

Fulbright Academy Charter School of Montclair
New Jersey Charter School Application

March 30, 2016

Application Cover Sheet

Name of Proposed Charter School: Fulbright Academy Charter School of Montclair

County of residence: Essex County

District of residence or districts in the region of residence (must be contiguous):
Montclair

Anticipated physical address of school (REQUIRED): 151 Forest Street, Montclair, NJ 07042

Enrollment Summary: Complete the following table.

Grade Level	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
Pre-K					
K	50	50	50	50	50
1	50	50	50	50	50
2	50	50	50	50	50
3	50	50	50	50	50
4	50	50	50	50	50
5		50	50	50	50
6			50	50	50
7				50	50
8					50
9					
10					
11					
12					
Total	250	300	350	400	450

LEAD FOUNDER INFORMATION

Lead Founder. Identify the lead founder for your team. This individual will serve as the contact for all communications, scheduling, and notices regarding your application.

Name of lead founder: Darryle Bogan

Mailing address: 43 Plymouth St.,
Montclair, NJ 07042

Phone: (day) (917) 392-3327

Email address: DarryleBogan@gmail.com

QUALIFIED FOUNDER INFORMATION

Identify the qualified founder for your team. See definition on page 5 above.

Name of qualified founder:Janelle Anderson

District of residence: Montclair, NJ

Describe how this individual is a qualified founder. Reference the "Definitions" section on page 5 above:

Ms. Anderson is a parent with children attending the schools of the district.

Mailing address: 383 Upper Mountain Avenue
Street/ PO Box

Montclair, NJ 07043
City State zip

Phone: (day)(646)733-7633

Email address: janelle.anderson@gmail.com

Note: If the proposal includes multiple districts, a qualified founder must be identified for each district. Duplicate the lines above as necessary.

Applicant Team Information Summary

Names, roles, district of residence, and current employment of all persons on applicant team (you may add lines as needed):

Full Name	Current Job Title and Employer	District of Residence	Future Position with Proposed School (Board member, administrator, consultant, etc.)
Darryle Bogan	N/A	Montclair	Board Member
Janelle Anderson	Partner, CTI Life Sciences Fund	Montclair	Board Member
Leslie Wade	Director, Human Assets and Administration at KIPP NJ	Montclair	Advisor
Marie-Catherine Glaser	Director, Montclair French Institute Alliance Francaise	Montclair	Advisor
Jennifer Hindman Sargent	Executive Director at HoLa Hoboken Dual Language Charter School	N/A	Advisor
Mercedes Tellez-Gil	Coordinator of Bilingual Programs and World Languages@ Englewood Public Schools	N/A	Consultant
Elizabeth Willaum	Director, Hudson Way Immersion School	N/A	Consultant

Model or Focus of Proposed School (e.g., Arts, College Prep, Dual Language, etc.):
Dual Language English/French with Spanish as a core subject.

Is the proposed school partnering with an Education Service Provider (ESP; i.e. Charter Management Organization or Education Management Organization or Other Organization) for school management/operation OR is the proposed school seeking to replicate an existing school model? No.

Identify the proposed ESP or Replicating Entity (if approved for a school, applicants must run an open RFP process for an ESP). N/A

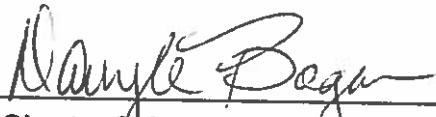
Proposed Principal / Head of School Information, if identified:

Name of proposed Principal Candidate: Edith Boncompain (Candidate)

Current employment: French Institute Alliance Francaise, formerly Principal at the New York French American Charter School in Harlem, NY

Phone: (day) 646-724-8194

Email address: dithee@hotmail.com



Charter School Lead Founder Signature

3-30-2016

Date

Note: Applicants must submit this information using this form. All information is REQUIRED. Applicants are responsible for updating all contact information with the Office of Charter Schools.

PHASE ONE APPLICATION

Section 1. Mission, Vision and Education Program

State the mission and vision of the proposed school. Provide a synopsis of the proposed educational program including key components of the education model and any unique or innovative features of the school. Include the key design elements of the school(s) or program(s). Discuss how the school's educational program will serve the proposed school population.

The mission of Fulbright Academy Charter School of Montclair will be to close the achievement gap, opportunity gap, and drive overall achievement with an innovative trilingual model of education (Using PARCC or other New Jersey standardized assessments as measure of proof). Employing this model of education in Montclair will result in our students becoming trilingual before graduating high school, which will provide more career opportunities. These students also will outperform their monolingual peers in academic achievement.

More than 40 years of research proves that second and third language learning leads to greater problem solving ability, which is an important skill for academic achievement and essential for doing well on today's standardized assessments. Problem solving ability is a featured goal of the Common Core State Standards. In addition, fluency and literacy in multiple languages strongly supports career and college readiness, as well as global readiness. Successfully demonstrating this innovative model of education will provide a blueprint for the Montclair School District and other New Jersey public schools working to close the achievement gap and drive student achievement.

The Englewood School District proved that Spanish dual language education can be a tool used to close the achievement and opportunity gaps in New Jersey (Englewood achievement data in appendix).

There is evidence that shows learning French as a second language can be an even more powerful strategy for raising academic achievement. Utah found that French immersion students outperform students in Chinese and Spanish dual language immersion programs in their state. The Milton Public School District in Massachusetts, which has similar demographics to Montclair, found that their dual language French immersion students achieve greater academic results than their monolingual peers from around their state (see appendix). Finally, Canada found that their French immersion students ranked No. 1 in the world for achievement on the Program for International Student Assessment (PISA) — an assessment used to compare countries by their education systems (Desert News, <http://www.deseretnews.com/article/700220292/Language-immersion-classrooms-Programs-are-popular-diligence-translates-to-performance.html?pg=all>).

More than 50 percent of modern-day English words trace back to French. This means

that French has a relatively quick learning curve, which boosts a student's confidence. This also may contribute to greater achievement on English standardized assessments by students learning French.

Because of the compelling research, Fulbright Academy Charter School of Montclair will be a dual language French-English Kindergarten through eighth grade school that will provide a foundation for a third language in Spanish. Fulbright will establish a strong tradition of excellence utilizing a French-English dual language curriculum that meets or exceeds the State of New Jersey Core Curriculum Content Standards, and adapts to the well-established Two-Way Immersion model (90-10 approach). Graduates of Fulbright will be bilingual/biliterate in French with a K-8 foundation the third language of Spanish (trilingual: English/French/Spanish). They will have the foundation to have success in French and Spanish Advanced Placement exams in high school.

French will be used as a tool of instruction of delivering a challenging academic program coupled with innovative teaching strategies, including an emphasis on experiential learning and STEAM (Science, Technology, Engineering, Arts and Math). We will employ the best practices STEAM curriculum shared by LEAP Academy University Charter School.

Fulbright Academy will be a dynamic, nurturing school community; and one that offers a global perspective. Intrinsic to Two-Way Immersion are three complementary goals: high levels of achievement in all core content areas, academic levels of bilingualism/biliteracy for all children, and an appreciation of other cultures. This approach will bring children from all backgrounds together from across our diverse community to learn side by side, and from one another, as they prepare to become both global citizens and positive members of our own community.

Montclair, which means clear mountain in French, is a an ideal location for a French-English dual language school with the goal of closing the achievement gap and delivering greater academic achievement. The community, which struggles with a well-documented achievement gap, greatly supports foreign language learning. Many students from all socioeconomic backgrounds go to French classes five days a week before school. Students also learn French after school as part of enrichment programs at several of the elementary schools. There are two pre-K immersion programs operating in the town that could support Fulbright Academy Charter School of Montclair. A third foreign language pre-K immersion program will be launched in 2017, if Fulbright is approved.

A 2013 Montclair School District survey found the 90 percent of the parents of K-5 students wanted a strong world language program for their children. Unfortunately, the local school district has had great difficulty delivering a minimum world language offering, and even greater difficulty reducing the achievement gap, according to state reports.

Two-Way Immersion

The efficacy of the Two-Way Immersion model has been consistently supported by a broad body of research in the field over the past two decades, and has been shown to be the most effective model of dual language education in terms of both academic achievement and language acquisition (see appendix). The Two-Way Immersion model has been especially effective in closing the achievement gap for traditionally underperforming groups, a critical problem in Montclair schools and around the nation. Two-Way Immersion has been correlated with high levels of academic success: students in such programs tend to achieve at or above grade level compared with their monolingual peers. Research data also identifies a range of cognitive benefits: more flexible thinking, improved problem-solving and reasoning skills, as well as an increased understanding of the structural properties of language. By being immersed in a second language, students are able to develop greater listening and higher-level thinking skills, which enhances their chances for academic success.

Fulbright Academy Charter School of Montclair will seek to use the 90-10 approach to Two-Way Immersion method in grades K-2, with a gradual increase in use of English in subsequent years (50-50 by 4th grade). Spanish will be taught as a third language with a program that exceeds the World Language Core Curriculum Content Standards for the State of New Jersey.

Fulbright Academy Charter School of Montclair will establish a strong tradition of excellence through a rigorous French-English dual language curriculum that meets or exceeds the State of New Jersey Core Curriculum Content Standards. The French language will be used as a tool of instruction in delivering a challenging academic program coupled with innovative teaching strategies, including an emphasis on the arts and experiential learning; a dynamic, nurturing school community; and a multicultural perspective. Intrinsic to Two-Way Immersion are three complementary goals: high levels of achievement in all core content areas, academic levels of bilingualism/biliteracy for all children, and an appreciation of other cultures. This approach will bring children from French and non-French language backgrounds together from across our diverse town to learn side by side, and from one another, as they prepare to become both global citizens and positive members of our community.

Cultural and linguistic equity are important components of Two-Way Immersion, and an intrinsic element of the Fulbright Academy Charter School of Montclair. All cultures and languages are valued equally, and as a French-English program, all materials will be in both languages.

A summary of the student benefits:

Educational: Students in Two-Way Immersion programs tend to achieve at or above grade level across core subjects, compared with peers in monolingual programs; high academic achievement coupled with high levels of bilingualism allow for access to a greater range of educational and professional opportunities. Even more opportunities will appear for students with trilingual skills (English, French and Spanish). This will be especially valuable in a community that struggles with achievement and opportunity gaps.

Linguistic: Two-Way Immersion programs prepare children to achieve high levels of academic and conversational proficiency in speaking, reading and writing two languages (in this case, both English and French with Spanish proficiency to follow in high school).

Social: The experience of learning side by side with, and from, a culturally diverse group of children allows for increased cultural awareness and communication skills, and academic trilingual proficiency equips students for increased career opportunities in a global economy. New Jersey is also becoming bilingual state that is a short distance from our largest trading partner, Canada, which has French as an official language.

In conclusion, Fulbright Academy Charter School of Montclair, a Kindergarten to eighth grade school, will prepare students to pass the Advanced Placement French exam by the end of eighth grade and the Spanish AP exam in high school. Our students will be trilingual before leaving for college or careers. Schools in Montclair and around New Jersey will be able to benefit from the model we develop for 21st century students. A model that addresses the achievement gap, opportunity gap, overall achievement.

Section 2. Demonstration of Need and Community Engagement

a) Describe why the district of residence or region of residence was selected. Clearly identify the rationale for selecting this model in the targeted district(s). Describe the perceived needs not currently being met by the existing school options and how the proposed charter school model will meet the perceived needs and offer the greatest educational benefit to the students in this district or region of residence.

For over four years the community, progressive in many ways, has strongly requested that the Montclair School District improve its world language program. During that time, the achievement gap also has been a concerning issue for the town. Those are the main reasons a dual language charter school should be founded and will succeed. Research suggests it's a chance to tackle two community problems with one solution.

The district has tried to address problems. A World Language Roundtable Committee was formed in 2013 to address the issue. Proposals were made several years ago.

Unfortunately, educational leadership couldn't progress on the proposed recommendations, despite parents pleading — and often times crying openly at public meetings — for action.

It's hard to say why leadership couldn't make progress. The Montclair School District has struggled with change during the last few years. According to published reports, Montclair leads the state in opting out for PARCC testing. A fresh start appears to be needed to drive continuous improvement for students.

The lack of action has consequences. Like many subject areas in Montclair, parents with financial resources and time have organized to offer their own foreign language programs. Unfortunately, many disadvantaged students are left out. This trend is common in Montclair and results in an achievement gap. It also fuels an opportunity gap. Approving a dual language charter school will provide opportunity for all when it comes to learning a second and third language.

Approving a dual language charter school in Montclair will put the focus back on all students. It will help the educational establishment see that innovation can help children become 21st century students who can compete globally. The school will show a pathway forward for all those resistant to change.

b) Provide detail regarding the role of parents, families and the community in the application process. If possible, provide evidence of support among parents, students, teachers, community groups or any combination thereof. Provide attachments as necessary (letters, surveys, etc.)

Two of the founders of Fulbright Academy Charter School of Montclair participated on the Montclair School District's World Language Roundtable Committee. That committee involved or still has more than 40 parents, educators and concerned citizens dedicated to helping Montclair students learn a foreign language. To date, that committee has not gained results for students.

A lot of polling was conducted by the world language committee (see appendix). In the most popular poll ever conducted by the Montclair School District, 90 percent of parents responded by saying quality world language instruction was "very" to "extremely" important to them. Numerous other polls show tremendous interest by parents for a dual language immersion program for their children.

The current co-chair of the world language committee expressed his support, but only if the school is approved and is inclusive (see letter in appendix). He, like many, believes a charter school will "never" be approved in Montclair.

There is strong interest for a dual language charter school in Montclair. Even more interest and founders would come forward after approval.

c) Describe the plan for ongoing community engagement including any community meetings, parent, teacher, and student input, surveys of prospective stakeholders, etc. you plan to conduct.

If we gain approval for Fulbright Academy Charter School of Montclair, we would expect to start working with the Montclair World Language Roundtable Committee. Much of what this committee, which we were a part of, has laid the groundwork for connecting with the community. Through that community committee, we will be able to reach thousands of interested Montclair parents and stakeholders. We will be able to survey prospective stakeholders and conduct meetings. At the same time, we will begin communicating with the town's network of pre-K schools. Already, two of the pre-K schools have foreign language immersion programs (Head Start and Montclair Community Pre-K).

The French Institute Alliance Francaise is another valuable community resource. The worldwide not-for-profit organization has been teaching French for over 100 years. Their only New Jersey site is in Montclair. We will hope to partner and gain their institutional strength in the teaching of French.

The Montclair community has tremendous professional talent of all kinds. If approval is gained, we will continue building our advisory board, and start a volunteers committee. There's every type of expertise in Montclair. We will need much of that expertise to launch a school that becomes a community gem.

Section 3. Enrollment and Admissions Summary

a) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated in the Enrollment Summary in the first four years of the charter.

Fulbright Academy Charter School of Montclair will serve 450 students in Kindergarten through eighth grade with at least two classrooms per grade.

There were a number of factors that went into the rationale for enrollment. First of all, we need to open the school with grades Kindergarten through fourth grade. We are opening K-4 to serve the community of immersion students that had already started as 3 and 4-year olds at the town's pre-Ks, but lost the foreign language learning opportunity when they started in the school district years ago. We can fix that situation for those students. They have already been wired for a second language and — if they get into the charter through the lottery — will be assets to the new school. The oldest of those students will be entering fourth grade for the 2017-18 school year.

The rationale for choosing two classes per grade was primarily decided for practical reasons. Finding a facility appropriate for a school that can serve more students per grade would be a challenge. Appropriate school building real estate is rare in Montclair. If something larger were to become available, it could change our thinking. We are sure we can provide a great learning environment for two classes per grade with the facility we have identified.

Two classes per grade is also the size of Hoboken Dual Language Charter School. They are a New Jersey model school for world languages. They are advisers to us and we will use much of their model in Montclair. The differences will be French dual language and the addition of Spanish as a third language core subject. Being able to use their two-class model will help greatly with the curriculum design and budgeting.

Lastly, offering Kindergarten through eighth grade will be essential to the development of the second and third language proficiency. It would hurt the students' foreign language development if they had to matriculate to Montclair middle schools. Fulbright Academy Charter School students will be so advanced in French and Spanish by the fifth grade that there won't be an appropriate course offering at the middle school level. When they graduate to the high school, there will be higher level AP courses they can take and college courses at Montclair State University.

b) Describe the school's recruitment efforts and the school's target population. Provide evidence that the school will, to the maximum extent possible, seek the enrollment of a cross-section of the community's school-age population including at-risk, special education and English language learning students.

Fulbright Academy Charter School of Montclair's mission is to close the achievement and opportunity gaps through the dual language immersion model. We need the same cross-section of the community to achieve that mission. To reach a target population of 450 students (two classes of 25 per grade level), we will need a strong recruitment effort. The majority of our recruiting resources will be focused on the relationship with Montclair's pre-K schools. Over 50 percent of those pre-K students attend the Head Start and Montclair Community Pre-K schools. Both schools have immersion programs. Having similar programs makes for a natural relationship.

A third town pre-K immersion program is planned for the 2017-18 school year. The French Institute Alliance Francaise (FI AF) expects to open with as many as five classrooms. We will work to have good relationship with FI AF.

We hope to reach Montclair's school-aged children through the World Language Roundtable Committee. We also will reach out to the many students in town's Morning French Program, where Montclair children are attending classes everyday before school.

Parlez-Vous Francais-Montclair is another organization in town that serves bilingual French students. They also would be likely candidates to have interest in Fulbright Academy Charter School of Montclair. We will develop a good relationship with that program.

In most cases, dual language immersion schools have long waiting lists to attend. That is the case in New Jersey at the Hoboken Dual Language Charter School. We have a strong network that will help us to reach full enrollment in Montclair. We are likely to have our own waiting list.

Section 4. Applicant and Founder Information

a) Explain the Founding Team's collective qualifications for establishing high-quality schools in New Jersey and assuming stewardship of public funds. Include individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

- School leadership, administration, and governance;**
- Curriculum, instruction, and assessment;**
- Performance management;**
- Parent and community engagement;**
- Professional development;**
- General operations;**
- Facilities management;**
- Financial management; and**
- Fundraising and developments.**

Founders

Our founders have been building relationships with the best of the world language community since 2012.

Founder Darryle Bogan helped lead Montclair's World Language Roundtable Committee. As co-chair, she pursued the best practices of foreign language instruction. During this endeavor, she arranged community visits to dual language immersion programs around the state of New Jersey. One of those visits helped forge a relationship with Hoboken Dual Language Charter School. Fulbright Academy Charter School of Montclair will borrow much of what they do from Hoboken, which is designated as a world language model program for New Jersey.

Founder Janelle Anderson, who has a PhD in Chemistry from Harvard, led the research team for the World Language Roundtable Committee. She presented the findings to the Montclair superintendent of schools in early spring 2013. Her research confirmation of improved academic achievement through foreign language learning resulted in the community embracing the dual language immersion model. Anderson, a managing partner in the venture fund field, has a strong background in finance, which she will lend to the Fulbright Academy Charter School of Montclair.

Advisors Team

Jennifer Hindman Sargent, Founder and Executive Director at Hoboken Dual Language Charter will advise on the dual language model and strategies for day-to-day operations. Sargent took the idea of immersion in Hoboken to the school becoming a model program for New Jersey. She will be especially helpful in the areas of school leadership, administration, governance, and community engagement. Sargent already has been and will be an invaluable resource for Fulbright.

Leslie Wade, Director of Human Assets and Compliance at KIPP New Jersey, will be an advisor Fulbright Academy. KIPP teaches 70,000 students in 183 schools around the nation, including 10 in New Jersey. Wade will be especially helpful in sharing best practices in charter school management, including fundraising, benefits, technology management, community building and general operations.

Marie-Catherine Glaser, Director of FIAF Montclair, will be an advisor in the area of best practices, culture and recruitment. Before joining FIAF in 2013, she led educational programs at the French Embassy in Washington, D.C. She also has worked in Czech Republic, Russia, China and Latvia. She has been supportive of our efforts to prepare Montclair students for a global future.

Elizabeth Willaum, Director at Hudson Way Immersion School, will be an advisor in the areas of the dual language model, charter school launch and the achievement gap. Willaum is the Dean of dual language immersion in New Jersey. She founded the Englewood Public School District's dual language immersion program in 1991. Willaum also has expertise in curriculum, instruction, and assessment.

Mercedes Tellez-Gil, Coordinator of Bilingual Programs and World Languages at Englewood Public School District, will advise Fulbright in the area of the achievement gap and model programs. It was on her tour of the Englewood dual language immersion program, cited as a New Jersey foreign language model program, that we first realized the achievement gap can be addressed through a strong foreign language program. In a district where the majority of students are disadvantaged, her immersion students greatly outperform the their monolingual peers. With her help, we will strive to duplicate her results.

It wasn't until we found a facility that would work for Fulbright Academy Charter School of Montclair, that we could move forward with the New Jersey Charter School Application. If our application is approved, the majority of our facilities management will be handled by our landlord, allowing us to focus on implementing the school design.

As information on our mission spreads throughout the community, we will expect to welcome more founders, advisors and board members.

EXHIBITS

Exhibit 1a: Statement of Assurances Form

Exhibit 2a: Application Notification to Districts

Exhibit 3a: Education Service Provider/Replicating Entity Information Sheet

Exhibit 4a: 2016 New Jersey Department of Education District Receipt of Application

Exhibit 1a: Statement of Assurances-

Statement of Assurances from each Founding Team Member are included in separate file on drive and included in hard copies.

Exhibit 2a: Application Notification to Districts

N.J.S.A. 18A:36A-4 (c) requires that a school notice of the filing of the application be sent to members of the State Legislature, school superintendents, and mayors and governing bodies of all legislative districts, school districts, or municipalities for each district of residence identified in the application. **Provide ALL of the information regarding your school's application below for all districts of residence.** If the application requests more than one district of residence, this table must be duplicated.

Name of District	Montclair School District
County Freeholder Name	Cynthia D. Toro, District 5
County Freeholder Email	CToro@freeholders.essexcountynj.org
County Executive Name	Joseph N. DiVincenzo, Jr.
County Executive Email	joedi@admin.essexcountynj.org
Executive County Superintendent Name	Joseph Zarra, Executive County Superintendent
Executive County Superintendent Email	joseph.zarra@doe.state.nj.us
District Superintendent Name	Ronald E. Bolandi
District Superintendent Email	rbolandi@montclair.k12.nj.us
Board of Education President Name	Jessica G. de Koninck, Esqu
Board of Education President Email	jdekoninck@montclair.k12.nj.us
Mayor Name	Robert D. Jackson
Mayor Email	rjackson@montclairnjusa.org
Town Council President Name (if Mayor does not act in that capacity)	n/a

Town Council President Email (if Mayor does not act in that capacity)	n/a
Board of Chosen Freeholders President Name (if applicable)	Britnee N. Tiberlake
Board of Chosen Freeholders President Email (if applicable)	btimberlake@freeholders.essexcountynj.org
Legislator 1 Name	Rep. Donald Payne, Jr., Tenth Congressional District
Legislator 1 Email	donald.payne@mail.house.gov
Legislator 2 Name	Rep. Rodney Frelinghuysen, Eleventh Congressional District
Legislator 2 Email	rodney.frelinghuysen@mail.house.gov
Legislator 3 Name	U.S. Senator Cory Booker
Legislator 3 Email	info@booker.senate.gov
Legislator 4 Name	U.S. Senator Bob Menendez
Legislator 4 Email	robert.menendez@menendez.senate.gov
Legislator 5 Name	State Senator Nia Gill, 34th Legislative District
Legislator 5 Email	SenGill@njleg.org
Legislator 6 Name	Assemblyman Thomas P. GIBLIN Legislative District
Legislator 6 Email	AsmGiblin@njleg.org
Legislator 7 Name	
Legislator 7 Email	
Legislator 8 Name	
Legislator 8 Email	
Legislator 9 Name	
Legislator 9 Email	

Exhibit 3a: Education Service Provider/Replicating Entity Information Sheet (IF APPLICABLE) - N/A

Provide a summary of every school in the organization's portfolio in an Excel workbook over the last 3 years.

Include the following information for every school over the last 3 years:

- a. School name;
 - b. City/location and school contact information;
 - c. Year opened;
 - d. If applicable, the year in which the contract with the ESP commenced and/or ended
 - e. Number of students and grade levels served;
 - f. School type (new start or turnaround)
 - g. The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and English Language Learner compared to district averages;
 - h. State assessment results (absolute proficiency numbers) both by grade level and at school level in English/Language Arts and Mathematics compared to state and district averages;
 - i. Growth and/or value-added results by grade level and at school level in English/Language Arts and Mathematics. Please indicate what instrument was used to determine the growth and/or value-added results; and
 - j. Other performance measures including student retention rate (i.e. % students enrolled in one year who re-enroll in fall of next year), student average daily attendance rate, student 4-year adjusted cohort graduation rate, high school drop-out rate, student college attendance rate and teacher attendance rate.
2. Provide the following financial and organizational information regarding the proposed ESP or Replicating Entity:
- a. Description of the ESP or Replicating Entity's management structure and summary of key personnel.
 - b. Provide the ESP or Replicating Entity's last three years of audited financial statements and management letters.
 - c. Provide the ESP or Replicating Entity's most recent internal financial statements, including balance sheets and income statements. Be sure that the ESP or Replicating Entity's overall operations are distinctly represented.
3. Provide the following information regarding the proposed ESP or Replicating Entity's portfolio history:
- a. List any contracts with charter schools that have been terminated by either the ESP or a school, including the reason(s) for such termination and whether the termination was for "material breach."
 - b. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the ESP or Replicating Entity, and explain what caused these actions.

Exhibit 1a: Statement of Assurances

Statement of Assurances

The charter school and New Jersey Department of Education (NJ DOE) agree to comply to all of the following provisions: *(Read and check)*

1. Will not charge tuition, fees or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with New Jersey charter laws and regulations and will comply with all provisions of the Non Regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed.
3. Will be open to all students, on a space-available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
4. Will adhere to all applicable provisions of federal law relating to students with disabilities, including *IDEA 2004; Section 504 of the Rehabilitation Act of 1974; and the Americans with Disabilities Act* and appropriately employ/contract a child study team and special education service provider(s).
5. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including *Title IV of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76 § 5; and MGL c. 89, 71 § (f) and (l)*.
6. Will comply with all federal and State laws, including the New Jersey Charter School Program Act of 1995, as well as all applicable regulations, including New Jersey Administrative Code, Charter Schools.
7. Will employ highly qualified administrators and teachers who hold appropriate New Jersey certificates.
8. Will obtain all necessary permits, licenses, and certifications related to occupancy, fire, health, and safety within the building(s) and on school property.
9. Will provide enrollment and demographic data to the NJDOE as required by *N.J.A.C. 6A:11-2.1(i)*.
10. Will ensure an annual audit of the charter school pursuant to *N.J.S.A. 18A:23-1 et seq.*
11. Will ensure the utilization of a certified school business administrator (SBA).
12. Will establish the full implementation of a uniform system of double-entry bookkeeping in accordance with Generally Accepted Accounting Principles (GAAP) that is organized on a fund basis pursuant to *N.J.S.A. 18A:4-14*.
13. Will ensure adoption of Standard Operating Procedures (SOP) pursuant to *N.J.A.C. 6A:23A-22.14*, including a plan for internal controls for the accounts payable/voucher system including Public School Contract Guidelines pursuant to *N.J.S.A. 18A:18A*.
14. Will ensure the recording of student attendance in the school register pursuant to *N.J.A.C. 6A:32-8* and recording of student enrollment in the Charter School Enrollment System for the two required enrollment counts.
15. Will provide provisions for insurance coverage pursuant to *N.J.S.A. 18A:36A-14(a)*.

- Including health benefits; general liability; property, officer and employee liability, including any performance surety; and vehicle liability for pupil transportation.
16. Acknowledge request for and receipt of the waivers documented in the RFA, unless otherwise indicated in the contract between the charter school and NJ DOE.
 17. Will comply with Open Meetings and Open Public Records Act laws.
 18. Will, for the life of the charter, participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the New Jersey Department of Education; this includes participation in any federal or state funded charter school evaluations or studies, final grant report documentation and financial statements.
 19. Will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments [P.L. 107-110].
 20. Shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. NJ DOE must be permitted to audit, review, and inspect the grantee's activities, books, documents, papers and other records relating to the expenditures of grant proceeds. The recipient further agrees to comply with all federal and state audit requirements and ensures that arrangements have been made to finance those mandatory audits
 21. Will keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation.
 22. Will ensure equitable program participation, as required under section 427 of the *General Education Provision Act*.
 23. Will comply with the lower-tier certification covering lobbying and debarment/suspension in 34 CFR Parts 82 and 85.
 24. Understand that if any findings of misuse of funds are discovered, said funds must be returned to NJ DOE and NJ DOE may revoke the charter if it deems that the recipient is not fulfilling the academic goals and fiscal management outlined in the charter.
 25. Will conduct an open RFP process to select an education service provider, if applicable.
 26. Will comply with the streamlined tenure guidelines established by the Commissioner.
 27. Will ensure that the school's curriculum will integrate the following elements throughout the education program: promote the elimination of discrimination; promote mutual acceptance and respect among students and enable students to interact effectively with others regardless of race, national origin, sexual orientation, gender, religion, English proficiency, socio-economic status or disability; provide instruction in multicultural education content and practices; provide instruction in African-American History as part of U.S. history; and provide instruction on the Holocaust and genocide.
 28. Will not utilize state or local funds for the construction of a new facility, if applicable.
 29. Will comply with the *School Ethics Act*.
 30. Will not have more than 50% of the board of trustees associated with any one non-profit or for-profit entity nor will any vendor be a voting member of the board of trustees.
 31. Will ensure that all kindergarten students will be five years old by October 1 of each year, if applicable, pursuant to *N.J.S.A. 18A:38-5*.
 32. Will ensure that the percentage of school funds spent in the classroom is at least comparable

to the average percentage of school funds spent in the classroom in all other public schools in the State, pursuant to *N.J.A.C. 6A:11-7.3(e)*.

Signature

I, the undersigned, do hereby agree to the assurances contained above.

Signature of Charter School Authorized Representative



Date

3/30/2016

Exhibit 1a: Statement of Assurances

Statement of Assurances

The charter school and New Jersey Department of Education (NJ DOE) agree to comply to all of the following provisions: *(Read and check)*

1. Will not charge tuition, fees or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with New Jersey charter laws and regulations and will comply with all provisions of the Non Regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed.
3. Will be open to all students, on a space-available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
4. Will adhere to all applicable provisions of federal law relating to students with disabilities, including *IDEA 2004; Section 504 of the Rehabilitation Act of 1974; and the Americans with Disabilities Act* and appropriately employ/contract a child study team and special education service provider(s).
5. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including *Title IV of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76 § 5; and MGL c. 89, 71 § (f) and (l)*.
6. Will comply with all federal and State laws, including the New Jersey Charter School Program Act of 1995, as well as all applicable regulations, including New Jersey Administrative Code, Charter Schools.
7. Will employ highly qualified administrators and teachers who hold appropriate New Jersey certificates.
8. Will obtain all necessary permits, licenses, and certifications related to occupancy, fire, health, and safety within the building(s) and on school property.
9. Will provide enrollment and demographic data to the NJDOE as required by *N.J.A.C. 6A:11-2.1(i)*.
10. Will ensure an annual audit of the charter school pursuant to *N.J.S.A. 18A:23-1 et seq.*
11. Will ensure the utilization of a certified school business administrator (SBA).
12. Will establish the full implementation of a uniform system of double-entry bookkeeping in accordance with Generally Accepted Accounting Principles (GAAP) that is organized on a fund basis pursuant to *N.J.S.A. 18A:4-14*.
13. Will ensure adoption of Standard Operating Procedures (SOP) pursuant to *N.J.A.C. 6A:23A-22.14*, including a plan for internal controls for the accounts payable/voucher system including Public School Contract Guidelines pursuant to *N.J.S.A. 18A:18A*.
14. Will ensure the recording of student attendance in the school register pursuant to *N.J.A.C. 6A:32-8* and recording of student enrollment in the Charter School Enrollment System for the two required enrollment counts.
15. Will provide provisions for insurance coverage pursuant to *N.J.S.A.18A:36A-14(a)*.

- Including health benefits; general liability; property, officer and employee liability, including any performance surety; and vehicle liability for pupil transportation.
16. Acknowledge request for and receipt of the waivers documented in the RFA, unless otherwise indicated in the contract between the charter school and NJ DOE.
 17. Will comply with Open Meetings and Open Public Records Act laws.
 18. Will, for the life of the charter, participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the New Jersey Department of Education; this includes participation in any federal or state funded charter school evaluations or studies, final grant report documentation and financial statements.
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 32. Will ensure that the percentage of school funds spent in the classroom is at least comparable

to the average percentage of school funds spent in the classroom in all other public schools in the State, pursuant to N.J.A.C. 6A:11-7.3(e).

Signature

I, the undersigned, do hereby agree to the assurances contained above.

Signature of Charter School Authorized Representative



Date

27 Mar '16

APPENDIX

Supporting Documents

Fulbright Academy Charter School of Montclair

Research on Achievement
Achievement Gap Issue
Community Support
Power of Dual Language French

2016

Research

Dual Language Immersion Achievement Opportunity:

Presented to Montclair Board of Education

March 11, 2014

Defining Achievement

Language

Proficiency:

- Non-English language vocabulary, oral skills, literacy
- English language vocabulary, oral skills, literacy

Overall Achievement:

- Math
- Sciences
- Social Studies & History
- Other skills: creativity, memory, problem solving, cognitive ability

Timeframe:

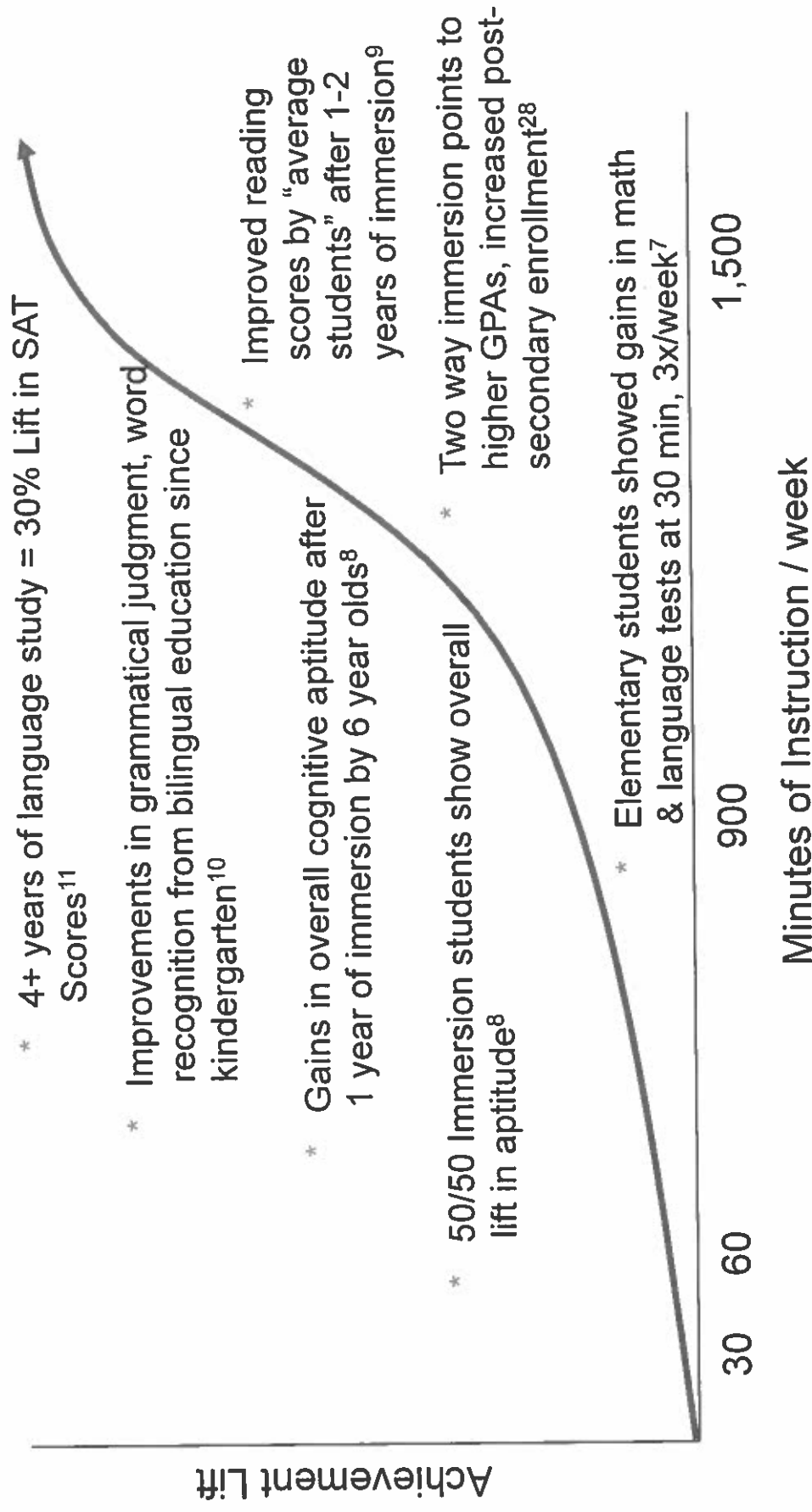
- Immediate impact
- K-5
- High school

General Lift in Achievement

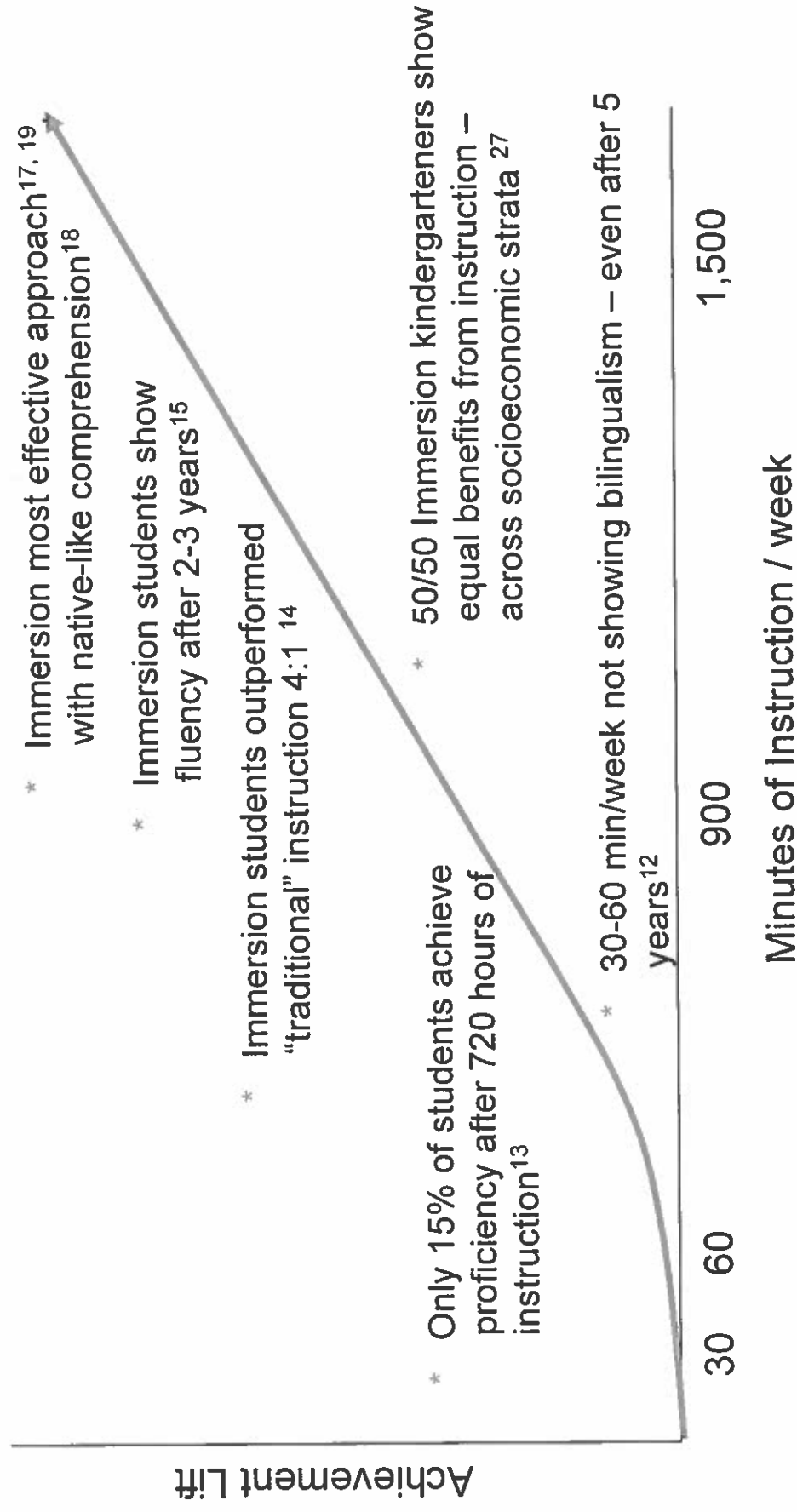
- * Correlation between math skills, language instruction¹
- * Positive relationship between mental flexibility, verbal intelligence²
- * Lift in standardized math scores⁴
- * Less dependent on previous verbal learning – allows unsuccessful students opportunity to succeed⁵
- * Effective across wide range of ethnicities, socioeconomic backgrounds⁶
- * **No** negative effect on test scores when time used to teach language³

Achievement vs. Instructional Minutes

General Achievement



Achievement vs. Instructional Minutes Language Achievement



Interest from the Montclair Community

A survey was flighted by the Montclair School District to gauge interest:

600+

Responses received from parents – and some students

90%

Of respondents cited quality World Language instruction as “very” to “extremely” important

Recommended Immersion Approach

50% English:

Specific Subject instruction
In English

50% World

Language:

Specific Subject instruction
In WL

Related Art C

- * Program completely opt-in; traditional language instruction offered to nonparticipants
- * 2 classrooms participate; both classes split time between English classroom and WL classroom
- * School selection, language(s) and grade(s) of instruction determined by the District
- * The principal(s) of the participating school(s) will determine the actual approach and implementation

Program Benefits

- * Maximal benefit for language instruction and overall achievement
- * Complementary English and World Language skills development
- * Inclusivity for students
- * Flexibility in implementation
- * Cost-effective language instruction

Addressing the Achievement Gap

- * Equal Benefits across socio-economic strata
- * Allows previously unsuccessful students a chance to succeed
- * Achievement lift for average students in just 1-2 years
- * Higher GPAs, increased post-secondary enrollment for those most impacted by achievement gap
- * Assists in success of ELL

Program Pros and Cons

Approach	Benefits	Challenges
Incremental Language Instruction	<ul style="list-style-type: none"> Ease of implementation – shared FTE resource Limited overhead Quickly scalable Initial benefits to overall achievement 	<ul style="list-style-type: none"> Impact to fluency minimal/nonexistent May compete with time needed for “core” instruction Cost increases proportionately with minutes of instruction
“Hybrid” (Subject-based Language Instruction)	<ul style="list-style-type: none"> Ease of implementation – shared FTE resource Significant lift in language learning, achievement Language instruction does not compete with subject instruction 	<ul style="list-style-type: none"> Teaching, admin, and materials costs increases proportionately with classes of instruction Language proficiency limited by subject(s) taught Fewer models to replicate success from
50/50 Immersion	<ul style="list-style-type: none"> More significant lift in language learning Increased lift in overall achievement vs. “lower minute of instruction” models Balances impact to English skills development Maximum lift in achievement gap for students whose primary language is not English 	<ul style="list-style-type: none"> Requires dual sets of teachers, materials Works best when class mix is proportionately split between native language speakers
Immersion (90/10 or greater)	<ul style="list-style-type: none"> Language instruction does not compete with subject instruction More statistically relevant gains on standardized tests More attractive “selling point” for Montclair School system 	<ul style="list-style-type: none"> More complex implementation Requires additional support to establish program curricula, teacher/program evaluation, and parental support Lag in English linguistic dev. for first few years Causal: difficulty transferring in or out after year 1 Requires school/multi-year buy-in
	<ul style="list-style-type: none"> Most effective model for language learning Highest overall lift for overall aptitude Costs minimized greatly vs. 50/50 model – in-language replaces English versions 	<ul style="list-style-type: none"> May require additional in-language for related arts (90/10), will require support in full immersion approach Requires separate instruction for English

Additional Considerations

- * Immersion students may lag at first in English reading, word knowledge and spelling... such discrepancies disappear after 1-2 years²⁰
- * Different language character sets will need to learn and practice literacy skills that are specific to each language²¹
- * Impact of students' variations in language proficiency, learning styles increases exponentially; challenges increase for character-based languages
- * Challenges when students' technical (in-subject) proficiencies outpaces linguistic aptitude
- * Children with language acquisition delays or auditory discrimination issues may be overtaxed in immersion program²²
- * Challenges with keeping students using the second language, especially when working and talking amongst themselves

Sources

1. "There is also a relationship between foreign language study and increased mathematical skill development – 'Children who learn a foreign language beginning in early childhood demonstrate certain cognitive advantages over children who do not.'" (<http://www.educationnews.org/parenting/language-immersion-especially-early-on-helps-kids/#sthash.77P5or93.dpuf>)
2. "Mental Flexibility and... higher scores on measures of verbal intelligence are correlated with early [second language] language learning," Pufahl, Rhodes, & Christian 2001.
3. "There are no negative effects on test scores when schools 'take time out' of the day for foreign language instruction... young language learners often outperform their peers who are not studying foreign language on standardized achievement tests; and 3) even when there is no difference in academic achievement between students studying language and those who are not, the former learn more, simply because they gain foreign language skills in addition to everything else the comparison group also learn." (Penny Armstrong and J. Rogers, "Basic Skills Revisited: The Effect of Foreign Language on Reading, Math, and Language Arts," *Learning Languages*, vol. 2, no. 30, 1997, 20- 31)
4. Trend of significantly higher math scores duplicated on states' and schools' standardized tests among students in enriched language instruction (eg. CM Saunders 1998; E Lopato 1963)
5. "Early foreign language study is less dependent on previous verbal learning than most other elements of the elementary school curriculum. This allows some students to succeed who have otherwise experienced repeated failure in school." (Curtain & Dahlberg 2004)
6. Research findings on the effectiveness of immersion education hold true for a wide range of students, including those from diverse socioeconomic and ethnic backgrounds (Genesee, F. (1992). Second/foreign language immersion and at-risk English-speaking children. *Foreign Language Annals*, 25(3), 199-213)
7. 3rd graders who were taught Spanish for 30min, 3x/wk showed statistically significant gains in their Metropolitan Achievement Test scores in the areas of math and language after only 1 semester.
Note: this showed students who outperformed in math were those who took 90min Spanish *instead* of 90min math. (PWArmstrong 1997; verifies multiple other studies)
8. Comparison of a group of students who participated in a French Immersion program for one year to a group of students who were enrolled in a regular classroom revealed that the first graders who learned French showed significant gains in measures of performance I.Q. The students in the immersion program performed better on test items that asked them to interpret and organize a series of seemingly unrelated objects. (DD Samuels 1979)
9. Purdue University study demonstrates "a significant correlation between improved reading scores of children of average intelligence and taking a full year or two of foreign language." Garfinkel, A. & Tabor, K.E. (1991) Elementary School Foreign Languages and English Reading Achievement: A New View of the Relationship. *Foreign Language Annals*, 24, No.5, 375 - 382.
10. Demont, E. (2001). Contribution of early 2nd-language learning to the development of linguistic awareness and learning to read/Contribution de l'apprentissage précoce d'une deuxième langue au développement de la conscience linguistique et à l'apprentissage de la lecture. *International Journal of Psychology*, 36(4), 274-285.
<http://www.actfl.org/advocacy/discover-languages/advocacy/discover-languages/what-the-research-shows/studies-supporting#sthash.soHvxJCl.dpuf>
11. SAT scores increase with years of study of world languages; in all three sections, study for 4 or more years drives scores approx. 30% higher than study of half a year or less (College Board 2010)

Sources

12. 30-60 minutes of instruction not demonstrating bilingualism in 1, 2 or even 5 years (Alice Omaggio Hadley, *Teaching Language in Context*, 3rd ed. (Boston: Heinle and Heinle, 2001))
13. Our data showed that only 15% of students reach Intermediate-Mid proficiency even after approximately 720 hours of study, which is about four years in a typical high school program
<http://casils.uoregon.edu/pages/research/tenquestions.php>,
<http://casils.uoregon.edu/pdfs/tenquestions/TBQHoursToReachIH.pdf>
14. A study compared the foreign language proficiency levels and language and cultural attitudes of students involved in two kinds of elementary school Spanish language programs: immersion and Foreign Language in the Elementary School (FLES). The study also investigated the variation in achievement among children in the same program. Fifth and sixth graders from nine programs were included in the sample: 85 immersion students, 75 FLES students, and 265 FLEX (foreign language experience) program students. Major differences in oral proficiency scores were found between and within program types, with immersion students outperforming their FLES peers by more than four to one. The consistent differences are attributed to the amount of foreign language exposure in the program types. Both groups of students scored highest in comprehension, followed by fluency and vocabulary, and were weakest in grammar. Intensive FLES program students scored higher than regular FLES students. (N Rhodes 1989)
15. After only 2 or 3 years in an immersion program, students demonstrate fluency and confidence when using the immersion language, and their listening and reading skills are comparable to those of native speakers of the same age. While these skills remain native-like, students' speaking and writing skills lag behind those of native speakers (Johnson & Swain, 1997).
16. Two-way immersion programs, in which native speakers of English and heritage learners are schooled together, have demonstrated higher levels of academic achievement for students who need to learn English, high levels of academic performance for English speakers who learn content through the medium of a foreign language, and strong skills in both languages Kathryn Lindholm-Leary, *Dual Language Education* (Clevedon, England: Multilingual Matters, 2001)
17. This approach to second-language and literacy development proved itself to be the most successful school-based language program model available. English-proficient immersion students typically achieve higher levels of minority (non-English) language proficiency when compared with students in other types of language programs Campbell, Gray, Rhodes, & Snow, 1985; Curtain & Dahlberg, 2010; Forrest, 2007, 2011; Lindholm Leary & Howard, 2008
18. Immersion students who begin the program as English speakers consistently develop native-like levels of comprehension, such as listening and reading skills, in their second language. They also display fluency and confidence when using it Genesee, 1987, 2004
19. Further, the more time spent learning through the non-English language, the higher the level of proficiency attained. To date, early total (one-way) and nearly total (90:10) two-way immersion programs demonstrate higher levels of minority language proficiency than partial or fifty-fifty programs Genesee, 1987; Lindholm Leary, 2001; Turbulli, Lapkin, & Hart, 2001
20. It should be noted that full immersion students' English development may lag temporarily in reading, word knowledge, and spelling while instruction is occurring exclusively in the immersion language. However, after a year or two of instruction in English language arts, this discrepancy disappears (Genesee, F. (1987). *Learning through two languages: Studies of immersion and bilingual education*. Rowley, MA: Newbury.)

Sources

21. Immersion students who learn to read first in a language that is markedly different from English, such as Arabic or Japanese, will need to learn and practice literacy skills that are specific to each language (Kanagy, R. (2001). Hai, Genki Desu: Doing fine in a Japanese immersion classroom. In D. Christian & F. Genesee (Eds.), *Bilingual education* (pp. 139-150). Alexandria, VA: Teachers of English to Speakers of Other Languages.)
22. Some researchers and immersion practitioners argue that children whose first language acquisition is seriously delayed or who struggle with auditory discrimination skills may be overtaxed in a language immersion program (Genesee, F. (1992). Second/foreign language immersion and at-risk English-speaking children. *Foreign Language Annals*, 25(3), 199-213
23. In another content-based approach, foreign language teachers (or classroom teachers) use the foreign language instead of English to teach one or two subjects. Some schools have offered art, music, or physical education in the foreign language; in others, all science is taught only in the foreign language. These programs have found ways to increase student contact time with the foreign language while only minimally decreasing the amount of time allocated for other subjects in the curriculum. Curtin and Dahlberg, op. cit.; and Myriam Met, "Making Connections," June Phillips, ed., *Foreign Language Standards: Linking Theory, Research, and Practice* (Lincolnwood, Ill.: National Textbook Co., 1999)
24. Teachers need specialized professional development support to meet the complex task of concurrently addressing content, language, and literacy development in an integrated, subject-matter-driven language program Fortune, Tedick & Walker, 2008; Howard & Loeb, 1998; Kong, 2009; Met & Lorenz, 1997; Snow, 1990; Walker & Tedick, 2000
25. native and non-native teachers report the need for ongoing support for their own proficiency in the immersion language Calderón & Minaya-Rowe, 2003; Fortune, Tedick & Walker, 2008
26. The issue of additional costs can also be minimized by immersion programs, because the classroom teacher is the foreign language teacher, and foreign language instructional materials simply replace materials that would otherwise be purchased in English-language versions. (M Met, 2004)
27. Evaluated a program of partial (half-day) French immersion in kindergarten. The English and French language development of 122 native English-speaking children from both working and middle class backgrounds was assessed. Results indicate that the 73 experimental students progressed just as well in English as 70 matched controls who followed a conventional all-English program. It was also found that socioeconomically underprivileged students (both Black and White) benefited from an immersion-type introduction to a foreign language as much as students from middle class homes did. Degree of progress in French was not linked with social class background, even though this background factor clearly affected performance on the English language tests - Holobow, N. E., Genesee, F., Lambert, W. E., & Gastright, J. (1987). Effectiveness of partial French immersion for children from different social class and ethnic backgrounds. *Applied Psycholinguistics*, 8(2), 137-151
28. Research in Spanish/English TWI contexts points to higher grade point averages and increased enrollment in post-secondary education for this student group, compared to Latino peers participating in other types of educational programs such as transitional bilingual education and various forms of English-medium education. Fry, 2010; Passel & Cohn, 2008

Englewood Comparison of NJASK Results
% Proficient & Advanced Proficient
2010

Grade 3	General Ed	Duals
LAL	59.1	84
Math	63.7	87.5
Grade 4	General Ed	Duals
LAL	55.8	85
Math	65	86

Grade 5	General Ed	Duals
LAL	61.9	88.4
Math	59.6	92.3
Grade 6	General Ed	Duals
LAL	50.3	86
Math	51.7	86

EPSD Comparison of NJASK Results % Proficient & Advanced Proficient

NJASK-3

2005-2006	General Education	Duals
LAL	81	100
Mathematics	81	97

2006-2007	General Education	Duals
LAL	81	91
Mathematics	83	100

2007-2008	General Education	Duals
LAL	89	100
Mathematics	80	91

NJASK-4

2005-2006	General Education	Duals
LAL	66	97
Mathematics	72	94

2006-2007	General Education	Duals
LAL	84	100
Mathematics	84	100

2007-2008	General Education	Duals
LAL	81	91
Mathematics	74	94

Dual Language Students Outperform in Economically Disadvantaged Districts

Englewood (Grieco), Hoboken (HoLa), Perth Amboy (Wilentz)

Englewood: 59.8% economically disadvantaged

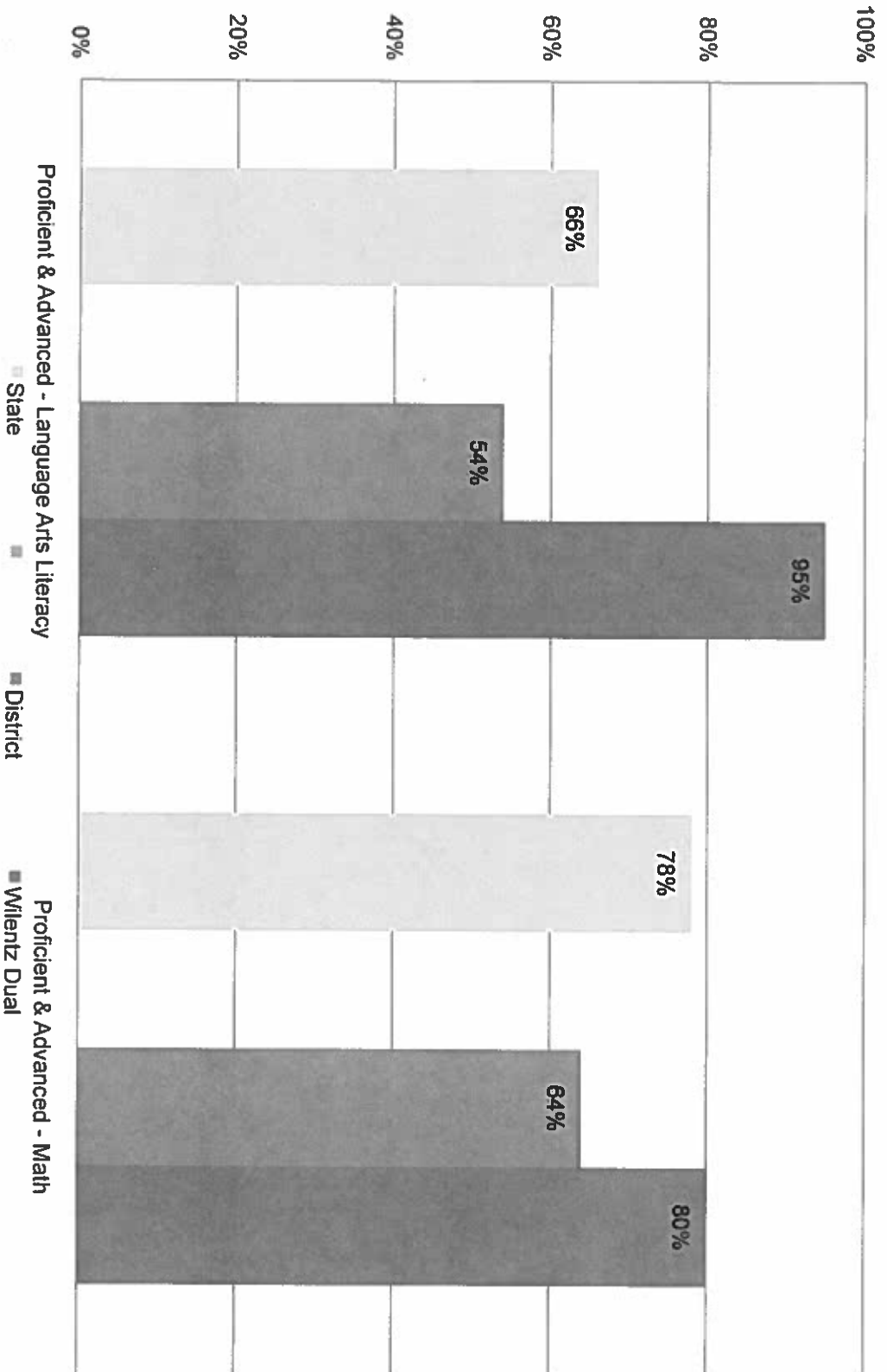
Hoboken: 51.5%

Perth Amboy: 88.6%

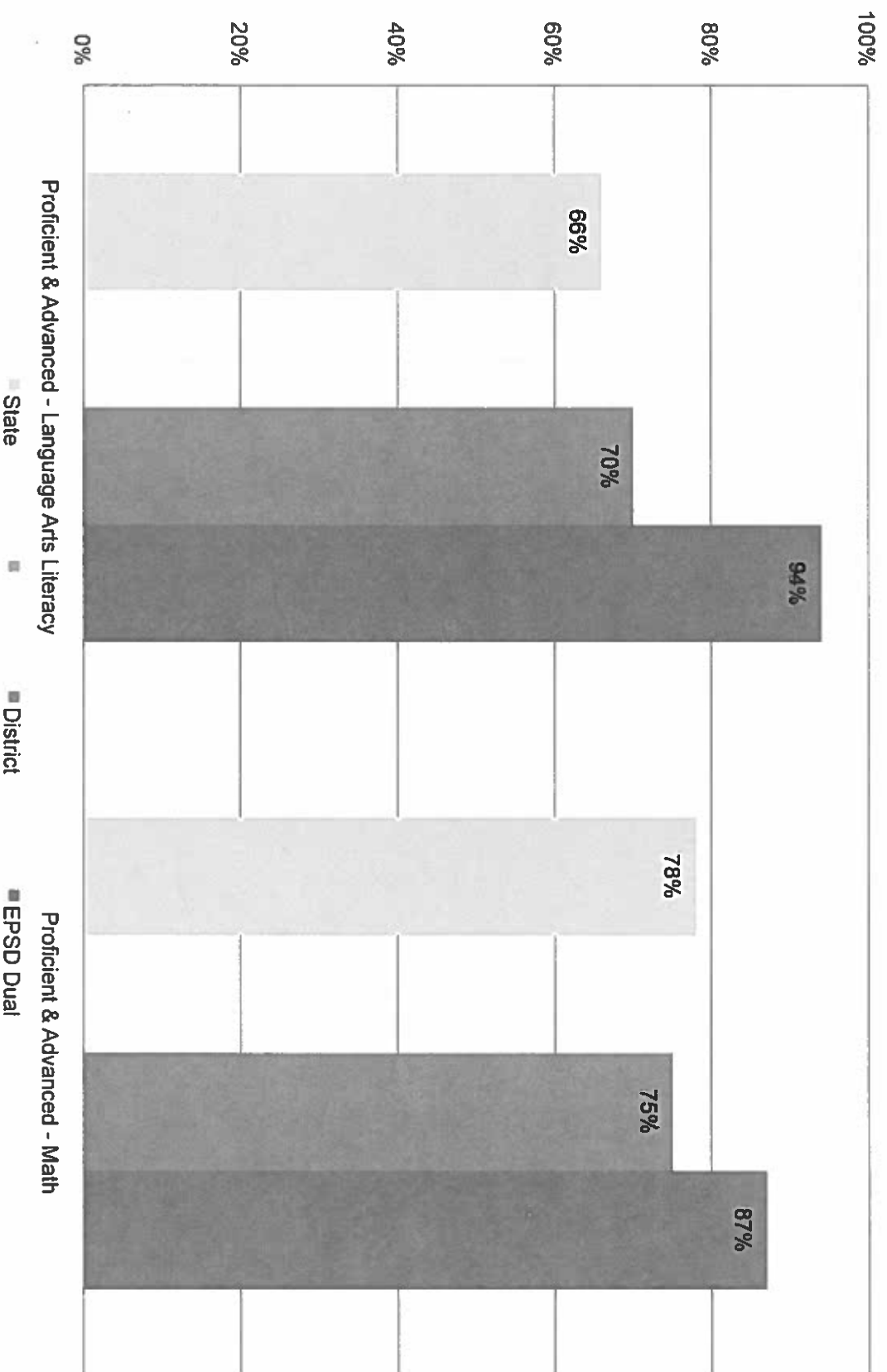
Montclair: 18.3%

SOURCE: Englewood Public School District

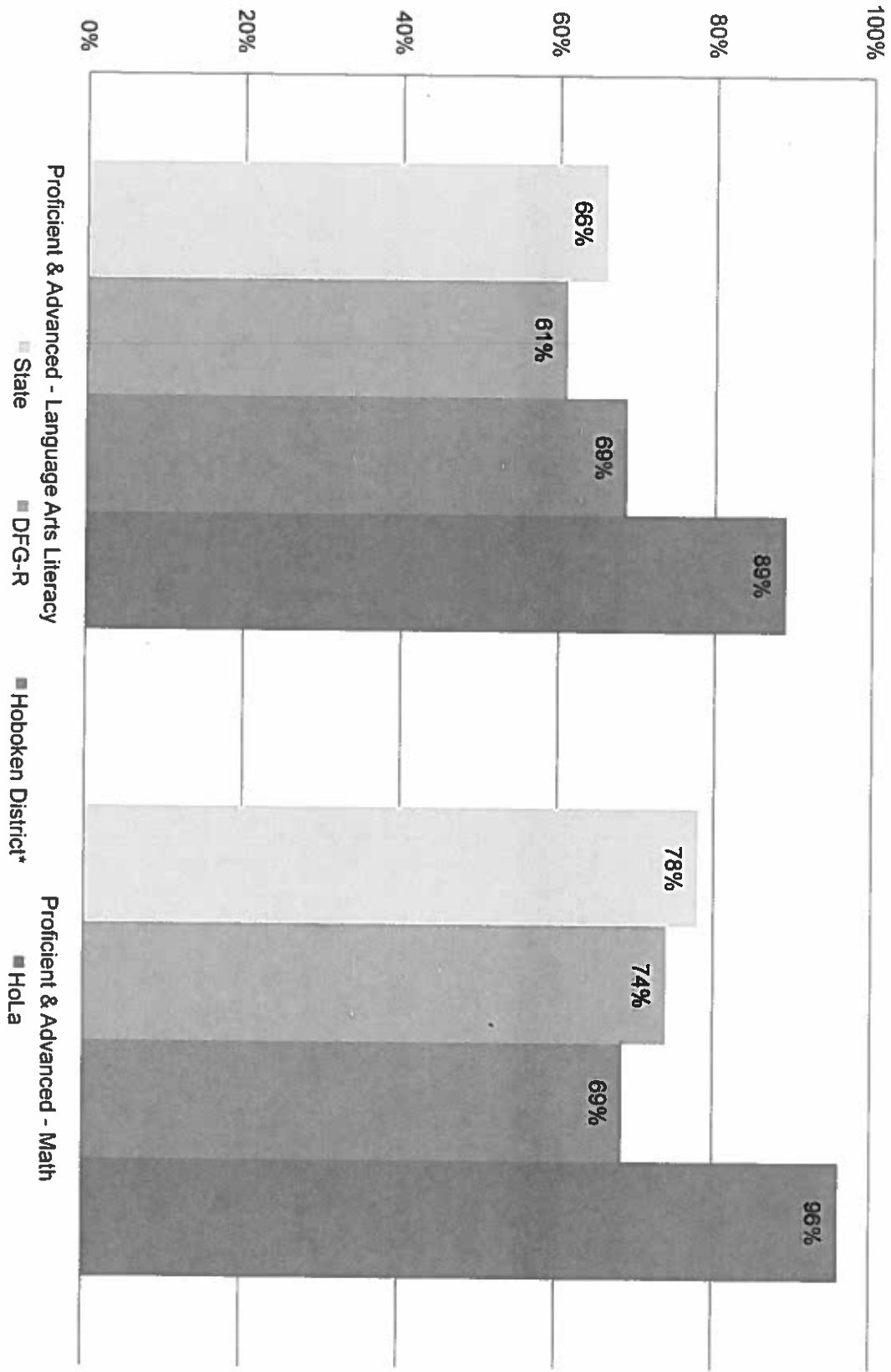
NJASK - 3rd grade (2013) % Pass



NJASK - 3rd grade (2013) % Pass



NJASK - 3rd grade (2013) % Pass



Community Support

Polling

Interest in quality foreign language learning for their children

Montclair School District's K-5 parents

Bullock School parents

Northeast School parents

SOURCE: Montclair School District's World Language Roundtable Committee

Montclair School District Poll: 2013

Interest from the Montclair Community

A survey was flighted by the Montclair School District to gauge interest:

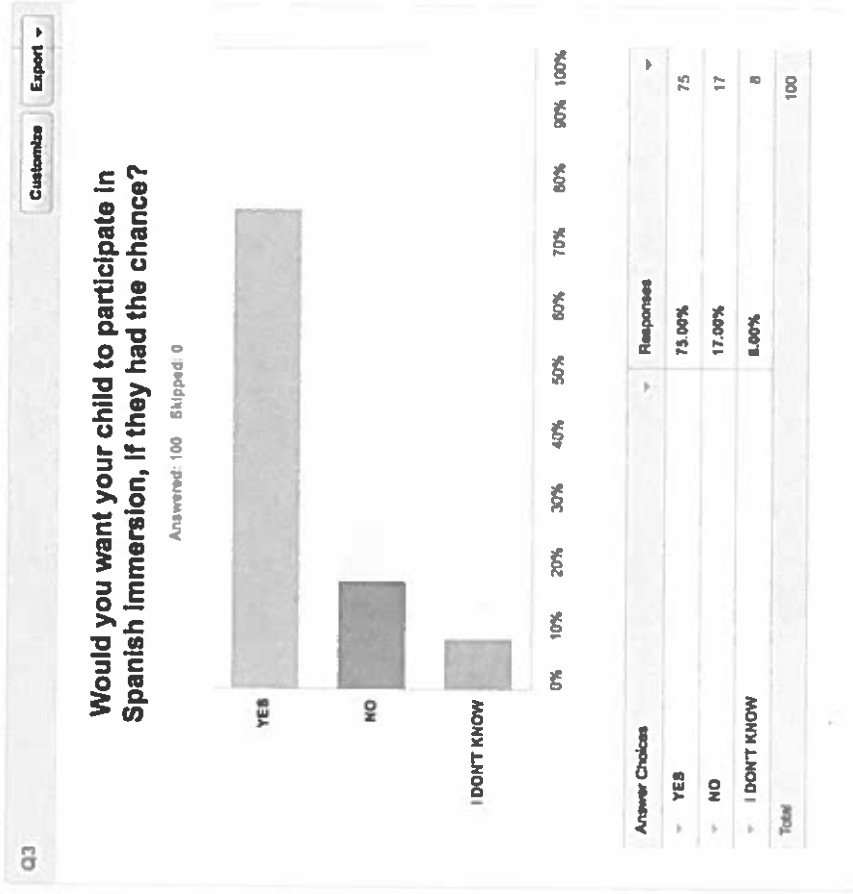
600+ Responses received from parents – and some students

90% Of respondents cited quality World Language instruction as “very” to “extremely” important

NOTE: Most responses ever for a Montclair School District poll of elementary school parents

SOURCE: Montclair School District's World Language Roundtable Committee

Northeast School: February 5, 2015

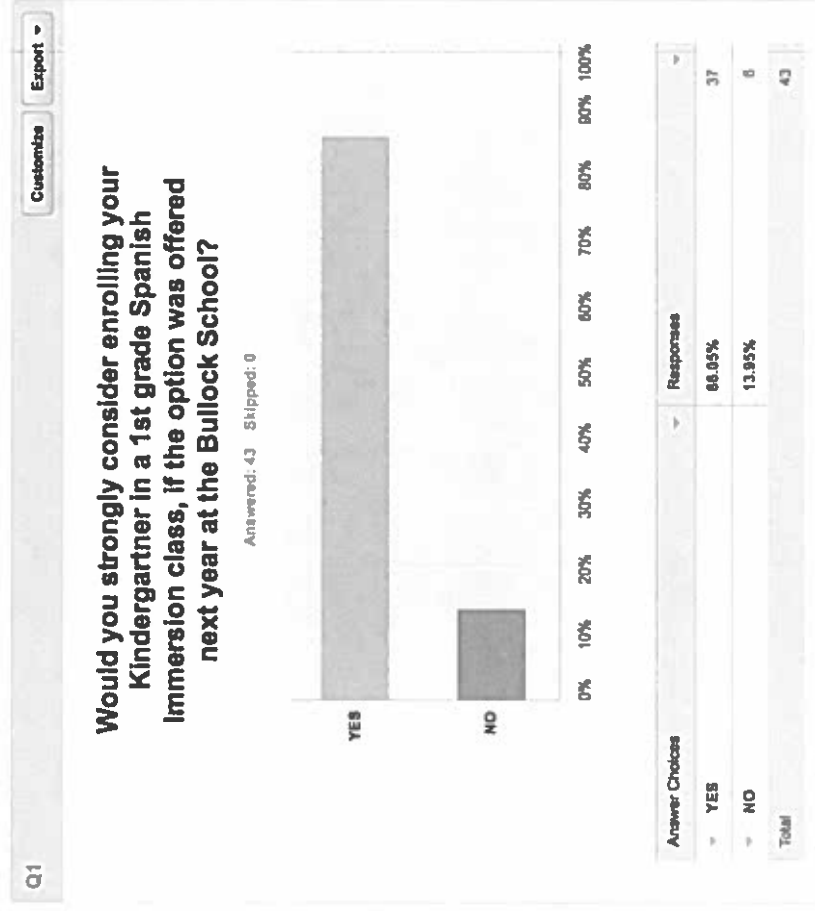


NOTE: Poll conducted after pilot immersion program was cancelled

SOURCE: Montclair School District's World Language Roundtable Committee

Bullock School: March 15, 2015

PAGE 1: Parents



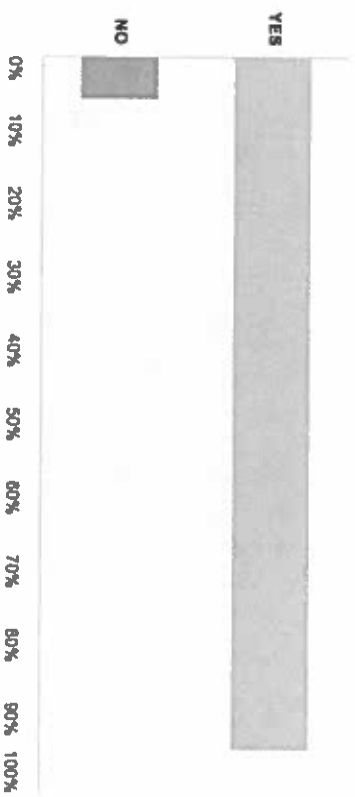
NOTE: Bullock is considered a Focus school by the New Jersey Department of Education

SOURCE: Montclair School District's World Language Roundtable Committee

Bullock School: March 12, 2015

Would you strongly consider enrolling your 1st grader in a Spanish Immersion class if it launched next year at the Bullock School?

Answered: 17 Skipped: 0



Answer Choices	Responses	
YES	94.12%	16
NO	5.88%	1
Total		17

Comments (1)

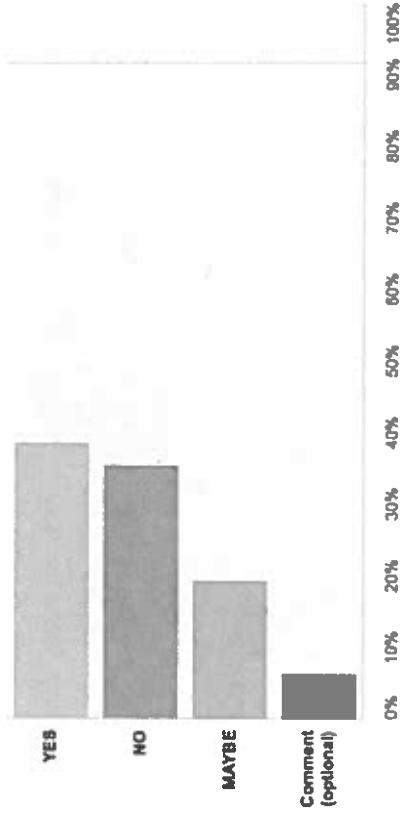
NOTE: Bullock is considered a Focus school by the New Jersey Department of Education

SOURCE: Montclair School District's World Language Roundtable Committee

Montclair parents: June 7, 2015

Would you transfer schools to be part of the Montclair District's first immersion program?

Answered: 31 Skipped: 0



Answer Choices	Response
YES	12
NO	11
MAYBE	6
Comment (optional)	2
Total	31

NOTE: Parents of district students who graduated from pre-K immersion programs in Montclair

SOURCE: Montclair School District's World Language Roundtable Committee

March 4, 2017

Ms. Darryle Bogan
Founder
Fulbright Academy Charter School

Dear Ms. Bogan,

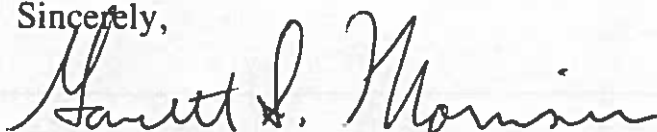
You asked me if Montclair community parents with school-aged children would support a world language immersion charter school. Here are my thoughts:

First of all, I've been told, and I believe, the state will never approve a charter school in Montclair. It's been attempted before and failed.

But you want thoughts on a proposed addition of an immersion charter school in Montclair. If that happened, I would expect an immediate waiting list to develop, much like in Hoboken. Montclair parents are already accustomed to school choice with their magnet system. An immersion school like you described would be among the top choices. All the polling of parents by the WL Roundtable Committee supports this projection. Parents want their children to learn a second language, and feel it's very important for their futures.

I would support your school if it truly offered an equal opportunity for all Montclair students to participate in immersion. I also would like your school — if approved — to share the best practices of the immersion model with the district. Our committee's World Language Strategic Plan from 2013 recommended that every Montclair school use the immersion model. That is still our position.

Sincerely,



Garrett Morrison
Co-Chair
World Language Roundtable Committee
Montclair School District

Power of Dual Language French

Milton Public School

French dual language program launched in 1987

DLI students outperform Massachusetts peers
DLI students outperform district peers
District achievement improved for all

SOURCE: Milton Public Schools

Milton Public Schools District Success:

Milton High School

3

- Advanced Placement – since 2001 the MPS has doubled the amount of AP test takers and number of AP tests taken – while increasing the percent of qualifying scores from 50% to 66% of all tests taken.
- SAT – since 2002 MHS has increased the percentage of students taking the SAT (from 90% to 99%) while maintaining an average combined score of 1550. The combined score average for all schools nation-wide (public and private) is 1500.
- College Acceptance - 97% students go on to 2 and 4 year colleges.

Milton Public Schools Historic Review of Elementary Programming

5

- Spanish at the elementary level was introduced in all four schools in September of 1998. In the last five years the amount of Spanish instructional time offered to students in grades 1-5 has remained constant.
- The French Immersion program began in one school (Cunningham Elementary) in September 1987. The French Immersion program currently exists in all four of our elementary schools.

Historic Enrollment Trends— Percentage by Program

7

Grade 1 Enrollment by Program Percentage*		
	English	French
2012-13	34%	66%
2011-12	46%	54%
2010-11	41%	59%
2009-10	41%	59%
2008-09	44%	56%
2007-08	56%	44%

*Based on October 1 enrollments; 2012-13 projected;
Does not include students in substantially separate special education
programs or co-taught special education students

Historic Enrollment Trends – Class Size by Program

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Average Gr. 1 Class Size		
	E ↓	F ↑
2012-13	14.9	25.1
2011-12	16.4	24.6
2010-11	17.3	25.1
2009-10	18.7	26.6
2008-09	16.9	25.5
2007-08	20.3	21.0

Based on October 1 enrollments; 2012-13 projected

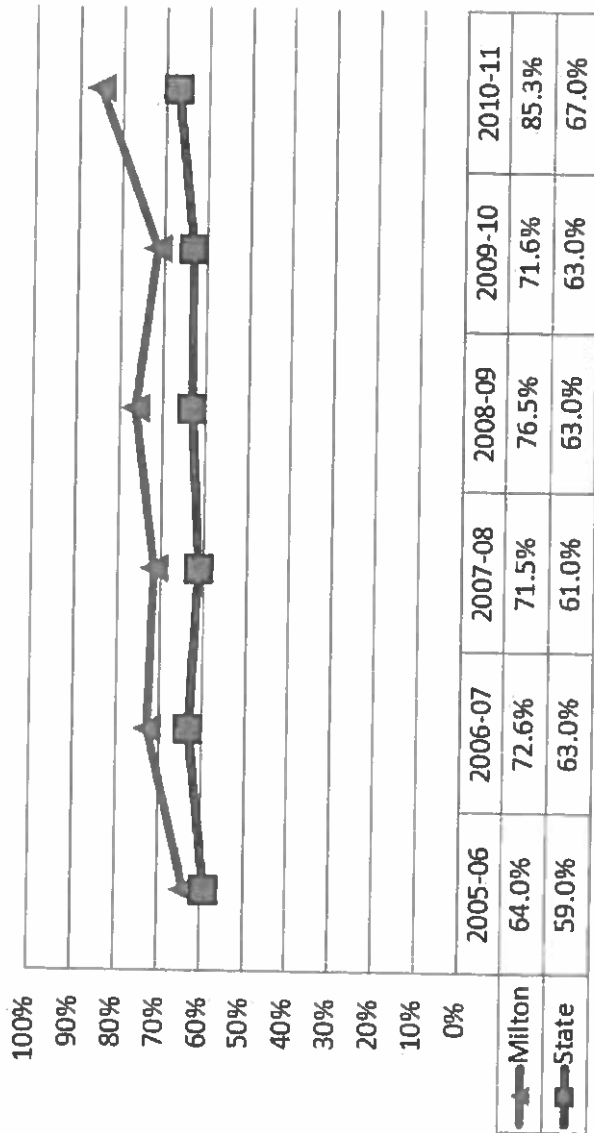
Overview of the MCAS

Performance Level	Scaled Score Point Range
Advanced	260–280
Proficient	240–258
Needs Improvement	220–238
Warning (grades 3–8)	200–218

- Scores are reported on a scale from 200 to 280
- Scale scores are converted to performance levels: Advanced, Proficient, Needs Improvement, and Warning

5th Grade Performance on MCAS: Compared to State Average

**ELA 5th grade MCAS
Percent Proficient & Advanced**

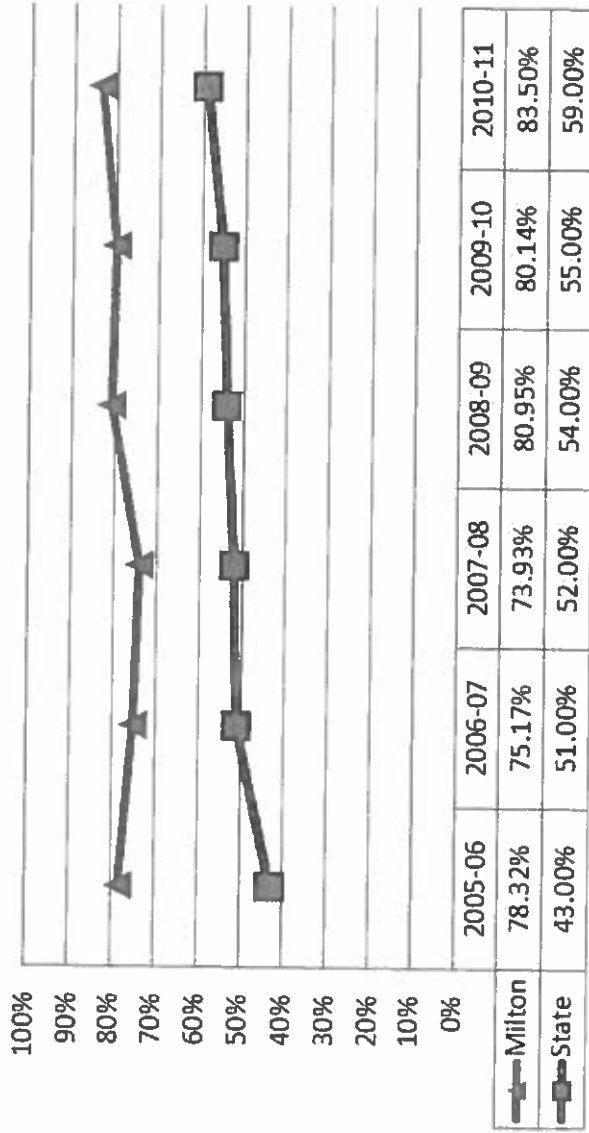


For ELA:

Percentages of Milton 5th graders scoring in the Proficient and Advanced ranges are above the state average in all years

5th Grade Performance on MCAS: Compared to State Average

**MATH 5th grade MCAS
Percent Proficient & Advanced**

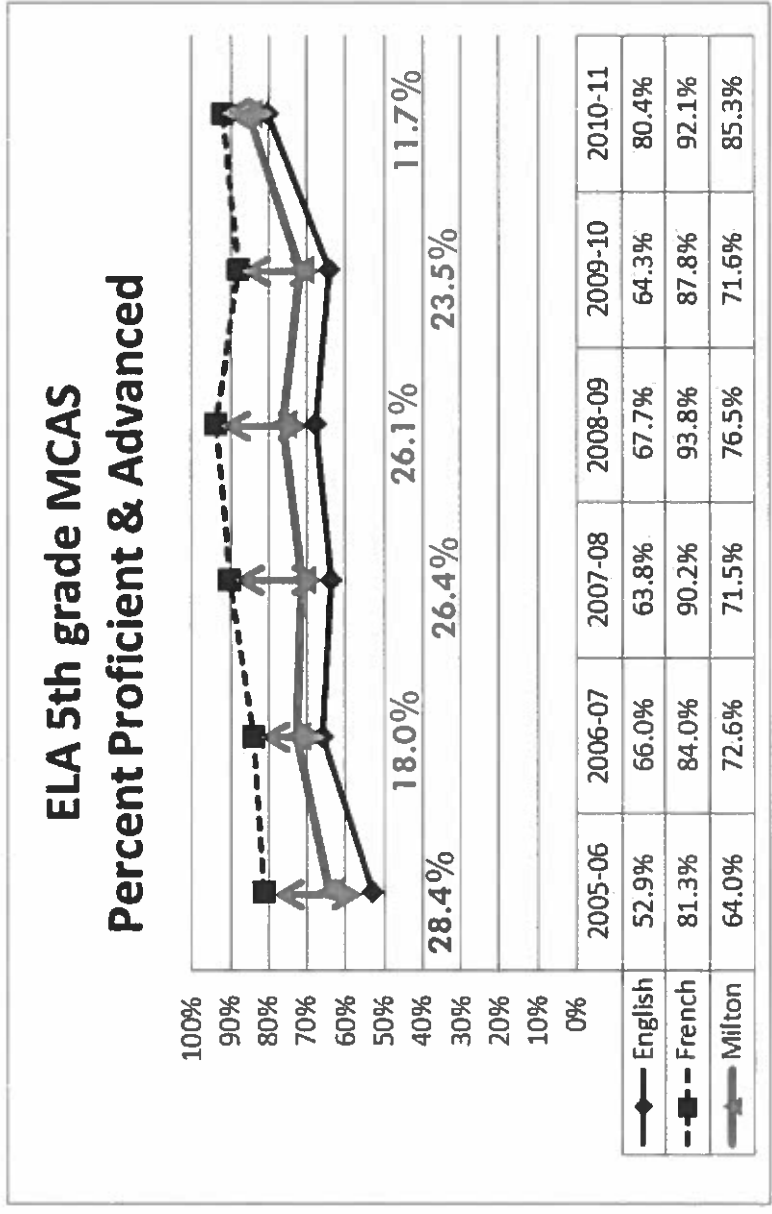


For Math:
Percentages of Milton 5th graders scoring in the Proficient and Advanced ranges are above the state average in all years

5th Grade Performance on MCAS by French and English Programs

For ELA:

Difference was smallest in the most recent year for which data were available (11.7%)



	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
English	52.9%	66.0%	63.8%	67.7%	64.3%	80.4%
French	81.3%	84.0%	90.2%	93.8%	87.8%	92.1%
Milton	64.0%	72.6%	71.5%	76.5%	71.6%	85.3%

5th Grade Performance on MCAS

For Math:

Smaller differences in Math compared to ELA

**MATH 5th grade MCAS
Percent Proficient & Advanced**

