the University's financial position and activities based on the existence or absence of donor-imposed restrictions. Accordingly, net assets and changes in net assets are classified and reported as follows:

Net assets without donor restrictions: Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the University. The Board of Trustees has designated funds to operate as an endowment and for strategic initiatives from net assets without donor restrictions.

Net assets with donor restrictions: Net assets subject to stipulations imposed by donors and grantors. Some donor restrictions are temporary in nature; those restrictions will be met by actions of the University or by the passage of time. Other donor restrictions are perpetual in nature, whereby the donor has stipulated the funds be maintained in perpetuity.

The University has elected to report donor restricted contributions whose restrictions are met in the same reporting period as net assets without donor restrictions on the statement of activities.

Measure of operations

The statement of activities reports the changes in net assets from operating and nonoperating activities. Operating revenues and expenses consist of items attributable to the University's education programs, room and board, auxiliary activities, grants and other sources. Nonoperating activities include long-term investment income, net realized and unrealized gains and losses on long-term investments, and changes in fair values of interest rate swaps. To the extent investment

NEW ENGLAND INSTITUTE OF TECHNOLOGY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023 AND 2022

1. Summary of significant accounting policies (continued)

Measure of operations (continued)

income and gains are used for operations, they are reclassified as “investment returns appropriated for operations” on the statement of activities.

Revenue recognition

Tuition revenue, fees, and room and board are recognized when the academic programs and related services are delivered. Such revenue is presented at transaction prices, which are determined based on standard published rates for the services provided, less any financial aid awarded by the University to qualifying students. These net amounts are recorded as revenue when performance obligations are satisfied, which is generally over time as the services are rendered. Sales and services of auxiliary enterprises, such as bookstore sales, are recognized when the related service or product is provided or performed. The University applies the practical expedient as allowed for within the accounting standards and, therefore, does not disclose information about remaining performance obligations that have original expected durations of one year or less.

Amounts are due for tuition, fees and room and board at the beginning of each term. In accordance with the University’s refund policies, students may receive a full or partial refund up to four weeks after the start of the term. Given the timing of the University’s programs, the exposure is limited at year-end. Student accounts receivable includes amounts to which the University is unconditionally entitled.

Contributions, including unconditional promises from donors reported as contributions receivable expected to be collected within one year, are recognized at fair value in the period received and are classified based upon the existence or absence of donor-imposed restrictions. Amounts expected to be collected in future years are recorded as receivables at the present value of their expected cash flows, less an allowance for uncollectible amounts. Contributions of property and equipment are recorded at their estimated fair value when received as without donor restrictions unless the donor explicitly states how such assets should be used. Expirations of donor-imposed restrictions are reported as net assets released from restrictions. Contributions which impose donor restrictions that are met in the same fiscal year they are received are reported as net assets without donor restrictions.

Grant revenue is recorded based on whether the grant is determined to be an exchange (reciprocal) or non-exchange (nonreciprocal) transaction. For exchange transactions, revenue is recognized based on the satisfaction of performance obligations and is accounted for under ASC 606, *Revenue from Contracts with Customers*. For non-exchange transactions, revenue is accounted for under contribution accounting guidance and is recorded when the conditions in the contract are met. Most grants received by the University are on a cost reimbursement basis and require the University to incur eligible expenses prior to the release of funds.

NEW ENGLAND INSTITUTE OF TECHNOLOGY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023 AND 2022

1. Summary of significant accounting policies (continued)

Revenue recognition (continued)

Investment returns are reported as revenue based on the fair value of such investments at year end. Such returns are allocated ratably based on the relative proportion of funds invested with donor restrictions and those without donor restrictions. Investment returns allocated to net assets with donor restrictions remain in this category until appropriated by the Board under the Board approved spending policy unless otherwise required by the terms of the gift.

Functional allocation of expenses

The costs of providing the various programs and other activities have been summarized on a functional basis in the statement of activities and summarized by nature in Note 15.

Cash and cash equivalents

Cash equivalents, except for those held by investment managers, consist of money market funds and investments with original maturities of three months or less.

Certificates of deposit

Certificates of deposit with original maturities of greater than three months and remaining maturities of less than one year are classified as short-term assets. Certificates of deposit with remaining maturities of greater than one year are classified as long-term assets. The University maintains a certificate of deposit to satisfy certain debt covenants (Note 8).

Tuition receivable and deferred tuition income

The tuition receivable and deferred tuition income accounts reflect revenue earned or unearned based on performance of services, not on a legal obligation basis. Based upon the University's tuition receivable policy, the University places receivable balances in two separate accounts, In-School and Not-In-School. The University does not reflect an allowance account for the tuition receivable balance at year-end for the In-School students. For the Not-In-School students, an allowance account is set up for approximately 85% of the tuition receivable balance at year-end. Tuition receivable is recorded net of an allowance for doubtful accounts of \$10,140,800 and \$10,587,400 at June 30, 2023 and 2022, respectively.

Grants and other receivables

Grants and other receivables include amounts due to the University from various granting agencies and accrued income on investments.

Inventories

Inventories consist primarily of finished goods available for re-sale and are stated at lower of cost or net realizable value, determined by the first-in, first-out (FIFO) method.

NEW ENGLAND INSTITUTE OF TECHNOLOGY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023 AND 2022

1. Summary of significant accounting policies (continued)

Property and equipment

Property and equipment are stated at cost. Donations of property and equipment are recorded as support at their estimated fair value at the date of the gift. Such donations are reported as unrestricted support unless the donor has restricted the donated asset to a specific purpose. Long-lived fixed assets, with the exception of land, are depreciated using the straight-line method over the estimated useful lives of the assets.

Costs incurred in connection with construction projects are accumulated in construction in progress until the project is complete and placed in service, at which time the cost is transferred to the appropriate asset account and depreciation begins.

Expenditures for maintenance and repairs are charged to expense as incurred; betterments are capitalized. Upon sale or retirement, the cost of the property and the related accumulated depreciation are removed from the respective accounts, and any resulting gains or losses are reflected in the statement of activities.

Long-term investments

The investment objective of the University is to invest its assets in a prudent manner to achieve a long-term rate of return sufficient to fund its Board approved spending policy (Note 5) and to increase investment values after inflation. In accordance with its Investment Policy Statement, the Board of Trustees of the University has delegated investment decisions to the Investment Committee which consists of the President and the Senior Vice President for Financial Affairs and Endowment Management and Treasurer.

Long-term investments are carried at fair market value consistent with the fair value policies described in Note 4.

Long-term investment return (loss) is reported in the statement of activities and consists of interest and dividend income, and realized and unrealized capital gains and losses, less external investment and management expenses.

Liabilities associated with investments

The University may, from time to time, incur liabilities associated with its investment portfolio as a result of securities sold short or other transactions. In order to terminate a short position, the University must acquire and deliver to the lender a security identical to the one it borrowed and sold short, and a realized gain or loss is recognized for the difference between the short sale proceeds and the cost of the identical security acquired. Liabilities reported on the balance sheets at June 30, 2023 and 2022 include \$399,205 and \$149,616, respectively, representing the fair value of identical securities that must be acquired to settle obligations to the lender. The liabilities would be classified as Level 1 in the fair value hierarchy given that they are measured based on quoted market prices.

NEW ENGLAND INSTITUTE OF TECHNOLOGY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023 AND 2022

1. Summary of significant accounting policies (continued)

Financial instruments

Financial instruments consist primarily of receivables, benefits from interest rate swaps, and debt instruments. The University estimates the fair value of financial instruments based on interest rates available to the University. At June 30, 2023 and 2022, the fair value of the University's financial instruments approximated the carrying value.

Leases

The University is the lessee in a lease contract when it obtains the right to control the asset. The University records right-of-use (ROU) assets and lease obligations for its finance leases, which are initially recognized based on the discounted future lease payments over the term of the lease. As the rate implicit in the University's leases are not easily determinable, the risk-free treasury rate is used in calculating the present value of the sum of lease payments. Capital leases are included in the line items finance lease right-of-use assets, net and finance lease liabilities in the statements of financial position. ROU assets represent the University's right to use an underlying asset for the lease term, and lease liabilities represent the University's obligation to make lease payments arising from the lease.

Leases with a lease term of 12 months or less at inception are not recorded on the University's statement of financial position and are expensed on a straight-line basis over the lease term in the University's statement of activities. The University determines the lease term by assuming the exercise of renewal options that are reasonably certain. When the University's contracts contain lease and non-lease components, the University accounts for both components as a single lease component.

Income taxes

The University is exempt from Federal Income Taxes under Section 501(c)(3) of the Internal Revenue Code.

The University has adopted the FASB ASC topic "*Accounting for Uncertainty in Income Taxes*", which prescribes a comprehensive model for recognizing, measuring, presenting and disclosing in the financial statements tax positions taken or expected to be taken on a tax return. Tax years 2022, 2021, and 2020 remain subject to examination by the major tax authorities. At June 30, 2023, management believes no such provisions for uncertain tax positions are necessary.

Use of estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

NEW ENGLAND INSTITUTE OF TECHNOLOGY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023 AND 2022

1. Summary of significant accounting policies (continued)

Advertising

Advertising costs are expensed as incurred. Advertising costs include amounts directly used in advertising plus costs related to expanding the image of the University through public relations and awareness within the community. These costs consist of several components such as printing, distribution, mailings, postage and other direct expenses related to the promotion of the University. Advertising expense was \$3,287,424 and \$2,591,261 for the years ended June 30, 2023 and 2022, respectively.

Subsequent events

The University evaluated subsequent events through October 4, 2023, the date that the financial statements were available to be issued. There were no material subsequent events that required recognition or disclosure in the financial statements for the year ended June 30, 2023.

2. Property and equipment

The components of property and equipment at June 30, 2023 and 2022 are as follows:

		2023	
	Cost	Accumulated Depreciation	Life (years)
Land	\$ 40,142,230	\$ -	-
Land improvements	16,168,165	6,675,331	15-39
Buildings and improvements	153,130,086	61,916,099	15-30
Classroom equipment	39,117,944	35,416,422	3-15
Transportation equipment	1,597,626	1,381,198	3
Office fixtures and equipment	12,383,981	10,777,954	7
Construction in progress	<u>1,883,945</u>	<u>-</u>	-
Total	<u>\$ 264,423,977</u>	<u>\$116,167,004</u>	

\$423,846 of construction in progress capitalized in 2022 was allocated throughout land improvements, building and improvements, classroom equipment, and office fixtures and equipment in 2023.

		2022	
	Cost	Accumulated Depreciation	Life (years)
Land	\$ 40,515,455	\$ -	-
Land improvements	15,960,879	5,651,303	15-39
Buildings and improvements	152,708,730	57,035,934	15-30

NEW ENGLAND INSTITUTE OF TECHNOLOGY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023 AND 2022

2. Property and equipment (continued)

	Cost	2022 Accumulated Depreciation	Life (years)
Classroom equipment	37,793,217	34,004,255	3-15
Transportation equipment	1,346,912	1,334,412	3
Office fixtures and equipment	12,105,852	10,071,840	7
Construction in progress	<u>423,846</u>	<u>-</u>	-
Total	<u>\$ 260,854,891</u>	<u>\$108,097,744</u>	

\$5,000 of construction in progress capitalized in the prior year was allocated to classroom equipment and \$13,295 was expensed in 2022.

3. Property and equipment held for sale

On February 4, 2022, the University signed a purchase and sales agreement with a third party to sell a property for \$220,000. On May 24, 2022, the University signed another purchase and sales agreement with a third party to sell residential properties for \$835,000. In accordance with ASC 360-10, *Property, Plant, and Equipment*, the net book value of the two properties of \$271,159 had been reclassified out of building and improvements and had been included in other assets as it is "held for sale" as of June 30, 2022. For the year ended June 30, 2023, both properties have been sold as well as other properties the University identified for sale during the year ended June 30, 2023. The gain recognized from the sales have been included in the statement of activities as non-operating activities.

4. Fair value measurements

"*Fair Value Measurements*," a topic of the FASB ASC, establishes a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1) and the lowest priority to unobservable inputs (level 3). The three levels of the fair value hierarchy are described below:

- Level 1 Unadjusted quoted prices in active markets that are accessible at the measurement date for identical, unrestricted assets or liabilities;
- Level 2 Quoted prices in markets that are not considered to be active or financial instruments for which all significant inputs are observable, either directly or indirectly;
- Level 3 Prices or valuations that require inputs that are both significant to the fair value measurement and unobservable.

The financial instrument's level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement.

NEW ENGLAND INSTITUTE OF TECHNOLOGY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023 AND 2022

4. Fair value measurements (continued)

The availability of observable market data is monitored to assess the appropriate classification of financial instruments within the fair value hierarchy. Changes in economic conditions or model-based valuation techniques may require the transfer of financial instruments from one fair value level to another. In such instances, the transfer is reported at the beginning of the reporting period. For the years ended June 30, 2023 and 2022, there were no transfers between levels 1 and 2 and no transfers in or out of level 3.

The following is a description of the valuation methodologies used for the University's assets measured at fair value at June 30, 2023 and 2022:

Short term investment funds – Valued at cost, which approximates fair value. The University's investments in these securities are generally classified within Level 1 of the fair value hierarchy.

Fixed income – Valued by the University, as reported by the administrator of the investment, via a market approach, using observable inputs for the security other than quoted prices; including matrix pricing, market corroborated pricing, yield curves, and indices. Such securities are generally classified by the University as within Level 2 of the fair value hierarchy.

Mutual funds – Valued at the reported Net Asset Value (NAV) of shares held by the University at the reporting date. These investments are generally classified by the University within Level 1 of the fair value hierarchy.

Equities – Valued by the University at the last sale or official closing price reported on the principal market as of the reporting date. Such securities are generally classified by the University as within Level 1 of the fair value hierarchy.

Exchange traded funds – Valued by the University at the last sale or official closing price reported on the principal market as of the reporting date. Such securities are generally classified by the University as within Level 1 of the fair value hierarchy.

Publicly traded real estate investment trusts (REITs) – Valued by the University at the last sale or official closing price reported on the principal market as of the reporting date. Such securities are generally classified by the University as within Level 1 of the fair value hierarchy.

Marketable alternative assets – Valued at the University's interest in its fair value as reported by the administrator of the investment. The NAV of the University's interest at the reporting date is based on the value of the underlying assets of the investment less liabilities of the investment divided by the ownership outstanding. These investments are not classified in the fair value hierarchy in accordance with ASU 2015-07.

NEW ENGLAND INSTITUTE OF TECHNOLOGY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023 AND 2022

4. Fair value measurements (continued)

Non-marketable alternative assets – Valued at the University’s interest in its fair value as reported by the administrator of the investment. The NAV of the University’s interest at the reporting date is based on the value of the underlying assets of the investment less liabilities of the investment divided by the ownership outstanding. These investments are not classified in the fair value hierarchy in accordance with ASU 2015-07.

The methods described above may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, while the University believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

The following table sets forth by level, within the fair value hierarchy, the University’s assets at fair value as of June 30, 2023:

	Level 1	Level 2	Level 3	Total
<i>Investments at fair value:</i>				
Short-term investment				
Funds	\$ 11,631,623	\$ -	\$ -	\$ 11,631,623
Fixed income	-	67,278,325	-	67,278,325
Mutual funds	22,720,533	-	-	22,720,533
Equities	91,080,654	-	-	91,080,654
Exchange traded funds	13,616,844	-	-	13,616,844
Publicly traded real estate investment trusts (REITs)	<u>1,111,541</u>	<u>-</u>	<u>-</u>	<u>1,111,541</u>
Total investments in the fair value hierarchy	<u>\$140,161,195</u>	<u>\$67,278,325</u>	<u>\$ -</u>	<u>\$207,439,520</u>

Investments measured at net asset value (a):

Marketable alternative assets	21,210,353
Non-marketable alternative assets	<u>9,093,634</u>
Total investments	<u>\$ 237,743,507</u>

- (a) In accordance with ASC Subtopic 820-10, certain investments that were measured at net asset value per share (or its equivalent) have not been classified in the fair value hierarchy. The fair value amounts presented in this table are intended to permit reconciliation of the fair value hierarchy to the line items presented in the statement of financial position.

NEW ENGLAND INSTITUTE OF TECHNOLOGY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023 AND 2022

4. Fair value measurements (continued)

The following table provides additional information for investments in entities for which the University has estimated fair value using the net asset value per share or equivalent as of June 30, 2023:

	Fair Value	Unfunded Commitments	Redemption Frequency (If Currently Eligible)	Redemption Notice Period
Marketable alternative assets	\$ 21,210,353	\$ -	Quarterly/Annually	45-90 days
Non-marketable alternative assets	<u>9,093,634</u>	<u>3,341,461</u>	N/A	N/A
Total	<u>\$ 30,303,987</u>	<u>\$ 3,341,461</u>		

The following table sets forth by level, within the fair value hierarchy, the University's assets at fair value as of June 30, 2022:

Investments at fair value:

	Level 1	Level 2	Level 3	Total
Short-term investment				
Funds	\$ 6,262,696	\$ -	\$ -	\$ 6,262,696
Fixed income	-	70,547,937	-	70,547,937
Mutual funds	19,606,229	-	-	19,606,229
Equities	81,179,229	-	-	81,179,229
Exchange traded funds	12,128,609	-	-	12,128,609
Publicly traded real estate investment trusts (REITs)	<u>1,423,937</u>	<u>-</u>	<u>-</u>	<u>1,423,937</u>
Total investments in the fair value hierarchy	<u>\$120,600,700</u>	<u>\$70,547,937</u>	<u>\$ -</u>	<u>191,148,637</u>

Investments measured at net asset value (a):

Marketable alternative assets	19,535,337
Non-marketable alternative assets	<u>8,985,589</u>
Total investments	<u>\$ 219,669,563</u>

- (b) In accordance with ASC Subtopic 820-10, certain investments that were measured at net asset value per share (or its equivalent) have not been classified in the fair value hierarchy. The fair value amounts presented in this table are intended to permit reconciliation of the fair value hierarchy to the line items presented in the statement of financial position.

NEW ENGLAND INSTITUTE OF TECHNOLOGY
NOTES TO FINANCIAL STATEMENTS
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4. Fair value measurements (continued)

The following table provides additional information for investments in entities for which the University has estimated fair value using the net asset value per share or equivalent as of June 30, 2022:

	Fair Value	Unfunded Commitments	Redemption Frequency (If Currently Eligible)	Redemption Notice Period
Marketable alternative assets	\$ 19,535,337	\$ -	Quarterly/Annually	45-90 days
Non-marketable alternative assets	<u>8,985,589</u>	<u>4,582,681</u>	N/A	N/A
Total	<u>\$ 28,520,926</u>	<u>\$ 4,582,681</u>		

Marketable alternative assets - include both domestic and global investments, such as investments in distressed securities, corporate restructuring, merger arbitrage, as well as investments in emerging markets, and funds of funds, with the aim to achieve superior investment returns with less volatility and risk than conventional balanced portfolios of equity and fixed income securities. The investment vehicles aim to achieve these returns primarily through the use of multi-manager, multi-strategy investment approaches.

Non-marketable alternative assets - include investments in pooled investment vehicles and private equity funds. These investments can never be redeemed. Instead, the nature of the investments in this category is that distributions will be received as the underlying investments of the fund are liquidated.

The following schedule summarizes the investment return and its without donor restrictions classification in the statement of activities for the years ended June 30, 2023 and 2022:

	2023	2022
Interest and dividend income, net of custodial fees	\$ 2,222,946	\$ 1,663,513
Net realized gains	694,109	8,631,716
Net unrealized gains (losses)	<u>15,196,156</u>	<u>(32,807,788)</u>
Total investment income (loss)	<u>\$ 18,113,211</u>	<u>\$ (22,512,559)</u>

5. Endowment

The University's endowment consists of seven individual funds established for a variety of purposes, including both donor-restricted endowment funds (true endowment) and funds designated by the Board of Trustees to function as endowments. Net assets associated with endowment funds, including funds designated by the Board of Trustees to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions.

NEW ENGLAND INSTITUTE OF TECHNOLOGY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023 AND 2022

5. Endowment (continued)

Net assets comprising true endowment funds and funds designated by the Board of Trustees to function as endowments were as follows at June 30:

2023

	Without donor restrictions	With donor restrictions	Total
Donor-restricted endowment funds	\$ -	\$1,546,439	\$ 1,546,439
Board-designated endowment funds	<u>246,774,388</u>	<u>-</u>	<u>246,774,388</u>
Total investments in the endowment	<u>\$246,774,388</u>	<u>\$1,546,439</u>	<u>\$248,320,827</u>

2022

	Without donor restrictions	With donor restrictions	Total
Donor-restricted endowment funds	\$ -	\$1,507,500	\$ 1,507,500
Board-designated endowment funds	<u>229,009,244</u>	<u>-</u>	<u>229,009,244</u>
Total investments in the endowment	<u>\$229,009,244</u>	<u>\$1,507,500</u>	<u>\$230,516,744</u>

Changes in endowment net assets for the year ended June 30, 2023 are as follows:

2023

	Without donor restrictions	With donor restrictions	Total
Endowment net asset, June 30, 2022	\$229,009,244	\$1,507,500	\$230,516,744
Realized and unrealized gains, net	15,890,265	13,913	15,904,178
Dividends and interest	2,222,946	4,557	2,227,503
Contributions	93,405	64,969	158,374
Operational utilization of endowment	<u>(441,472)</u>	<u>(44,500)</u>	<u>(485,972)</u>
	<u>\$246,774,388</u>	<u>\$1,546,439</u>	<u>\$248,320,827</u>

Changes in endowment net assets for the year ended June 30, 2022 are as follows:

NEW ENGLAND INSTITUTE OF TECHNOLOGY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023 AND 2022

5. Endowment (continued)

	2022		
	Without donor restrictions	With donor restrictions	Total
Endowment net asset, June 30, 2021	\$251,058,033	\$1,489,174	\$252,547,207
Realized and unrealized losses, net	(24,176,072)	(10,605)	(24,186,677)
Dividends and interest	1,663,513	1,751	1,665,264
Contributions	152,822	63,405	216,227
Operational additions to (utilization of) endowment	<u>310,948</u>	<u>(36,225)</u>	<u>274,723</u>
	<u>\$229,009,244</u>	<u>\$1,507,500</u>	<u>\$230,516,744</u>

Interpretation of relevant laws

The University has interpreted the Uniform Prudent Management of Institutional Funds Act (UPMIFA) signed into law in the state of Rhode Island, requiring the preservation of the original value of the original gift as of the gift date of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. As a result of this interpretation, the University classifies net assets with donor restrictions: (a) the original value of gifts donated to net assets with donor restrictions, (b) the original gift value of subsequent gifts to net assets with donor restrictions, and (c) accumulations to the net assets with donor restrictions made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund.

In accordance with UPMIFA, the University considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds:

- The duration and preservation of the fund
- The purposes of the University and the donor-restricted endowment fund
- General economic conditions
- The possible effect of inflation and deflation
- The expected total return from income and the appreciation of investments
- Other resources of the University
- The investment policies of the University

Funds with deficiencies

From time to time, the fair value of assets associated with donor-restricted endowment funds may fall below the level that the donor or UPMIFA requires the University to retain as a fund of perpetual duration. There were no such deficiencies as of June 30, 2023 and 2022, respectively.

NEW ENGLAND INSTITUTE OF TECHNOLOGY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023 AND 2022

5. Endowment (continued)

Return objectives and risk parameters

The University has adopted investment and spending policies for endowment assets that attempt to provide a flexible stream of funding to programs supported by its endowment while seeking to maintain the purchasing power of the endowment assets, including both donor-restricted and designated funds. The long-term investment return objective is formulated to maintain purchasing power after accounting for both inflation and spending. The University has set a long-term return goal to meet or exceed the market indices or blended market indices agreed upon by the Investment Committee that most closely corresponds to the allocation of the entire portfolio. Actual returns in any given year or period of years may vary from this amount.

Spending policy and how the investment objectives relate to spending policy

The endowment utilization is determined in accordance with the policy adopted by the University. This policy fixes the spending rate at 0% of the 3-year average aggregate market value of applicable endowments unless circumstances occur which require a more flexible spending policy to meet the needs of the University. In establishing this policy, the University considers the long-term expected return on its endowment. In the event that the University does not distribute funds to the operating account in any year, it may add undistributed portions to the amount to be distributed in future years. For the years ended June 30, 2023 and 2022, \$3,300,000 and \$0 of the previously undistributed funds approved by the Board of Trustees, were appropriated to operating income. Applicable endowments include Board designated and donor designated funds.

To satisfy its long-term rate-of-return objectives, the University relies on a flexible strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends). Asset allocation guidelines and the investment manager structure were designed to provide adequate diversification in order to reduce the volatility of investment returns.

To achieve its investment objectives, the endowment is allocated among a number of diverse asset classes. The general policy is to diversify investments among equity, fixed income and alternative strategies so as to provide a balance that shall be flexible in order to react to market conditions.

6. Liquidity and resource availability

The University has various practices in place to ensure sufficient resources are available to fund the general obligations including general expenditures, liabilities, and other obligations as they come due. In general, the University uses the cash and other financial assets collected during the year to fund the expenses for the same year. The University frequently collects financial assets that are designated to fund certain activities including donor restricted contributions, amounts for the University's endowment, debt proceeds restricted to specific purposes, etc. Such assets are not considered as being available for general obligations. Excess cash balances are invested with a focus on capital preservation while seeking more favorable yields to traditional savings instruments. The risk profile and duration for such investments are adjusted to match the future cash needs of the University. The following is a summary of financial assets that are expected to be available for University obligations within a year:

NEW ENGLAND INSTITUTE OF TECHNOLOGY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023 AND 2022

6. Liquidity and resource availability (continued)

	2023	2022
Financial assets:		
Cash and cash equivalents	\$ 29,136,171	\$ 32,567,458
Tuition receivable, net	2,342,107	2,611,913
Grants and other receivables	466,713	371,555
Long-term investments	<u>237,743,507</u>	<u>219,669,563</u>
Total financial assets	269,688,498	255,220,489
Less amounts not available to be used within one year:		
Investments restricted to the endowment	(237,743,507)	(219,669,563)
Investment income included in other receivables	<u>(274,682)</u>	<u>(203,058)</u>
Resources available within a year for general expenditures	<u>\$ 31,670,309</u>	<u>\$ 35,347,868</u>

7. Comparison of net assets with donor restrictions

	2023	2022
Endowed:		
Scholarships	\$ 446,439	\$ 407,500
Other	<u>1,100,000</u>	<u>1,100,000</u>
	<u>\$ 1,546,439</u>	<u>\$ 1,507,500</u>

Net assets released from net assets with donor restrictions by incurring expenses satisfying the restricted purposes or by occurrence of events specified by the donors were as follows for the years ended June 30:

	2023	2022
Scholarships	<u>\$ 44,500</u>	<u>\$ 36,225</u>

8. Debt

Debt consists of the following at June 30, 2023 and 2022:

	2023	2022
Series 2008 Higher Education Facility Revenue Bond issued by the Rhode Island Health and Educational Building Corp. payable in variable annual principal installments commencing March 1, 2009 with a maturity date of March 1, 2034. See Swap agreement (Note 10).	\$ 5,320,000	\$ 6,020,000

NEW ENGLAND INSTITUTE OF TECHNOLOGY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023 AND 2022

8. Debt (continued)

	2023	2022
Series 2015 Higher Education Facility Revenue Bond issued by the Rhode Island Health and Educational Building Corp. payable in variable annual principal installments commencing April 1, 2018 with a maturity date of September 1, 2045. See swap agreement (Note 10).	48,935,853	50,730,018
Series 2017 Higher Education Facility Revenue Bonds issued by the Rhode Island Health and Educational Building Corp. payable in variable annual principal installments commencing September 1, 2017. The five tranches in the Series 2017 bonds mature from March 2022 to March 2040 with interest rates of 2.01% - 3.59%.	29,049,371	30,350,869
Note payable to bank. Interest is calculated using a fixed rate of 5.47%. Monthly installments, which began June 1, 2023, consist of \$32,617 in principal plus interest based on a 10-year amortization schedule and are payable through May 1, 2028. The loan agreement contains certain restrictive covenants, including the University's requirement to maintain a certificate of deposit with the lender in an amount no less than the outstanding balance of the loan.	2,980,137	-
	<u>\$ 86,285,361</u>	<u>\$ 87,100,887</u>

Maturities of debt are as follows for the years ending June 30:

2024	\$ 4,037,583
2025	4,127,441
2026	4,204,388
2027	4,268,627
2028	5,981,891
Thereafter	<u>63,665,431</u>
	<u>\$ 86,285,361</u>

9. Contract obligations

On July 1, 2018, the University signed a 10-year agreement with a vendor for the exclusive right to provide and manage the University's food service program including catering service on the campus. As part of the agreement, the vendor will fund an investment in the University's dining service program for capital improvements for a total sum not to exceed \$2,212,500. The University shall hold title to all items procured with the investment. If the agreement expires or

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9. Contract obligations (continued)

is terminated for any reason prior to the full amortization of the investment (10 years), the University is liable to repay any unamortized portion of the investment immediately upon expiration or termination. As of June 30, 2023, the University received \$1,712,500 with the remaining \$500,000 to be remitted upon the University achieving a certain number of the student population on meal plans. The amortized amount is recorded to revenue. The unamortized balance as of June 30, 2023 is \$877,220.

10. Swap agreements

Effective January 1, 2022, United States regulatory authorities, including the Alternative Reference Rates Committee (ARRC) have encouraged financial institutions to begin the process of transitioning away from using LIBOR as the benchmark rate for adjustable rate lending arrangements. Based on the University's discussions with its lenders, the Secured Overnight Financing Rate (SOFR) has become the new benchmark rate during fiscal year 2023. This new benchmark did not significantly alter the overall interest rates paid by the University on its swap agreements.

Upon issuance of the Series 2008 Higher Education Facility Revenue Bond, the University entered into an interest rate swap agreement in the notional amount of \$17,525,000. Under the terms of the agreement, the University will pay a fixed rate of 3.625% and will receive from the swap counterparty 67% of the five-year LIBOR rate. The University also pays the bondholders, under the agreement, a variable rate monthly. The swap agreement provides for periodic reductions to the notional amount and has a final term of March 1, 2034. The swap liability associated with the 2008 bond is \$527,701 and \$777,544 as of June 30, 2023 and 2022, respectively.

In April 2020, the University signed the first amendment of the Loan and Security Agreement related to the Series 2015 Higher Education Facility Revenue Bond. This amendment converted the fixed interest rate of 2.8% to a variable rate based on adjusted LIBOR. However, in accordance with the amendment, the University then entered into a 125 month interest rate swap agreement for which the University pays a fixed rate of 0.708% to the bank on a monthly, actual/360 day basis in exchange for receiving 79% of 1 month LIBOR, reset and paid monthly on an actual/360 day basis to match the index on the underlying loan. This creates a fixed synthetic rate of 1.648%. The swap provides for periodic reductions to the notional amount and has a final term of September 1, 2030.

In June 2023, the University entered into an amended and restated agreement to the International Swaps and Derivatives Association (ISDA) Master Agreement dated April 1, 2020. This amendment, related to the Series 2015 Higher Education Facility Revenue Bond, converted the fixed rate to 0.638% paid to the bank on a monthly, actual/360 day basis in exchange for receiving 79% of 1 day SOFR, reset and paid monthly on an actual/360 day basis to match the index on the underlying loan. This creates a fixed synthetic rate of 1.6724%. The swap provides for periodic reductions to the notional amount and has a final term of September 1, 2030. The swap asset associated with the Series 2015 bond is \$6,242,400 and \$4,918,542 as of June 30, 2023 and 2022, respectively.

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NOTES TO FINANCIAL STATEMENTS
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10. Swap agreements (continued)

The swaps are designed to hedge the risk of changes in interest payments on the rate caused by changes in SOFR (previously LIBOR). The swaps were issued at market terms so that it had no fair value at its inception. The carrying amounts of the swaps at June 30, 2023 and 2022 have been adjusted to its fair value at the end of the respective years, which because of changes in forecasted levels of SOFR (previously LIBOR), resulted in reporting an asset and a liability at June 30, 2023 and 2022, respectively, for the fair value of the future net payments forecasted under the swaps. Since the critical terms of the swaps and bonds are the same, the swaps are assumed to be completely effective as a hedge.

11. Direct pay letter of credit

Effective July 1, 2011 and amended on March 30, 2021 (second amendment), the University entered into a replacement direct pay letter of credit with a bank in support of the Series 2008 bond described in Note 8. The agreement allows maximum borrowings of up to \$14,816,273 with a variable interest rate of the bank's prime rate plus 0-2% based upon age of the outstanding balance, but at no time less than 4%. The letter of credit calls for repayment upon demand and requires no compensating balances. The second amended direct pay letter of credit expires on March 30, 2026.

Commitment fees are paid quarterly, in advance, of the stated letter of credit amount. As of June 30, 2023 and 2022, there were no outstanding borrowings.

12. Finance leases

The University leases various office equipment under finance lease agreements. Accumulated amortization associated with finance leases was \$382,045 and \$266,826 as of June 30, 2023 and 2022, respectively.

Lease cost for the years ended June 30, 2023 and 2022 are as follows:

	2023	2022
Finance lease right-of-use asset amortization	\$115,219	\$114,354
Interest on finance lease liabilities	<u>5,190</u>	<u>7,467</u>
Total lease cost	<u>\$120,409</u>	<u>\$121,821</u>

The following table summarizes the maturity of finance lease liabilities as of June 30, 2023:

2024	\$ 125,780
2025	85,692
2026	5,518
2027	5,518
2028	<u>5,518</u>

NEW ENGLAND INSTITUTE OF TECHNOLOGY
NOTES TO FINANCIAL STATEMENTS
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12. Finance leases (continued)

Total lease payments	228,026
Less: imputed interest	<u>5,917</u>
Total lease liabilities	<u>\$ 222,109</u>

Other information:

Cash paid for amounts included in the measurement of lease liabilities:

	2023	2022
Operating cash flows from finance leases	\$ 5,190	\$ 7,467
Financing cash flows from finance leases	<u>115,888</u>	<u>112,795</u>
	<u>\$ 121,078</u>	<u>\$ 120,262</u>
Weighted average remaining lease term	2.04 years	2.67 years
Weighted average discount rate	2%	2%

The University's leases have remaining lease terms of 2 to 5 years, inclusive of renewal or termination options that management is reasonably certain to exercise.

13. Supplemental disclosure of cash flow information

	2023	2022
Cash paid during the year:		
Interest	<u>\$ 2,064,922</u>	<u>\$ 2,091,909</u>

In fiscal year 2023, the University sold two properties that had been held for sale in the prior fiscal year in addition to certain other property and equipment (Note 3). The properties had a combined sales price of \$1,055,000, cost basis of \$1,068,224 and accumulated depreciation of \$582,646. The University incurred settlement expenses of \$51,826 which were incorporated into the sale as an adjustment to the selling price.

As disclosed in Note 3, and in accordance with ASC 360-10, *Property, Plant, and Equipment*, the University reclassified two separate properties in building and improvements with a combined cost of \$794,601 and combined accumulated depreciation of \$521,434 to other assets, as they were classified as held for sale as of June 30, 2022.

During the fiscal year 2022, the University sold land and land improvements for \$2,400,000 with a cost basis of \$1,790,587 and accumulated depreciation of \$102,409. The University incurred settlement expenses of \$129,246 which were incorporated into the sale as an adjustment to the selling price.

In June 2023, the University incurred \$25,953 in finance lease liabilities in exchange for finance lease right-of-use assets of \$25,953. Payments on this lease will begin on July 1, 2023.

NEW ENGLAND INSTITUTE OF TECHNOLOGY
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14. Concentration of credit risk

The standard insurance amount at all Federal Deposit Insurance Corporation (FDIC) insured institutions is \$250,000 per depositor, per insured bank for each account ownership category. As of June 30, 2023 and 2022, there were \$11,086,846 and \$15,795,450, respectively, in deposits in excess of federally insured amounts.

Cash and securities products provided by brokerage houses are not insured by FDIC. Cash and securities held by members of Securities Investor Protection Corporation (SIPC) are protected up to a ceiling of \$500,000, with a limit of \$250,000 for cash. The excess amounts at June 30, 2023 and 2022, were \$8,052,072 and \$0, respectively.

The University has not experienced any losses in its deposit accounts or in its brokerage accounts and management believes it is not exposed to any significant credit risk on cash or securities.

15. Natural classification of operating expenses

Operating expenses by their natural classification were as follows for the years ended June 30:

	2023	2022
Salaries and wages	\$ 28,988,139	\$ 27,724,215
Payroll taxes	2,137,826	2,061,221
Employee benefits	4,249,655	4,209,956
Student education expenses	1,919,446	1,397,987
Outside services and professional fees	1,777,046	1,630,113
Dues, subscriptions and other expenses	4,047,875	4,298,078
Student recreational activities and meal plan costs	1,896,212	1,799,848
Scholarships and fellowships	-	5,314,355
Advertising and promotion	3,287,424	2,591,261
Facilities maintenance	6,130,087	6,060,997
Depreciation and amortization	8,245,691	8,344,008
Interest	<u>2,067,668</u>	<u>2,072,349</u>
	<u>\$ 64,747,069</u>	<u>\$ 67,504,388</u>

16. Employee benefit plans

The University participates in a Tax-Sheltered Annuity retirement plan in accordance with Section 403(b) of the Internal Revenue Code for all full-time employees. There are no unfunded past services pension costs under the retirement plan. For the years ended June 30, 2023 and 2022, \$865,373 and \$863,747, respectively, were expensed in the financial statements under this plan.

The University has an executive retirement plan that is designed in accordance with Section 457(f) of the Internal Revenue Code. Participants are designated by the Board of Trustees. The University generally makes non-elective annual contributions to the Plan on behalf of each participant. However, the funds remain assets of the University until such time as the participant

NEW ENGLAND INSTITUTE OF TECHNOLOGY
NOTES TO FINANCIAL STATEMENTS
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16. Employee benefit plans (continued)

withdraws the funds in accordance with Plan provisions. Assets held for this plan were \$7,034,989 and \$6,322,349 at June 30, 2023 and 2022, respectively, and are reported in investments in the statement of financial position. A corresponding liability to plan participants is reported in accrued expenses in the statement of financial position.

17. Related party transactions

The University has not entered into any related party transactions for the years ended June 30, 2023 and 2022.

18. Risks and uncertainties

In March 2020, the World Health Organization declared the outbreak of a novel coronavirus (COVID-19) as a pandemic which continues to spread throughout the United States.

To mitigate the impact from COVID-19, the University received grants from the Federal government through the Higher Education Emergency Relief Fund (HEERF), which is a subsection of the overall Coronavirus Aid, Relief, and Economic Security Act (CARES Act).

In June 2021, the University received notification that they had been awarded \$10,528,235 of HEERF grants. Of this amount, \$5,310,915 was used for direct aid to students who were impacted by COVID-19. The remaining \$5,217,320 was for the benefit of the University for qualifying expenses to cover costs associated with significant changes to the delivery of instruction due to COVID-19. The University has taken custody of these funds during the year ended June 30, 2022. The direct aid to students is included in “scholarships and fellowships,” with the related grant revenue reimbursement included in grant revenue on the statement of activities for the year ended June 30, 2022.

In August 2021, the University received notification that they had been awarded an additional HEERF grant in the amount of \$457,815 for the benefit of the University. This grant is awarded to universities with a certain percentage of low-income students and has been included in grant revenue on the statement of activities for the year ended June 30, 2022.

NEW ENGLAND INSTITUTE OF TECHNOLOGY

(NEIT)

ANNUAL REPORT

June 30, 2023

RE: \$16,120,000

Rhode Island Health and Education

Building Corporation

Higher Education Facility Revenue Bonds

New England Institute of Technology Issue

Series 2008

**NEW ENGLAND INSITUTE OF TECHNOLOGY
STATISTICAL INFORMATION**

ENROLLMENT

The table below presents the actual fall enrollment data for NEIT for the three most recent academic years. Four times a year, a new group of students enroll at NEIT. However, the fall quarter has the largest number of entering new students.

<u>Fall Semester of Initial Entry</u>			
	<u>2021</u>	<u>2022</u>	<u>2023</u>
Entering New Students	611	720	749
Returning Second Year Students	<u>1,354</u>	<u>1,230</u>	<u>1,223</u>
	1,965	1,950	1,972

TUITION AND FEES

The table below shows tuition, student fees and laboratory fees for the past three years.

Academic Year Tuition Data

<u>Year</u>	<u>Tuition</u>	<u>Student Fee</u>	<u>Administration Fee</u>	<u>Lab Fee</u>	<u>Total</u>
2022-23	\$32,100	\$600	\$300	\$900	\$33,900
2021-22	\$30,900	\$465	\$300	\$900	\$32,565
2020-21	\$30,000	\$465	\$300	\$735	\$31,500

NEIT's tuition has increased by approximately 3.3% on an average annual basis over the past three years; the percentage increase was approximately 3.9% between fall 2021 and fall 2022.

FINANCIAL INFORMATION

Accounting Matters

The report of NEIT's independent accountants, together with NEIT's Statement of Financial Position, Statement of Activities and notes to the financial statements for the year ended June 30, 2023 are enclosed.

The financial statements of NEIT have been prepared on the accrual basis in accordance with generally accepted accounting principles and in accordance with the reporting guideline established by the American Institute of Certified Public Accountants.

ENDOWMENT AND SIMILAR FUNDS

NEIT's investment funds consist of unrestricted current funds and one restricted fund in the amount of \$1.5 million to be used for student community service and scholarships. The following chart presents market values of investments, cash and cash equivalents of endowment and unrestricted funds over the past three fiscal years.

Market Value of Endowment and Unrestricted Funds

<u>2021</u>	<u>June 30, 2022</u>	<u>2023</u>
\$265,224,707	\$245,914,672	\$262,855,025

FINANCIAL AID

Financial aid at NEIT is available to students from a variety of sources including: non-repayable grants or scholarships, work study programs, student loans and NEIT's own tuition payment plan. Students may receive financial aid through any or all of these programs, depending on their financial need. The table below demonstrates financial aid received by NEIT students over the past three years.

Applicants

<u>Award Year</u>	<u>Average</u>
2022-2023	87%
2021-2022	89%
2020-2021	85%
Three-year Average	87%

NEIT students receive varied grants and other financial aid, including Federal Pell Grants, Federal Supplemental Opportunity Grants ("SEOG"), Federal Work Study ("FWS"), Federal Parent Plus Loans, Federal Unsubsidized and Subsidized Student Loans, and NEIT's Institutional Grants. During the past year, these programs have provided approximately, \$39,326,211 in loans, grants and other aggregate assistance to NEIT's students. The total amount of financial aid, by percentage, for these programs has been:

<u>Program</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>
Pell Grant*	13%	13%	13%
Supplemental Opportunity Grant*	1%	1%	1%
Federal Work Study*	0%	1%	1%
Stafford Loans*	40%	40%	37%
Parent Plus Loan*	9%	8%	9%
Institutional Grant	37%	37%	39%
Total	100 %	100%	100%
* Federal Title IV Program			

OUTSTANDING INDEBTEDNESS

As of June 30, 2023, NEIT had outstanding indebtedness consisting of the following:

\$5,320,000 unpaid balance on the Series 2008 Higher Education Facility Revenue Bond issued by the Rhode Island Health and Education Building Corp. payable in variable annual principal installments commencing March 1, 2009 with a maturity date of March 1, 2034.

\$48,935,853 unpaid balance on the Series 2015 Higher Education Facility Revenue Bond issued by the Rhode Island Health and Education Building Corp. payable in variable monthly principal installments commencing April 1, 2018 with a maturity date of September 1, 2045.

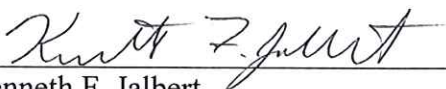
\$29,069,371 unpaid balance on the Series 2017 Higher Education Facility Revenue Bond issued by the Rhode Island Health and Education Building Corp. payable in variable annual principal installments commencing September 1, 2017 with a maturity date of March 1, 2040.

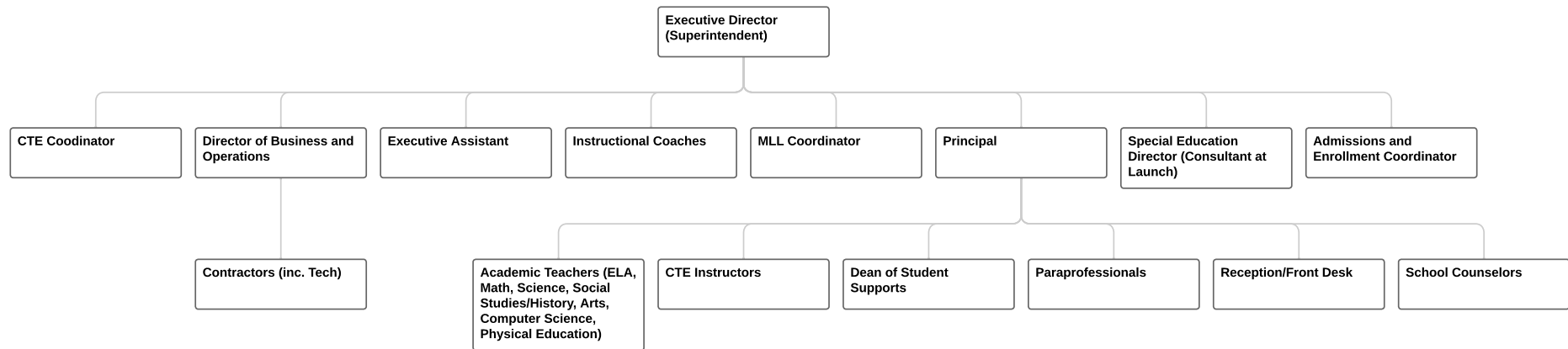
\$2,980,137 unpaid balance on note payable to bank payable in variable principal installments commencing in June 2023 with a maturity date of May 1, 2028

LITIGATION

There is no material litigation pending or threatened against NEIT.

NEW ENGLAND INSTITUTE OF TECHNOLOGY

By: 
Kenneth F. Jalbert
Vice President of Finance and Business Administration



Executive Director Annual Evaluation Form

Mission-

Executive Director Name		Committee Members
Dates		
Review Period		

Ratings

A = Area of Improvement

D = Demonstrated Success

O = Outstanding Strength

Habits of Work

Does the Executive Director have the skills, knowledge, maturity and judgment to do his/her job?

Area	Comments	Rating
Job Knowledge - Academic		
Job Knowledge - Finance and Operations		
Work Quality		
Judgment		
Creative Problem Solving		

Leadership

Does the Executive Director formulate and effectively communicate to related members in the organization what to do and when?

Area	Comments	Rating
Formulation of strategic and operational plans - including responsibilities, reasonable project schedules, and allocated resources.		
Communication of plans to organization (written, verbal, etc.)		
Ability to work with and through the faculty and staff in a respectful manner.		
Value the ideas and work of others.		
Rectification of personnel and staff performance issues.		

Goals

Did the Executive Director accomplish the goals and objectives set out in the Mission Statement and at the beginning of the academic year via the Board of Directors?

Goal	Results	Rating