

# Nuestro Mundo Public Charter School



*Preparing Rhode Island students to be global citizens  
and stewards of our environment.*

*Preparar a los alumnos de Rhode Island para ser  
ciudadanos globales y guardianes del medio ambiente.*

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# I. Cover Sheet

**Name of Charter:** Nuestro Mundo **Charter Type:** Independent  
Public Charter School

**Location of Charter School:** Providence, RI

**Location of Additional Schools (if applicable):** N/A

**Enrolling Communities:** Providence

**Primary Contact and Contact Role:** Joseph P. Maruszczak, Ed.D.,  
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Charter	Grade Levels Served	Enrollment	Communities Served
AY21-22 for new or expanded charter	K, 1, 6	138	Providence
AY25-26 (5 years) for proposed charter	K-8	414	Providence
Proposed new or expanded charter at scale	K-8	414	Providence

**Signature of Board Chair:**

**Print Name:** Heather C. Allcock B.Ed.

**Position/Title:** Board Chair

**Date:** 9/24/2020

**Name of Establishing Entity:** Providence College

**Signature of Establishing Entity Representative:**

**Print Name:** Hugh F. Lena

**Position/Title:** Provost & Senior Vice President for  
Academic Affairs

**Date:** June 1, 2020

## II. Executive Summary

The mission of the Nuestro Mundo Public Charter School is:

*The mission of Nuestro Mundo is to prepare students to be global citizens and stewards of our environment. Using a multilingual and multicultural lens, our students have the knowledge and skills to realize empathy and connect their learning to the community and with a larger global audience.*

There exists a critical need for establishing this new charter school as there is currently a pressing demand for dual-language programs across the state of Rhode Island, particularly in Providence, which has the greatest number of multilingual learner students in the state (34% of all K-12 students). Slightly more than 81% of these multilingual learners come from homes where Spanish is spoken. The city also has a high number of students from low income families (84%) and students with identified disabilities (15%). Based on years of underperforming results on state assessments in English language arts and mathematics, four schools at the elementary and middle levels have been identified for Comprehensive Support and Improvement due to chronically insufficient Achievement & Growth and Overall Low Performance. Furthermore, 14 elementary schools and seven middle schools were identified for Targeted Support and Improvement (TSI) and/or Additional Targeted Support and Improvement (ATSI) due to low performance of subgroups of students. These subgroups include multilingual learners, Hispanic students, economically disadvantaged students, and students with disabilities. Thus, many of these students are at an educational disadvantage. Because of our unique programming as a dual-language school with a curricular focus on sustainability, we will be another option for families seeking an innovative school that promotes biliteracy and cultural proficiency.

Nuestro Mundo has identified nine measurable goals that address student academic performance, mission fidelity, organizational quality, financial viability and sustainability, and legal and school and community partnerships. These goals support student learning and successful fulfillment of the school's mission and will be measured through on-going formative and summative assessments using multiple measures, including: state assessment/accountability results, portfolio and benchmark assessment results, and the school accreditation and *RI Charter School Performance Review* processes.

Dr. Joseph Maruszczak and Kathyryn Cardamone will serve as Nuestro Mundo's co-founders. Dr. Maruszczak is a veteran school superintendent, principal, and charter school director who has led school reform efforts in Rhode Island and Massachusetts. Mrs. Cardamone is the Program Coordinator for the Multistate Association of Bilingual Education, Northeast (MABE). She also served as a teacher and coordinator of an award-winning Spanish Immersion Program in a Massachusetts district. Olga Alexandra Grau, a native of Venezuela, is an experienced early childhood Spanish immersion teacher. Ms. Grau has designed and implemented many innovative programs and practices for early childhood educational programs. Dr. David Niguidula is the founder of Ideas Consulting, an edtech firm based in Providence, RI. He is well known for his 25+ years of work on

digital portfolios and school transformation. Amanda Seewald is a well-known educational consultant and instructional coach with expertise in multilingual/multicultural curriculum and instruction, focused on early language learning as well as dual language immersion education.

Nuestro Mundo will be a K-8 public charter school in Providence, Rhode Island with seats for approximately 414 students from Providence. The school will feature a dual-language immersion program, with 50% of content being taught in Spanish and 50% being taught in English. The curriculum will emphasize interactive, hands-on, project-based learning that nurtures students' engagement and motivation for life-long learning. The unifying theme of all curriculum will be sustainability, using a deep understanding of [UNESCO's Sustainable Development Goals \(SDGs\)](#) as a guidepost for all interdisciplinary connections. As dual literacy in both Spanish and English will be one of the instructional emphases, it will be a goal that each student will progress toward the established benchmarks of the *Seal of Biliteracy*.

Teachers will heavily use project-based learning as an instructional methodology, frequently partnering with families, community members, and non-profit organizations that promote environmental sustainability. All teachers will be supported through ongoing professional development, mentoring, and a robust supervision and evaluation process.

The Nuestro Mundo Board of Directors will operate as a school committee while employing the structure of a non-profit organization board. The eleven-member board will be composed of The Board shall consist of eleven members, including three members affiliated with Providence College, two parents, two teachers/staff members, two members who reside in Providence, and at least one representative from a nonprofit organization or business from Rhode Island. The board will operate in accordance with its by-laws and state and federal regulations.

Nuestro Mundo will be an independent public charter school with 501(c)3 status with no management partner. The establishing entity for the Nuestro Mundo Public Charter School is Providence College. Our closest partners within Providence College will be the School of Professional Studies and the Global Studies Department, as well as the new Master's Program in Global Studies and TESOL. The college will serve as an essential partner as our relationship will be mutually beneficial, as PC will provide ongoing professional development for Nuestro Mundo staff and Nuestro Mundo will be site for many field placements of both undergraduate and graduate students from PC. We also plan to work collaboratively to create a bilingual/dual language certification program for teacher preparation students. Several non-profit organizations from Providence and across the state who have aligned missions around student learning, promotion of the Spanish language and culture, and environmental sustainability have expressed a commitment to strong partnerships.

Through our unique dual-language immersion program and hands-on, interdisciplinary, and thematic approach, Nuestro Mundo will prepare the next generation of Rhode Island's leaders to create a more sustainable future for our state.

### **III. Mission**

The mission of the Nuestro Mundo Public Charter School will be the following:

*The mission of Nuestro Mundo is to prepare students to be global citizens and stewards of our environment. Using a multilingual and multicultural lens, our students have the knowledge and skills to realize empathy and connect their learning to the community and with a larger global audience.*

As our school community will feature a dual-language immersion program, the mission will have a clear focus on the development of student biliteracy and bilingualism to cultivate global competence in order to succeed in a multicultural society and a global economy. Explicit and engaging instruction in both English and Spanish will give our students a "key" to the culture of the people who speak that language. Furthermore, all content will be taught through a cultural lens, as this allows students to view the world openly and to gain an understanding of other cultures at a deeper level. Therefore, at the heart of the mission will be the integration of cultural practices in every aspect of the dual-language program, which is intended to foster a tangible sense of global citizenship in every student.

The instructional emphasis of Nuestro Mundo, an interdisciplinary, project-based learning approach, will tackle the many issues involving the four pillars of sustainability: human, social, economic, and environmental. The intent of this approach is to address the second primary component of the mission: cultivating a sense of stewardship of our environment. This sense is very closely tied to the notion of global citizenship, as it will be critical for our students to understand and apply their learning in the context of their own community, Providence, but also more globally.

The term "empathy" has also been deliberately chosen for the mission as it is evocative of the clear emphasis on social-emotional learning that will be at the heart of the school culture. Research<sup>1</sup> demonstrates that bilingual children are better at "theory of mind," i.e., the ability to

imagine what others are thinking and feeling. Theory of mind is closely related to empathy, a key element of emotional intelligence, a trait that is essential in forming strong relationships and negotiating the social world.

Each of the key elements in the Nuestro Mundo mission are clear, concise, and most importantly, measurable. It is our intent to create an internal dashboard using multiple metrics to ascertain how well students are progressing in the key elements and how well the school is succeeding in achieving its mission. These metrics will be inherent within the assessment system of the school. For example, the school’s portfolio system will include ongoing performance-based tasks that measure student biliteracy. (In addition to traditional benchmark assessments.) As appropriate to a Positive Behavioral Interventions and Supports (PBIS) system, Nuestro Mundo will also use school-wide rubrics that measure positive, prosocial behaviors. These rubrics will include student engagement in the school’s community-based environmental projects. All of these metrics will be used to assess individual student progress, as well as aggregate performance, in achieving the school’s mission. Based upon these results, the school’s curriculum and methodology will be reviewed and revised to ensure that our students and school community are effectively meeting the mission.

**IV. Proposed New Seats and Enrollment**

The proposed enrollment and growth plan for Nuestro Mundo Public Charter School is depicted in the following chart:

School Year	Grade Levels Served	Total Enrollment	Communities Served
2021/22	K, 1, 6	138	Providence
2022/23	K, 1, 2, 6, 7	230	Providence
2023/24	K, 1, 2, 3, 6, 7, 8	322	Providence
2024/25	K, 1, 2, 3, 4, 6, 7, 8	368	Providence
Proposed new charter at scale (2025/26)	K-8	414	Providence

A component of the school's growth plan is typical of the many start-up charter schools, starting with early childhood grades of kindergarten and grade 1. However, because there is also a pressing need for dual-language programming at the middle school level, it is our intent to simultaneously start a middle school program, starting with sixth grade students in the first year and adding a middle school grade each successive year. We are also cognizant of the delivery of the curriculum using a dual-language immersion model, where 50% will be in English and 50% in Spanish. As our school community will target many multilingual learners from the Latinx community, this model will allow our youngest learners in the early elementary grades with various fluency levels in both English and Spanish to learn from each other as well as their older peers. The target average class size will be 23 students per class, with two cohorts per grade level. With each successive year after the initial 2021-22 school year, the school will add two grade levels, or an additional 92 students, adding successively to both the elementary and middle school programs. Nuestro Mundo will build to its target full complement, 414 students in grades K-8 in five years.

The projected full student population 414 students in grades K through 8, is ideal in creating a highly personalized learning community. Inherent within Nuestro Mundo's instructional model will be many peer-peer interactions among students of various grade levels, focused on our unique programming. Consistent with research studies on the value of the K-8 school structure<sup>2</sup>, our intent is to promote an intimate culture that will result in higher academic achievement as measured by both traditional and non-traditional metrics, greater participation in extra- and co-curricular activities, greater demonstration of prosocial behaviors that promote inclusion and empathy, and greater demonstration of leadership skills.

The school will address instances of attrition by replacing students who leave with students from the lottery waitlist at the next feasible opportunity. In the event that a student withdraws from Nuestro Mundo, an invitation to attend/join the school will be made to the first

student on the waiting list for the grade level and program of the withdrawn student. If the student declines, the next student on the waiting list will be invited to attend/join the school. This process will continue until a student accepts the invitation to attend Nuestro Mundo.

Despite the challenges of the current COVID-19 crisis, the school recruitment process has begun in earnest. Since early June of this year the Nuestro Mundo founding group has held family informational sessions via Zoom every two weeks. We have built up a database of approximately 400 Providence families that are interested in our proposed school. The proposed school has a website (<http://nuestromundopcs.org>) and a dynamic Facebook page (<https://www.facebook.com/NuestroMundoPublic>) that shares frequent information about the school's plans and dual language programming. Twice the founding group has also promoted the school and informational sessions on Providence's Spanish radio station Poder 1110 AM/102.1 FM. Additional recruitment has been, and will continue to be done through sharing promotional information with community partners such as PASA (the Providence after School Alliance), the Rhode Island Family Literacy Initiative (RIFLI), and the Providence Community Library network, who have shared our promotional information with families. Additionally we will continue to use grassroots methods such as working with daycare centers/preschools and various churches to reach out to families.

If there are more applicants than seats, then a weighted lottery, based upon predominant home language as requested on a home language survey, will be conducted to ensure a relative 50/50 split of multilingual learners and native English speakers. All procedures will be held in accordance with guidance published by RIDE. The Nuestro Mundo application will be available in print and also digitally with English, Spanish, Portuguese, Khmer, Creole, and Swahili versions (the leading languages in the PPSD), and will replicate the RIDE standard application format for charter school enrollment. On lottery day, the applicant's name will be pulled from a lottery drum and ranked ordinally. All applicants will be drawn and the drum's contents exhausted. Offers will be

made and acceptances by families will be communicated back to the school. The lottery will take place at the school on the day which RIDE stipulates that the lottery for statewide or multi-district schools must take place, and will be open to applicants or any interested party. In all likelihood, the Nuestro Mundo Board of Directors will also adopt a sibling policy which allows for exemption from the lottery for definitionally qualifying siblings.

## V. Goals

The Nuestro Mundo goals for academic, mission-related, and organizational performance carefully consider the requirements of the [RI Charter School Performance Review System](#) as well as the vision of students being accountable global citizens in the 21st Century, not only upon graduation, but throughout their academic careers. [RIDE's Strategic Plan: 2020 Vision for Education](#) succinctly details a vision of creating globally competent graduates. The three components of this vision- social emotional learning and wellness, cultural competency, and expanding student access dual language and world language instruction<sup>3</sup>- **must** be fostered from the early grades. This vision is at the very heart of our goals for student and institutional success. The nine overarching goals that will guide student academic success, organizational quality, adherence to our mission, and legal/regulatory compliance are the following:

### Academic Goals:

**1. Nuestro Mundo will demonstrate strong student academic achievement based on the State Accountability System.**

- *50% of students in grades 3-8 will demonstrate proficiency in mathematics and English language arts on the annual Rhode Island Comprehensive Assessment System (RICAS) assessment.*
- *60% of students in grades 4-8 will show typical to high growth in their Student Growth Percentiles (SGPs) as measured by the RICAS.*

**2. Nuestro Mundo students will demonstrate biliteracy in the Spanish and English languages.**

**2A.** All Nuestro Mundo students will demonstrate proficiency in the Spanish language as measured by the American Council on the Teaching of Foreign Languages ([ACTFL Proficiency Scale](#)).

- *Students in grades K-3 will show increasing levels of proficiency as measured by the Modified Oral Proficiency Interview (MOPI), progressing at least one ACTFL Proficiency Scale sub-level each year, and attaining at least Novice Mid by the end of the 3rd grade.*
- *Students in grades 4-8 will show increasing levels of proficiency as measured by the Assessment of Performance towards Proficiency in Languages (AAPPL), progressing at least one ACTFL Proficiency Scale sub-level (see Appendix for Proficiency Scale chart) each year, and attaining at least Intermediate High by the end of the 8th grade.*

**2B.** Multilingual learners will meet the benchmarks as outlined by [WIDA](#):

- *80% of multilingual learners in grades K-8 with a composite level of 4.0 or lower will demonstrate an increase of one English Language Proficiency Level in their composite score as measured by the WIDA ACCESS for ELLs 2.0 Assessment.*

**2C.** All students at Nuestro Mundo will work on ‘leveling up’ on the language proficiency ‘Can Do’ statements with the ultimate goal of obtaining the Seal of Biliteracy. While the state awards this Seal to those qualifying upon graduation of high school, as a K-8 school, Nuestro Mundo will follow the [Language Opportunity Coalition](#) model to award the Seal of Biliteracy at fifth and eighth grades based on achievement as measured by RICAS, AAPPL, and student growth and proficiency using our digital portfolio assessment system.

**3. Nuestro Mundo students will demonstrate increasing scientific and environmental awareness proficiency as measured by the Next Generation Science Standards.**

- *70% of students in grades K-8 will demonstrate proficiency in the Science Standards through student-led change projects adapted from the UNESCO's Sustainable Development Goals (SDGs) and the [World's Largest Lesson](#) and aligned with the Next Generation Science Standards.*
- *70% of students in fifth and eighth grades will demonstrate proficiency in the Rhode Island Next Generation Science Assessment (NGSA).*

**Mission Goals:**

**1. Nuestro Mundo students will engage in five project-based interdisciplinary learning units throughout the school year.**

- *At Nuestro Mundo project-based learning (PBL) will be implemented according to the high standards set by [PBL Works](#) (formerly the Buck Institute for Education). We have chosen the general standards and precepts of high-quality project-based learning based upon the work of PBL Works because they consistently stand out for the depth and breadth of their PBL resources and are recognized as the “gold standard” for high-quality resources and professional development for professional development. Additionally, they also have detailed [many publications](#) that provide research and evidence about the impact of high-quality PBL. All projects will be focused on sustainability, aligned with appropriate SDGs, and targeted to deal with issues within the local community as well as on a wider global scale.*

**2. Nuestro Mundo students will demonstrate personalized growth and student agency through the use of a digital portfolio assessment system.**

- *Students in grades K-8 will contribute a minimum of twelve products to their digital portfolios a year. Three of the products will be in areas of focus chosen by the student, six will be evidence of proficiency (using a school-wide analytic rubrics) in the three modes of communication (interpretive, interpersonal, presentational) in both Spanish*

*and English, and three will demonstrate growth as defined by the Common Core State Standards (CCSS).*

**Organizational Goals:**

**1. Nuestro Mundo will demonstrate to all stakeholders that it has the basic structures, policies, and systems in place to support a high quality learning environment.**

- *Within the first three years of operation Nuestro Mundo will become a candidate for accreditation through the Commission on Public Schools of the New England Association of Schools & College (NEASC). Within six years, Nuestro Mundo will earn initial accreditation by meeting all rigorous Standards for Accreditation.*

**2. Nuestro Mundo will meet all standards for financial performance, organizational performance, and compliance.**

- *As part of the RIDE Charter Renewal Process in the fourth year, Nuestro Mundo will meet/exceed all academic performance and sustainability indicators required for program renewal as outlined in the most current Charter School Performance Review System guide.*

**3. Nuestro Mundo will cultivate and foster strong school-community partnerships to meet student academic and social needs, physical and mental health, and overall wellness.**

- *Using the rubrics from the Center for Collaborative Education (CCE) on effective family and community partnerships, Nuestro Mundo will score meets expectations or higher on indicators related to effective school-community partnerships as administered to NM families and community partners on an annual basis.*

**Additional Goals:**

- 1. Outdoor learning will be a key component of the Nuestro Mundo’s culture and pedagogy. Nuestro Mundo will design outdoor learning spaces and incorporate outdoor learning components into all interdisciplinary unit plans.**

## **VI. Community Need and Support**

Nuestro Mundo Public Charter School will be located in Providence and will serve strictly Providence children and their families. The city is an ideal location, as it is rich with diversity, culture, and educational resources within the community. There is also a critical need for the unique programming that our school will offer. While Providence is a vibrant city, there are also challenges with access to resources, as by the most recent US Census data<sup>4</sup> (the *US Census Quick Facts*, 2019), 26.0% of Providence residents live in poverty, and according to the *2020 Rhode Island KIDS COUNT Factbook*<sup>5</sup>, 34.3% of school-aged children come from families living below the federal poverty level and 46% live in single parent households. The racial/ethnic demographics are as follows: 67% Hispanic, 16% African American, 8% White, 4% Multi-racial, 4% Asian/Pacific Islander, and 1% Native American. Of the 23,836 Providence students that are enrolled in public schools in grades K through 34% are multilingual learners, 16% receive special education services, and 84% meet RIDE’s definition of low income. According to the Home Language Survey administered in the 2018-19 school year, 81.2% of multilingual learners are Spanish speakers.<sup>6</sup>

Many of these children are also currently at an educational disadvantage. The results of the most current state assessments, the RICAS (Rhode Island Comprehensive Assessment System) show achievement levels in the Providence Public School District markedly lower than state aggregate results. The 2019 results show the following:

- 17% of 3rd grade students meet standards in mathematics (versus 36% statewide)
- 26% of 3rd grade students meet standards in reading (versus 48% statewide)
- 7% of 8th grade students meet standards in mathematics (versus 23% statewide)
- 15% of 8th grade students meet standards in reading (versus 36% statewide)

These results are a snapshot of the persistent underperformance that has been the norm for many years. Also endemic has been the poor results of populations of students with the greatest needs, including multilingual learners and students with disabilities. Last school year one elementary school and three middle schools were identified for Comprehensive Support and Improvement due to chronically insufficient Achievement & Growth and Overall Low Performance. Furthermore, 14 elementary schools and seven middle schools were identified for Targeted Support and Improvement (TSI) and/or Additional Targeted Support and Improvement (ATSI) due to low performance of subgroups of students. Of these 21 elementary and middle schools, all but four currently have an accountability rating of either 1 star or 2 stars. With frequency, the low-performing subgroups include multilingual learners, Hispanic students, economically disadvantaged students, and students with disabilities.<sup>7</sup>

It is these results, along with a devastating report on the condition of the Providence Public School District from the John Hopkins Institute for Education Policy, that prompted a state takeover of the district starting in August 2019. While a promising Turnaround Plan has begun in earnest, parent and family voices that have felt marginalized must be heard. As the data bears, PPSD, Latinx-majority district, has not had a consistent nor coherent approach in raising the academic achievement of multilingual learners. The September 2019 report from the Council of Great City Schools, *Raising the Academic Achievement of English Language Learners*, found that numerous systemic deficiencies, including the lack of systemwide availability of EL services; inadequate monitoring of EL placement to prevent linguistic isolation; inadequate information about EL programs for parents to make informed choices for their children; and the lack of equal opportunities for ELs to participate in the district's curriculum.<sup>8</sup> The report also recommended that more strong dual-language programs be available to Providence children. The report is clear in citing the parent viewpoint:

*"An overwhelming number of parents (75 percent... of present) indicated they wanted their children to have access to dual language programs in which their Spanish*

*language would continue to develop. Parents affirmed that they saw their children develop better in dual language programming and that these programs helped to facilitate their children's language and cultural adjustment to schools and the U.S.”<sup>9</sup>*

Since the spring of this year the Nuestro Mundo Founding Group has had the opportunity to connect with and survey prospective NM families. Key survey results reiterate the findings of both the Council of Great City Schools and John Hopkins reports. Of the 281 Providence parents surveyed, 98.9% selected either “valuable” or “extremely valuable” with the question, “How valuable do you believe it is to include bilingualism and biliteracy in the elementary and middle school educational programming?” Additionally, 97.9% selected either “valuable” or “extremely valuable” to the question, “How valuable do you believe it is to focus on sociocultural competence (which is teaching students to see cultural differences in their peers as an asset to appreciate, instead of something to fix or overcome) in the elementary and middle school educational programming?” (Please see survey and results in Appendix.)

Our target student population, multilingual learners, Hispanic students, and students with disabilities, are the very students for which RIDE is prioritizing the focus on increasing the number of high-quality education options. We are certain that Nuestro Mundo is one of these options. Now more than ever, we are resolved in our conviction that the current educational paradigm must change: we must give our students new, rigorous, and engaging opportunities to learn about relevant, real-world content using new structures. They deserve no less.

In developing our proposal, we have reached out to multiple individuals, groups, and community-based and non-profit organizations in Providence and across the state. Because of our unique programming as a dual-language school with a focus on sustainability, we have connected with both Latinx advocacy groups as well as organizations committed to Rhode Island's future environmental vitality. We have had productive conversations with both the Rhode Island Hispanic Chamber of Commerce and Progreso Latino, as each organization has been supportive of providing more dual-language opportunities for Hispanic youth in Providence and in the case of Progreso

Latino, has shaped our philosophical construct around the importance of growth over time in assessing the academic progress of English learners. We intend to keep the connections with both organizations strong through the use of ad-hoc subcommittees of our Board of Directors to help develop and inform policy.

Through the promotional and recruitment process we have also found a valuable partner within the community, Providence Promise. Providence Promise is a 501(c)(3) organization that promotes high educational aspirations and more equitable opportunities for Providence Public School and Charter School students by advocating for college savings accounts and family engagement, increasing financial literacy, and reducing the financial burden of higher education. The organization works intimately with Providence families in increasing engagement and purposeful goal setting toward higher education for all children. The organization strongly believes in the *Nuestro* Mission and has been actively working with us to promote our proposed program. We have also had several productive meetings with other valuable community partners such as the Providence After School Alliance (PASA), the Rhode Island Family Literacy Initiative (RIFLI), the Providence Community Library network, and the John Hope Settlement House. Each of these organizations see the critical need for dual-language programming and have been helping us promote NM Family Informational Nights and spreading the word about our proposal.

Additionally, we are fortunate to have numerous connections with environmental non-profits across the state. We have used the Rhode Island Environmental Educators Association (RIEEA) as an invaluable conduit to these organizations. Please see letters of support from organizations such as RIEEA and the Audubon Society. Organizations such as these have offered to be partners with our school, offering resources and in-kind support to create meaningful, project-based learning experiences for our students. As examples, the Audubon Society will partner with *Nuestro Mundo* through the involvement of students in water quality testing and stormwater purification strategies at the Providence Stormwater Innovation Center at Roger Williams Park in

Providence. In the same vein, NM staff and students will partner with the Woonasquatucket River Watershed Council to create and implement educational opportunities where our students may learn in tangible ways how valuable natural resources such as the Woonasquatucket River and the surrounding ecosystem may be preserved. Thrive Outside, an organization dedicated to designing and implementing functional outdoor learning spaces, will be working with us to provide instructional coaching to teachers around outdoor learning, develop additional outdoor learning opportunities across the curriculum, and create functional outdoor learning and play spaces. These connections are all in perfect alignment with our mission.

Our many and varied partners will continue to be engaged in the planning and operational phases of the school. Our identified board members represent critical community partners from our establishing entity, the community at large, and statewide advocacy groups. We also will incorporate two parents and an additional community member from Providence to also be board members, lending community voice to our school's governance. As a result of doing regular family information sessions since the spring, the founding group has also created the Nuestro Mundo Family & Community Engagement Committee, a committee of prospective NM parents and community members who will play an active role in the continued planning and ultimate operation of the school. As established, the key objectives of this committee include: to work as essential partners with NM administration and staff to communicate with and actively engage families in educational programming, school decision-making, organizational goal setting; to provide regular and consistent vehicles and forums for NM families to provide feedback on school policies, practices, and educational programming; and to be liaisons to other parents in the community to disseminate information about Nuestro Mundo in culturally competent ways and in real time.

## **VII. Educational Programming**

### **VII (A). Guiding Principles:**

The following are Nuestro Mundo's guiding principles.

***1. Deep, Personalized Learning: All school structures and professional practices will be adaptable, responsive, and challenging for every child. Students will receive what they need, when they need it, in ways that are personally tailored. Student agency- where every child takes ownership for the pace and pathway of their learning- will be celebrated.***

At Nuestro Mundo personalized learning will be at the heart of our teaching philosophy. Our instructional day will be divided into targeted skill based instruction in the mornings, with the afternoons focused on PBL (Project Based Learning). In both learning spaces, instruction will be personally tailored to each student.

The mornings will consist of instructional blocks in which content and skills outlined in the Common Core State Standards (CCSS) will be explicitly taught in targeted small group instruction. Students will receive what they need, when they need it via leveled guided reading groups and math choices tailored to each student's skill level. Flexible groupings will be continuously monitored and modified by utilizing data collected from assessments such as the IDEL in Spanish and DIBELS in English. A weekly MTSS (Multi-Tiered System of Supports) block will be designated for progress monitoring of all students. To further personalize learning, students will be active members in their own goal setting and self-assessments by selecting performance indicators and work samples to include in their digital portfolios. David Niguidula in his book, *Demonstrating Student Mastery with Digital Badges and Portfolios*, shows the power of digital portfolios to demonstrate "that a student is mastering a set of expectations, while at the same time showing who the student is as an individual learner."<sup>10</sup>

The afternoon PBL block will be based on PBL method as defined by PBL Works (pblworks.org) and further informed by the 20 years of research by Elizabeth Cohen and Rachel Lotan and their colleagues at Stanford School of Education. Their research has resulted in the *Program for Complex Instruction* which promotes equal access to learning opportunities in heterogeneous classrooms. Nuestro Mundo's classrooms will intentionally be heterogeneous as is

the design of two-way immersion programs. The culturally and linguistically diverse population will be well served by the *Complex Instruction* strategies to ensure academic access and success for all students. Cohen defines the strategies and interventions as such, "To meet the challenge of heterogeneous classrooms, it is necessary for students to use each other as resources; tasks for small groups should require multiple abilities; and teachers need to know how to ensure that each student makes an important intellectual contribution to the group."<sup>11</sup> These cooperative learning strategies can be found in the design elements defined by PBL Works, the gold standard of PBL programs and what Nuestro Mundo will use to inform project block curriculum and instruction.

Personalized learning at Nuestro Mundo will look like each teacher and staff member knowing all students, their status in relation to the student population, and their gifts and challenges in both academic and SEL abilities. And furthermore using this knowledge to make informed decisions on groupings, roles, and assignment of tasks. Teachers at Nuestro Mundo will act as coaches to encourage all students to set individual learning goals via their digital portfolios and to contribute to their group projects in meaningful ways.

Student agency is central to the design of PBL as informed by twenty years of research. Teachers will be inspired by the PBL method as it will be embedded in the school culture with the knowledge that both teachers and students are responsible for tailoring each unit to individual student needs. Such units will meet the criteria outlined in the *Essential Project Design Elements* as defined by PBL Works. These design elements include aspects such as incorporating key knowledge and understanding derived from the standards, e.g., the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS), into a challenging problem or question that has real-world context. Through inquiry, student voice, and reflection a final product is created and presented to an authentic public audience. Students will not only be evaluated on their final public product, but also on their ability to work with a team, collaborate, think critically, and present effectively.<sup>12</sup>

**2. Seamless Integration of Disciplines: *Authentic content is not understood in discrete silos, thus a project-based curriculum focused on real-world problems must be delivered. All students will understand the connections between subjects and diverse ideas, enabling the ability to transfer skills and adapt.***

A daily two hour project block will connect learning across the disciplines. By engaging in authentic tasks, students will acquire the skills to think like scientists, historians, and mathematicians as they become real-world problem solvers. By combining the Gold Standard PBL elements with the SDG (Sustainable Development Goals) Student Led Change Projects, students will engage in five sustained interdisciplinary units a year. During Spanish instruction blocks, students will be working on projects in Spanish for an authentic Spanish audience. On scheduled English instructional time, all modes of communication will take place in English. Teachers will access resources from [The World's Largest Lesson](#) and the PBL Works to ensure that the focus remains on real-world problems and integrating the disciplines.

**3. Focus on the Whole Child: *Each student will be known well by adults in the community. With respectful peer relationships as the norm, students will have developmentally appropriate opportunities to learn and practice core social-emotional competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision making.***

Teachers and students will engage annually in [Responsive Classroom](#) training, which is an evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness. To further reinforce the sense of community, school wide assemblies will be held weekly to celebrate student achievement, cultural appreciation, and community accomplishments. The CASEL Competencies across the domains of self-management, self-awareness, social awareness, relationship skills, and responsible decision making will be embedded into all curriculum development.

**3. Collaboration of All Stakeholders: *All families and community members will be vital partners in the education and well-being of all students. Partnerships that promote community-based learning opportunities and expertise from the outside will be created and***

***fostered. Equally important will be flexible scheduling which permits teachers to design and implement high-quality instruction using a team approach.***

Parent voice and participation will be expected and welcomed at Nuestro Mundo. From the start the Nuestro Mundo Founding group developed a Family and Community Engagement Committee. This committee is tasked with creating opportunities for all families to be involved by reaching out to every family and understanding their capacity for contributing to the school (see Appendix for Committee objectives).

Formal collaboration opportunities with families will be parent/teacher/student conferences upon request and formally in the fall and spring. Conferences will follow the immersion model of involving students and both the Spanish and English teacher in the process. Students will interact with each teacher in the respective language demonstrating their abilities in each language. The conference model concludes with the student stepping out for family members to discuss progress with both teachers.

Further family engagement will be realized by providing multiple volunteer opportunities, parent information sessions focusing on curriculum, and events showcasing student projects and presentations. Accommodations will be made for working class parents with inflexible work schedules or for whom these traditional parental involvement activities are not a reasonable expectation. Making connections virtually, such as sending communications and showcasing student work via apps such as Class Dojo or Seesaw, will be regular practice.

Working within the community and with community organizations will be a priority at Nuestro Mundo. Our vision of what is best for kids, i.e., learning through meaningful tasks and solving real-world problems, can be effectively realized by partnering with the many environmental organizations across Rhode Island. Through our membership in the Rhode Island Environmental Education Association (RIEEA) we will partner with organizations such as Thrive Outside, the Woonasquatucket River Watershed Council, and the Nature Conservancy and to bring their programming into our schools and involve the students in projects beyond the classroom walls. The

Audubon Society of RI is another critical partner aligned with our mission, and they are eager to get students involved in their local community to make a difference with real-world projects. Working at the society's Stormwater Innovation center at Roger Williams Park in Providence, NM students will do ongoing water-quality testing and learn about water contamination abatement strategies that are highly beneficial to the local ecosystem.

Nuestro Mundo will maintain a continuous professional development plan that allows teachers the time to plan and reflect on the essential tenets of dual language immersion and project based learning. All staff members will have weekly planning time to collaborate with co-teachers, grade level teams, and vertically across the grade levels. Teachers will also be involved in professional collaboration through national, state and local organizations, e.g., the American Council on the Teaching of Foreign Languages (ACTFL), the Multistate Association for Bilingual Education, Northeast (MABE) and the Center for Applied Linguistics (CAL).

***4. Form Follows Function: The physical space will reflect the school's educational philosophy. All learning space will be aligned with the school's essential goals of collaboration, connection, and integration. The learning process will not be bound by the school's four walls or the confines of a traditional school day. Students will regularly be exploring environmental sustainability through work outdoors and within the community. Technology will also be used to enhance new models of teaching and learning.***

Nuestro Mundo students will have modern learning spaces. Both outdoor and indoor learning spaces will be created with the whole child in mind. Using the Boston Schoolyard Initiative (BSI) as an exemplar, outside learning spaces will be designed to "harness the intrinsic power of the schoolyard and use it to deepen student learning."<sup>13</sup>

Classrooms will be equipped with flexible seating, giving students choice in where to work and room for cooperative learning and classroom meetings. Classrooms will be equipped with digital white boards for interactive lesson opportunities, as a means to display student projects, and to video-conference with local and global counterparts. Classrooms will also have access to devices (tablets, laptops, etc.) to enhance learning via applications that support student centered learning,

exploration and creation. To address the digital divide, Nuestro Mundo will provide 1:1 devices for students to use in the classroom, at home and in the case of remote learning situations. These devices will be freely and fully connected. Nuestro Mundo will work with local libraries and cell companies to ensure that Wi-Fi access, Wi-Fi hotspots, or data plans are available for all students.

**5. Dual Language Immersion: *All Nuestro Mundo students will gain proficiency in English and Spanish- learning to listen, speak, read and write in both languages. Our immersive language program will begin in kindergarten, when children learn languages easily, and will continue throughout all grades.***

The school will offer a biliteracy model of dual language education (DLE) in English and Spanish. The DLE model based on the need in Providence is a TWI (Two-Way Immersion) model 50/50. This implies a mix of dominant English and Spanish learning together as emerging bilinguals. The 50/50 model speaks to half of the instructional time in English and half in Spanish, with special attention to sheltering instruction and cross-linguistic awareness. In all grades, language learning and biliteracy will be valued as an asset and sense of pride. Students will develop a love of reading and writing through exposure to the wonders and pleasures of literature and through positive, authentic experiences as readers and writers and interacting with texts that they can identify with.

Aside from culture building and norm setting, the first six weeks of each school year will be dedicated to the evaluation of students' language and academic levels to ensure differentiated and learner-centered instruction is effective and appropriate. Nuestro Mundo students will become stewards of language equity; developing a love and understanding of Spanish as a language of status, richness and wonder.

### **Research behind the Guiding Principles**

The above guiding principles for school/programmatic design have been guided by a wide body of research, including *10 Principles for Schools of Modern Learning: The Urgent Case for*

*Reimagining Today's Schools* by Will Richardson & Bruce Dixon and the recent work *What School Could Be* by Ted Dintersmith. The basic premise of these works is that we need to rethink school structures and practices to create innovative classrooms where children learn deeply and joyously as they gain purpose, agency, essential skills sets and mindsets, and knowledge that is rooted in the solutions to real-world problems.<sup>14</sup> They need to do this in a school culture that is supportive and responsive to all students' needs. The school community must partner with families and community members to provide support and innovative learning opportunities outside of the school's four walls.<sup>15</sup>

However, the principle that guides *Nuestro Mundo's* two-way immersion program has a solid foundation in research, as evidenced by the recent study conducted by the RAND Corporation<sup>16</sup> involving over 1,625 students in the Portland, OR Public Schools, tracking them over a 7-year span. The study provides strong causal evidence available that DLI programs can improve students' reading skills in English while also building their skills in a language other than English while not having any deleterious effect on mathematics or science achievement. Expanding the high-quality implementation of DLI programs could play a pivotal role in the struggle for educational opportunity for English learners and native English speakers alike.

Also informing *Nuestro Mundo's* guiding principles is the extensive body of research from the Center for Applied Linguistics that indicates that DLI programs promote bilingualism and biliteracy, grade-level academic achievement and cross-cultural competence in all students. Students maintain their native language while adding another language, and they develop pride in their own culture while developing an understanding of others. Additionally, in its *Blueprint for Multilingual Learners*, RIDE recommends DLI as an effective program for multilingual learners.

## **VII (B). Curriculum and Coursework**

Nuestro Mundo will take traditional subjects usually taught in isolation and develop interconnected ways to bring content areas together using overarching, essential question-driven change projects. These Student Led Change projects will begin with the CCSS, NGSS and the Rhode Island Social Studies Grade Span Expectations [GSE's] in mind and incorporate them into authentic tasks surrounding the larger Global Goals (SDGs). Our literacy and math curriculum programs are research-based and closely aligned to the CCSS.

### K-8 Curriculum Map Overview

Grade	Interdisciplinary Project Based Learning (incorporates science, social studies, reading, writing, sustainability, SDG, and math standards)	Spanish Language Arts <i>Estrellita</i> <a href="#">Alignment with CCSS</a>	English Language Arts <i>Fountas &amp; Pinnell Classroom™</i> <a href="#">Fountas and Pinnell K-8 CCSS alignment</a>	Math <a href="#">Engage NY</a>  <a href="#">CCSS Alignment By grade level and module</a>	Arts, Health & Wellness
K-1	<b>Sample Student Led Change Project Format:</b> Introduction to the SDGs based on the <a href="#">Global Game Changers</a> lesson plan	SLA Program: <i>Estrellita</i>	- <i>Fountas &amp; Pinnell Classroom™</i> -Targeted SEI strategies -Words their Way	EngageNY Math Kindergarten Modules 1-6  First Grade Modules 1-6	Visual arts and media, P.E x 2., music
2-3	<b>Sample Student Led Change Project Format:</b> Designing long term, service projects with the SDGs - <a href="#">Mapping your Community</a> - <a href="#">Service Projects in the Community</a>	Guided reading program with leveled readers in Spanish based on <i>Fountas and Pinnell K-8 Literacy Curriculum</i>	- <i>Fountas &amp; Pinnell Classroom™</i> -Targeted SEI strategies -Words their Way	Second Grade Modules 1-8  Third Grade Modules 1-7	Visual arts and media, P.E x 2., music
4-8	<b>Sample Student Led Change Project Format:</b> Students take ownership of solving local and global environmental issues: <a href="#">Build your Case</a>	Teacher created materials based on novel studies and literature circle methods <a href="#">Spanish Scholastic Magazines:</a> <i>¿Qué tal?, Ahora</i>	- <i>Fountas &amp; Pinnell Classroom™</i> -Teacher created materials based on novel studies and literature circle methods	-Fourth Grade Modules 1-7 -Fifth Grade Modules 1-6 -Sixth Grade Modules 1-6 -Seventh Grade Modules 1-6 -Eighth Grade	Visual arts and media, P.E x 2., music

				Modules 1-7	
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**Student-Led Change Projects:**

Nuestro Mundo is founded on the belief that all students deserve to be active participants in shaping their world for the better. Our mission is to prepare students to be global citizens and stewards of their environment. We see great opportunity and need in unifying with the United Nations in their goal to achieve the seventeen Global Goals for Sustainable Development (SDGs) which aim to end extreme poverty, inequalities, and climate change by 2030. Students as young as kindergarten have the responsibility as global citizens to get involved in learning and projects focused on these seventeen SDGs.

The Goals are broken down into targets to further clarify the Goal and explicitly direct efforts, facilitating participation for all. For example, Global Goal 4 speaks to quality education with target 4.7 stating, *“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”*<sup>17</sup> This philosophy will be embedded into all aspects of learning at Nuestro Mundo. Students will understand their place in society and be empowered to create change for a positive, sustainable future. While the SDGs do not specifically identify racial equity or anti-racism pedagogy, the Social Justice Standards and culturally responsive pedagogy is embedded in all curriculum units and expectations of the school culture. Nuestro Mundo will also address historic inaccuracies and injustices in a grade level appropriate manner.

Student-Led Change Projects will be thoughtfully crafted with input from all stakeholders. As teachers get to know students in the first six weeks of school, both teacher and student input will be used to modify the project-based units surrounding the SDGs. The Program Director will work with students, teachers, parents, and the community to tailor these projects to address authentic

and current needs in our school, community, and world. In addition to accessing PBL and SDG resources, projects will be aligned to the CCSS, NGSS and the Rhode Island Grade Span Expectations (GSEs) for Social Studies. See below map of the project focus broken down by grade level. There will be vertical alignment and spiraling of the content, providing opportunities for different grade levels to collaborate on projects. Additional standards that these projects will incorporate are the Financial Literacy Standards, Common Core Math Standards, and the Responsive Classroom principles and practices for building a healthy classroom community.

### K-8 Student Led Change Project Curriculum Map

Grade level	Essential Questions for PBL Units	<a href="#"><u>SDG Focus</u></a>	NGSS	CCSS	RI Social Studies standards
K	*How do we build a classroom community? And value our individual identities? *Where does our food come from? *What plants are in our food? *What does it mean to be healthy?	<b>Being Healthy/Nutrition</b> 2.Zero Hunger 3.Good Health and Well-Being	K.Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment	<u>CCSS.ELA-LITERACY.CCRA.SL.1</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <u>CCSS.ELA-LITERACY.CCRA.L.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals. E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance
1-2	*How does a learning community thrive? *How has the Earth's climate changed over time? *How do the movements of water affect the	<b>Protecting the Environment</b> 13.Climate Action 14.Life Below Water 15.Life on Land	1.Waves: light and sound 1.Structure, Function, and Information Processing 2.Structure and Properties of Matter 2.Earth's Systems:	<u>CCSS.ELA-LITERACY.CCRA.R.2</u> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <u>CCSS.ELA-LITERACY.CCRA.W.7</u> Conduct short as well as more sustained research projects based on focused questions,	C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

	<p>Earth and its systems? *What is harming our oceans and what lives in them?</p>		<p>Processes that Shape the Earth</p>	<p>demonstrating understanding of the subject under investigation. <u>CCSS.ELA-LITERACY.CCRA.L.3</u> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	
3-4	<p>*What impact do our lives at school and home have on renewable resources? *How can we improve water quality and conserve usage? *What makes energy 'clean' or not? *What is sustainability?</p>	<p><b>Clean Water and Energy</b> 6.Clean Water and Sanitation 7.Affordable and Clean Energy 12.Responsible Consumption and Production</p>	<p>3.Forces and Interactions 3.Interdependent Relationships in Ecosystems 3.Weather and Climate 4.Energy 4.Structure, Function and Information Processing 4.Earth's Systems: Processes that shape the Earth</p>	<p><u>CCSS.ELA-LITERACY.CCRA.R.7</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <u>CCSS.ELA-LITERACY.CCRA.W.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research. <u>CCSS.ELA-LITERACY.CCRA.SL.5</u> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. <u>CCSS.ELA-LITERACY.CCRA.L.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>HP 5: Human societies and cultures develop and change in response to human needs and wants.</p>
5-6	<p>*What role can I take on to benefit my classroom community? *What does it mean to be poor? *Why is it</p>	<p><b>Economic Inequalities/ Fair Trade</b> 1.No Poverty</p>	<p>5.Structure and Properties of Matter 5.Matter and Energy in Organisms and Ecosystems</p>	<p><u>CCSS.ELA-LITERACY.CCRA.R.8</u> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>C&amp;G 3: In a democratic society, all people have certain rights and responsibilities.</p>

	<p>important to have a good job? What is a good job? (Addressing fair livable wages and working conditions)  *How do good or bad jobs impact economic growth?  *Why is it important for us to build buildings that are safe to live and work in?  *What are the benefits of having basic infrastructure such as roads, communication, technology, and sanitation?</p>	<p>8.Decent Work and Economic Growth  9.Industry, Innovation, and Infrastructure  11.Sustainable Cities and Communities</p>	<p>5.Earth’s systems  5. Space Systems  MS.Chemical Reactions  MS.Forces and Interactions  MS.Energy  MS.Engineering Design</p>	<p><u>CCSS.ELA-LITERACY.CCRA.W.10</u>  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  <u>CCSS.ELA-LITERACY.CCRA.SL.6</u>  Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  <u>CCSS.ELA-LITERACY.CCRA.L.5</u>  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>E2: Producers and consumers locally, nationally, and internationally engage in the exchange of goods and services</p>
7	<p>*How has my education at Nuestro Mundo impacted me?  *Why is a good education important?  *What is gender equality?  *What is racial equality?  *Why is equality important?  *How do we keep ourselves healthy?  *What action can we take to prevent diseases around the world?</p>	<p><b>Education for All</b>  4.Quality Education  5.Gender Equality  6.Reduced Inequalities  13.Climate Action  3.Good Health and Well-Being</p>	<p>MS.Waves and Electromagnetic Radiation  MS.Structure, Function, and Information Processing  MS.Matter and Energy in Organisms and Ecosystems  MS.Growth, Development, and Reproduction of Organisms  MS.Weather and Climate  MS.Human Impacts</p>	<p><u>CCSS.ELA-LITERACY.CCRA.W.2</u>  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  <u>CCSS.ELA-LITERACY.CCRA.L.6</u>  Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to</p>	<p>C&amp;G 2: The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</p>

				comprehension or expression.	
8	<p>*What can I do with my classroom to promote the Global Goals?  *How do you define justice?  What might happen if we don't work for peace?  *How do I impact local ecosystems?  *What alternatives do we have to reduce our impact on nature?  *What problems are threatening life on land?</p>	<p><b>8 - Human Rights Around the World</b>  16.Peace, Justice, and Strong Institutions  17.Partnerships for the Goals  3.Good Health and Well-Being  7.Affordable and Clean Energy  14.Life Below Water  15.Life on Land</p>	<p>MS.Energy  MS.Waves and Electromagnetic Radiation  MS.Interdependent Relationships in Ecosystems  MS.Natural Selection and Adaptations  MS.History of Earth  MS.Earth's Systems</p>	<p><u>CCSS.ELA-LITERACY.CCRA.W.1</u> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.  <u>CCSS.ELA-LITERACY.CCRA.W.8</u>  Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>G3: Human systems, and human movement affect and are affected by distribution of population and resources, relationships (cooperation and conflict), and culture</p>

**Language Arts:**

Literacy is the key to success in all areas within the classroom walls and beyond. The joy of reading will be modeled by all staff at Nuestro Mundo and a quality literacy program will be a hallmark of our curriculum.

Irene C. Fountas and Gay Su Pinnell have more that 25 years of literacy leadership using research-based best practices to promote life-long literacy and to foster a love of reading. Their extensive work in the field has coalesced into *Fountas & Pinnell Literacy*, “a cohesive, systematic approach to high-quality literacy instruction centered on a powerful principle: what we teach, we value: and what we value, we teach.”<sup>18</sup>

*Fountas & Pinnell Classroom* provides all necessary materials to run an effective language arts program in grades K-8. Materials include, but are not limited to, interactive read-alouds; shared reading; phonics, spelling and word study; reading mini lessons; guided reading; book clubs;

independent reading; and professional learning tools and assessment. The program also provides additional intervention components for struggling readers. Leveled readers and mini lessons are available in Spanish as well. We will also supplement this program in grades K-1 with *Estrellita* because of its focus on phonetic instruction specific to the Spanish language.

### **Dual Language Immersion (DLI)**

Nuestro Mundo's goal to create global citizens is centered on the importance of being biliterate, not only for language acquisition, but for gaining a broader perspective of the world and thus developing empathy towards others.

DLI has been shown to achieve high success rates in acquiring a second language AND overall academic achievement for native English speakers and English language learners. Building literacy skills simultaneously in two languages is a more complex process for the brain and therefore achieves greater cognitive flexibility. Furthermore, research shows that English language learners can benefit from continuing to learn in their native language. Literacy instruction in one's native language (L1) facilitates literacy skills in a second language (L2). It also allows for the added benefits of being bilingual and maintaining a heritage language and culture.

Nuestro Mundo will follow the *Guiding Principles for Dual Language Education* which states, "This vision of multilingualism and multiculturalism for dual language programs incorporates the concept of additive bilingualism, in which students are provided the opportunity to acquire a second language at no cost to their home language."<sup>19</sup> Considerable research over several decades demonstrates that additive bilingual programs are associated with content area achievement and proficiency in the second language and the home language (e.g., Genesee et al., 2006; Lindholm-Leary, 2001; Lindholm-Leary & Genesee, 2010; U.S. Department of Education, 2012) and with improved self-esteem and cross-cultural attitudes (de Jong & Barse, 2011; Lindholm-Leary, 2016b; Lindholm-Leary & Howard, 2008; Potowski, 2007).

Nuestro Mundo's dual language model will also incorporate the work of Ofelia García.

García’s research has further improved the policies on educating emergent bilinguals with her concept of “dynamic bilingualism.”<sup>20</sup> Instead of seeing bilingual education as additive or subtractive, she makes the case that for education to be equitable for multilingual learners, the advantages and strategies of translanguaging must be considered and explicitly taught to students. Nuestro Mundo’s biliteracy curriculum units include lessons dedicated to this concept of translanguaging or comparing of language structures and vocabulary in the two languages.

Evidence that dual language education is an effective model is shown by many studies. A well known and often referenced one is the work of Thomas and Collier. Their research shows that dual language programs are the most effective educational model for closing the achievement for ELs. Further validity was given to achievement of students in dual language programs as a result of the more recent Portland study because it was longitudinal and students were randomly assigned to the dual language programs. This eliminates selection bias to prove causation between being in a dual language program and positive outcomes in academic achievement. Another significant study was *America’s Languages: Investing in Language Education for the 21st Century*, a bi-partisan, Congressional-commissioned study that resulted in the conclusion that the US needs more dual language programs and promotion of languages other than English, now more than ever.<sup>22</sup>

### **Math: EngageNY**

Engage New York is a free curriculum resource available in Spanish and English. It is an effective program for language learners as it has a predictable routine, recurring visuals to represent each concept, and straightforward explicit instruction on number sense and operations. While the deep and meaningful math learning will occur in project based learning experiences, students will be engaged in mathematical problem solving daily through explicit math instruction guided by the EngageNY math modules aligned with the Common Core Math Standards.

### **The Arts and Wellness**

In its inception, Nuestro Mundo will provide art, music, and wellness classes through part-time teaching positions. Specialist teachers will teach classes to each grade level as well as work with the classroom teachers to align curriculum to both the National Core Arts Standards and the Standards for Dance, Media Arts, Music, Theater and Visual Arts. The focus in specialist classes will also be aligned to the given objectives in the classrooms and vice versa. The importance of the arts will be emphasized throughout all instruction at Nuestro Mundo.

### **Visual Arts**

A designated art class will take place once a week as a time for students to create and discuss a variety of art styles and the impact of art on history and culture. The visual arts program will align directly with student led projects and themes in the classroom. Following the strong emphasis of literacy at Nuestro Mundo, art classes will be designed with language objectives in mind. We plan to connect to the local non-profit organizations such as City Arts, to enhance our art programming in the elective class and throughout the curriculum.

### **Music**

Music is key to well being, language development, and cultural expression. Students at Nuestro Mundo will be exposed at a young age to rhythm, melody, reading music and experimenting with instruments. By fifth grade students will be encouraged to play an instrument and/or sing in the school chorus group. Music will also provide opportunities for students to engage in theatre and prepare for performances to present to the school, community and families. Nuestro Mundo will also bring in community organizations such as the Puerto Rican Institute for the Arts and Advocacy to expose students to culture and musical talent.

### **Media**

Technology is a powerful tool for learning and creation if used correctly. Nuestro Mundo will carefully plan for its students to benefit from the amazing opportunities it provides, while also teaching responsible use of digital media. Media instruction will be embedded in project blocks and

will introduce students to digital libraries to enjoy stories, research current projects, and learn through a variety of text and video genres. It will also teach students to consume and produce using code.org and a variety of web 2.0 tools. Technology instruction and themes will align with what students are currently focusing on in the classroom and with the [RI K-12 Computer Science Education Standards](#).

The media curriculum will also serve as an introduction to digital citizenship. Before earning the power to design programs and engage with digital media, Nuestro Mundo students will understand the importance of making smart choices online and the impact their digital footprint will have on their lives. *Common Sense Education's* definition of Digital Literacy is, the responsible use of technology to learn, create and participate."<sup>23</sup>. This Digital Literacy K-12 Curriculum is a free program with resources for students and families in English and Spanish that will be utilized to promote healthy use of technology at school and home.

### **Physical Education**

Physical fitness and wellness must come first in setting students up for success. Students at Nuestro Mundo will have physical education classes twice a week for 90 minutes. This will be a time for kids to be active via games, dance and team building activities. Both the Rhode Island standards for Health Education and Physical Education will be the focus during this block.

### **Curriculum Review**

The NM curriculum through which the students achieve biliteracy and engage in projects current to environmental and social needs will be everchanging and refined. The program director will be responsible for managing school-based committees that will regularly review and refine the written and taught curriculum.

Prior to opening, this will consist of the program director setting up a curriculum planning retreat through MABE (Multistate Association for Bilingual Education, Northeast) called *La Siembra*

with NM teachers. The program director will also work with founding group member Amanda Seewald to refine curriculum and put initial and ongoing professional development.

The [\*CAL Guiding Principles for Dual Language Education\*](#)<sup>24</sup> and MABE's Dual Language Implementation Readiness Tools will be used to regularly analyze and evaluate the program. Program leaders have come to depend on this document to guide preliminary thinking and planning, support ongoing program implementation, and inform monitoring of program effectiveness. It has also become a trusted resource for educating school and district leaders and for guiding communications with community stakeholders.

After the initial development we will determine whether it will be a 3 or 5-year cycle for curriculum review. Each year will focus on one to two content areas: Spanish language development, English language development, Spanish language arts, English language arts, mathematics, science, or social studies. Project block will be part of the revision process annually. Nuestro Mundo will also use the summer months for curriculum evaluation and mapping. This will be optional with financial incentives for staff to participate in curriculum evaluation and mapping committees. Instead of using an online curriculum platform such as Atlas Rubicon, we will create an internal website and curriculum maps in adherence to the belief that curriculum must be catered to the unique needs of the specific student population and the goals of the school. As staff and administration get to know the student population each year, this will be prioritized in curriculum refinement. Curriculum maps will be modified from MABE's curriculum resources and the use of the Biliteracy Curriculum Template by Amy Finsmith.

## **VII (C)- Learning Environment & Pedagogy**

### **Dual Language Immersion**

There are many models of bilingual and dual language immersion education. Based on the high success rates of the 'Utah Model' and consulting with Amanda Seewald in her work with the

American Councils for International Education, Nuestro Mundo will follow a Two Way 50/50 Immersion model where the partner language and English are used equally throughout the program. To ensure that one language is not emphasized over another, instructional blocks will alternate between beginning in Spanish and English. Looking at the proposed schedule, Monday and Wednesdays will begin in English and Tuesday and Thursdays in Spanish. On Mondays students will begin with a literacy block in English, followed by math in English and during the 'language switch' connections will be made between the two languages, also known as "the bridge" or "translanguaging." Afternoon project block will then be conducted using Spanish as a means of interpersonal, interpretive and presentational communication. Nuestro Mundo will use a paired literacy approach to connect Spanish language arts with English language arts, as well as to promote and scaffold Spanish and English language development across all content areas.

Paired literacy provides an effective model to deliver instruction in both languages in a timely and productive manner. It refers to providing instruction in both Spanish language arts and English language arts, while explicitly scaffolding experiences for students to rehearse language structures and vocabulary in authentic contexts. It is not repeating the same lessons in each language or a direct translation of text. Rather is it a thoughtful connection of themes, genres and concepts to maximize cross-linguistic transfer across the separate literacy blocks. Interconnected instruction in both Spanish and English supports the end goals of biliteracy and cultural appreciation.

### **Social and Emotional Learning (SEL)**

Social and emotional well being is paramount to all curriculum and pedagogical decisions at Nuestro Mundo. We recognize students cannot learn if they are not in a comfortable, loving environment. Those students with past trauma will need even more support to feel safe in any given setting. To ensure an effective consistent environment of positivity and social responsibility, Nuestro Mundo will adopt the Responsive Classroom (RC) philosophy from day one. All staff, from

lunch monitors to administrators will be trained in the Responsive Classroom method. Classroom morning meetings are built into the instructional schedule and all teachers will be trained in the three RC components of the morning meeting: greetings, news, sharing, group activity and morning meeting. The first six weeks of school will be reserved for building classroom community according to the RC curriculum. Furthermore the CASEL Guide to School-Wide SEL will inform systematic SEL implementation to reinforce positive behavior.

### **Outdoor Learning**

Nuestro Mundo's goal to provide multiple outdoor learning opportunities directly ties in with social and emotional health. Getting students out in nature is proven to positively affect mood and well being. In order to create deep and meaningful learning for our students, we must move beyond the four walls of the classroom. Careful attention will go into designing a quality outdoor learning environment and school garden. We have formed a partnership with Shannon Rozea and her organization, *Thrive Outside*, which is dedicated to helping youth thrive through outdoor learning. They support schools with landscape architect design and construction and count on the expertise of Kristin Metz, former Director of Education for the Boston Schoolyard Initiative (BSI), to provide professional development on teaching and learning outdoors.

Curriculum at Nuestro Mundo will be created with the outdoor learning space in mind. Outdoor lessons and tasks will be embedded into all core subject units. Learning outdoors sparks creativity, expands language opportunities, and provides needed space for collaborative learning. Outdoor programs shown to be effective by the work during the BSI are Science in the Schoolyard™ and Outdoor Writers Workshop™ (OWW). The BSI even found increased success in writing for English language learners when teachers implemented the Outdoor Writer's Workshop (OWW).<sup>25</sup>

Nuestro Mundo will be committed to this simple yet powerful teaching method.

### **Project-Based Learning**

Staff at Nuestro Mundo will be trained by PBL Works in developing PBL units and teaching in a project-based learning environment. Teachers and paraprofessionals will have opportunities to deliver individualized explicit instructions of skills during small group literacy and math blocks; however, Nuestro Mundo staff will also act as coaches guiding students to be independent in their learning. Interdisciplinary Project Blocks will occur daily. These two hour blocks are sacred sustained time for students to tap into their intrinsic motivation and create their own learning. In their work *Setting the Standards for Project Based Learning*, Larmer, Mergendoller, and Boss argue that PBL is not teachers leaving students to their own devices but rather teachers directing projects and working with individuals and groups to empower students as they learn by solving real-world problems: “It was the teacher’s job, Dewey believed, to place such obstacles in front of students. Effective projects were carried out through a ‘common enterprise’ in which the teacher becomes a partner in the learning process, guiding students to independently discover meaning within the subject area.”<sup>26</sup> At Nuestro Mundo the “common enterprise” behind project design will be the Sustainable Development Goals. Student voice and choice will be present as students plan solutions to achieve the goals, carry out their plans, and reflect upon their results. Throughout the projects teachers will work alongside the students using rubrics, designed by PBL Works, to ensure that best practices are being utilized to develop true success skills in students. Rubrics to evaluate critical thinking, teamwork, collaboration, self-reflection, leadership, empathy and public speaking are among some of the crucial skills students need to succeed in today’s world.

The design of the classroom environment will be thoughtful and deliberate. Students will have open, flexible, and ergonomic seating and work space (tables) that are developmentally appropriate. By design, classrooms where English is taught and where Spanish is taught will be static as the philosophy of “one teacher, one language” will be applied as students will associate a teacher with either Spanish or English. Although the typical homeroom will have 22-24 students, students will be grouped between classes and grade levels for projects, guided reading, and small

group math instruction. Classrooms will be rich with traditional support of literacy development tools, i.e., word walls, text, print, etc. and will also contain sufficient space for movement, small group instruction, and specialist instruction. Outdoor classrooms and technology-interactive learning apps on technology devices and SMARTboards will honor the learning styles of visual, auditory, and kinesthetic learners.

#### **VII(D). Specific Populations**

##### **For students struggling academically and behaviorally:**

Nuestro Mundo will use a Multi-Tiered System of Supports (MTSS) to plan an instructional framework to support all learners. In Nuestro Mundo's MTSS framework all teachers will use culturally responsive, universally designed instruction at Tier I providing all students with the foundational skills necessary to be successful academically and behaviorally. Throughout Tier 1 instruction, all students will participate in screening assessments in early literacy and early numeracy skills. For example:

- 1) Language interview assessment in K-3 (MOPI, ACCESS)
- 2) DRA- [Fountas and Pinnel](#) in first grade and for struggling students
- 3) [DIBELS K-6](#) IDEL K-3
- 4) Reading comprehension, math, AAPPL, ACCESS online assessments 3-8
- 5) The [CORE Phonics Survey](#) for grades K-1 (letter naming fluency and sight word assessment)
- 6) [Easy CBM](#) for all grades, K-8, for screening and progress monitoring in ELA and mathematics, clear alignment to the CCSS

Concerns about a child's performance, academic or social-emotional, will be submitted in writing to the team by the child's teacher. The team will use the above assessments as well as background information, classroom assessments and observations to determine specific deficiencies and plan appropriate interventions. Because of the anticipated number of multilingual learners in the school community, the MTSS Team will first consider the culturally and linguistically responsive instruction for successfully educating increasingly diverse student populations. "The

challenges and complexities of diagnosing disabilities among DLLs (Dual Language Learners) further complicates efforts to distinguish the DLLs who are affected by a disability from those who have not yet experienced sufficient opportunities to learn either English or academic content during their school careers."<sup>27</sup>

If a child is referred for a SPED evaluation, the six-week MTSS process will begin with the child receiving Tier 2 services. If an evaluation is determined to be necessary, appropriate cognitive and behavioral tests will be administered by both Nuestro Mundo staff and consultant specialists.

In addition to individual referrals, the school's MTSS Team will meet weekly to analyze benchmark assessment data and monitor the progress of students that are not meeting grade-level standards.

Tier 1 practices will take place in the daily literacy block of differentiated small group instruction and hands-on centers. Students engage in phonics instruction, guided reading, word work, and writer's workshop choices. Classroom teachers will be supported by paraprofessionals, the ELD (English Language Development) teacher, and the special education teacher in weekly progress monitoring to guide differentiation in the instruction. This differentiated approach will also be applied to the daily mathematics block. Diagnostic, benchmark and formative data will also be examined by these teams of teachers to determine student placements in further interventions and/or enrichment programs. Students qualifying for additional intervention will continue to participate in the reading and math blocks, but will receive Tier 2 targeted research-based intervention from the classroom teacher and paraprofessionals. Students requiring Tier 3 intervention will also continue to participate in classroom instruction following the inclusion method, but will receive intensive individualized services from the special education teacher. Programs used for more intensive support will be Reading A-Z, Wilson Reading Program, Fountas & Pinnell Leveled Literacy Intervention, and TouchMath.

Students qualifying for Tier 2 and 3 behavioral interventions will be supported by the school counselor, nurse, and special education teacher both during classroom instruction time and through support groups during lunch and individual sessions during the school day. Nuestro Mundo will work closely with families to provide these supports.

**For students learning English:**

All students at Nuestro Mundo will be multilingual learners as they develop strong literacy and oracy skills in Spanish and English, as well as metalinguistic strategies to become fully biliterate. Nuestro Mundo's dual language immersion model will promote biliteracy for all by using sheltered instructional strategies across all content areas. All teachers will be trained in the *SIOP Model* (Sheltered Instruction Observation Protocol) to design instruction in the target language from grade-level curricula, and to use strategies to help students understand content through comprehensible input.<sup>28</sup> The clear philosophy of all sheltered instruction will be that content is both essential to learn and perfect as a meaningful purpose to use academic language, regardless of the student's home language.

From the time of enrollment in Nuestro Mundo, all students will be identified using the [English language learner Identification procedure](#). If a home language other than English is determined, an interview with the student will be conducted by the Program Director or EL teacher. Additionally, Nuestro Mundo will administer an initial assessment of students proficiency levels in Spanish and English and use this, along with a parent questionnaire, to determine where a student falls on the bilingual continuum. This data will also be used as a benchmark to measure further growth for each individual student.

Students with a home language other than English that are identified as multilingual learners will additionally be evaluated annually using language proficiency assessments that are aligned with the English language proficiency assessment, as required by Title I (ESEA Section 1111(b)(2)(g)). *"This strengthens the assessment's validity, which is not only required under Title I*

*but is also consistent with the obligation under Title VI and the EEOA to use valid and reliable criteria for assessing English proficiency.”*

Nuestro Mundo teachers will meet state certification requirements, be highly qualified in their content area, and demonstrate proficiency in both English and Spanish, and/or have the dual language certification. Paraprofessionals at NM will demonstrate proficiency in English on the state paraprofessional test as well as proficiency in at least one of the predominant languages of the LEA’s multilingual student population (Spanish) or demonstrate training in culturally responsive education practices to be substituted for proficiency in at least one of the predominant languages of the multilingual student population.

The WIDA Access Placement Test (W-APT), an initial screening instrument developed by the WIDA Consortium to measure a student’s ability to understand, speak, and read English at a level appropriate to the student’s age and grade placement, will be given upon entrance to NM. The ACCESS (ELP Assessment) will be administered on an annual basis and will be used to assess progress. This WIDA-developed assessment instrument measures the social and academic English language proficiency of English Language Learners in four domains: speaking, listening, reading, and writing) A reading assessment will be given in the students’ first language. ELL students will be evaluated as on the WIDA continuum of: Entering, Beginning, Developing, Expanding, Bridging, or Reaching.

The beginning weeks of school will focus on language assessment. Using ACTFL and WIDA as guidelines and resources for quality assessments, the Program Director, ELD teacher, and classroom teachers will collaborate to ensure that all students are receiving the language support necessary for success. Our weekly schedule is designed to consistently monitor and support language development across all instructional blocks. Students who may need extra support with one language over another or in a certain domain of communication, will be supported via small group instruction. The Spanish and English WIDA Can Do Descriptors and the ACTFL Proficiency

Can Do Statements will be considered in all lesson design to differentiate instruction for individual students on their pathways to proficiency.

**For students with identified disabilities:**

Initially Nuestro Mundo will employ 2.0 FTE special education teachers to work hand in hand with classroom teachers to design inclusive practices that support struggling learners. Special education teachers will help to craft IEP plans which will be honored by all teachers and paraprofessionals and will be implemented in accordance with the [Regulations Governing the Education of Children with Disabilities](#). IEPs and 504 plans will be reviewed annually by the MTTS Team to ensure accommodations evolve with the child and that all staff are aware and able to implement them. All accommodations and Interventions will be designed based on the data for each child, and in turn consistently monitored in order to realize results. During its first year, Nuestro Mundo will contract with an external agency to provide services such as occupational and speech and language therapy.

**For gifted or advanced students:**

Nuestro Mundo teachers will receive professional development surrounding all types of learners and how to support them, including gifted students, known in Rhode Island as Learning Beyond Grade Level. Teachers will be empowered with the time and resources to know each student well. Paraprofessional staff will also support classroom teachers in evaluating and progress monitoring students to consistently provide the best personalized learning possible. Through ongoing attention to flexible grouping and PBL groups and roles, all students will be challenged according to their skill set. The PBL and inquiry-based curriculum gives them an opportunity to explore different aspects of the theme at their own pace so they can progress beyond. For example, a student with strong skills in coding will serve as the IT leader in a group project, giving him/her the opportunity to create and extend his/her learning as is characteristic of the gifted child. As other group roles can be equally challenging for the gifted child, and as is the personalized learning

philosophy of Nuestro Mundo, attention would be given to the individual needs of each student to coach them in a variety of cooperative learning opportunities. Similarly, an advanced reader would receive instruction and interact with texts at his/her level in the small group literacy instruction model at Nuestro Mundo. In addition, classroom teachers, in collaboration with the Program Director, will provide accommodations within the classroom for gifted students informed by the [National Standards](#) and the [Rhode Island Learning Beyond the Grade Level regulations](#).

### **VII(E). Assessment System**

With personalized learning being at the core of Nuestro Mundo's mission, the approach to assessment of student proficiency and growth will be achieved using multiple measures. A key component will be the use of a digital portfolio system, through *Richer Picture* of Providence, with a system of badges to drive student motivation. The online portfolio system will be a perfect means to allow students across all grade levels to demonstrate their proficiency in both Spanish and English, showing their skills and growth in reading, writing, speaking, and listening comprehension. The use of this system will also lend itself to the use of school-wide and grade level common assessments with common rubrics. With such a system, teachers will spend team time calibrating the use of common rubrics and their use to refine the curriculum and inform instructional strategies. The school will celebrate student learning and growth two times annually, in December and June, through a community portfolio exhibition day where all students will present their best work and reflect upon it for families and staff.

Additionally, Nuestro Mundo will also employ multiple assessment systems to diagnose initial language levels in both English and Spanish including WIDA and MOPI during the first six weeks of every school year. Curriculum program based assessments from *Fountas & Pinnell Classroom™* and *Estrellita* will also be administered to collect additional data on language proficiency. In the elementary grades running records will be used to assess reading fluency and monitor progress throughout the school year and will inform instruction and leveled reading

groupings. Diagnostic and summative evaluations from the *EngageNY Math* program will measure growth in mathematics, and mastery of new math concepts will be determined through the end of unit assessments. All students in grades three through eight will take the RICAS and in grades fourth and eight, the NECAP science exam. Accommodations during state testing will be made for any students on IEPs or 504 Plans.

The school will be transparent about the results of student performance and will publish an annual report with the aggregate results on portfolio assessments, school benchmark assessments, and state assessments. The easy-to-read report will include an analysis of strengths and areas for growth, and will be used as a lever for school improvement planning.

#### **VII(F). Promotion and Graduation Policy**

All students at Nuestro Mundo are held to high standards while progressing through grade levels kindergarten through eight. Promotion to the next grade level consists of demonstrating readiness in the core academic domains and meeting year-end portfolio requirements. Because of the personalized school culture and commitment to supporting student needs, we do not envision many instances of retention. The decision for promotion to the next grade level will be a holistic decision that uses multiple measures, with the anchor being the achievement of core academic domains such as the appropriate grade level CCSS and other standards. NM will feature a standards-based report card, so grades earned will be a factor, as long as appropriate progress made toward grade level standards and targeted SDGs as measured by the quality of artifacts in student portfolios. In the rare event that retention is a consideration, families will be key partners in the decision, using [\*Light's Retention Scale\*](#) as a research-based tool to help inform the decision. The scale uses multiple factors- academic and social-emotional- including preschool experience, student's motivation, attendance, emotional disorders, and conduct patterns- to guide decision-making. All retention and promotion policies will be published annually in the *Nuestro Mundo Family Handbook*.

## **VII(G). School Culture**

Nuestro Mundo's innovative curriculum and nurturing environment will be centered on student needs and emotional well being. Using Responsive Classroom to foster a culture of caring for others, Nuestro Mundo will create an atmosphere of unity and appreciation for diverse cultures and learning styles. Students will be greeted upon arrival by staff members who know their names and preferred activities. Breakfast and recreational play will be provided upon arrival, encouraging students to arrive on time and to be ready to learn when the instructional day starts. Instructional time in K-5 will begin with a morning meeting to greet each individual child and celebrate what each child wishes to share with his or her class. Starting in grade six, morning meetings will develop into Responsive Advisory Meetings. Keeping students active throughout the school day with brain breaks, hands-on projects, and frequent trips outside and into the community will motivate students to be engaged and find joy in learning. Students and parents will be surveyed multiple times using text-based and digital applications to ensure that Nuestro Mundo is meeting the objectives of providing a healthy learning culture and environment to its student population.

### **Classroom Environment**

Nuestro Mundo will utilize partner teaching for each grade level. The model of one teacher, one language will be utilized in grades K-5 with additional content specialized teachers in the middle school grades. Each grade level will have an English teacher and a Spanish teacher. Additionally the room where English is taught, will always be where English is taught and the room where Spanish is taught will always be where Spanish is taught. For translanguaging periods, the teachers will create a co-teaching space to focus on metalinguistic and cross linguistic strategies. While code switching will be valued as an advantage of biliteracy, in order to create high levels of proficiency in both English and Spanish, the separate spaces and teachers for the languages will create environments of immersion where the students' language skills can truly develop.

Each class will consist of 22-24 students. The classes will alternate starting their day in English and Spanish, so as not to favor one language at more productive times during the day. In addition to their homeroom groups students will be grouped between classes and grade levels for projects, guided reading, and small group math instructions. All students at NM will be emerging bilinguals, but initial interview and ongoing assessments will determine language strengths and inform flexible grouping. During MTSS blocks and small group instruction, all will have targeted opportunities to build background knowledge and vocabulary in the language needed. Additional practice time and reinforcement will be given to SEN (Special Education Needs) students.

The classroom space will be designed to honor the students' cognitive and physical development with flexible seating and an open plan for ongoing interactive experiences. Tables and comfortable seating will replace traditional desks to promote group work. Outdoor classroom space will be utilized regularly and even more so if the pandemic continues. Special attention will be given to creating a print rich environment to celebrate both languages and provide language support with thematic and functional word walls and/or digital displays. Student materials will be arranged for ease of student access to promote a student agency in their daily class work, including their 1:1 devices. As emphasized by CAL, "Information should be shared both orally and in writing, accompanied with visuals, and repeated and rephrased to model the type of repeated exposures that language learners will need to comprehend a teacher's mini-lecture or task directions. In fact, reducing teacher talk is one of the most important features for linguistically and culturally diverse students, so that they are encouraged to spend more time speaking with peers about content concepts."<sup>29</sup>

Nuestro Mundo provides assurance that it 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. However, as a foundation, the following core beliefs are at the heart of our Student Discipline System:

1. *Children want to do well- they simply need the skills.* Behaviour is a skill. When a child struggles with reading, we provide interventions and differentiation to support and teach. When a student struggles with behavior, we also need to support and teach... and reteach. As with all learning, students need clear models and criteria of what effective behavior looks like, and thus it should be explicitly taught.
2. *It's all about connections.* We must connect with our children- They need to know in tangible ways that they matter. At the heart of the NM mission is student agency, and in that is knowing each child's strengths and interests. We must take the time to show students that we care about their life beyond the classroom. Differentiation is not just about teaching at a child's level, it is also about including their strengths and interests.
3. *Children need a sense of belonging.* There needs to exist a strong sense of community. Every child must be known well by at least one staff member. Students that are sent out of class or excluded from school cannot expect a sense of belonging. Thus, we must maintain the goal of consistently creating a sense of belonging in the classroom.
4. *Start with student strengths.* It is incumbent upon the adults in a school community to proactively create the conditions for students to see and feel real success. We must know what each student's strengths and interests are, and include these in their learning from the start. They should be used to build confidence and give students a sense of purpose and positive identity at school.
5. *"How we teach becomes what we teach."*<sup>30</sup> This simple quote from Larry Cuban speaks to this simple credo: If we want to see it... model it. If we want children that are caring, kind, empathetic, inclusive, etc, we need to model this at all times. We are not perfect and we make mistakes but it is how we respond to these mistakes that teaches our students how to respond to theirs. Whenever we have that opportunity to discipline and "teach the child a lesson", we need to be reflective on what that lesson is. Even at the most challenging times,

we must do our best to remain respectful as our actions teach so much. When we are working with students with challenging behaviors, we need to be consistently kind and firm.

6. *Focus on self-regulation and self-control skills.* Starting with the earliest grades, we must focus on self-regulation and self-control for our youngest learners. For example, if a student cannot sit still, they are telling us they need to move. The mindset must be that sitting still is a skill but it is also developed more easily for some. In a similar vein, we must teach children the skills needed to self-regulate their emotions. We also need to ensure that classroom environments help children that lack self-regulation skills.
7. *They are all OUR students.* Student discipline is everyone's responsibility. Thus, we need to tap into all relationships and resources in our school. For example, If there is a paraprofessional or former teacher that has a positive relationship with a student and family and can affect a positive change, then he/she will be a critical part of the team.

With these core beliefs as our guiding principle, Nuestro Mundo will implement the research-based Positive Behavioral Interventions and Supports (PBIS) system as the foundation of the school's disciplinary system to maintain a safe and orderly environment. It will be the perfect complement to the Responsive Classroom model. PBIS encompasses all children through a three-tiered approach to discipline. The prevention of problem behavior is emphasized at all three levels - school-wide, targeted (at-risk) and intensive (chronic or severe). When problem behavior does occur, the response is consistent and is based on an understanding of the function of the behavior. PBIS also addresses appropriate behaviors in every area of the student's day - the classroom, the cafeteria, the bus, during school-wide assemblies, hallways, recess and so on.

As the goal for the PBIS system is the creation of a system where all children strive for an internal, intrinsic sense of "doing the right thing," there will be a system of rewards and incentives for the practice of positive, prosocial behaviors. We will be deliberate in providing sufficient opportunities for all students so they may practice the desired behaviors. Inherent in this effort will be the mindset that students will practice correct behaviors if they receive frequent and specific positive feedback. Additionally, there will be a system of rewards (e.g., additional privileges during lunch, additional recess, etc.) for individual students and classes for using positive behaviors over time. These tangible rewards will not be large, fancy, or expensive, but will be a visible recognition that supplements verbal recognition effectively. The goal over time will be to reduce the frequency of tangible rewards so that behavior does become internalized.

The first consequence of minor misbehavior will be to re-teach the desired behavior to ensure the student knows what is expected. Further consequences are dependent on the child's age and the nature of the misbehavior. A central tenet of PBIS is that continued misbehavior by children generally serves some purpose or function for them, and a "standard" consequence may be unwittingly rewarding that behavior. For example, if a student misbehaves in the classroom during time for independent math work and the consequence is to be sent out of class, the student gets what he or she wanted in the first place - to avoid math work. Particular emphasis will be placed on understanding the function of behavior - what is the student trying to get or avoid - and then establishing a consequence that brings the student closer to the behavior that is expected.

As an effective and fully implemented PBIS system should positively impact the behavioral atmosphere, we will carefully track salient behavioral data across each classroom and school-wide, including referrals to the office for problem behavior, time for productive instruction in class, and

number of disruptions in class. Our key aim will be to create a school climate that is calm, predictable, and family-friendly- as it will be inviting for students, staff, and parents alike.

Nuestro Mundo will have a welcoming and engaging environment that includes a strong emphasis on the importance of going to class every day. All staff will model this approach and staff will consistently send the message that attendance matters. School communication will be consistently focused on helping families understand what their children are learning in school and what they miss when they are absent. The latest research suggests that the most effective communication goes beyond talking about the benefits of attendance to making parents aware of the adverse impact of absences on learning and emphasizing that students should miss school only when an absence is unavoidable. In the event that there are ongoing problems with attendance, school administration will consult with families, from every means from phone conferences, face-to-face meetings, and home visits, if necessary.

Collaboration of all stakeholders is one of the guiding principles of Nuestro Mundo. Parent and family engagement is essential to the success of the students and the school. The doors at Nuestro Mundo will always be open to parents who would like to visit, observe a class, or chat with teachers or administrators. Volunteer opportunities for parents to read aloud to students, facilitate reading groups and organize classroom celebrations will be plentiful, see specific roles in section VIII (h).

One of the central objectives of the Program Director will be creating partnerships with parents and families. Parents will be informed of school happenings via newsletters, email, social media, and visible postings throughout the school and community. In addition to a school website, Nuestro Mundo will be active on Twitter, Facebook and Instagram to ensure reaching a wide audience of parents and families. The Program Director will also work with the Family and

community Engagement committee to spread the word on events and policies and to determine the most reliable communication methods for families with limited access to the internet.

Teachers and administration at Nuestro Mundo will strive to keep families informed of curriculum, volunteer opportunities, and program information, but what really motivates parents to attend events is seeing their child perform and display their work. Nuestro Mundo will hold annual events to celebrate diverse cultures, present student projects, and to host musical and theatrical performances. Events to showcase student accomplishments will also be opportunities to educate parents on current teaching and learning and how to help their child at home. Nuestro Mundo will use the 'Funds of Knowledge' model to capitalize on the expertise of parents and unique cultural knowledge that they can contribute to lessons within the classroom and projects within the school. From having parents guest star as mystery readers in the classroom to leading student projects within the community at local food pantries, we see parents as our partners in educating Nuestro Mundo students and contributing to the school's positive culture.

## **VIII. Organizational Capacity**

### **VIII (a) Establishing Entity**

The establishing entity for the Nuestro Mundo Public Charter School is Providence College. Providence College is a Catholic, liberal arts higher education institution that was founded by the Dominican Friars in 1917 to provide to youth in Providence and the surrounding area "an education in pursuit of the truth, growth in virtue, and service of God and neighbor."<sup>31</sup> Our closest partners within Providence College will be the School of Professional Studies and the Global Studies Department, as well as the new Master's Program in Global Studies and TESOL. The School of Professional Studies, which encompasses the Education Department, has a mission "to equip future professionals to elevate the well-being of individuals and society."<sup>32</sup> The Global Studies Department

at Providence College is committed to the idea that a better and more just world is possible. Its mission is to “offer a transdisciplinary exploration of globalization and its effects upon communities, environmental sustainability, and the dignity of all living things.”<sup>33</sup> The program emphasizes collaborative learning, participatory research, community engagement, activism, and cross-cultural competency, with the intent of cultivating global citizens who think critically and are equipped to respond to the challenges of a diverse, complex, and globalized world.

We are delighted to have Providence College as our establishing entity through this process as there is a great deal of mission alignment between our partners within Providence College and NM. Being a dual-language immersion school, one of our core principles is to create a generation of biliterate and bicultural learners. We are also passionate about our interdisciplinary curriculum focused on sustainability principles, using a project-based learning approach. This same approach is inherent within the mission and operational philosophy of PC’s Global Studies Program. We are confident that many natural linkages will exist among NM staff and students and the Global Studies Program’s faculty and students.

If our proposal is approved, three members of the Providence College faculty will serve on the Nuestro Mundo Board of Directors. The only prior relationship between the establishing entity and any members of the founding group is between NM Co-founder Joseph Maruszczak and Board Member Heather Allcock. Dr. Maruszczak and Dr. Allcock have worked professionally in the context of developing a school-district budget (Dr. Maruszczak as a schools superintendent and Dr. Allcock as a town finance committee member). Our vision is that a symbiotic relationship will exist between the PC School of Professional Studies and Nuestro Mundo. As a leading teacher preparation program in the state, there is an opportunity for both undergraduate and graduate students to have field placement experiences in Nuestro Mundo to gain first-hand knowledge of teaching in a dual-language immersion program and a project-based learning environment. Conversely, the NM

staff will have the benefit of accessing the expertise of Providence College faculty and staff for formal and informal professional development.

### **VIII (b) Applicant Group**

The Nuestro Mundo applicant group is comprised of five members. Attached in the Appendices, please see the resumes of each member. The members are:

**Joseph Maruszczak, Ed.D., Co-Founder.** Dr. Maruszczak currently serves as the Superintendent of Schools of the Mendon-Upton (MA) Regional School District. Throughout his 30-year career in education, he has served in Rhode Island and Massachusetts as a high school chemistry teacher, a high school assistant principal and principal, an assistant superintendent, and charter school executive director (Kingston Hill Academy). His bachelor's and master's degrees are from Providence College and he earned a doctoral degree in educational leadership from Johnson & Wales University in 2008. He is passionate about creating/transforming learning communities so all focus is on 21st century skills. If approved, Dr. Maruszczak will serve as Superintendent/Executive Director of Nuestro Mundo.

**Kathryn Cardamone, Co-Founder:** Kathryn Cardamone currently serves as the Program Coordinator for MABE, the Multistate Association for Bilingual Education- Northeast. Prior to this she served as the Spanish Immersion Program Coordinator and Teacher in the Mendon-Upton (MA) Regional School District. Throughout her 14 year career in Mendon-Upton, Kathryn taught grades two, three and four. For the last seven years of her tenure she served as the K-8 Coordinator of the Spanish Immersion program. As part of this position she started an exchange program with Spain, chaired the Spanish Immersion Advisory Board (a group of parents, teachers and administrators working together to support and restore the program), and served as a liaison between the district and the Education Office of the Embassy of Spain. She also organized and supported the Spanish Immersion teachers with curriculum and instruction. Prior to working in Mendon-Upton, Kathryn completed her bachelor and master degrees at Clark University. She participated in their first cohort of a Masters of Arts in Teaching with an Urban Focus program in 2002. Kathryn spent the next two years traveling through Central America, ultimately residing in Quetzaltenango, Guatemala where she took Spanish classes and volunteered teaching English at an elementary school in the city. Kathryn is passionate about travel, language acquisition, and creating a nurturing caring school environment. If approved, Mrs. Cardamone will serve as Program Director of Nuestro Mundo.

**Olgalexandra Grau:** Olgalexandra Grau is a native of Venezuela. She has a law degree from Universidad Católica Andrés Bello in Caracas and practiced for seven years at the Supreme Court, initially in a modernization project with the World Bank and later as an assistant to a Justice in the Politico-Administrativo Court. She also has a Master's Degree in International Relations and Communications from the Complutense University of Madrid. Her great passion for children inspired her to create *Taller Libre Creativo*, a 30-student preschool in her hometown based on Reggio Emilia, a method that allows children to explore and learn through art. Olga lived in Rio de Janeiro, Brazil for two and a half years where she learned Portuguese and had the opportunity to explore another culture. She worked for 2 years as a Spanish Teacher (k-8) for a progressive school in Grafton, MA, based on integrated arts. She has been working as a Spanish Immersion Teacher in Upton, MA for the past 7 years.

**David Niguidula, Ed.D.:** Dr. Niguidula is Founder of Ideas Consulting, an edtech firm based in Providence, RI. He is best known for his 25+ years of work on digital portfolios and school transformation. Through his development of the Richer Picture platform, David has assisted schools around the country as they create proficiency-based requirements and implement new assessment practices such as digital badges and online Individual Learning Plans. In Rhode Island, schools have used Richer Picture to fulfill the state's Proficiency-Based Graduation Requirements since 2003, and the firm has been selected as a "statewide vendor partner" for Individual Learning Plans since 2018. His most recent book is *Demonstrating Student Mastery with Digital Badges and Portfolios* (ASCD, 2019).

**Amanda Seewald, M.Ed.:** Amanda Seewald is the owner of MARACAS Language Programs and Learning Kaleidoscope Educational Consulting. She is the author of the MARACAS curriculum and the upcoming MARACAS La Clase del Mundo easy reader series. Amanda has been teaching children, coaching educators, and developing curricula for over 20 years. Her expertise is in multilingual/multicultural curriculum and instruction, focused on early language learning as well as dual language immersion education. Amanda works with educators and schools across the country as well as in Europe to develop meaningful language programs founded in globally engaged curricula and strong interactive instruction. Amanda is a regular presenter at national, regional, and state conferences. As an advocate for language education, Amanda has been actively involved with JNCL-NCLIS as the official delegate for the Foreign Language Educators of New Jersey (FLENJ) and as a small business member. In New Jersey as well as at the federal level, Amanda works with legislative offices to garner support for legislation and funding. Her advocacy led to the signing of the N.J. Seal of Biliteracy into law in 2016 and to the development of pending legislation for dual language immersion grants. Amanda is the Immediate Past President of FLENJ and President-elect of JNCL-NCLIS. She is the N.J. State Representative for the National Network for Early Language Learning (NNELL) and has also served on the board of the Northeast Conference for the Teaching of Foreign Languages (NECTFL). Most recently, Amanda joined the Board of Directors for the Pulsera Project to develop their education committee. Amanda is a speaker of Spanish, French, and Japanese.

The applicant group has a varied and diverse background and will offer a great deal of expertise in school management, curriculum development, pedagogy, and assessment. The five members have worked together as employees or as consultants in the Mendon-Upton Regional School District, which has had a well-established and successful Spanish Immersion Program for the last 23 years. Dr. Maruszczak and Dr. Niguidula have been friends and colleagues for over 20 years and worked together in previous districts in developing an online portfolio system to measure student growth and learning as a component of the state's *Proficiency-Based Graduation Requirements (PBGR) System*. All members of the applicant group are passionate about taking a successful dual-language immersion program to the next level while providing a high-quality, innovative education to youth in need of such educational opportunities. This proposal was

authored by Dr. Maruszczak and Mrs. Cardamone with feedback from the other members of the founding group and establishing entity.

### **VIII (c) Board Development and Duties**

The Nuestro Mundo Board of Directors gives its assurance that it will comply with all applicable laws and regulations, including the requirements of the RI Open Meeting Law (16-42-46) and the regulations of the RI Ethics Commission.

The Nuestro Mundo Public Charter School will form a formal Board of Directors that shall provide governance of the school and oversight to the management of all school operations. As its key responsibilities, the Board will: support the school's administrative team; provide guidance on management issues; assume fiduciary responsibility; develop, review, and revise school policies; and hire and evaluate the Superintendent/Executive Director. The Board shall consist of eleven members, including three members affiliated with Providence College, two parents, two teachers/staff members, two members who reside in Providence, and at least one representative from a nonprofit organization or business from Rhode Island. Please see the attached draft bylaws for more information about specific functions and duties of the Board.

The nomination and selection process for potential Board members will be open and participatory, as anyone in the school community may nominate a potential member. Potential members will have to fill out an application for membership, agree to sign the Board's conflict of interest statement, present their resume, conform to ethics requirements, agree to attend meetings, and volunteer for Committee work. Initial board member recruitment will be strategic, specifically finding individuals that have demonstrated expertise in key strategic areas such as finance, school law, facility acquisition/management, fundraising, and community/public relations. Some members will be recruited through the applicant group's network of contacts. Parents and community members will also be recruited during the student recruitment process. The requisite skills to be an effective Board member and provide governance are detailed in the work, [\*Governance Best\*](#)

[Practices for Highly Effective Charter School Boards](#) by the National Charter School Resource Center.

In the recruitment process we will be explicit about these prerequisite skills and habits of mind. All nominations will be processed and considered by the Nomination Committee of the Board, At present, the board composition is the following:

<b>Board Composition</b>	<b>Number of Seats</b>	<b>Members Identified</b>
Providence College	3	Heather Allock, Ph.D. Nuria Alonso Garcia, Ph.D. Carmen Rolón, Ed.D.
RI non-profit or business	2	Steffy Molina Lydia Pérez
Parents	2	TBD
Teachers/Staff	2	TBD
Providence Community members	2	Ana Barazza, M.S. David Moscarelli, M.Ed.

Board members will have a diverse set of skills to offer as the school is established and grows. At this early stage there are no, nor will there be, affiliations between the Board and any management providers, contractors or consultants who may provide services to the school. Present Board members do not have any affiliation with each other prior to board membership with the exception of Board members that are affiliated with NM’s establishing entity, Providence College.

The Board will oversee academic performance by considering details regarding teaching and learning at NM by the Superintendent/Executive Director and the Program Director at each business meeting. Academic data will include RICAS results, aggregate and disaggregated results of grade-level benchmark assessments, screening and progress-monitoring assessments, and portfolio tasks. The analysis will include results as measured against grade level standards/expectations as well as growth over time (e.g., growth in student proficiency in L2 during the course of an academic year). The Board will oversee school finances through detailed financial reports from the

Superintendent/Executive Director at each meeting. Financial data will include monthly Y-T-D Expenditure Reports, recent warrants for all outgoing expenses, and an annual unqualified audit report. These types of data will allow the Board to analyze the school's financial operations relative to its annual budget and provide appropriate oversight.

Upon approval of NM's charter and the finalization of the founding Board of Directors, the proposed Superintendent/Executive Director, Dr. Joseph Maruszczak, will present a draft Head of School job description for the Board's review and approval. He will then present his credentials and articulate a vision for the school during a formal interview. Should the board find his professional background, experiences, skill set, and vision appropriate to lead NM, they will offer him a contract as Superintendent/Executive Director. If it is deemed that he is not an appropriate fit, then the Board shall recruit an appropriate leader through advertising the position through multiple sources (e.g., SchoolSpring, RI League of Charter Schools, MABE, etc.) and conduct a search for an appropriate leader.

The Superintendent/Executive Director will be held accountable by the Board through a comprehensive evaluation process aligned with the Interstate School Leaders Licensure Consortium or ISLLC Standards. A special Committee of the Board will use input collected from stakeholders of the school community (including parents, students, and teaching staff) and multiple measures of accountability data, including the results of state assessments, local benchmark assessments of proficiency, and school climate/culture survey results, and various quantitative and qualitative metrics of student growth, in evaluating the Superintendent/Executive Director.

Parents and teachers will have the ability to challenge decisions through a formal process that involves a written request to appear before the Board at the next scheduled Board meeting (sooner if deemed an emergency or time-sensitive). They will also have the opportunity to speak before the Board to present their case, and if so desired, they will have the right to request a neutral

mediator. Following their appearance at the meeting, the Board will review the complaint and either revise or uphold their original decision. If a parent or staff member is still not satisfied with the result, they may appeal directly to the Commissioner of Education.

#### **VIII (d) Staffing Plans**

The Board of Directors will hire the Superintendent/Executive Director, who in turn will recommend all other personnel to the Board for their approval. During the opening years, the Superintendent/Executive Director will be responsible for all management and oversight functions of the school, including all financial operations, facility maintenance, transportation services, and facilitation of the USDA School Lunch and Breakfast Program. He will be assisted by the school's Program Director, who will be responsible for the development, review, and revision of the school's curriculum; all instructional coaching; the school's comprehensive assessment system; and all professional development. While the Superintendent/Executive Director will initially evaluate all staff, the Program Director will play a key role in the ongoing instructional improvement efforts. The plan is to add additional administrative support as the school's enrollment grows, with the addition of a full-time Student Support Services Director in Year 2 (2022-23). During the first year, all special education and multilingual learner administrative functions will be contracted to a part-time consultant. In a similar vein, the plan is also to hire a full-time Director of Finance and Operations in Year 3 (2023-24). This individual will assume responsibilities related to financial operations, transportation services, building maintenance, and the food services program. During the first two years of operation, Nuestro Mundo will also employ the consulting services of Certified Public Accountant George Steere of Richardson, Steere & Associates of Warwick. Mr. Steere is an experienced school business manager and has considerable expertise with the UCOA system. Mr. Steere acts in this capacity for several independent charter schools across the state and he will do the same for NM, providing another layer of internal and external financial controls.

The following organizational chart represents the reporting structure and relationships found within the school. The chart represents a hierarchical view which places the Board of Directors at the top and creates the Superintendent/ Executive Director as the chief school leader.



The staffing for Nuestro Mundo, with figures in full-time equivalents (FTEs) over the first five years is as follows:

Projected Enrollment:	138	230	322	368	414
Position	Year 1	Year 2	Year 3	Year 4	Year 5
Superintendent/ Executive Director	1.0	1.0	1.0	1.0	1.0
Program Director	1.0	1.0	1.0	1.0	1.0
Director of Finance & Operations			1.0	1.0	1.0
Director of Student Support Services		1.0	1.0	1.0	1.0

Classroom Teachers	6.0	10.0	16.0	18.0	20.0
Specialist- Art Teacher	0.33	0.66	1.0	1.0	1.0
Specialist- Music Teacher	0.33	0.66	1.0	1.0	1.0
Specialist- PE/Wellness Teacher	0.33	0.66	1.0	1.0	1.0
Specialist- Technology Integration Teacher	0.5	1.0	1.0	1.0	1.0
Reading Coach/Specialist				1.0	1.0
Math Coach/Specialist				1.0	1.0
Special Education Teachers	2.0	2.0	3.0	4.0	4.0
Behavior Support Teacher		1.0	1.0	1.0	1.0
ELD Teacher	2.0	3.0	4.0	5.0	5.0
Related Service Providers (SLP, OT, PT)		1.5	2.0	2.5	3.0
Guidance Counselor	1.0	1.0	2.0	2.0	2.0
School Nurse	0.5	1.0	1.0	1.0	1.0
School Social Worker		1.0	1.0	1.0	1.0
School Psychologist			1.0	1.0	1.0
Family & Community Liaison			1.0	1.0	1.0
Paraprofessionals	4.0	6.0	8.0	9.0	10.0
Bookkeeper	1.0	1.0	1.0	1.0	1.0
School Secretary	1.0	1.0	1.0	1.5	1.5
Custodian/Maintenance		1.0	2.0	3.0	4.0
<b>Total Staff (FTEs)</b>	<b>21.0</b>	<b>35.5</b>	<b>52.0</b>	<b>61.0</b>	<b>65.5</b>

**VIII (e) Leadership**

Please find the job description for the Superintendent/Executive Director in the as well as the current resume of Dr. Maruszczak in the Appendices. Other administrative positions in the NM community include and will include:

*Program Director:* Is responsible for the oversight of all curriculum development, instructional improvements, and the school's comprehensive assessment system as well as all state testing programs. Coordinates the pedagogy appropriate to the school's dual-language immersion program and all project-based learning. Coordinates all professional development activities. Has oversight over the school's communication and public outreach program, coordinates the enrollment process, and acts as a home-community-school liason.

*Director of Student Support Services:* Is responsible for the planning, development, coordination, and management of all special education programs, services, budgets and personnel. Ensures compliance with state and federal regulations governing the delivery of services to students with disabilities; and is also responsible for development, implementation and evaluation of the school's special education and English language learner programs. Serves as liaison with appropriate public and private agencies to meet targeted student needs.

*Director of Finance & Operations:* Responsible for the school's financial operations, including accounting systems, budget preparation and control, fiscal planning, management, control and reporting; and purchasing, Also responsible for food services management; pupil transportation; building operations and maintenance; and all human resources function oversight.

All professional employees will be subject to RI Teacher Certification requirements. The proposed Superintendent/Executive Director possesses certification as both a superintendent of schools and a building administrator. All teachers will all have appropriate certification (in both Spanish and elementary/middle school, as appropriate) and be highly qualified. The Director of Student Support Services and Director of Finance & Operations will have their appropriate RI certificates. The Program Director will earn administrative certification through successful completion of the *Principals' Residency Network* (PRN) Program through the Center for Leadership and Educational Equity. The school's guidance counselor and nurse teacher will also possess appropriate RI certifications for their respective areas.

All administrative positions will be year-round positions with a 225-day work year and the expectation is that administrators will be on call to attend school functions, events, and meetings outside of the regular school day. Typical conditions of employment will exist, including successful

background and CORI checks. All administrators will be evaluated annually using the RIDE EES/EPSS systems with appropriate rubrics of performance through RIDEMAP.

## **VIII (f) Teachers**

There is no position more critical to our students' success than the classroom teacher. In addition to meeting basic job requirements and being appropriately certified in Rhode Island, we will have the expectation that each teacher is passionate about teaching and is constantly seeking to improve his/her craft. We will expect commitment to with these essential guiding principles that are aligned with the Nuestro Mundo mission:

**Commitment to High Standards:** Teachers must believe in *all* of their students, that all students can achieve at high levels, and thus classroom expectations must be set at a consistently high level. Consistent with this mindset must be an unwavering commitment to do *whatever it takes* so students may be successful academically, socially, and emotionally.

**Valuing Diversity:** Our students will have teachers that look like them and thus, come from similar linguistic, ethnic, cultural and socioeconomic backgrounds. With this commitment all teachers will use a culturally responsive pedagogy and possess a skill set to differentiate instruction to support students with diverse learning styles and needs.

**Commitment to Project-Based Learning:** Teachers must commit to implementing high quality projects that challenge, engage, and support students. They must model the habits of mind and practices of life-long learning to foster students' natural curiosity through guiding inquiry.

**Teaching Sustainability:** Teachers must be passionate about teaching our next generation of citizens- and leaders- about the four pillars of sustainability: human, social, environmental, and economic. As students do not learn content in a vacuum, teachers must have the skill set to make the connections between content standards and larger, global issues.

**Pursuit of Continuous Improvement:** Teachers must be persistent in the desire to constantly improve their professional practices. They must model the growth mindset- and not be afraid to take risks *and fail*- in the name of improving outcomes for all students.

**Partnering with Families and the Community:** Teachers must fully engage the families of their students in a meaningful way in their education of their children. They must also pursue multiple opportunities to engage the larger community with their students to solve real-world problems.

### **Teacher Recruitment**

We will have a comprehensive and robust process to recruit and select teachers to be part of our learning community. We will post the position locally and on SchoolSpring, but will also

network with our connections with MABE (Multistate Association for Bilingual Education), the Education Office of the Spanish Consulate, and the RI Environmental Educators Association, and our sponsor, Providence College. Nuestro Mundo will work with Providence College to prepare graduate and undergraduate students with clear pathways to work at Nuestro Mundo and to gain training in current and effective dual language pedagogy.

We are deeply committed to ensuring that the demographic makeup of our teaching staff is reflective of the student body, particularly based upon current research<sup>33</sup> on this topic with regard to student achievement. By the nature of our program, all or nearly all teachers will be bilingual and our preference will be to hire a diverse group of teachers. We will also support paraprofessionals with demonstrated success, through professional development and coursework, who wish to seek certification to progress to be full-time teachers at Nuestro Mundo.

All teaching applicants will submit a cover letter and resume for the first round of screening. Top applicants will receive an interview with a school-based team. Finalist candidates will also submit a writing sample and conduct a lesson with a follow-up feedback session. After a final interview with the Program Director and Superintendent/Executive Director, the successful candidate will be approved by the Board.

The work day for teachers at Nuestro Mundo will begin at 8:00 am and conclude at 4:00 pm, and the instructional day will commence at 8:25 am and conclude at 3:15 pm. The expectation will be that teachers stay daily for extra help/remediation for their students daily until 4:00 pm. All teachers will have a daily 30-minute lunch and one 45-minute preparation period. The Nuestro Mundo school calendar will require 190 work days for teachers, 185 instructional days and five professional development days. Additionally there will be opportunities during the summer months for professional development workshops in such topics such as the Responsive Classroom, PBIS, and project-based learning. Teachers will be compensated for their participation in this staff development.

All teachers will be appropriately certified. Each teacher will possess a one-year contract that will be reviewed and, if appropriate, renewed each year in the early spring based upon the results of the evaluation process. During the same review, compensation will be reviewed and finalized for the following school year.

Retaining high performing teachers will be a key strategic focus for our school community. While there are many factors that go into a teacher's decision to stay or leave, nothing is more important than school culture. Our vision is to create a highly personalized learning community where students and staff alike are supported to take risks- *and fail*- in the pursuit of learning and continuous improvement. We will also be deliberate in creating multiple structures and forums where the teacher/staff voice is honored. Newer teachers will be supported by a mentoring and induction program and veteran teachers will be teacher leaders. There will be multiple opportunities for teacher leadership, through formal structures such as the Board of Directors, the NM School Improvement Team, various curriculum committees, a school professional development committee. Each of these standing and ad-hoc committees will be teacher-led, where teachers will have a key role in meaningful decision-making. These committees will involve teachers, staff, and parents and meet on a regular basis (e.g., monthly) and will involve teachers consulting research and best practices to make the best decisions for NM programming, policies, and practices.

Professional development will be regular and ongoing and embedded during the teacher work day. The school schedule includes weekly team planning time for the purpose of curriculum development and the RtI process of using team protocols to collect and analyze student performance data to progress monitor and craft targeted interventions. There will also be monthly whole-staff meetings where PD based upon NM's strategic objectives will be the focus. New teachers will be visited at least monthly by their mentor teachers and peer observations will be supported and encouraged as the norm of our school culture. Additionally, the school's Program

Director will be actively engaged in instructional coaching, co-teaching, and observation and feedback sessions as a primary component of her responsibilities.

Extended and walkthrough observations (approximately 15-20 minutes in length) of teachers will happen on a regular and ongoing basis throughout the year. Using an online, secure portal, timely feedback will be given to teachers in writing and through face-to-face meetings. Teachers will be formally evaluated by the Superintendent/Executive Director. These evaluations will be informed by the RI Professional Teaching Standards using the RIDE Educator Evaluation System. Nuestro Mundo will publish an Educator Evaluation Guide that will detail the specifics of the evaluation process. Consistent with state law and best practices, all non-tenured teachers will be evaluated annually. Tenured teachers will be evaluated using a two-year cycle, assuming a satisfactory summative evaluation (3 or 4 on the summative rubric). The process will be a holistic one, involving both announced and unannounced classroom observations, an analysis of Student Learning Objectives (SLOs) and Professional Growth Goals, and examination and analysis of artifacts of professional practice. Per state law, all evaluation and employment decisions will adhere to all relevant state teacher tenure policies.

### **VIII (g) Management Organizations and Other Essential Partners**

Providence College is the Nuestro Mundo establishing entity; however, this institution of higher education is also an essential partner. The vision is that the relationship will be mutually beneficial for Providence College students and Nuestro Mundo students. The School of Professional Studies, which houses the PC teacher preparation program, is committed to have field placements such as practicums and student teaching in a dual language program, as the college would like to pursue a pathway that leads to bilingual/dual language certification for its students. The vision is that both Nuestro Mundo and PC faculty will collaborate on the development of this pathway, along with ongoing professional development opportunities for NM professional staff. Additionally, the college is expanding its Global Studies Program this academic year to include a master's level

program with a focus on TESOL (Teaching English as Speakers of Other Languages). The master’s program will be working closely with the founding group in the planning stages of NM, using our learning community as a case study, working on such tasks such as submitting a local impact analysis. The below chart summarizes the mutually beneficial roles:

<b>Mutually beneficial relationship for PC and NM students</b>	
<b>PC Undergraduate &amp; Graduate Students</b>	<b>NM K-8 Students</b>
Authentic, local case study	Educational program strengthened by university-vetted research and data collection
Local field experience	Improved staff to student ratio
Pipeline to jobs in the community	Pipeline for highly qualified teachers and staff

**VIII (h) Family-School Partnership**

Our families are vital partners in the education of our children; thus it will be expected that open and proactive communication between families, teachers, support staff, and administrators will be the norm. Ongoing means of communication will be email, phone calls/text messages, and face-to-face conferences. We will also create monthly electronic newsletters with school updates and events reminders and will have a web-based parent portal for parents to check on their child’s academic progress. To further make families feel welcome in the school building and by the very nature of our program, we will have signage and all school communications in both Spanish and English. *(See our Language Allocation Plan and Language Policy in the Appendix)*

During the month of August, we will hold events for students and their families to meet and interact around a specific theme or fun activity. The intent will be strictly a social opportunity for families to connect with their child’s classroom teacher as well as staff. There will also be many school-wide celebrations throughout the school year, including open houses, International Nights, student showcases, portfolio exhibition days, cultural art exhibitions, music concerts, and Field Day.

Like many of our charter school colleagues, we will also plan regular potluck suppers for our families simply to connect with each other and the staff.

As a norm, all NM families will be invited and encouraged to engage actively in our school community through the following means:

- *As homeroom assistants*
- *As community-based experts and professionals to assist with weekly project blocks*
- *As weekly “mystery readers”*
- *As guest/resident artists (performers, writers, dancers, musicians, visual artists, design/builders)*
- *As organizers and facilitators in the school garden*
- *As fundraisers and advocates for the school*
- *As members of the school’s Family & Community Engagement Committee*
- *As members of the Board of Directors (the by-laws call for 2 seats for family members)*
- *As members of the Nuestro Mundo Family Council, which will be actively involved in fundraising and supporting innovative projects in all grades*
- *As participants in special workshops for which there may be a demand (e.g., supporting your child’s dual literacy development at home, navigating the IEP team process, topics related to social-emotional learning, etc.)*

Opportunities for parents to be active members in the creation and ongoing leadership of Nuestro Mundo is an essential component of our school vision and design. The Family and Community Engagement Committee was founded on July 10, 2020 and consists of thirteen members that are local parents in the Providence area, seeking innovative and equitable educational opportunities for their community. Their vision for their children’s education aligns with that of Nuestro Mundo and their perspectives and experiences have already shaped pieces of our programming and school culture initiatives. The following are the objectives of this committee:

*To be integral to the success of the NM community by:*

- *Working as essential partners with NM administration and staff to communicate with and actively engage families in educational programming, school decision-making, organizational goal setting.*
- *Providing regular and consistent vehicles and forums for NM families to provide feedback on school policies, practices, and educational programming.*
- *Assessing school culture and working collaboratively with school staff to ensure that the school community is always welcoming, nurturing, inclusive, and supportive for all students and their families.*
- *Building connections and partnerships throughout the community through business, industry, higher education, non-profits, and governmental agencies so the NM mission of creating global*

*citizens and stewards of the environment through meaningful and authentic project-based learning may be realized.*

- *Advocating on the local, state, and regional levels for greater awareness and support of dual-language programs and experiential learning.*

This committee will be instrumental in ensuring that there is a constant connection with all NM families, there is a consistent feedback loop among the school's staff and families, and that there is constant outreach with the greater Providence community.

Families will also have leadership roles including participation on the school's Board of Directors and as leaders and members of the Nuestro Mundo School Improvement Team and the Family & Community Engagement Committee. In addition to administering RIDE's Surveyworks survey to all stakeholders, the Family & Community Engagement Committee will also administer a series of short, text-based and online surveys and hold focus group meetings to gauge ongoing family satisfaction with the school's programs, policies, and practices. Survey data will be collected, aggregated, and disaggregated electronically (using some tools implemented by the Massachusetts Consortium for Innovative Education Assessment (MCIEA) to measure parent/family satisfaction with topics such as school/classroom communication and engagement, school support for learning at home (particularly in L2), and perceptions of their child's sense of belonging. These data points will be collected at 3 or 4 points throughout the year and the school will respond to the results by changing school structures, policies, and practices if there is data that indicates we are not living the school's mission or is contrary to the school's design principles.

Parents will have full and equal roles in both standing and ad-hoc committees to lend leadership to Nuestro Mundo programming, policies, and practices. Each of the committees will meet on a regular basis (e.g., monthly) and parents will have equal voices to professional staff, and will offer a voice to meaningful decision-making.

## **IX. Facilities**

The Nuestro Mundo Public Charter School will be situated in the city of Providence and it is our intention to secure an appropriate facility. We are consulting with Samuel Bradner, Managing Partner of the Peregrine Group of Rumford, RI. Peregrine has extensive experience working with both public school districts and RI charter schools on all aspects of facility design, construction/renovation, and project management. Also, we have had discussions with Kenneth Filarski, FAIA, the founder and principal of Filarski Architecture, Planning & Research of Providence. Mr. Filarski is LEED fellow and has considerable expertise in the design and planning of sustainable buildings/systems. We may draw on their expertise in the event that renovations and upgrades to a facility and site are necessary. Through the process, we will work with our Board of Directors and the Facilities Subcommittee to oversee the whole process to ensure that the facility meets RIDE Space Standards for Educational Facilities and that we are working within an appropriate budget. We will ensure that there will be appropriate external infrastructure (e.g., playground space, parking space, drop off/pick up space for buses and cars) and internal infrastructure (e.g., sufficient space for a fully functioning health office and kitchen/food preparation space for a contracted food services vendor).

We are very cognizant that successful acquisition of a facility will be that this will be one of the most challenging parts of opening our school, but we will be steadfast in our commitment to adhere to all RIDE and DEM regulations. As commercial real estate is limited in Providence, there may be environmental issues to be taken into consideration and we will utilize the resources at RIDE to help us determine site suitability, and to address concerns during a possible construction phase. Similar to the other charter schools across the state, we may have to utilize temporary space for at least the first three years of operation and search for a more permanent solution after demonstrating organizational success.

Once an appropriate space is identified, we will provide the RIDE Office of Charter Schools with the terms and conditions for use of a facility, including draft lease or purchase agreements.

We will utilize legal counsel to successfully negotiate a lease with the intent to include maintenance needs and supplies rolled into the lease amount. The Superintendent/Executive Director will handle all day-to-day communications with the property owner until a Director of Finance & Operations is hired in the third year of operation. The Facilities Subcommittee of the Board of Directors, in conjunction with the Superintendent/Executive Director, will oversee the terms of the lease. The Nuestro Mundo co-founders are cognizant of the many compliance regulations regarding the safety/health components of the school facility, including the fire safety/code and local certification of occupancy as well as, appropriate Certificate of Insurance Coverage, including establishing a charter's general liability policy naming the Council on Elementary and Secondary Education as additionally insured. We intend on working with appropriate RIDE staff as well the city's Department of Inspection & Standards to ensure compliance with all state and local codes and to obtain all facility safety documentation.

Mindful of RIDE's Space Standards for Educational Facilities, we are estimating that Nuestro Mundo will have the following needs during the first five years of operation:

**Year One:** 2 Kindergarten Classrooms (approx. 1,200 sq. ft. each); 4 General Classrooms (approx. 950 sq. ft. each); 1 Art Studio (approx. 1,150 sq. ft.); 3 offices (approx. 400 sq. ft. each), Multi-Purpose Space (used as cafeteria), including kitchen (approx. 3,200 sq. ft.); Gymnasium (approx. 3,200 sq. ft.); Health Office (approx. 600 sq. ft.); Teacher Planning Room (approx. 600 sq. ft.); Conference Room (approx. 400 sq. ft.); Bathrooms, including two for adults only (approx. 1,000 sq. ft. total); and Hallway/Stair Space (approx. 800 sq. ft.). Outdoor space on the school site will be utilized to accommodate a school/community garden and an outdoor classroom (should be at least 1,500 sq. ft.) = **TOTAL of 18,350 sq. ft. (interior)**

**Year Two:** Same as Year One, with the addition of 4 General Classrooms (approx. 950 sq. ft. each)= **TOTAL of 22,150 sq. ft. (interior)**

**Year Three:** Same as Year Two, with the addition of 4 more General Classrooms (approx. 950 sq. ft. each); additional Student Bathrooms (approx. 400 sq. ft.); additional Hallway/Stair Space (approx.

400 sq. ft.); Science Lab Space (approx. 950 sq. ft.); Music Classroom (approx. 1,150 sq. ft.), and additional Office Space (approx. 400 sq. ft.) = **TOTAL of 29,250 sq. ft. (interior)**

**Year Four:** Same as Year Three, with the addition of 2 more General Classrooms (approx. 950 sq.ft. each) and additional Student Bathrooms (approx. 400 sq. ft) = **TOTAL of 31,550 sq. ft. (interior)**

**Year Five:** Same as Year Four, with the addition of 2 more General classrooms (approx. 950 sq. ft. each); additional Hallway/Stair Space (approx. 400 sq. ft.); and expansion of Multi-Purpose Space (approx. 1500 sq. ft.) = **TOTAL of 35,350 sq. ft. (interior)**

## **X. Operations**

Nothing is more important in the daily operation than the assurance of safety for all in the school community. Commensurate with RIGL 16-21-25 by November 1st of the school year the Superintendent/Executive Director will present to the Board of Directors a school safety and response plan which has been collaboratively developed with all school stakeholders, local law enforcement, and fire officials. As the starting point, the school will use the [Rhode Island Model for School Emergency Planning](#) from the Rhode Island Emergency Management Agency (RIEMA) to form a Crisis Response Team and craft a school safety plan that contains guidance on issues such as visitor screening, school hazards assessment, violence prevention, drills and exercises, emergency supplies and equipment, sheltering in place, bomb threats, active shooter/intruder threats, missing children, natural disasters, suspicious mail, utility failure, emergency recovery and aftermath planning, and documenting emergency outcomes. These plans will be shared with law enforcement and fire officials. Nuestro Mundo gives assurance that it will comply with all laws and regulations germane to this critical need.

The proposed budget envisions starting with a 0.5 FTE school nurse teacher (4 hours per day) for the first year of existence and then expanding the position to full time in 2022-23 and beyond. Consistent with the *Rhode Island Rules and Regulations for School Health Programs* the school nurse teacher will process student health records, conduct required vision, hearing,

speech/language and scoliosis screenings, and provide direct care to students, including administering any regular medications. The school nurse will also be a critical team member in ensuring that NM maintains a healthful school environment and he/she will also provide useful information to families on timely topics such as vaccinations and also acting as a liaison between the school and other health care professionals. Additionally, all administrators and several staff members will be certified in first aid and child/adult CPR.

The Nuestro Mundo Wellness Curriculum will be aligned with the Rhode Island Health Education and Physical Education Framework standards as students will receive 45 minutes of health/physical education twice a week for a weekly total of 90 minutes. Additionally, students will also have 30 minutes will have outdoor recess and an optional 20-minute recess in the morning before the start of morning meeting. A guiding pedagogical principle of NM is the simple fact that children need to be learning– and playing- outdoors frequently. Research<sup>34</sup> consistently shows it is a key element of wellness, showing positive benefits to executive functioning, social-emotional development, and socialization, as well as cognitive development.

Nuestro Mundo will contract with either Revolution Foods through the RI League of Charter Schools contract or with Sodexo in conjunction with the Providence Public Schools to provide breakfast and lunch during the school day. We will also participate in the free and reduced lunch program in accordance with RIGL 16-810-10.1 and applicable federal laws. As sustainability is the key interdisciplinary emphasis of the school's programming, we will be deeply committed to providing as much locally-sourced, farm fresh food as possible and will work with our provider to accomplish this. Expenses for the school related to the food service program will be some modest expenses related to kitchen equipment and the hiring of food servers for four hours daily for breakfast and lunch hours.

Nuestro Mundo will implement a RFP/bid process to find the most competitive bussing provider. As all of the students will be coming from the city, the assumption is that bussing for all

students that live more than a mile from the school will need to be provided, and the proposed budget allows for a current market rate (the state contract through Ocean State Transit) and an appropriate number of busses commensurate with student enrollment. There will also be students who walk and/or dropped off/picked up by family members, and thus a clear and safe plan for arrival and dismissal procedures will be created and implemented.

The school's human resources and purchasing functions will be conducted by a full-time bookkeeper with accounting previous experience. The Superintendent/Executive Director will provide oversight to all processes. Human resource duties will include will management of hiring processes, collection of paperwork and forms (e.g., W4, background checks, direct deposit, teacher certifications, etc.), benefit plan management, and management of personnel files. Purchasing functions will include purchasing/invoicing and bill paying functions, and report generation such as Uniform Chart of Accounts (UCOA) compliance, reporting to the Office of Municipal; Affairs (OMA), the Attorney General, and RIDE, tax reporting, IRS communication, bank reconciliation, and monthly finance reports to the board. Payroll functions will be managed by the school bookkeeper but will be contracted to an outside vendor. Before a full-time Director of Finance & Operations is hired (Year 3), Nuestro Mundo will contract George Steere, CPA from the firm Richardson, Steere & Associates of Warwick, who will work with the Superintendent/Executive Director to provide appropriate internal controls on all school expenditures as well fiduciary responsibilities, including mandated UCOA reporting. This will also minimize the potential for fraud and/or material weakness.

Nuestro Mundo will house an internal server for the purpose of housing student records, largely based upon benchmark and internal assessments to measure growth and proficiency. Many of the school's applications will be web-based, (e.g., the selected student management system), and thus with appropriate security measures. As it will be the most cost-effective means, a third-party

firm will be under a managed services contract to monitor, maintain, and when needed, upgrade the NM network. They will also advise on the purchase/lease of new hardware and software.

## **XI. Finance and Budget**

### *Budget Assumptions/Projections:*

Please see the attached Five Year Enrollment Figures and Budget Projections for Nuestro Mundo. Inherent in the RIDE-created document is the simple fact that the main funding sources that have been assumed are the per pupil amounts coming from appropriate funds through Local and State Aid, and the federal Title I, III, and IDEA entitlement grants (which have been estimated at \$900/student). Also included in revenue in “Other” (line 7) are estimated reimbursements through the Federal School Lunch Program and the e-Rate Program. All students will be from Providence as the school will be situated in the city, thus the estimated free and reduced lunch rate is 85%, which is on par with the FRL rate for the Providence Public School District. It is the intention of the NM Board of Directors and administrative team to aggressively pursue further funding through various grant foundations and possibly private organizations. However, all projections and assumptions of funding detailed below are based upon publicly funded resources. If NM is granted funding through the federal Charter School Grant Program, we will use that funding for facility infrastructure/upgrades, furniture, and various instructional supplies and materials. (These expenses are represented in FY22 in the attached budget spreadsheet.).

A summary of the expenditures in the NM Five-Year Budget Projections are as follows, starting with the largest cost centers:

### **Salaries:**

Average salaries in Year One (or when position begins) for full-time employees:

- School Secretary- \$45,000 (line 10)
- Superintendent/Executive Director- \$170,000 (line 14)
- Program Director- \$115,000 (line 15)

- School Bookkeeper- \$45,000 (line 16)
- Classroom teachers - \$53,656 (this is the amount of Master's degree, Step 4 in the Providence Public School District in FY20); For the school's first year, we will require 6.0 FTE classroom teachers and 1.0 FTE specialists- 0.33 FTE Art, 0.33 FTE Music, and 0.33 FTE Physical Education; Addition of a Technology Integration Teacher During Year 2 (line 23)
- Behavior Support Teacher- 1.0 FTE starting in 2022-23 (line 31)
- Paraprofessionals - \$29,622 (this is the amount of Step 4 for the PPSD in 2020-21); For the school's first year, we will require 4.0 FTE paraprofessionals (line 24)
- School Nurse- 0.5 FTE required in 2021-22 \$30,000, but transitions to full time starting in 2022-23 (line 30)
- Guidance Counselor- 1.0 FTE required in 2021-22- budgeted at \$60,000; 2.0 FTE starting in 2023-24 (line 30)
- School Social Worker- 1.0 FTE starting in 2022-21- budgeted at \$60,000 (line 30)
- School Psychologist- 1.0 FTE starting in 2023-24- budgeted at \$75,000 (line 30)
- School & Community Liaison- 1.0 FTE starting in 2023-24- budgeted at \$50,000 (line 31)
- Math Coach/Specialist- 1.0 FTE starting in 2024-25- budgeted at \$75,000 (line 31)
- Reading Coach/Specialist- 1.0 FTE starting in 2024-25- budgeted at \$75,000 (line 31)
- Special Educators- 1.0 FTE and 2.0 FTE EL teacher required in 2021-22; same assumed starting salary of \$53,656 (line 33)
- Custodian/Maintenance- 1.0 FTE starting in 2022-23; budgeted at \$35,000 (line 45)
- Director of Student Support Services- 1.0 FTE starting in 2022-23- budgeted at \$85,000 (line 15)
- Director of Finance & Operations- 1.0 FTE starting in 2023-24- budgeted at \$85,000 (line 15)
- Family & Community Liaison- 1.0 FTE starting in 2023-24- budgeted at \$50,000 (line 31)

We plan on using the comparable salary data compiled by the RI League of Charter Schools to construct a fair-market value step and lane system for teachers and professionals. For the purpose of the Projected Budget, we have assumed a 3% increase for certified employees (to incorporate step increases), a 4% increase for paraprofessionals (also to incorporate step increases) and a 2% increase for administrators and support staff.

**Fringe Benefits:**

- Fringe Benefits are estimated at 33% of all salaries (certified and non-certified). (line 57)

**Transportation:**

- For 2021-22, it is estimated that three buses will be needed to transport students at a rate of \$375/day/bus for 185 days. For 2022-23 and 2023-24, two additional buses per year have been added, and for years 4 & 5 (2024-25 and 2025-26) an additional bus per year has been added. For each year the daily rate has been increased by 5%. (line 46)

**Lease:**

- The Projected Budget assumes leasing a 22,600 sq. ft. space in Year One, at a cost of \$10.00/sq. ft.. with a 3% increase annually. (line 52)

**Food Services:**

- We would seek to join the RI League of Charter Schools joint contract with Revolution Foods or Sodexo with the PPSD to provide breakfast and lunch to our students. Labor costs include two Safe Serve certified workers at 4 hrs/day and one at 6 hrs/day for 185 days at

\$15/hr. in 2021-22. This amount increases incrementally with increased student population. For each of the five years an additional \$10,000 is budgeted for any kitchen equipment. (line 47)

Other Expenditures, by line # include:

**Line 11:** General school office supplies

**Line 12:** In Years 1, outside consultation to facilitate the IEP Team process; in Year 2 a Director of Student Support Services will be hired.

**Line 19:** Services of Steere & Associates, CPA to manage business operations (\$75,000 in FY22); Fees related to payroll management and annual required audits, starting in Year 2

**Line 20:** Lease acquisition of laptops for all teachers; school server, school networking infrastructure, student management software, photocopier lease

**Line 25:** Stipends for summer curriculum work

**Line 26:** Initial investment of \$120K; acquisition of digital white boards for classrooms, classroom tablets, and portable laptop cart

**Line 27:** Purchase of *Estrellita Spanish Literacy Program* and *Fountas & Pinnell Literacy Continuum* (including classroom libraries)- financed over three years; School Supplies

**Line 28:** Contracted services for OT/PT/SLP services for students as required by IEPs (Year 1 only)

**Line 34:** Materials/supplies related to the school guidance curriculum

**Line 35:** Student furniture for three classrooms; increased by two classrooms each year

**Line 37:** Recruitment, promotional, outreach materials

**Line 38:** Supplies for the School Health Office

**Line 41:** Staff development expenses, including annual MABE Conference

**Line 42:** Fees for school-wide digital portfolio assessment and benchmark assessments such as DIBELS, MOPI, and AAPPL (based upon fees per student)

**Line 43:** Year 1; Contracted services for related services (OT, PT, SLP)

**Line 48:** Maintenance of security cameras/security system

**Line 49:** Initial outlay of \$120,000 for school furniture and equipment; maintenance contract for custodial services for Year 1 only (\$30,000); Outlay of \$100,000 for science laboratory Furnishing in 2023-24

**Line 50:** Technology support contract

**Line 51:** Utilities including heat, electricity, water, phone, and internet

**Line 55:** Bus transportation for student projects within the community

**Line 58:** Insurance premiums for property, fire, liability, umbrella, etc.

*Financial Management Plan:*

The Nuestro Mundo Superintendent/Executive Director will manage and oversee finances at the school and will assist the Board of Directors in this duty. During the first two years of existence, the school will contract George Steere, CPA from the firm Richardson, Steere & Associates of Warwick will work with the Superintendent/Executive Director to provide appropriate internal controls on all school expenditures as well fiduciary responsibilities, including mandated UCOA reporting. This will also minimize the potential for fraud and/or material weakness. Also assisting will be the school bookkeeper, who will oversee the school's accounts payable, purchase order system, human resources, and act as a liaison to an external payroll management company. The Superintendent/Executive Director will manage all aspects of the development and implementation of the budget, but will delegate much of this authority in the third year of existence (2023-24) when a Director of Finance and Operations will be hired.

Nuestro Mundo gives full and truthful assurance that it will comply with all state and federal reporting regulations and will ensure appropriate 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. The Nuestro Mundo staff, administration, and Board of Directors will seek and approve an annual budget and cash flow statement and a copy will be sent to the RIDE Office of Charter Schools. An annual audit will also be conducted by an external firm and copies will be submitted to the RIDE Office of Charter Schools.

Monthly financial reports will be organized by the Superintendent/Executive Director and provided to the NM Board prior to regular Board meetings. The Board Finance Subcommittee and

the Superintendent/Executive Director and will develop sound financial policies and systems to track all income and expenses, reporting mechanisms, and financial controls.

## XII. Schedule & Calendar

As our students will certainly need established routines regarding hourly and daily time frames for learning activities, having a distinct block for English language arts, Spanish language arts, and mathematics will be of critical importance for our students. One of the hallmarks of the Nuestro Mundo schedule will be daily project block time, one that will be used to integrate appropriate Common Core State Standards, Next Generation Science Standards, social studies standards, and other content areas with SDG-incorporated student-led change projects. Also congruent with the school's mission of finding numerous partnerships/connections for project-based, interdisciplinary learning within the community is a weekly project block (each Friday) with the express purpose of bringing the community into the school and/or bringing NM students out to the community. The typical structure of the school day for a student will be composed of a matrix that looks like this:

<b>K-5 Student Schedule</b>			
<b>Time</b>	<b>M, W</b>	<b>T, R</b>	<b>F</b>
8:05-8:25 am	Arrival, Morning Recess, Breakfast	Arrival, Morning Recess, Breakfast	Arrival, Morning Recess, breakfast
8:25-8:40 am	Morning Meeting (English)	Morning Meeting (Spanish)	Whole School Assembly
8:40-9:40 am	English language arts block	Spanish language arts block	Community-Based Project Block
9:40-9:50 am	Break	Break	
9:50-10:50 am	Mathematics block (English)	Mathematics block (Spanish)	

10:50-11:10 am	Making connections	Making connections	Mathematics block- Targeted/MTSS blocks
11:10-11:55 am	Special (PE, art, media, music)	Special (PE, art, media, music)	
11:55-12:25 pm	Recess	Recess	Recess
12:25-12:55 pm	Lunch	Lunch	Lunch
12:55-2:55 pm	Interdisciplinary Project Block (English)	Interdisciplinary Project Block (Spanish)	Language Arts block- Targeted/MTSS blocks
2:55-3:15 pm	Afternoon Meeting: Vocabulary Enrichment	Afternoon Meeting: Vocabulary Enrichment	Afternoon Meeting: Vocabulary Enrichment

Note that each day will incorporate a mathematics block of one hour and a daily one-hour block of either English language arts or Spanish language arts. We will incorporate morning meeting in the same target language as the language arts block for that day. Consistent with best paired literacy practices<sup>35</sup>, each homeroom teacher will also conduct a twenty-minute class meeting after the mathematics block in the morning and after the two-hour project block in the afternoon. NM teachers will use a “bridging” approach during these meetings to help students recognize the differences and similarities between L1 and L2 to understand the metalinguistic connections, and also to connect the taught content to real-world connections. Also of importance will be the incorporation of MTSS (Multi-tiered Systems of Support) blocks in literacy and mathematics each Friday. The intent of these hour-long blocks will be to collect data, progress monitor, and deliver targeted intervention to students who may be struggling with a particular standard/content strand. The vision is to use all staff- including specialist teachers, paraprofessionals, and administrators- to facilitate and deliver services during these critical blocks. In the same vein, students who may be exceeding standards may be given enrichment/extension activities during this time.

In total, the NM school day will be 6 hours and 50 minutes. Subtracting lunch, recess, and break, the amount of instructional time will be 5 hours and 40 minutes daily. The teacher work day

will be from 8:00 am to 4:00 pm. The teacher day is blocked into instructional blocks, a daily planning period, and some supervisory duties during lunch and recess. All teachers will be available after school hours daily (3:15-4:00 pm) for tutoring or remediation. A typical elementary teacher schedule will look like this:

<b>K-5 Teacher Schedule</b>			
<b>Time</b>	<b>M, W</b>	<b>T, R</b>	<b>F</b>
8:05-8:25 am	Prep in Classroom	DUTY	Prep in Classroom
8:25-8:40 am	Morning Meeting (English)	Morning Meeting (Spanish)	Whole School Assembly
8:40-9:40 am	English language arts block	Spanish language arts block	Community-Based Project Block
9:40-9:50 am	Break	Break	
9:50-10:50 am	Mathematics block	Mathematics block	
10:50-11:10 am	Making connections	Making connections	Mathematics block-Targeting/Rtl blocks
11:10-11:55 am	PREP	PREP	
11:55-12:25 pm	Recess	Recess	DUTY
12:25-12:55 pm	DUTY	Lunch	Lunch
12:55-2:55 pm	Interdisciplinary Project Block (English)	Interdisciplinary Project Block (Spanish)	Targeted/MTSS blocks
			Grade level planning
2:55-3:15 pm	Afternoon Meeting: Vocabulary Enrichment	Afternoon Meeting: Vocabulary Enrichment	Afternoon Meeting: Vocabulary Enrichment

The middle school course of study includes weekly language arts classes in both Spanish and English. Math will be taught in English in 6th grade and switch to Spanish in 7th. Project block periods will alternate from PBL thematic units in English with an end of unit bridge to transfer language concepts to English followed by a PBL thematic unit in Spanish. While elementary

students will have daily bridging and metalinguistic lessons, middle school students will spend explicit instructional time on this at the end of each unit.

<b>Sixth Grade Student Schedule</b>			
<b>Time</b>	<b>M, W</b>	<b>T, R</b>	<b>F</b>
8:05-8:25 am	Arrival, Morning Recess, Breakfast	Arrival, Morning Recess, Breakfast	Arrival, Morning Recess, breakfast
8:25-8:30 am	Homeroom arrival	Homeroom arrival	8:25-8:40: Whole School Assembly
8:30-9:40 am	English language arts block	Spanish language arts block	8:40-10:50 Community-Based Project Block
9:40-9:50 am	Break	Break	
9:50-11:00 am	Mathematics block (English)	Mathematics block (English)	
11:00-11:20 am	Responsive Advisory Meeting	Responsive Advisory Meeting	10:50-11:20 Health and wellness
11:20-12:05 am	Recess	Recess	Recess
12:05-12:35 pm	Lunch	Lunch	Lunch
12:35-1:05 pm	Special (PE, art, media, music)	Special (PE, art, media, music)	Special (PE, art, media, music)
1:05-3:15pm	Interdisciplinary Project Block (English/Spanish)	Interdisciplinary Project Block (English/Spanish)	Language Arts block- Targeted/MTSS blocks

Middle School teachers will have a planning period following lunch with a grade level meeting period on Fridays during health and wellness:

<b>Sixth Teacher Grade Schedule</b>			
<b>Time</b>	<b>M, W</b>	<b>T, R</b>	<b>F</b>
8:05-8:25 am	DUTY	Prep in Classroom	Prep in Classroom
8:25-8:30 am	Homeroom arrival	Homeroom arrival	8:25-8:40: Whole

			School Assembly
8:30-9:40 am	English language arts block	Spanish language arts block	8:40-10:50 Community-Based Project Block
9:40-9:50 am	Break	Break	
9:50-11:00 am	Mathematics block (English)	Mathematics block (English)	
11:00-11:20 am	Responsive Advisory Meeting	Responsive Advisory Meeting	10:50-11:20 Grade level meeting
11:20-12:05 am	DUTY	Recess	Lunch
12:05-12:35 pm	Lunch	Lunch	DUTY
12:35-1:05 pm	PREP	PREP	PREP
1:05-3:15pm	Interdisciplinary Project Block (English/Spanish)	Interdisciplinary Project Block (English/Spanish)	Language Arts block- Targeted/MTSS blocks

Please see in the Appendix the draft school calendar for the 2021-22 school year. The calendar will feature a 185-day school year, encompassing two marking terms (a semester format) for early elementary students (K-2) and four marking terms for grades 3-8. There will be five full professional development days for the staff. Additionally, there will be two full release days in November and March for the purpose of teacher-family conferences. Also detailed in our calendar are two instructional days toward the conclusion of each semester- in January and June- as days of school-wide portfolio exhibition where families will be invited in to discuss their child’s progress and growth through the portfolio assessment process.

**XIII. Startup Timeline**

We have used RIDE’s *Pre-Opening Handbook for New Charter Schools* as a guide, as it contains a matrix of 54 ordered tasks necessary to appropriately prepare a school for opening. Please find listed below that matrix of activities/tasks related to governance, finance, facilities,

personnel, educational programming, and operations. All tasks will occur after preliminary approval from RIDE. The below matrix timeline breaks down all tasks by time frame for which the task is due, the specific activity, the recipient, and the person responsible for completion.

Task Area	Task	Recipient	Person/Entity Responsible
<b>Due in January-February 2021</b>			
Governance	File articles of incorporation	RI Sec’y of State	Legal counsel
Governance	Submit names, contact info, resumes of Board of Directors	RIDE	Supt/Executive Director
Governance	File ethics forms	RI Ethics Commission	Board Secretary
Governance	Apply for EIN	IRS	Legal counsel
Governance	File for 501(c)3	IRS	Legal counsel
Governance	Submit approved conflict of interest policies	RIDE	Board Secretary
Finance	Submit draft financial policies for review	RIDE	Supt/Executive Director
Facilities	Submit facility acquisition plan	RIDE	Supt/Executive Director
Enrollment	Submit draft student enrollment procedures	RIDE	Supt/Executive Director
Enrollment	Continue with student recruitment activities and application process	Prospective Families	Family & Community Engagement Committee
<b>Due 45 Days Prior to 2nd Council Vote (February 2021)</b>			
Finance	Provide evidence of RIDE-approved accounting system in compliance w/UCOA	RIDE	Supt/Executive Director
Personnel	Submit name, contact info, and resume of chief administrator	RIDE	Board Chair

<b>Due in March 2021</b>			
Governance	Submit updated names, contact info, and resumes of Board of Directors	RIDE	Supt/Executive Director
Governance	Submit draft of final charter	RIDE	Board Chair
Facilities	Identify building for operating the school	RIDE, OAG	Supt/Executive Director
Facilities	Submit terms and conditions of building use (e.g., lease)	RIDE, OAG	Supt/Executive Director
Facilities	Submit plans for conformance w/School Construction Regulations	RIDE	Supt/Executive Director
Enrollment	Submit lottery report (CSAR)	RIDE	Supt/Executive Director
Enrollment	Submit evidence that at least 50% of first year enrollment exists	RIDE	Supt/Executive Director
Personnel	Begin the process of recruiting educators and support staff		Supt/Executive Director
<b>Due in July 2021</b>			
Finance	Submit business plan, financial management procedures, budgets, policies, and cash flow reports	RIDE	Supt/Executive Director
Finance	Schedule training on UCOA system	RIDE	Supt/Executive Director
Personnel	Finalize hiring for all professional and support staff		Supt/Executive Director
<b>Due August 1, 2021</b>			
Governance	Submit final charter form	RIDE	Board Chair
Governance	Schedule RIDE	RIDE	Supt/Executive Director

	presentation/discussion with Board of Directors		
Finance	Upload budget to UCOA	RIDE	Supt/Executive Director
Finance	File ETF/W-9 forms for direct deposit	RI General Treasurer	Supt/Executive Director
Facilities	Submit Facilities Requirements & assurances	RIDE	Supt/Executive Director
Facilities	Obtain Certificate of Occupancy- ensure ADA and 504 compliance	RIDE	Supt/Executive Director
Facilities	Procure necessary furniture and instructional materials for first year operation		Supt/Executive Director
Personnel	Obtain approval for evaluation and support system for all staff	RIDE	Program Director
Personnel	Set up EPSS access and evaluation data reporting	RIDE	Program Director
Personnel	Establish Personnel Assignment access & eCert district portal	RIDE	Supt/Executive Director
Personnel	Ensure new staff enroll in ESRI	RI Gen Treasurer	Supt/Executive Director
Enrollment	Schedule on-site visit	RIDE	Supt/Executive Director
Enrollment	IT/Data Manager Training	RIDE	Program Director
Enrollment	Complete New School Information Form	RIDE	Supt/Executive Director
Enrollment	Complete School Profile Form	RIDE	Supt/Executive Director
Enrollment	File Annual School Health Report	RIDE	School Nurse Teacher
Enrollment	Finalize all school safety plans	RIDE	Supt/Executive Director
Enrollment	Finalize student	RIDE	Supt/Executive Director

	transportation		
Enrollment	Finalize food/nutrition services	RIDE	Supt/Executive Director
Enrollment	Finalize school calendar	RIDE	Board Chair
Enrollment	Finalize insurance coverage	RIDE	Supt/Executive Director
<b>Due Summer 2021</b>			
Facilities	Submit evidence of completed milestones of facility acquisition	RIDE	Supt/Executive Director
Personnel	Summer training on RI Evaluation Model	RIDE	Supt/Executive Director Program Director
Educational Program	Schedule training on RIDE assessment system	RIDE	Program Director
Educational Program	Schedule ELL Coordinator training	RIDE	ELL Teacher
Educational Program	Schedule SWD Coordinator training	RIDE	Supt/Executive Director
Educational Program	Submit evidence of qualified special education administrator	RIDE	Supt/Executive Director
Educational Program	Schedule training on health program req.	RIDE	Program Director
Educational Program	Schedule training on ed evaluation system	RIDE	Program Director
Educational Program	Finalize plans/calendar for assessment system	RIDE	Program Director
<b>Due September 30, 2021</b>			
Finance	File first quarterly financial report	RIDE, OAG, OMF	Supt/Executive Director

## **XIV. Variances**

Nuestro Mundo will request a variance to conduct a weighted lottery to meet the

needs of our mission for a two-way immersion program. The NM lottery and enrollment processes will be in complete alignment and accordance with all laws and regulations governing each process. The qualifier of including a weighted lottery is simply to promote an enrollment of simultaneous bilinguals, sequential bilinguals and heritage Spanish speakers. Thus, the application will include a simple home language survey item. Considerable guidance (particularly from [the Center for Applied Linguistics](#)) details that the perfect design of a two-way dual language immersion program would be equal numbers of native/heritage English and Spanish speakers. CAL's research shows that in this case, the acquisition of language proficiency in both L1 and L2 for all students is an outcome. While we do not believe that a 50/50 split will necessarily be achievable, we would like to meet the needs of as many native/heritage Spanish speakers and hence the weighted lottery is being proposed.

## **XV. Charter School Grant Intent to Apply**

If our application receives preliminary approval, Nuestro Mundo intends to apply for planning and implementation grants through the Charter School Program Startup Grant. Our mission is: *Nuestro Mundo prepares students to be global citizens and stewards of our environment. Using a multilingual and multicultural lens, our students have the knowledge and skills to realize empathy and connect their learning to the community and with a larger global audience. We are excited to educate Providence youth in grades K through 8, to acquire critical 21st century skills they need for success throughout life. We anticipate that finding an appropriate school site may be a challenge; however, there are some possibilities with former parochial schools and repurposed public schools. Thus, some of our critical planning and implementation needs will be the following:*

- Development and formalization of the school's curriculum in web-based format
- Adaptation/refinement of Student-Led Change Projects aligned with SDGs
- Development of board and school policies
- Formalization of school's benchmark assessments/assessment system across all grade levels and content areas

- Planning and creation community partnerships to support student project blocks
- Staff and Board professional development
- Purchase of school/classroom furniture
- Purchase of kitchen equipment
- Planning/purchase of equipment to start school/community garden
- Potential facility upgrades, particularly to ensure ADA compliance
- Selection/purchase of staff and student-use technology
- Purchase of curriculum materials in Spanish and English
- Travel expenses for students for trips/connections within the community and school partners across the state

Similar to other startup charter schools, our needs will be many and varied. However, all are aligned with our unique mission of delivering an innovative curriculum that because of the dual-language immersion nature of the program, is rich in literacy and culture.

## Endnotes/Works Cited

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<sup>20</sup>O. García and J. Kleifgen. *Educating Emergent Bilinguals: Policies, Programs, and Practices for English Learners, Second Edition*. Teachers College Press. 2018.

<sup>21</sup>V.P. Collier and W.P. Thomas. *The Astounding Effectiveness of Dual Language Education for All*. NABE Journal of Research and Practice, 2:1; Winter 2004. Available at [https://www.berkeleyschools.net/wp-content/uploads/2011/10/TWIAstounding\\_Effectiveness\\_Dual\\_Language\\_Ed.pdf?864d7e](https://www.berkeleyschools.net/wp-content/uploads/2011/10/TWIAstounding_Effectiveness_Dual_Language_Ed.pdf?864d7e)

<sup>22</sup>American Academy of Arts and Sciences. *America's Languages: Investing in Language Education for the 21st Century*. Commission on Language Learning. Available at [https://www.amacad.org/sites/default/files/publication/downloads/Commission-on-Language-Learning\\_Americas-Languages.pdf](https://www.amacad.org/sites/default/files/publication/downloads/Commission-on-Language-Learning_Americas-Languages.pdf)

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- <sup>33</sup>C.C. Miller. *Does Teacher Diversity Matter in Student Learning?* The New York Times. September 10, 2018. Available at <https://www.nytimes.com/2018/09/10/upshot/teacher-diversity-effect-students-learning.html>
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**JOSEPH P. MARUSZCZAK, Ed.D.**

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(401) 886-7785  
[jpm66@cox.net](mailto:jpm66@cox.net)

**EXPERIENCE:**

July 2011  
to present

Superintendent of Schools

**MENDON-UPTON REGIONAL SCHOOL DISTRICT**

Mendon, MA

- Superintendent of a regional school district of 2306 students and 450 professional and support staff with an annual operational budget of \$35.3M (FY2019)
- Successfully led a Proposition 2 ½ operational override campaign for the amount of \$2.5M in 2015
- Named a 2018 US Department of Education *Green Ribbon District* for district's commitment to renewable energy and sustainability education
- Led the district through two strategic planning processes, in 2013 and 2018
- Led several technology initiatives, including the implementation of a 1:1 learning project for all students in grades 5-12

July 2008  
to June 2011

Principal

**MANSFIELD PUBLIC SCHOOLS**

Mansfield, MA

- Principal of Mansfield High School, a suburban high school of 1505 students and 121 professional staff. The school is a federally recognized *Blue Ribbon School of Excellence*
- Implemented a new, trimester-based block schedule as well as the *MHS Senior Option* program which incorporates career exploration, dual enrollment, online learning and senior projects for all 12<sup>th</sup> grade students
- Implemented new Response to Intervention (RtI) policies and procedures so all teachers may design remediation strategies for students not achieving standards
- Responsibilities include: management of daily school operations, development of master school schedule, supervision and evaluation of staff, curriculum development and articulation, development and management of school budget, evaluation of all school programs, and the facilitation and monitoring of all school improvement efforts

July 2007  
to June 2008

Executive Director

**KINGSTON HILL ACADEMY**

South Kingstown, RI

- Director of a K-6 public charter school of 180 students committed to inclusion, a rigorous standards-based curriculum, and individualized learning plans (ILPs) for all students
- Responsibilities included: direction and supervision of all school programs and curriculum; oversight of all daily operations, including student admissions and discipline, facilities, scheduling, and implementation of student services; selection, supervision, and evaluation of all staff; supervision and coordination of all professional development; creation and management of the school's budget, including coordination of all federal and state grant programs; and serve as primary liaison to the Rhode Island Department of Education (RIDE)

- Facilitated the adoption of a new mathematics curriculum and a standards-based grade reporting system

August 2006  
to June 2007

Assistant Superintendent for Teaching & Learning

**MIDDLETOWN PUBLIC SCHOOLS**

Middletown, RI

- Assistant Superintendent of a suburban district of 2,358 students
- Responsibilities included: direction and coordination of all PK-12 curriculum, instruction, supervision, and delivery of educational services; supervision of PK-12 staff, including nurse/teachers, literacy coaches, LEP teachers, librarians, and guidance counselors; facilitation of the district strategic plan and Consolidated Resource Plan (CRP); direction of the development, preparation, and submission of all grant programs; serve as Title I coordinator; completion of periodic reports as required by federal, state, and local agencies; supervision and coordination of professional development for all certified and non-certified staff; coordination and evaluation of all student support programs; and serve as district testing coordinator

**Achievements:**

- Procured over \$580,000 in competitive grant funding for the district and town of Middletown
- Authored and coordinated district policies and procedures for all Personal Literacy Plans (PLPs) and Response to Intervention (RtI) program
- Authored School Committee policies on Graduation by Proficiency

July 2001  
to July 2006

Principal

**FOSTER-GLOCESTER REGIONAL SCHOOLS**

Glocester, RI

- Principal of Ponaganset High School, a regional high school with a student body of 989
- Designated as a *high performing school* by the Rhode Island Department of Education from 2002-05, as well as a *RI Board of Regents Commended School* in 2003

**School-Based Responsibilities/Achievements:**

- Responsibilities included: management of daily school operations, development of master school schedule, supervision and evaluation of staff, curriculum development and articulation, development and management of school budget, evaluation of all school programs, and the facilitation and monitoring of all school improvement efforts
- Planned and oversaw major components of Ponaganset's *High School Diploma System*, including implementation of a comprehensive digital portfolio system as a proficiency-based graduation requirement, literacy ramp-up programs, and common planning time for all professional staff
- Facilitated the implementation of the *Institute for Learning's (IFL) Principles of Learning* and *Disciplinary Literacy Program* in curriculum and instructional practice
- Authored and procured \$135,000 in grant proposals through the Champlin Foundations and RIDE to further PHS' digital portfolio program

**District-Based Responsibilities/Achievements:**

- Chair, District Strategic Planning Committee, 2003-04 & 2004-05

- Prepared District Consolidated Resource Plan (CRP) for FY 2004, 2005, & 2006
- Co-chair, District Teacher Evaluation Committee, which created and implemented a new teacher evaluation instrument and process

July 1998  
to June 2001

Assistant Principal

**COVENTRY PUBLIC SCHOOLS**

Coventry, RI

- Assistant Principal at Coventry High School, a suburban school with a student body of 1785
- Responsibilities included: student discipline, supervision and evaluation of staff, LEA (local educational agency) representative for coordination of special education services, and chair of the business technology department
- Member, CHS School Redesign Committee, a team that created the school's lower division and current schedule, geared toward greater student achievement, personalized learning, and smaller learning communities

August 1990  
to June 1998

Science Teacher

**FOSTER-GLOCESTER REGIONAL SCHOOLS**

Glocester, RI

- Full-time chemistry teacher at Ponaganset High School, a regional high school with a student body of 820
- Co-Chair, Steering Committee for Ponaganset's reaccreditation through NEASC, 1996-98
- Co-Chair, PHS School Improvement Team, 1996-97
- Member, *RI CIM (Certificate of Initial Mastery) Design Team*
- Class Advisor to the Class of 1997, 1993-97.

**EDUCATION:**

2004-2008

**JOHNSON & WALES UNIVERSITY**

Providence, RI

Ed.D. degree in Educational Leadership

Dissertation Topic: *The Design and Implementation of an E-portfolio Assessment System as a Proficiency-Based Graduation Requirement*

1996-1998

**PROVIDENCE COLLEGE**

Providence, RI

M.Ed. degree in Secondary School Administration

1984-1988

B.A. degree in Chemistry, cum laude

**PROFESSIONAL AFFILIATIONS:**

2011-present

Member & Executive Committee Member, **Massachusetts Association of School Superintendents (MASS)**

2019-present

Executive Committee Member, **American Association of School Administrators (AASA)**

2016-present	Governing Board Member, <b>American Association of School Administrators (AASA)</b>
2011-present	Member, <b>American Association of School Administrators (AASA)</b>
2011-present	Member and Chair, <b>Blackstone Valley Educational Consortium</b>
2011-present	Executive Board Member, <b>Blackstone Valley Education Foundation</b>
2008-2011	Member, <b>Massachusetts Association of Secondary School Administrators (MSSAA)</b>
2004-2008	Faculty, <b>Kennedy Principal Fellows Mentor Principal Institute</b> (training for distinguished mentor principals)
2003-2008	Member, <b>The Education Partnership Leadership Advisory Board</b>
2001-2006	Commissioner, <b>Commission on Public Secondary Schools, New England Association of Schools &amp; Colleges (NEASC)</b>
1999-present	Chair of several <b>NEASC</b> Visiting Committees across New England
2002-03	Mentor Principal, <b>The Principal Residency Network (PRN)</b>
1993-present	<b>Association for Supervision and Curriculum Development</b>
2006-07	<b>Rhode Island School Superintendents Association (RISSA)</b>
1998-2008	<b>Rhode Island Association of School Principals (RIASP)</b>
2003-2005	Legislative Affairs Liaison, <b>RIASP</b>
2008-present	<b>Massachusetts Secondary Schools Administrators' Association (MSSAAA)</b>
1998-present	<b>National Association of Secondary School Principals</b>
1996-97	Contributing Editor, <i>RI State Science Curriculum Frameworks</i>

#### SELECTED PRESENTATIONS:

2018	Co-Presenter, <b>Massachusetts Foreign Language Teachers Association (MaFLA) Annual Conference</b> , " <i>Conexiones Globales a Través Intercambios Virtuales</i> "
2016-2018	Presenter, <b>Massachusetts Computer Educators (MassCUE) Annual Conference</b>
2010	Panelist, <b>Massachusetts Stand for Children Leadership Conference</b> , " <i>Teacher Quality and the Education Reform Act of 2009</i> "
2006	Co-Presenter, <b>American Youth Policy Forum (APYF)</b> , Washington DC: " <i>Rhode Island High School Diploma System: Lessons Learned from Implementation</i> "
2004, 2005, 2007	Presenter, <b>Association for Supervision and Curriculum Development (ASCD) National Conference</b> , New Orleans, LA, Orlando, FL & Anaheim, CA: " <i>Digital Portfolios: Helping Students and Teachers Demonstrate Proficiency</i> "
2005	Co-Presenter, <b>Coalition of Essential Schools (CES) Fall Forum</b> : " <i>Performance-Based Assessment and the RI High School Diploma System</i> "
2002	Co-Presenter, <b>NEASC Annual Meeting</b> , Boston, MA: " <i>Successfully Implementing the Mission &amp; Expectations for Student Learning- A School's Journey</i> "
2001	Presenter, <b>Annenberg Institute for School Reform Spring Conference</b> , Providence, RI: " <i>Creating Smaller Learning Communities Through Comprehensive Restructuring</i> "

**REFERENCES:** References are available upon request.

**PORTFOLIO:** A professional portfolio is available online at [www.jpmpportfolio.org](http://www.jpmpportfolio.org)

**Kathryn L. Cardamone**  
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## EDUCATION

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<b>Sheltered English Instruction Certification Course</b> SEI-Teacher Endorsement	2016
<b>French River Education Professional Licensure Program</b> Professional Licenses in Elementary Education and Foreign Language- [Spanish]	2009
<b>Clark University, Worcester, MA</b> <i>Master of Arts in Teaching</i> , Initial License in Elementary Education	2003
<b>Clark University, Worcester, MA</b> <i>Bachelors of Arts</i> , Major: Sociology, Minor: Education	2002

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## PROFESSIONAL EXPERIENCE

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- **Multistate Association for Bilingual Education, MABE, Ashland, MA** 3/2020 – Present
  - Program Coordinator
  - Assistant Conference Director
  
- **Memorial School, Mendon-Upton Regional School District, MA** 8/2005 – 6/2019
  - Elementary Spanish Immersion Teacher
  - Spanish Immersion Program Coordinator
  - Chair, Spanish Immersion Advisory Board
  - Exchange Program Coordinator
  
- **Guatemala Elementary School, Quetzaltenango, Guatemala** 3/2004 – 6/2004  
*English Teacher, 3<sup>rd</sup> to 6<sup>th</sup> Grade*
  - Acted as the sole English teacher in an elementary school
  - Responsible for developing and implementing curriculum in third through sixth grade classrooms
  
- **Horace Mann Educational Associates, Newton, MA** 5/2003 – 8/2003  
*Applied Behavior Analyst Therapist*
  - Worked one on one with autistic children, administering behavioral therapy
  
- **Jacob Hiatt Magnet School, Grade 1, Worcester MA** 8/2002 – 5/2003  
*Student Teacher, 1<sup>st</sup> Grade*
  - Gradual increase of classroom responsibilities prior to assuming full curriculum implementation
  
- **YMCA School's Out program, Worcester, MA** 8/2001 – 6/2002  
*Counselor*
  - Responsible for planning activities and supervising a group of twelve first graders in an inner city after school program

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## SKILLS

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- **Fluency in Spanish**
- **Conference Presenter: MaFLA, MassCUE, EdTech Teacher Summit**
- **Technology Experience: SMART Notebook, iMovie, Google Classroom and Apps, Zoom, Microsoft Skype Classroom**

**OLGALEXANDRA GRAU DE ARCIERI**  
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### **SUMMARY**

Native Spanish speaking teacher with successful experience in grades K-8. Has strong knowledge and appreciation of the Spanish/Latin American culture. Outstanding ability to plan and implement lessons based on student's needs. Excellent oral and writing communication skills.

### **ACCOMPLISHMENTS**

- Built from scratch a robust Spanish curriculum for grades K-8 and grew it continually for over two years.
- Designed and executed engaging and playful Spanish activities for students.
- Established meaningful connections for students through pen-pal projects between local school and schools located in Caceres, Spain.

### **WORK EXPERIENCE**

MEMORIAL ELEMENTARY SCHOOL. Upton/MA (Grades First to Fourth) 2013-Present

#### **Spanish Immersion Kindergarten Teacher**

- Design and following lesson plans to teach core subjects 100% in Spanish.
- Utilize multiple methods for assessing students and provide different strategies to promote student's success.
- Create a safe learning environment where students are willing to take risks
- Utilize a variety of engaging resources (games, songs, hands on activities and technology) to engage students in practicing skills.
- Work in collaboration with the Spanish Immersion and regular kindergarten team.
- Establish clear and constant communication with parents and families about the classroom experience. Also provide multiple opportunities for families to participate and collaborate.
- Participated actively in the school district's Spanish Advisory Board.
- Engaged community members and students' family members to enhance students' understanding of Hispanic culture through classroom visits and presentations.

TOUCHSTONE COMMUNITY SCHOOL. Grafton/MA (Grades Kindergarten to Eighth) 2011-2013

#### **Spanish Teacher**

- Taught six separate classes daily, ranging from kindergarten to eighth grade
- Developed all prep work, including creating visual aids, board games, flashcards, and all course materials
- Initiated written mechanics, grammar, and dedicated reading and writing program
- Personally commended by head of school for creating and implementing new curriculum
- Planned hands-on activities, including field trips, cooking, singing and acting.
- Coordinated and executed pen-pals program from 4<sup>th</sup> to 8<sup>th</sup> grade consisting on exchanging letters and doing video conferences.

DISCOVERY LATINAMERICA LLC. Miami/FL

2011-2012

**Social Media Specialist (working remote from Massachusetts)**

- Planning, writing and publishing messages that promote and inform the audience about programming, content and subjects aligned with 4 different brands
- Influenced conversation to achieve effective level of engagement.
- Monitored and managed publishing platforms.

MEMORIAL ELEMENTARY SCHOOL. Upton/MA (Grades First to Fourth)

2010-2011

**Spanish Aide**

- Provided support in the daily academic classroom tasks.
- Cooperated in the planning.
- Prepared and taught Social Studies for first and second grade.
- Prepared and taught Science for grades first to fourth.
- Served as a reference and provided cultural background in each activity.

TLC TALLER LIBRE CREATIVO. Caracas / Venezuela

2002-2007

**Founder & Director**

- Design of curricula
- Study and adoption of the Reggio Emilia method
- Diversification of creative activities through exhibitions
- Creating links between family and school.

**EDUCATION**

**Masters Degree**, International Relations & Communications. UNIVERSIDAD COMPLUTENSE DE MADRID / Spain – 1994-1996

**BA**, Lawyer. UNIVERSIDAD CATOLICA ANDRES BELLO. Caracas / Venezuela 1994

English course. UNIVERSITY OF MANCHESTER OF SCIENCE & TECHNOLOGY (IUMIST) Manchester/UK. 1995

English course. CENTRO VENEZOLANO AMERICANO. Caracas / Venezuela 2008

**REFERENCES**

Available upon request

# AMANDA SEEWALD

## *Educational Leader and Advocate*

📍 Scotch Plains, NJ

📞 908-447-8447

✉ amandaseewald@gmail.com

### Professional Community Involvement

- **President Elect** –JNCL- NCLIS responsible for the bylaws committee and official NJ State delegate responsible for legislative advocacy
- **Immediate Past President** –Foreign Language Educators of New Jersey
- **Board Member** –The Pulsera Project - responsible for developing an Education Committee and leading curriculum initiatives
- **NJ State Representative** - National Network for Early Language Learning
- **Board Member** - NECTFL Northeast Conference on the Teaching of Foreign Languages (term ended 2016)
- **Past Committee Service** - ACTFL Melba D. Woodruff Award (2010) and ACTFL Outreach and Communications (2018)

## Summary

**Accomplished educational leader and advocate** with over 20 years of experience as an educator and curriculum developer focused on second language and dual language instruction and learning. Creative and dynamic organizational management with proven expertise in consistently building teams to ensure sustainable collaborative growth. Leverages exemplary communication and in-person meetings to establish presence and build project support while fostering continuous stakeholder engagement. Adept at working effectively to achieve goals. Focused on connecting all educators and learners globally through language, culture, and critical thinking.

### Core Competencies

- Strategic Planning
- Organizational Management
- Team Leadership
- Communication
- Relationship Building
- Project Management
- Resource and Budget Planning/Allocation
- Board and Volunteer Management
- Legislative Advocacy
- Public Speaking
- Instructional Strategies
- Mentoring/ Coaching
- Product and Publication development
- Grant and Proposal Writing

### Professional Experience

2002 - Present

#### Author, Owner, Director and Instructor

##### MARACAS Educational Programs

- Developed and instruct MARACAS language programs in NJ preschools and private schools
- Applied for and received local grant funding
- Negotiate contracts with schools annually
- Publish curriculum tools, instructional materials, and music

2007 - Present

#### Owner, Lead Consultant

##### Learning Kaleidoscope Educational Consulting

- Provide program reviews, training, professional development, curriculum development support, and instructional coaching to schools and districts focusing on interactive planning and instruction.
- Specializing in dual language immersion K-12 as well as world language instruction K-8
- Work with schools to engage teachers and students in using current best practices for interactive learning to improve instructional outcomes.

2016 - Present

#### Spanish Immersion Program Consultant

##### Herricks Public Schools, New York

- Serve as a resource to all Spanish Immersion teachers by providing instructional support as well as resource identification.
- Develop middle and high school curriculum guides in collaboration with teachers
- Model lessons and instructional strategies
- Develop strong relationships with administrators and teachers to strengthen program.

2016 - Present

#### World Language and Global Dimensions Consultant

##### Pocantico Hills District, New York

- Design, develop and implement new K-8 content-connected immersive program in French and Spanish and school-wide Global Citizenship program entitled Global Dimensions
- Reviewed applications, conducted interviews to hire teachers
- Select all materials, train and continuously coach teachers

## Education

**George Mason University** 2001  
Fairfax, VA

**Master of Education** -  
Multilingual/Multicultural Curriculum and  
Instruction

- Graduate program for intensive study and classroom experience
- Extended Studies graduate study for ESL endorsement

**New York University** 1996  
New York, NY

**Bachelor of Arts** -  
East Asian Studies and Romance  
Languages

- Graduated Magna Cum Laude Phi Beta Kappa

## Languages

Spanish, French, Japanese

- Present all proposals and updates to the School Board
- Develop strong relationships with administrators and teachers to strengthen program.

2017 -  
Present

**World Language Instruction National Presenter**  
**Bureau of Education and Research**

- Present at nationwide venues to assist world language teachers with instruction

2016 -  
Present

**Global and Language Programs Consultant**  
**Southern Westchester Boards of Cooperative Educational Services**

- Worked with Byram Hills school district to provide professional development, curriculum development guidance, and teacher coaching
- Offer regional workshops on strengthening instruction in world language education

2016 - 2018

**ELL Instructional Coach and Professional Developer**  
**Global Language Project - Ditmas Intermediate School**

- Provided professional development workshops and individual teacher coaching to meet the needs of English language learners in content area middle school classrooms

2013 - 2015

**Language Immersion Consultant**  
**Delaware Department of Education, Dover, Delaware**

- Serve as a resource to all Spanish Immersion teachers by providing instructional support as well as resource identification.
- Develop a plan for professional development based on identified needs.
- Model lessons and instructional strategies to meet objectives.
- Develop strong relationships with administrators and teachers to strengthen program.

2011 - 2014

**Educational Consultant**  
**American Council on the Teaching of Foreign Languages**

- Conduct program observations, evaluations and reviews as well as federal grant report writing and curriculum feedback.
- Participate in professional development and materials creation and development.
- Present workshops across the country pertaining to world language instruction.

2009 - 2009

**University Supervisor**  
**George Mason University**

- Supervised two Chinese language teaching interns in Philadelphia public high schools and evaluated their progress throughout the semester.

2003 - 2004

**Teacher**  
**Scotch Plains/Fanwood Public Schools - New Jersey**

- Taught after school program assisting students with Language Arts.

1999 - 2001

**Dual Language Immersion Teacher**  
**Arlington Public Schools - Abingdon Elementary School**

- Third grade Spanish Immersion Teacher

1997 - 1999

**Program Coordinator**  
**Virginia Cooperative Extension – 4-H - Fairfax, VA**

- Baileys Making the Grade Project - Responsible for grant application, maintenance, design, implementation, management, and evaluation of seven federally funded volunteer-based after-school educational

- programs for at-risk youth.
- Coordinate community collaboration with Fairfax County public schools, libraries, and additional county and private partners.
- Recruit and manage volunteers

## Publications

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### Books and Music:

- Seewald, A. MARACAS Las Ciencias, JosHan, 2015. Curriculum and CD. Multiple Intelligences based science curriculum for preschool and elementary language learning.
- Seewald, A. MARACAS Las Cuatro Estaciones, JosHan, 2011. Curriculum and CD. Multiple Intelligences based curriculum and thematic music for preschool and elementary language learning.

### Journal Articles:

- Seewald, A. (2017). Not Just a Special Anymore: World Language Classrooms, the Center of Meaningful Problem Solving. *Learning Languages* 23:2, NNELL
- Seewald, A. (2015). Meaningful Professional Growth. *Language Magazine*, October, 2015.
- Seewald, A. (2012). Language Learning Beyond the Walls: A Grassroots Model for Immersion Summer Camp. *Learning Languages*. 17:2, NNELL
- Seewald, A. (2007). Bringing Language to Life. *Learning Languages*. 12:2, NNELL.
- Seewald, A. (2007). Los Cinco Sentidos Northeast Conference Reports. NECTFL.
- Haley, M.H., Midgely, A., Ortiz, J., Romano, T., Ashworth, L., & Seewald, A. (2005, June 23). Teacher Action Research in Foreign Language Classrooms: Four Teachers Tell Their Stories. *Current Issues in Education* [On-line], 8(12).

## DAVID A. NIGUIDULA

134 Thurbers Avenue, Suite 118, Providence, RI 02905  
(401) 785-0401 • david@richerpicture.com

### Academic Background

Ed.D., Instructional Technology and Media, Teachers College, Columbia University (2002)

A.B., Computer Science, Brown University (1985)

A.B., Educational Studies, Brown University (1985)

### Skills and Subject Area Expertise

- Educational Research – Design, Data Collection and Analysis
- Development of Educational Software
- Professional Development - Workshops and Coaching
  - Digital Badges and Portfolios (for Students and Teachers)
  - Assessment, Exhibitions, Rubrics, and Standards-Based Feedback
  - Curriculum Innovations, including Project-Based, Blended Learning and Mapping
  - Individual Learning Plans / Student Success Plans
  - Technology to Support School Reform
- Programming and the Teaching of Computer Science

### Work History

1999-present      **Founder, Ideas Consulting / Richer Picture, Providence, RI**

Development of Digital Portfolios and other tools for schools, districts, and educational organizations on the use of technology for school reform. Developer of **Richer Picture** Digital Portfolios and Individual Learning Plans; these are applications for collecting, selecting, and reflecting on student work, teacher development and school data. Clients have included schools and districts across the US (from Maine to Hawaii) and internationally.

Professional development activities include workshops, online and on-site, on topics in school transformation and best practices in assessment (including rubric development, calibration of common tasks and integrating student and teacher portfolio work with curriculum maps and quantitative data analysis).

Consultant on school reform efforts, including use of technology, charter school design, turnaround activities, assessment design, project-based learning, Individual Learning Plans, school accreditation, curriculum mapping, teacher evaluation and effective use of data.

Additional consulting projects include leading the development of a “portfolio tool-kit” for the Rhode Island Department of Education; generating online courses for PBS TeacherLine, and consulting for EDC, CAST, and the Australian National Schools Network.

1989-1997      **Co-Principal Investigator and Manager, Technology Group;  
Coalition of Essential Schools and Annenberg Institute for School  
Reform, Brown University, Providence, RI**

Led the research on technology and exhibitions, including collections of best practices and the original research on digital portfolios in K-12 schools; coordinated professional development and school reform activities for the Coalition’s Northeast region.

### Work History (continued)

- 1989-1997      **Computer Science Department, Brown University, Providence, RI**  
Taught the “Educational Software Seminar,” where teams of Brown undergraduates would work with a local K-12 teacher for a semester; the team would design and develop software to be used in the classroom.
- 1988            **Consultant, Institute for Science and Mathematics Education Development, University of the Philippines (Diliman)**  
Worked with Technology group to design curriculum on computers at the national center for mathematics and science education.
- 1986-1988      **Research Assistant, Educational Technology Center, Harvard Graduate School of Education, Cambridge, MA**  
Coordinated activities on use of computers in math, science, and technology education in five Massachusetts high schools; worked with teachers in schools and university researchers as they collaborated on new curricular approaches
- 1982-1986      **Author and Teaching Assistant, Computer Science Department, Brown University Providence, RI**  
Lead author of programming textbook *Pascal on the Macintosh: A Graphical Approach* (with Andries van Dam); book published, 1987 by Addison-Wesley.

### Selected Presentations

- Badge Summit, 2019
- Southern Regional Educational Board – Making Schools Work Conference, 2019
- Association for Supervision and Curriculum Development (ASCD), 1997-2010, 2012-2014, 2016-2019
- ASCD Leadership Conference, 2018, 2019
- International Association for K-12 Online Learning (INACOL), 2015,2016
  
- New York State Computing and Technology Educators (NYSCATE), 2006-2007, 2009, 2019
- Curriculum Mapping Institute, 2007-2008, 2010, 2012
- ISTE Annual Conference / Technology and Assessment Forum 1991-2011
- ePortfolio Conference, (European Institute for E-Learning - EIFEL) 2004-2005
  
- Coalition of Essential Schools Fall Forum, 1990-1998, 2000-2004, 2006-2009, 2011, 2016
- National Governors Association Education Summit, 1996
- U.S. Department of Education (Kickoff for Technology Challenge Grants), 1995

### Selected Publications

- *Demonstrating Student Mastery with Digital Badges and Portfolios*. ASCD, 2019.
- "Digital Teacher Portfolios," *Powerful Designs for Professional Learning – 3<sup>rd</sup> Edition* (L. Easton, ed.), NSDC, 2015.
- “Digital Portfolios and Curriculum Maps: Linking Student and Teacher Work,” in *Curriculum 21: Essential Education for a Changing World* (H. H. Jacobs, ed.), ASCD, 2010, pp. 153-167.
- “Whose Portfolio Is It, Anyway?,” in *Handbook of Research on ePortfolios* (A. Jafari, C. Kaufman, eds.), Idea Group. 2006.
- "Documenting Learning with Digital Portfolios" *Educational Leadership*. November 2005, pp. 44-47.
- “Picturing Performance with Digital Portfolios.” *Educational Leadership*, November 1997, pp. 26-29.
- “A Richer Picture of Student Work.” In D. Allen, (Ed.), *Assessing student learning: From grading to understanding* (pp. 183-198). New York: Teachers College Press, 1998.
- “The Digital Portfolio: A Richer Picture of Student Performance” (Studies on Exhibitions, No. 13.) Providence, RI: Coalition of Essential Schools, 1993.
- (with Andries van Dam.) *Pascal on the Macintosh : A Graphical Approach*. Reading, MA: Addison-Wesley, 1987.

**CERTIFICATION**

I have read the following and certify that this curriculum vita is a current and accurate statement of my professional record.

Date: 9/10/20

Signature: Heather C. Allcock, Ph.D. (electronically signed)

**PERSONAL INFORMATION**

NAME: Heather Christine Allcock (nee. Young)  
 DEPARTMENT: Elementary and Special Education  
 POSITION: **Assistant Professor** Providence College with Tenure Status  
 WEBSITE: <https://elementary-special-education.providence.edu/faculty-members/heather-allcock/>  
<https://scholar.google.com/citations?hl=en&user=ZQ8ekFQAAAAJ>  
 (Google Scholar h-index 4)

HOME ADDRESS: 20 Haywood Circle Mendon, Massachusetts 01756  
 PHONE: (410) 599-7004 (cell)  
 E-MAIL: [Heather.Allcock@Providence.edu](mailto:Heather.Allcock@Providence.edu)

**EDUCATIONAL BACKGROUND**

PhD 2004 Special Education, University of Maryland, College Park, MD: Emphasis in Inclusive Practices,  
**Title of Dissertation:** *A Survey of Knowledge and Implementation of Best Practices for Inclusion by Personnel Prepared to Teach Students with Severe Disabilities*

MA 1994 Special Education, University of Missouri, Columbia, MO: Emphasis in Mild / Moderate Disabilities

BA 1992 Psychology and Sociology Double Major, University of Missouri, Columbia, MO: Emphasis in Learning Theory and Development and Social Behavior

**CURRENT TEACHING CERTIFICATION:**

July 2006-June 2021 Maryland State Teaching Certification: Advanced Professional Certificate (APC) General Special Education Mild Moderate Disabilities

**PROFESSIONAL WORK EXPERIENCE**

2013-Present **Assistant Professor, Elementary and Special Education Department Providence College Providence, RI** Develop and teach courses for undergraduate dual certification majors and supervise student teaching placements in elementary and special education settings. Participate in college committees, departmental committees and provide service to the field through committee membership on national organizations supporting students with intellectual and developmental disabilities. Engage in research around special education teacher preparation for including students with autism, intellectual and developmental disabilities, identifying promoters and barriers

for students with autism, intellectual and developmental disabilities in accessing general education curriculum. ***Conferral of tenured status as of July 1, 2019.***

- 2018-2019 **Assistant Chair, Elementary and Special Education Department Providence College, Providence, RI** Provide support to chair of department; provide leadership, guidance and support to student teaching component of elementary special education dual licensure program; Manage year long student teaching experience; Additional duties as assigned by the chair of department.
- 2012-2013 **Assistant Director, Professional Development Services Maryland Coalition of Inclusive Education (MCIE) Hanover, MD** Develop grants, scope of work proposals, negotiate budgets, and manage all aspects of multiple projects and team work that results in school transformation through multi-tiered systems of support, and individual student planning for students in need of tertiary academic and behavioral interventions. Work collaboratively with school teams to support students with disabilities in inclusive settings, particularly students who have complex learning needs or require intensive behavioral supports.
- 2009-2012 **Team Leader Professional Development Services Maryland Coalition of Inclusive Education (MCIE) Hanover, MD** Manage projects and team-work that results in school transformation through multi-tiered systems of support, and individual student planning for students in need of tertiary academic and behavioral interventions. Work collaboratively with school teams to support students with disabilities in inclusive settings, particularly students who have complex learning needs or require intensive behavioral supports. Provide training and technical assistance for: curriculum adaptation, collaborative teaming to support students with low incidence disabilities, and universally designed curriculum so that all students can learn in the general education environment.
- 2009-2012 **Adjunct Faculty University of Maryland, College Park, Department of Special Education** Graduate and undergraduate course Instructor
- 2008-2009 **Senior Research Associate Transcen, Inc. Rockville, MD** Developed evaluation instruments for large-scale systems change project for local school systems involved in the Maryland Seamless Transition Collaborative (MSTC). Provided Technical Assistance to local Maryland School Districts around best practices in transition based on specific transition technical assistance features. Developed and managed website materials around TA features and best practices in Transition to Paid Employment or Post-Secondary Education.
- 2005-2008 **Elementary Inclusion (Least Restrictive Environment) Teacher Specialist Anne Arundel County Public School, Annapolis, MD.** Provided technical assistance to school teams and Central Office personnel in planning, delivering, evaluating special education services in the least restrictive environment in a large school district with over 80,000 students; Planned and assisted with implementation of professional development to support school teams with instructional strategies, facilitated inclusive

placements, developed modified and adapted curricula for students with autism, intellectual disabilities, and multiple disabilities, developed of positive behavior supports, and implemented Team Teaching model of service delivery within multiple elementary schools.

## RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES

### PUBLICATIONS

#### ***Manuscripts Accepted for Publication***

\*Denotes Since Achieving Tenure

#### ***Manuscript(s) Under Review***

\*Denotes Since Achieving Tenure

\*Allcock, H. (2020). Role Clarification and Development of Responsibilities of Teacher Candidates During Inclusive Clinical Practice: Does Context Matter? *Teacher Education and Special Education*

#### ***Journal Articles Published:***

\*Denotes Since Achieving Tenure

\*Miller, A., Wilt, C., Allcock, H., Kurth, J., Morningstar, M. and Ruppap, A. (2020) Teacher Agency for Inclusive Education: An International Scoping Review. *International Journal of Inclusive Education* <https://doi.org/10.1080/13603116.2020.1789766>

\*Kurth, J., Allcock, H., Walker, V., Olson, A., and Taub, D. (2020) Faculty Perceptions of Expertise for Inclusive Education for Students with Significant Disabilities. *Teacher Education and Special Education* <https://doi.org/10.1177/0888406420921582>

Ruppap, A., Allcock, H., and Gonsier-Gerdin, J., (2017) Ecological factors affecting access to general education content and contexts for students with significant disabilities. *Remedial and Special Education* Vol. 38 (1) 53-63

Morningstar, M., Allcock, H., White, J. and Taub, D., Kurth, J., Gonsier-Gerdin, J, Ryndak, D., Sauer, J and Jorgensen, C. (2016). Inclusive education national research advocacy agenda: A Call to Action. *Research and Practice for Persons with Severe Disabilities* vol.41 (3) 209-215

Ryndak, D., Taub, D., Jorgensen, C., Gonsier-Gerdin, J., Arndt, K, Sauer, J., Ruppap, A, Morningstar, M. and Allcock, H. (2014). Policy and the Impact on Placement, Involvement, and Progress in General Education: Critical Issues that Require Rectification. *Research and Practice for Persons with Severe Disabilities* March 2014 vol. 39 (1) 65-74

Schloss, P.J., Alper, S., Young, H., Aylward, M., Reid, G., & Dudenhoffer, S. (1995). Acquisition of functional sight words in community-based recreation settings. *Journal of Special Education*, 29; 84-96.

**Editor Reviewed Publication (Non-Peer Review):**

Morningstar, M.E., Allcock, H., & Ryndak, D. (December 2015). Preparing students with significant disabilities to transition to college and careers: Insights from the 2014 TASH Conference Town Hall Meeting. *Connections*, 41(2), 25-33  
[http://issuu.com/tashorg/docs/tashconnections\\_vol41\\_issue2/25?e=0/32049233](http://issuu.com/tashorg/docs/tashconnections_vol41_issue2/25?e=0/32049233)

**Manuscripts in Preparation:**

\*Allcock, H. (2020). Inclusive Clinical Practice and Impact on Teacher Preparation for Including Students with Intellectual and Developmental Disabilities. *Inclusion*

\*Allcock, H. (2020). Designing Inclusive Practices for Students with Significant Disabilities. *Inclusive Practices*

\*Allcock, H. and Ryan, L. (2021). Writing Measurable Social Emotional Learning Goals for Elementary Students with Disabilities. *Working Title*

\*Allcock, H. (2021). Developing teacher agency within inclusive teacher preparation. *Working Title*

**Digital/Other Publications:**

Morningstar, M.E., Allcock, H., White, J., Taub, D. Kurth, J., Gonsier-Gerdin, J., Ryndak, D., Sauer, J and Jorgensen, C. (2014). Inclusive Education Research Agenda for Advocacy. In *TASH Inclusive Education National Agenda Committee*. Washington, DC  
<https://tash.org/advocacy-issues/inclusive-education/>

Allcock, H. (2013). *Common Core State Standards and Development of Standards Based Individual Education Programs Webinar*. Council for Parent Advocates and Attorneys (COPAA). (Approximately 250 Views per Executive Director Ms. Denise Marshall)  
<https://copaa.webex.com/cmp3300/webcomponents/jsp/docshow/closewindow.jsp>

Allcock, H. and Gruber, B., 2013. Making High School Inclusion Meaningful Webinar. In *TASH Inclusive Education* <https://tash.org/news/tash-releases-new-training-series-for-inclusive-education/#2>

Maryland Coalition for Inclusive Education and Maryland State Department of Education, Division of Special Education and Early Intervention Services-Major Contributor (2013). *Self-Advocacy Curriculum Guide: Accessing Inclusive Environments Through Self-Advocacy*

The Collaboration to Promote Self-Determination-Contributing Author (2012). *All kids count: Recommendations from a roundtable discussion of the nation's leading experts in special education policy that focused on the academic achievement and measurement of students who take an alternate assessment on alternate academic standards*. White Paper.  
<http://thecpsd.org/>

## PROFESSIONAL PRESENTATIONS

### ***National Invited Discussant:***

Morningstar, M., Allcock, H., White, J., Taub, D. and Trader, B. (2016). Policy Meetings to share National Research Agenda for Inclusive Education with Federal Officials at Department of Justice (DOJ), National Council on Disability, National Center for Special Education Research (NCSER) at Institute for Education Sciences (IES), Office of Special Education Programs (OSEP) within Office of Special Education and Rehabilitation Service (OSERS) at the Federal Department of Education; Washington, D.C.

Morningstar, M. & Allcock, H. (2014). Preparing Students with Significant Disabilities to Transition to College and Careers: TASH Transition Town Hall Moderators with invited speakers and federal panelists including Michael Yudin, Acting Assistant Secretary Office of Special Education and Research Programs (OSERS) TASH Annual Meeting; Washington, D.C.

### ***National Presentation-invited (representative):***

*\*Denotes Since Achiving Tenure*

\*Swoboda, K., Allcock, H., LaCroix, K., Festa, K., and Marshall, D. (2019). Rhode Island: Riding the Wave of Education Reform. Poster Presentation CEEDAR Cross State Convening Conference, Denver CO.

Freeman, H. & Allcock, H. (2013). *Common Core State Standards and Development of Standards Based Individual Education Programs*. Full Day Pre-Conference Session at the Council of Parent Advocates and Attorneys (COPAA) Annual Meeting; Albuquerque, NM

Allcock, H. (2012). *College- and Career-Readiness for Students with Significant Disabilities*. Panelist Collaboration to Promote Self-Determination (CPSD) Panel # 2 College and Career Readiness for Students with Significant Cognitive Disabilities (Co-panelists: Rachel Quenemoen, National Center for Educational Outcomes and Dr. Thomas Herir, Harvard University)

Allcock, H. (2012). *Common Core and Access to the General Curriculum Expert Panelist*. National Council on Disability ESEA Re-authorization Symposium. National Council on Disability Quarterly Meeting; Orlando, FL

### ***National Peer Reviewed Presentations - Competitively Selected (representative):***

*\*Denotes Since Achiving Tenure*

\*Allcock, H. (Accepted December 2020), Designing Inclusive Practices for Students with Significant Disabilities. Virtual Poster Presentation National Conference The Association for Persons with Severe Handicaps (TASH)

- \*Allcock, H., Miller, A., and Wilt, C. (December 2019). Conceptualizing Teacher Agency for Inclusive Education. Poster Presentation National Conference The Association for Persons with Severe Handicaps (TASH). Phoenix, AZ
- \*Allcock, H., Kurth, J. and Walker, V. (December 2019). What Does It Take to Prepare Teachers for Inclusive Practices? Paper Presentation National Conference The Association for Persons with Severe Handicaps (TASH). Phoenix, AZ
- \*Allcock, H. (November 2019). What Does It Take to Prepare Teachers for Inclusive Practices? Paper Presentation National Conference Teacher Education Division of the Council for Exceptional Children (TED CEC). New Orleans, LA
- \*Allcock, H. (2019, *Accepted*). Knowledge, use of, and Beliefs About Critical Practices for Including Students with Autism and Intellectual and Developmental Disabilities in General Education: Implications for Pre-service Preparation of Special Educators. Poster Presentation at 20<sup>th</sup> International Conference on Autism, Intellectual Disability and Developmental Disabilities Council for Exceptional Children Division on Autism and Developmental Disabilities (CEC-DADD), Maui, HI
- Kurth, J., Morningstar, M., Allcock, H., Ruppard, A., Wilt, C., Towes, S. & Miller, A. (April 2018). The development of teacher agency for inclusive education. Paper Presentation at American Education Research Association (AERA) National Convention, New York, NY
- Kurth, J., Morningstar, M., Allcock, H., Ruppard, A., Wilt, C., Towes, S. & Miller, A. (2017). Promoting teacher agency for inclusive education. Paper Presentation at TASH Annual Meeting, Atlanta, GA
- Kurth, J., Morningstar, M., Allcock, H., Ruppard, A. & Wilt, C. (2017). Teacher agency for inclusive education. Presentation at AAIDD Annual Meeting, Hartford, CT
- Gonsier-Gerdin, J, Allcock, H. & Ruppard, A. (2016). Access to General Education Content and Context for Students with Significant Disabilities. Presentation at The Association for Persons with Severe Handicaps (TASH) annual meeting, St. Louis, MO
- Kurth, J., Allcock, H., & Morningstar, M. (2016). Transforming teacher education to support inclusion specialists: Evaluating effectiveness. Presentation at The Association for Persons with Severe Handicaps (TASH) annual meeting, St. Louis, MO
- White, J., Morningstar, M., Allcock, H., Kurth, J., Gonsier-Gerdin, J. (2016). Advocacy of National Research Agenda for Inclusive Education. Poster Presentation American Educational Research Association (AERA) Annual Conference, Washington, D.C.
- Allcock, H. and Callahan, J. (2015). First Year Field Experience: Fostering Cultural Diversity Awareness for pre-service elementary and special education teachers. Single paper session Teacher Education Division of the Council for Exceptional Children, Tempe, AZ

- Morningstar, M., Allcock, H., Jorgensen, C., White, J., Gonsier-Gerdin, J., Kurth, J. and Taub, D. (2014). TASH National Advocacy for Inclusive Education Research Agenda: Stakeholder Member-checking Session. Presentation at the The Association for Persons with Severe Handicaps (TASH) Annual Meeting, Washington, D.C.
- Allcock, H. (2014). Preparing Pre-Service Special Educators to Include Students with Intellectual and Developmental Disabilities and Autism. Presentation at the Teacher Education Division of the Council for Exceptional Children Annual Conference; Indianapolis, IN
- Allcock, H. (2014). Self-Advocacy Curriculum Guide: Teaching Advocacy to Access Inclusive Environments. Poster Presentation at AAIDD Annual Meeting; Orlando, FL
- Morningstar, M., Allcock, H., Jorgensen, C., White, J., Gonsier-Gerdin, J. and Sauer, J. (2013). TASH National Advocacy for Inclusive Education Research Agenda: Stakeholder Input Session. Presentation at the TASH Annual Meeting, Chicago, IL
- Allcock, H., McCullough, G., Cochran, L., Milligan, D., and Boyce, N. (2013). *Restructuring schools to promote academic achievement through team-teaching and collaborative action planning*. Presentation at the Council for Exceptional Children (CEC) Annual Meeting, San Antonio, TX
- Allcock, H. and Gruber, B. (2013). *Creating the Change from Within: Teaching Self-advocacy to students with developmental disabilities and students who engage in challenging behavior*. Presentation at the Council for Exceptional Children (CEC) Annual Meeting, San Antonio, TX

## GRANTS

### INTERNAL GRANTS AWARDED: \$11,150

*\*Denotes Since Achieving Tenure*

\*2020 Providence College Academic Affairs 'Just in Time' and School of Professional Studies Funds Amt. \$650

2018 Providence College School of Professional Studies Scholar Recipient  
Amt. \$2800

2016 Providence College School of Professional Studies Summer Scholar Recipient  
Amt. \$4000

2014 Providence College-School of Professional Studies Summer Scholar Recipient  
Amt. \$3700

### EXTERNAL GRANTS AWARDED (\$462,500):

*\*Denotes Granted While at Providence College*

- \*Zipke, M. and Allcock, H. (2018-2019). Innovation Configuration: Supporting Content Learning Through Technology for K-12 Students with Disabilities Rhode Island Department of Education (RIDE) in collaboration with the Center for Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR): Award \$7000

Allcock, H. (Principal Investigator) (2012-2013) Team and Teach: Improving Outcomes for Middle School Students in Prince Georges County Prince Georges County Maryland Public Schools, Turnaround Office \$155,000.

Quirk, C. and Allcock, H. (Co-author and Project Coordinator) (2013) Building Capacity: Inclusive Education Practices in Maryland Public Schools (#SG105451) Maryland State Department of Education, Division of Special Education and Early Intervention Service \$300,000.

### COLLEGIATE TEACHING EXPERIENCES

2019-Current            **Tenured Assistant Professor**, Department of Elementary Special Education, Providence College; Providence, Rhode Island

2013-2019            **Assistant Professor**, Department of Elementary and Special Education, Providence College, Providence, Rhode Island

2009-2012            **Adjunct Faculty**, Department of Special Education, University of Maryland College Park

#### *Courses Taught-Assistant Professor:*

- EDU 221: Introduction to Characteristics of Students with Special Needs (12 times)
- EDU 322: Home School Communication (6 times)
- EDU 390: Assessment of Individual Differences in Special Education (12 times)
- EDU 432: Autism Spectrum Disorders: Theory and Practice (4 times)
- EDU 451: Student Teaching in Elementary Education (5 times)
- EDU 452: Student Teaching in Special Education (10 times)
- EDU 490: First Year Field Experience Internship (5 times)
- EDU 616: Advanced Assessment (*graduate course 2 times*)
- EDU 608: Assessment of Individual Differences (*graduate course 1 time*)

#### *Courses Taught – Adjunct Faculty University of Maryland:*

- EDSP 470: Introduction to Special Education
- EDSP 613: Behavior and Classroom Management in Special Education
- EDSP 401: Characteristics and Needs of Students with Severe Disabilities

#### *Field Supervision:*

2013-Present            *Undergraduate Field Supervisor*: Elementary and Special Education Student Teaching Placements, Department of Elementary and Special Education, Providence College

**SERVICE**

*\*Denotes since achieving tenure*

**Departmental Service-Providence College**

\*2018-Present Rhode Island Department of Education (RIDE) Program Approval  
 2016-Present Student Teaching Handbook Committee  
 2013-Present ESE Faculty Advisor  
 2018-2019 Assistant Chair, Elementary Special Education Department  
 2016- 2018 Speech and Language Pathology Project Committee  
 2015-2017 ESE Comprehensive Improvement Process (CIP)  
 2014-2017 Faculty Supervisor: First Year Field Experience  
 2014-2016 EDU 390 / 418 Committee  
 2013-2017 Major/ Minor Fair

**College Service-Providence College**

\*2020-Present *Nuestro Mondo* Public Charter School Inaugural Board Member  
 \*2019-Present Steering Committee Rhode Island State Leadership Team CEEDAR  
 2018-Present Education Council Committee+  
 2018-Present Academic Advising Committee-  
 2018-2019 School of Professional Studies Faculty Senator (*at large*)  
 2018 School of Professional Studies Dean Search Committee+  
 2017-2019 Academic Integrity Committee  
 2017-2019 Undeclared Advisor  
 2016- 2017 NEASC Reaccreditation: Educator Effectiveness Workgroup+  
 2013-2018. Americans with Disabilities Act / Section 504 Committee-  
 -Presidentially Appointed +Provost Appointed

**Service to the Discipline****Inaugural Editorial Board Member:**

\*2020-2022 Inclusive Practices for Persons with Significant Support Needs (TASH Practitioner Journal)

**Manuscript Reviewer:**

2018-2020 Education Policy Journal  
 2016-2018 Remedial and Special Education Journal

**National Conference Proposal Reviewer**

2009-Present TASH National Conference  
 2013-2019 Teacher Education Division (TED) National Conference

**Organization Memberships:**

2016-Present American Education Research Association (AERA)  
 Special Education Research Special Interest Group (SIG)  
 2014-Present American Association for Intellectual and Developmental Disabilities  
 1998-Present The Association of Persons with Severe Handicaps (TASH)  
 Inclusive Education Committee

**Organization Memberships (Cont.)**

1998-Present            Council for Exceptional Children (CEC):  
                                  Division of Teacher Education (TED)  
                                  Division of Developmental Disabilities (DDD)  
                                  Division of Research (DR)

***Service to Community:***

\*2020-Present            Mendon Upton Regional School District COVID School Re-opening  
                                  Committee (Equity and Access Subcommittee)

\*2020-Present            *Nuestro Mondo* Public Charter School, Providence RI Proposal

2014-Present            Vice Chair and Member, Finance Committee Mendon, MA

2017-Present            Member, School Budget sub-committee, Mendon-Upton Regional  
                                  School System

2018-2019                Member, District Strategic Planning Committee, Mendon-Upton  
                                  Regional School System (MURSD), Mendon, MA

2016-2017                Member, School Council, Henry P. Clough Elementary, Mendon, MA

## **ANA W. BARRAZA**

72 Anthony Avenue Providence, RI 02909 \* (401) 864-9776 \* awbarraza@gmail.com

### **EDUCATION & TRAINING**

**Master of Science**, *University of Rhode Island, Kingston, RI, May 2004*

Human Development and Family Studies; Concentration: College Student Personnel

**Bachelor of Arts**, *University of Rhode Island, December 1994*

Major: English; Concentration: African/Afro American Literature

**Certified Instructor**, *Broadband RI Digital Literacy Program 2014*

**Challenge Course Facilitator Training**, Center for Student Leadership Development, URI, August 2004

### **HIGHER EDUCATION EXPERIENCE**

**Assistant Director, Stephen Robert '62 Campus Center & Student Activities**, *Brown University, September 2017-PRESENT*

- Advise Coordinating Class Board with their respective event programming, development and implementation for their class year.
- Advise Brown Student Agency in their effort to manage and advise student groups in entrepreneurial ventures
- Manage the facility needs of the Stephen Robert '62 Campus Center, maintain data tracking maintenance issues and requests.
- Oversee Campus Center programming, advising student workers in the planning, development and implementation of programs for the campus community which will take place in the Campus Center
- Oversee Campus Center Evening Managers that staff the Campus Center in the evenings
- Supervise the Evening Event Managers, staff that work on weekends to ensure student programs are safe and have a professional staff as a resource at their event

### **EDUCATION CONSULTANT**

**Coordinator, Off Campus Activity Advising (Interim, CONTRACT POSITION)**, *University of Connecticut, March 2017 - July 2017*

- responsible for the overall management and operation of the Off Campus Activities Advising System
- Meet with student organizations regarding off campus activities; support other staff who are also meeting with students regarding off campus activities
- train, supervise and support graduate assistant and 2 student workers in Off Campus Activities Advising Office
- Serve on the Student Activities Risk Management Committee

**Involvement Coordinator (Interim, CONTRACT POSITION)**, *University of Rhode Island, Aug 2016 – December 2016*

- Serve as Adviser to the Executive Board of the WRIU Radio station
- Serve as Adviser to the Student Yearbook
- Assist interim Director in carrying out student programs as needed
- Participate on campus wide committees in order to provide resources for program development and implementation

**DIRECTOR, Center for Student Development**, *Texas Woman's University, Aug 2010 – September 2013*

- Directly Supervise 3 professional staff and 2 support staff, with an additional 3 staff over 4 departments
- Oversee and supervise operations of the Student Life Coordinators on the Houston and Dallas campuses
- Prepare and Administer annual department budget
- Develop implement and evaluate: leadership development opportunities, training, and workshop; promotional strategies to involve student organizations in activities and programs
- Oversee the management, planning, assess and implementation of major events like the university Orientation

program, Alternative Spring Break, Family Day, Welcome Week

- Formulate and enforce policies and procedures regarding student development and student organizations
- Oversee the Greek Life Judicial process: Investigate, adjudicate, and maintain accurate records regarding alleged violations of community standards by recognized Greek Letter organizations that include but is not limited to allegations of sexual misconduct, hazing, and bullying.
- Serve as advisor to the Student Government Association, and Campus Activity Board

**SENIOR COORDINATOR, Student Affairs, Office of Continuing Education, Brown University, Jan 2010- Aug 2010**

- Plan and implement social, academic and community-building events for Continuing Education programs including Summer @ Brown pre college sessions
- Work with the Office of Residential Life and Disability Support Services to coordinate housing for pre-college, summer conference and sports camp housing
- Hire, train and indirectly supervise 150 Resident Assistants for the Summer@Brown program.
- Provide campus on-call coverage. Share rotations with the Student Life Administrator On-Call program; perform crisis management functions with students dealing with familial, financial, interpersonal, medical, housing, and other emergencies.
- Hiring, training and supervision of summer graduate intern staff and residential advisors

**LIVING LEARNING COORDINATOR, Diversity and Inclusion, Institute for Shipboard Education, Semester at Sea, Aug 2009- Dec 2009**

- Implement and Develop programs that address Diversity and Inclusion for entire shipboard community
- Supervise the Diversity Scholars Program, connecting students with Faculty/Staff mentors in order to complete academic research that addresses the issues of power, privilege, oppression, culture, diversity, inclusion, and/or marginalization
- Oversee and advise student organizations that fall under the umbrella of diversity

**PROGRAM COORDINATOR,, Center for Student Leadership Development, URI, 2005-2009**

- Teach leadership for-credit classes within the leadership studies minor
- Oversee the Women of Color leadership conference planning committee
- Supervise/advise student organization leadership consultants as they plan workshops and retreats for student organizations
- Maintain Budget for all courses instructed and associated retreats per semester to be in line with department budget
- Staff member of Judicial board, sat in and oversaw Student Conduct Hearings

**ASSISTANT DIRECTOR, Intercultural Affairs, Student Affairs, Stonehill College, 2004-2005**

- Served as a liaison for Asian, Latin, African, Native-American (ALANA) and International student populations
- Developed, implemented, and assessed retention-related programs for ALANA students
- Coordinated/planned multicultural programs for the college community as well as assist with other Student Affairs departments, student organizations, faculty, staff, administration and students to identify cultural resources
- Assisted the Director in promoting a positive attitude on campus around “diversification”
- Staff member of Judicial Board, sat in and oversaw Student Conduct Hearings

**GRADUATE ASSISTANT, Center for Student Leadership Development, URI, 2003-2004**

- Served on committees that plan and facilitate retreats such as the Multicultural Student Organization Retreat, Unity Weekend, and Bridges Community Building Retreat
- Advised student organization leadership consultants as they planned workshops and retreats for student

organizations

- Advised / assisted with the teaching of the “Rose Butler Browne Leadership and Mentor Program for Women of Color” (RBB is both a class and a mentoring group)
- Supervised the “Women of Color Conference” planning committee

**INTERN, Advisor, Multicultural Center, URI, 2003-2004**

- Oversee and advise fifteen multicultural student organizations during the planning and implementation of workshops and create an umbrella organization to oversee Multicultural Greek-letter organizations

**GRADUATE ASSISTANT, Panhellenic Advisor, URI, Spring 2003**

- Appointed by the Vice President for Student Affairs
- Supervised the Panhellenic Council at URI, responsible for overseeing the Sorority system (9 organizations in all)
- Member of University and Greek Judicial Board. Oversee the Greek Life Judicial process: Investigate, adjudicate, and maintain accurate records regarding alleged violations of community standards by recognized Greek Letter organizations that include but is not limited to allegations of sexual misconduct, hazing, and bullying.

## TEACHING EXPERIENCE

**Tutor, ENG/AAF 248 Introduction to African American Literature, University of Rhode Island, Summer 2018**

- tutor students in the Talent Development Program; students accepted on a provisional basis contingent on passing two summer courses for credit.
- teach themes, historical context, explain character development contained within the literature.
- Advise incoming, mostly first generation college students on expectations in college, navigating systems, how to be successful, and utilizing resources.

**Instructor, UCS 160/270 Academic and Career Decisions, University of Rhode Island, Summer 2017**

- Teach two sections of summer course to first year students with undeclared major
- personalize syllabus to include timely articles, readings, activities to help students in self discovery of strengths and likes in order to determine an academic field of study
- utilize the University resources to assist students in determining an academic field of study
- Advise and counsel students regarding pursuit of a major and determining an academic interest.

**Tutor, ENG/AAF 248 Introduction to African American Literature, University of Rhode Island, Summer 2017**

- tutor students in the Talent Development Program; students accepted on a provisional basis contingent on passing two summer courses for credit.
- teach themes, historical context, explain character development contained within the literature.
- Advise incoming, mostly first generation college students on expectations in college, navigating systems, how to be successful, and utilizing resources.

**Co Instructor, EDLR Leadership Challenges in Higher Education (Fall 2016), University of Connecticut, Fall 2017**

- review and facilitate the on line portion of the course
- Use constructivist pedagogy implementing online discourse
- Assist in class by providing students with guidance and direction, clarifying projects and expectations

**Instructor GED, Language Arts, Science, Social Studies, Computer Literacy May 2015 - March 2016**

- Develop individualized learning plan based on student’s current education status
- Provide Instruction in 3 subjects to prepare students to take the GED test

**Instructor HDF 290 (Fall 2006, Spring, Fall 2007, Spring 2008) Co Instructor (Spring 2006) “Modern Leadership Issues”**

- Serve on the teaching team for a class designed to address mid-level leadership topics, such as leadership and organizational theories, decision making, problem solving, supervisory and organizational issues, and leadership in such realms as the workplace, the family, small business, local politics, and community service organizations
- Use constructivist pedagogy in designing and implementing the class

- Supervise graduate students on the teaching team

**Instructor HDF 492** (Fall 2006); **Co Instructor** (Spring 2006, Spring, Fall 2007) “*Student Organization Leadership Consultants*”

- Serve on the teaching team for a class designed to address upper-level leadership topics, such as group and organizational development, consulting and consultant relationships, facilitation, presentation, debriefing, conflict resolution, ethics, and decision making and problem solving within groups Utilize constructivist pedagogy in designing and implementing the class
- Supervise graduate students on the teaching team

**Instructor** (Spring 2006, Fall 2006, Spring 2007, Spring 2008); **Co-instructor** (Fall 2003, Spring 2004) *CSV 302 / HDF 297 “Rose Butler Browne Leadership and Mentor Program for Women of Color at URI”*

- Develop curriculum for a class intended to address the specific concerns of women of color at URI
- Utilize experiential / interactive teaching techniques to plan lessons and engage students.
- Serve as advisor/mentor regarding identity development, interpersonal, relationships, and family issues

**Instructor** (Spring 2007, Spring 2008); **Teaching Assistant** (Spring 2006), HDF 492 “*Leadership Minor Portfolio,*” *URI,*

- Serve on the teaching team for a class designed to help seniors create academic and leadership portfolios
- Plan and execute the Senior Expedition to Maine (whitewater rafting retreat) for 30 students and 3 faculty
- Co-chaperone the “Senior Expedition” (whitewater rafting retreat)

**Instructor**, HDF 190 “*First Year Leaders Inspired to Excellence,*” *URI, Spring 2004*

- Serve on the teaching team for a class designed to address introductory leadership topics, such as leadership and organizational theories, self-knowledge, organization, and understanding the needs and perspectives of others
- Supervised three upper-class student mentors
- Utilize experiential / interactive teaching techniques to engage students with different learning styles

**Co-instructor**, HDF 498B “*Leadership in Fraternities and Sororities,*” *URI, Fall 2003*

- Serve on the teaching team for a mid-level leadership class designed to address leadership issues such as group development, critical thinking, and risk management.

## **PROFESSIONAL EXPERIENCE**

**Manager of Education and Training**, *Community Action Partnership of Providence (CAPP), Providence, RI, May 2014 – March 2016*

- Oversee the coordination of services to residents enrolled in Adult Basic Education program as well as administer the program
- Supervise Case Manager and subject specific instructors
- Assist in the submission of the state grant that funds the Adult Basic Education program
- Write grants in order to implement creative skills based and educational programs for Providence Residents
- Hire, Train, and supervise Resident Educator/Eligibility Specialist for the Green and Healthy Homes Initiatives program.
- Oversee and track financial records for multiple grants
- Provide reports to grantors based on their designated calendars

**Internship Coordinator**, *Times2 Academy, Providence, RI, March 2003-August 2003*

- Created and implemented a comprehensive program for high school seniors to participate in paid internships during the summer break prior to their senior year in high school

- Met with professionals to assess intern needs; collaborated with teachers, staff and principal in order to achieve success

### **AWARDS & AFFILIATIONS**

**Latino Dollars for Scholars**, Board Member, April 2015 - Present

**Rhode Island Department of Education, Ambassador Design Team** *January 2015- June 2015*

**Alpha Kappa Alpha Sorority Inc.**, *Theta Psi Omega Chapter, Providence, RI, 1991-present*

**National Association of Student Personnel Administrators (NASPA)**, 2003-2014

**URI Diversity Award**, *Outstanding Leadership in Diversity, Spring 2004*

**American College Personnel Association (ACPA)**, 2003-2005

**University of RI Alumni Executive Board**, *Kingston, RI 2003-2009*

### **COMPUTER & LANGUAGE SKILLS**

Proficient in Microsoft Word, Excel, Outlook, Power Point, Internet Navigation, and E-mail: Fluent in Spanish



**NURIA ALONSO GARCÍA PH D**  
Professor, Global Studies and Secondary Education  
Director, M.A. in Global Education & TESOL  
Director, M.Ed. in Urban Teaching  
Providence College, Providence, RI 02918

ADVANCING CULTURAL PARTICIPATION, FACILITATING DIALOGUE IN DIVERSITY

## EDUCATION

- 1994-2000 **Doctorate: Language Studies and Applied Linguistics. Summa cum laude**  
Dissertation: *The Pronunciation of Spanish by Native English Speakers: Acoustical Analysis and Error Analysis*  
Universidad Nacional de Educación a Distancia (U.N.E.D.) Madrid, Spain
- 1993-1994 **Masters Degree: Second Language Acquisition and Foreign Language Pedagogy**  
Masters Thesis: *Analysis of the Pronunciation of Spanish by North American Students.* (U.N.E.D.)  
Madrid, Spain
- 1988-1993 **B.A. Spanish Philology and Linguistics.** Universidad de Oviedo, Spain
- 1988-1993 **Diplôme Supérieur Langue et Culture Française.** Alliance Française, Spain/France

## PROFESSIONAL EXPERIENCE

### PROVIDENCE COLLEGE

- 2019-Present **Director, M.A. in Global Education & TESOL**
- 2016-Present **Director, Master of Education in Urban Teaching**
- 2016-2020 **Chair, Department of Global Studies**
- 2008-2014 **Chair, Department of Foreign Language Studies**
- 2005-2008 **Director, Global Studies Program**
- 2000-Present **Faculty, Foreign Language Studies, Global Studies and Secondary Education**

### UNIVERSIDAD CARLOS III MADRID

- 2019-Present **Faculty, Master of Teaching Spanish as a Foreign Language**

### COLLEGE UNBOUND

- 2019-Present **Faculty Mentor**

### BOSTON UNIVERSITY

- 1998-2000 **Faculty and Spanish Language Coordinator, Romance Languages**

## ACADEMIC AWARDS AND GRANTS

- 2020-Present **Committee on Academic Faculty Research (CAFR) Grant.** Providence College, RI  
Project Title: *Bringing the 1st Rhode Island Regiment to Life in the Classroom*
- 2019-2020 **The Riccobono Academic Resilience Faculty Fellowship.** Providence College, RI
- 2019-2020 **Reflective Practice Grant.** Providence College, RI
- 2015-Present **Visiting Scholar, Saint-Petersburg State Polytechnical University.** Russia
- 2014-2015 **Fulbright U.S. Scholar Grant, Saint-Petersburg State Polytechnical University.** Russia  
*Teaching English as a Foreign Language (TEFL) Program*

- 2013-2014 **Committee on Academic Faculty Research (CAFR) Grant.** Providence College, RI  
Project Title: *Neighboring Cultures: A Vocabulary of 'la frontera' / ددو دد ح ل ل ل*
- 2010-2012 **Davis Educational Foundation Grant.** Providence College, RI  
Project Title: *Comprehensive Digital Glossary for Spanish Golden Age Literature*
- 2010 **Rhode Island 2010 Professor of the Year.** Presented by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education (CASE)
- 2009 **Joseph R. Accinno Faculty Teaching Award.** Providence College, RI
- 2008-2009 **Committee on Academic Faculty Research (CAFR) Grant.** Providence College, RI  
Project Title: *Language Identity in a Globalized World: A Case Study of Language Isolates P'urhepecha and Euskera*
- 2008 **Visiting Scholar, Tecnológico de Monterrey.** Guadalajara, Mexico
- 2006-2007 **Committee on Academic Faculty Research (CAFR) Grant.** Providence College, RI  
Project Title: *Communicating with Hispanic Consumers in the United States: History and Trends*
- 1994-1999 **Spanish Ministry of Education Doctorate Research Grant**  
*Formación de Profesorado Universitario y Personal Investigador (FPI) Grant.* Madrid, Spain
- 1993-1994 **Superior Council of Scientific Investigations (CSIC) Grant. Madrid, Spain**  
Project Title: *Analysis of the Pronunciation of Spanish by North American Students*

## SCHOLARSHIP

### ARTICLES

- Alonso García, N. (2018) "Authenticity in Learning: Fostering Intercultural Literacy in the Language Curriculum". *ICT for Language Learning Conference Proceedings*, published by Libreriauniversitaria.it Edizioni, Firenze, Italy.
- Alonso García, N., Caplan, A. & Mering, B. (2017) "A Pedagogy for Computer-Assisted Literary Analysis: Introducing GALGO (Golden Age Literature Glossary Online)". *Digital Humanities Quarterly*, Volumen 11, Number 3.
- Alonso García N. and Longo, N. (2017) "Doing More with Less: Civic Practices for Longer-Term Impact in Global-Service Learning," *Frontiers: The Interdisciplinary Journal of Study Abroad*, Volume XXIX, Issue 2, pp. 35-50.
- Alonso García, N. & Popova, N.V. (2015) "Student Social Development and Service Learning in Russia's Higher Education. Changing Learning Environment." Saimaa University of Applied Sciences, Peter the Great St.Petersburg Polytechnic University. SPb., Polytechnic University Publishing House, pp. 37-51.
- Alonso García, N. & Longo, N. V. (2015) "Embracing Disturbances in Learning: The Journey to Global Citizenship". *Diversity & Democracy*, vol. 18:3. pp. 26-27.
- Alonso García, N. & Longo, N. V. (2015) "Community Voices: Integrating International and Local Partnerships through Storytelling". *Partnerships*, vol. 6:2. pp. 1-18.
- Alonso García, N. & Caplan, A. (2014) "Reading the World's Classics Critically: A Keyword-based Approach to Literary Analysis in Foreign Language Studies". *Critical Inquiry in Language Studies*, vol. 11:2. pp. 100-120.
- Alonso García, N. & Longo, N. V. (2013) "Going Global: Re-Framing Service-Learning in an Interconnected World". *Journal of Higher Education Outreach and Engagement*, vol. 17: 2. pp. 111-135.
- Alonso García, N., Chelminski, P. & González Hernández, E. (2013) "The Effects of Language on Attitudes towards Advertisements and Brands Trust in Mexico". *Journal of Current Issues and Research in Advertising*, 34: 1. pp. 77-92.

Alonso García, N. (2009) “Beyond The Limits of The Classroom: Implementing the Service Learning Methodology to the Spanish Foreign Language Curriculum”. In Bretones Callejas, Carmen M. et al. (eds.) *Applied Linguistics Now: Understanding Language and Mind*. Almería, Spain, pp. 295-304.

Alonso García, N. & Chelminski, P. (2008) “Communicating with Hispanic Consumers in the United States: A Sociolinguistic Perspective”. Eds. R. Monroy y A. Sánchez, *25 Years of Applied Linguistics in Spain: Milestones and Challenges*. Murcia, Spain: Servicio de Publicaciones de la Universidad de Murcia, pp. 921-926.

Alonso García, N. (2004) “Las repercusiones de la base de articulación del inglés en la adquisición del sistema fónico del español como lengua extranjera.” Eds. E. González Álvarez & A. Rollings, *Studies in Contrastive Linguistics*. Santiago de Compostela, Spain: Servicio de Publicaciones de la Universidad de Santiago de Compostela.

Alonso García, N. (2003) “Descripción de los errores detectados en la interpretación de los equivalentes españoles de la forma inglesa –ing.” *Revista Española de Lingüística Aplicada*, vol.16. pp. 7-22.

### ARTICLES UNDER REVIEW

Alonso García, N. “Beyond the Discipline: Dialogues on Interdisciplinary Teaching and Learning” *Journal of Interdisciplinary Studies in Education*.

Alonso García, N. and Kavanaugh, P. ‘Together Thinking, Thinking Together: Toward a Taxonomy of Engaged Learning’. *Journal of Contemporary Issues in Education*.

### BOOKS

Alonso García, N. Devel, L. Khaliapina and L. Popova, N., (2017) *Setting SMART Communication Objectives and Using Proper Communication Strategies*

Alonso García, N., Sandstedt, L.A. & Kite, R. (2013) *Espacios*. Boston, MA: Cengage Learning.

Alonso García, N., Sandstedt, L.A. & Kite, R. (2013) *Espacios. Student Activity Manual*. Boston, MA: Cengage Learning.

Alonso García, N. & Adams M. (2011) *The Key to the Worlds. La llave de los mundos*. Providence, RI: New Flavor Media.

McMinn, J. & Alonso García, N. (2010) *Hoy día. Spanish for Real Life*. Upper Saddle River, NJ: Prentice Hall.

McMinn, J. & Alonso García, N. (2010) *Hoy día. Spanish for Real Life. Testing Program*. Upper Saddle River, NJ: Prentice Hall.

McMinn, J. & Alonso García, N. (2005) *¡Trato hecho! Workbook & Lab Manual*. 3rd ed. Upper Saddle River, NJ: Prentice Hall.

Alonso García, N. (2002) *¡Tú dirás! Workbook/Lab Manual*. 3rd ed. Boston: Heinle Thomson Publishers.

### BOOK CHAPTERS

Chelminski, P. & Alonso García, N. (2008) “Examining Current Advertising Strategies towards Hispanic Consumers in the United States: Multicultural and Sociolinguistic Perspectives”. In F. Costa Pereira, J. Veríssimo & P. C. Neijens (eds.) *New Trends in Advertising Research*. Lisbon, Portugal: Edições Sílabo, pp. 209-222.

### BOOK REVIEWS

Alonso García, N., (2016) “Narratives for Social Change: The Is, Was, and Ought to Be in Literacy Education”. [Review of the book *Collaborative Imagination: Earning Activism through Literacy Education*, by P. Feigenbaum] *Michigan Journal of Community Service Learning*, 22:2, 61-66.

## DIGITAL PUBLICATIONS

Alonso García N., Caplan, A. and Mering, B. (2016) [Golden Age Literature Glossary Online \(GALGO\)](#)  
*Open source digital platform to support social semiotic linguistic analysis of the Golden Age Spanish literary canon*

Alonso García N., Morrissey, L. (2016) [Passengers: Cartographies of the Underground](#)  
*Open source digital platform to support intercultural awareness and storytelling in the context of international metro systems and global transit*

Alonso García, N. (2010) *Hoy día Podcasts*. Upper Saddle River, NJ: Prentice Hall.  
*Weekly podcasts focused on current events impacting Spanish-speaking communities worldwide*

Alonso García, N. (2003) *Esta semana*. Boston, MA: Cengage Learning.  
*Bilingual weekly e-mail lessons exploring relevant cultural topics for contemporary Hispanic societies*

## DOCUMENTARY PROJECTS

Alonso García, N. (2009) [P'urhepcha. The Silenced Voice](#)  
*Fifteen-minute documentary developed from linguistic fieldwork conducted in Michoacán, México, and based on real testimonials for speakers from the P'urhepcha territory. It portrays the human tragedy of language loss.*

## EXHIBITIONS

Alonso García N. and Morrissey, L. (2019) *Postcards of the Overlooked*. Rhode Island Latino Arts & Book Fair. The Center @ Moore, Providence College, RI.

Alonso García N. and Morrissey, L. (2017) *Passengers: Semiotics of the City*. Georgian Court University, NJ.

## PRESENTATIONS AND WORKSHOPS

Alonso García, N. "Intercultural Literacy: Storytelling, Language and Identity". ICT Conference, Florence, Italy, 2019.

Alonso García, N. *Lo Nuestro: Intergenerational Storytelling*. Renaissance Adult Care Center & Providence Community Library, Providence, Rhode Island, 2019.

Alonso García, N., Cisneros, A. O'Connor, M. *Culturally Responsive Practices*. Professional Development Series for Teachers in the Providence Catholic Teaching Alliance, Providence, Rhode Island, 2019.

Alonso García, N. *Intercultural Communication*. Professional Development Series for In-Service Teachers in the Institute of Applied Linguistics, Saint Saint-Petersburg State Polytechnical University Methodological Conference, Saint-Petersburg, Russia, 2019.

Alonso García, N. & Kavanagh, P. "Together Thinking, Thinking Together: Toward a Taxonomy of Engaged Learning." ICFL Conference, Barcelona, Spain, 2018.

Alonso García, N. & Longo, N. "Re-Imagining the Curriculum: Educating Civic Professionals." ISSOTL Conference, Bergen, Norway, 2018.

Alonso García, N. "Beyond the Discipline: Dialogues on Interdisciplinary Teaching and Learning." ICBTS Conference, Vienna, Austria, 2018.

Alonso García, N. "How Do Multimodal Communication and Intercultural Literacy Intersect?" Saint-Petersburg State Polytechnical University Multimodality Conference, Saint-Petersburg, Russia, 2018.

Alonso García, N., Eatman, T., Longo, N. & Sung, E. "Re-Imagining the Arts of Community Engagement: Photography and Storytelling as Gateways to Building Relationships and Creating a New Commons." IARSLCE Conference, Galway, Ireland, 2017.

Alonso García, N. "Cosmopolitanism, Culture and Identity." Saint-Petersburg State Polytechnical University Methodological Conference, Saint-Petersburg, Russia, 2017.

Alonso García, N. “Authenticity in Learning: Fostering Intercultural Literacy in the Language Curriculum.” ICT Conference, Florence, Italy, 2017.

Alonso García, N. *Bilingual Reading and Creative Writing: Fall & Spring Workshop Series for Youth*. Providence Community Library, Rhode Island, 2017-present.

Alonso García, N. & Caplan, A. “Engaging Students in Digital Literary Analysis: GALGO (Golden Age Literature Glossary Online), a Social Semiotic Platform”. Digital Humanities Annual Conference, Kraków, Poland, 2016.

Alonso García, N. *Personalized Learning: Crafting Individual Paths in Education*. Professional Development Series for In-Service Teachers in the Institute of Applied Linguistics, Saint Saint-Petersburg State Polytechnical University Methodological Conference, Saint-Petersburg, Russia, 2016.

Alonso García, N. *Storytelling Across Borders*. Waves of Hope, Nicaragua, 2015/Providence CityArts, RI 2016.

Alonso García, N. *Living in the Age of Distraction*. The Herzen State Pedagogical University of Russia. Saint-Petersburg, Russia 2015

Alonso García, N. *Fostering Intercultural Literacy in English Language Learners*. Saint-Petersburg English Language Teachers Association (SPELTA) Meeting. Saint-Petersburg, Russia 2014

Alonso García, N. *Spanish for Teachers: Developing Linguistic and Sociocultural Competencies*. Urban Teaching Program. Providence College, Providence, RI 2014

Alonso García, N. *Building Self Esteem and Awareness of the World through Photography and Storytelling*. Waves of Hope, Nicaragua, 2013

Alonso García, N. *English as a Second Language (ESL) Strategies Workshop Series: Promoting and Supporting Reading and Writing Literacy*. Smith Hill Community Development Project. Providence, RI, 2013

Alonso García, N. *Fostering Meaningful Literacy Learning: Writers from Our Community, a Culturally Relevant Literature Project*. The MET School. Providence, RI, 2013

Alonso García, N. & Adams, M. *Fostering Multicultural Awareness in the Classroom*. Wordstock Literary Festival. Portland, Oregon, 2011

Alonso García, N. *Teaching English to Speakers of Other Languages: Pronunciation and Fluency*. English for Action. Providence, RI, 2009

Alonso García, N. *Addressing Cultural Identities in the Classroom*. Department of Education, Providence College, RI, 2007

Alonso García, N. & Haberle, C. *Technology Matters: You, Your Online Image, Your Career. Challenge Your Mind... Think Leadership!* Providence College Student Leaders Conference. Providence, RI, 2006

Alonso García, N. & Smith-Wilks, D. *Implementing ePortfolios as Program Assessment: iWebfolio Model*. Providence College Annual Technology Showcase. Providence, RI, 2006

## SERVICE TO THE COMMUNITY AND THE PROFESSION

**CEPIA, HUACAS. COSTA RICA**

2020-Present International Faculty Leader

**COLEGIO SANTA ROSA, TUCUMÁN. ARGENTINA**

2016-2018 International Faculty Leader

**ESCUELA SEIS DE JULIO, COTACACHI. ECUADOR**

2019-Present International Faculty Leader

**ME TO WE. ECUADOR**

2018-2019 International Faculty Leader

**NUESTRO MUNDO DUAL IMMERSION SCHOOL, PROVIDENCE. RHODE ISLAND**

2020-Present Board Member

**PROVIDENCE COLLEGE, PROVIDENCE. RHODE ISLAND**

2020 Search Committee Chair, Director of Global Education  
2019-Present Member, Supporting Hispanic/Latinx Cultures and Leadership at PC Task Force  
2018 Search Committee Chair, Director of Global Education  
2016-2019 Member, MLK Convocation Committee  
2015-Present Coordinator, Global Studies Electronic Portfolio, Providence College

**PROVIDENCE RENAISSANCE ADULT CARE CENTER, PROVIDENCE. RHODE ISLAND**

2019-Present Educational Programming Faculty Liaison

**RHODE ISLAND LATINO ARTS, PROVIDENCE. RHODE ISLAND**

2012-2018 Board Director

**SOUTH PROVIDENCE COMMUNITY LIBRARY, PROVIDENCE. RHODE ISLAND**

2019-Present Member, Rhode Island Latino Arts & Book Fair Organizing Committee  
2015-Present Faculty Liaison and Educational Programs Team Member, Latino Outreach

**WAVES OF HOPE, EL MANZANO UNO. NICARAGUA**

2012-2018 International Faculty Leader

## EDUCATION

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**Berea College**, Berea, KY

Fall 2013- Spring 2017

**B.A. Spanish Literature**

**Health Teaching minor**

• **Study Abroad: KIIS Merida, Mexico**

September–December 2016

• Vice-President of Latin American Student Association

Fall 2015–Spring 2016

• **Language:** Spanish (Fluent in speaking, writing, and reading), Catalan (Intermediate)

## WORK EXPERIENCE

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**Providence Promise**, *Bilingual Family Engagement Director*

Providence, RI

October 2019-Present

- Develop and oversee the implementation of the Family Engagement Program.
- Support the COO in strategy and implementation of Incentive Program.
- Work with the COO to develop long and short-term strategies for the expanding Family Engagement Program and collaborate with colleagues within the organization to implement cross-functional strategies and initiatives.
- Cultivate and maintain relationships with community leaders, elected officials, city and state representatives, businesses, schools, parents, and students inside and outside the program.
- Provide language and cultural interpretation to individuals and/or groups when needed.
- Serve as a liaison for parents and community organizations to ensure proper referrals, resolve parents/student's needs, link families to internal/external services to meet their needs, and maintain partnerships.
- Participate directly in neighborhood and community collaboratives and initiatives on behalf of the program.
- Communicate regularly with families about opportunities and resources within the program and the community.
- Actively recruit parents and students to attend Providence Promise programming such as workshops, monthly council meetings, college campus visits, events, and more.
- Review and cultivate new potential partnerships to address specific needs for the program and participant families.
- Create and design content for the monthly newsletter, social media platforms, and website.
- Translate all written materials from English to Spanish, and vice versa.
- Support and coach liaisons and staff on individual family engagement practices, cultural competency, and promoting mutual engagement between the organization and families from diverse backgrounds, cultures, and circumstances.
- Participate in hiring committee and assist in onboarding process.
- Assist and walk families through the process of opening a 529 college savings account while offering basic financial literacy coaching, when needed.
- Co-manage a part-time staff member and two interns.

**Family Service of Rhode Island (FSRI)**, *Early Intervention Service Coordinator I*

Providence, RI

December 2017-October 2019

- Establish and maintain an effective working partnership and consistent open communication with each family, EI team member, as well as medical and community partners.
- Plan, organize, and oversee the implementation of early intervention services needed by families.
- Maintain the required paperwork for early intervention clients.
- Monitor and evaluate services provided to families and adjust them according to families' needs.
- Actively include the family and other team members to develop IFSP outcomes that are family-owned, functional, measurable, within daily routines, and integrated across developmental domains that clearly outline family supports, individualized strategies, and relevant services that work toward outcomes achievement in a variety of settings.
- Identify, help, and provide families with resources and link families to internal/external services to meet their needs.
- Conduct ongoing assessments to monitor each child's development and functional skills, progress toward IFSP outcomes, and to determine the effectiveness of individual program planning.
- Initiate and facilitate a timely transition for all children exiting EI according to the RI EI Certification standards.

**STEFFY MOLINA**

104 Maple Ave, Riverside, RI 02915

Telephone: (606) 416-0377 Email: molinas0320@gmail.com

**Family Service of Rhode Island (FSRI), Providence Talks Recruitment Specialist/ Home Visitor**

Providence, RI

August 2017- December 2017

- Coordinated and produced all outreach and recruiting efforts to enroll new families in the Providence Talks program for FSRI.
- Established and maintained an effective working partnership and consistent open communication with each Providence Talks team member, representatives from PHA, DHS, PCHC, Providence Community/Public Libraries, and representatives from the City of Providence.
- Coordinated community outreach initiatives, quality improvement activities, and other initiatives as required or requested by the Providence Talks Project Coordinator or Clinical Administrator.
- Completed community/office based open-enrollment sessions to obtain consent to treat and family demographics, family history, and all other pertinent information into secure data collecting software.
- Facilitated home visits/ playgroups sessions in accordance with the Providence Talks model and curriculum, including the following: ensuring families maintain their sessions, reviewing data on child's development, completing assessments, and implementing the Talking Street curriculum in a timely manner.
- Identified and provided families with resources and link families to internal/external services to meet their needs.

**Foreign Language Department, Spanish Teaching Assistant**

Berea College–Berea, KY

Fall 2013–Spring 2017

- Prepared class material and evaluated laboratory manuals and workbooks for elementary and intermediate Spanish classes.
- Tutored on average 7 students per week.

**Centre for International Education (CIE)**

Berea College–Berea, KY *International Student & Scholar Services Associate*

*Coordinator and Assistant*

May 2016–August 2016

- Organized welcome and orientation events for 39 incoming international students.
- Assisted in preparation process of international students and assisted in solving upcoming issues with embassy or personal problems with international students.
- Generated admissions packages (acceptance letters, enrollment documents, etc.)
- Monitored student activities during orientation period and assisted with management of 20 student workers.
- Arranged and supervised students' safe arrivals to campus.
- Organized, planned, coordinated and managed the *Meet and Greet* event for approximately 100 people.
- Managed and organized a team of 11 student workers for the *Meet and Greet* event.

**Peace Corps, Campus Ambassador**

Berea College–Berea, KY

August 2014–April 2016

- Worked closely with a regional Peace Corp recruiter to raise Peace Corps' profile on campus and introduce the Peace Corps to new and diverse student groups.
- Engaged and helped in outreach activities such class talks, social media campaigns, photo competitions, campus festivals, and more.

**Internship: Lake Cumberland District Health Department (LCDHD)**

Somerset, KY

*Assistant of Bilingual Public Health Services Coordinator*

May 2014–August 2014

- Assisted staff interpreter with translation of forms, web page, and other documents.
- Operated the Hispanic LEP call line, answered questions and scheduled appointments as needed in the absence of the Bilingual Public Health Service Coordinator.
- Participated in the community events/meetings regarding the provision of access to healthcare for LEP clients.
- Shadowed staff interpreters in various health departments in Casey, Nancy, McCreary, Pulaski, and Russel counties.

## **VOLUNTEER EXPERIENCE**

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- Clínica Esperanza/Hope Clinic, *Non-Medical Volunteer*** Providence, RI  
May 2018–Present
- Help provide care for patients and perform administrative functions as needed.
  - Help with medical interpretation for volunteer medical providers and other volunteers at clinic and outreach events.
- Manos Unidas por el Sur de Mérida, *Volunteer Teacher*** Merida, Mexico  
September–December 2016
- Worked with children and mothers from marginalized and vulnerable socioeconomic backgrounds.
  - Prepared weekly activities and lesson plans in math, computer science and reading for a diverse range of ages (2yrs-15yrs)
- Admissions, *Interpreter for Campus Ambassador (Pilot program)*** Berea College-Berea, KY  
August 2015 - May 2016
- Assisted with translations and interpretations for campus visits to family members of prospective students visiting the campus, interpreted during interviews and parent sessions.
- Office of First Year Initiative, *Student Orientation Team / Assistant of the Latino Services Coordinator*** Berea College-Berea, KY  
August 2014, 2015, 2016
- Helped students move into their residence halls, led orientation sessions throughout the orientation week, provided guidance and mentorship to incoming students.
  - Assisted with translation for orientation week, translated/interpreted for incoming Hispanic/Latino parents during moving day, translated welcome ceremony documents to Spanish, distributed translation devices, read live Spanish version of Dedication Ceremony speeches, and interpreted for Parent and Family session.
- Center for Excellence in Learning Through Service (CELTS)** Berea College-Berea, KY  
Hispanic Outreach Project (HOP), *English Tutor*  
August 2013–December 2013
- Prepared weekly lesson plans, and tutored English to an adult Spanish-speaker once a week
- Outreach for Jesus (Church-Non-Profit), *Volunteer Teacher/Interpreter*** Somerset, KY /Zacapa, Guatemala  
December 2011– June 2015
- Assisted the children ministry's director with children's activities and by preparing lesson plans for Sunday school classes for children age 3-5 yrs.
  - Interpreted and translated for the missionaries and the community and vice versa.
  - Participated in an outreach project to enroll children in an after-school program created by the Outreach for Jesus church.

## **DISTINCTIONS**

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- American Heart Association Basic Life Support**, January 2019-January 2021 Providence, RI  
Certified in CPR and AED.
- Advanced Navegante Community Health Worker Certificate**, February 2019 Providence, RI  
Completed 54 hours of training at Clínica Esperanza. Certified by RI Certification Board.
- Formal Medical Interpretation Certificate**, February 2019 Providence, RI  
Completed 40 hours of training at Clínica Esperanza.
- Vida Sana/ Healthy Life Certificate**, February 2019 Providence, RI  
Completed 30 hours of training at Clínica Esperanza.
- Cosmopolitan Club Friendship Award**, May 2017 Berea College-Berea, KY  
Received this award, which is presented each year, by vote, to a senior domestic student for being a good friend to international students.
- Pro-Literacy ESL Certificate**, August 2013 Berea College-Berea, KY

### *Education*

M.A.T. Biology, Brown University, Providence, Rhode Island  
B.S. Secondary Education, University of Rhode Island, Kingston, Rhode Island

### *Teaching Certification*

Rhode Island Teacher of Secondary General Science  
Rhode Island Teacher of Secondary Biological Science  
Certified Early Enrollment Program Instructor, Rhode Island College

### *Awards*

- Rhode Island Teacher of the Year, 2015
- Finalist, Nellie Mae Education Foundation's 5<sup>th</sup> Annual Lawrence W. O'Toole Award
- Foster-Glocester Regional School District Teacher of the Year, 2014
- RI Department of Education's Inspiring Excellence Scholarship Award, 2020

### *Teaching Experience*

Science Teacher, Ponaganset High School, North Scituate, Rhode Island, 1992- Present

Created and taught the following elective courses:

Taught over ten different science courses including A.P. Environmental Science, Biomedical Innovations (PLTW), Orientation to Medical Imaging and Patient Care (Lifespan School of Medical Imaging), Biology, Microbiology, Physical science, and Science in Contemporary Society

### *Related Experience*

XQ Innovation Coordinator – Foster-Glocester Regional Schools

- Lead and support the implementation of an XQ+RI grant through the creation of a cohesive middle school to post-secondary system with aligned programs, strong transitions and progressively complex learning experiences aligned to common expectations for learning.

Co-Facilitator Ponganset High School XQ+RI School Redesign Application

- Co-led the facilitation of a school-wide process to develop a school redesign plan that was selected as one of two winners from Rhode Island resulting in Ponaganset being named an XQ Super School and earning \$500,000 in grant funds.

Digital Portfolio Coordinator, 2003-Present

- Led the design and implementation of one of the first digital portfolio graduation requirements in the United States
- Worked closely with staff to develop and implement creation of school-wide graduation standards and rubrics

#### ILP/Technology Integration Coordinator, 2017-present

- Worked closely with administrators and guidance department staff to coordinate the implementation of and ILP for all students including the creation and implementation of the inaugural PHS College and Career Exploration Day
- Worked to integrate ILP-related activities into the digital portfolio environment and into the end of year digital portfolio tours

#### Instructional Technology Coordinator, 2010-2016

- Trained faculty and assisted in diagnostic and communication support of technology helpdesk
- Member of school and district technology committee

#### Co-Facilitator, Rhode Island Strategic Plan for Education, 2014- 2015

- Served as the co-facilitator of the development of the *2020 Vision for Education: Rhode Island's Strategic Plan for PK-12* for the RI Board of Education
- Collaborated with members of RI Department of Education staff to design and facilitate a nine-month process to develop a first of its kind statewide community-informed strategic plan for education

#### Educational Technology Repair Coordinator, 1995-2010

- Trained faculty on the use of technology
- Assisted in the troubleshooting, maintaining and upgrading of computer and multimedia technology
- Member of school and district technology committee

#### Advisor, Student Council, 1998-2006

- Facilitated the primary student government structure within our school.
- Led various retreats and workshops focused on improving communication, community service, and student investment in the school community.

#### Cooperating Teacher, Brown University, 2000-2006

- Mentored, advised and evaluated Brown University MAT candidates completing their student teaching semester.

#### Advisor, The Met School, Providence, Rhode Island, 2000

- Student taught in a non-traditional learning environment focused on individual learning plans and a commitment to learning through internships. Introduced and evaluated the effectiveness of a unit on empirical reasoning.

### ***Professional Activities***

#### Participant, CLEE Instructional Rounds to Advance Equity (2018-2019)

Special Advisor to the Chief of Accelerating School Performance, 2014-2015 – advising the chief on matters related to the potential revision of Rhode Island's proficiency-based graduation requirement

Member, Rhode Island Strategic Leadership Team for the Development of Next Generation Science Standards, 2014-2015 – serving as teacher representative on team to promote implementation of NGSS in RI

#### Member, 1 to 1 Initiative Committee, 2013-2015

Developing, implementing and supporting the pilot of a 1 to 1 Chromebook environment for all ninth graders.

#### Contributing-Author, Champlin Foundation Grant, 2010

Co-authored a successful grant proposal for approximately \$85,000 focused on increasing opportunities for authentic science learning experiences and assessments through the acquisition of new technologies.

Co-Chair, NEASC Self-Study Steering Committee, 2008-2010

Led Ponaganset High School's decennial reaccreditation self-study creation and hosting of visiting team during four day site visit. Contributing author on special reports and follow-up reports.

Member, RIDE's Technical Assistance Cadre, 2006-2008

Trained other school personnel on strategies to implement new state PBGR regulations.

Member, RIDE's Digital Portfolio Toolkit Development Committee, 2004-2007

Worked with other educators from RI to author a portfolio toolkit to guide the implementation of the statewide PBGR requirement

Fellow, Fulbright Memorial Fund, 2000

Studied the Japanese educational system for a period of three weeks.

Chairperson, NEASC Self-Study Assessment Committee, 1998

Facilitated the creation of a self-study document regarding the use of assessment methods and data at Ponaganset

Teacher Aquanaut, NURC Aquanaut Program, National Undersea Research Center, 1995-1998

Responsibilities included selecting, advising, training, and accompanying students on three summer oceanographic research projects. Also helped students analyze data and create scientific papers, scientific posters and multimedia presentations of their findings.

***Selected Presentations***

Co-Presenter, COVID-19: A Teachable Moment Webinar for XO

Keynote Panel Presenter, Innovation Powered by Technology Conference, Providence, RI, 2014

Keynote Presenter, RI ASCD's Evening With the RI Teacher of the Year, 2014

Presenter, ASCD National Conferences,

Boston, MA, 2018 – Co-presented Personal Pathways to Competencies Using Digital Badges

Anaheim, CA, 2007 -Co-presented Graduation by Proficiency: Portfolios and High School Transformation to a national audience

Presenter, INACOL National Conference, San Antonio, 2016 - Digital Badges for Proficiency – The Essential Questions

***Selected Professional Memberships***

- Association for Supervision and Curriculum Development (ASCD)
- National Associate of Biology Teachers (NABT)
- National Science Teachers Association (NSTA)
- Rhode Island Association for Supervision and Curriculum Development
- Rhode Island Science Teachers Association

**Curriculum Vita**  
**Carmen A. Rolón**

**HOME ADDRESS**

84 Pine St.  
Amherst, MA. 01002  
(413) 549-1449  
croton@providence.edu

**EDUCATION**

- **Ed.D.**, Cultural Diversity and Curriculum Reform Program, 1998  
University of Massachusetts, Amherst, MA.  
Dissertation: *The Experiences of Puerto Rican Female Students in U.S. Public Secondary Schools*
- **M.A.**, Urban Studies, 1990  
Temple University, Philadelphia, PA.
- **B.A.**, Economics (High Honors), 1981  
University of Puerto Rico, Río Piedras, P.R.

**LANGUAGES**

- Fluent in Spanish & English

**PROFESSIONAL EXPERIENCE**

- **Associate Professor**, Secondary Education Program, Providence College. Spring, 2001-present.
- **Director**, Secondary Education Program, Providence College. Fall 2010-Fall 2014.
- **Acting Director**, Women's Studies Program, Providence College. Fall, 2008 & Fall, 2015.
- **Visiting Assistant Professor & Acting Director**, Secondary and Middle Schools Teacher Certification Program, Psychology and Education Department, Mount Holyoke College. Fall, 1998-Fall, 2000.
- **Director**, Resource and Referral Program, Everywoman's Center, University of Massachusetts. 1996-98.
- **Instructor**, University of Massachusetts, School of Education, 1996.

- **Other Professional Positions in Human Services**, New Jersey & Massachusetts, 1989-96.
- **Public School Teaching**, Puerto Rico, 1982-84.

## PUBLICATIONS

Rolón, C.A. (2012). *Gender and learning*. In J.A. Banks (Ed.). Encyclopedia of Diversity in Education. (pp. 952-956). Thousand Oaks, CA: SAGE.

Rolón, C.A. (2005). *Helping Latino students learn*. The Education Digest 71, (4), 31-34.

Rolón, C.A. (2005). *Succeeding with Latino students*. Principal, 85, (2), 30-34.

Rolón, C. (2002/2003). *Educating Latino students*. Educational Leadership, 60, (4), 40-43.

Rolón, C.A. (2000). *Puerto Rican female narratives about self, school, and success*. In S. Nieto (Ed.). Puerto Rican Students in U.S. schools. (Pp. 141-165). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Rolón, C. (2000). *"In the school, I feel proud of myself knowing two languages:" A young Puerto Rican woman talks about going to school in the city*. Women's Studies Quarterly, 28, (pp. 3-4), 106-120.

Nieto, S. & Rolón, C. (1997). *Preparation and professional development of teachers: A perspective from two Latinas*. In J.J. Irvine (Ed.), Critical knowledge for diverse teachers & learners (pp. 89-123). Washington, D.C.: American Association of Colleges for Teacher Education.

## COURSES TAUGHT

- *Introduction to Women's & Gender Studies*, Providence College, 2019-present.
- *Teaching English Language Teaching in Practice*, Providence College, 2016-2018.
- *Foundations of Education*, Providence College, 2015-present.
- *Increase Urban Student Success*, Co-Taught, Providence College, 2013.
- *Gender, Race & Class in Education*, Providence College, 2010; 2012 & 2019.
- *Teaching History in Secondary Schools*, Providence College, 2008-2009.
- *Introduction to Women's Studies*, Providence College, 2005-present.
- *Student Teaching in Secondary Schools*, Providence College, 2002 & 2010.
- *Principles of Secondary Education*, Providence College, 2001-present.
- *Teaching and Learning in Secondary Schools*, Providence College, 2001.
- *Teaching Social Studies in Secondary Schools*, Providence College, 2001-2007.
- *Race, Class, Culture & Gender in the Classroom*, Mount Holyoke College, 2000.

- *Observing and Assisting in Secondary and Middle-School Educational Programs*, Mount Holyoke College, 1999-00.
- *Student Teaching in Secondary and Middle Schools*, Mount Holyoke College, 1999-00.
- *Issues in Bilingualism & Bilingual Education*, Mount Holyoke College, Mount Holyoke College, 1998-99.
- *The Process of Teaching & Learning in Secondary & Middle Schools*, Mount Holyoke College, 1998-00.
- *Home-School Partnerships: Working with Latino Parents*, University of Massachusetts, 1996.

## NATIONAL PRESENTATIONS

### Refereed Conference Presentations

- Rolón, C.A. (2008, June). *First Day Feminism: Effective Strategies to Introduce Feminism*. Panel presentation at the National Women's Studies Association Annual Conference. Cincinnati, OH.
- Rolón, C. A. (2002, April). *Identity and Curriculum: Puerto Rican female students and their perceptions of the school curriculum*. Paper presentation at the American Educational Research Association Annual Meeting. New Orleans, LA.
- Rolón, C.A. ( 2000, April). *The Experience of Puerto Rican Female Students in U.S. Public Secondary Schools*. Paper presentation at the American Educational Research Association Annual Meeting. New Orleans, LA.
- Rolón, C.A. (2000, October). *Overcoming Challenges: Academic Success Among Puerto Rican Female Students in Secondary Schools*. Paper presentation at the 4<sup>th</sup> International Congress of the Puerto Rican Studies Association. University of Massachusetts, Amherst, MA.
- Rolón, C.A. (1995, October). *"That's Your Second Home:" A Puerto Rican Female Student Talks About Going to School in the City*. Paper presentation at the New England Council of Latin American Studies Annual Meeting. Dartmouth College, Hanover, NH.
- Rolón, C.A. (1993, April). *Preliminary Notes for a Research on Puerto Rican Women's Identity*. Paper presentation at the Symposium on Puerto Rican Migration and Education. University of Massachusetts, Amherst, MA.

### Commissioned Paper Presentation

- Nieto, S. & Rolón, C.A. (November, 1995). *The Preparation and Professional Development of Teachers: A Perspective from Two Latinas*. Paper presentation at the Defining the Knowledge Base for Urban Teacher Education Conference, The CULTURES Project Emory University, Atlanta, GA.

### Panels by Invitation

- Johnson, D., Lawlor, P., O'Kelly, C., Outlaw, M., Perel, J.L., Rolón, C.A. & Sedney, M.A. (2019). *Womens' & Gender Studies Program: Past. Present. Future.* Panel presentation at the Providence College Women's & Gender Studies 25<sup>th</sup> Anniversary Celebration. Providence, R.I.
- Brooks, A., Bates, B., Chambers, C., Max, R. & Rolón, C.A. (2019). *Popping the PC Bubble. A Discussion on Power & Privilege.* Panel presentation sponsored by PC Dems at Providence College. Providence, R.I.
- Rolón, C.A. (2006, April). *On Centering Research on Students' Lives.* Paper presentation at the American Educational Research Association Annual Meeting, Presidential Invited Session. San Francisco, CA.
- Rolón, C.A. (2002, April). *Educating Women: Issues for Latina Students.* Panel presentation at the Marymount Institute for the Education of Women and Girls and the Women's Theme Committee Women's Day Event. Tarrytown, NY.
- Rolón, C.A. (2001, April). *Understanding Culture and Language in the Construction of Meaning and Interpretation in Qualitative Research.* Panel presentation at the New England Educational Research Organization Conference Opening Session. Portsmouth, NH.
- Rolón, C.A. (1997, June). *Young Women of Color: Issues & Solutions.* Panel presentation & headline event at the Springfield Public Schools School-To-Work Partnership and the Western Area Gender Equity Center Professional Development Program for Teachers and Community-Based Organization Workers. Springfield, MA.

### Lectures by Invitation

- Rolón, C.A. (2000, December). *Overcoming Challenges: Academic Success and Parent Involvement Among Puerto Rican Female Students in Secondary Schools.* Lecture presentation at the Center for the Family Fall Seminar Series. University of Massachusetts, Amherst, MA.
- Rolón, C.A. (1999, February). *Overcoming Challenges: Academic Success Among Puerto Rican Female Students in U.S. Secondary Schools.* Guest speaking engagement at the Education 6128: Dimensions of Equity. Lesley College, Southamptn, MA. February 1999.
- Rolón, C.A. (1999, May). *Qualitative Research: Talking Points.* Guest speaking engagement at the Education 891: Research Issues in Multicultural Education. University of Massachusetts, Amherst, MA..

Rolón, C.A. (1995, October). *Exploring Experiences of Puerto Rican Students in the Holyoke Public Schools*. Lecture presentation at the Holyoke Youth Alliance Drop Out/Push Out Prevention Lunch Series. Holyoke, MA..

### Workshops

Rolón, C.A. (1997, March). *Cultivating Diversity*. An all-day co-facilitated professional development workshop for teachers at the West Springfield Public Schools. West Springfield, MA.

Rolón, C.A. (1996, October). *The Puerto Rican Female Student in an Urban School Setting*. A half-day workshop for teachers at the Holyoke Public Schools Cost-Free Option for Re-certification Program. Holyoke, MA.

Rolón, C.A. (1995, February). *Breaking the Barriers of Parent Involvement in Schools*. A workshop series for Latino migrant workers at the Massachusetts Migrant Education Program. Springfield, MA.

Rolón, C.A. (1995, October). *Getting Involved in Your Child's Education*. A one-day workshop for Latino migrant workers at the Massachusetts Migrant Education Program. Springfield, MA.

## **CURRENT RESEARCH**

*The experiences of Latino parents with children in U.S. Urban Schools*

## **PROFESSIONAL SERVICE**

Providence College

### Departmental

- Secondary Education Program Director, 2010-2014
- Secondary Education Program Search Committee, member, 2010.
- RITER Diversity Advisory Group, member, 2005-2010.
- Departmental Diversity Committee, Chair, 2001-2004.
- Secondary Education Program Advisor, 2001-present.
- Departmental Assessing Content Knowledge Committee, 2001-2002.
- Teacher Preparation Programs Joint Diversity Committee, Coordinator, 2003-2006.

### College-Wide

- Visiting Professor- Faculty Development on Diversity, Equity & Inclusion in Education Search Committee, member, 2020.
- DEI Strategic Directions Steering Committee, member, 2019-present.
- SPS DEI Committee, co-chair, 2019-2020.

- Latin American and Latina/o Studies Advisory Committee, member, 2017- present.
- Parent/Guardian Language Bank Program, member, 2017-present.
- NEASC/CIHE The Academic Program Self-Study Team, member- Fall, 2016.
- Assistant Dean/Director of Multicultural Student Success Search Committee, member, 2014.
- EXPLORE! Program Advisory Committee, member, 2011- 2017.
- Education Council, member, 2010-2014.
- Unity Week Planning Committee, member, 2010.
- Director of the Multicultural Scholarship Program/Assistant Dean Search Committee, member, 2008.
- Women’s Studies Program Interim Director- Fall, 2008 and Fall, 2015
- Women’s Studies Program, Executive Committee, Chair, Fall, 2008 and Fall, 2015.
- Balfour Center Search Committee, member, 2007.
- Women’s Studies Program, Executive Committee, member, 2006- present.
- Office of Academic Services, Advisory Panel, member, 2006-2007.
- Tutoring Program, Trainer, 2003.
- Moderator of the first Latino Panel in celebration of Hispanic Heritage Month “Welcome to Our World: A Profile of Life for Latinos in Rhode Island”, Balfour Center, 2003.
- Family Day, Education Programs at PC, Panelist, 2003-2005.
- Faculty Phone Calling Initiative, Participant, 2003.
- Summer Orientation Program Advisor, 2002.
- Review Panel for the National High School Civic Engagement Initiative, Reviewer, 2002.
- “Cooking with Class” Study Break, Participant, 2001.

## **PROFESSIONAL SERVICE**

Mount Holyoke College

### Departmental

- Holyoke Professional Development School Steering Committee Member, 1998-2000.
- Five College Public School Partnership Program Steering Committee Member, 1998-2000.

### College-Wide

- Center for Leadership and Public Interest Advocacy, Spring Semester Engagement Planning Committee, Choices and Challenges for Public Education, 1999.

## **PROFESSIONAL SERVICE**

Professional Organizations

- AERA Division G Mentoring Award Committee, member, 2012.
- National Association for Multicultural Education, Presentation Proposal Reviewer, 2006-

2007.

- International Journal of Qualitative Studies in Education, Manuscript Review, 2004.
- Journal of Curriculum Studies, Manuscript Reviewer, 2003.
- Teaching for Change, Manuscript Reviewer, 2002.
- 4<sup>th</sup> International Conference of the Puerto Rican Studies Association Conference Co-Chair, 2000.

## **COMMUNITY SERVICE**

- Amherst Regional Public School, Latino Parents Outreach Initiative, action research principal investigator, 2009.
- Achievement Night, coordinator, 2009.
- HOLA-Padres, 2003.
- Holyoke Organization for Latino Achievement Executive Planning Board member, 1999-2004.

## **PROFESSIONAL MEMBERSHIPS**

- American Educational Research Association
- Puerto Rican Studies Association
- National Association for Multicultural Education

## **AWARDS**

Interdisciplinary Faculty Seminar, Providence College, Committee for the Enhancement of Learning, participant, Spring, 2008.

Civility in Human Relations Award, University of Massachusetts, Chancellor's Commission, providing partial funding for University-community work, co-recipient, 1995.

Urban Fellow Award, Temple University, providing full graduate scholarship, 1986-88.

# Lydia Perez

Founder/CEO

USA

priaayoruba@gmail.com  
be.net/PRIAA-RI

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**She is a Traditional Artist with Purpose and commitment to the Latino people in Rhode Island.**

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## WORK EXPERIENCE

### **The Puerto Rican Institute For Arts And Advocacy, Inc.**

Founder/CEO, Artistic Director

She became involved in the profession because she saw the need to educate people and developed a way to help them identify as a visible community.

The highlight of her career was educating her husband and daughters about Caribbean arts, music, and traditions. With that motivation, she established in 1994 the Puerto Rican Institute of Arts and Defense, Inc. (PRIAA). PRIAA through the Caribbean Arts Program involves children, youth, and adults to be part of Puerto Rican traditions and share their achievements with the community.

We share rhythms, dances, masks, artists, artisans, workshops and exhibitions through the arts of the Caribbean program. Our work has been consistent and has inspired the community to reconnect with its roots.

October 1994 - | Rhode Island, United States

## EDUCATION

### **Inter American University Metro Campus**

B.S. Business Administration with concentration in MIS and Arts

#### Summary

With more than 26 years of experience as the CEO of the Puerto Rican Institute for Arts, A non-profit Organization. She is proficient with matters pertaining to business administration and Management Information Systems. She submit proposals for grants, establish contracts, balance yearly budgets, Data entry, filing records and financial reports.

The Puerto Rican Institute for the Arts. (PRIAA) has been received from the Rhode Island Foundation the 2007 Award of Economic and Community Development.

#### Work Experience

Independent Self Employment, New England 1996 -Present

#### Traditional Folk Artist

##### Awards:

2000 Individual Artist Fellowship, Rhode Island State Council of the Arts

2000 Rhode Island Foundation Fellowship

2001 Individual Artist Award, International Gallery for Heritage

2010 Individual Artist Running Up

Puerto Rican Institute for Arts and Advocacy, Warwick, Rhode Island 1994 to present

President/CEO, Artistic Director and National Artist

Pranda North America Inc., Cranston, Rhode Island 1997 to 1999

Information System Management

Processed purchase orders and billing.

Kept records, inventory, and managed data entry into system.

Inter-American University of Puerto Rico, Rio Piedras, Puerto Rico 1986 to 1989

Information System Management/Secretarial Work

Education

B.S. Business Administration  
Inter-American University of Puerto Rico, .0  
May 1989  
GPA: 3.38 Honor: Magna Cum Laude

A.S. Data Processing, Commercial Institute Junior College, May 1984

Major: Computer Programming- COBOL-74  
GPA: 3.52  
Honor: Magna Cum Laude  
January 1986 - May 1989 | Rhode Island, United States

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LANGUAGES

**Spanish** (Fluent)

**English** (Advanced)

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AWARDS

**Running Up Fellowship In Traditional Arts**

Rhode Island State Council of the Arts  
2010

**Individual Artist Award**

International Gallery for Heritage  
2001

**Fellowship In Traditional Arts**

Rhode Island State Council of the Arts  
2000

**Individual Artist Award**

American Tradition  
2000

**Rhode Island Foundation Fellowship**

Rhode Island Foundation  
2000

**Individual Artist Award**

American Tradition (National Award)  
1999

**Running Up Fellowship In Traditional Arts**

Rhode Island State Council of the Arts  
1998

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SKILLS

Arts Management, Non Profit, Program Management

DRAFT

## BYLAWS OF THE NUESTRO MUNDO PUBLIC CHARTER SCHOOL

### ARTICLE I — NAME AND PURPOSE

Section 1 — *Name*: The name of the organization shall be The Nuestro Mundo Public Charter School. It shall be a nonprofit organization and incorporated under the laws of the State of Rhode Island.

Section 2 — *Purpose*: The Nuestro Mundo Public Charter School is organized exclusively for educational and dissemination/outreach purposes.

### ARTICLE II — MEMBERSHIP

Section 1 — *Eligibility for membership*: Application for voting membership shall be open to any current parent of a student, member of a community served, an employee of a RI community-based organization, for profit or nonprofit, or a RI university or college educator that supports the purpose statement in Article I, Section 2. Membership is granted after completion and receipt of a membership application. All memberships shall be granted upon a majority vote of the Board.

Section 2 — *Annual dues*: there are no dues for membership

Section 3 — *Rights of members*: Each member shall be eligible to appoint one voting representative to cast the member's vote in Board elections.

Section 4 — *Resignation and termination*: Any member may resign by filing a written resignation with the Secretary. A member can have their membership terminated by a majority vote of the membership.

Section 5 — *Non-voting membership*: The Board shall have the authority to establish and define non-voting categories of membership.

### ARTICLE III — MEETINGS OF MEMBERS

Section 1 — *Regular meetings*: Regular meetings of the members shall be held monthly eight times per year designated by the Board Chair.

Section 2 — *Annual meetings*: Annual meeting of the members shall take place in the month of May, the specific date, time and location of which will be designated by the Board Chair. At the annual meeting the members shall elect new members and officers, receive reports on the activities of the school, and determine the direction of the school for the coming year.

## DRAFT

Section 3 — *Special meetings*: Special meetings may be called by the Board Chair, or a simple majority of the Board of Directors. A petition signed by seventy-five percent of voting members may also call a special meeting.

Section 4 — *Notice of meetings*: Notice of each meeting shall be given to each voting member, by mail or email, not less than five days prior to the meeting.

Section 5 — *Quorum*: A quorum must be attained by at least fifty-one percent of Board members for business transactions to take place and motions to pass.

Section 6 — *Voting*: All issues to be voted on shall be decided by a simple majority of those present at the meeting in which the vote takes place.

### ARTICLE IV — BOARD OF DIRECTORS

Section 1 — *Board role, size, and compensation*: The Board is responsible for overall policy and direction of the school, and delegates responsibility of day-to-day operations to the staff and committees. The Board shall have eleven members. The Board receives no compensation other than reasonable expenses.

Section 2 — *Terms*: All Board members shall serve two-year terms, but are eligible for re-election for up to four consecutive terms as long as they remain an eligible member.

Section 3 — *Meetings and notice*: The Board shall meet at least eight times per year at an agreed upon time and place. An official Board meeting requires that each board member have written notice at least five days in advance.

Section 4 — *Board elections*: New members and current members shall be elected or re-elected by the voting representatives of members at the annual meeting. Members will be elected by a simple majority of those present at the annual meeting.

Section 5 — *Election procedures*: A Nominating Committee shall be responsible for nominating a slate of prospective Board members representing the school's diverse constituency. In addition, any member can nominate a candidate to the slate of nominees.

Section 6 — *Officers and Duties*: There shall be four officers of the Board, consisting of a Chair, Vice-Chair, Secretary and Treasurer. Their duties are as follows:

The President shall convene regularly scheduled Board meetings, shall preside, or arrange for other members of the Board to preside, at each meeting in the following order: Vice Chair, Secretary, Treasurer.

The Vice Chair shall chair committees on special subjects as designated by the Board.

## DRAFT

The Secretary shall be responsible for keeping records of Board actions, including overseeing the taking of minutes at all Board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each Board member, and assuring that corporate records are maintained.

The Treasurer shall make a report at each Board meeting. The Treasurer shall chair the Finance Committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to Board members and the public.

Section 7 — *Vacancies*: When a vacancy on the Board exists mid-term, the Secretary must receive nominations for new members from present Board members two weeks in advance of a Board meeting. These nominations shall be sent out to Board members with the regular Board meeting announcement, to be voted upon at the next Board meeting. These vacancies will be filled only to the end of the Board member's term.

Section 8 — *Resignation, termination, and absences*: Resignation from the board must be in writing and received by the Secretary. A Board member shall be terminated from the Board due to excess absences, more than two unexcused absences from Board meetings in a year. A Board member may be removed for other reasons by a three-fourths vote of the remaining members.

Section 9 — *Special meetings*: Special meetings of the Board shall be called upon the request of the Chair, or one-third of the Board. Notices of special meetings shall be sent out by the Secretary to each Board member at least two weeks in advance.

## ARTICLE V — COMMITTEES

Section 1 — *Committee formation*: The Board may create committees as needed, such as fundraising, public relations, data collection, etc. The Board Chair appoints all committee chairs.

Section 2 — *Executive Committee*: The four officers serve as the members of the Executive Committee. Except for the power to amend the Bylaws, the Executive Committee shall have all the powers and authority of the Board in the intervals between meetings of the Board, and is subject to the direction and control of the full Board.

Section 3 — *Finance Committee*: The Treasurer is the chair of the Finance Committee, which includes three other Board members. The Finance Committee is responsible for developing and reviewing fiscal procedures, fundraising plans, and the annual budget with staff and other Board members. The Board must approve the budget and all expenditures and must be within budget. Any major change in the budget must be approved by the Board. The fiscal year shall be July 1-June 30. Annual reports are required to be submitted to the Board showing income, expenditures, and pending income. The financial records of the organization are public information and shall be made available to the membership, Board of Directors, and the public.

Section 4 — *Nominating Committee*: This Committee shall be responsible for the recruitment, review, and orientation of new Board members representing the school's diverse constituency.

## DRAFT

Voting members of the Board shall not exceed nine. However, additional, non-voting members shall be recruited as necessary to fill positions on particular committees. In addition, any member can nominate a candidate to the slate of nominees.

Section 4 — *Facilities Committee*: The initial charge will be to guide the search for a building to lease, and to ensure that all appropriate safety regulations are met. Upon the school opening, this Committee will oversee the management of school facilities and begin strategic planning around long-term facility goals and needs, including research and recommendations for new construction or rehabilitation of an existing building.

### ARTICLE VI — SUPERINTENDENT/EXECUTIVE DIRECTOR AND STAFF

Section 1 — *Superintendent/Executive Director*: is hired by the Board and has day-to-day responsibility for the organization, including carrying out the organization's goals, policies and mission. He/she will carry out the duties described in his/her job description and perform other such duties as the Board of Directors may designate. He/she will attend all board meetings, report on the progress of the organization, and answer questions from Board members. He/she will act as a liaison between the Board of Directors, staff, students, and families. The salary and benefits and term of office of this position will be subject to the approval of the Board.

### ARTICLE VII — AMENDMENTS

Section 1 — *Amendments*: These bylaws may be amended when necessary by a two-thirds majority vote of the Board of Directors. Proposed amendments must be submitted to the Secretary to be sent out with regular board announcements, and at least fifteen (15) days prior to the meeting at which the amendment is to be considered.

### ARTICLE VII — INDEMNIFICATION

Section 1 — *Indemnification*: The Nuestro Mundo Public Charter School will indemnify its members, officers, and employees consistent with applicable Rhode Island laws and regulations.

## Appendix D

### ***Nuestro Mundo Public Charter School* Board of Directors: Roles & Responsibilities**

The *Nuestro Mundo Public Charter School* will form a formal Board of Directors that shall provide governance of the school and oversight to the management of all school operations. As its key responsibilities, the Board will: support the school's administrative team; oversee the hiring of all personnel; provide guidance on management issues; assume fiduciary responsibility; develop, review, and revise school policies; and hire and evaluate the Superintendent/Executive Director. The Board shall consist of eleven members, including at least two parents, two teachers/staff members, two Providence community members, two representatives from a nonprofit organization or business from Rhode Island, and three faculty members from Providence College, our establishing entity.

Per the *Nuestro Mundo Public Charter School By-laws*, the Board shall meet eight times annually. Should additional meetings be necessary, the Board Chair may seek the consensus of the Board to call additional meetings. Attendance by more than 50% of the Board (at least 5 members) shall constitute a quorum.

To be a high-functioning body to effectively meet the needs of the school community, the Board shall have Board Officers and Board Committees. Each May on an annual basis the Board shall reorganize to select Board Officers and Board Committee composition.

At all times the Board shall have the following four Board Officer positions which comprise the Board's Executive Committee: Board Chair, Board Vice-Chair, Board Secretary, and Board Treasurer. The Executive Committee is responsible for overseeing the integrity of the Board through annual self-assessments and providing training when necessary; will ensure that the school complies with all laws and regulations relating to the operation of a 501(c)3 non-profit organization, including publicly posting all Board Meetings per the requirements of RI Open Meeting Laws.

The responsibilities of each officer position are the following:

#### **Board Chair:**

- Ensures that the Board is functioning effectively and meeting high standards for effective governance
- Holds the Board accountable for executing key Board functions
- Facilitates all meetings of the Board and other meetings or events as necessary

- Develops Board meeting agendas in partnership with the school leader that reflect the school's and Board's priorities, drive strategic conversation and decision making, and keep the board's work focused on the goals
- Makes sure that the Board conducts a self-assessment each year and addresses areas for improvement
- Leads the discussion on planning Board retreats

**Board Vice Chair:**

- Attends all Board meetings
- Executes specific projects at the request of the Board Chair
- Helps the Board Chair develop and implement officer transition or succession plans
- Understands the responsibilities and duties of the Board Chair, and is ready and prepared to stand in for the Board Chair as needed
- Actively recruits new board members, and helps to retain current Board members
- Provides leadership and direction to the Board in concert with the Board Chair
- Ensures transparent communication between all Board members

**Board Secretary:**

- Keeps accurate minutes for each Board meeting
- Shares minutes with the Board in a timely fashion
- Makes sure the Board adheres to open meeting laws and other legal requirements
- Assumes responsibilities of the chair in the absence of the Board Chair and Vice Chair
- Provides notice of Board and Subcommittee meetings to all Board members
- Keeps all legal and official documents up-to-date
- Maintains the Board's records and archives for future reference by Board members, the Rhode Island Department of Education (RIDE), the Rhode Island Secretary of State, and others

**Board Treasurer:**

- Serves as the chair of the Finance Committee, and leads the Committee in setting and meeting annual financial goals
- Ensures that all members of the Board fully comprehend the financial matters of the school and receive reliable and timely information regarding those matters
- Works with the Finance Committee and Superintendent/Executive Director in leading the development of an annual school budget and presenting the budget to the full Board for approval

The Board of Directors shall have four standing Board Committees to facilitate the detail-oriented work of the Board's overarching responsibilities. Each Committee will meet only as needed, and each Board meeting shall include updates from Committees as needed. Each Board member shall serve on at least two Committees. Each Committee shall have a minimum of five members. The standing Committees shall be the following:

**Finance Committee:** Responsible for ensuring that the *Nuestro Mundo Public Charter School* maintains good financial health by: creating and reviewing procedures to maintain appropriate fiscal controls; developing an annual budget to be reviewed and approved quarterly by the whole Board; hiring an auditor as needed and overseeing the auditing process; ensuring the school's accounting system is compliant with RI's Uniform Chart of Accounts (UCOA); and filing quarterly reports with the state Office of Municipal Finance as required in the school's charter statute. This committee will also assist with and support fundraising activities of the school. At least one member of this Committee will have finance or fundraising experience; the Board Treasurer will also sit on this Committee.

**Facilities Committee:** The initial charge will be to guide the search for a building to lease, and to ensure that all appropriate safety regulations are met. Upon the school opening, this Subcommittee will oversee the management of school facilities and begin strategic planning around long-term facility goals and needs, including research and recommendations for new construction or rehabilitation of an existing building.

**Nominating Committee:** Responsible for the recruitment and orientation of new Board members. Recruitment from within the school community and from among our community partners will happen in consultation with the Board Chair and Superintendent/Executive Director. In the recruitment process, the Committee will strive to maintain a balance of expertise on the Board and will pay particular attention to filling Board seats with stakeholders from diverse backgrounds who have legal, financial, educational/assessment, development/fundraising, community outreach, and social service experience.

**Evaluation Committee:** Responsible for the annual evaluation of the school's Superintendent/Executive Director using input collected from stakeholders of the school community (including parents, students, and teaching staff) and multiple measures of accountability data, including the results of state assessments, local benchmark assessments of proficiency, and school climate/culture survey results, and various quantitative and qualitative metrics of student growth.

Additionally, the Board may choose to create ad-hoc Committees to study and deliberate upon topical issues that the school community is facing. In addition to Board members,

ad-hoc Committees may have parents or outside members with expertise in the field/topic of interest.

All Board meetings shall be open to the public and posted per the requirements of R.I. Gen. Laws § 42-46-5(a)(1). When appropriate, the Board may meet in executive session to discuss the following: the job performance of an employee; current or pending litigation; civil or criminal investigations into misconduct; or school disciplinary hearings.

## Appendix E

### **Superintendent/Executive Director Job Description**

#### **General Overview:**

*The Nuestro Mundo Superintendent/Executive Director is hired by and reports to the Nuestro Mundo Board of Directors. The Superintendent/Executive Director has general management and oversight responsibilities for the school. The Superintendent/Executive Director directly supervises all staff; ensures 100% compliance with all educational and legal requirements at the federal, state and local levels; ensures plans and procedures are in place for success in student achievement; plans annual school budget and allocates school resources in a manner consistent with the annual budget approved by the Board; ensures effective operations within the school; and works closely with the Board with respect to all school activities. This position may be part-time or full-time, depending on the qualifications of the successful candidate and the needs of the School, as determined by the Board.*

#### **Required Experience:**

Master's Degree in Educational Leadership and/or Curriculum & Instruction; doctorate degree preferred. A valid Rhode Island certificate as Superintendent required. At least 5 years as a building-based administrator; and at least 5 years experience as a classroom teacher. Fluency in Spanish preferred.

#### **Essential Duties and Responsibilities**

- Ensures adherence to all provisions of law and all school policies relating to the management of the school and other educational, social, and recreational activities, under the general direction of the Board
- Collaborates with Board and school staff to support the school's strategic plan and annual school improvement plan
- Provides ongoing coaching, leadership and support to the staff to provide an environment that ensures all teachers are effective at teaching and all learning is aligned to the school's mission and guiding principles
- Provide direct supervision of and formal evaluations for all staff
- Understands and interprets student performance data to identify areas for continuous improvement, and share and support implementation of best practices
- Ensures school staff effectively uses assessment data and results to establish school goals and initiatives

- Builds and maintains partnerships with families and the community that enhance and support the accomplishment of the school's mission, vision, and strategic goals
- Manages all student attendance and disciplinary functions
- Builds and maintains a safe and supportive school culture where every child is connected to the school community
- Provides grant management as needed, including grant research, grant writing, and grant accountability
- Ensures accurate and timely completion of required reports, including annual budget, annual audit, Civil Rights Data Collection, teacher certification, employee background checks and health screening, federal student lunch program reports, and the RIDE Charter School Performance Review System
- Compiles data, analyzes information, delivers reports, and maintain records for audits and other compliance matters
- Files all reports and requests as required by law, various governing bodies and Board policies
- Establishes and maintains positive and productive relationships with other school districts, the Rhode Island Department of Education, and all sending municipalities
- Maintains adequate financial records for the school, including financial accounts, annual budgets, annual audit, business and property records and all contracts, documents, title papers, and other papers requested by the Board
- Assures effective communication between the Board and all school staff
- Assists in the preparation of agendas and attachments for all Board meetings
- Prepares and submits recommendations to the Board relative to all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to ensure the making of informed decisions
- Attends all meetings of the Board
- Assures effective execution of all Board decisions

**Skills and Abilities:**

- Demonstrated knowledge and ability in school administration, including supervision/management of student and staff expectations
- Proven organizational and management skills
- Knowledge of special education laws, regulations, processes, and procedures
- Proven report preparation skills
- Proven skills in financial management of a school, including budget preparation and resource allocation
- Excellent interpersonal and problem solving skills
- Strong verbal and writing skills

- Proven ability to complete projects independently
- Ability to maintain effective working relationships with people of varied social, cultural, and educational backgrounds
- High degree of technology with proficiency and use various productivity and educational applications
- Highly developed analytical and facilitation skills
- Ability to supervise personnel effectively and efficiently
- Must be certified in First Aid and CPR or obtain certification within six months of hire

**Terms of Employment:**

As negotiated with the Nuestro Mundo Board of Directors

Appendix F: Course Offering Outlines

**K-8 Curriculum Map Overview**

Grade	Interdisciplinary Project Based Learning (incorporates science, social studies, reading, writing, sustainability, SDG, and math standards)	Spanish Language Arts <i>Estrellita</i> <a href="#">Alignment with CCSS</a>	English Language Arts <i>Fountas &amp; Pinnell Classroom™</i> <a href="#">Fountas and Pinnell K-8 CCSS alignment</a>	Math <i>Engage NY</i> <a href="#">CCSS Alignment By grade level and module</a>	Arts, Health & Wellness
K-1	<b>Sample Student Led Change Project Format:</b> Introduction to the SDGs based on the <a href="#">Global Game Changers</a> lesson plan	SLA Program: <i>Estrellita</i>	- <i>Fountas &amp; Pinnell Classroom™</i> -Targeted SEI strategies -Words their Way	EngageNY Math Kindergarten Modules 1-6  First Grade Modules 1-6	Visual arts and media, P.E x 2., music
2-3	<b>Sample Student Led Change Project Format:</b> Designing long term, service projects with the SDGs - <a href="#">Mapping your Community</a> - <a href="#">Service Projects in the Community</a>	Guided reading program with leveled readers in Spanish based on <i>Fountas and Pinnell K-8 Literacy Curriculum</i>	- <i>Fountas &amp; Pinnell Classroom™</i> -Targeted SEI strategies -Words their Way	Second Grade Modules 1-8  Third Grade Modules 1-7	Visual arts and media, P.E x 2., music
4-8	<b>Sample Student Led Change Project Format:</b> Students take ownership of solving local and global environmental issues: <a href="#">Build your Case</a>	Teacher created materials based on novel studies and literature circle methods <a href="#">Spanish Scholastic Magazines:</a> <i>¿Qué tal?, Ahora</i>	- <i>Fountas &amp; Pinnell Classroom™</i> -Teacher created materials based on novel studies and literature circle methods	-Fourth Grade Modules 1-7 -Fifth Grade Modules 1-6 -Sixth Grade Modules 1-6 -Seventh Grade Modules 1-6 -Eighth Grade Modules 1-7	Visual arts and media, P.E x 2., music

## K-8 Student Led Change Project Curriculum Map

Grade level	Essential Questions for PBL Units	<a href="#">SDG Focus</a>	NGSS	CCSS	RI Social Studies standards
K	<p>*How do we build a classroom community? And value our individual identities? *Where does our food come from? *What plants are in our food? *What does it mean to be healthy?</p>	<p><b>Being Healthy/Nutrition</b> 2.Zero Hunger 3.Good Health and Well-Being</p>	<p>K.Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment</p>	<p><u>CCSS.ELA-LITERACY.CCRA.SL.1</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <u>CCSS.ELA-LITERACY.CCRA.L.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>C&amp;G 1: People create and change structures of power, authority, and governance in order to accomplish common goals. E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance</p>
1-2	<p>*How does a learning community thrive? *How has the Earth's climate changed over time? *How do the movements of water affect the Earth and its systems? *What is harming our oceans and what lives in them?</p>	<p><b>Protecting the Environment</b> 13.Climate Action 14.Life Below Water 15.Life on Land</p>	<p>1.Waves: light and sound 1.Structure, Function, and Information Processing 2.Structure and Properties of Matter 2.Earth's Systems: Processes that Shape the Earth</p>	<p><u>CCSS.ELA-LITERACY.CCRA.R.2</u> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <u>CCSS.ELA-LITERACY.CCRA.W.7</u> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. <u>CCSS.ELA-LITERACY.CCRA.L.3</u> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>C&amp;G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.</p>
3-4	<p>*What impact do our lives at school and home</p>	<p><b>Clean Water and Energy</b></p>	<p>3.Forces and Interactions 3.Interdependence</p>	<p><u>CCSS.ELA-LITERACY.CCRA.R.7</u> Integrate and evaluate content presented in diverse</p>	<p>HP 5: Human societies and</p>

	<p>have on renewable resources?  *How can we improve water quality and conserve usage?  *What makes energy 'clean' or not?  *What is sustainability?</p>	<p>6.Clean Water and Sanitation  7.Affordable and Clean Energy  12.Responsible Consumption and Production</p>	<p>nt Relationships in Ecosystems  3.Weather and Climate  4.Energy  4.Structure, Function and Information Processing  4.Earth's Systems: Processes that shape the Earth</p>	<p>media and formats, including visually and quantitatively, as well as in words.  <u>CCSS.ELA-LITERACY.CCRA.W.9</u>  Draw evidence from literary or informational texts to support analysis, reflection, and research.  <u>CCSS.ELA-LITERACY.CCRA.SL.5</u>  Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  <u>CCSS.ELA-LITERACY.CCRA.L.4</u>  Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>cultures develop and change in response to human needs and wants.</p>
<p>5-6</p>	<p>*What role can I take on to benefit my classroom community?  *What does it mean to be poor?  *Why is it important to have a good job? What is a good job? (Addressing fair livable wages and working conditions)  *How do good or bad jobs impact economic growth?  *Why is it important for us to build buildings that are safe to</p>	<p><b>Economic Inequalities/ Fair Trade</b>  1.No Poverty  8.Decent Work and Economic Growth  9.Industry, Innovation, and Infrastructure  11.Sustainable Cities and Communities</p>	<p>5.Structure and Properties of Matter  5.Matter and Energy in Organisms and Ecosystems  5.Earth's systems  5. Space Systems  MS.Chemical Reactions  MS.Forces and Interactions  MS.Energy  MS.Engineering Design</p>	<p><u>CCSS.ELA-LITERACY.CCRA.R.8</u>  Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.  <u>CCSS.ELA-LITERACY.CCRA.W.10</u>  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  <u>CCSS.ELA-LITERACY.CCRA.SL.6</u>  Adapt speech to a variety of contexts and communicative tasks, demonstrating</p>	<p>C&amp;G 3: In a democratic society, all people have certain rights and responsibilities.  E2: Producers and consumers locally, nationally, and internationally engage in the exchange of goods and services</p>

	live and work in? *What are the benefits of having basic infrastructure such as roads, communication, technology, and sanitation?			command of formal English when indicated or appropriate. <u>CCSS.ELA-LITERACY.CCRA.L.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
7	*How has my education at Nuestro Mundo impacted me? *Why is a good education important? *What is gender equality? *What is racial equality? *Why is equality important? *How do we keep ourselves healthy? *What action can we take to prevent diseases around the world?	<b>Education for All</b> 4.Quality Education 5.Gender Equality 6.Reduced Inequalities 13.Climate Action 3.Good Health and Well-Being	MS.Waves and Electromagnetic Radiation MS.Structure, Function, and Information Processing MS.Matter and Energy in Organisms and Ecosystems MS.Growth, Development, and Reproduction of Organisms MS.Weather and Climate MS.Human Impacts	<u>CCSS.ELA-LITERACY.CCRA.W.2</u> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <u>CCSS.ELA-LITERACY.CCRA.L.6</u> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	C&G 2: The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.
8	*What can I do with my classroom to promote the Global Goals? *How do you define justice? What might happen if we don't work for peace? *How do I impact local ecosystems?	<b>8 - Human Rights Around the World</b> 16.Peace, Justice, and Strong Institutions 17.Partnerships for the Goals	MS.Energy MS.Waves and Electromagnetic Radiation MS.Interdependent Relationships in Ecosystems MS.Natural Selection and Adaptations MS.History of Earth	<u>CCSS.ELA-LITERACY.CCRA.W.1</u> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. <u>CCSS.ELA-LITERACY.CCRA.W.8</u> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of	G3: Human systems, and human movement affect and are affected by distribution of population and resources, relationships (cooperation and conflict), and culture

	*What alternatives do we have to reduce our impact on nature? *What problems are threatening life on land?	3.Good Health and Well-Being 7.Affordable and Clean Energy 14.Life Below Water 15.Life on Land	MS.Earth's Systems	each source, and integrate the information while avoiding plagiarism.	
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**Planning Template:  
Gradual Release of Responsibility and Language Planning in Paired Literacy**

	<b>Spanish Language Arts (SLA)</b>	<b>Spanish Language Development (SLD)</b>	<b>English Language Development (ELD)</b>	
Day 1	Introduce vocabulary, comprehension strategies, and themes/genres	<i>What language will they need for the tasks in SLA? Relevant sheltered instruction strategies in Spanish?</i>  <i>Interactive activities within Student Led Change Projects that allow students to rehearse this language from SLD and engage in authentic writing tasks in Spanish:</i>	Introduce vocabulary, texts with shared genres and themes being used in SLA	<i>What language will they need for the tasks in ELD? Relevant sheltered instruction strategies in English?</i>  <i>Interactive activities within Student Led Change Projects that allow students to rehearse this language from ELD and engage in authentic writing tasks in Spanish:</i>
Day 2	Read aloud, Shared Reading, Shared Writing		Read aloud, Shared Reading, Shared Writing	
Day 3	Guided Reading Groups, Partner Writing, word work		Guided Reading Groups, Partner Writing	
Day 4	Independent Reading, Independent Writing, word work		Independent Reading, Independent Writing, word work	

Day 5	Progress monitoring, enrichment, intervention in language needed by individual student		Progress monitoring, enrichment, intervention in language needed by individual student	
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# Appendix G

## Nuestro Mundo Calendar 2021-22

AUGUST							FEBRUARY							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
1	2	3	4	5	6	7								
8	9	10	11	12	13	14	6	7	8	9	10	11	12	
15	16	17	18	19	20	21	13	14	15	16	17	18	19	
22	23	24	25	26	27	28	20	21	22	23	24	25	26	
29	30	31					27	28						
8/23, 8/24: Staff PD Days							2/14 - 2/15: Winter Break							
8/25: First Day of Classes														
(5)							(18)							
SEPTEMBER							MARCH							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4				1	2	3	4	5
5	6	7	8	9	10	11	6	7	8	9	10	11	12	
12	13	14	15	16	17	18	13	14	15	16	17	18	19	
19	20	21	22	23	24	25	20	21	22	23	24	25	26	
26	27	28	29	30			27	28	29	30	31			
(21)							(21)							
9/6: Labor Day (No School)							3/2: Family Conferences (No School)							
							3/11: Staff PD (No School)							
OCTOBER							APRIL							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
				1	2							1	2	
3	4	5	6	7	8	9	3	4	5	6	7	8	9	
10	11	12	13	14	15	16	10	11	12	13	14	15	16	
17	18	19	20	21	22	23	17	18	19	20	21	22	23	
24	25	26	27	28	29	30	24	25	26	27	28	29	30	
31														
(19)							(15)							
10/8: Staff PD Day (No School)							4/15: No School-Good Friday							
10/11: Columbus Day (No School)							4/19 - 4/23: Spring Break							
NOVEMBER							MAY							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
	1	2	3	4	5	6	1	2	3	4	5	6	7	
7	8	9	10	11	12	13	8	9	10	11	12	13	14	
14	15	16	17	18	19	20	15	16	17	18	19	20	21	
21	22	23	24	25	26	27	22	23	24	25	26	27	28	
28	29	30					29	30	31					
(18)							(21)							
11/3: Family Conferences (No School)							5/30: Memorial Day (No School)							
11/11: Veterans Day (No School)														
11/25, 11/26: Thanksgiving Recess (No School)														
DECEMBER							JUNE							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4					1	2	3	4
5	6	7	8	9	10	11	5	6	7	8	9	10	11	
12	13	14	15	16	17	18	12	13	14	15	16	17	18	
19	20	21	22	23	24	25	19	20	21	22	23	24	15	
26	27	28	29	30	31		26	27	28	29	30			
(17)							(14)							
12/24 - 1/3: Holiday Break							6/10: Portfolio Exhibitions							
							6/17: Last Day of School (Day 185)							
JANUARY							MARKING TERM DATES							
S	M	T	W	T	F	S	<u>K and 1:</u>							
						1	Term 1: August 25, 2021- January 21, 2022							
2	3	4	5	6	7	8	Term 2: January 24, 2022- June 17, 2022							
9	10	11	12	13	14	15								
16	17	18	19	20	21	22	<u>Grade 6:</u>							
23	24	25	26	27	28	29	Term 1: August 25, 2021- November 1, 2021							
30							Term 2: November 2, 2021- January 21, 2022							
(17)							Term 3: January 24, 2022- April 6, 2022							
1/4: Return to School							Term 4: April 7, 2022- June 17, 2022							
1/14: Staff PD (No School)														
1/17: ML King, Jr. Day (No School)														
1/21: Portfolio Exhibitions														
<b>Color Key:</b>														
Holiday or Break/No School														
Staff PD Day/No School														
Family Conferences/No School														
School-Wide Celebrations														



**OPERATING EXPENDITURES**

**School Management**

9	Salaries: Principals and Assistant Principals								
10	Salaries: Support Staff	45,000.00	45,900.00	46,818.00	71,632.00	73,064.00			
11	School Office	1,000.00	1,500.00	1,500.00	2,000.00	2,000.00			
12	Other:	40,000.00							
13	Subtotal:	86,000.00	47,400.00	48,318.00	73,632.00	75,064.00			

**Program/Operations Management**

14	Salaries: Executive Director or Superintendent	170,000.00	173,400.00	176,868.00	180,405.00	184,013.00			
15	Salaries: Deputies and Administrators	115,000.00	202,300.00	291,346.00	297,173.00	303,116.00			
16	Salaries: Support Staff	45,000.00	45,900.00	46,818.00	47,754.00	48,709.00			
17	Legal	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00			
18	School Board	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00			
19	Business Operations	77,000.00	90,000.00	15,000.00	17,500.00	20,000.00			
20	Information Management and Technology	20,000.00	25,000.00	25,000.00	30,000.00	30,000.00			
21	Other:								
22	Subtotal:	433,000.00	542,600.00	561,032.00	578,832.00	591,838.00			

**Instruction**

23	Salaries: Teachers	402,420.00	718,458.00	1,141,804.00	1,315,050.00	1,477,638.00			
24	Salaries: Paraprofessionals	118,488.00	184,842.00	256,312.00	299,889.00	346,530.00			
25	Stipends and Bonuses	10,000.00	11,000.00	11,000.00	12,000.00	12,000.00			
26	Pupil-Use Technology, Hardware, and Software	120,000.00	50,000.00	70,000.00	80,000.00	100,000.00			
27	Instructional Materials Supplies	30,000.00	35,000.00	40,000.00	30,000.00	35,000.00			
28	Other:								
29	Subtotal:	680,908.00	999,300.00	1,519,116.00	1,736,939.00	1,971,168.00			

	<b>Instructional Support</b>					
30	Salaries: Pupil Support	90,000.00	183,000.00	324,108.00	333,831.00	343,846.00
31	Salaries: Teacher Support			50,000.00	201,500.00	207,545.00
32	Salaries: Program Management					
33	Salaries: Special Services	214,624.00	414,491.00	569,240.00	732,896.00	785,082.00
34	Guidance and Counseling		1,000.00	1,250.00	1,500.00	1,750.00
35	Library and Media	48,000.00	10,000.00	12,000.00	10,000.00	12,000.00
36	Extracurricular					
37	Student Services, Outreach, Recruitment	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
38	Student Health Services	5,000.00	5,500.00	6,000.00	6,500.00	7,000.00
39	Academic Interventions					
40	Curriculum Development					
41	In Service, Staff Development, and Support	30,000.00	45,000.00	65,000.00	80,000.00	100,000.00
42	Assessment	7,450.00	9,900.00	12,375.00	14,850.00	17,330.00
43	Other:	50,000.00				
44	Subtotal:	450,074.00	673,891.00	1,044,973.00	1,386,077.00	1,479,553.00
	<b>Operations</b>					
45	Salaries: Facilities Maintenance		35,000.00	72,800.00	113,568.00	157,481.00
46	Transportation	208,125.00	364,219.00	535,483.00	642,586.00	759,067.00
47	Food Services	48,850.00	50,404.00	70,030.00	72,431.00	74,928.00
48	Safety	3,000.00	3,000.00	3,300.00	3,300.00	3,600.00
49	Building Upkeep and Maintenance	150,000.00	40,000.00	150,000.00	60,000.00	70,000.00
50	Maintenance Contracts	30,000.00	10,000.00	10,000.00	10,000.00	10,000.00
51	Utilities	86,000.00	104,000.00	122,000.00	132,000.00	145,000.00
52	Lease	226,000.00	232,780.00	239,763.00	246,956.00	254,365.00
53	Debt Service					
54	Capital Projects					
55	Other:		75,000.00	100,000.00	125,000.00	150,000.00
56	Subtotal:	751,975.00	914,403.00	1,303,376.00	1,405,841.00	1,624,441.00
	<b>Other Obligations</b>					
57	Fringe Benefits	396,176.00	645,939.00	982,117.00	1,086,956.00	1,295,918.00
58	Insurance (non-employee)	40,000.00	42,000.00	44,100.00	46,305.00	48,620.00
59	Retiree Benefits					
60	Purchased Management Services					
61	Other:					
62	Subtotal:	436,176.00	687,939.00	1,026,217.00	1,133,261.00	1,344,538.00
	<b>Community Services</b>					
63	Community Service Operations					
64	Other:					
65	Subtotal:	0.00	0.00	0.00	0.00	0.00
66	<b>Budgeted Contingencies</b>					
67	<b>TOTAL OPERATING EXPENDITURES</b>	2,838,133.00	3,865,533.00	5,503,032.00	6,314,582.00	7,086,602.00
68	<b>SURPLUS/(DEFICIT)</b>	36,366.78	242,151.08	244,318.60	252,601.86	300,415.12

# Appendix I: Nuestro Mundo Projected Enrollment & Funding

Rhode Island Charter Public Schools:

## Enrollment and Funding Estimates

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

**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	FY2022		FY2023		FY2024		FY2025		FY2026	
	#	%	#	%	#	%	#	%	#	%
PROVIDENCE	138	100%	230	100%	322	100%	368	100%	414	100%
<i>Total Enrollment</i>	<b>138</b>	100%	<b>230</b>	100%	<b>322</b>	100%	<b>368</b>	100%	<b>414</b>	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	FY2022		FY2023		FY2024		FY2025		FY2026	
	#	FRPL %								
PROVIDENCE	117	85%	196	85%	274	85%	313	85%	352	85%
<i>Total FRL Enrollment</i>	<b>117</b>	85%	<b>196</b>	85%	<b>274</b>	85%	<b>313</b>	85%	<b>352</b>	85%

**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	FY2022		FY2023		FY2024		FY2025		FY2026	
	per-pupil \$	total \$	per-pupil \$	total \$	per-pupil \$	total \$	per-pupil \$	total \$	per-pupil \$	total \$
PROVIDENCE	\$4,276	\$590,088	\$4,276	\$983,480	\$4,276	\$1,376,872	\$4,276	\$1,573,568	\$4,276	\$1,770,264
<i>Average Local Per Pupil</i>	\$4,276		\$4,276		\$4,276		\$4,276		\$4,276	
<i>Total Local Aid</i>		\$590,088		\$983,480		\$1,376,872		\$1,573,568		\$1,770,264

**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.

FY 2021									
Core Amount: <b>\$10,310</b>									
Name of Community	Core	SSF (0.4)	Share Ratio	# students	# FRL students	Total Core	Total SSF	Average PP	Total
PROVIDENCE	\$10,310	\$4,124	85.3%	138	117	\$1,213,632	\$411,580	\$11,777	\$1,625,212
<i>Average and total</i>				138	117			\$11,777	\$1,625,212

**Table 5: Total Aid**

	FY2022	FY2023	FY2024	FY2025	FY2026
Total Local	\$590,088	\$983,480	\$1,376,872	\$1,573,568	\$1,770,264
Total State	\$1,625,212	\$2,712,204	\$3,795,679	\$4,337,416	\$4,879,153
	<b>\$2,215,300</b>	<b>\$3,695,684</b>	<b>\$5,172,551</b>	<b>\$5,910,984</b>	<b>\$6,649,417</b>



PROVIDENCE  
COLLEGE

*Office of Academic Affairs*

May 26, 2020

Rhode Island Department of Education  
255 Westminster Street  
Providence, RI 02903

To Whom It May Concern:

Providence College's School of Professional Studies program is thrilled to partner with Nuestro Mundo Public Charter School as their Establishing Entity. We have a strong commitment to the urban youth within our community, and the Nuestro Mundo proposal addresses their needs in a thoughtful and effective manner. We share the belief that global awareness and environmental sustainability are the hallmark issues of our time and that the current generation deserves access to this type of high quality education starting from kindergarten.

Our work within the community and with the local public schools has us constantly seeking ways to improve learning opportunities for all student populations. The Nuestro Mundo Proposal has us particularly excited as it addresses the needs of an underserved population in the city of Providence. English language learners have consistently underperformed on the RICAS and other standardized tests. Research shows the significant gains of Dual Language Education (DLE) to close the achievement gap for English Language Learners. The type of DLE model that Nuestro Mundo will implement will be an equal mix of instruction in English and Spanish, especially pertinent in a city where 85% of ELL students are Spanish speakers. Nuestro Mundo's Two-Way Immersion model will also give English speaking students access to a second language and the benefits of bilingualism and sociocultural competence. At Providence College our commitment to multilingual students has resulted in exploring an ELL/ESL certificate in our School of Continuing Education. We also have a newly established Master in Global Education/TESOL. These are some of the programs that will serve as great partners with Nuestro Mundo, giving our undergraduate and graduate students excellent opportunities for field placements and research projects that would benefit the college as well as educational programming and staffing at Nuestro Mundo.

The following members of the Providence College faculty and administration will be working in a subcommittee with the founders of Nuestro Mundo and their staff:

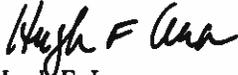
- Nuria Alonso García – Professor, Global Studies Department and Director of the Master in Education in Urban Education and the newly established Master in Global Education/TESOL.
- Carmen Rolón – Associate Professor, Secondary Education Department, and member of the Women's Studies Department.
- Heather Allcock, Assistant Professor, Elementary/Special Education Department, and member of the Rhode Island CEEDAR State Leadership Team
- Beth Schaper, Assistant Dean of Education

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*Provost and Senior Vice President for Academic Affairs*  
1 Cunningham Square ● Providence, Rhode Island 02918-0001  
Phone: 401.865.2990 ● Email: [blena@providence.edu](mailto:blena@providence.edu)  
Web: <http://www.providence.edu/Academic-Affairs/>

We encourage all those at RIDE and within the Providence community to support Nuestro Mundo's vision to prepare Rhode Island students to be global citizens and stewards of our environment.

Sincerely,

A handwritten signature in black ink that reads "Hugh F. Lena". The signature is written in a cursive style with a large, stylized "H" and "L".

Hugh F. Lena

Provost and Senior Vice President for Academic Affairs



September 20, 2020

Providence **Community** Library  
OUR NEIGHBORHOOD LIBRARIES

PRESIDENT  
Patricia Raub

VICE PRESIDENT  
Antonio Aguilar

TREASURER  
Ellen Schwartz

LIBRARY DIRECTOR  
Cheryl Space

To the RIDE Charter School Office:

On behalf of Providence Community Library, I am writing to express enthusiastic support for the approval of the Nuestro Mundo Public Charter School, a proposed K-8 school that will serve Providence youth. The Nuestro Mundo program, a dual-language immersion program with a curricular emphasis on sustainability, is the innovative approach that is so desperately needed in our community.

P.O. Box 9267  
Providence, RI 02940  
401.467.2700. ph

Providence Community Library (PCL) serves the culturally rich people of Providence by adapting to their evolving reading and information needs with a diverse staff that delivers relevant library resources and programs. We also cultivate meaningful partnerships with organizations that share our vision of building vibrant neighborhoods. The vision of Nuestro Mundo, where students will be working on real-life, meaningful projects within the community, is wholly congruent with PCL's vision. Nuestro Mundo will provide its students a rigorous foundational curriculum in essential literacy and numeracy, but most importantly, will design learning opportunities where students may apply their knowledge and skills in an authentic way. These hands-on projects that will involve families and community-based organizations and will demonstrate that students can shape their environment and community in an immediate and positive way. Nuestro Mundo has the right idea for instilling a love of life-long learning in our youth through creative thinking and problem solving. And with nine locations, PCL staff is readily available to support the both the curricular and extra-curricular learning of Nuestro Mundo students.

Also impressive with the proposal is the exciting fact that it will be a dual-language immersion school that will serve multilingual learners. For far too long in Providence there has been a significant achievement gap between multilingual learners and their native-born peers. The Nuestro Mundo staff will be using research-based strategies that will promote bilingualism, biliteracy, and sociocultural competence. Providence is a Latino-majority city, and therefore PCL serves many Latinx children and their families, through many bilingual and Spanish-language programs. We are excited by the possibilities of partnering with the Nuestro Mundo school community to further instill a love of literacy in our city's children, particularly during the summer and in after-school hours with programs such as our PVD Young Makers.

In these challenging times of the pandemic crisis, the academic and social-emotional needs have never been greater. Nuestro Mundo will serve as an exemplar of innovation that will partner with the community to give our students what they need. I urge approval of the school's application.

Michelle Novello  
Program Coordinator



September 29, 2019

RI Department of Education  
255 Westminister Street  
Providence, RI 02903

Dear members of the Rhode Island Department of Education,

On behalf of Progreso Latino, please accept this letter of support for the Nuestro Mundo Public Charter School. Progreso Latino's mission is to help Rhode Island's Latino and immigrant communities to achieve greater self-sufficiency and socio-economic progress by providing transformational programs that support personal growth and social change. Since 1977, Progreso Latino has provided crucial programs that include social services, early childhood education, senior services, youth development, adult education, emergency food support, workforce development, health & wellness, immigration services, financial literacy, policy & advocacy and public radio education.

As an organization, we support initiatives that will increase educational opportunities for the Latino and immigrant community in Rhode Island. The Nuestro Mundo Public Charter School will allow Latino and immigrant students, who are currently underperforming and marginalized in the school systems, to feel welcomed and have their native language taught. The Nuestro Mundo Public Charter School has the potential of educating diverse students to develop a profound understanding of people who come from a different country while learning a different language.

If granted a charter we would like Nuestro Mundo to ensure that ELLs especially have the opportunity of accelerating their learning by obtaining equal credits for successful completion of classroom, distance, and self-learning in their native language across subject areas. The parallel Spanish standards, curricula, and assessments are readily available as part of our expanding global educational community.

Please feel free to contact me at 728-5920 ext. 345 if you have any questions or need additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "Mario Bueno", is written over a horizontal line.

Mario Bueno  
Executive Director  
Progreso Latino, Inc.  
626 Broad Street  
Central Falls, RI 02863

Rhode Island Department of Education  
255 Westminister Street  
Providence, RI 02903

September 23, 2020

To Whom It May Concern:

On behalf of the Education Office at the Embassy of Spain, I fully support the charter application of the Nuestro Mundo Public Charter School.

Having worked closely with Dr. Maruszczak and Ms. Cardamone, I am confident they will be successful as co-founders of the Nuestro Mundo Charter School. The Education Office at the Embassy of Spain and I offer our support and program resources to the founding of this school. Nuestro Mundo's mission, which is to prepare students to be global biliterate citizens, aligns with our mission to unite cultures and learn from each other. Specifically, the Education Office of Spain, through its program International Spanish Academies (ISA), strives to empower schools to implement exemplar dual language programs combining content instruction with teaching towards high proficiency levels in the Spanish language. The guidelines of ISA call for 50% of instruction to be in Spanish and for quality staff and programming to promote Spanish language acquisition. These qualifying characteristics are clearly present in the initial design and mission of Nuestro Mundo.

I have also seen these high standards accomplished by Dr. Maruszczak and Ms. Cardamone in their current roles. As superintendent, Dr. Maruszczak has been extraordinarily dedicated to the Spanish Immersion program and to providing second language acquisition opportunities for all students in his district. They have both worked closely with me and my predecessors to enhance their dual language immersion model by participating in our professional development, the International Spanish Academies, the Visiting Teachers Program, and the Spanish Language and Culture Assistants program. Ms. Cardamone has been a strong mentor to the educators arriving from Spain. She has supported them in finding housing and helping them to acclimate to the US school system and culture. As a result of their work in the Mendon-Upton Regional School District, students in the program have high levels of literacy in both Spanish and English. I know they will carry their dedication and expertise to creating another successful model designed around the needs of the Providence community. I look forward to being involved in the success of Nuestro Mundo.

Attentively,



**Manuel Collazo Fernández**

Education Advisor  
Consulate General of Spain - Education Office  
31 Saint James Avenue, Suite 905  
Boston, Massachusetts, 02116  
T: 617 678 5920  
manuel.collazo@educacion.gob.es  
<http://www.educacionyfp.gob.es/eeuu>



September 10, 2020

Rhode Island Department of Education  
255 Westminster Street  
Providence, RI 02903

To whom it may concern:

On behalf of the Rhode Island Environmental Education Association (RIEEA), I am writing in enthusiastic support of the Nuestro Mundo Public Charter School's application.

RIEEA is a collaborative network of professionals and organizations committed to promoting high quality environmental education that increases the environmental literacy of all children and adults in our state. Our membership includes teachers, naturalists, environmental organizations, and educators from universities, recreation centers, and state, federal, and non-profit agencies, among many others. We foster collaborations, sponsor professional development opportunities, gather and disseminate information on environmental education, and promote public understanding of the value of an environmentally literate citizenry.

The Nuestro Mundo Public Charter School's thoughtfully proposed approach to cultivating "students to be global citizens and stewards of our environment using a multilingual and multicultural lens," directly supports our collective mission to cultivate an environmentally literate citizenry. The school's leadership team has outlined a road map that will purposefully foster relevant, hands-on learning opportunities around environmental topics in a dual-language environment that supports learning in a range of academic subjects, develops STEM skills in a way that is meaningful and engaging, and cultivates positive stewardship practices. Now more than ever, we want to see the Nuestro Mundo Public Charter School succeed and have a broad impact in our State, and we will look forward to working with the school and its students if approved.

Please do not hesitate to contact me at [jsilversmith@rieea.org](mailto:jsilversmith@rieea.org) or at 401-569-8758 if I can be of further assistance.

Sincerely,

A handwritten signature in black ink that reads "J. Silversmith".

Jeanine Silversmith  
Executive Director



Over 100 Years of Education, Conservation & Advocacy  
**Audubon Society of Rhode Island**

September 14, 2020

To Whom It May Concern:

The Audubon Society of Rhode Island supports the application of Nuestro Mundo, to become a K – 8 public charter school in Providence that will have a dual-language immersion program with a unifying theme of environmental sustainability. The mission of Nuestro Mundo to prepare students to be global citizens and stewards of our environment closely parallels Audubon's educational vision.

To better understand and cope with critical issues, such as climate change, habitat loss and species extinction we need a citizenry that is environmentally literate. It is especially important to educate young people, who will be tomorrow's leaders, to understand and devise sustainable solutions to increasingly complex environmental issues. Nuestro Mundo's commitment to interactive, project-based learning will help to inspire the creativity and problem-solving skills needed by these young people.

Environmental-based education can be easily woven into the fabric of school curriculum and community activities. It is interdisciplinary, and is proven to increase student achievement in math, science, reading, writing and social studies. It is hands-on, engages higher level thinking skills, and is relevant to students' everyday lives. Learning occurs in the field as well as the classroom. It develops awareness, increases knowledge, builds skills, and creates the capacity for stewardship and good citizenship.

Through environmental-based education, students gain an understanding of how their individual actions affect the environment, acquire skills that they can use to weigh various sides of issues, and become better equipped to make informed decisions. The ultimate outcome of environmental-based education is environmental literacy.

The Audubon Society of Rhode Island has been offering environmental education programs for nearly a century. Currently Audubon educators reach 22,000 students each year in Rhode Island and surrounding communities. Our educators currently work on a regular basis in Providence in collaboration with Providence After School Alliance, Providence Community Library, Children's Friend and other community organizations. Our education department would be very willing to work with Nuestro Mundo to support and enhance their curriculum with our programming, professional development, resources and science expertise.

We hope that you will consider Nuestro Mundo application to become a public charter school positively.

Sincerely,

  
Lawrence J. F. Taft,  
Executive Director



September 24<sup>th</sup>, 2020

Rhode Island Department of Education  
255 Westminister Street  
Providence, RI 02903

To Whom It May Concern:

Thrive Outside would like to express its support for the Nuestro Mundo Charter School application.

Thrive Outside's mission to help our youth thrive through outdoor learning and nature play aligns with Nuestro Mundo's vision to provide authentic and natural learning experiences for students. The school's mission to create global citizens and stewards of the environment should be a goal for all students.

Thrive Outside supports schools by designing and implementing outdoor learning environments, teacher practices, curriculum enhancements, nature play spaces, and programs. Our organization has already begun to partner with Nuestro Mundo to help them envision an outdoor learning space and curriculum. All students deserve to access environments where they learn best and Nuestro Mundo is committed to making this happen via providing multiple opportunities for students to get outdoors and into the community. We look forward to supporting them to bring this goal to fruition.

All my best,

A handwritten signature in black ink that reads "Shannon Rozea".

Shannon Rozea  
Director & Landscape Architect

19 Sunnyside Ave., Bristol, RI 02809 • 914-924-0800  
contact@thriveoutside.info • www.thriveoutside.info

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Helping our youth **thrive** through outdoor learning and nature play.

THRIVE OUTSIDE IS A 501 (C)(3) NONPROFIT ORGANIZATION.

# Return of Organization Exempt From Income Tax

OMB No. 1545-0047

Form **990**

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

**2017**

Department of the Treasury  
Internal Revenue Service

▶ Do not enter Social Security numbers on this form as it may be made public.  
▶ Information about Form 990 and its instructions is at [www.irs.gov/form990](http://www.irs.gov/form990).

**Open to Public Inspection**

**A** For the **2017** calendar year, or tax year beginning **07/01, 2017**, and ending **06/30, 2018**

<b>B</b> Check if applicable:  <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	<b>C</b> Name of organization PROVIDENCE COLLEGE			<b>D</b> Employer identification number 05-0258932	
	Doing Business As			<b>E</b> Telephone number (401) 865-1000	
	Number and street (or P.O. box if mail is not delivered to street address) Room/suite ONE CUNNINGHAM SQUARE				
	City or town, state or province, country, and ZIP or foreign postal code PROVIDENCE, RI 02918			<b>G</b> Gross receipts \$ 424,978,100.	
<b>F</b> Name and address of principal officer: REV. BRIAN J. SHANLEY, OP ONE CUNNINGHAM SQUARE PROVIDENCE, RI 02918			<b>H(a)</b> Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>H(b)</b> Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions)		
<b>I</b> Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) ( ) ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527			<b>H(c)</b> Group exemption number ▶		
<b>J</b> Website: ▶ WWW.PROVIDENCE.EDU					
<b>K</b> Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶			<b>L</b> Year of formation: 1917 <b>M</b> State of legal domicile: RI		

**Part I Summary**

<b>Activities &amp; Governance</b>	1	Briefly describe the organization's mission or most significant activities: PROVIDENCE COLLEGE IS A CATHOLIC, DOMINICAN, LIBERAL ARTS INSTITUTION OF HIGHER EDUCATION AND A COMMUNITY COMMITTED TO ACADEMIC EXCELLENCE.		
	2	Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	3	Number of voting members of the governing body (Part VI, line 1a)	<b>3</b>	39.
	4	Number of independent voting members of the governing body (Part VI, line 1b)	<b>4</b>	35.
	5	Total number of individuals employed in calendar year 2017 (Part V, line 2a)	<b>5</b>	3,025.
	6	Total number of volunteers (estimate if necessary)	<b>6</b>	41.
	7a	Total unrelated business revenue from Part VIII, column (C), line 12	<b>7a</b>	300,191.
7b	Net unrelated business taxable income from Form 990-T, line 34	<b>7b</b>	-108,383.	
<b>Revenue</b>			<b>Prior Year</b>	<b>Current Year</b>
	8	Contributions and grants (Part VIII, line 1h)	21,127,413.	17,878,764.
	9	Program service revenue (Part VIII, line 2g)	247,256,341.	257,881,051.
	10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	14,528,347.	24,885,292.
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	4,062,991.	4,218,522.
	12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	286,975,092.	304,863,629.
<b>Expenses</b>	13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	72,572,683.	75,312,411.
	14	Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	103,857,240.	108,213,399.
	16a	Professional fundraising fees (Part IX, column (A), line 11e)	229,724.	114,382.
	16b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 5,584,386.		
	17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	89,279,632.	92,795,142.
	18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	265,939,279.	276,435,334.
19	Revenue less expenses. Subtract line 18 from line 12	21,035,813.	28,428,295.	
<b>Net Assets or Fund Balances</b>			<b>Beginning of Current Year</b>	<b>End of Year</b>
	20	Total assets (Part X, line 16)	731,903,393.	745,242,649.
	21	Total liabilities (Part X, line 26)	204,154,642.	200,904,104.
22	Net assets or fund balances. Subtract line 21 from line 20	527,748,751.	544,338,545.	

COPY FOR PUBLIC INSPECTION

**Part II Signature Block**

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

<b>Sign Here</b>	▶ Signature of officer	Date			
	▶ JOHN M SWEENEY Type or print name and title	SR VP FINANCE/CFO			
<b>Paid Preparer Use Only</b>	Print/Type preparer's name	Preparer's signature	Date	Check <input type="checkbox"/> if self-employed	PTIN
	JACOB K JOHNSON	<i>Jacob Johnson</i>	05/09/2019		P01763226
	Firm's name ▶ KPMG LLP	Firm's EIN ▶ 13-5565207		Phone no. 617-988-1000	
Firm's address ▶ 60 SOUTH STREET BOSTON, MA 02111					

May the IRS discuss this return with the preparer shown above? (see instructions)  Yes  No

For Paperwork Reduction Act Notice, see the separate instructions.

Form **990** (2017)

**Part III** Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III  Yes  No

**1** Briefly describe the organization's mission:

PROVIDENCE COLLEGE IS A CATHOLIC, DOMINICAN, LIBERAL ARTS INSTITUTION OF HIGHER EDUCATION AND A COMMUNITY COMMITTED TO ACADEMIC EXCELLENCE IN PURSUIT OF THE TRUTH, GROWTH IN VIRTUE, AND SERVICE OF GOD AND NEIGHBOR, SEE SCHEDULE O.

**2** Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ?  Yes  No  
If "Yes," describe these new services on Schedule O.

**3** Did the organization cease conducting, or make significant changes in how it conducts, any program services?  Yes  No  
If "Yes," describe these changes on Schedule O.

**4** Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

**4a** (Code: ) (Expenses \$ 229,586,961. including grants of \$ 75,312,411. ) (Revenue \$ 259,926,750. )  
ATTACHMENT 1

**4b** (Code: ) (Expenses \$ including grants of \$ ) (Revenue \$ )

**4c** (Code: ) (Expenses \$ including grants of \$ ) (Revenue \$ )

**4d** Other program services (Describe in Schedule O.)  
(Expenses \$ including grants of \$ ) (Revenue \$ )

**4e** Total program service expenses ▶ 229,586,961.

**Part IV Checklist of Required Schedules**

	Yes	No
<b>1</b> Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A.</i> . . . . .	X	
<b>2</b> Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> (see instructions)? . . . . .	X	
<b>3</b> Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I.</i> . . . . .		X
<b>4</b> <b>Section 501(c)(3) organizations.</b> Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II.</i> . . . . .	X	
<b>5</b> Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III.</i> . . . . .		X
<b>6</b> Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I.</i> . . . . .		X
<b>7</b> Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II.</i> . . . . .		X
<b>8</b> Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III.</i> . . . . .		X
<b>9</b> Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV.</i> . . . . .		X
<b>10</b> Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V.</i> . . . . .	X	
<b>11</b> If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
<b>a</b> Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI.</i> . . . . .	X	
<b>b</b> Did the organization report an amount for investments-other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII.</i> . . . . .	X	
<b>c</b> Did the organization report an amount for investments-program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII.</i> . . . . .		X
<b>d</b> Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX.</i> . . . . .		X
<b>e</b> Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X.</i> . . . . .	X	
<b>f</b> Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X.</i> . . . . .	X	
<b>12a</b> Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII.</i> . . . . .	X	
<b>b</b> Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional.</i> . . . . .		X
<b>13</b> Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E.</i> . . . . .	X	
<b>14a</b> Did the organization maintain an office, employees, or agents outside of the United States? . . . . .		X
<b>b</b> Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV.</i> . . . . .	X	
<b>15</b> Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV.</i> . . . . .		X
<b>16</b> Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV.</i> . . . . .		X
<b>17</b> Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i> (see instructions). . . . .	X	
<b>18</b> Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II.</i> . . . . .	X	
<b>19</b> Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III.</i> . . . . .		X

**Part IV Checklist of Required Schedules (continued)**

	Yes	No
<b>20a</b> Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H.</i> . . . . .		X
<b>b</b> If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return? . . . . .		
<b>21</b> Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II.</i> . . . . .	X	
<b>22</b> Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III.</i> . . . . .	X	
<b>23</b> Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J.</i> . . . . .	X	
<b>24a</b> Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a.</i> . . . . .	X	
<b>b</b> Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception? . . . . .		X
<b>c</b> Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds? . . . . .		X
<b>d</b> Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year? . . . . .		X
<b>25a</b> <b>Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.</b> Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I.</i> . . . . .		X
<b>b</b> Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I.</i> . . . . .		X
<b>26</b> Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If "Yes," complete Schedule L, Part II.</i> . . . . .	X	
<b>27</b> Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III.</i> . . . . .	X	
<b>28</b> Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
<b>a</b> A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV.</i> . . . . .		X
<b>b</b> A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV.</i> . . . . .	X	
<b>c</b> An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV.</i> . . . . .		X
<b>29</b> Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M.</i> . . . . .	X	
<b>30</b> Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M.</i> . . . . .		X
<b>31</b> Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I.</i> . . . . .		X
<b>32</b> Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II.</i> . . . . .		X
<b>33</b> Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I.</i> . . . . .		X
<b>34</b> Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1.</i> . . . . .	X	
<b>35a</b> Did the organization have a controlled entity within the meaning of section 512(b)(13)? . . . . .	X	
<b>b</b> If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2.</i> . . . . .	X	
<b>36</b> <b>Section 501(c)(3) organizations.</b> Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2.</i> . . . . .		X
<b>37</b> Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI.</i> . . . . .		X
<b>38</b> Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? <b>Note.</b> All Form 990 filers are required to complete Schedule O.	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

Table with columns for line numbers (1a-14b), descriptions, and Yes/No checkboxes. Includes entries for Form 1096, Form W-2G, Form W-3, Form 990-T, Form 8886-T, Form 8282, Form 8899, Form 1098-C, Form 4966, Form 720, and Form 702.

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI [X]

Section A. Governing Body and Management

Table with 3 columns: Question, Yes, No. Rows include 1a (39), 1b (35), 2, 3, 4, 5, 6, 7a, 7b, 8a, 8b, 9.

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

Table with 3 columns: Question, Yes, No. Rows include 10a, 10b, 11a, 11b, 12a, 12b, 12c, 13, 14, 15a, 15b, 16a, 16b.

Section C. Disclosure

- 17 List the states with which a copy of this Form 990 is required to be filed
18 Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection.
19 Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
20 State the name, address, and telephone number of the person who possesses the organization's books and records:

JOHN SWEENEY, SVP FINANCE/CFO ONE CUNNINGHAM SQUARE PROVIDENCE, RI 02918 401-865-2281

**Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors**

Check if Schedule O contains a response or note to any line in this Part VII.

**Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees**

**1a** Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) REVEREND BRIAN J SHANLEY OP PRESIDENT & TRUSTEE	40.00 0.	X		X				0.	0.	58,066.
(2) REVEREND KENNETH R SICARD OP TREASURER & TRUSTEE	40.00 0.	X		X				0.	0.	47,824.
(3) DAVID J ALDRICH TRUSTEE	2.00 0.	X						0.	0.	0.
(4) KARL W ANDERSON TRUSTEE	2.00 0.	X						0.	0.	0.
(5) J PETER BENZIE TRUSTEE	2.00 0.	X						0.	0.	0.
(6) DUANE M BOULIGNY TRUSTEE	2.00 0.	X						0.	0.	0.
(7) DORIS BURKE TRUSTEE (AS OF JULY 2017)	2.00 0.	X						0.	0.	0.
(8) JOSEPH M CALABRIA, JR. TRUSTEE (AS OF JULY 2017)	2.00 0.	X						0.	0.	0.
(9) JOHN A CERVIONE TRUSTEE	2.00 0.	X						0.	0.	0.
(10) ROBERT J CLARK TRUSTEE	2.00 0.	X						0.	0.	0.
(11) SANDRA L COLETTA TRUSTEE	2.00 0.	X						0.	0.	0.
(12) THOMAS P CORCORAN TRUSTEE	2.00 0.	X						0.	0.	0.
(13) REVEREND JAMES CUDDY OP BOARD SECRETARY	2.00 0.	X						0.	0.	0.
(14) SHARON T DRISCOLL TRUSTEE	2.00 0.	X						0.	0.	0.

**Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees** (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
( 15) COLLEEN M DUFFY TRUSTEE	2.00 0.	X					0.	0.	0.	
( 16) SUSAN M ESPER AUDIT COMMITTEE CHAIR	2.00 0.	X					0.	0.	0.	
( 17) HENRY C FOLEY TRUSTEE	2.00 0.	X					0.	0.	0.	
( 18) PAUL R GALIETTO TRUSTEE	2.00 0.	X					0.	0.	0.	
( 19) ROBERT T GORMAN TRUSTEE	2.00 0.	X					0.	0.	0.	
( 20) RICHARD E GOTHAM TRUSTEE	2.00 0.	X					0.	0.	0.	
( 21) FR. ANDREW HOFER OP TRUSTEE	2.00 0.	X					0.	0.	0.	
( 22) MICHAEL J JOYCE TRUSTEE	2.00 0.	X					0.	0.	0.	
( 23) HEIDI M KENNY TRUSTEE	2.00 0.	X					0.	0.	0.	
( 24) JOHN F KILLIAN BOARD CHAIR	4.00 0.	X					0.	0.	0.	
( 25) DOUGLAS A KINGSLEY TRUSTEE	2.00 0.	X					0.	0.	0.	
<b>1b Sub-total</b>							0.	0.	105,890.	
<b>c Total from continuation sheets to Part VII, Section A</b>							5,799,565.	0.	753,486.	
<b>d Total (add lines 1b and 1c)</b>							5,799,565.	0.	859,376.	

**2** Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization **▶** 186

	Yes	No
<b>3</b> Did the organization list any <b>former</b> officer, director, or trustee, key employee, or highest compensated employee on line 1a? <i>If "Yes," complete Schedule J for such individual</i> . . . . .		X
<b>4</b> For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If "Yes," complete Schedule J for such individual</i> . . . . .	X	
<b>5</b> Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If "Yes," complete Schedule J for such person</i> . . . . .		X

**Section B. Independent Contractors**

**1** Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
ATTACHMENT 2		

**2** Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 in compensation from the organization **▶** 62

**Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees** (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
( 26) REV. JOHN A LANGLOIS OP TRUSTEE	2.00 0.	X					0.	0.	0.	
( 27) DENNIS J LANGWELL TRUSTEE	2.00 0.	X					0.	0.	0.	
( 28) HONORABLE WILLIAM C LEARY TRUSTEE	2.00 0.	X					0.	0.	0.	
( 29) V. REV. KENNETH R LETOILLE, OP TRUSTEE	2.00 0.	X					0.	0.	0.	
( 30) MEG MCCARTHY TRUSTEE	2.00 0.	X					0.	0.	0.	
( 31) JOHN G O'HURLEY TRUSTEE	2.00 0.	X					0.	0.	0.	
( 32) ANDRE E OWENS ESQ. TRUSTEE	2.00 0.	X					0.	0.	0.	
( 33) ROBERT J PALMISANO TRUSTEE	2.00 0.	X					0.	0.	0.	
( 34) KEVIN C PHELAN TRUSTEE	2.00 0.	X					0.	0.	0.	
( 35) JOHN J POWERS TRUSTEE	2.00 0.	X					0.	0.	0.	
( 36) KEVIN P QUIRK TRUSTEE	2.00 0.	X					0.	0.	0.	
<b>1b Sub-total</b>										
<b>c Total from continuation sheets to Part VII, Section A</b>										
<b>d Total (add lines 1b and 1c)</b>										

**2** Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization **▶** 186

	Yes	No
<b>3</b> Did the organization list any former officer, director, or trustee, key employee, or highest compensated employee on line 1a? If "Yes," complete Schedule J for such individual		X
<b>4</b> For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? If "Yes," complete Schedule J for such individual	X	
<b>5</b> Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? If "Yes," complete Schedule J for such person		X

**Section B. Independent Contractors**

**1** Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation

**2** Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 in compensation from the organization **▶**

**Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees** (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
( 37) CHRISTOPHER K REILLY BOARD VICE CHAIR	3.00 0.	X					0.	0.	0.	
( 38) PETER Q THOMPSON TRUSTEE	2.00 0.	X					0.	0.	0.	
( 39) MOST REV THOMAS J TOBIN, D.D. TRUSTEE	2.00 0.	X					0.	0.	0.	
( 40) GREGORY WALDRON SR VP INSTIT. ADVANCEMENT	40.00 0.			X			466,308.	0.	53,727.	
( 41) JOHN SWEENEY SR VP FINANCE & BUSINESS/CFO	40.00 0.			X			317,960.	0.	100,102.	
( 42) HUGH LENA SR VP ACADEMIC AFFAIRS/PROVOS	40.00 0.			X			320,286.	0.	46,018.	
( 43) KRISTINE GOODWIN VP STUDENT AFFAIRS	40.00 0.			X			297,345.	0.	49,997.	
( 44) MARIFRANCES MCGINN VP & GENERAL COUNSEL	40.00 0.			X			260,160.	0.	46,377.	
( 45) REV. R. GABRIEL PIVARNIK OP VP MISSION & MINISTRY	40.00 0.			X			0.	0.	22,962.	
( 46) EDWARD COOLEY MENS BASKETBALL COACH	40.00 0.					X	2,580,722.	0.	160,610.	
( 47) NATHAN LEAMAN HOCKEY COACH	40.00 0.					X	491,671.	0.	81,191.	
<b>1b Sub-total</b> . . . . .										
<b>c Total from continuation sheets to Part VII, Section A</b> . . . . .										
<b>d Total (add lines 1b and 1c)</b> . . . . .										

**2** Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization **▶** 186

	Yes	No
<b>3</b> Did the organization list any <b>former</b> officer, director, or trustee, key employee, or highest compensated employee on line 1a? <i>If "Yes," complete Schedule J for such individual</i> . . . . .		X
<b>4</b> For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If "Yes," complete Schedule J for such individual</i> . . . . .	X	
<b>5</b> Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If "Yes," complete Schedule J for such person</i> . . . . .		X

**Section B. Independent Contractors**

**1** Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation

**2** Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 in compensation from the organization **▶**



**Part VIII Statement of Revenue**

Check if Schedule O contains a response or note to any line in this Part VIII.

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514		
<b>Contributions, Gifts, Grants and Other Similar Amounts</b>	<b>1a</b> Federated campaigns . . . . .	<b>1a</b>							
	<b>b</b> Membership dues . . . . .	<b>1b</b>							
	<b>c</b> Fundraising events . . . . .	<b>1c</b>	578,290.						
	<b>d</b> Related organizations . . . . .	<b>1d</b>							
	<b>e</b> Government grants (contributions) . . . . .	<b>1e</b>	2,674,672.						
	<b>f</b> All other contributions, gifts, grants, and similar amounts not included above . . . . .	<b>1f</b>	14,625,802.						
	<b>g</b> Noncash contributions included in lines 1a-1f: \$ . . . . .		1,298,212.						
	<b>h Total.</b> Add lines 1a-1f . . . . . ▶			17,878,764.					
<b>Program Service Revenue</b>				<b>Business Code</b>					
	<b>2a</b> TUITION & FEES		611600	203,153,384.	203,153,384.				
	<b>b</b> ROOM REVENUE		721000	29,862,639.	29,862,639.				
	<b>c</b> BOARD REVENUE		721000	16,888,310.	16,888,310.				
	<b>d</b> ATHLETICS REVENUE		900099	7,941,103.	7,941,103.				
	<b>e</b> AUXILIARY REVENUE		721000	35,615.	35,615.				
	<b>f</b> All other program service revenue . . . . .								
<b>g Total.</b> Add lines 2a-2f . . . . . ▶			257,881,051.						
<b>Other Revenue</b>	<b>3</b> Investment income (including dividends, interest, and other similar amounts). . . . . ▶			3,320,630.		-47,842.	3,368,472.		
	<b>4</b> Income from investment of tax-exempt bond proceeds . . . . . ▶			0.					
	<b>5</b> Royalties . . . . . ▶			542,000.			542,000.		
	<b>6a</b> Gross rents . . . . .		(i) Real						
		<b>b</b> Less: rental expenses . . . . .		(ii) Personal					
			<b>c</b> Rental income or (loss) . . . . .						
			<b>d</b> Net rental income or (loss) . . . . . ▶			0.			
	<b>7a</b> Gross amount from sales of assets other than inventory		(i) Securities						
			(ii) Other						
		<b>b</b> Less: cost or other basis and sales expenses . . . . .							
		<b>c</b> Gain or (loss) . . . . .							
	<b>d</b> Net gain or (loss) . . . . . ▶				21,564,662.		21,564,662.		
	<b>8a</b> Gross income from fundraising events (not including \$ 578,290. of contributions reported on line 1c). See Part IV, line 18 . . . . . <b>a</b>								
		<b>b</b> Less: direct expenses . . . . . <b>b</b>							
		<b>c</b> Net income or (loss) from fundraising events . . . . . ▶							
<b>9a</b> Gross income from gaming activities. See Part IV, line 19 . . . . . <b>a</b>									
	<b>b</b> Less: direct expenses . . . . . <b>b</b>								
	<b>c</b> Net income or (loss) from gaming activities . . . . . ▶								
<b>10a</b> Gross sales of inventory, less returns and allowances . . . . . <b>a</b>									
	<b>b</b> Less: cost of goods sold . . . . . <b>b</b>								
	<b>c</b> Net income or (loss) from sales of inventory . . . . . ▶								
<b>Miscellaneous Revenue</b>			<b>Business Code</b>						
<b>11a</b> COMMISSIONS		900099	734,781.			734,781.			
<b>b</b> PACT PROGRAM		900099	542,293.	542,293.					
<b>c</b> SCHNEIDER ARENA RENTALS		900099	348,033.		348,033.				
<b>d</b> All other revenue . . . . .		900099	2,189,675.	1,503,406.		686,269.			
<b>e Total.</b> Add lines 11a-11d . . . . . ▶				3,814,782.					
<b>12 Total revenue.</b> See instructions. . . . . ▶				304,863,629.	259,926,750.	300,191.	26,757,924.		

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.

Table with 5 columns: (A) Total expenses, (B) Program service expenses, (C) Management and general expenses, (D) Fundraising expenses. Rows include categories like Grants, Salaries, Pension, Advertising, etc.

**Part X Balance Sheet**

Check if Schedule O contains a response or note to any line in this Part X.

		(A) Beginning of year		(B) End of year
<b>Assets</b>	<b>1</b> Cash - non-interest-bearing . . . . .	14,821,506.	<b>1</b>	14,725,832.
	<b>2</b> Savings and temporary cash investments . . . . .	0.	<b>2</b>	0.
	<b>3</b> Pledges and grants receivable, net . . . . .	18,437,577.	<b>3</b>	15,490,218.
	<b>4</b> Accounts receivable, net . . . . .	8,915,995.	<b>4</b>	8,841,487.
	<b>5</b> Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L . . . . .	48,571.	<b>5</b>	37,143.
	<b>6</b> Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions). Complete Part II of Schedule L . . . . .	0.	<b>6</b>	0.
	<b>7</b> Notes and loans receivable, net . . . . .	0.	<b>7</b>	0.
	<b>8</b> Inventories for sale or use . . . . .	0.	<b>8</b>	0.
	<b>9</b> Prepaid expenses and deferred charges . . . . .	1,821,283.	<b>9</b>	1,472,322.
	<b>10a</b> Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	<b>10a</b> 756,112,913.		
	<b>b</b> Less: accumulated depreciation . . . . .	<b>10b</b> 298,525,849.		
		414,070,571.	<b>10c</b>	457,587,064.
	<b>11</b> Investments - publicly traded securities . . . . .	130,117,011.	<b>11</b>	156,509,702.
	<b>12</b> Investments - other securities. See Part IV, line 11 . . . . .	139,224,768.	<b>12</b>	86,065,452.
	<b>13</b> Investments - program-related. See Part IV, line 11 . . . . .	0.	<b>13</b>	0.
	<b>14</b> Intangible assets . . . . .	0.	<b>14</b>	0.
<b>15</b> Other assets. See Part IV, line 11 . . . . .	4,446,111.	<b>15</b>	4,513,429.	
<b>16 Total assets.</b> Add lines 1 through 15 (must equal line 34) . . . . .	731,903,393.	<b>16</b>	745,242,649.	
<b>Liabilities</b>	<b>17</b> Accounts payable and accrued expenses . . . . .	18,851,938.	<b>17</b>	22,919,990.
	<b>18</b> Grants payable . . . . .	0.	<b>18</b>	0.
	<b>19</b> Deferred revenue . . . . .	10,152,485.	<b>19</b>	10,459,202.
	<b>20</b> Tax-exempt bond liabilities . . . . .	166,644,229.	<b>20</b>	159,467,299.
	<b>21</b> Escrow or custodial account liability. Complete Part IV of Schedule D . . . . .	0.	<b>21</b>	0.
	<b>22</b> Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L . . . . .	0.	<b>22</b>	0.
	<b>23</b> Secured mortgages and notes payable to unrelated third parties . . . . .	1,579,225.	<b>23</b>	1,263,380.
	<b>24</b> Unsecured notes and loans payable to unrelated third parties . . . . .	0.	<b>24</b>	0.
	<b>25</b> Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D . . . . .	6,926,765.	<b>25</b>	6,794,233.
	<b>26 Total liabilities.</b> Add lines 17 through 25 . . . . .	204,154,642.	<b>26</b>	200,904,104.
<b>Net Assets or Fund Balances</b>	<b>Organizations that follow SFAS 117 (ASC 958), check here</b> <input checked="" type="checkbox"/> <b>and complete lines 27 through 29, and lines 33 and 34.</b>			
	<b>27</b> Unrestricted net assets . . . . .	343,000,091.	<b>27</b>	355,307,224.
	<b>28</b> Temporarily restricted net assets . . . . .	88,819,302.	<b>28</b>	89,319,343.
	<b>29</b> Permanently restricted net assets . . . . .	95,929,358.	<b>29</b>	99,711,978.
	<b>Organizations that do not follow SFAS 117 (ASC 958), check here</b> <input type="checkbox"/> <b>and complete lines 30 through 34.</b>			
	<b>30</b> Capital stock or trust principal, or current funds . . . . .		<b>30</b>	
	<b>31</b> Paid-in or capital surplus, or land, building, or equipment fund . . . . .		<b>31</b>	
	<b>32</b> Retained earnings, endowment, accumulated income, or other funds . . . . .		<b>32</b>	
	<b>33</b> Total net assets or fund balances . . . . .	527,748,751.	<b>33</b>	544,338,545.
	<b>34</b> Total liabilities and net assets/fund balances . . . . .	731,903,393.	<b>34</b>	745,242,649.

**Part XI Reconciliation of Net Assets**

Check if Schedule O contains a response or note to any line in this Part XI.

<b>1</b>	Total revenue (must equal Part VIII, column (A), line 12)	<b>1</b>	304,863,629.
<b>2</b>	Total expenses (must equal Part IX, column (A), line 25)	<b>2</b>	276,435,334.
<b>3</b>	Revenue less expenses. Subtract line 2 from line 1	<b>3</b>	28,428,295.
<b>4</b>	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	<b>4</b>	527,748,751.
<b>5</b>	Net unrealized gains (losses) on investments	<b>5</b>	-11,597,593.
<b>6</b>	Donated services and use of facilities	<b>6</b>	0.
<b>7</b>	Investment expenses	<b>7</b>	0.
<b>8</b>	Prior period adjustments	<b>8</b>	0.
<b>9</b>	Other changes in net assets or fund balances (explain in Schedule O)	<b>9</b>	-240,908.
<b>10</b>	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	<b>10</b>	544,338,545.

**Part XII Financial Statements and Reporting**

Check if Schedule O contains a response or note to any line in this Part XII.

- 1** Accounting method used to prepare the Form 990:  Cash  Accrual  Other \_\_\_\_\_  
If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.
- 2a** Were the organization's financial statements compiled or reviewed by an independent accountant? . . . . .  
If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both:  
 Separate basis  Consolidated basis  Both consolidated and separate basis
- b** Were the organization's financial statements audited by an independent accountant? . . . . .  
If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both:  
 Separate basis  Consolidated basis  Both consolidated and separate basis
- c** If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.
- 3a** As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133? . . . . .
- b** If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits.

	Yes	No
<b>2a</b>		X
<b>2b</b>	X	
<b>2c</b>	X	
<b>3a</b>	X	
<b>3b</b>	X	

Form **990** (2017)

**SCHEDULE A**  
**(Form 990 or 990-EZ)**

**Public Charity Status and Public Support**

OMB No. 1545-0047

**2017**

**Open to Public Inspection**

Department of the Treasury  
Internal Revenue Service

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ.

▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information.

Name of the organization

PROVIDENCE COLLEGE

Employer identification number

05-0258932

**Part I Reason for Public Charity Status** (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

- 1  A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i)**.
- 2  A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E (Form 990 or 990-EZ).)
- 3  A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**.
- 4  A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state: \_\_\_\_\_
- 5  An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II.)
- 6  A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7  An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 8  A community trust described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 9  An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: \_\_\_\_\_
- 10  An organization that normally receives: (1) more than 33 1/3 % of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3 % of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2)**. (Complete Part III.)
- 11  An organization organized and operated exclusively to test for public safety. See **section 509(a)(4)**.
- 12  An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3)**.  
Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.
  - a  **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
  - b  **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
  - c  **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
  - d  **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
  - e  Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
  - f Enter the number of supported organizations. . . . .

g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
(A)						
(B)						
(C)						
(D)						
(E)						
<b>Total</b>						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)
(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Table with 7 columns: (a) 2013, (b) 2014, (c) 2015, (d) 2016, (e) 2017, (f) Total. Rows include: 1 Gifts, grants, contributions, and membership fees received; 2 Tax revenues levied for the organization's benefit; 3 The value of services or facilities furnished by a governmental unit; 4 Total; 5 The portion of total contributions by each person; 6 Public support.

Section B. Total Support

Table with 7 columns: (a) 2013, (b) 2014, (c) 2015, (d) 2016, (e) 2017, (f) Total. Rows include: 7 Amounts from line 4; 8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources; 9 Net income from unrelated business activities; 10 Other income; 11 Total support; 12 Gross receipts from related activities; 13 First five years.

Section C. Computation of Public Support Percentage

Table with 2 columns: Line number, Percentage. Rows include: 14 Public support percentage for 2017 (71.15%); 15 Public support percentage from 2016 Schedule A, Part II, line 14 (71.79%); 16a 33 1/3% support test - 2017 (checked); 16b 33 1/3% support test - 2016; 17a 10%-facts-and-circumstances test - 2017; 17b 10%-facts-and-circumstances test - 2016; 18 Private foundation.

**Part III Support Schedule for Organizations Described in Section 509(a)(2)**  
 (Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II.  
 If the organization fails to qualify under the tests listed below, please complete Part II.)

**Section A. Public Support**

Calendar year (or fiscal year beginning in) ►	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
<b>1</b> Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
<b>2</b> Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose . . . . .						
<b>3</b> Gross receipts from activities that are not an unrelated trade or business under section 513 . . . . .						
<b>4</b> Tax revenues levied for the organization's benefit and either paid to or expended on its behalf . . . . .						
<b>5</b> The value of services or facilities furnished by a governmental unit to the organization without charge . . . . .						
<b>6 Total.</b> Add lines 1 through 5 . . . . .						
<b>7a</b> Amounts included on lines 1, 2, and 3 received from disqualified persons . . . . .						
<b>b</b> Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year . . . . .						
<b>c</b> Add lines 7a and 7b. . . . .						
<b>8 Public support.</b> (Subtract line 7c from line 6.) . . . . .						

**Section B. Total Support**

Calendar year (or fiscal year beginning in) ►	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
<b>9</b> Amounts from line 6. . . . .						
<b>10a</b> Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources . . . . .						
<b>b</b> Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975 . . . . .						
<b>c</b> Add lines 10a and 10b . . . . .						
<b>11</b> Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on. . . . .						
<b>12</b> Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.) . . . . .						
<b>13 Total support.</b> (Add lines 9, 10c, 11, and 12.) . . . . .						

**14 First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** . . . . .

**Section C. Computation of Public Support Percentage**

<b>15</b> Public support percentage for 2017 (line 8, column (f) divided by line 13, column (f)). . . . .	<b>15</b>	%
<b>16</b> Public support percentage from 2016 Schedule A, Part III, line 15 . . . . .	<b>16</b>	%

**Section D. Computation of Investment Income Percentage**

<b>17</b> Investment income percentage for <b>2017</b> (line 10c, column (f) divided by line 13, column (f)) . . . . .	<b>17</b>	%
<b>18</b> Investment income percentage from <b>2016</b> Schedule A, Part III, line 17 . . . . .	<b>18</b>	%

**19a 33 1/3% support tests - 2017.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization .

**b 33 1/3% support tests - 2016.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ►

**20 Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ►

**Part IV Supporting Organizations**

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

**Section A. All Supporting Organizations**

	Yes	No
<b>1</b> Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
<b>2</b> Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
<b>3a</b> Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
<b>b</b> Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
<b>c</b> Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
<b>4a</b> Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked 12a or 12b in Part I, answer (b) and (c) below.</i>		
<b>b</b> Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
<b>c</b> Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
<b>5a</b> Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
<b>b Type I or Type II only.</b> Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
<b>c Substitutions only.</b> Was the substitution the result of an event beyond the organization's control?		
<b>6</b> Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
<b>7</b> Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
<b>8</b> Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
<b>9a</b> Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
<b>b</b> Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
<b>c</b> Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
<b>10a</b> Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer 10b below.</i>		
<b>b</b> Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

**Part IV Supporting Organizations** (continued)

	Yes	No
<b>11</b> Has the organization accepted a gift or contribution from any of the following persons?		
<b>a</b> A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?	<b>11 a</b>	
<b>b</b> A family member of a person described in (a) above?	<b>11 b</b>	
<b>c</b> A 35% controlled entity of a person described in (a) or (b) above? <i>If "Yes" to a, b, or c, provide detail in Part VI.</i>	<b>11 c</b>	

**Section B. Type I Supporting Organizations**

	Yes	No
<b>1</b> Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? <i>If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.</i>	<b>1</b>	
<b>2</b> Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? <i>If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.</i>	<b>2</b>	

**Section C. Type II Supporting Organizations**

	Yes	No
<b>1</b> Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? <i>If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).</i>	<b>1</b>	

**Section D. All Type III Supporting Organizations**

	Yes	No
<b>1</b> Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	<b>1</b>	
<b>2</b> Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? <i>If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).</i>	<b>2</b>	
<b>3</b> By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? <i>If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.</i>	<b>3</b>	

**Section E. Type III Functionally Integrated Supporting Organizations**

<b>1</b> Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).			
<b>a</b> <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.			
<b>b</b> <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.			
<b>c</b> <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).			
<b>2</b> Activities Test. Answer (a) and (b) below.		Yes	No
<b>a</b> Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? <i>If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.</i>	<b>2a</b>		
<b>b</b> Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? <i>If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.</i>	<b>2b</b>		
<b>3</b> Parent of Supported Organizations. Answer (a) and (b) below.			
<b>a</b> Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? <i>Provide details in Part VI.</i>	<b>3a</b>		
<b>b</b> Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? <i>If "Yes," describe in Part VI the role played by the organization in this regard.</i>	<b>3b</b>		

**Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations**

**1**  Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

<b>Section A - Adjusted Net Income</b>		(A) Prior Year	(B) Current Year (optional)
<b>1</b> Net short-term capital gain	<b>1</b>		
<b>2</b> Recoveries of prior-year distributions	<b>2</b>		
<b>3</b> Other gross income (see instructions)	<b>3</b>		
<b>4</b> Add lines 1 through 3.	<b>4</b>		
<b>5</b> Depreciation and depletion	<b>5</b>		
<b>6</b> Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	<b>6</b>		
<b>7</b> Other expenses (see instructions)	<b>7</b>		
<b>8 Adjusted Net Income</b> (subtract lines 5, 6, and 7 from line 4).	<b>8</b>		

<b>Section B - Minimum Asset Amount</b>		(A) Prior Year	(B) Current Year (optional)
<b>1</b> Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
<b>a</b> Average monthly value of securities	<b>1a</b>		
<b>b</b> Average monthly cash balances	<b>1b</b>		
<b>c</b> Fair market value of other non-exempt-use assets	<b>1c</b>		
<b>d Total</b> (add lines 1a, 1b, and 1c)	<b>1d</b>		
<b>e Discount</b> claimed for blockage or other factors (explain in detail in <b>Part VI</b> ):			
<b>2</b> Acquisition indebtedness applicable to non-exempt-use assets	<b>2</b>		
<b>3</b> Subtract line 2 from line 1d.	<b>3</b>		
<b>4</b> Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	<b>4</b>		
<b>5</b> Net value of non-exempt-use assets (subtract line 4 from line 3)	<b>5</b>		
<b>6</b> Multiply line 5 by .035.	<b>6</b>		
<b>7</b> Recoveries of prior-year distributions	<b>7</b>		
<b>8 Minimum Asset Amount</b> (add line 7 to line 6)	<b>8</b>		

<b>Section C - Distributable Amount</b>			Current Year
<b>1</b> Adjusted net income for prior year (from Section A, line 8, Column A)	<b>1</b>		
<b>2</b> Enter 85% of line 1.	<b>2</b>		
<b>3</b> Minimum asset amount for prior year (from Section B, line 8, Column A)	<b>3</b>		
<b>4</b> Enter greater of line 2 or line 3.	<b>4</b>		
<b>5</b> Income tax imposed in prior year	<b>5</b>		
<b>6 Distributable Amount.</b> Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	<b>6</b>		

**7**  Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

**Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)**

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 <b>Total annual distributions.</b> Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2017 from Section C, line 6	
10 Line 8 amount divided by Line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2017	(iii) Distributable Amount for 2017
1 Distributable amount for 2017 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2017 (reasonable cause required-explain in Part VI). See instructions.			
3 Excess distributions carryover, if any, to 2017			
a			
b From 2013 . . . . .			
c From 2014 . . . . .			
d From 2015 . . . . .			
e From 2016 . . . . .			
f <b>Total</b> of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2017 distributable amount			
i Carryover from 2012 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2017 from Section D, line 7:                     \$			
a Applied to underdistributions of prior years			
b Applied to 2017 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2017, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI. See instructions.			
6 Remaining underdistributions for 2017. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI. See instructions.			
7 <b>Excess distributions carryover to 2018.</b> Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2013 . . . .			
b Excess from 2014 . . . .			
c Excess from 2015 . . . .			
d Excess from 2016 . . . .			
e Excess from 2017 . . . .			

**Part VI Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

ATTACHMENT 1

## SCHEDULE A, PART II - OTHER INCOME

DESCRIPTION	2013	2014	2015	2016	2017	TOTAL
COMMISSIONS	604,237.	695,522.	701,156.	821,447.	734,781.	3,557,143.
PACT PROGRAM	476,976.	490,852.	583,222.	558,136.	542,293.	2,651,479.
OTHER REVENUE	2,244,596.	2,222,454.	2,974,538.	2,091,812.	2,189,675.	11,723,075.
FUNDRAISING REVENUE	70,575.	73,073.	70,682.	259,698.	242,639.	716,667.
<b>TOTALS</b>	<u>3,396,384.</u>	<u>3,481,901.</u>	<u>4,329,598.</u>	<u>3,731,093.</u>	<u>3,709,388.</u>	<u>18,648,364.</u>

**Schedule of Contributors**

**2017**

▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.  
 ▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for the latest information.

<b>Name of the organization</b> PROVIDENCE COLLEGE	<b>Employer identification number</b> 05-0258932
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**Organization type** (check one):

**Filers of:**

**Section:**

- Form 990 or 990-EZ  501(c)(<sup>3</sup>) (enter number) organization
- 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation
- 527 political organization
- Form 990-PF  501(c)(3) exempt private foundation
- 4947(a)(1) nonexempt charitable trust treated as a private foundation
- 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

**Note:** Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

**General Rule**

- For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

**Special Rules**

- For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3 % support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of **(1)** \$5,000; or **(2)** 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.
- For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.
- For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year . . . . . ▶ \$ \_\_\_\_\_

**Caution:** An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

<b>Name of organization</b> PROVIDENCE COLLEGE	<b>Employer identification number</b> 05-0258932
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**Part I** **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	_____	\$ 771,240.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
2	_____	\$ 652,061.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
3	_____	\$ 453,774.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
4	_____	\$ 469,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
5	_____	\$ 535,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization PROVIDENCE COLLEGE

Employer identification number

05-0258932

**Part II** Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____

Name of organization PROVIDENCE COLLEGE

Employer identification number  
05-0258932

**Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor.** Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of *exclusively* religious, charitable, etc., contributions of **\$1,000 or less** for the year. (Enter this information once. See instructions.) ▶ \$ \_\_\_\_\_  
Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
_____	_____	_____	_____

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee
_____	_____
_____	_____

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
_____	_____	_____	_____

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee
_____	_____
_____	_____

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
_____	_____	_____	_____

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee
_____	_____
_____	_____

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
_____	_____	_____	_____

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee
_____	_____
_____	_____

**SCHEDULE C**  
**(Form 990 or 990-EZ)**

**Political Campaign and Lobbying Activities**

OMB No. 1545-0047

**2017**

**Open to Public Inspection**

**For Organizations Exempt From Income Tax Under section 501(c) and section 527**

Department of the Treasury  
Internal Revenue Service

▶ **Complete if the organization is described below.** ▶ **Attach to Form 990 or Form 990-EZ.**  
▶ **Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information.**

**If the organization answered "Yes," on Form 990, Part IV, line 3, or Form 990-EZ, Part V, line 46 (Political Campaign Activities), then**

- Section 501(c)(3) organizations: Complete Parts I-A and B. Do not complete Part I-C.
- Section 501(c) (other than section 501(c)(3)) organizations: Complete Parts I-A and C below. Do not complete Part I-B.
- Section 527 organizations: Complete Part I-A only.

**If the organization answered "Yes," on Form 990, Part IV, line 4, or Form 990-EZ, Part VI, line 47 (Lobbying Activities), then**

- Section 501(c)(3) organizations that have filed Form 5768 (election under section 501(h)): Complete Part II-A. Do not complete Part II-B.
- Section 501(c)(3) organizations that have NOT filed Form 5768 (election under section 501(h)): Complete Part II-B. Do not complete Part II-A.

**If the organization answered "Yes," on Form 990, Part IV, line 5 (Proxy Tax) (see separate instructions) or Form 990-EZ, Part V, line 35c (Proxy Tax) (see separate instructions), then**

- Section 501(c)(4), (5), or (6) organizations: Complete Part III.

Name of organization PROVIDENCE COLLEGE	Employer identification number 05-0258932
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**Part I-A Complete if the organization is exempt under section 501(c) or is a section 527 organization.**

- 1 Provide a description of the organization's direct and indirect political campaign activities in Part IV. (see instructions for definition of "political campaign activities")
- 2 Political campaign activity expenditures (see instructions) . . . . . ▶ \$ \_\_\_\_\_
- 3 Volunteer hours for political campaign activities (see instructions) . . . . .

**Part I-B Complete if the organization is exempt under section 501(c)(3).**

- 1 Enter the amount of any excise tax incurred by the organization under section 4955. . . . . ▶ \$ \_\_\_\_\_
- 2 Enter the amount of any excise tax incurred by organization managers under section 4955 . . . . . ▶ \$ \_\_\_\_\_
- 3 If the organization incurred a section 4955 tax, did it file Form 4720 for this year? . . . . .  Yes  No
- 4a Was a correction made? . . . . .  Yes  No
- b If "Yes," describe in Part IV.

**Part I-C Complete if the organization is exempt under section 501(c), except section 501(c)(3).**

- 1 Enter the amount directly expended by the filing organization for section 527 exempt function activities. . . . . ▶ \$ \_\_\_\_\_
- 2 Enter the amount of the filing organization's funds contributed to other organizations for section 527 exempt function activities . . . . . ▶ \$ \_\_\_\_\_
- 3 Total exempt function expenditures. Add lines 1 and 2. Enter here and on Form 1120-POL, line 17b . . . . . ▶ \$ \_\_\_\_\_
- 4 Did the filing organization file **Form 1120-POL** for this year? . . . . .  Yes  No
- 5 Enter the names, addresses and employer identification number (EIN) of all section 527 political organizations to which the filing organization made payments. For each organization listed, enter the amount paid from the filing organization's funds. Also enter the amount of political contributions received that were promptly and directly delivered to a separate political organization, such as a separate segregated fund or a political action committee (PAC). If additional space is needed, provide information in Part IV.

(a) Name	(b) Address	(c) EIN	(d) Amount paid from filing organization's funds. If none, enter -0-.	(e) Amount of political contributions received and promptly and directly delivered to a separate political organization. If none, enter -0-.
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				

For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule C (Form 990 or 990-EZ) 2017

**Part II-A Complete if the organization is exempt under section 501(c)(3) and filed Form 5768 (election under section 501(h)).**

**A** Check  if the filing organization belongs to an affiliated group (and list in Part IV each affiliated group member's name, address, EIN, expenses, and share of excess lobbying expenditures).

**B** Check  if the filing organization checked box A and "limited control" provisions apply.

<b>Limits on Lobbying Expenditures</b> (The term "expenditures" means amounts paid or incurred.)		(a) Filing organization's totals	(b) Affiliated group totals
<b>1a</b> Total lobbying expenditures to influence public opinion (grass roots lobbying) . . . . .			
<b>b</b> Total lobbying expenditures to influence a legislative body (direct lobbying) . . . . .			
<b>c</b> Total lobbying expenditures (add lines 1a and 1b) . . . . .			
<b>d</b> Other exempt purpose expenditures . . . . .			
<b>e</b> Total exempt purpose expenditures (add lines 1c and 1d) . . . . .			
<b>f</b> Lobbying nontaxable amount. Enter the amount from the following table in both columns.			
<b>If the amount on line 1e, column (a) or (b) is:</b>	<b>The lobbying nontaxable amount is:</b>		
Not over \$500,000	20% of the amount on line 1e.		
Over \$500,000 but not over \$1,000,000	\$100,000 plus 15% of the excess over \$500,000.		
Over \$1,000,000 but not over \$1,500,000	\$175,000 plus 10% of the excess over \$1,000,000.		
Over \$1,500,000 but not over \$17,000,000	\$225,000 plus 5% of the excess over \$1,500,000.		
Over \$17,000,000	\$1,000,000.		
<b>g</b> Grassroots nontaxable amount (enter 25% of line 1f) . . . . .			
<b>h</b> Subtract line 1g from line 1a. If zero or less, enter -0- . . . . .			
<b>i</b> Subtract line 1f from line 1c. If zero or less, enter -0- . . . . .			
<b>j</b> If there is an amount other than zero on either line 1h or line 1i, did the organization file Form 4720 reporting section 4911 tax for this year? . . . . .			<input type="checkbox"/> Yes <input type="checkbox"/> No

**4-Year Averaging Period Under section 501(h)**

(Some organizations that made a section 501(h) election do not have to complete all of the five columns below.

See the separate instructions for lines 2a through 2f.)

<b>Lobbying Expenditures During 4-Year Averaging Period</b>					
Calendar year (or fiscal year beginning in)	(a) 2014	(b) 2015	(c) 2016	(d) 2017	(e) Total
<b>2a</b> Lobbying nontaxable amount					
<b>b</b> Lobbying ceiling amount (150% of line 2a, column (e))					
<b>c</b> Total lobbying expenditures					
<b>d</b> Grassroots nontaxable amount					
<b>e</b> Grassroots ceiling amount (150% of line 2d, column (e))					
<b>f</b> Grassroots lobbying expenditures					

Part II-B Complete if the organization is exempt under section 501(c)(3) and has NOT filed Form 5768 (election under section 501(h)).

Table with 3 main columns: (a) Yes/No, (b) Amount. Rows include: 1 During the year, did the filing organization attempt to influence foreign, national, state or local legislation...; a Volunteers?; b Paid staff or management...; c Media advertisements?; d Mailings to members...; e Publications...; f Grants to other organizations...; g Direct contact with legislators...; h Rallies, demonstrations...; i Other activities?; j Total. Add lines 1c through 1i; 2a Did the activities in line 1 cause the organization to be not described in section 501(c)(3)?; b If "Yes," enter the amount of any tax incurred under section 4912; c If "Yes," enter the amount of any tax incurred by organization managers under section 4912; d If the filing organization incurred a section 4912 tax, did it file Form 4720 for this year?

Part III-A Complete if the organization is exempt under section 501(c)(4), section 501(c)(5), or section 501(c)(6).

Table with 3 columns: Question, Yes, No. Rows include: 1 Were substantially all (90% or more) dues received nondeductible by members?; 2 Did the organization make only in-house lobbying expenditures of \$2,000 or less?; 3 Did the organization agree to carry over lobbying and political campaign activity expenditures from the prior year?

Part III-B Complete if the organization is exempt under section 501(c)(4), section 501(c)(5), or section 501(c)(6) and if either (a) BOTH Part III-A, lines 1 and 2, are answered "No," OR (b) Part III-A, line 3, is answered "Yes."

Table with 2 columns: Question, Amount. Rows include: 1 Dues, assessments and similar amounts from members; 2 Section 162(e) nondeductible lobbying and political expenditures (do not include amounts of political expenses for which the section 527(f) tax was paid); a Current year; b Carryover from last year; c Total; 3 Aggregate amount reported in section 6033(e)(1)(A) notices of nondeductible section 162(e) dues; 4 If notices were sent and the amount on line 2c exceeds the amount on line 3, what portion of the excess does the organization agree to carryover to the reasonable estimate of nondeductible lobbying and political expenditure next year?; 5 Taxable amount of lobbying and political expenditures (see instructions)

Part IV Supplemental Information

Provide the descriptions required for Part I-A, line 1; Part I-B, line 4; Part I-C, line 5; Part II-A (affiliated group list); Part II-A, lines 1 and 2 (see instructions); and Part II-B, line 1. Also, complete this part for any additional information.

FORM SCH C PART II-B LINE 1I

LOBBYING ACTIVITIES

PROVIDENCE COLLEGE PAYS ADVOCACY SOLUTIONS TO SUPPORT INITIATIVES OF THE

COLLEGE WHICH INCLUDE LOBBYING ACTIVITIES.

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**Part IV** Supplemental Information *(continued)*

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SCHEDULE D (Form 990)

Supplemental Financial Statements

OMB No. 1545-0047

2017

Open to Public Inspection

Department of the Treasury Internal Revenue Service

Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.

Attach to Form 990.

Go to www.irs.gov/Form990 for instructions and the latest information.

Name of the organization

PROVIDENCE COLLEGE

Employer identification number

05-0258932

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

Table with 3 columns: Line number, Description, (a) Donor advised funds, (b) Funds and other accounts. Includes rows for total number at end of year, aggregate value of contributions, grants, and end of year, and two Yes/No questions regarding donor advisement.

Part II Conservation Easements.

Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

Table with 3 columns: Line number, Description, and Held at the End of the Tax Year. Includes rows for purpose(s) of conservation easements, total number of easements, acreage, and number of easements on certified historic structures, and several Yes/No questions regarding monitoring and reporting.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

Table with 3 columns: Line number, Description, and Amount. Includes rows for reporting on SFAS 116 (ASC 958) regarding art, historical treasures, or other similar assets held for public exhibition, education, or research.

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule D (Form 990) 2017

**Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)**

- 3** Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):
- a**  Public exhibition
  - b**  Scholarly research
  - c**  Preservation for future generations
  - d**  Loan or exchange programs
  - e**  Other \_\_\_\_\_
- 4** Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5** During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? . . . . .  **Yes**  **No**

**Part IV Escrow and Custodial Arrangements.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a** Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? . . . . .  **Yes**  **No**
- b** If "Yes," explain the arrangement in Part XIII and complete the following table:
- |  | Amount    |
|--|-----------|
| <b>c</b> Beginning balance . . . . .             | <b>1c</b> |
| <b>d</b> Additions during the year . . . . .     | <b>1d</b> |
| <b>e</b> Distributions during the year . . . . . | <b>1e</b> |
| <b>f</b> Ending balance . . . . .                | <b>1f</b> |
- 2a** Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability?  **Yes**  **No**
- b** If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII . . . . .

**Part V Endowment Funds.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
<b>1a</b> Beginning of year balance . . . . .	221,071,443.	198,601,326.	208,738,341.	213,757,202.	192,125,408.
<b>b</b> Contributions . . . . .	16,959,609.	12,278,420.	6,714,308.	4,182,544.	4,306,918.
<b>c</b> Net investment earnings, gains, and losses . . . . .	11,347,583.	21,684,174.	-5,778,021.	1,221,430.	30,482,108.
<b>d</b> Grants or scholarships . . . . .	4,565,851.	4,430,927.	4,235,935.	3,699,685.	3,378,078.
<b>e</b> Other expenditures for facilities and programs . . . . .	6,284,149.	7,061,550.	6,837,367.	6,723,150.	9,779,154.
<b>f</b> Administrative expenses . . . . .					
<b>g</b> End of year balance . . . . .	238,528,635.	221,071,443.	198,601,326.	208,738,341.	213,757,202.

**2** Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a** Board designated or quasi-endowment  34.0000 %
- b** Permanent endowment  40.0000 %
- c** Temporarily restricted endowment  26.0000 %

The percentages on lines 2a, 2b, and 2c should equal 100%.

**3a** Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

- (i)** unrelated organizations . . . . .
- (ii)** related organizations . . . . .

	Yes	No
<b>3a(i)</b>	X	
<b>3a(ii)</b>		X
<b>3b</b>		

**b** If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? . . . . .

**4** Describe in Part XIII the intended uses of the organization's endowment funds.

**Part VI Land, Buildings, and Equipment.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
<b>1a</b> Land . . . . .		5,575,655.		5,575,655.
<b>b</b> Buildings . . . . .		606,351,668.	236,263,423.	370,088,245.
<b>c</b> Leasehold improvements . . . . .				
<b>d</b> Equipment . . . . .		68,578,778.	53,108,163.	15,470,615.
<b>e</b> Other . . . . .		75,606,812.	9,154,263.	66,452,549.
<b>Total.</b> Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.) . . . . .				457,587,064.

**Part VII Investments - Other Securities.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives . . . . .		
(2) Closely-held equity interests . . . . .		
(3) Other		
(A) LIMITED PARTNERSHIPS	28,537,194.	FMV
(B) HEDGE FUNDS	55,026,084.	FMV
(C) OTHER INVESTMENTS	2,500,000.	FMV
(D) DEPOSITS WITH TRUSTEES	2,174.	FMV
(E)		
(F)		
(G)		
(H)		
<b>Total.</b> (Column (b) must equal Form 990, Part X, col. (B) line 12.) ▶	86,065,452.	

**Part VIII Investments - Program Related.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
<b>Total.</b> (Column (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

**Part IX Other Assets.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
<b>Total.</b> (Column (b) must equal Form 990, Part X, col. (B) line 15.) . . . . . ▶	

**Part X Other Liabilities.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) ACCRUED INTEREST PAYABLE	1,163,847.
(3) REFUNDABLE ADVANCE-GOVT GRANT	5,630,386.
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
<b>Total.</b> (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	6,794,233.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII



**Part XIII** Supplemental Information (continued)

## ENDOWMENT FUNDS

PART V, LINE 4

THE INTENDED USE OF THE COLLEGE'S ENDOWMENT IS TO FUND STUDENT SCHOLARSHIPS AND PROJECTS.

FORM SCH D, PART X, LINE 2

THE COLLEGE IS A TAX-EXEMPT ORGANIZATION AS DESCRIBED IN SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE (THE CODE) AND IS GENERALLY EXEMPT FROM INCOME TAXES PURSUANT TO SECTION 501(A) OF THE CODE, AS AMENDED. ACCORDINGLY, IT IS GENERALLY NOT SUBJECT TO INCOME TAXES EXCEPT TO THE EXTENT IT HAS TAXABLE INCOME FROM ACTIVITIES THAT ARE NOT RELATED TO ITS EXEMPT PURPOSE. THE COLLEGE HAS GENERATED UNRELATED BUSINESS INCOME FOR THE YEAR ENDED JUNE 30, 2018, BUT IT IS NOT SIGNIFICANT TO THE FINANCIAL STATEMENTS. THE COLLEGE BELIEVES IT HAS TAKEN NO SIGNIFICANT UNCERTAIN TAX POSITIONS.

OTHER REVENUES INCLUDED IN FINANCIAL STATEMENTS NOT INCLUDED ON FORM 990

PART XI, LINE 2D

PROVISION FOR DOUBTFUL PLEDGES	\$	(369,470)
POST RETIREMENT BENEFIT OBLIGATION	\$	128,562
		-----
TOTAL	\$	(240,908)

OTHER REVENUES INCLUDED ON FORM 990 NOT INCLUDED IN FINANCIAL STATEMENTS

PART XI, LINE 4B

FUNDRAISING EXPENSES	\$	(380,899)
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**Part XIII** Supplemental Information *(continued)*

OTHER EXPENSES INCLUDED IN FINANCIAL STATEMENTS NOT INCLUDED ON FORM 990

PART XII, LINE 2D

FUNDRAISING EXPENSES \$ 380,899

**SCHEDULE E  
(Form 990 or 990-EZ)**

Department of the Treasury  
Internal Revenue Service

**Schools**

- ▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.
- ▶ Attach to Form 990 or Form 990-EZ.
- ▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for the latest information.

OMB No. 1545-0047

**2017**

**Open to Public Inspection**

Name of the organization  
PROVIDENCE COLLEGE

Employer identification number  
05-0258932

**Part I**

	YES	NO
<b>1</b> Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body? . . . . .	X	
<b>2</b> Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships? . . . . .	X	
<b>3</b> Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II . . . . .	X	
SEE SUPPLEMENTAL PAGE		
<b>4</b> Does the organization maintain the following?		
<b>a</b> Records indicating the racial composition of the student body, faculty, and administrative staff? . . . . .	X	
<b>b</b> Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis? . . . . .	X	
<b>c</b> Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships? . . . . .	X	
<b>d</b> Copies of all material used by the organization or on its behalf to solicit contributions? . . . . .	X	
If you answered "No" to any of the above, please explain. If you need more space, use Part II.		
<b>5</b> Does the organization discriminate by race in any way with respect to:		
<b>a</b> Students' rights or privileges? . . . . .		X
<b>b</b> Admissions policies? . . . . .		X
<b>c</b> Employment of faculty or administrative staff? . . . . .		X
<b>d</b> Scholarships or other financial assistance? . . . . .		X
<b>e</b> Educational policies? . . . . .		X
<b>f</b> Use of facilities? . . . . .		X
<b>g</b> Athletic programs? . . . . .		X
<b>h</b> Other extracurricular activities? . . . . .		X
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		
<b>6a</b> Does the organization receive any financial aid or assistance from a governmental agency? . . . . .	X	
<b>b</b> Has the organization's right to such aid ever been revoked or suspended? . . . . .		X
If you answered "Yes" on either line 6a or line 6b, explain on Part II.		
<b>7</b> Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II . . . . .	X	

**Part II** **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information (see instructions).

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## NONDISCRIMINATORY POLICY

LINE 3

A COPY OF THE COLLEGE'S RACIAL NONDISCRIMINATION POLICY IS INCLUDED IN ALL COLLEGE PUBLICATIONS AND IS PUBLICIZED ON ITS WEBSITE.

## GOVERNMENT AID OR ASSISTANCE

LINE 6A

THE COLLEGE PARTICIPATES IN VARIOUS GOVERNMENTAL ASSISTANCE PROGRAMS INCLUDING THE FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS AND FEDERAL WORK STUDY PROGRAMS.

**SCHEDULE F  
(Form 990)**

**Statement of Activities Outside the United States**

OMB No. 1545-0047

**2017**

**Open to Public Inspection**

- ▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 14b, 15, or 16.
- ▶ Attach to Form 990.
- ▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information.

Department of the Treasury  
Internal Revenue Service

Name of the organization

PROVIDENCE COLLEGE

Employer identification number

05-0258932

**Part I** **General Information on Activities Outside the United States.** Complete if the organization answered "Yes" on Form 990, Part IV, line 14b.

**1 For grantmakers.** Does the organization maintain records to substantiate the amount of its grants and other assistance, the grantees' eligibility for the grants or assistance, and the selection criteria used to award the grants or assistance? . . . . .  Yes  No

**2 For grantmakers.** Describe in Part V the organization's procedures for monitoring the use of its grants and other assistance outside the United States.

**3 Activities per Region.** (The following Part I, line 3 table can be duplicated if additional space is needed.)

(a) Region	(b) Number of offices in the region	(c) Number of employees, agents, and independent contractors in the region	(d) Activities conducted in the region (by type) (such as, fundraising, program services, investments, grants to recipients located in the region)	(e) If activity listed in (d) is a program service, describe specific type of service(s) in the region	(f) Total expenditures for and investments in the region
(1) CENTRAL AMERICA/CARIBBEAN	0.	0.	INVESTMENTS		39,522,303.
(2) EUROPE	0.	0.	INVESTMENTS		2,331,351.
(3) CENTRAL AMERICA/CARIBBEAN	0.	0.	PROGRAM SERVICES	EDUCATIONAL ACTIVITES	180,271.
(4) EAST ASIA AND THE PACIFIC	0.	0.	PROGRAM SERVICES	EDUCATIONAL ACTIVITES	409,341.
(5) EUROPE	0.	0.	PROGRAM SERVICES	EDUCATIONAL ACTIVITES	4,775,507.
(6) MIDDLE EAST AND NORTH AFRICA	0.	0.	PROGRAM SERVICES	EDUCATIONAL ACTIVITES	108,416.
(7) NORTH AMERICA	0.	0.	PROGRAM SERVICES	EDUCATIONAL ACTIVITES	46,644.
(8) RUSSIA/INDEPENDENT STATES	0.	0.	PROGRAM SERVICES	EDUCATIONAL ACTIVITES	1,760.
(9) SOUTH AMERICA	0.	0.	PROGRAM SERVICES	EDUCATIONAL ACTIVITES	107,385.
(10) SOUTH ASIA	0.	0.	PROGRAM SERVICES	EDUCATIONAL ACTIVITES	47,417.
(11) SUB-SAHARAN AFRICA	0.	0.	PROGRAM SERVICES	EDUCATIONAL ACTIVITES	87,576.
(12)					
(13)					
(14)					
(15)					
(16)					
(17)					
<b>3a</b> Sub-total . . . . .					47,617,971.
<b>b</b> Total from continuation sheets to Part I . . . . .					
<b>c</b> Totals (add lines 3a and 3b)					47,617,971.

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule F (Form 990) 2017

**Part II** **Grants and Other Assistance to Organizations or Entities Outside the United States.** Complete if the organization answered "Yes" on Form 990, Part IV, line 15, for any recipient who received more than \$5,000. Part II can be duplicated if additional space is needed.

1	(a) Name of organization	(b) IRS code section and EIN (if applicable)	(c) Region	(d) Purpose of grant	(e) Amount of cash grant	(f) Manner of cash disbursement	(g) Amount of non-cash assistance	(h) Description of non-cash assistance	(i) Method of valuation (book, FMV, appraisal, other)
(1)									
(2)									
(3)									
(4)									
(5)									
(6)									
(7)									
(8)									
(9)									
(10)									
(11)									
(12)									
(13)									
(14)									
(15)									
(16)									

**2** Enter total number of recipient organizations listed above that are recognized as charities by the foreign country, recognized as tax-exempt by the IRS, or for which the grantee or counsel has provided a section 501(c)(3) equivalency letter . . . . . **▲**

**3** Enter total number of other organizations or entities . . . . . **▲**

**Part III Grants and Other Assistance to Individuals Outside the United States.** Complete if the organization answered "Yes" on Form 990, Part IV, line 16.  
 Part III can be duplicated if additional space is needed.

(a) Type of grant or assistance	(b) Region	(c) Number of recipients	(d) Amount of cash grant	(e) Manner of cash disbursement	(f) Amount of noncash assistance	(g) Description of noncash assistance	(h) Method of valuation (book, FMV, appraisal, other)
(1)							
(2)							
(3)							
(4)							
(5)							
(6)							
(7)							
(8)							
(9)							
(10)							
(11)							
(12)							
(13)							
(14)							
(15)							
(16)							
(17)							
(18)							

**Part IV Foreign Forms**

- 1 Was the organization a U.S. transferor of property to a foreign corporation during the tax year? *If "Yes," the organization may be required to file Form 926, Return by a U.S. Transferor of Property to a Foreign Corporation (see Instructions for Form 926)* . . . . .  Yes  No
- 2 Did the organization have an interest in a foreign trust during the tax year? *If "Yes," the organization may be required to separately file Form 3520, Annual Return To Report Transactions With Foreign Trusts and Receipt of Certain Foreign Gifts, and/or Form 3520-A, Annual Information Return of Foreign Trust With a U.S. Owner (see Instructions for Forms 3520 and 3520-A; don't file with Form 990)* . . . . .  Yes  No
- 3 Did the organization have an ownership interest in a foreign corporation during the tax year? *If "Yes," the organization may be required to file Form 5471, Information Return of U.S. Persons With Respect To Certain Foreign Corporations (see Instructions for Form 5471)* . . . . .  Yes  No
- 4 Was the organization a direct or indirect shareholder of a passive foreign investment company or a qualified electing fund during the tax year? *If "Yes," the organization may be required to file Form 8621, Information Return by a Shareholder of a Passive Foreign Investment Company or Qualified Electing Fund (see Instructions for Form 8621)* . . . . .  Yes  No
- 5 Did the organization have an ownership interest in a foreign partnership during the tax year? *If "Yes," the organization may be required to file Form 8865, Return of U.S. Persons With Respect to Certain Foreign Partnerships (see Instructions for Form 8865)* . . . . .  Yes  No
- 6 Did the organization have any operations in or related to any boycotting countries during the tax year? *If "Yes," the organization may be required to separately file Form 5713, International Boycott Report (see Instructions for Form 5713; don't file with Form 990)* . . . . .  Yes  No

**Part V** **Supplemental Information**

Provide the information required by Part I, line 2 (monitoring of funds); Part I, line 3, column (f) (accounting method; amounts of investments vs. expenditures per region); Part II, line 1 (accounting method); Part III (accounting method); and Part III, column (c) (estimated number of recipients), as applicable. Also complete this part to provide any additional information (see instructions).

---

EXPENDITURES

PART I, LINE 3, COLUMN (F)

EXPENDITURES IN COLUMN (F) ARE BASED ON THE ACCRUAL METHOD OF ACCOUNTING.

**SCHEDULE G**  
**(Form 990 or 990-EZ)**

**Supplemental Information Regarding Fundraising or Gaming Activities**

OMB No. 1545-0047

Complete if the organization answered "Yes" on Form 990, Part IV, line 17, 18, or 19, or if the organization entered more than \$15,000 on Form 990-EZ, line 6a.

**2017**

Department of the Treasury  
Internal Revenue Service

▶ Attach to Form 990 or Form 990-EZ.

**Open to Public Inspection**

▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for the latest instructions.

Name of the organization  
PROVIDENCE COLLEGE

Employer identification number  
05-0258932

**Part I Fundraising Activities.** Complete if the organization answered "Yes" on Form 990, Part IV, line 17. Form 990-EZ filers are not required to complete this part.

- 1 Indicate whether the organization raised funds through any of the following activities. Check all that apply.
- a  Mail solicitations
  - b  Internet and email solicitations
  - c  Phone solicitations
  - d  In-person solicitations
  - e  Solicitation of non-government grants
  - f  Solicitation of government grants
  - g  Special fundraising events
- 2a Did the organization have a written or oral agreement with any individual (including officers, directors, trustees, or key employees listed in Form 990, Part VII) or entity in connection with professional fundraising services?  **Yes**  **No**
- b If "Yes," list the 10 highest paid individuals or entities (fundraisers) pursuant to agreements under which the fundraiser is to be compensated at least \$5,000 by the organization.

(i) Name and address of individual or entity (fundraiser)	(ii) Activity	(iii) Did fundraiser have custody or control of contributions?		(iv) Gross receipts from activity	(v) Amount paid to (or retained by) fundraiser listed in col. (i)	(vi) Amount paid to (or retained by) organization
		Yes	No			
1 ATTACHMENT 1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
<b>Total</b> .....				367,869.	114,382.	253,487.

- 3 List all states in which the organization is registered or licensed to solicit contributions or has been notified it is exempt from registration or licensing.

AL, AK, AZ, AR, CA, CO, CT, DE, DC, FL, GA, HI, ID, IL, IN,  
IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, OH,  
OR, PA, RI, SC, SD, TN, TX, UT, VT, VA, WA, WV, WI, WY,

**Part II Fundraising Events.** Complete if the organization answered "Yes" on Form 990, Part IV, line 18, or reported more than \$15,000 of fundraising event contributions and gross income on Form 990-EZ, lines 1 and 6b. List events with gross receipts greater than \$5,000.

		(a) Event #1	(b) Event #2	(c) Other events	(d) Total events
		VISION CUP (event type)	GOLF CLASSIC (event type)	7. (total number)	(add col. (a) through col. (c))
Revenue	<b>1</b> Gross receipts . . . . .	199,208.	188,764.	432,957.	820,929.
	<b>2</b> Less: Contributions . . . . .	135,858.	131,825.	310,607.	578,290.
	<b>3</b> Gross income (line 1 minus line 2), . . . . .	63,350.	56,939.	122,350.	242,639.
Direct Expenses	<b>4</b> Cash prizes . . . . .	2,000.	1,240.	1,450.	4,690.
	<b>5</b> Noncash prizes . . . . .			1,982.	1,982.
	<b>6</b> Rent/facility costs . . . . .	3,000.	5,000.	48,498.	56,498.
	<b>7</b> Food and beverages . . . . .	12,319.	23,149.	138,140.	173,608.
	<b>8</b> Entertainment . . . . .			128.	128.
	<b>9</b> Other direct expenses . . . . .	42,692.	17,412.	83,889.	143,993.
	<b>10</b> Direct expense summary. Add lines 4 through 9 in column (d) . . . . . ▶				380,899.
	<b>11</b> Net income summary. Subtract line 10 from line 3, column (d) . . . . . ▶				-138,260.

**Part III Gaming.** Complete if the organization answered "Yes" on Form 990, Part IV, line 19, or reported more than \$15,000 on Form 990-EZ, line 6a.

		(a) Bingo	(b) Pull tabs/instant bingo/progressive bingo	(c) Other gaming	(d) Total gaming (add col. (a) through col. (c))
Revenue	<b>1</b> Gross revenue . . . . .				
Direct Expenses	<b>2</b> Cash prizes . . . . .				
	<b>3</b> Noncash prizes . . . . .				
	<b>4</b> Rent/facility costs . . . . .				
	<b>5</b> Other direct expenses . . . . .				
	<b>6</b> Volunteer labor . . . . .	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	
	<b>7</b> Direct expense summary. Add lines 2 through 5 in column (d) . . . . . ▶				
	<b>8</b> Net gaming income summary. Subtract line 7 from line 1, column (d) . . . . . ▶				

**9** Enter the state(s) in which the organization conducts gaming activities: \_\_\_\_\_  
**a** Is the organization licensed to conduct gaming activities in each of these states? . . . . .  Yes  No  
**b** If "No," explain: \_\_\_\_\_

**10 a** Were any of the organization's gaming licenses revoked, suspended, or terminated during the tax year? . . . . .  Yes  No  
**b** If "Yes," explain: \_\_\_\_\_

- 11 Does the organization conduct gaming activities with nonmembers?  Yes  No
- 12 Is the organization a grantor, beneficiary or trustee of a trust or a member of a partnership or other entity formed to administer charitable gaming?  Yes  No
- 13 Indicate the percentage of gaming activity conducted in:
 

a The organization's facility	<b>13a</b>	%
b An outside facility	<b>13b</b>	%

14 Enter the name and address of the person who prepares the organization's gaming/special events books and records:

Name ▶ \_\_\_\_\_

Address ▶ \_\_\_\_\_

- 15 a Does the organization have a contract with a third party from whom the organization receives gaming revenue?  Yes  No
- b If "Yes," enter the amount of gaming revenue received by the organization ▶ \$ \_\_\_\_\_ and the amount of gaming revenue retained by the third party ▶ \$ \_\_\_\_\_.
- c If "Yes," enter name and address of the third party:
 

Name ▶ \_\_\_\_\_

Address ▶ \_\_\_\_\_

16 Gaming manager information:

Name ▶ \_\_\_\_\_

Gaming manager compensation ▶ \$ \_\_\_\_\_

Description of services provided ▶ \_\_\_\_\_

Director/officer       Employee       Independent contractor

- 17 Mandatory distributions:
  - a Is the organization required under state law to make charitable distributions from the gaming proceeds to retain the state gaming license?  Yes  No
  - b Enter the amount of distributions required under state law to be distributed to other exempt organizations or spent in the organization's own exempt activities during the tax year ▶ \$ \_\_\_\_\_

**Part IV Supplemental Information.** Provide the explanation required by Part I, line 2b, columns (iii) and (v), and Part III, lines 9, 9b, 10b, 15b, 15c, 16, and 17b, as applicable. Also provide any additional information (see instructions).

FUNDRAISING ACTIVITIES

PART I, LINE 2

PROVIDENCE COLLEGE HAS A WRITTEN AGREEMENT WITH ROYALL & COMPANY, A PROFESSIONAL FUNDRAISER, WHEREBY ROYALL PROVIDED MAILING & EMAILING SERVICES. THE AGREEMENT CALLS FOR A MONTHLY PAYMENT OF AN AGREED UPON FEE, PLUS REIMBURSEMENT OF COSTS SUCH AS PRINTING, POSTAGE, SUPPLIES ETC. ROYALL BILLS PROVIDENCE COLLEGE SEPARATELY FOR THESE COSTS. PROVIDENCE

- 11 Does the organization conduct gaming activities with nonmembers?  Yes  No
- 12 Is the organization a grantor, beneficiary or trustee of a trust or a member of a partnership or other entity formed to administer charitable gaming?  Yes  No
- 13 Indicate the percentage of gaming activity conducted in:
 

a The organization's facility	<b>13a</b>	%
b An outside facility	<b>13b</b>	%

14 Enter the name and address of the person who prepares the organization's gaming/special events books and records:

Name ▶ \_\_\_\_\_

Address ▶ \_\_\_\_\_

- 15a Does the organization have a contract with a third party from whom the organization receives gaming revenue?  Yes  No
- b If "Yes," enter the amount of gaming revenue received by the organization ▶ \$ \_\_\_\_\_ and the amount of gaming revenue retained by the third party ▶ \$ \_\_\_\_\_.
- c If "Yes," enter name and address of the third party:

Name ▶ \_\_\_\_\_

Address ▶ \_\_\_\_\_

16 Gaming manager information:

Name ▶ \_\_\_\_\_

Gaming manager compensation ▶ \$ \_\_\_\_\_

Description of services provided ▶ \_\_\_\_\_

- Director/officer
- Employee
- Independent contractor

17 Mandatory distributions:

- a Is the organization required under state law to make charitable distributions from the gaming proceeds to retain the state gaming license?  Yes  No
- b Enter the amount of distributions required under state law to be distributed to other exempt organizations or spent in the organization's own exempt activities during the tax year ▶ \$ \_\_\_\_\_

**Part IV Supplemental Information.** Provide the explanation required by Part I, line 2b, columns (iii) and (v), and Part III, lines 9, 9b, 10b, 15b, 15c, 16, and 17b, as applicable. Also provide any additional information (see instructions).

COLLEGE PAID ROYALL \$114,382.

ATTACHMENT 1

990, SCHEDULE G, PART I - HIGHEST PAID FUNDRAISER

NAME AND ADDRESS OF FUNDRAISER	ACTIVITY	DID FUNDRAISER HAVE CUSTODY OR CONTROL OF CONTRIBUTIONS?		GROSS RECEIPTS FROM ACTIVITY	AMOUNT PAID TO (OR RETAINED BY) FUNDRAISER	AMOUNT PAID TO (OR RETAINED BY) ORGANIZATION
		YES	NO			
ROYALL & COMPANY 1920 E. PARHAM ROAD RICHMOND VA 23228	MAIL SOLICIT.		X	367,869.	114,382.	253,487.

**SCHEDULE I  
(Form 990)**

**Grants and Other Assistance to Organizations,  
Governments, and Individuals in the United States**

Complete if the organization answered "Yes" on Form 990, Part IV, line 21 or 22.  
▶ Attach to Form 990.

▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for the latest information.

OMB No. 1545-0047

**2017**

**Open to Public  
Inspection**

Department of the Treasury  
Internal Revenue Service

Name of the organization

PROVIDENCE COLLEGE

Employer identification number

05-0258932

**Part I General Information on Grants and Assistance**

- 1** Does the organization maintain records to substantiate the amount of the grants or assistance, the grantees' eligibility for the grants or assistance, and the selection criteria used to award the grants or assistance?  **Yes**  **No**
- 2** Describe in Part IV the organization's procedures for monitoring the use of grant funds in the United States.

**Part II Grants and Other Assistance to Domestic Organizations and Domestic Governments.** Complete if the organization answered "Yes" on Form 990, Part IV, line 21, for any recipient that received more than \$5,000. Part II can be duplicated if additional space is needed.

1 (a) Name and address of organization or government	(b) EIN	(c) IRC section (if applicable)	(d) Amount of cash grant	(e) Amount of non-cash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of non-cash assistance	(h) Purpose of grant or assistance
(1) SMITH HILL COMMUNITY DEVELOPMENT CORPORATIO 400 SMITH STREET P.O. BOX 28122	05-0466422	501 (C) (3)	15,000.				GENERAL SUPPORT
(2) ST. PIUS V CATHOLIC CHURCH 49 ELMHURST AVENUE PROVIDENCE, RI 02908	05-0454616	501 (C) (3)	10,500.				GENERAL SUPPORT
(3) EASTER SEALS MASSACHUSETTS 484 MAIN STREET, SUITE 600	04-2103867	501 (C) (3)	10,000.				GENERAL SUPPORT
(4) FOSTER FORWARD 55 S BROW STREET EAST PROVIDENCE, RI 02914	05-0486797	501 (C) (3)	10,000.				GENERAL SUPPORT
(5) KATE FOUNDATION FOR RETT SYNDROME INC. 944 MAIN STREET - STE. 202	27-1218153	501 (C) (3)	10,000.				GENERAL SUPPORT
(6) MAN UP, INC. 80 WASHINGTON STREET PROVIDENCE, RI 02903	46-2667817	501 (C) (3)	10,000.				GENERAL SUPPORT
(7)							
(8)							
(9)							
(10)							
(11)							
(12)							

- 2** Enter total number of section 501(c)(3) and government organizations listed in the line 1 table 6.
- 3** Enter total number of other organizations listed in the line 1 table 6.

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule I (Form 990) (2017)

**Part III Grants and Other Assistance to Domestic Individuals.** Complete if the organization answered "Yes" on Form 990, Part IV, line 22. Part III can be duplicated if additional space is needed.

(a) Type of grant or assistance	(b) Number of recipients	(c) Amount of cash grant	(d) Amount of non-cash assistance	(e) Method of valuation (book, FMV, appraisal, other)	(f) Description of non-cash assistance
1 STUDENT SCHLORSHIPS & FINANCIAL AID	2,873.	64,466,067.			
2 ATHLETIC SCHOLARSHIPS	277.	9,877,569.			
3 FEDERAL SUPPLEMENTAL EDUCATION OPPORTUNITY GRANT	224.	882,000.			
4					
5					
6					
7					

**Part IV Supplemental Information.** Provide the information required in Part I, line 2, Part III, column (b); and any other additional information.

MONITOR THE USE OF GRANT FUNDS IN THE U.S.

PART I, LINE 2

THE COLLEGE MONITORS THE USE OF GRANT FUNDS IN VARIOUS WAYS INCLUDING OBTAINING REPORTS FROM THE ORGANIZATIONS OUTLINING THE ACTIVITIES SUPPORTED BY GRANTS, MEETING REGULARLY WITH THE ORGANIZATIONS, AND VISITING ORGANIZATIONS TO OBSERVE ACTIVITIES ON A FIRST HAND BASIS.

THE OFFICE OF FINANCIAL AID MONITORS FEDERAL GRANT FUNDS USING BANNER REPORTING TOOLS TO TRACK THE LEVEL OF AMOUNTS PAID FOR ALL TITLE IV GRANTS AND INSTITUTIONAL GRANTS. AMOUNTS ARE RECONCILED TO THE STUDENT

**Part III Grants and Other Assistance to Domestic Individuals.** Complete if the organization answered "Yes" on Form 990, Part IV, line 22. Part III can be duplicated if additional space is needed.

	(a) Type of grant or assistance	(b) Number of recipients	(c) Amount of cash grant	(d) Amount of non-cash assistance	(e) Method of valuation (book, FMV, appraisal, other)	(f) Description of non-cash assistance
1						
2						
3						
4						
5						
6						
7						

**Part IV Supplemental Information.** Provide the information required in Part I, line 2, Part III, column (b); and any other additional information.

ACCOUNT SYSTEM TO ENSURE FUNDS ARE PROPERLY DISBURSED.

**SCHEDULE J  
(Form 990)**

Department of the Treasury  
Internal Revenue Service

**Compensation Information**

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

- ▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 23.
- ▶ Attach to Form 990.
- ▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information.

OMB No. 1545-0047

**2017**

**Open to Public Inspection**

Name of the organization

PROVIDENCE COLLEGE

Employer identification number

05-0258932

**Part I Questions Regarding Compensation**

**1a** Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.

- |  |   |
|--|---|
| <input type="checkbox"/> First-class or charter travel             | <input checked="" type="checkbox"/> Housing allowance or residence for personal use |
| <input type="checkbox"/> Travel for companions                     | <input type="checkbox"/> Payments for business use of personal residence            |
| <input type="checkbox"/> Tax indemnification and gross-up payments | <input checked="" type="checkbox"/> Health or social club dues or initiation fees   |
| <input type="checkbox"/> Discretionary spending account            | <input type="checkbox"/> Personal services (such as, maid, chauffeur, chef)         |

**b** If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain . . . . .

**2** Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a? . . . . .

**3** Indicate which, if any, of the following the filing organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Compensation committee   | <input type="checkbox"/> Written employment contract                                |
| <input type="checkbox"/> Independent compensation consultant | <input checked="" type="checkbox"/> Compensation survey or study                    |
| <input type="checkbox"/> Form 990 of other organizations     | <input checked="" type="checkbox"/> Approval by the board or compensation committee |

**4** During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:

- a** Receive a severance payment or change-of-control payment? . . . . .
  - b** Participate in, or receive payment from, a supplemental nonqualified retirement plan? . . . . .
  - c** Participate in, or receive payment from, an equity-based compensation arrangement? . . . . .
- If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.

**Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.**

**5** For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:

- a** The organization? . . . . .
  - b** Any related organization? . . . . .
- If "Yes" on line 5a or 5b, describe in Part III.

**6** For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:

- a** The organization? . . . . .
  - b** Any related organization? . . . . .
- If "Yes" on line 6a or 6b, describe in Part III.

**7** For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III. . . . .

**8** Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III . . . . .

**9** If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)? . . . . .

	Yes	No
<b>1b</b>	X	
<b>2</b>	X	
<b>4a</b>		X
<b>4b</b>	X	
<b>4c</b>		X
<b>5a</b>		X
<b>5b</b>		X
<b>6a</b>		X
<b>6b</b>		X
<b>7</b>		X
<b>8</b>		X
<b>9</b>		

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2017

**Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees.** Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

**Note:** The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title	(B) Breakdown of W-2 and/or 1099-MISC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
	(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
GREGORY WALDRON							
1 SR VP INSTIT. ADVANCEMENT	(i) 326,906.	(ii) 50,000.	(iii) 89,402.	27,000.	26,727.	520,035.	
JOHN SWEENEY							
2 SR VP FINANCE & BUSINESS/CFO	(i) 268,722.	(ii) 30,000.	(iii) 19,238.	27,000.	73,102.	418,062.	
HUGH IENA							
3 SR VP ACADEMIC AFFAIRS/PROVOS	(i) 290,856.	(ii) 0.	(iii) 29,430.	27,000.	19,018.	366,304.	
KRISTINE GOODWIN							
4 VP STUDENT AFFAIRS	(i) 217,624.	(ii) 0.	(iii) 79,721.	22,303.	27,694.	347,342.	
MARIFRANCES MCGINN							
5 VP & GENERAL COUNSEL	(i) 230,065.	(ii) 0.	(iii) 30,095.	25,375.	21,002.	306,537.	
EDWARD COOLEY							
6 MENS BASKETBALL COACH	(i) 2,148,180.	(ii) 350,000.	(iii) 82,542.	127,000.	33,610.	2,741,332.	
NATHAN LEAMAN							
7 HOCKEY COACH	(i) 432,013.	(ii) 42,500.	(iii) 17,158.	52,000.	29,191.	572,862.	
ROBERT DRISCOLL							
8 ATHLETICS DIRECTOR	(i) 335,944.	(ii) 54,672.	(iii) 37,819.	77,000.	19,806.	525,241.	
JAMES CROWLEY							
9 WOMAN'S BASKETBALL COACH	(i) 309,062.	(ii) 30,000.	(iii) 12,980.	18,883.	25,427.	396,352.	
SYLVIA MAXFIELD							
10 DEAN SCHOOL OF BUSINESS	(i) 281,973.	(ii) 0.	(iii) 2,663.	27,000.	24,386.	336,022.	
	(ii) 0.	(ii) 0.	(ii) 0.				
11							
12							
13							
14							
15							
16							

**Part III Supplemental Information**

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

HOUSING ALLOWANCE AND HEALTH OR SOCIAL CLUB DUES

PART I, LINE 1A

THE FOLLOWING LISTED BENEFITS WERE PROVIDED BY THE COLLEGE DURING

CALENDAR YEAR 2017. LISTED BENEFITS TO EMPLOYEES CEASE UPON THEIR

TERMINATION DATE.

THE COLLEGE'S PRESIDENT, REV. BRIAN J. SHANLEY, OP AND THE COLLEGE'S

EVP/TREASURER, REV. KENNETH J. SICARD, OP WERE PROVIDED WITH ON CAMPUS

HOUSING. THE HOUSING WAS EXCLUDED FROM THE INCOME OF REV. BRIAN J.

SHANLEY, OP AND REV. KENNETH J. SICARD, OP AS IT MEETS THE EXCEPTION

UNDER INTERNAL REVENUE CODE SECTION 119(D). THE SR VP OF FINANCE/CFO WAS

PROVIDED WITH OCCASIONAL HOUSING IN COLLEGE OWNED PROPERTY. THE HOUSING

WAS TAXABLE AND INCLUDED IN HIS FORM W-2. THE COLLEGE'S PRESIDENT, REV.

BRIAN J. SHANLEY, OP, NATHAN LEAMAN, HOCKEY COACH, GREGORY WALDRON, SR VP

OF INSTITUTIONAL ADVANCEMENT, AND EDWARD COOLEY, BASKETBALL COACH, WERE

PROVIDED WITH SOCIAL CLUB MEMBERSHIPS PAID BY THE COLLEGE. THE MEMBERSHIP

DUES PAID BY THE COLLEGE FOR REV. BRIAN J. SHANLEY, OP WAS EXCLUDED FROM

HIS INCOME AS AN ORDINARY AND NECESSARY BUSINESS EXPENSE UNDER INTERNAL

REVENUE CODE SECTION 162. THE MEMBERSHIP DUES PAID BY THE COLLEGE FOR

223

**Part III Supplemental Information**

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

NATHAN LEAMAN, GREGORY WALDRON, AND EDWARD COOLEY ARE TAXABLE TO THE INDIVIDUALS AND INCLUDED IN THEIR FORM W-2. THESE AMOUNTS HAVE BEEN REPORTED IN FORM 990, PART VII AND ON SCHEDULE J.

SUPPLEMENTAL NONQUALIFIED RETIREMENT PLAN

PART I, LINE 4B

CERTAIN HIGHLY COMPENSATED EMPLOYEES PARTICIPATE IN A NONQUALIFIED 457 (F)

PLAN: CONTRIBUTIONS MADE:

EDWARD COOLEY	\$ 100,000
NATHAN LEAMAN	\$ 25,000
ROBERT DRISCOLL	\$ 50,000

**SCHEDULE K  
(Form 990)**

Department of the Treasury  
Internal Revenue Service

Name of the organization

PROVIDENCE COLLEGE

**Part I Bond Issues**

(a) Issuer name	(b) Issuer EIN	(c) CUSIP #	(d) Date issued	(e) Issue price	(f) Description of purpose	(g) Defeased		(h) On behalf of issuer		(i) Pooled financing	
						Yes	No	Yes	No	Yes	No
A RI HEALTH & EDUCATIONAL BLDG CORP SERIES 2015	52-1300173	762197RZ6	07/16/2015	51,061,015.	REFUNDING OF BONDS & CONSTRUCTION		X		X		X
B RI HEALTH & EDUCATIONAL BLDG CORP SERIES 2012B	52-1300173	762197LS8	11/20/2012	40,616,916.	ADVANCE REFUNDING OF 2003A BONDS		X		X		X
C RI HEALTH & EDUCATIONAL BLDG CORP SERIES 2012	52-1300173	762197JH5	01/25/2012	40,337,074.	CONSTRUCTION		X		X		X
D RI HEALTH & EDUCATIONAL BLDG CORP SERIES 2017	52-1300173	762197JW9	03/29/2017	50,394,917.	CONSTRUCTION		X		X		X

Employer identification number  
05-0258932

**Part II Proceeds**

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
1 Amount of bonds retired		4,710,000.		9,745,000.		4,700,000.		
2 Amount of bonds legally defeased								
3 Total proceeds of issue		51,111,202.		40,617,466.		40,345,323.		50,731,782.
4 Gross proceeds in reserve funds								
5 Capitalized interest from proceeds								
6 Proceeds in refunding escrows								
7 Issuance costs from proceeds		375,619.		234,178.		335,840.		376,819.
8 Credit enhancement from proceeds								
9 Working capital expenditures from proceeds								
10 Capital expenditures from proceeds		35,253,560.		40,009,483.		50,354,963.		
11 Other spent proceeds		15,482,023.		40,383,288.				
12 Other unspent proceeds								
13 Year of substantial completion	2017		2014		2015			
14 Were the bonds issued as part of a current refunding issue?	X			X		X		X
15 Were the bonds issued as part of an advance refunding issue?		X		X		X		X
16 Has the final allocation of proceeds been made?	X			X		X		X
17 Does the organization maintain adequate books and records to support the final allocation of proceeds?	X			X		X		X

**Part III Private Business Use**

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
1 Was the organization a partner in a partnership, or a member of an LLC, which owned property financed by tax-exempt bonds?		X		X		X		X
2 Are there any lease arrangements that may result in private business use of bond-financed property?		X		X		X		X

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

**Supplemental Information on Tax-Exempt Bonds**  
▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 24a. Provide descriptions, explanations, and any additional information in Part VI.

▶ Attach to Form 990.  
▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information.

Part III Private Business Use (Continued) TAX-EXEMPT BONDS

Table with 12 columns: Question, A (Yes/No), B (Yes/No), C (Yes/No), D (Yes/No). Rows include questions about management or service contracts, bond-financed property, research agreements, and percentage of financed property.

Part IV Arbitrage

Table with 12 columns: Question, A (Yes/No), B (Yes/No), C (Yes/No), D (Yes/No). Rows include questions about Form 8038-T, Arbitrage Rebate, Yield Reduction and Penalty, and various rebate and hedge-related questions.

Part IV Arbitrage (Continued)

Table with 4 main columns (A, B, C, D) and sub-columns (Yes, No). Rows include questions about guaranteed investment contracts, provider names, GIC terms, regulatory safe harbors, and monitoring procedures.

Part V Procedures To Undertake Corrective Action

Table with 4 main columns (A, B, C, D) and sub-columns (Yes, No). Row asks if the organization has established written procedures to ensure federal tax requirements are met.

Part VI Supplemental Information. Provide additional information for responses to questions on Schedule K. See instructions

Series of horizontal lines for providing supplemental information.

**Part VI Supplemental Information.** Provide additional information for responses to questions on Schedule K (see instructions) (Continued)

BOND PROCEEDS

PART II, LINE 3, BOND ISSUE A

THE DIFFERENCE BETWEEN TOTAL PROCEEDS IN PART II, LINE 3 AND THE ISSUE PRICE OF THE BOND ISSUE IS INVESTMENT EARNINGS OF \$50,187.

PART II, LINE 3, BOND ISSUE B

THE DIFFERENCE BETWEEN TOTAL PROCEEDS IN PART II, LINE 3 AND THE ISSUE PRICE OF THE BOND ISSUE IS INVESTMENT EARNINGS OF \$550.

PART II, LINE 3, BOND ISSUE C

THE DIFFERENCE BETWEEN TOTAL PROCEEDS IN PART II, LINE 3 AND THE ISSUE PRICE OF THE BOND ISSUE IS INVESTMENT EARNINGS OF \$8,249.

PART II, LINE 3, BOND ISSUE D

THE DIFFERENCE BETWEEN TOTAL PROCEEDS IN PART II, LINE 3 AND THE ISSUE PRICE OF THE BOND ISSUE IS INVESTMENT EARNINGS OF \$336,865.

PART III, LINE 3A

PROVIDENCE HAS SERVICE CONTRACTS FOR JANITORIAL SERVICES IN ALL BUILDINGS. THE JANITORIAL CONTRACTS IN SPACE FINANCED BY THE SERIES 2015, 2012B AND 2012 BONDS QUALIFY UNDER A PRIVATE BUSINESS USE EXCEPTION FOR

**Part VI Supplemental Information.** Provide additional information for responses to questions on Schedule K (see instructions) (Continued)

INCIDENTAL USE. THEREFORE, THESE CONTRACTS DO NOT RESULT IN PRIVATE BUSINESS USE. THERE ARE NO SERVICE CONTRACTS IN PLACE IN BUILDINGS FINANCED BY THE SERIES 2017 BOND BECAUSE SUCH BUILDINGS ARE STILL UNDER CONSTRUCTION.

PART IV, COLUMN B, LINE 2C

ARBITRAGE CALCULATION PERFORMED ON OCTOBER 31, 2018.

PART IV, COLUMN C, LINE 2C

ARBITRAGE CALCULATION PERFORMED ON JANUARY 25, 2019.

**SCHEDULE L**  
**(Form 990 or 990-EZ)**

**Transactions With Interested Persons**

OMB No. 1545-0047

**2017**

Department of the Treasury  
Internal Revenue Service

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 25a, 25b, 26, 27, 28a, 28b, or 28c, or Form 990-EZ, Part V, line 38a or 40b.**

▶ **Attach to Form 990 or Form 990-EZ.**

▶ **Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information.**

**Open To Public Inspection**

Name of the organization  
PROVIDENCE COLLEGE

Employer identification number  
05-0258932

**Part I Excess Benefit Transactions** (section 501(c)(3), section 501(c)(4), and 501(c)(29) organizations only).  
Complete if the organization answered "Yes" on Form 990, Part IV, line 25a or 25b, or Form 990-EZ, Part V, line 40b.

1	(a) Name of disqualified person	(b) Relationship between disqualified person and organization	(c) Description of transaction	(d) Corrected?	
				Yes	No
(1)					
(2)					
(3)					
(4)					
(5)					
(6)					

2 Enter the amount of tax incurred by the organization managers or disqualified persons during the year under section 4958 . . . . . ▶ \$ \_\_\_\_\_

3 Enter the amount of tax, if any, on line 2, above, reimbursed by the organization. . . . . ▶ \$ \_\_\_\_\_

**Part II Loans to and/or From Interested Persons.**  
Complete if the organization answered "Yes" on Form 990-EZ, Part V, line 38a or Form 990, Part IV, line 26; or if the organization reported an amount on Form 990, Part X, line 5, 6, or 22.

(a) Name of interested person	(b) Relationship with organization	(c) Purpose of loan	(d) Loan to or from the organization?		(e) Original principal amount	(f) Balance due	(g) In default?		(h) Approved by board or committee?		(i) Written agreement?	
			To	From			Yes	No	Yes	No	Yes	No
			(1) GREGORY T. WALDRON	OFFICER			PERSONAL		X	80,000.	37,143.	
(2)												
(3)												
(4)												
(5)												
(6)												
(7)												
(8)												
(9)												
(10)												
<b>Total</b> . . . . .						\$ 37,143.						

**Part III Grants or Assistance Benefiting Interested Persons.**  
Complete if the organization answered "Yes" on Form 990, Part IV, line 27.

(a) Name of interested person	(b) Relationship between interested person and the organization	(c) Amount of assistance	(d) Type of assistance	(e) Purpose of assistance
(1) N/A	N/A	3,000.	TUITION	TUITION SCHOLARSHIP
(2)				
(3)				
(4)				
(5)				
(6)				
(7)				
(8)				
(9)				
(10)				

**Part IV Business Transactions Involving Interested Persons.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 28a, 28b, or 28c.

(a) Name of interested person	(b) Relationship between interested person and the organization	(c) Amount of transaction	(d) Description of transaction	(e) Sharing of organization's revenues?	
				Yes	No
ATTACHMENT 1					
(1)					
(2)					
(3)					
(4)					
(5)					
(6)					
(7)					
(8)					
(9)					
(10)					

**Part V Supplemental Information**

Provide additional information for responses to questions on Schedule L (see instructions).

**Part IV Business Transactions Involving Interested Persons.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 28a, 28b, or 28c.

(a) Name of interested person	(b) Relationship between interested person and the organization	(c) Amount of transaction	(d) Description of transaction	(e) Sharing of organization's revenues?	
				Yes	No
(1)					
(2)					
(3)					
(4)					
(5)					
(6)					
(7)					
(8)					
(9)					
(10)					

**Part V Supplemental Information**

Provide additional information for responses to questions on Schedule L (see instructions).

ATTACHMENT 1

SCHEDULE L, PART IV

(A) NAME OF INTERESTED PERSON DANIEL F KILLIAN  
 (B) RELATIONSHIP FAMILY MEMBER OF JOHN KILLIAN, BOARD CHAIR  
 (C) AMOUNT 75,000.  
 (D) DESCRIPTION OF TRANSACTION COMPENSATION  
 (E) SHARING ORGANIZATION REVENUE? YES X NO

**SCHEDULE M  
(Form 990)**

**Noncash Contributions**

OMB No. 1545-0047

**2017**

**Open to Public  
Inspection**

Department of the Treasury  
Internal Revenue Service

- ▶ Complete if the organizations answered "Yes" on Form 990, Part IV, lines 29 or 30.
- ▶ Attach to Form 990.
- ▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for the latest information.

Name of the organization

PROVIDENCE COLLEGE

Employer identification number

05-0258932

**Part I Types of Property**

	(a) Check if applicable	(b) Number of contributions or items contributed	(c) Noncash contribution amounts reported on Form 990, Part VIII, line 1g	(d) Method of determining noncash contribution amounts
1 Art - Works of art . . . . .				
2 Art - Historical treasures . . . . .				
3 Art - Fractional interests . . . . .				
4 Books and publications . . . . .				
5 Clothing and household goods . . . . .				
6 Cars and other vehicles . . . . .				
7 Boats and planes . . . . .				
8 Intellectual property . . . . .				
9 Securities - Publicly traded . . . . .	X	61.	1,175,795.	SELLING PRICE
10 Securities - Closely held stock . . . . .				
11 Securities - Partnership, LLC, or trust interests . . . . .	X	1.	50,000.	FMV
12 Securities - Miscellaneous . . . . .				
13 Qualified conservation contribution - Historic structures . . . . .				
14 Qualified conservation contribution - Other . . . . .				
15 Real estate - Residential . . . . .				
16 Real estate - Commercial . . . . .				
17 Real estate - Other . . . . .				
18 Collectibles . . . . .				
19 Food inventory . . . . .				
20 Drugs and medical supplies . . . . .				
21 Taxidermy . . . . .				
22 Historical artifacts . . . . .				
23 Scientific specimens . . . . .				
24 Archeological artifacts . . . . .				
25 Other ▶ ( MISCELLANEOUS ) . . . . .	X	36.	72,417.	FMV
26 Other ▶ ( ) . . . . .				
27 Other ▶ ( ) . . . . .				
28 Other ▶ ( ) . . . . .				

29 Number of Forms 8283 received by the organization during the tax year for contributions for which the organization completed Form 8283, Part IV, Donee Acknowledgement . . . . . **29**

	Yes	No
30a During the year, did the organization receive by contribution any property reported in Part I, lines 1 through 28, that it must hold for at least three years from the date of the initial contribution, and which isn't required to be used for exempt purposes for the entire holding period? . . . . .		X
b If "Yes," describe the arrangement in Part II.		
31 Does the organization have a gift acceptance policy that requires the review of any nonstandard contributions? . . . . .	X	
32a Does the organization hire or use third parties or related organizations to solicit, process, or sell noncash contributions? . . . . .		X
b If "Yes," describe in Part II.		
33 If the organization didn't report an amount in column (c) for a type of property for which column (a) is checked, describe in Part II.		

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule M (Form 990) (2017)

**Part II** **Supplemental Information.** Provide the information required by Part I, lines 30b, 32b, and 33, and whether the organization is reporting in Part I, column (b), the number of contributions, the number of items received, or a combination of both. Also complete this part for any additional information.

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CONTRIBUTIONS

PART I, COLUMN (B)

THE ORGANIZATION IS REPORTING THE NUMBER OF CONTRIBUTIONS RECEIVED.

**SCHEDULE O  
(Form 990 or 990-EZ)**

Department of the Treasury  
Internal Revenue Service

Name of the organization

PROVIDENCE COLLEGE

**Supplemental Information to Form 990 or 990-EZ**

Complete to provide information for responses to specific questions on  
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at [www.irs.gov/form990](http://www.irs.gov/form990).

OMB No. 1545-0047

**2017**

**Open to Public  
Inspection**

Employer identification number

05-0258932

ORGANIZATION'S MISSION

PART I, LINE 7B

THE AMOUNT REPORTED ON PART I, LINE 7B INCLUDES CERTAIN QUALIFIED  
TRANSPORTATION FRINGE BENEFIT EXPENSES SUBJECT TO UNRELATED BUSINESS  
INCOME TAX UNDER IRC SECTION 512(A)(7) THAT ARE NOT REVENUE AND,  
THEREFORE, NOT REPORTED AS SUCH ON FORM 990, PART VIII.

PART III, LINE 1

PROVIDENCE COLLEGE IS A CATHOLIC, DOMINICAN, LIBERAL ARTS INSTITUTION OF  
HIGHER EDUCATION AND A COMMUNITY COMMITTED TO ACADEMIC EXCELLENCE IN  
PURSUIT OF THE TRUTH, GROWTH IN VIRTUE, AND SERVICE OF GOD AND NEIGHBOR.

HISTORY

PROVIDENCE COLLEGE WAS FOUNDED IN 1917 BY THE DOMINICAN FRIARS AT THE  
INVITATION OF BISHOP HARKINS TO PROVIDE A CATHOLIC EDUCATION IN THE ARTS  
AND SCIENCES.

FAITH AND REASON

PROVIDENCE COLLEGE IS CONFIDENT IN THE APPEAL OF REASON, BELIEVES THAT  
HUMAN BEINGS ARE DISPOSED TO KNOW THE TRUTH, AND TRUSTS IN THE POWER OF  
GRACE TO ENLIGHTEN MINDS, OPEN HEARTS, AND TRANSFORM LIVES. PROVIDENCE  
COLLEGE MAINTAINS THAT THE PURSUIT OF TRUTH HAS INTRINSIC VALUE, THAT  
FAITH AND REASON ARE COMPATIBLE AND COMPLEMENTARY MEANS TO ITS DISCOVERY,  
AND THAT THE SEARCH FOR TRUTH IS THE BASIS FOR DIALOGUE WITH OTHERS AND

Name of the organization PROVIDENCE COLLEGE	Employer identification number 05-0258932
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CRITICAL ENGAGEMENT WITH THE WORLD.

#### ACADEMIC EXCELLENCE

PROVIDENCE COLLEGE IS COMMITTED TO ACADEMIC EXCELLENCE, AND HOLDS ITSELF TO THE HIGHEST STANDARDS IN TEACHING, LEARNING, AND SCHOLARSHIP. ITS CORE CURRICULUM ADDRESSES KEY QUESTIONS OF HUMAN EXISTENCE, INCLUDING LIFE'S MEANING AND PURPOSE, AND STRESSES THE IMPORTANCE OF MORAL AND ETHICAL REASONING, AESTHETIC APPRECIATION, AND UNDERSTANDING THE NATURAL WORLD, OTHER CULTURES, AND DIVERSE TRADITIONS. PROVIDENCE COLLEGE HONORS ACADEMIC FREEDOM, PROMOTES CRITICAL THINKING AND ENGAGED LEARNING, AND ENCOURAGES A PEDAGOGY OF DISPUTED QUESTIONS.

#### COMMUNITY AND DIVERSITY

PROVIDENCE COLLEGE SEEKS TO REFLECT THE RICH DIVERSITY OF THE HUMAN FAMILY. FOLLOWING THE EXAMPLE OF ST. DOMINIC, WHO EXTENDED A LOVING EMBRACE TO ALL, IT WELCOMES QUALIFIED MEN AND WOMEN OF EVERY BACKGROUND AND AFFIRMS THE GOD-GIVEN DIGNITY, FREEDOM, AND EQUALITY OF EACH PERSON. PROVIDENCE COLLEGE PROMOTES THE COMMON GOOD, THE HUMAN FLOURISHING OF EACH MEMBER OF THE CAMPUS COMMUNITY, AND SERVICE OF NEIGHBORS NEAR AND FAR.

#### VERITAS AND PROVIDENCE

PROVIDENCE COLLEGE BRINGS THE EIGHT-HUNDRED-YEAR-OLD DOMINICAN IDEAL OF VERITAS TO THE ISSUES AND CHALLENGES OF TODAY. IT SEEKS TO SHARE THE FRUITS OF CONTEMPLATION IN AN INCREASINGLY GLOBAL AND DIVERSE SOCIETY,

Name of the organization PROVIDENCE COLLEGE	Employer identification number 05-0258932
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AND TO PRAISE AND BLESS ALL THAT IS GOOD AND VITAL IN HUMAN ENDEAVORS.

PROVIDENCE COLLEGE SUPPORTS THE DOMINICAN MISSION OF PREACHING THE GOSPEL OF JESUS CHRIST TO A NEW GENERATION OF STUDENTS AND HELPING THEM DISCOVER GOD'S PROVIDENCE IN THEIR LIVES.

12-MEMBER CORPORATION

PART VI, SECTION A, LINES 6-7B

PROVIDENCE COLLEGE'S GOVERNING BODY IS A TWO-TIER STRUCTURE:

A CORPORATION AND A BOARD OF TRUSTEES.

THE 12-MEMBER CORPORATION IS THE BODY THAT HAS THE ULTIMATE AUTHORITY TO EXERCISE CONTROL OVER OWNERSHIP OF PROPERTY, TO PROMULGATE AND AMEND THE BY-LAWS, TO ACCEPT OR REJECT THE RECOMMENDATION FOR ELECTION TO THE PRESIDENCY OF THE COLLEGE BY THE BOARD OF TRUSTEES, AND TO ELECT MEMBERS OF THE CORPORATION AND OF THE BOARD OF TRUSTEES.

THE CORPORATION IS COMPRISED OF FOUR EX OFFICIO MEMBERS AND EIGHT OTHER INDIVIDUALS ELECTED BY THE CORPORATION, FOUR DOMINICAN FRIARS AND FOUR LAY PERSONS. THE EX OFFICIO MEMBERS ARE: THE PROVINCIAL OF THE PROVINCE OF ST. JOSEPH, THE ELECTED LEADER OF THE DOMINICAN ORDER FOR THE EASTERN REGION OF THE UNITED STATES; THE ROMAN CATHOLIC BISHOP OF THE DIOCESE OF PROVIDENCE; THE PRESIDENT OF THE COLLEGE; AND THE CHAIRMAN OF THE BOARD OF TRUSTEES.

THE TERMS OF OFFICE OF THE BISHOP, THE PRESIDENT, THE PROVINCIAL AND THE CHAIRMAN OF THE BOARD OF TRUSTEES ARE CO-TERMINUS WITH THE RESPECTIVE

Name of the organization PROVIDENCE COLLEGE	Employer identification number 05-0258932
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INCUMBENCY OF EACH. THE TERM OF ALL OTHER MEMBERS IS THREE YEARS.

FORM 990 REVIEW PROCESS

PART VI, SECTION B, LINE 11A

THE FORM 990 WILL BE COMPLETED ANNUALLY. MEMBERS OF THE AUDIT COMMITTEE WILL REVIEW THE FORM 990 WITH THE COLLEGE'S PRESIDENT, EXECUTIVE VICE PRESIDENT/TREASURER, SR. VICE PRESIDENT FOR FINANCE & BUSINESS/CFO, AND CONTROLLER. AT THE DISCRETION OF THE AUDIT COMMITTEE CHAIR, THE THIRD PARTY PREPARER OF THE FORM 990 MAY BE ASKED TO ATTEND. ANY NECESSARY CHANGE, IDENTIFIED THROUGH THE REVIEW PROCESS, WILL BE MADE TO THE ORIGINALLY SUBMITTED FORM 990. THIS UPDATED VERSION OF THE FORM 990 WILL BE CONSIDERED APPROVED FOR FILING. IT WILL BE SIGNED BY THE SR. VICE PRESIDENT FOR FINANCE & BUSINESS/CFO, DATED, AND SUBMITTED BY THE FILING DEADLINE.

A COPY OF THE APPROVED FORM 990 WILL BE PROVIDED, VIA POSTING ON THE TRUSTEES ONLY AREA OF THE COLLEGE WEBSITE, TO ALL OF THE OFFICERS AND TRUSTEES BEFORE THE RETURN IS FILED.

CONFLICT OF INTEREST POLICY

PART VI, SECTION B, LINE 12C

ALL OFFICERS, TRUSTEES, AND KEY EMPLOYEES ARE REQUIRED TO DISCLOSE ANNUAL INTERESTS THAT COULD GIVE RISE TO CONFLICTS. ALL CONFLICT OF INTEREST DISCLOSURE FORMS ARE REVIEWED BY THE COLLEGE'S GENERAL COUNSEL, THE CHAIRMEN OF THE AUDIT COMMITTEE, AND A DESIGNEE OF THE CORPORATION. ISSUES ARISING UNDER THE APPLICATION OF THIS POLICY SHALL BE RESOLVED BY

Name of the organization PROVIDENCE COLLEGE	Employer identification number 05-0258932
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THE BOARD OF TRUSTEES OR THE EXECUTIVE COMMITTEE.

COMPENSATION POLICY

PART VI, SECTION B, LINE 15

THE EXECUTIVE COMMITTEE OF THE BOARD OF TRUSTEES ANNUALLY REVIEWS THE POLICIES, PROGRAMS, AND TOTAL COMPENSATION FOR EXECUTIVES TO ENSURE COMPLIANCE WITH FEDERAL REGULATIONS CONCERNING EXECUTIVE COMPENSATION IN NON-PROFIT ORGANIZATIONS. COMPETITIVE SURVEY DATA IS COLLECTED, ANALYZED, AND SUMMARIZED BY THE ASSOCIATE VICE PRESIDENT FOR HUMAN RESOURCES AND IS REVIEWED ANNUALLY BY THE EXECUTIVE COMMITTEE OF THE BOARD OF TRUSTEES. SALARIES ARE BASED UPON THE EXECUTIVE'S SCOPE, SIZE, AND COMPLEXITY OF RESPONSIBILITIES AS WELL AS PERFORMANCE AGAINST GOALS AND OBJECTIVES. THIS PROCESS IS USED TO ESTABLISH COMPENSATION FOR THE FOLLOWING: PRESIDENT, EVP/TREASURER, VP FOR STUDENT AFFAIRS, SR VP OF ACADEMIC AFFAIRS/PROVOST, VP AND GENERAL COUNSEL, SR VP FOR FINANCE/CFO, SR VP FOR INSTITUTIONAL ADVANCEMENT AND VP FOR MISSION AND MINISTRY. THIS PROCESS IS DONE ANNUALLY.

PROVIDENCE COLLEGE'S PRESIDENT AND EVP/TREASURER ARE MEMBERS OF THE DOMINICAN FRIARS, A CATHOLIC RELIGIOUS ORDER. THEY ARE PROVIDED ON CAMPUS HOUSING AND HEALTHCARE BENEFITS BY THE COLLEGE. THE COMPENSATION FOR OTHER OFFICERS AND KEY EMPLOYEES IS SET BY THE PRESIDENT OF THE COLLEGE. INDEPENDENT COMPENSATION COMPARABILITY SURVEYS ARE USED PERIODICALLY IN SETTING COMPENSATION.

THE COLLEGE COMPLIES WITH THE THREE REQUIREMENTS OF THE REBUTTABLE

Name of the organization PROVIDENCE COLLEGE	Employer identification number 05-0258932
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PRESUMPTION STANDARD, AS OUTLINED IN TREASURY REGULATIONS SECTION 53.4958-6: (1) EXECUTIVE COMPENSATION IS AUTHORIZED BY AN INDEPENDENT COMMITTEE OF THE BOARD OF DIRECTORS, (2) THE COMMITTEE AUTHORIZING EXECUTIVE COMPENSATION OBTAINS AND RELIES ON APPROPRIATE DATA AS TO COMPARABILITY PRIOR TO MAKING DETERMINATIONS, AND (3) THE COMMITTEE ADEQUATELY DOCUMENTS THE BASIS FOR DETERMINATIONS CONCURRENTLY WITH MAKING THE DETERMINATIONS.

## PUBLIC DISCLOSURE POLICY

PART VI, SECTION C, LINE 19

THE ORGANIZATION'S GOVERNING DOCUMENTS ARE MADE AVAILABLE TO THE PUBLIC ON THE WEBSITE. THE COLLEGE COMMUNITY (FACULTY, STAFF, AND STUDENTS) HAVE ACCESS TO THE CONFLICT OF INTEREST POLICY THROUGH THE COLLEGE'S WEBSITE. FINANCIAL STATEMENTS ARE AVAILABLE TO ANYONE UPON REQUEST. THE FORM 990 IS POSTED ON THE INTERNET AT WWW.GUIDESTAR.ORG.

## OTHER CHANGES IN NET ASSETS OR FUND BALANCES

PART XI, LINE 9 PART VI, SECTION C, LINE 19

PROVISION FOR DOUBTFUL PLEDGES	\$	(369,470)
POST RETIREMENT BENEFIT OBLIGATION	\$	128,562
TOTAL	\$	(240,908)

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 ATTACHMENT 1
 

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 FORM 990, PART III - PROGRAM SERVICE, LINE 4A
 

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PROVIDENCE COLLEGE OFFERS UNDERGRADUATE DEGREES, GRADUATE DEGREES, AND CERTIFICATE PROGRAMS. COMMITTED TO ACADEMIC EXCELLENCE, THE COLLEGE'S CORE CURRICULUM ADDRESSES KEY QUESTIONS OF HUMAN EXISTENCE, INCLUDING LIFE'S MEANING AND PURPOSE, AND STRESSES THE

Name of the organization PROVIDENCE COLLEGE	Employer identification number 05-0258932
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ATTACHMENT 1 (CONT'D)

IMPORTANCE OF MORAL AND ETHICAL REASONING, AESTHETIC APPRECIATION, AND UNDERSTANDING THE NATURAL WORLD, OTHER CULTURES, AND DIVERSE TRADITIONS. PROVIDENCE COLLEGE HONORS ACADEMIC FREEDOM, PROMOTES CRITICAL THINKING AND ENGAGED LEARNING, AND ENCOURAGES A PEDAGOGY OF DISPUTED QUESTIONS. THE COLLEGE OFFERS 50 MAJOR FIELDS OF STUDY. THE STUDENT/FACULTY RATIO IS 12:1 AND THE AVERAGE CLASS SIZE IS 20. THE COLLEGE IS ACCREDITED BY THE NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES AND THE AACSB INTERNATIONAL, AMONG OTHER ACCREDITING BODIES. APPROXIMATELY 4,830 STUDENTS WERE ENROLLED IN THE UNDERGRADUATE, GRADUATE AND CONTINUING EDUCATION PROGRAMS.

ATTACHMENT 2990, PART VII- COMPENSATION OF THE FIVE HIGHEST PAID IND. CONTRACTORS

<u>NAME AND ADDRESS</u>	<u>DESCRIPTION OF SERVICES</u>	<u>COMPENSATION</u>
DIMEO CONSTRUCTION COMPANY 75 CHAPMAN STREET PROVIDENCE, RI 02905	CONSTRUCTION SERVICE	11,434,959.
SODEXO, INC. P.O. BOX 360170 PITTSBURGH, PA 15251	FOOD SERVICES	10,772,969.
BOND BROTHERS, INC. 145 SPRING STREET EVERETT, MA 02149	CONSTRUCTION SERVICE	6,208,536.
ABM JANITORIAL SERVICES - NORTHEAST INC. 321 WEST 44TH STREET NEW YORK, NY 10036	JANITORIAL SERVICES	3,789,144.
SITE TECH CORPORATION 184 BUTTONHOLE DRIVE PROVIDENCE, RI 02909	CONSTRUCTION SERVICE	3,609,881.

**SCHEDULE R  
(Form 990)**

Department of the Treasury  
Internal Revenue Service

Name of the organization

PROVIDENCE COLLEGE

**Related Organizations and Unrelated Partnerships**

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 33, 34, 35b, 36, or 37.

▶ Attach to Form 990.

▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information.

Open to Public  
Inspection

Employer identification number

05-0258932

**Part I Identification of Disregarded Entities.** Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

	(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity
(1)						
(2)						
(3)						
(4)						
(5)						
(6)						

**Part II Identification of Related Tax-Exempt Organizations.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related tax-exempt organizations during the tax year.

	(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity?	
							Yes	No
(1)								
(2)								
(3)								
(4)								
(5)								
(6)								
(7)								

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule R (Form 990) 2017

**Part III Identification of Related Organizations Taxable as a Partnership.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related organizations treated as a partnership during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Predominant income (related, unrelated, excluded from tax under sections 512 - 514)	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V - UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
							Yes	No		Yes	No	
(1)												
(2)												
(3)												
(4)												
(5)												
(6)												
(7)												

**Part IV Identification of Related Organizations Taxable as a Corporation or Trust.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related organizations treated as a corporation or trust during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Type of entity (C corp, S corp, or trust)	(f) Share of total income	(g) Share of end-of-year assets	(h) Percentage ownership	(i) Section 512(b)(13) controlled entity?	
								Yes	No
(1) CHARITABLE REMAINDER TRUSTS (5)	INVESTING	RI	PC	TRUST					X
(2) CHARITABLE PERPETUAL TRUSTS (3)	INVESTING	RI	PC	TRUST					X
(3)									
(4)									
(5)									
(6)									
(7)									

Part V Transactions With Related Organizations. Complete if the organization answered "Yes" on Form 990, Part IV, line 34, 35b, or 36.

Note: Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.

Table with columns: (a) Name of related organization, (b) Transaction type (a-s), (c) Amount involved, (d) Method of determining amount involved, and Yes/No checkboxes. Rows include items 1a-1s and 2.

Table with columns: (a) Name of related organization, (b) Transaction type (a-s), (c) Amount involved, (d) Method of determining amount involved, and Yes/No checkboxes. Row 1: CHARITABLE PERPETUAL TRUST, S, 121,000., CASH.

**Part VI Unrelated Organizations Taxable as a Partnership.** Complete if the organization answered "Yes" on Form 990, Part IV, line 37.

Provide the following information for each entity taxed as a partnership through which the organization conducted more than five percent of its activities (measured by total assets or gross revenue) that was not a related organization. See instructions regarding exclusion for certain investment partnerships.

(a) Name, address, and EIN of entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(e) Are all partners section 501(c)(3) organizations?		(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V - UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
				Yes	No			Yes	No		Yes	No	
(1)													
(2)													
(3)													
(4)													
(5)													
(6)													
(7)													
(8)													
(9)													
(10)													
(11)													
(12)													
(13)													
(14)													
(15)													
(16)													

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**Part VII** **Supplemental Information**

Provide additional information for responses to questions on Schedule R. See instructions.

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## **Nuestro Mundo Language Allocation Plan and Policy**

### **Nuestro Mundo Language Allocation Policy**

Nuestro Mundo will follow this language policy in all areas of the school in order to support our mission, celebrate multilingualism, and promote biliteracy for all students and staff.

*The mission of Nuestro Mundo is to prepare students to be global citizens and stewards of our environment. Using a multilingual and multicultural lens, our students have the knowledge and skills to realize empathy and connect their learning to the community and with a larger global audience.*

- Multilingualism will be seen as an asset, not as something to overcome
- All communications and announcements from Nuestro Mundo will be in both English and Spanish
- Teachers will only speak Spanish in Spanish classroom time and English in English classroom time, except when explicitly teaching translanguaging. Students will be encouraged to do the same, with exceptions when seeking help with vocabulary or an urgent issue. Teachers will use sheltered instruction strategies in both languages to support success in this and recast words/phrases for students when they do not speak in the target language.
- Teachers and staff will promote the Spanish language by only speaking Spanish in the Spanish classrooms and learning spaces.
- Nuestro Mundo will be a print rich environment with authentic multicultural texts and digital media celebrated in all areas of the school, including the appreciation and sharing of other languages in addition to English and Spanish.

### **Nuestro Mundo Language Allocation Plan**

#### **Time Allocation**

Nuestro Mundo's Two Way Immersion Program will follow the 50/50 model. The time allocation of the languages will be half days in K-5, alternating the time of day in which each language is taught. The 6-8 time allocation will be a hybrid model, basing the language of instruction on alternating Project Based Learning (PBL) units by semester. PBL units and language arts will be taught in both languages K-8.

#### **Content**

Since content will be viewed as intertwined in thematic and PBL units, students K-8 will see both languages in all content areas each year. Targeted instruction of math and language arts skills will also occur in both languages across all grades, K-8. Math and PBL units will

alternate on a daily basis in K-5 and on a semester basis in 6-8. Starting from kindergarten, students will be instructed simultaneously in Spanish and English language arts skills with distinct lessons in each language and explicit lessons to bridge the languages and transfer the content they learn in Spanish to English and vice versa.

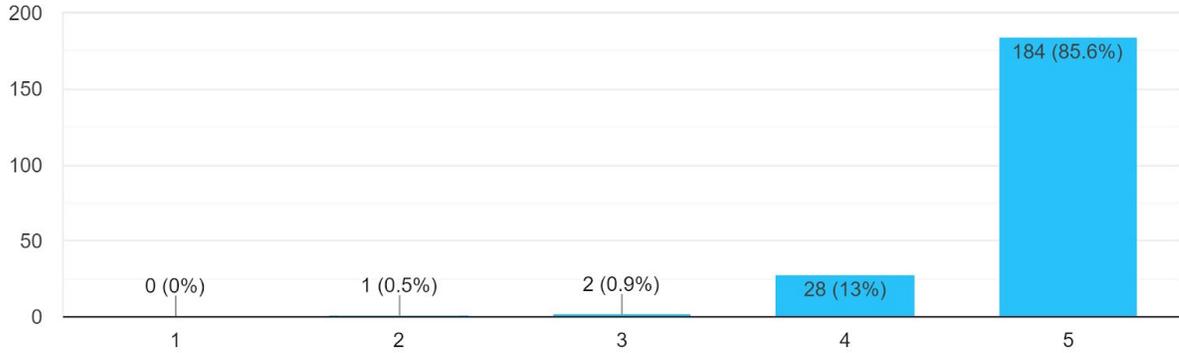
### **Partner Teachers**

As opposed to self-contained teachers, Nuestro Mundo will have partner teachers in order to create an immersion environment and have students associate both the learning space and the teacher with either Spanish or English language. Partner teachers will work together to create a translanguaging space where they will explicitly co-teach strategies to compare the languages and transfer concepts between the languages. ELD and bilingual paraprofessionals will also support the partner teachers in the classroom and lead small group instruction.

## Appendix M: Community Need Assessment Survey

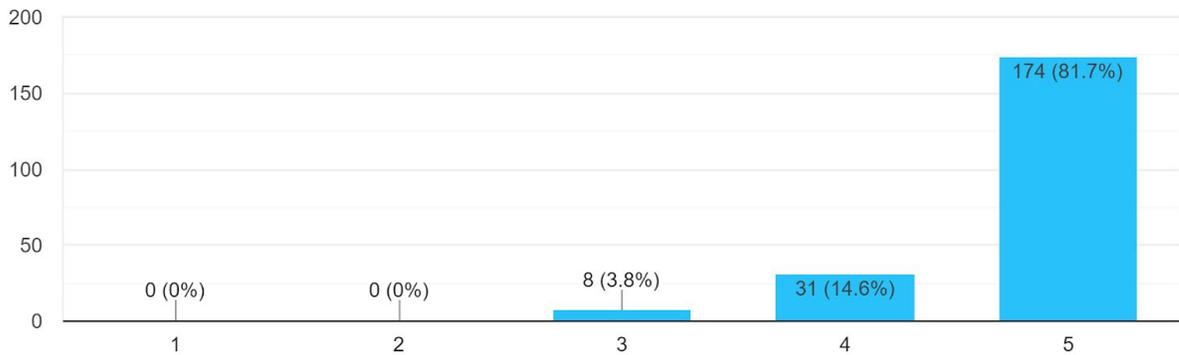
How valuable do you believe it is to include bilingualism and biliteracy in the elementary and middle school educational programming?

215 responses



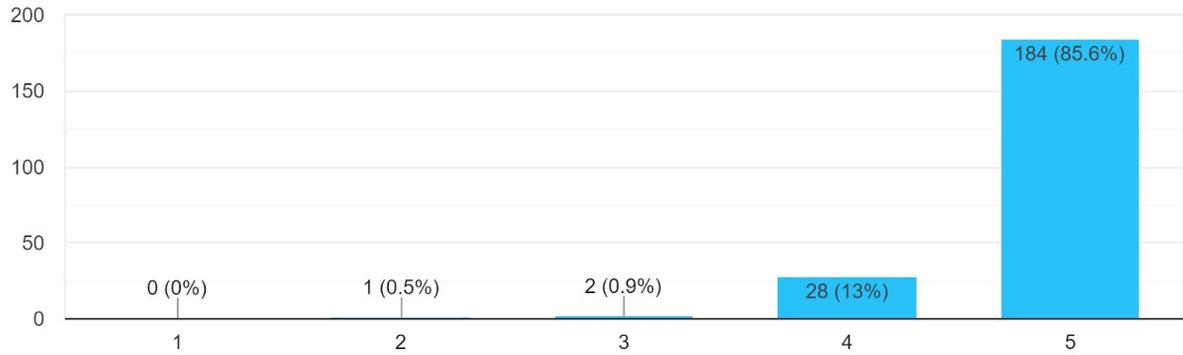
How valuable do you believe it is to include environmental education in the elementary and middle school educational programming?

213 responses



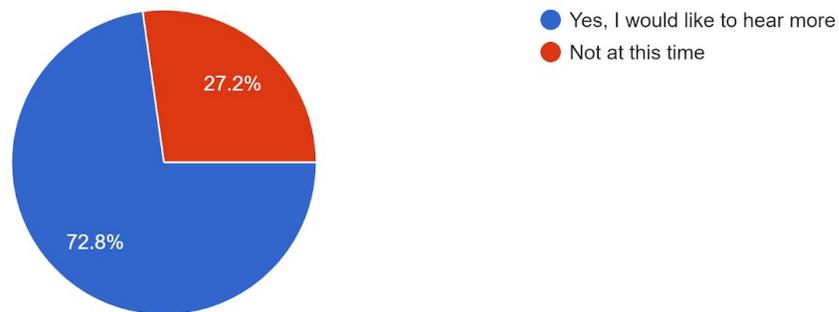
How valuable do you believe it is to include bilingualism and biliteracy in the elementary and middle school educational programming?

215 responses



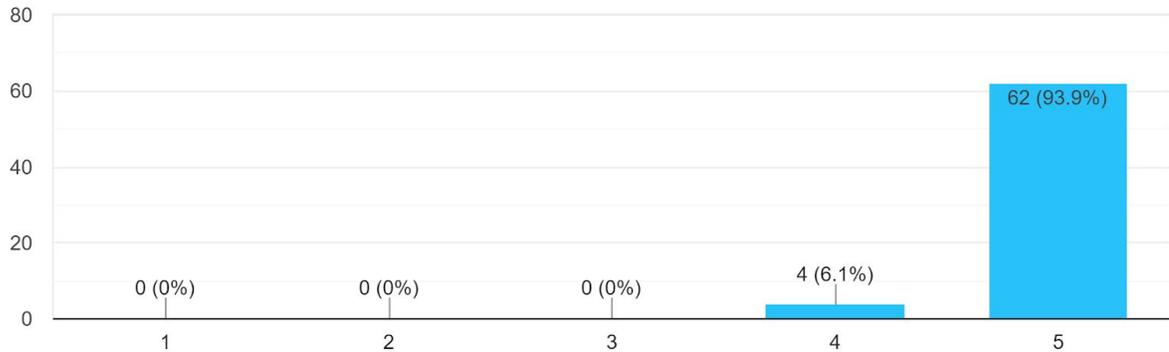
Would you be interested in working with us on a Family and Community Engagement Committee?

213 responses



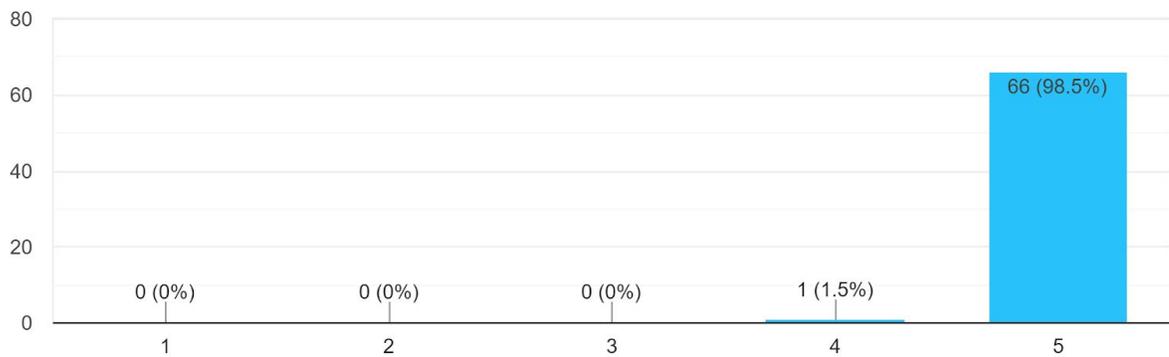
Para usted, ¿qué valor tiene la educación del medio ambiente como parte integral del programa de estudios en las escuelas primarias y secundarias?

66 responses



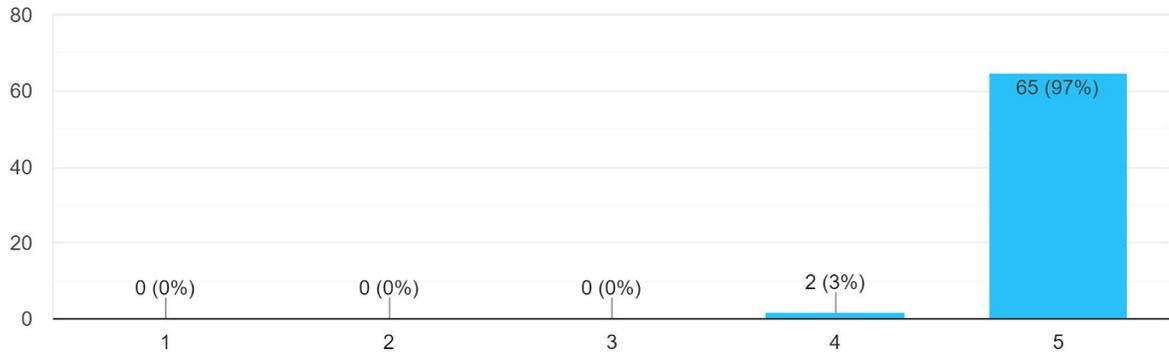
Para usted, ¿qué valor tiene el bilingüismo (hablar, leer y escribir en dos idiomas) como parte integral del programa de estudios en las escuelas primarias y secundarias?

67 responses



Para usted, ¿qué valor tiene que los estudiantes aprendan a apreciar las diferencias culturales como una ventaja que puedan utilizar a su favor?

67 responses



Le interesaría formar parte de un comité inicial para aconsejar a Nuestro Mundo Public Charter School? Este comité estaría dedicado a involucrar a las familias y la comunidad).

64 responses

