



Charter School Review Committee

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City Comptroller, *Ex Officio*

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**Rosario Sanchez**  
Committee Members

**Carl Cira**  
Technical Reviewer

To:        Steering and Rules Committee Members

From:    Howard Fuller, Ph.D.   
            Chair of the Charter School Review Committee

Re:        Information Concerning the Maasai Institute

Date:     January 13, 2005

At the January 11, 2005 Special Meeting of the Steering and Rules Committee some questions were raised about the Maasai Institute. It became clear that the Council Members have not had access to all of the documents that were available to the Charter School Review Committee (CSRC) when the Committee made its decision to recommend that the Common Council approve Maasai Institute's application to become a City of Milwaukee sponsored charter school.

I think is important that I outline the process used by the Committee in making its decision:

1. Maasai Institute submitted its application to the City Clerk on September 7, 2004.
2. A technical review of the application was conducted by Carl Cira of M.L. Tharps & Associates. That review found some missing information. Maasai Institute was required to provide that information, which they did in a timely fashion.  
(Attachment 1)
3. The CSRC held a public hearing on Maasai Institute's application on October 14, 2004. Committee members had several questions about the application. A critical concern was their proposal to open up both an elementary and a high school. Based on the questions raised at the hearings Maasai Institute was asked to provide additional information to the Committee. That information was forwarded to the Committee prior to the vote on the application.(Attachment 2)
4. The CSRC voted on the application at its meeting held on November 1, 2004.  
(Attachment 3)

If I can provide any additional information, please do not hesitate to contact me. My phone numbers are: 414-288-5774 (office), 414-807-1310 (mobile) or via e-mail at [howard@baeo.org](mailto:howard@baeo.org).

September 28, 2004

Carl A. Cira  
M.L. Tharps & Associates  
1845 North Farwell Avenue, Suite 109  
Milwaukee, WI 53202

Dear Mr. Cira:

Attached and enclosed are corrections to the deficiencies noted in the 9-12 Charter School Application.

#### **SCHOOL GOVERNANCE**

1. Janis McCollum has a degree in education but is not a licensed teacher therefore, does not hold a license. Maasai Institute will hire an Administrator. A signed statement is attached.
2. In addition to Janis McCollum's bio under Section I – School Operations and her resume in Attachment A, her educational experiences are attached in this letter.
3. Maasai Institute has filed for its not-for-profit status; however, a determination letter has not been received. Attached is a copy of the application.

#### **SCHOOL MANAGEMENT**

4. Attached is Maasai Institute's Investment Policy

#### **EDUCATIONAL RESULTS**

5. Section II page 33 speaks of how Maasai Institute will report educational results to the sponsor. It reads:

As part of the overall school design planning, the design team is developing a Maasai Institute standards-based accountability plan as the official mechanism through which we will indicate the goals (outcomes) we plan to achieve and the performance levels we will be held accountable for attaining for both the school and the students. **The accountability plan is being designed to provide information needed to measure and track the school's progress towards the goals, program adjustments, when needed, and reports to parents, the community, and the chartering authority on performance and progress.**

Additionally, Maasai Institute will report educational results to the chartering agency as often as they deem necessary.

**ADMISSION REQUIREMENTS**

6. In addition to section II, under Admission requirements.

Maasai Institute values family participation thus requires the commitment of the entire family to the students' education. Enrollment at Maasai is a family affair and requires family participation in all aspects of a student's education.

7. In addition to section II, under Admissions requirements,

Maasai Institute will achieve racial and ethnic balance by not discriminating in its admission policies or denying participation in any program or activity on the bases of a person's sex, race, religion, national origin, ancestry, pregnancy, parental status, sexual orientation or physical, mental, emotional, or learning disability.

Thank you for this opportunity to correct the deficiencies for Maasai Institute's 9-12 charter application.

Professionally,

Janis McCollum  
Chief Executive Administrator  
Maasai Institute



September 29, 2004

Carl A. Cira  
M.L. Tharps & Associates  
1845 North Farwell Avenue, Suite 109  
Milwaukee, WI 53202

Dear Mr. Cira:

Please accept this letter as a statement for licenses for Janis McCollum. I do not have an educational license; therefore, Maasai Institute will hire licensed teachers to supervise its teaching staff.

Sincerely,

Janis McCollum  
Chief Executive Administrator  
Maasai Institute

**User Fee for Exempt Organization  
 Determination Letter Request**  
 ▶ Attach this form to determination letter application.  
 (Form 8718 is NOT a determination letter application.)

For IRS Use Only	OMB No. 1545-1798
	Control number _____
	Amount paid _____
	User fee screener _____

1 Name of organization <b>Maasai Institute</b>	2 Employer Identification Number <b>20 : 0996443</b>
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**Caution:** Do not attach Form 8718 to an application for a pension plan determination letter. Use Form 8717 instead.

**3 Type of request** **Fee**

a  Initial request for a determination letter for:

- An exempt organization that has had annual gross receipts averaging not more than \$10,000 during the preceding 4 years, or
- A new organization that anticipates gross receipts averaging not more than \$10,000 during its first 4 years ▶ **\$150**

**Note:** If you checked box 3a, you must complete the Certification below.

**Certification**

I certify that the annual gross receipts of \_\_\_\_\_  
name of organization  
 have averaged (or are expected to average) not more than \$10,000 during the preceding 4 (or the first 4) years of operation.  
 Signature ▶ \_\_\_\_\_ Title ▶ \_\_\_\_\_

b  Initial request for a determination letter for:

- An exempt organization that has had annual gross receipts averaging more than \$10,000 during the preceding 4 years or
- A new organization that anticipates gross receipts averaging more than \$10,000 during its first 4 years . ▶ **\$500**

c  Group exemption letters . . . . . ▶ **\$500**

**Instructions**

The law requires payment of a user fee with each application for a determination letter. The user fees are listed on line 3 above. For more information, see Rev. Proc. 2003-8, 2003-1, I.R.B. 236, or latest annual update.

Check the box or boxes on line 3 for the type of application you are submitting. If you check box 3a, you must complete and sign the certification statement that appears under line 3a.

Attach to Form 8718 a check or money order payable to the "United States Treasury" for the full amount of the user fee. If you do not include the full amount, your application will be returned. Attach Form 8718 to your determination letter application.

Generally, the user fee will be refunded only if the Internal Revenue Service declines to issue a determination.

**Where To File**

Send the determination letter application and Form 8718 to:

Internal Revenue Service  
 P.O. Box 192  
 Covington, KY 41012-0192

If you are using express mail or a delivery service, send the application and Form 8718 to:

Internal Revenue Service  
 201 West Rivercenter Blvd.  
 Attn: Extracting Stop 312  
 Covington, KY 41011

**Paperwork Reduction Act Notice.** We ask for the information on this form to carry out the Internal Revenue laws of the United States. If you want your organization to be recognized as tax-exempt by the IRS, you are required to give us this information. We need it to determine whether the organization meets the legal requirements for tax-exempt status.

You are not required to provide the information requested on a form that is subject to the Paperwork Reduction Act unless the form displays a valid OMB control number. Books or records relating to a form or its instructions must be retained as long as their contents may become material in the administration of any Internal Revenue law. The rules governing the confidentiality of Form 8718 are covered in Code section 6104.

The time needed to complete and file this form will vary depending on individual circumstances. The estimated average time is 5 minutes. If you have comments concerning the accuracy of this time estimate or suggestions for making this form simpler, we would be happy to hear from you. You can write to the Tax Products Coordinating Committee, Western Area Distribution Center, Rancho Cordova, CA 95743-0001. **Do not** send this form to this address. Instead, see **Where To File** above.

Attach Check or Money Order Here



**Application for Recognition of Exemption  
 Under Section 501(c)(3) of the Internal Revenue Code**

*Note: If exempt status is approved, this application will be open for public inspection.*

Read the instructions for each Part carefully.

**A User Fee must be attached to this application.**

If the required information and appropriate documents are not submitted along with Form 8718 (with payment of the appropriate user fee), the application may be returned to you.

**Complete the Procedural Checklist on page 8 of the instructions.**

**Part I Identification of Applicant**

<p><b>1a</b> Full name of organization (as shown in organizing document)</p> <p><u>Maasai Institute</u></p>	<p><b>2</b> Employer identification number (EIN)                  (If none, see page 3 of the <b>Specific Instructions</b>.)</p> <p><u>20 : 0986443</u></p>
<p><b>1b</b> c/o Name (if applicable)</p>	<p><b>3</b> Name and telephone number of person to be contacted if additional information is needed</p> <p><u>Janis McCollum</u> <u>(414) 288-1691</u></p>
<p><b>1c</b> Address (number and street)</p> <p><u>750 North 18<sup>th</sup> Street</u></p>	<p>Room/Suite</p>
<p><b>1d</b> City, town, or post office, state, and ZIP + 4. If you have a foreign address, see <b>Specific Instructions</b> for Part I, page 3.</p> <p><u>Milwaukee, Wisconsin</u></p>	<p><b>4</b> Month the annual accounting period ends</p> <p><u>June</u></p>
<p><b>1e</b> Web site address</p>	<p><b>5</b> Date incorporated or formed</p> <p><u>May 7, 2004</u></p>
<p><b>6</b> Check here if applying under section:                  a <input type="checkbox"/> 501(e) b <input type="checkbox"/> 501(f) c <input type="checkbox"/> 501(k) d <input type="checkbox"/> 501(n)</p>	
<p><b>7</b> Did the organization previously apply for recognition of exemption under this Code section or under any other section of the Code?                  If "Yes," attach an explanation. <span style="float:right"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span></p>	
<p><b>8</b> Is the organization required to file Form 990 (or Form 990-EZ)?                  If "No," attach an explanation (see page 3 of the <b>Specific Instructions</b>). <span style="float:right"><input checked="" type="checkbox"/> N/A <input type="checkbox"/> Yes <input type="checkbox"/> No</span></p>	
<p><b>9</b> Has the organization filed Federal income tax returns or exempt organization information returns?                  If "Yes," state the form numbers, years filed, and Internal Revenue office where filed. <span style="float:right"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span></p>	

**10** Check the box for the type of organization. ATTACH A CONFORMED COPY OF THE CORRESPONDING ORGANIZING DOCUMENTS TO THE APPLICATION BEFORE MAILING. (See **Specific Instructions** for Part I, Line 10, on page 3.) See also Pub. 557 for examples of organizational documents.)

- a  Corporation—Attach a copy of the Articles of Incorporation (including amendments and restatements) showing approval by the appropriate state official; also include a copy of the bylaws.
- b  Trust— Attach a copy of the Trust Indenture or Agreement, including all appropriate signatures and dates.
- c  Association— Attach a copy of the Articles of Association, Constitution, or other creating document, with a declaration (see instructions) or other evidence the organization was formed by adoption of the document by more than one person; also include a copy of the bylaws.

If the organization is a corporation or an unincorporated association that has not yet adopted bylaws, check here

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here Janis McCollum 9/15/2004  
 (Signature) (Type or print name and title or authority of signer) (Date)

**Part II** Activities and Operational Information

- 1 Provide a detailed narrative description of all the activities of the organization—past, present, and planned. Do not merely refer to or repeat the language in the organizational document. List each activity separately in the order of importance based on the relative time and other resources devoted to the activity. Indicate the percentage of time for each activity. Each description should include, as a minimum, the following: (a) a detailed description of the activity including its purpose and how each activity furthers your exempt purpose; (b) when the activity was or will be initiated; and (c) where and by whom the activity will be conducted.

a) The organization will carry on any and all activities necessary for the operation of a school. All revenue will be used for operation of the school.

b) The activities related to organizing and preparing the school are ongoing, conducted by...

c) the individuals listed at Part II(4)(a) and others, as they are able.

- 2 What are or will be the organization's sources of financial support? List in order of size.

Federal, state and local sources of revenue will be received

- 3 Describe the organization's fundraising program, both actual and planned, and explain to what extent it has been put into effect. Include details of fundraising activities such as selective mailings, formation of fundraising committees, use of volunteers or professional fundraisers, etc. Attach representative copies of solicitations for financial support.

The organization will utilize fundraising committees, volunteers and/or professional fundraisers by way of mailings, special events + grant writing

**Part II** Activities and Operational Information (Continued)

4 Give the following information about the organization's governing body:

a Names, addresses, and titles of officers, directors, trustees, etc.	b Annual compensation
Janis McCollum - 3323 N 38 Street, Milwaukee 53216	Q
Jai Barber - 3129 W. Colony Dr, Greenfield, WI 53221	Q
B Denise Patton - 3703 W. Roosevelt Dr, Milwaukee, 53214	Q
Forrest Doolen - 7218 W. North Ave # 204, Milw, 53213	Q

c Do any of the above persons serve as members of the governing body by reason of being public officials or being appointed by public officials?  Yes  No  
 If "Yes," name those persons and explain the basis of their selection or appointment.

d Are any members of the organization's governing body "disqualified persons" with respect to the organization (other than by reason of being a member of the governing body) or do any of the members have either a business or family relationship with "disqualified persons"? (See **Specific Instructions** for Part II, Line 4d, on page 3.)  Yes  No  
 If "Yes," explain.

5 Does the organization control or is it controlled by any other organization?  Yes  No  
 Is the organization the outgrowth of (or successor to) another organization, or does it have a special relationship with another organization by reason of interlocking directorates or other factors?  Yes  No  
 If either of these questions is answered "Yes," explain.

6 Does or will the organization directly or indirectly engage in any of the following transactions with any political organization or other exempt organization (other than a 501(c)(3) organization): (a) grants; (b) purchases or sales of assets; (c) rental of facilities or equipment; (d) loans or loan guarantees; (e) reimbursement arrangements; (f) performance of services, membership, or fundraising solicitations; or (g) sharing of facilities, equipment, mailing lists or other assets, or paid employees?  Yes  No  
 If "Yes," explain fully and identify the other organizations involved.

7 Is the organization financially accountable to any other organization?  Yes  No  
 If "Yes," explain and identify the other organization. Include details concerning accountability or attach copies of reports if any have been submitted.



**Part II** Activities and Operational Information (Continued)

8 What assets does the organization have that are used in the performance of its exempt function? (Do not include property producing investment income.) If any assets are not fully operational, explain their status, what additional steps remain to be completed, and when such final steps will be taken. If none, indicate "N/A."

N/A

9 Will the organization be the beneficiary of tax-exempt bond financing within the next 2 years?  Yes  No

10a Will any of the organization's facilities or operations be managed by another organization or individual under a contractual agreement?  Yes  No \*

b Is the organization a party to any leases?  Yes  No \*  
If either of these questions is answered "Yes," attach a copy of the contracts and explain the relationship between the applicant and the other parties.

\* While this currently not the case, it may occur in the future

11 Is the organization a membership organization?  Yes  No

If "Yes," complete the following:

a Describe the organization's membership requirements and attach a schedule of membership fees and dues.

b Describe the organization's present and proposed efforts to attract members and attach a copy of any descriptive literature or promotional material used for this purpose.

c What benefits do (or will) the members receive in exchange for their payment of dues?

12a If the organization provides benefits, services, or products, are the recipients required, or will they be required, to pay for them?  N/A  Yes  No  
If "Yes," explain how the charges are determined and attach a copy of the current fee schedule.

b Does or will the organization limit its benefits, services, or products to specific individuals or classes of individuals?  N/A  Yes  No  
If "Yes," explain how the recipients or beneficiaries are or will be selected.

13 Does or will the organization attempt to influence legislation?  Yes  No  
If "Yes," explain. Also, give an estimate of the percentage of the organization's time and funds that it devotes or plans to devote to this activity.

14 Does or will the organization intervene in any way in political campaigns, including the publication or distribution of statements?  Yes  No  
If "Yes," explain fully.

**Part III** Technical Requirements

1 Are you filing Form 1023 within 15 months from the end of the month in which your organization was created or formed?  Yes  No  
If you answer "Yes," do not answer questions on lines 2 through 6 below.

2 If one of the exceptions to the 15-month filing requirement shown below applies, check the appropriate box and proceed to question 7.

**Exceptions**—You are not required to file an exemption application within 15 months if the organization:

- a Is a church, interchurch organization of local units of a church, a convention or association of churches, or an integrated auxiliary of a church. See **Specific Instructions**, Line 2a, on page 4;
- b Is not a private foundation and normally has gross receipts of not more than \$5,000 in each tax year; or
- c Is a subordinate organization covered by a group exemption letter, but only if the parent or supervisory organization timely submitted a notice covering the subordinate.

3 If the organization does not meet any of the exceptions on line 2 above, are you filing Form 1023 within 27 months from the end of the month in which the organization was created or formed?  Yes  No

If "Yes," your organization qualifies under Regulation section 301.9100-2, for an automatic 12-month extension of the 15-month filing requirement. Do not answer questions 4 through 6.

If "No," answer question 4.

4 If you answer "No" to question 3, does the organization wish to request an extension of time to apply under the "reasonable action and good faith" and the "no prejudice to the interest of the government" requirements of Regulations section 301.9100-3?  Yes  No

If "Yes," give the reasons for not filing this application within the 27-month period described in question 3. See **Specific Instructions**, Part III, Line 4, before completing this item. Do not answer questions 5 and 6.

If "No," answer questions 5 and 6.

5 If you answer "No" to question 4, your organization's qualification as a section 501(c)(3) organization can be recognized only from the date this application is filed. Therefore, do you want us to consider the application as a request for recognition of exemption as a section 501(c)(3) organization from the date the application is received and not retroactively to the date the organization was created or formed?  Yes  No

6 If you answer "Yes" to question 5 above and wish to request recognition of section 501(c)(4) status for the period beginning with the date the organization was formed and ending with the date the Form 1023 application was received (the effective date of the organization's section 501(c)(3) status), check here  and attach a completed page 1 of Form 1024 to this application.

**Part III** Technical Requirements (Continued)

- 7 Is the organization a private foundation?  
 Yes (Answer question 8.)  
 No (Answer question 9 and proceed as instructed.)

- 8 If you answer "Yes" to question 7, does the organization claim to be a private operating foundation?  
 Yes (Complete Schedule E.)  
 No

After answering question 8 on this line, go to line 14 on page 7.

- 9 If you answer "No" to question 7, indicate the public charity classification the organization is requesting by checking the box below that most appropriately applies:

**THE ORGANIZATION IS NOT A PRIVATE FOUNDATION BECAUSE IT QUALIFIES:**

- |   |   |  |
|---|---|--|
| a | <input type="checkbox"/> As a church or a convention or association of churches<br>(CHURCHES MUST COMPLETE SCHEDULE A.)   | Sections 509(a)(1)<br>and 170(b)(1)(A)(i)                          |
| b | <input checked="" type="checkbox"/> As a school (MUST COMPLETE SCHEDULE B.)   | Sections 509(a)(1)<br>and 170(b)(1)(A)(ii)                         |
| c | <input type="checkbox"/> As a hospital or a cooperative hospital service organization, or a<br>medical research organization operated in conjunction with a<br>hospital (These organizations, except for hospital service<br>organizations, MUST COMPLETE SCHEDULE C.)                                      | Sections 509(a)(1)<br>and 170(b)(1)(A)(iii)                        |
| d | <input type="checkbox"/> As a governmental unit described in section 170(c)(1).   | Sections 509(a)(1)<br>and 170(b)(1)(A)(v)                          |
| e | <input type="checkbox"/> As being operated solely for the benefit of, or in connection with,<br>one or more of the organizations described in a through d, g, h, or i<br>(MUST COMPLETE SCHEDULE D.)  | Section 509(a)(3)  |
| f | <input type="checkbox"/> As being organized and operated exclusively for testing for public<br>safety.  | Section 509(a)(4)  |
| g | <input type="checkbox"/> As being operated for the benefit of a college or university that is<br>owned or operated by a governmental unit.  | Sections 509(a)(1)<br>and 170(b)(1)(A)(iv)                         |
| h | <input type="checkbox"/> As receiving a substantial part of its support in the form of<br>contributions from publicly supported organizations, from a<br>governmental unit, or from the general public.   | Sections 509(a)(1)<br>and 170(b)(1)(A)(vi)                         |
| i | <input type="checkbox"/> As normally receiving not more than one-third of its support from<br>gross investment income and more than one-third of its support from<br>contributions, membership fees, and gross receipts from activities<br>related to its exempt functions (subject to certain exceptions). | Section 509(a)(2)  |
| j | <input type="checkbox"/> The organization is a publicly supported organization but is not sure<br>whether it meets the public support test of h or i. The organization<br>would like the IRS to decide the proper classification.   | Sections 509(a)(1)<br>and 170(b)(1)(A)(vi)<br>or Section 509(a)(2) |

If you checked one of the boxes a through f in question 9, go to question  
 14. If you checked box g in question 9, go to questions 11 and 12.  
 If you checked box h, i, or j, in question 9, go to question 10.

**Part III** Technical Requirements (Continued)

- 10** If you checked box **h**, **i**, or **j** in question 9, has the organization completed a tax year of at least 8 months?  
 **Yes**—Indicate whether you are requesting:  
 A definitive ruling. (Answer questions 11 through 14.)  
 An advance ruling. (Answer questions 11 and 14 and attach two Forms 872-C completed and signed.)  
 **No**—You must request an advance ruling by completing and signing two Forms 872-C and attaching them to the Form 1023.
- 11** If the organization received any unusual grants during any of the tax years shown in Part IV-A, **Statement of Revenue and Expenses**, attach a list for each year showing the name of the contributor; the date and the amount of the grant; and a brief description of the nature of the grant.

- 12** If you are requesting a definitive ruling under section 170(b)(1)(A)(iv) or (vi), check here  and:  
**a** Enter 2% of line 8, column (e), Total, of Part IV-A \_\_\_\_\_  
**b** Attach a list showing the name and amount contributed by each person (other than a governmental unit or "publicly supported" organization) whose total gifts, grants, contributions, etc., were more than the amount entered on line **12a** above.

- 13** If you are requesting a definitive ruling under section 509(a)(2), check here  and:  
**a** For each of the years included on lines 1, 2, and 9 of Part IV-A, attach a list showing the name of and amount received from each "disqualified person." (For a definition of "disqualified person," see **Specific Instructions**, Part II, Line 4d, on page 3.)  
**b** For each of the years included on line 9 of Part IV-A, attach a list showing the name of and amount received from each payer (other than a "disqualified person") whose payments to the organization were more than \$5,000. For this purpose, "payer" includes, but is not limited to, any organization described in sections 170(b)(1)(A)(i) through (vi) and any governmental agency or bureau.

**14** Indicate if your organization is one of the following. If so, complete the required schedule. (Submit only those schedules that apply to your organization. **Do not submit blank schedules.**)

	Yes	No	If "Yes," complete Schedule:
Is the organization a church? . . . . .			A
Is the organization, or any part of it, a school? . . . . .	X		B
Is the organization, or any part of it, a hospital or medical research organization? . . . . .			C
Is the organization a section 509(a)(3) supporting organization? . . . . .			D
Is the organization a private operating foundation? . . . . .			E
Is the organization, or any part of it, a home for the aged or handicapped? . . . . .			F
Is the organization, or any part of it, a child care organization? . . . . .	X		G
Does the organization provide or administer any scholarship benefits, student aid, etc.? . . . .			H
Has the organization taken over, or will it take over, the facilities of a "for profit" institution? . . . .			I

**Part IV Financial Data**

Complete the financial statements for the current year and for each of the 3 years immediately before it. If in existence less than 4 years, complete the statements for each year in existence. If in existence less than 1 year, also provide proposed budgets for the 2 years following the current year.

**A. Statement of Revenue and Expenses**

	Current tax year	3 prior tax years or proposed budget for 2 years			(e) TOTAL
		(a) From ..... to	(b) .....	(c) .....	
<b>Revenue</b>	1 Gifts, grants, and contributions received (not including unusual grants—see page 6 of the instructions).				
	2 Membership fees received				
	3 Gross investment income (see instructions for definition)				
	4 Net income from organization's unrelated business activities not included on line 3				
	5 Tax revenues levied for and either paid to or spent on behalf of the organization				
	6 Value of services or facilities furnished by a governmental unit to the organization without charge (not including the value of services or facilities generally furnished the public without charge)				
	7 Other income (not including gain or loss from sale of capital assets) (attach schedule)				
	8 <b>Total</b> (add lines 1 through 7)				
	9 Gross receipts from admissions, sales of merchandise or services, or furnishing of facilities in any activity that is not an unrelated business within the meaning of section 513. Include related cost of sales on line 22				
	10 <b>Total</b> (add lines 8 and 9)				
	11 Gain or loss from sale of capital assets (attach schedule)				
	12 Unusual grants				
	13 <b>Total revenue</b> (add lines 10 through 12)				
<b>Expenses</b>	14 Fundraising expenses				
	15 Contributions, gifts, grants, and similar amounts paid (attach schedule)				
	16 Disbursements to or for benefit of members (attach schedule)				
	17 Compensation of officers, directors, and trustees (attach schedule)				
	18 Other salaries and wages				
	19 Interest				
	20 Occupancy (rent, utilities, etc.)				
	21 Depreciation and depletion				
	22 Other (attach schedule)				
	23 <b>Total expenses</b> (add lines 14 through 22)				
	24 Excess of revenue over expenses (line 13 minus line 23)				

**Part IV** Financial Data (Continued)

**B. Balance Sheet (at the end of the period shown)**

Current tax year  
Date .....

**Assets**

1	Cash . . . . .	1	0
2	Accounts receivable, net . . . . .	2	0
3	Inventories . . . . .	3	0
4	Bonds and notes receivable (attach schedule) . . . . .	4	0
5	Corporate stocks (attach schedule) . . . . .	5	0
6	Mortgage loans (attach schedule) . . . . .	6	0
7	Other investments (attach schedule) . . . . .	7	0
8	Depreciable and depletable assets (attach schedule) . . . . .	8	0
9	Land . . . . .	9	0
10	Other assets (attach schedule) . . . . .	10	0
11	<b>Total assets</b> (add lines 1 through 10) . . . . .	11	0

**Liabilities**

12	Accounts payable . . . . .	12	0
13	Contributions, gifts, grants, etc., payable . . . . .	13	0
14	Mortgages and notes payable (attach schedule) . . . . .	14	0
15	Other liabilities (attach schedule) . . . . .	15	0
16	<b>Total liabilities</b> (add lines 12 through 15) . . . . .	16	0

**Fund Balances or Net Assets**

17	Total fund balances or net assets . . . . .	17	0
18	<b>Total liabilities and fund balances or net assets</b> (add line 16 and line 17) . . . . .	18	0

If there has been any substantial change in any aspect of the organization's financial activities since the end of the period shown above, check the box and attach a detailed explanation . . . . .

### Schedule B. Schools, Colleges, and Universities

**1** Does, or will, the organization normally have: **(a)** a regularly scheduled curriculum, **(b)** a regular faculty of qualified teachers, **(c)** a regularly enrolled student body, and **(d)** facilities where its educational activities are regularly carried on?  Yes  No  
 If "No," do not complete the rest of Schedule B.

**2** Is the organization an instrumentality of a state or political subdivision of a state?  Yes  No  
 If "Yes," document this in Part II and do not complete items 3 through 10 of Schedule B. (See instructions on the back of Schedule B.)

**3** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to:

**a** Admissions?  Yes  No

**b** Use of facilities or exercise of student privileges?  Yes  No

**c** Faculty or administrative staff?  Yes  No

**d** Scholarship or loan programs?  Yes  No

If "Yes" for any of the above, explain.

**4** Does the organization include a statement in its charter, bylaws, or other governing instrument, or in a resolution of its governing body, that it has a racially nondiscriminatory policy as to students?  Yes  No \*  
 Attach whatever corporate resolutions or other official statements the organization has made on this subject. SEE 5a

**5a** Has the organization made its racially nondiscriminatory policies known in a manner that brings the policies to the attention of all segments of the general community that it serves?  Yes  No

If "Yes," describe how these policies have been publicized and how often relevant notices or announcements have been made. If no newspaper or broadcast media notices have been used, explain.

\* The organization will do so when it begins seeking and accepting students.

**b** If applicable, attach clippings of any relevant newspaper notices or advertising, or copies of tapes or scripts used for media broadcasts. Also attach copies of brochures and catalogs dealing with student admissions, programs, and scholarships, as well as representative copies of all written advertising used as a means of informing prospective students of the organization's programs.

**6** Attach a numerical schedule showing the racial composition, as of the current academic year, and projected to the extent feasible for the next academic year, of: **(a)** the student body, and **(b)** the faculty and administrative staff.

**7** Attach a list showing the amount of any scholarship and loan funds awarded to students enrolled and the racial composition of the students who have received the awards.

**8a** Attach a list of the organization's incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

**b** State whether any of the organizations listed in **8a** have as an objective the maintenance of segregated public or private school education, and, if so, whether any of the individuals listed in **8a** are officers or active members of such organizations.

**9a** Enter the public school district and county in which the organization is located.

Milwaukee

**b** Was the organization formed or substantially expanded at the time of public school desegregation in the above district or county?  Yes  No

**10** Has the organization ever been determined by a state or Federal administrative agency or judicial body to be racially discriminatory?  Yes  No

If "Yes," attach a detailed explanation identifying the parties to the suit, the forum in which the case was heard, the cause of action, the holding in the case, and the citations (if any) for the case. Also describe in detail what changes in the organization's operation, if any, have occurred since then.

**Schedule G. Child Care Organizations**

1 Is the organization's primary activity the providing of care for children away from their homes?  Yes  No

2 How many children is the organization authorized to care for by the state (or local governmental unit), and what was the average attendance during the past 6 months, or the number of months the organization has been in existence if less than 6 months?

NOT yet determined

3 How many children are currently cared for by the organization?

4 Is substantially all (at least 85%) of the care provided for the purpose of enabling parents to be gainfully employed or to seek employment?  Yes  No

5 Are the services provided available to the general public?  Yes  No  
If "No," explain.

6 Indicate the category, or categories, of parents whose children are eligible for the child care services (check as many as apply):

- low-income parents
- any working parents (or parents looking for work)
- anyone with the ability to pay
- other (explain)

**Instructions**

**Line 5**

If your organization's services are not available to the general public, indicate the particular group or groups that may utilize the services.

REMINDER—If this organization claims to operate a school, then it must also fill out Schedule B.





DATE: October 25, 2004

TO: Charter School Review Team  
FROM: Maasai Institute Design Team  
SUBJECT: Application Revisions

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Thank you for the opportunity to address the issues and concerns you raised during the hearing.

First, we have made a decision to withdraw the elementary school application. This action reduces the scope of the overall school design to reflect only the high school application with a revision to the number of students/families to be served year one through five.

Secondly, in the attached document package we have provided the following revisions:

#### **SECTION 1 SCHOOL OPERATIONS**

- A revised organization structure chart and revised bylaws clarifying the governance and organizational structures.
- Revised budget projections for the high school only. Those projections include: (a) a projected five year operating budget; (b) a budget based on 150 student enrollment; (c) a monthly cash flow for 150 student enrollment and (d) a budget based on 75 student enrollment.
- Revisions to the personnel handbook pages clarifying language regarding contract employees

#### **SECTION II EDUCATIONAL PROGRAM**

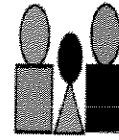
- Curriculum for reading and math for grades 9<sup>th</sup> and 10<sup>th</sup> aligned with Maasai goals and state standards

#### **INFORMATION ON BOARD MEMBERS AND THEIR RESUMES.**

Finally, we hope that we have provided what you need to make a favorable rating and recommendation for Maasai Institute opening in September 2005. We will stand ready to provide any additional information as needed before the November 1<sup>st</sup> meeting of the review panel.

Thank you again for the opportunity to present Maasai Institute once again.

Institute  
**Maasai**



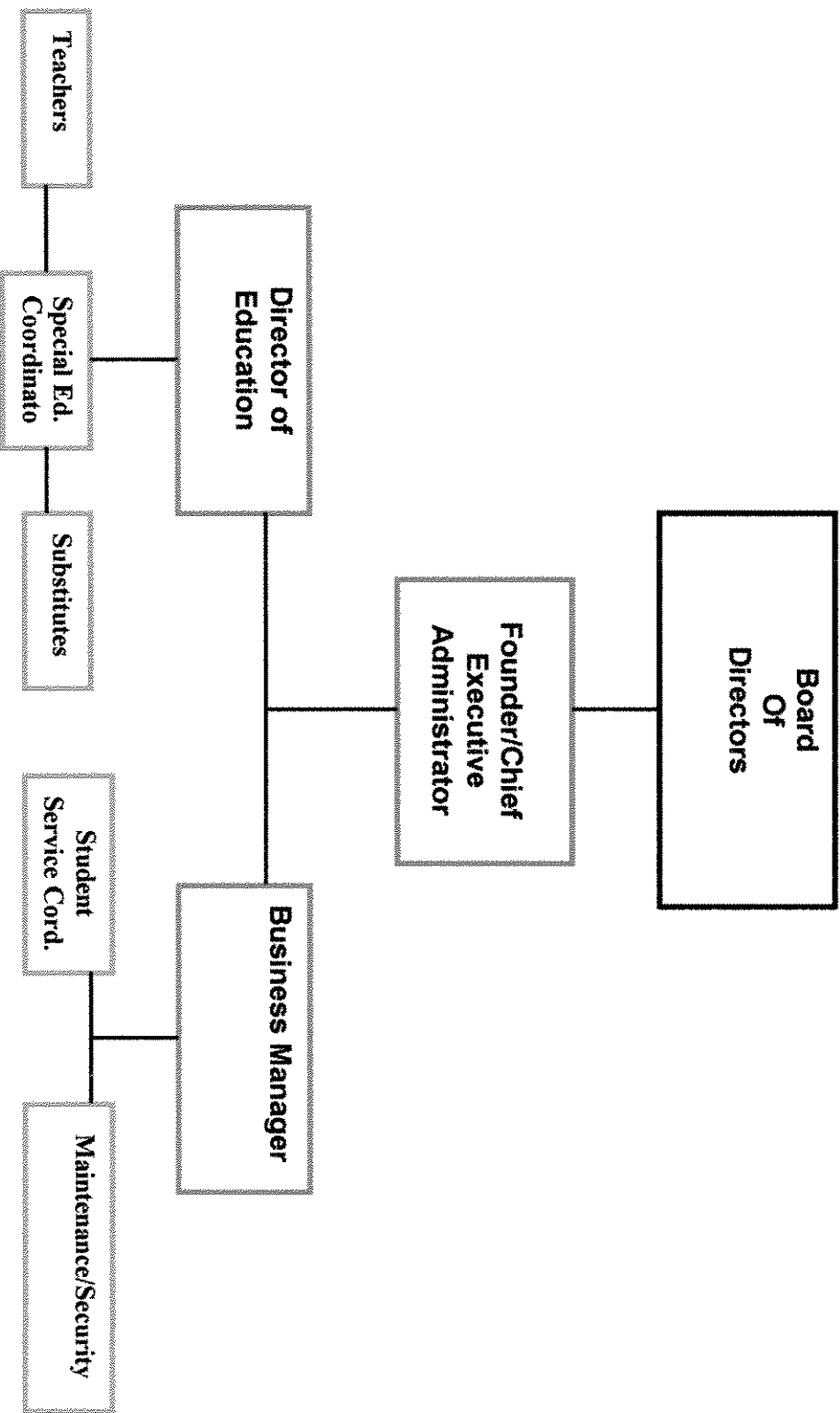
Ensuring all the children are well

## **School Operations**

**Revised Organization Structure**

**Revised Bylaws**

# Maasai Institute Organization Structure



**BYLAWS  
OF  
THE MAASAI INSTITUTE**

ARTICLE I  
Name

This public education organization shall be known as Maasai Institute, a full-service community school, incorporated in the State of Wisconsin as a nonstock corporation.

ARTICLE II  
Mission and Purpose

The mission of Maasai Institute is to ensure that all the children are well through a wholistic approach to education connecting families and community. The Corporation is organized, and shall be operated, exclusively for educational purposes within the meaning of I.R.C. Section 501©(3). The Corporation may carry out its purposes directly or by making gifts, grants or other payments to other qualifying organizations. The Corporation shall own and operate Maasai Institute, which shall be composed of one or more schools located in Milwaukee, Wisconsin that present formal public educational instruction, maintain a regular facility and curriculum and have a regularly-enrolled student body.

ARTICLE III  
Non-Discrimination

Maasai Institute shall admit students of any race, color, national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the Institute. Maasai Institute shall not discriminate on the basis of race, color, national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other school administered programs.

ARTICLE IV  
Offices

Section 1. Principal Office. The principal office of Maasai Institute shall be in the State of Wisconsin, City of Milwaukee. The corporation may have such offices, either within or without the State of Wisconsin, as may be designated from time to time by resolution of the Board of Directors, one of which may be designated as the principal office.

Section 2. Registered Office and Registered Agent. Maasai Institute shall maintain a registered office and registered agent in the State of Wisconsin. The registered office may, but need not be, the same as any of its places of business. The identity and address of the registered agent may be changed from time to time by notifying the Wisconsin Department of Financial Institutions pursuant to the provisions of the Wisconsin Nonstock Corporation Law (the WNCL).

ARTICLE V  
Membership

Maasai Institute shall have no voting members. All rights and powers that might be possessed by voting members shall be vested in the Directors of the Board.

ARTICLE VI  
Board of Directors

Section 1. General Powers. The property and affairs of Maasai Institute shall be governed by its Board of Directors. The Board may delegate to such committees, councils or other groups, as it shall create any of its powers that it may deem judicious, keeping in mind that it has the ultimate responsibility for Maasai Institute and that it must ensure proper accountability by each of its committees.

Section 2. Duties The duties of the Board are to: govern the organization effectively and efficiently to maintain the nonprofit and tax-exempt status; establish such committees as are necessary for the operation of the Institute; approve programs and services; set policies for the organization; approve and monitor finances; represent the public need and interest to the organization and represent the organization to the public; attract the resources needed for an efficient organization; evaluate organizational effectiveness; authorize all legal documents; and present an annual report at the annual meeting.

Section 3. Number and Qualifications of Directors.

(a) The number of directors shall be as determined by the Board of Directors from time to time but in no event less than three (3) nor more than seventeen (17) and shall serve for the term provided in Section 4 of this Article. No amendment of this section shall reduce the number of directors to less than the number required by the WNCL, which at the time of adoption of these bylaws was three (3).

(b) Directors need not be residents of the State of Wisconsin.

Section 4. Election and Term.

(a) Method of Election. Directors of Maasai Institute shall be elected at the annual meeting of the Board of Directors.

(b) Term of Office. A Director shall hold office from the close of the annual meeting for a term of (2) years, or until their successor has been elected and qualified. With exception to the founder, a Director can be re-elected for a maximum of 10 years (5-terms)

Section 5. Resignation. A director may resign at any time by filing a written resignation with the President or the Secretary of the corporation. Such resignation shall take

effect at the time specified therein; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to be effective.

Section 6. Removal. A director, including the founder, may be removed from office by the vote of a majority of the other directors of this corporation, when its in reasonable judgment the best interest of Maasai Institute shall be served thereby. Such removal may occur either at a regular meeting or at any special meeting called for that purpose.

Section 7. Vacancies. In the event a vacancy occurs in the Board of Directors from any cause, including an increase in number of directors, an interim director shall be elected by the affirmative vote of a majority of the directors. An interim director shall serve until a successor is elected upon expiration of the term of office for that director.

Section 8. Annual Meeting. The annual meeting of the Board of Directors shall be held in the month of July each year, at such time and place as the Board of Directors may determine, for the purpose of transacting such business as may come before the meeting.

Section 9. Regular Meetings. The Board of Directors may provide by resolution for regular or stated meetings of the Board, to be held at a fixed time and place, and upon the passage of any such resolution such meetings shall be held at the stated time and place without other notice than such resolution.

Section 10. Special Meetings. Special meetings of the Board of Directors may be held at any time and place for any purpose or purposes, unless otherwise prescribed by the WNCL, on call of the President or Secretary, and shall be called by the Secretary on the written request of not less than two (2) of the directors then in office.

Section 11. Meetings By Telephone or Other Communication Technology.

(a) Any or all directors may participate in a regular or special meeting or in a committee meeting of the Board of Directors by, or conduct the meeting through the use of, telephone or any other means of communication by which either: (i) all participating directors may simultaneously hear each other during the meeting or (ii) all communication during the meeting is immediately transmitted to each participating director, and each participating director is able to immediately send messages to all other participating directors.

(b) If a meeting will be conducted through the use of any means described in subsection (a), all participating directors shall be informed that a meeting is taking place at which official business may be transacted. A director participating in a meeting by any means described in subsection (a) is deemed to be present in person at the meeting.

Section 12. Notice and Waiver of Notice.

(a) Notice. Notice of the date, time and place of any annual or special meeting shall be given by oral or written notice delivered personally to each director at least twenty-four (24) hours prior thereto, or by written notice given by other than personal delivery at least forty-eight (48) hours prior thereto. Notice shall be given in one of the methods described in

subsection (b) hereof. The purpose of and the business to be transacted at any special meeting of the Board of Directors need not be specified in the notice or waiver of notice of such meeting.

(b) Methods of Giving Notice. Notice of any annual or special meeting of directors, and any other notice required to be given under these Bylaws or the WNCL may be communicated in person, by telephone, telegraph, teletype, facsimile or other form of wire or wireless communication, or by mail or private carrier, and, if these forms of personal notice are impracticable, notice may be communicated by a newspaper of general circulation in the area where published, or by radio, television or other form of public broadcast communication. Oral notice is effective when communicated. Written notice is effective at the earliest of the following:

- (1) When received.
- (2) When deposited in the U.S. mail, if mailed postpaid and correctly addressed.
- (3) On the date shown on the return receipt, if sent by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee.

(c) Waiver of Notice. Whenever any notice whatever is required to be given under the provisions of the WNCL or under the provisions of the Articles of Incorporation or Bylaws of the corporation, a waiver thereof in writing, signed at any time by the person or persons entitled to such notice, shall be deemed equivalent to the express purpose of objecting to the transaction or any business because the meeting is not lawfully called or convened.

Section 13. Quorum. A Majority of the number of directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors, but if less than such majority is present at a meeting, a majority of the directors present may adjourn the meeting from time to time without further notice.

Section 14. Manner of Acting. The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by the WNCL, the Articles of Incorporation or these bylaws.

Section 15. Action by Written Consent of Directors. Any action required to be taken at a meeting of the Board of Directors of Maasai Institute may be taken without a formal meeting if a consent in writing, setting forth the action is so taken. As provided in the Articles of Incorporation, an action required or permitted to be taken at a board meeting may be taken by written action signed by two-thirds (2/3) of the directors then in office. All directors shall receive written notice of any action so taken, and the written action is effective on the date specified in the written consent or on the tenth day after the date on which written notice is given, whichever is later. A summary of such actions shall be duly noted in the minutes of the next meeting of the Board of Directors.

Section 16. Presumption of Assent. A director of the corporation who is present at a meeting of the board of Directors, or a committee thereof, at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless such director's

dissent shall be entered in the minutes of the meeting or unless such director shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.

Section 17. Compensation. Directors of the corporation shall not receive compensation for serving as directors, but may receive reasonable compensation for other personal service rendered which are necessary to carrying out the exempt purposes of the corporation. In addition, directors may receive reimbursement for reasonable expenses incurred in connection with corporate matters, provided that such reimbursement is authorized by the Board of Directors.

Section 18. Conflict of Interest

(a) Each director shall disclose to the Board of Directors any duality of interest or possible conflict of interest whenever the duality of conflict pertains to a matter being considered by the Board of Directors or any of its duly constituted committees, councils, task forces, or other bodies.

(b) Any director having duality of interest or conflict of interest on any matter shall abstain from voting on the matter and shall not be counted in determining the quorum for the vote on the matter. In addition, he or she shall not use his or her personal influence on the matter, but may briefly state his or her position on the matter and may answer pertinent questions from other directors since his or her knowledge may be of great assistance.

(c) The minutes of the meeting involving any such situation shall reflect that a disclosure was made, the abstention from voting, and the quorum situation.

(d) If a director is uncertain as to whether he or she has a duality or conflict of interest, which requires abstention, or if a director asserts that another director has such a duality or conflict, the Board, by majority vote of those present other than the director having the possible conflict, shall decide whether abstention is required. If abstention is required, the affected director shall abstain from voting on the matter.

Section 19. Inurement

No part of the net earnings or net income of the Corporation shall inure to the benefit of any private individual or Officer or Director of the Corporation; provided, however, that such a person may receive reasonable compensation for personal services rendered, or reimbursement of reasonable expenses incurred, which are necessary to carry out the exempt purposes of the Corporation.

ARTICLE VII  
Officers

Section 1. Officers and Number. The principal officers of the corporation shall be a President, one or more Vice Presidents (the number thereof to be determined by the Board



of Directors), a Secretary, and a Treasurer, each of whom shall be elected by the Board of Directors. The Board of Directors may designate one of the Vice Presidents as Executive Vice President and may elect such other officers and assistant officers and agents as may be deemed necessary. The same individual may simultaneously hold more than one office.

Section 2. Election and Term of Office. The officers of the corporation shall be elected annually by a majority of the Board of Directors at its annual meeting or at such other meeting of the Directors as shall be called for that purpose. Each officer shall hold office from the close of the annual meeting for a term of one year, or until a qualified successor is elected upon expiration of the term of that officer, or until that officer's death, or until that officer shall resign or shall have been removed in the manner hereinafter provided. Officers may be elected for additional terms. With the exception of the founding board, directors must serve one-year before being eligible for office.

Section 3. Removal. Any officer or agent elected or appointed by the Board of Directors may be removed by a majority of the Directors, whenever in its judgment the best interests of the corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment shall not of itself create contracts.

Section 4. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 5. The Chair of the Board. Section 5. The Chair of the Board. The Chair of the Board shall call and preside at all meetings of the Board of Directors, shall be, ex officio, a voting member of all committees of the Board of Directors, and shall be the liaison between the President/CEO and the Board of Directors.

Section 6. The Vice Chair. In the absence of the President, or in the event of the President's death, inability or refusal to act, the Vice President (or in the event there be more than one Vice President, the Executive Vice President, or if one shall not have been designated, the Vice President with longest service in that office) shall perform the duties of the President, and when so acting shall have all the powers of and be subject to all the restrictions upon the President. Any Vice President shall perform such other duties as from time to time may be assigned by the President or by the Board of Directors. Vice Presidents may by their election have charge and supervision of designated portions of the corporation's affairs.

Section 7. The Secretary. The Secretary shall: (a) keep the minutes of the Board of Directors' meetings in one or more books provided for that purpose; (b) ensure that all notices are duly given in accordance with the provision of these Bylaws or as required by law; (c) keep a register of the names and all addresses, phone, facsimile numbers of each Director; (d) be custodian of the corporate records and of the seal of the corporation if one is authorized by the Board of Directors, in which case the Secretary shall see that the seal of the corporation is affixed to all documents in the execution of which on behalf of the corporation under its seal is

duly authorized; and (e) in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the President or by the board of Directors.

Section 8. The Treasurer. The Treasurer shall be the principal financial officer of Maasai Institute and shall oversee all financial transactions. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board of Directors shall determine. The Treasurer shall: (a) have the oversight responsibility for all funds and securities of the corporation, and for moneys due and payable to the corporation from any source whatsoever, including the deposit of such moneys in the name of the corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of these Bylaws; and (b) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 9. Other Assistants and Acting Officers. The Board of Directors shall have the power to appoint any person to act as assistant to any officer, or to perform the duties of such officer whenever for any reason it is impracticable for such officers to act personally, and such assistant or acting officer so appointed by the Board of Directors shall have the power to perform all the duties of the office to which such person is so appointed to be assistant, or as to which such person is so appointed to act, except as such power may otherwise be defined or restricted by the board of Directors.

Section 10. Additional Officers. Any additional officers not specified above shall have only such authority, duties and responsibilities as shall be specifically authorized and designated by the Board of Directors.

Section 11. Executive Committee. The Executive Committee shall consist of all officers of the corporation and chairs of the standing committees and shall be chaired by the Chair of the Board. The Executive Committee shall serve as the central planning group for the Board of Directors. The Executive Committee shall have and may exercise, when the Board of Directors is not in session, all of the powers of the Board of Directors in the management of the business and affairs of the corporation.

Section 12. Compensation. Officers of the corporation shall not receive compensation for serving as officers, but may receive reasonable compensation for other personal services rendered which are necessary to carrying out the exempt purposes of the corporation. In addition, officers may receive reimbursement for reasonable expenses incurred in connection with corporate matters, provided that such reimbursement is authorized by the Board of Directors.

## ARTICLE VIII Committees and Ancillary Groups

Section 1. Standing Committees. The Board of Directors shall designate and establish standing committees, which shall have and exercise the authority of the Board in providing the stewardship necessary in achieving the organization's mission and goals. The president of the Board shall appoint Chairpersons of each committee, consisting of two or more

Directors designated by the Board of Directors, having such powers and duties, not inconsistent with section (3) hereof or any existing delegation of powers to a committee of directors, as may be provided in the resolution creating such committee as initially adopted or as thereafter supplemented or amended by further resolution adopted by similar vote. The Board of Directors may also designate persons who are not directors to serve as members of any such committees.

Section 2. Other Committees, Ad Hoc and Ancillary Groups. The Directors may from time to time create other committees, ad hoc and ancillary groups at a regular or special meeting of the Board. The direction and guidelines of such groups shall be provided by the Board of Directors. The chairpersons of such groups shall be appointed by the Board of Directors.

Section 3. Removal. Any chairperson of a committee, Ad Hoc, or ancillary group may be removed by a majority vote of the Board of Directors whenever in its judgment the best interests of Maasai Institute would be served thereby.

Section 4. Quorum. A majority shall constitute a quorum, unless otherwise provided in the resolution of the Board of Directors designating a committee, ad hoc or ancillary group.

Section 5. Vacancies. Vacancies in the membership of any committee, ad hoc or ancillary group may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 6. Nondelegable Powers: Alternative Members; Rule of Committees. No committee of directors shall be empowered to act in lieu of the entire Board of Directors in respect to election of officers or the filling of vacancies on the Board or on committees of directors created pursuant to this Article VIII. All members of the Board of Directors who are not members of a given committee shall be alternate members at any meeting of such committee, upon request of the President or the chairman of such meeting. Each committee of directors, ad hoc or ancillary group shall fix its own rules governing the conduct of its activities, not inconsistent with rules promulgated by the Board of Directors, and shall make such reports to the Board of Directors of its activities as the Board may request. No committee, ad hoc, or ancillary group shall have the authority to:

- a. Amend or repeal the bylaws
- b. Amend or repeal the Articles of Incorporation
- c. Elect, appoint or remove any Director or Officer of Maasai Institute
- d. Adopt a plan of merger or consolidation
- e. Authorize sale, lease, exchange or mortgage of all or substantially all of the property of the corporation
- f. Authorize dissolution
- g. Adopt plans for distribution of the assets
- h. Amend, alter or repeal any resolution of the Board

ARTICLE IX  
Staff

Section 1. Chief Executive Administrator. The Chief Executive Administrator shall administer the day-to-day operations of Maasai Institute; shall serve as its official representative as directed by the Board; shall supervise the school management team consisting of, but not limited to, the Director(s) of Education (principal) and Business Manager, shall oversee the community partnership network of on-site services and chair the standing committee associated with community partnerships; shall submit to the Board such reports, plans and other information as may be required; shall attend all Board meetings except when excused by the Board; shall serve as a regular or ex-officio member of committees as designated; shall report to the Board on the school programs and services, finances and staffing; shall prepare an annual report; and shall consult with the Treasurer to file required financial and legal documents.

Section 2. Responsibilities. The Maasai Institute staff shall function according to established policies and procedures in keeping with the organization's mission and purposes and shall comply with Board decisions.

Section 3. Relationship to the Board. As designated by the Founder/Chief Executive Administrator, the staff of Maasai Institute will attend regularly scheduled Board meetings and may serve on committees, ad hoc and ancillary groups.

ARTICLE X  
Business Administration

Section 1. Corporate Acts. For amounts of \$5,000 or less, each of the President and Treasurer shall have authority to sign, execute and acknowledge on behalf of the corporation, all deeds, mortgages, bonds, stock certificates, contracts, leases, reports, and all other documents or instruments necessary or proper to be executed in the course of the corporation's regular business, or which shall be authorized by resolution of the Board of Directors, and for amounts over \$5,000, the President and the Treasurer or the President and any other officer of the corporation shall jointly have such authority. Except as otherwise provided by the WNCL or directed by the Board of Directors, the President may authorize in writing any officer or agent of the corporation to sign, execute and acknowledge such documents and instruments. The Secretary of the corporation is authorized and empowered to sign an attestation all documents so signed, and to certify and issue copies of any such document and of any resolution adopted by the Board of Directors of the corporation, provided, however, that the attestation is not required to enable a document to be an act of the corporation.

Section 2. Loans. No moneys shall be borrowed on behalf of the corporation and no evidences of such indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

Section 3. Deposits. All funds of the corporation, not otherwise employed, shall be deposited from time to time to the credit of the corporation in such banks, investment firms or other depositories as the Board of Directors may select.

Section 4. Special Powers. In order to acquire funds for the purposes of Maasai Institute, the Directors shall have the power to:

- a. hold or sponsor fundraising events;
- b. solicit donations;
- c. borrow funds and give evidence of indebtedness
- d. prepare and submit proposals; and
- e. hire consultants to advise the Board on matters relating to Maasai Institute's organization, administration and programs and services.

Section 5. Audit. When the annual revenues exceed \$500,000, the State of Wisconsin funding exceeds \$25,000, or another funding source or the charter authorizing authority requires it, an audit shall be conducted by an independent certified public accountant.

#### ARTICLE XI Books and Records

Maasai Institute shall keep correct and complete books and records of accounts; shall keep minutes of the proceedings of Board and committee meetings; and shall keep at the principal office a record of names, phone and facsimile numbers of the Directors. All books and records of Maasai Institute, except confidential personnel records, may be inspected by any Director, or Director's agent or attorney, any public officials or any contributor, for any proper purpose at any reasonable time.

#### ARTICLE XII Investments

Maasai Institute shall have the right to retain all or any part of any securities or property acquired in any manner; and shall have the right to invest and reinvest any funds, according to the judgment of the Board of Directors. However, no action shall be taken by or on behalf of the corporation if such action is made subject to special penalties under applicable federal or state law; or if such action would result in the loss of tax exempt status under Sections 501, 503 or 504 of the Internal Revenue Code of 1954, as amended, and the regulations promulgated hereunder as they now exist or as they may hereafter be amended.

#### XIII Fiscal Year

The fiscal year of Maasai Institute shall begin on the first day of July and shall end on the last day of June in each year.

ARTICLE XIV  
Indemnification

Section 1. Mandatory Indemnification. The corporation shall, to the fullest extent permitted or required by Sections 181.041 to 181.053, inclusive, or the WNCL, including any amendments thereto (but in the case of any such amendment, only to the extent such amendment permits or requires the corporation to provide broader indemnification rights than prior to such amendment), indemnify its Directors and Officers against any and all Liabilities, and advance any and all reasonable Expenses, incurred thereby in any Proceeding to which any Director or Officer is a Party because such Director or Officer is a Director or Officer of the corporation. The corporation may indemnify its employees and authorized agents, acting within the scope of their duties as such, to the same extent as Directors or Officers hereunder shall not be deemed exclusive of any other rights to indemnification against Liabilities or the advancement of Expenses which such Director or Officer may be entitled under any written agreement, board resolution, vote of the Members, the WNCL or otherwise. All capitalized terms used in this Article XIV and not otherwise defined herein shall have the meaning set forth in Section 181.041 of the WNCL.

Section 2. Permissive Supplementary Benefits. The Corporation may, but shall not be required to, supplement the foregoing right to indemnification against Liabilities and advancement of Expenses under Section 1 of the Article by (a) the purchase of insurance on behalf of any one or more of such Directors, Officers, employees or agents, whether or not the corporation would be obligated to indemnify or advance Expenses to such Director, Officer, employee or agent under Section 1 or the Article, and (b) entering into individual or group indemnification agreements with any one or more of such Directors or Officers.

ARTICLE XV  
Agents and Representatives

The Board of Directors may appoint such agents and representatives of Maasai Institute with such powers and to perform such acts or duties on behalf of Maasai Institute as the Board of Directors may authorize, so far as is consistent with these bylaws, to the extent permitted by law.

ARTICLE XVI  
Seal

The corporation has no corporate seal.

ARTICLE XVII  
Exempt Activities and Restrictions

No dividends, liquidating dividends, or distributions shall be declared or paid by the Corporation to any private individual or Officer or Director of the Corporation. Notwithstanding any other provisions of these bylaws, the corporation shall not carry on any other activities, not permitted to be carried, on (a) by a corporation exempt from federal income tax under I.R.C. Section

501(c)(3) or (b) by a corporation, contributions to which are deductible under I.R.C. Section 170(c)(2).

ARTICLE XVIII  
Legislative or Political Activities

Maasai Institute shall not, as a substantial part of its activities, carry on propaganda or otherwise attempt to influence legislation, unless by appropriate election a greater part is permitted without jeopardizing the corporation's exemption under I.R.C. Section 501(c)(3). The corporation shall neither participate in, nor intervene in, any political campaign on behalf of (or in opposition to) any candidate for public office, including the publishing or distribution of any statements.

ARTICLE XIX  
Dissolution

In the event of the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, distribute all of the assets of the corporation exclusively to one or more organizations then described in I.R.C. Sections 170(c)(2), 501(c)(3), 2055(a)(2) and 2522(a)(2) having purposes substantially similar to those of the corporation (except that no private foundation as defined by I.R.C. Section 509(a) shall be recipient) or to one or more units or agencies of federal, state or local government to be used exclusively for public purposes, as the Board of Directors shall determine. Any of such assets not so distributed shall be distributed to one or more of such organizations as determine by the Circuit Court of the county in which the principal office of the Corporation is then located.

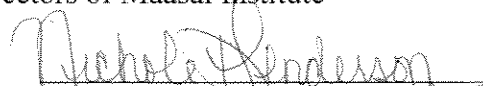
ARTICLE XX  
Amendments

Section 1. By the Directors. These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by the Board of Directors at any regular or special meeting thereof.

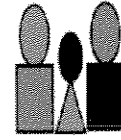
Section 2. Implied Amendments. Any action taken or authorized by the Board of Directors, which would be inconsistent with the Bylaws then in effect but is taken or authorized by affirmative vote of not less than the number of directors required to amend the Bylaws so that the Bylaws would be consistent with such action, shall be given the same effect as through the bylaws had been temporarily amended or suspended so far, but only so far, as is necessary to permit the specific action so taken or authorized.

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Certified a true and correct copy of the Bylaws adopted on the 19th day of October 2004, by the Board of Directors of Maasai Institute

  
Nichole Henderson, Secretary

Institute  
**Maasai**



Ensuring all the children are well

## **School Operations**

**Revised Budget Reflecting enrollment for 150 and 75  
student enrollment**

**5 year Budget Plan for 150 students**

**Monthly Cash Flow for 150 students**



**Maasai Institute School  
Projected Five Year Operating Budget**

	2005-2009		2005	2006	2007	2008	2009
	150	225	2005	2006	2007	2008	2009
	Base	Year	Base	Year	Year	Year	Year
	Year	Two	Year	Three	Four	Five	
<b>Revenues</b>							
Charter School Funding - WIDPI	\$ 1,065,000	\$ 1,608,750	\$ 1,065,000	\$ 1,608,750	\$ 2,160,000	\$ 2,175,000	\$ 2,628,000
Implementation Grants	300,000	150,000	300,000	150,000	150,000	150,000	150,000
WIDPI Dissemination Grant		75,000		75,000	100,000	150,000	200,000
Other Revenue, ( donations / sponsorships )	\$ 1,365,000	\$ 1,833,750	\$ 1,365,000	\$ 1,833,750	\$ 2,410,000	\$ 2,475,000	\$ 2,978,000
<b>Total Revenues</b>							
<b>Instructional Expenditures</b>							
<b>Salaries-</b>							
Teachers	\$ 247,500	\$ 353,925	\$ 247,500	\$ 353,925	\$ 463,543	\$ 474,670	\$ 488,909
Special Ed. Coordinator	35,000	36,050	35,000	36,050	36,050	36,050	37,132
Special Education Director	-	52,000	-	52,000	78,000	80,340	82,750
Teachers Aides	-	-	-	-	50,000	50,000	51,500
Special Ed Teachers	-	-	-	-	-	-	-
Special Ed Teachers Aides	-	-	-	-	-	-	-
Food Service	-	-	-	-	-	-	-
<b>Total Instructional Salaries</b>	\$ 282,500	\$ 441,975	\$ 282,500	\$ 441,975	\$ 627,593	\$ 641,060	\$ 660,291
<b>Fringe Benefits-</b>							
F.I.C.A.	\$ 21,611	\$ 33,811	\$ 21,611	\$ 33,811	\$ 48,011	\$ 49,041	\$ 62,879
Workman's Compensation	565	884	565	884	1,255	1,282	1,644
Unemployment Compensation	4,200	6,300	4,200	6,300	8,400	8,400	10,920
Health Insurance	70,000	138,000	70,000	138,000	215,050	215,050	321,322
Dental Insurance	8,750	17,250	8,750	17,250	25,857	26,891	39,816
Pension Plan	11,650	19,550	11,650	19,550	28,754	29,348	36,558
<b>Total Instructional Fringe Benefits</b>	\$ 116,776	\$ 215,795	\$ 116,776	\$ 215,795	\$ 327,327	\$ 330,012	\$ 473,139
<b>Total Instructional Salaries and Fringe Benefits</b>	\$ 399,276	\$ 657,770	\$ 399,276	\$ 657,770	\$ 954,920	\$ 971,072	\$ 1,133,430
<b>Instructional Materials-</b>							
Instructional Materials & Equipment	\$ 125,264	\$ 133,023	\$ 125,264	\$ 133,023	\$ 212,142	\$ 214,334	\$ 274,361
Textbooks	37,500	56,250	37,500	56,250	75,000	75,000	90,000
Software	1,969	3,500	1,969	3,500	3,850	3,500	4,000
Year Five , need to upgrade computer stations							100,000
Televisions	1,000	1,000	1,000	1,000	1,000	1,000	1,000
<b>Total Instructional Materials</b>	\$ 165,733	\$ 193,773	\$ 165,733	\$ 193,773	\$ 291,992	\$ 293,834	\$ 469,361

Maasai Institute  
Budget Projections for  
150 Students

		Major Assumptions	
Description	Major Assumptions	Unit Cost	Total Amount
Number of Students	150		
Number of Classrooms	Three classrooms for each grade level		
Number of Teachers	8.5		
Number of Special Ed Teachers	0		
Number of Teacher Aides	0		
Number of Special Ed Teacher Aides	0		
Student Teacher Ratio	25 to 1		
Average Teacher Salary	\$33,250		
Average Teacher Aide Salary	\$12.00 per hour		
Total square footage of Facility	141 sq ft per student		
<b>Projected Annual Revenues / Expenditures</b>			
<b>Revenues</b>			
Charter School Funding - WIDPI	\$7,100 X 150 Students	\$ 7,100.00	1,055,000
Implementation Grants	DPI Grant \$150,000 and TALC Grant \$150,000		300,000
WIDPI Dissemination Grant			
Other Revenue			
<b>Total Revenues</b>			<b>\$ 1,355,000</b>
<b>Instructional Expenditures</b>			
Salaries	7.5 FTE @ \$33,000 annual Salary	\$ 33,000.00	247,500
Teachers		\$ 36,000.00	36,000
Social Worker			
Teacher Aides			
Special Ed Teachers			
<b>Total Instructional Salaries</b>			<b>\$ 283,500</b>
<b>Fringe Benefits</b>			
FICA	0.765 % times gross salaries		21,611
Workers Compensation	0.02 % times gross salaries, estimated W/C is part of over all insurance package		585
Unemployment Compensation	Use 4% as cost basis on \$10,500 U/C max.		4,200
Health Insurance	Health Insurance est is \$1,000 per month per FTE employee, for ten months, employee responsible for summer coverage		79,000
Dental Insurance	Dental Insurance est is \$1.25 per month per FTE employee, ten months, employee responsible for summer coverage		8,750
Pension Plan	Five percent of gross wages		11,850
<b>Total Instructional Fringe Benefits</b>			<b>\$ 116,776</b>
<b>Total Instructional Salaries and Fringe Benefits</b>			<b>\$ 399,276</b>
<b>Instructional Materials</b>			
Instructional / Program Supplies	Est \$788.00 per student	\$ 788.00	125,264
Textbooks	Est \$250.00 per student	\$ 250.00	37,500
Software	DPI tracking / assessment software	\$ 1,999	1,999
Televisions	3 TV/VCR		1,000
<b>Total Instructional Materials</b>			<b>\$ 165,733</b>
<b>Purchased Services</b>			
Internal Fees	E-rate discount		3,000
Field Trips	\$80 per student, excludes transportation	\$ 55.00	8,250
Bus Rentals	\$20.00 per student one field trip	\$ 20.00	3,000
Copier Rental	Estimated annual lease cost of one copier at each school		13,000
<b>Total Purchased Services</b>			<b>\$ 27,250</b>
<b>Total Instructional Expenses</b>			<b>\$ 592,259</b>

Maasai Institute  
School Budget  
2005

		Maasai Institute School Budget 2005		
Description		Major Assumptions		
<b>Non - Instructional Expenditures</b>				
<b>Salaries-</b>				
Director of Education	One FTE			50,000
Chief Executive Administrator	One FTE			65,000
Business Manager	One FTE			45,000
Administrative Staff	One FTE			26,000
Maintenance Person	One FTE			31,200
Food Service	2 P/T @ \$12/hour		\$12 per hour	24,960
Security Guard	One FTE			26,000
<b>Total Non - Instructional Salaries</b>				<b>\$ 288,160</b>
<b>Fringe Benefits-</b>				
F.I.C.A.		0.765 % times gross salaries		20,514
Workman's Compensation		0.02 % times gross salaries, estimated. W/C is part of over all insurance package		536
Unemployment Compensation		(Total admn - cook \$) X .43% + Director of Education, & Guard \$		3,360
Health Insurance		Health ins est. \$1,000 per month per F/TI employee for 12 months, allocation basis is the ratio of D.L. \$ of each school		72,000
Dental Insurance		Dental ins est. is \$1.25 per month per F/TI employee, for 12 months, allocation basis is the ratio of D.L. \$ at each school		9,000
Personal Plan		0.5 % times gross salaries		12,180
<b>Total Non - Instructional Fringe Benefits</b>				<b>\$ 117,571</b>
<b>Total Non Instructional Salaries and Fringe Benefits</b>				<b>\$ 385,731</b>
<b>Non Instructional Materials</b>				
Office Supplies		Estimated annual cost		2,720
Office Equipment		File cabinets, 2- fire proof file cabinet, (insurance records, backup disks, personnel files.)		8,500
Postage		Estimated annual cost		1,440
<b>Total Non Instructional Materials</b>				<b>\$ 10,980</b>
<b>Total Non Instructional Services</b>				
Non Instructional Services		Program / School issue assistance		5,000
Consultants		Employment contracts review etc		8,000
Attorney Fees		Estimated cost current, reqs require multiple faceted audits		7,000
Annual Audit				16,000
<b>Total Non - Instructional Services</b>				<b>\$ 36,000</b>
<b>Total Non- Instructional Expenses</b>				<b>\$ 414,391</b>
<b>Facilities / Occupancy Expenditures</b>				
Rent / Lease / Mortgage		lease rate = \$3.20 per square foot. Allocation basis = Sq. Ft. occupied. See facility budget for detail		80,000
Common Area Costs		lease rate = \$.50 per square foot. Allocation basis = Sq. Ft. occupied. See facility budget for detail		12,500
Priorated Real Estate Taxes		lease rate = \$2.75 per square foot. Allocation basis = Sq. Ft. occupied. See facility budget for detail		69,750
Furnishings & Equipment		Security monitors, Pa system Allocation basis = Sq. Ft. occupied. See facility budget for detail		15,000
Telephone		\$500 per month Allocation basis = Sq. Ft. occupied. See facility budget for detail		6,000
Gas / Electric Utilities		Estimated at \$5,200 per month. Allocation basis = Sq. Ft. occupied. See facility budget for detail		62,400
Water / Sewer		\$50 per month. Allocation basis = Sq. Ft. occupied. See facility budget for detail		600
Liability Insurance		Coverage for contents, Etc. Allocation basis = Sq. Ft. occupied. See facility budget for detail		40,000
Security Alarm Service		\$250 per month. Allocation basis = Sq. Ft. occupied. See facility budget for detail		3,000
Maintenance Contracts		Custodial-\$100/mt. Allocation basis = Sq. Ft. occupied. See facility budget for detail		25,000
Pest Control Contract		\$75 per month Allocation basis = Sq. Ft. occupied. See facility budget for detail		900
Rug and Mat Rental		\$300 per month. Allocation basis = Sq. Ft. occupied. See facility budget for detail		3,000
Cleaning Supplies		\$100 per month. Allocation basis = Sq. Ft. occupied. See facility budget for detail		40,000
Depreciation Expense				368,350
<b>Total Facilities / Occupancy Expenditures</b>				<b>\$ 1,365,000</b>
<b>Total Operating Expenditures</b>				<b>\$ 1,365,000</b>
<b>Budget Gain / (Loss)</b>				<b>\$ 0</b>

**Maasai Institute  
Enrollment for  
75 Students**

		Maasai Institute High School Budget 2005			
Description	Major Assumptions	Unit Cost	Total Amount		
<b>Projected Annual Revenues / Expenditures</b>					
<b>Revenues</b>					
Charter School Funding - WIDPI		\$7,100	\$	532,500	
WIDPI Implementation Grant	Two sheets @ \$150,000 each	\$ 150,000	\$	300,000	
Other Revenue					
<b>Total Revenues</b>				<b>832,500</b>	
<b>Other Revenue</b>					
Charter Revenue					
<b>Total Revenues</b>				<b>832,500</b>	
<b>Expenditures</b>					
<b>Salaries</b>					
Teachers	3.5 teachers @ \$33,000 average salary	\$ 33,000	\$	122,500	
Special Ed Teachers	N/A				
Teachers Aides	N/A				
Special Ed Teachers Aides	N/A				
Social Worker	N/A				
Food Service	3 P/T @ \$12.35 per hour (20 hrs wk) / allocated based on students served	108,252 = 39%	\$	14,602	
<b>Total Instructional Salaries</b>				<b>137,102</b>	
<b>Fringe Benefits</b>					
F.I.C.A.				10,486	
Workman's Compensation				274	
Unemployment Compensation				4,628	
Health Insurance				40,000	
Dental Insurance				5,000	
Pension Plan				6,125	
<b>Total Instructional Fringe Benefits</b>				<b>66,515</b>	
<b>Total Instructional Salaries and Fringe Benefits</b>					
				<b>203,617</b>	
<b>Instructional Materials &amp; Equipment</b>					
Instructional Program Supplies	Est. \$1600.00 per student	\$ 1,602	\$	120,174	
Textbooks	Est. \$290.00 per student	\$ 290.00	\$	18,750	
Software	DPI Tracking / assessment software			3,808	
Televisions	3 TV / VCR			1,000	
<b>Total Instructional Materials</b>				<b>143,724</b>	
<b>Total Instructional Materials</b>					
				<b>143,724</b>	
<b>Purchased Services</b>					
Field Trips / Other Activities	\$100 per student	\$ 100.00	\$	7,500	
Bus Rentals	\$20 per student, times two trips average	\$ 20.00	\$	3,000	
Internet Fees	Extra discount			2,500	
Copier Rental	Estimated annual lease cost			13,000	
<b>Total Purchased Services</b>				<b>26,000</b>	
<b>Total Instructional Expenses</b>					
				<b>368,541</b>	

Maasai Institute  
Enrollment for  
75 Students

Description	Major Assumptions		
<b>Maasai Institute High School Budget 2005</b>			
<b>Non - Instructional Expenditures</b>			
<b>Salaries:</b>			
Executive Director	36% allocated to elementary DL \$ as basis		55,000
Principal	One FTE at each school		50,000
Security Guard	36% FTE @ \$12.50/hr		19,760
Business Manager	36% allocated to elementary DL \$ as basis		40,000
Administrative Staff	36% allocated to elementary DL \$ as basis		22,880
Maintenance Person	36% allocated to elementary DL \$ as basis		28,000
<b>Total Non - Instructional Salaries</b>			<b>213,840</b>
<b>Fringe Benefits:</b>			
F.I.C.A			
Workman's Compensation	(Total admin - cook \$) X 36% + Principal, Asst Principal & Guard \$\$		16,343
Unemployment Compensation	(Total admin - cook \$) X 36% + Principal, Asst Principal & Guard \$\$		427
Health Insurance	(Total admin - cook \$) X 36% + Principal, Asst Principal & Guard \$\$		3,488
Dental Insurance	(Total admin - cook \$) X 36% + Principal, Asst Principal & Guard \$\$		57,600
Pension Plan	(Total admin - cook \$) X 36% + Principal, Asst Principal & Guard \$\$		7,290
<b>Total Non - Instructional Fringe Benefits</b>			<b>10,682</b>
<b>Total Non - Instructional Salaries and Fringe Benefits</b>			<b>224,522</b>
<b>Non Instructional Materials</b>			
Office Supplies	\$250.00 per month (average)		3,000
Office Equipment	file cabinets, misc		8,500
Postage	\$120 per month		1,410
<b>Total Non Instructional Materials</b>			<b>12,910</b>
<b>Non Instructional Services</b>			
Consultants	Program / School issue assistance		3,000
Agency Fees	Employment contracts review etc		6,000
Annual Audit	Estimated cost current Dept frgs require multiple faceted Audits		5,000
<b>Total Non Instructional Services</b>			<b>14,000</b>
<b>Total Non Instructional Expenses</b>			<b>251,432</b>
<b>Facilities / Occupancy Expenditures</b>			
Rent / Lease / Mortgage	lease rate = \$6.00 per square foot, basis of allocation noted in Facility Budget		80,734
Furnishings & Equipment	Security guard furnishes, monitor, Pa system, maintenance misc tools		4,037
Telephones	Estimated share of cost. See facility budget for allocation		1,615
Gas / Electric Utilities	Estimated ... at \$3,200 per month, see facility budget for allocation		16,793
Water / Sewer	\$150 per month		181
Liability Insurance	Total agency cost est \$50,000 ... See facility budget for allocation		10,794
Security Alarm Service	\$250 per month, see facility budget for allocation		807
Maintenance Contracts	Custodial-3.50c/ft see facility budget for allocation		13,456
Pest Control Contract	\$200 per month, see facility budget for allocation		242
Rug and Mat Rental	\$350 per month, see facility budget for allocation		607
Cleaning Supplies	\$125 per month, see facility budget for allocation		242
<b>Total Facilities / Occupancy Expenditures</b>			<b>129,658</b>
<b>Total Operating Expenditures</b>			<b>354,180</b>
<b>Budget Gain / (Loss)</b>			<b>0</b>

**Maasai Institute School  
Projected Five Year Operating Budget**

	2005-2009				
	150 2005 Base Year	225 2006 Year Two	300 2007 Year Three	300 2008 Year Four	360 2009 Year Five
<b>Total Projected Annual Student Enrollment</b>					
<b>Purchased Services-</b>					
Internet Fees	\$ 3,000	\$ 4,500	\$ 7,500	\$ 10,000	\$ 10,000
Field Trips	8,250	12,375	16,500	16,500	19,800
Bus Rentals	3,000	4,500	6,000	6,000	7,200
Copier Rental (5 yr lease)	13,000	13,000	13,000	13,000	13,000
<b>Total Purchased Services-</b>	\$ 27,250	\$ 34,375	\$ 43,000	\$ 45,500	\$ 50,000
<b>Total Instructional Expenses</b>	\$ 592,259	\$ 885,918	\$ 1,289,912	\$ 1,310,406	\$ 1,652,791
<b>Non - Instructional Expenditures</b>					
<b>Salaries-</b>					
Director of Education	\$ 50,000	\$ 51,500	\$ 53,045	\$ 54,636	\$ 56,275
Chief Executive Administrator	65,000	66,950	68,959	71,028	73,159
Business Manager	45,000	46,350	47,741	49,173	50,648
Administrative Staff	26,000	26,780	27,583	28,410	29,262
Student Service Assistant					
Maintenance Person	31,200	32,136	32,136	33,100	34,083
Food Service	24,960	25,708	26,462	27,231	28,015
Security Guard	26,000	26,780	27,583	28,410	29,262
<b>Total Non - Instructional Salaries</b>	\$ 268,160	\$ 276,204	\$ 296,381	\$ 305,669	\$ 346,837
<b>Fringe Benefits-</b>					
F.I.C.A	\$ 20,514	\$ 21,130	\$ 22,673	\$ 23,384	\$ 26,533
Workman's Compensation	536	552	593	611	694
Unemployment Compensation	3,360	3,360	3,780	3,780	4,200
Health Insurance	72,000	82,800	91,080	91,080	92,400
Dental Insurance	9,000	10,350	11,385	11,385	11,550
Pension Plan	12,160	12,525	12,852	13,238	15,235
<b>Total Non - Instructional Fringe Benefits</b>	\$ 117,571	\$ 130,717	\$ 142,363	\$ 143,478	\$ 150,612
<b>Total Non - Instructional Salaries and Fringe Benefits</b>	\$ 385,731	\$ 406,921	\$ 438,744	\$ 449,147	\$ 497,449
<b>Non Instructional Materials</b>					
Office Supplies	\$ 2,720	\$ 5,000	\$ 6,500	\$ 7,150	\$ 7,865
Office Equipment	6,500	6,500	6,500	6,500	6,500
Postage	1,440	1,584	2,500	3,000	3,500
<b>Total Non Instructional Materials</b>	\$ 10,660	\$ 13,084	\$ 15,500	\$ 16,650	\$ 17,865

**Maasai' Institute School  
Projected Five Year Operating Budget**

	2005-2009				
	150 2005 Base Year	225 2006 Year Two	300 2007 Year Three	300 2008 Year Four	360 2009 Year Five
<b>Total Projected Annual Student Enrollment =====&gt;</b>					
<b>Non Instructional Services</b>					
Consultants	\$ 5,000	\$ 5,000	\$ 10,000	\$ 10,000	\$ 10,000
Attorney Fees	6,000	6,000	8,000	8,000	8,000
Annual Audit	7,000	7,000	10,000	12,500	15,000
<b>Total Non Instructional Services</b>	\$ 18,000	\$ 18,000	\$ 28,000	\$ 30,500	\$ 33,000
<b>Total Non-Instructional Expenses</b>	\$ 414,391	\$ 438,005	\$ 482,244	\$ 496,297	\$ 548,314
<b>Facilities / Occupancy Expenditures</b>					
Rent / Lease / Mortgage	\$ 80,000	\$ 114,320	\$ 148,160	\$ 148,160	\$ 176,000
Common Area Costs	12,500	17,663	23,150	23,150	27,500
Prorated Real Estate Taxes	68,750	98,244	127,325	127,325	151,250
Furnishings & Equipment	15,000	35,000	35,000	10,000	35,000
Telephone	6,000	7,000	8,400	9,240	10,164
Gas / Electric Utilities	82,400	75,000	86,400	95,040	114,048
Water / Sewer	600	1,000	2,250	2,475	2,723
Liability Insurance	40,000	42,500	45,000	50,000	50,000
Security Alarm Service	3,000	3,300	3,630	3,993	4,392
Maintenance Contracts	25,000	35,725	46,300	46,300	55,000
Pest Control Contract	900	1,250	1,500	2,500	2,800
Rug and Mat Rental	3,000	3,300	3,630	3,993	4,392
Cleaning Supplies	1,200	1,320	2,500	2,750	3,025
Depreciation Expense	40,000	43,500	47,000	47,000	50,000
<b>Total Facilities / Occupancy Expenditures</b>	\$ 358,350	\$ 479,122	\$ 580,245	\$ 571,926	\$ 686,294
<b>Total Operating Expenditures</b>	\$ 1,385,000	\$ 1,803,045	\$ 2,352,401	\$ 2,378,629	\$ 2,887,399
<b>Budget Gain / (Loss)</b>	\$ (0)	\$ 30,705	\$ 57,599	\$ 96,371	\$ 90,601

Notes:  
 Annual salary increases of 3%, Health Insurance percentage increase in 15% in '06, 10% in '07, 0% in '08, and 10% in '09.  
 Cost increases in operating supplies driven by enrollment increases more so than inflation  
 Facility expense increase reflect 10% cost increase as well as cost of additional space needs as enrollment increases, basis of increase = 141 sq ft per stu  
 In Year five 2009 we have added one accounting aide at \$32,000, this position will require an Associate degree in accounting  
 Depreciation expense increases as new furnishing are purchased

Maassal Institute  
Cash Flow Statement  
for 150 Student

Items of Cash Flow	Annual Budget	Maassal Institute School First Year Cash Flow Statement												Total					
		September	October	November	December	January	February	March	April	May	June	July	August						
<b>Fringe Benefits:</b>																			
FICA	\$ 20,514	\$ 1,710	\$ 1,710	\$ 1,710	\$ 1,710	\$ 1,710	\$ 1,710	\$ 1,710	\$ 1,710	\$ 1,710	\$ 1,710	\$ 1,710	\$ 1,710	\$ 1,710	\$ 1,710	\$ 1,710	\$ 1,710	\$ 20,514	
Workers' Compensation	536	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	536	
Unemployment Compensation	3,380	280	280	280	280	280	280	280	280	280	280	280	280	280	280	280	280	3,380	
Health Insurance	72,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	72,000	
Dental Insurance	9,000	750	750	750	750	750	750	750	750	750	750	750	750	750	750	750	750	9,000	
Personal Plan	12,150	1,013	1,013	1,013	1,013	1,013	1,013	1,013	1,013	1,013	1,013	1,013	1,013	1,013	1,013	1,013	1,013	12,150	
Total Non-Instructional Fringe Benefits	\$ 117,571	\$ 9,798	\$ 9,798	\$ 9,798	\$ 9,798	\$ 9,798	\$ 9,798	\$ 9,798	\$ 9,798	\$ 9,798	\$ 9,798	\$ 9,798	\$ 9,798	\$ 9,798	\$ 9,798	\$ 9,798	\$ 9,798	\$ 117,571	
<b>Non-Instructional Materials</b>																			
Office Supplies	\$ 2,720	\$ 227	\$ 227	\$ 227	\$ 227	\$ 227	\$ 227	\$ 227	\$ 227	\$ 227	\$ 227	\$ 227	\$ 227	\$ 227	\$ 227	\$ 227	\$ 227	\$ 2,720	
Office Equipment	6,500	542	542	542	542	542	542	542	542	542	542	542	542	542	542	542	542	6,500	
Postage	1,440	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	1,440	
Total Non-Instructional Materials	\$ 10,660	\$ 888	\$ 888	\$ 888	\$ 888	\$ 888	\$ 888	\$ 888	\$ 888	\$ 888	\$ 888	\$ 888	\$ 888	\$ 888	\$ 888	\$ 888	\$ 888	\$ 10,660	
<b>Non-Instructional Services</b>																			
Consultants	\$ 5,000	\$ 417	\$ 417	\$ 417	\$ 417	\$ 417	\$ 417	\$ 417	\$ 417	\$ 417	\$ 417	\$ 417	\$ 417	\$ 417	\$ 417	\$ 417	\$ 417	\$ 5,000	
Attorney Fees	9,000	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	9,000	
Annual Rent	7,000	583	583	583	583	583	583	583	583	583	583	583	583	583	583	583	583	7,000	
Total Non-Instructional Services	\$ 18,000	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 18,000	
<b>Facilities / Occupancy Expenditures</b>																			
Rent / Lease / Mortgage	\$ 80,000	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 80,000	
Common Area Costs	12,500	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	12,500	
Property Tax	68,750	5,729	5,729	5,729	5,729	5,729	5,729	5,729	5,729	5,729	5,729	5,729	5,729	5,729	5,729	5,729	5,729	68,750	
Furniture & Equipment	15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000	
Telephone	6,000	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	6,000	
Gas / Electric Utilities	92,400	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	92,400	
Water / Sewer	600	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	600	
Liability Insurance	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000	
Security Alarm Service	3,000	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	3,000	
Maintenance Contracts	25,000	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000	
Pest Control Contract	900	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	900	
Rent and Mail Rental	3,000	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	3,000	
Cleaning Supplies	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000	
Depreciation Expense	1,200	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	1,200	
Total Facilities / Occupancy Expenditures	\$ 368,350	\$ 29,883	\$ 29,883	\$ 29,883	\$ 29,883	\$ 29,883	\$ 29,883	\$ 29,883	\$ 29,883	\$ 29,883	\$ 29,883	\$ 29,883	\$ 29,883	\$ 29,883	\$ 29,883	\$ 29,883	\$ 29,883	\$ 368,350	
Total	\$ 1,305,000	\$ 108,312	\$ 108,312	\$ 108,312	\$ 108,312	\$ 108,312	\$ 108,312	\$ 108,312	\$ 108,312	\$ 108,312	\$ 108,312	\$ 108,312	\$ 108,312	\$ 108,312	\$ 108,312	\$ 108,312	\$ 108,312	\$ 1,305,000	
<b>Total Monthly Cash Receipts</b>	\$ 108,500	\$ 139,833	\$ 139,833	\$ 139,833	\$ 139,833	\$ 139,833	\$ 139,833	\$ 139,833	\$ 139,833	\$ 139,833	\$ 139,833	\$ 139,833	\$ 139,833	\$ 139,833	\$ 139,833	\$ 139,833	\$ 139,833	\$ 1,085,000	
<b>Total Monthly Cash Disbursements</b>	\$ (168,312)	\$ (140,344)	\$ (140,344)	\$ (140,344)	\$ (140,344)	\$ (140,344)	\$ (140,344)	\$ (140,344)	\$ (140,344)	\$ (140,344)	\$ (140,344)	\$ (140,344)	\$ (140,344)	\$ (140,344)	\$ (140,344)	\$ (140,344)	\$ (140,344)	\$ (1,366,666)	
<b>Add back non-cash item - depreciation expense</b>	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 3,333	\$ 39,999	
<b>Total Monthly Source / (Use) of Cash</b>	\$ (56,479)	\$ 2,822	\$ 2,822	\$ 2,822	\$ 2,822	\$ 2,822	\$ 2,822	\$ 2,822	\$ 2,822	\$ 2,822	\$ 2,822	\$ 2,822	\$ 2,822	\$ 2,822	\$ 2,822	\$ 2,822	\$ 2,822	\$ (33,333)	
<b>Add Beginning Cash Balance</b>	\$ 125,000	\$ 66,521	\$ 66,521	\$ 69,343	\$ 69,343	\$ 90,915	\$ 90,915	\$ 112,487	\$ 112,487	\$ 130,059	\$ 130,059	\$ 158,631	\$ 158,631	\$ 182,203	\$ 182,203	\$ 223,275	\$ 257,347	\$ 291,663	\$ 220,330
<b>Ending Monthly Cash Balance</b>	\$ 68,521	\$ 69,343	\$ 69,343	\$ 90,915	\$ 90,915	\$ 112,487	\$ 112,487	\$ 130,059	\$ 130,059	\$ 158,631	\$ 158,631	\$ 182,203	\$ 182,203	\$ 223,275	\$ 257,347	\$ 291,663	\$ 220,330	\$ 184,997	





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## **SCHOOL OPERATIONS**

# **PERSONNEL HANDBOOK DRAFT**

**Revisions to date reflect a clarification in the language  
pertaining to contract employees**

## MISSION STATEMENT

Maasai Institute is an education village that “ensures all the children through a wholistic approach to education connecting family and community. Maasai Institute empowers children, youth and elders to make positive changes in the world in which they live.

## ABOUT THIS HANDBOOK

This Employee Handbook (Handbook) is an informative guide. It describes the policies and programs of the School. After you acquaint yourself with the contents of the Handbook, you – will have a better understanding of what the Maasai Institute expect from you and what you may expect from Maasai Institute.

As a condition of your employment, you must read your Handbook carefully and keep it updated for your reference. You will be required to sign a receipt acknowledging that you have received a copy of and understand the terms of the handbook. When the Board approves changes to the handbook, you will receive notices of these changes and will be required to update your copy.

**WHILE WE BELIEVE WHOLEHEARTEDLY IN THE POLICIES AND PROGRAM DESCRIBED IN THIS HANDBOOK, THEY DO NOT CREATE AN EMPLOYMENT CONTRACT, EXPRESS OR IMPLIED. THIS HANDBOOK IS SIMPLY A SET OF CURRENT GUIDELINES THAT MAY CHANGE FROM TIME TO TIME.**

When an employee requires clarification or an explanation of a provision of this Handbook, it is the responsibility of the employee to contact his or her immediate supervisor or the director of human resources. The Executive Director has final interpretive authority.

## EMPLOYEE CLASSIFICATIONS

Massai Institute' does not discriminate on the basis of race, color, national origin, sex, language or handicap in the program and activities of the school nor does the school discriminate in the hiring, firing and promotion of personnel.

### CONTRACT EMPLOYEES

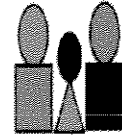
Contract employee's are those employees required to have a valid state license to perform his or her duties.

### AT-WILL EMPLOYEE CLASSIFICATIONS

Are those employee's who do not need a valid license to perform his or her duties.

Question regarding benefits should be directed to the employee's supervisor or Chief Executive Administrator.

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## **EDUCATIONAL PROGRAM**

**Revisions to the education section to include the addition of curriculum for 9<sup>th</sup> and 10<sup>th</sup> grade reading and math**

## **Maasai Institute Reading Abstract -**

To ensure all the children are well, Maasai Institute takes a balanced approach to teaching literacy. Through instruction that emphasizes effective communication, critical thinking and problem solving skills, we seek to develop life long readers.

### **The Wisconsin Model Academic Content Standard for Reading states:**

- Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves and of others.

### **The following content goals have been developed for reading at the Maasai Institute in 9<sup>th</sup> & 10<sup>th</sup> grades based on our abstract and the Wisconsin model standard:**

Students will:

1. Develop reading skills
2. Learn and apply reading strategies
3. Interpret and analyze various texts

### **Exit Outcomes**

Our content goals were used to drive the creation of specific exit outcomes for 9<sup>th</sup> & 10<sup>th</sup> grade reading at the Maasai Institute. Each outcome is listed on the pages that follow along with the Maasai content goal(s) and the DPI standard(s) to which it is aligned.

## 9-10 Reading

### Exit Outcomes

*(This form may also be used to record introductory and mastery dates of each exit outcome by adding columns for the dates. The exit outcomes listed here are suggested standards to meet. As teachers develop scope and sequence for 9-10 Reading classes, specific class standards will be more clearly defined.)*

<b>Maasai Content Goals</b> Students will:		
<ol style="list-style-type: none"> <li>1. Develop reading skills</li> <li>2. Learn and apply reading strategies</li> <li>3. Interpret and analyze various texts</li> </ol>		
<b>Wisconsin Model Academic Content Standard for Reading:</b> Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves and of others.		
<b>By the end of 9<sup>th</sup> &amp; 10<sup>th</sup> grade, students will:</b>	<b>Maasai Goal Alignment</b>	<b>DPI Standard Alignment</b>
Select appropriate materials to the purpose for reading	3	A.12.2 A.12.3 A.12.4
Use a variety of word analysis techniques to recognize and interpret the meaning of unfamiliar words	1,2	A.12.1
Use diverse strategies to comprehend a variety of texts	2,3	A.12.1

## 9-10 Reading

### Exit Outcomes

<b>Maasai Content Goals</b>		
<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Develop reading skills</li> <li>2. Learn and apply reading strategies</li> <li>3. Interpret and analyze various texts</li> </ol>		
<p><b>Wisconsin Model Academic Content Standard for Reading:</b>            Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves and of others.</p>		
<b>By the end of 9<sup>th</sup> &amp; 10<sup>th</sup> grade, students will:</b>	<b>Maasai Goal Alignment</b>	<b>DPI Standard Alignment</b>
Differentiate structure in a range of texts	3	A.12.1 A.12.2 A.12.3 A.12.4
Identify, analyze and discuss main ideas and key points from various perspectives concerning individual, community, national and world issues and events from diverse cultures and historical periods	1,2,3	A.12.2 A.12.3
Analyze how classical and contemporary literature themes are developed, literacy techniques are used and writers are influenced by issues and events from various cultures and historical periods	3	A.12.2 A.12.3
Identify and analyze devices an author uses to influence the reader's understanding of human experiences; critique, compare and debate the effectiveness of their use in varied genres	2,3	A.12.1 A.12.2 A.12.3



## 9-10 Reading

### Exit Outcomes

<p><b>Maasai Content Goals</b></p> <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Develop reading skills</li> <li>2. Learn and apply reading strategies</li> <li>3. Interpret and analyze various texts</li> </ol>		
<p><b>Wisconsin Model Academic Content Standard for Reading:</b></p> <p>Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves and of others.</p>		
<p><b>By the end of 9<sup>th</sup> &amp; 10<sup>th</sup> grade, students will:</b></p> <p>Integrate information from multiple sources to critique effectiveness, reliability and authenticity of text to evaluate literary merit</p>	<p><b>Maasai Goal Alignment</b></p> <p>1,2,3</p>	<p><b>DPI Standard Alignment</b></p> <p>A.12.2 A.12.4</p>

**Maasai Institute Mathematics Abstract:**

To ensure all the children are well, Maasai Institute takes a comprehensive approach to teaching mathematics. Through instruction that emphasizes effective communication, critical thinking, and problem solving skills, we seek to connect mathematical principles to daily life.

## 9<sup>th</sup> Grade Algebra

### Exit Outcomes for Mathematical Processes

<b>Maasai Content Goals</b>		
Students will:		
<ol style="list-style-type: none"> <li>1. Build mathematical skills</li> <li>2. Develop and apply mathematical strategies</li> <li>3. Analyze and solve mathematical problems</li> </ol>		
<b>Wisconsin Model Academic Content Standard for Mathematical Processes:</b>		
Students will draw on a broad body of mathematical knowledge and apply a variety of mathematical skills and strategies, including reasoning, oral and written communication, and the use of appropriate technology, when solving mathematical, real-world, and non-routine problems.		
<b>By the end of this course, students will:</b>		
Perform and explain operations of real numbers (add, subtract, multiply, divide, and raise to a power)	1,2	A.12.1 A.12.2 A.12.5
Represent and interpret linear, exponential, and quadratic functions using tables, graphs, algebraic equations, and verbal descriptions that incorporate correct mathematical vocabulary, symbols, and notation	1,2,3	A.12.2
Evaluate information, analyze patterns, identify relationships, and represent them using algebraic expressions and equations (e.g. linear, exponential, and quadratic), recognizing that a family of functions can model a variety of real-world situations	1,2,3	A.12.1
Determine equivalent forms of expressions and equations by selecting and applying appropriate computational procedures and properties (e.g. simplifying polynomials)	1,2	A.12.1 A.12.5
Explain and analyze applications involving linear models using graphs, charts, scatterplots, calculators, computers, and appropriate tools	1,2,3	A.12.1 A.12.2 A.12.6
Organize and display 2-variable data sets from statistical investigations using scatterplots and linear regression models incorporating the use of technology to organize data sets. Interpret a line's slope and intercepts using appropriate units based on the applications represented by the data set.	1,2,3	A.12.1 A.12.4 A.12.5

**9<sup>th</sup> Grade Algebra**  
**Exit Outcomes for Number Operations and Relationships**

<b>Maasai Content Goals</b>		
Students will:		
<ol style="list-style-type: none"> <li>1. Build mathematical skills</li> <li>2. Develop and apply mathematical strategies</li> <li>3. Analyze and solve mathematical problems</li> </ol>		
<b>Wisconsin Model Academic Content Standard for Number Operations and Relationships:</b>		
Students will use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving.		
<b>By the end of this course, students will:</b>	<b>Maasai Goal Alignment</b>	<b>DPI Standard Alignment</b>
Perform and explain operations of real numbers (add, subtract, multiply, divide, and raise to a power)	1,2	B.12.3
Determine equivalent forms of expressions and equations by selecting and applying appropriate computational procedures and properties (e.g. simplifying polynomials)	1,2	B.12.1 B.12.3
Explain and analyze applications involving linear models using graphs, charts, scatterplots, calculators, computers, and appropriate tools	1,2,3	B.12.5
Determine measurements indirectly using formulas in applications (e.g. compound interest) including the selection and use of appropriate computational procedures, properties (commutative, associative, and inverses), and modes of representation (e.g. rationals as repeating decimals)	1,2,3	B.12.4
Determine the likelihood of occurrence of complex events by conducting an experiment, designing and conducting simulations, and applying theoretical probabilities	1,2,3	B.12.2

## 9<sup>th</sup> Grade Algebra

### Exit Outcomes for Measurement

<p><b>Maasai Content Goals</b></p> <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Build mathematical skills</li> <li>2. Develop and apply mathematical strategies</li> <li>3. Analyze and solve mathematical problems</li> </ol>		
<p><b>Wisconsin Model Academic Content Standard for Measurement:</b></p> <p>Students will select and use appropriate tools (including technology) and techniques to measure things to a specified degree of accuracy. They will use measurements in problem-solving situations.</p>		
<p><b>By the end of this course, students will:</b></p>		
<p>Determine measurements indirectly using formulas in applications (e.g. compound interest) including the selection and use of appropriate computational procedures, properties (commutative, associative, and inverses), and modes of representation (e.g. rationals as repeating decimals)</p>	<p><b>Maasai Goal Alignment</b></p> <p>1,2,3</p>	<p><b>DPI Standard Alignment</b></p> <p>D.12.3</p>

## 9<sup>th</sup> Grade Algebra

### Exit Outcomes for Statistics and Probability

<p><b>Maasai Content Goals</b></p> <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Build mathematical skills</li> <li>2. Develop and apply mathematical strategies</li> <li>3. Analyze and solve mathematical problems</li> </ol>		
<p><b>Wisconsin Model Academic Content Standard for Statistics and Probability:</b></p> <p>Students will use data collection and analysis, statistics and probability in problem-solving situations, employing technology where appropriate.</p>		
<p><b>By the end of this course, students will:</b></p>		
<p>Organize and display 2-variable data sets from statistical investigations using scatterplots and linear regression models incorporating the use of technology to organize data sets. Interpret a line's slope and intercepts using appropriate units based on the applications represented by the data set.</p>	<p><b>Maasai Goal Alignment</b></p> <p>1,2,3</p>	<p><b>DPI Standard Alignment</b></p> <p>E.12.2</p>
<p>Determine the likelihood of occurrence of complex events by conducting an experiment, designing and conducting simulations, and applying theoretical probabilities</p>	<p>1,2,3</p>	<p>E.12.5</p>

## 9<sup>th</sup> Grade Algebra

### Exit Outcomes for Algebraic Relationships

#### Maasai Content Goals

Students will:

1. Build mathematical skills
2. Develop and apply mathematical strategies
3. Analyze and solve mathematical problems

#### Wisconsin Model Academic Content Standard for Algebraic Relationships:

Students will discover, describe, and generalize simple and complex patterns and relationships.

**By the end of this course, students will:**

	Maasai Goal Alignment	DPI Standard Alignment
Solve linear equations, linear inequalities, exponential equations, systems of linear equations, and quadratic equations numerically, graphically, and symbolically. Apply appropriate technology (e.g. computers and graphing calculators) to interpret solutions.	1,2	F.12.2 F.12.3
Represent and interpret linear, exponential, and quadratic functions using tables, graphs, algebraic equations, and verbal descriptions that incorporate correct mathematical vocabulary, symbols, and notation	1,2,3	F.12.2
Evaluate information, analyze patterns, identify relationships, and represent them using algebraic expressions and equations (e.g. linear, exponential, and quadratic), recognizing that a family of functions can model a variety of real-world situations	1,2,3	F.12.1 F.12.2
Determine equivalent forms of expressions and equations by selecting and applying appropriate computational procedures and properties (e.g.simplifying polynomials)	1,2	F.12.1 F.12.2
Explain and analyze applications involving linear models using graphs, charts, scatterplots, calculators, computers, and appropriate tools	1,2,3	F.12.1
Organize and display 2-variable data sets from statistical investigations using scatterplots and linear regression models incorporating the use of technology to organize data sets. Interpret a line's slope and intercepts using appropriate units	1,2,3	F.12.2 F.12.4

based on the applications represented by the data set.



## 10<sup>th</sup> Grade Geometry

### Exit Outcomes for Mathematical Processes

<b>Maasai Content Goals</b>		
Students will:		
<ol style="list-style-type: none"> <li>1. Build mathematical skills</li> <li>2. Develop and apply mathematical strategies</li> <li>3. Analyze and solve mathematical problems</li> </ol>		
<b>Wisconsin Model Academic Content Standard for Mathematical Processes:</b>		
Students will draw on a broad body of mathematical knowledge and apply a variety of mathematical skills and strategies, including reasoning, oral and written communication, and the use of appropriate technology, when solving mathematical, real-world, and non-routine problems.		
<b>By the end of this course, students will:</b>		
Explain and analyze solutions to problems involving geometric representations and relationships	<b>Maasai Goal Alignment</b>	<b>DPI Standard Alignment</b>
	2,3	A.12.1 A.12.2 A.12.3 A.12.4 A.12.6
Apply deductive logic to describe, analyze, and classify plane figures (e.g. quadrilaterals and triangles) by examining sides, angles, proportions based on similarity, and the properties of shapes	1,3	A.12.1
Use the three ratios in right-triangle trigonometry (sine, cosine, and tangent) and the Pythagorean Theorem to solve symbolic and real-world problems	1,2,3	A.12.3
Communicate logical, convincing, and clear arguments by means of demonstration, informal proof, or counter examples in applications involving similarity and congruence	1,2,3	A.12.2 A.12.4 A.12.5
Identify patterns, and create and test conjectures involving transformations (e.g. translations, rotations, reflections, and enlargements)	1,2,3	A.12.1 A.12.3
Represent probability through geometric models and/or representations of area and proportions	1,2	A.12.2

## 10<sup>th</sup> Grade Geometry

### Exit Outcomes for Number Operations and Relationships

<b>Maasai Content Goals</b>		
Students will:		
<ol style="list-style-type: none"> <li>1. Build mathematical skills</li> <li>2. Develop and apply mathematical strategies</li> <li>3. Analyze and solve mathematical problems</li> </ol>		
<b>Wisconsin Model Academic Content Standard for Number Operations and Relationships:</b>		
Students will use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving.		
<b>By the end of this course, students will:</b>		
Apply deductive logic to describe, analyze, and classify plane figures (e.g. quadrilaterals and triangles) by examining sides, angles, proportions based on similarity, and the properties of shapes	1, 3	B.12.1
Use the three ratios in right-triangle trigonometry (sine, cosine, and tangent) and the Pythagorean Theorem to solve symbolic and real-world problems	1,2,3	B.12.2 B.12.4
Derive measurements indirectly using geometric formulas of lengths, areas, and volumes, together with proportional reasoning involving squaring and cubing (e.g. reasoning that areas of circles are proportional to the squares of their radii)	1,2	B.12.2 B.12.4

## 10<sup>th</sup> Grade Geometry Exit Outcomes for Geometry

<p><b>Maasai Content Goals</b></p> <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Build mathematical skills</li> <li>2. Develop and apply mathematical strategies</li> <li>3. Analyze and solve mathematical problems</li> </ol>		
<p><b>Wisconsin Model Academic Content Standard for Geometry:</b></p> <p>Students will be able to use geometric concepts, relationships, and procedures to interpret, represent, and solve problems.</p> <p><b>By the end of this course, students will:</b></p>		
<p>Apply deductive logic to describe, analyze, and classify plane figures (e.g. quadrilaterals and triangles) by examining sides, angles, proportions based on similarity, and the properties of shapes</p>	<p>1,3</p>	<p>C.12.1</p>
<p>Communicate logical, convincing, and clear arguments by means of demonstration, informal proof, or counter examples in applications involving similarity and congruence</p>	<p>1,2,3</p>	<p>C.12.3</p>
<p>Use a two-dimensional rectangular coordinate system and algebraic procedures to describe and interpret geometric properties and relationships including slope, intercepts, parallelism, perpendicularity, distance, and midpoint</p>	<p>1,2</p>	<p>C.12.4</p>
<p>Use the three ratios in right-triangle trigonometry (sine, cosine, and tangent) and the Pythagorean Theorem to solve symbolic and real-world problems</p>	<p>1,2,3</p>	<p>C.12.2 C.12.5</p>
<p>Identify patterns, and create and test conjectures involving transformations (e.g. translations, rotations, reflections, and enlargements)</p>	<p>1,2,3</p>	<p>C.12.1</p>
<p>Represent probability through geometric models and/or representations of area and proportions</p>	<p>1,2</p>	<p>C.12.3</p>
<p><b>Maasai Goal Alignment</b></p>	<p><b>Maasai Goal</b></p>	<p><b>DPI Standard Alignment</b></p>

## 10<sup>th</sup> Grade Geometry

### Exit Outcomes for Measurement

<p><b>Maasai Content Goals</b> Students will:</p> <ol style="list-style-type: none"> <li>1. Build mathematical skills</li> <li>2. Develop and apply mathematical strategies</li> <li>3. Analyze and solve mathematical problems</li> </ol>		
<p><b>Wisconsin Model Academic Content Standard for Measurement:</b> Students will select and use appropriate tools (including technology) and techniques to measure things to a specified degree of accuracy. They will use measurements in problem-solving situations.</p>		
<p><b>By the end of this course, students will:</b></p>		
<p>Select and use appropriate tools to determine measurements directly (e.g. ruler and protractor)</p>	<p><b>Maasai Goal Alignment</b></p> <p>1</p>	<p><b>DPI Standard Alignment</b></p> <p>D.12.2</p>
<p>Derive measurements indirectly using geometric formulas of lengths, areas, and volumes, together with proportional reasoning involving squaring and cubing (e.g. reasoning that areas of circles are proportional to the squares of their radii)</p>	<p>1,2</p>	<p>D.12.3.</p>

## 10<sup>th</sup> Grade Geometry

### Exit Outcomes for Statistics and Probability

<p><b>Maasai Content Goals</b></p> <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Build mathematical skills</li> <li>2. Develop and apply mathematical strategies</li> <li>3. Analyze and solve mathematical problems</li> </ol>		
<p><b>Wisconsin Model Academic Content Standard for Statistics and Probability:</b></p> <p>Students will use data collection and analysis, statistics and probability in problem-solving situations, employing technology where appropriate.</p>		
<p><b>By the end of this course, students will:</b></p>		
<p>Represent probability through geometric models and/or representations of area and proportions</p>	<p><b>Maasai Goal Alignment</b></p> <p>1.2</p>	<p><b>DPI Standard Alignment</b></p> <p>E.12.1</p>

## 10<sup>th</sup> Grade Geometry

### Exit Outcomes for Algebraic Relationships

<p><b>Maasai Content Goals</b></p> <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Build mathematical skills</li> <li>2. Develop and apply mathematical strategies</li> <li>3. Analyze and solve mathematical problems</li> </ol>		
<p><b>Wisconsin Model Academic Content Standard for Algebraic Relationships:</b></p> <p>Students will discover, describe, and generalize simple and complex patterns and relationships.</p>		
<p><b>By the end of this course, students will:</b></p>		
Use a two-dimensional rectangular coordinate system and algebraic procedures to describe and interpret geometric properties and relationships including slope, intercepts, parallelism, perpendicularity, distance, and midpoint	Maasai Goal Alignment 1,2	DPI Standard Alignment F.12.1 F.12.2
Identify patterns, and create and test conjectures involving transformations (e.g. translations, rotations, reflections, and enlargements)	1,2,3	F.12.1



Maasai Institute Board of Directors

**Contact Information**

**Janis McCollum**  
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[Jaibarbergm0q@statefarm.com](mailto:Jaibarbergm0q@statefarm.com)  
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(414) 224-3604 work

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(414) 358-3151 home

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(262) 789-5065 home

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**Elmbrook Church**  
1903 North 57<sup>th</sup> Street  
Milwaukee, WI 53208  
[fdoolenator@hotmail.com](mailto:fdoolenator@hotmail.com)  
(414) 759-8321 - cell  
(262) 796-5763-work

Nichole Henderson  
**InRoads Wisconsin, Inc.**  
6231 W. Nash Street  
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Email [hendersonnr@aol.com](mailto:hendersonnr@aol.com)  
(414) 442-4954 home  
(414) 698-3310 cell  
(414) 272-1680 ext. 19 – work

Vega Kondrad\*  
**Messmer High School - Student**  
3323 N. 38<sup>th</sup> Street  
Milwaukee, WI 53216  
Email [Vega\\_k@hotmail.com](mailto:Vega_k@hotmail.com) underscore b/w a & k  
(414) 915-3918 - work

Samuel Ole Lotegeluaki, Ph.D.  
**Concordia University**  
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(262) 243-4286

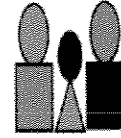
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**AJA Enterprises & Social Services**  
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Milwaukee, WI 53210  
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(414) 628-0734 - cell  
(414) 353-9250 - work  
(414) 449-0633 - home

John Hamsing – volunteer ad hoc  
**Nonprofit Center of Milwaukee**  
2819 W. Highland Blvd.  
Milwaukee, WI 53208  
414-344-3933

\* also a Design Team Member

Institute  
**Maasai**



Ensuring all the children are well

## **School Leaders**

**Board of Directors**

**Board of Directors Resumes**



# *Jai Barber*

3129 West Colony Drive Greenfield, Wisconsin 53221

414/281-7829 jacquerae\_barber@yahoo.com

## **EXECUTIVE SUMMARY:**

Corporate Communications ♦ Public Relations ♦ Marketing ♦ Media & Legislative Relations  
♦ Advertising & Creative Direction ♦ Event Planning

Top notch MarCom professional with extensive experience in corporate communications and strategic marketing/branding activities, media and community relations, event sponsorships, advertising and specialized promotional pieces to reach diverse markets.

## **PROFESSIONAL EXPERIENCE:**

### **State Farm Insurance (Milwaukee, WI)**

#### **Zone Marketing Specialist, February 2003-present**

Responsible for managing zone marketing communication, brand management and agent marketing education, budget analysis, emerging markets activities, and coordination of new and existing marketing programs, including distribution of a monthly marketing & sales newsletter to six state zone.

- Facilitated marketing communication to the field, including e-mails, printed materials and reports to help us stay on track.
- Coordinated direct mail, creative sales techniques and marketing plans for sales associates.
- Worked closely with associates to build understanding and strategic approaches for ethnic audiences
- Managed the budget and sponsorship opportunities and measured customer feedback and our ROI.
- Assisted state specialists in developing plans to reach broader, diverse markets.

### **State Farm Insurance (Milwaukee, WI; Austin, TX)**

#### **Public Affairs Specialist, November 1997 – January 2003**

Responsible for establishing legislative, media relations, and community volunteer events in the state. Solid skills and experience in establishing valuable relationships, as well as producing newsletters, press releases, special event planning, and media placement for industry-related articles and advertising.

- Exhibited outstanding communication skills as state spokesperson – successful media and community relations experience in publicity generation and response to media inquiries.
- Shaped corporate citizenship in diverse markets by creating and implementing emerging market plans; in 2002, personally directed over \$200,000 to strengthen new and existing partnerships for women, African-American, Asian and Hispanic communities.
- Analyzed advertising and funding requests' philanthropic positioning and strategy, return on investment, and marketing potential.
- Consulted agents on incorporating community involvement & marketing into their business plans.

### **Intelliquest Media (now merged with Milward Brown/WPP; Austin, TX)**

#### **Research Team Leader, August 1997 – December 1999**

Responsible for managing call center employees' communication and services in conducting telephone research interviews about the Internet, technology, and the effectiveness of advertising.

- Maintained customer satisfaction and survey effectiveness through steady employee communication.
- Generated positive teamwork in telemarketing environment to meet daily, weekly, and monthly goals.
- Educated staff and research team by holding creative project briefings/orientation sessions to share strategy and production goals.

### **Austin Fit Magazine (Austin, TX)**

#### **Advertising Account Executive, June 1997 – October 1997**

With the business manager, recruited several new clients to help support start-up health & fitness magazine.

- Distributed promotional materials and press kits to potential advertisers.
- Conducted sales presentations to bring in new business.
- Developed a marketing database for functional use to help meet company goals.

- Assisted with publication design, incentives, and magazine promotional events.

**EDUCATION & SKILLS:**

**MASTER OF ARTS/Advertising (GPA 3.33)**

University of Texas at Austin

**BACHELOR OF SCIENCE/Advertising (GPA 3.74)**

The University of Illinois at Urbana-Champaign

**INTERESTS**

Networking, volunteering with local nonprofits, traveling, and measuring marketing/PR effectiveness

Raymond E. Banks  
11015 W. Daphne Street  
Milwaukee WI 53224  
Email: [rbanks@milwaukee.gov](mailto:rbanks@milwaukee.gov)  
(414) 358-3151 home  
(414) 935-7926 work

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**PROFESSIONAL  
EXPERIENCE**

06/97 – Present

**Milwaukee Police Department**

Police Sergeant

***Supervision of Police Officers***

- \*Monitor and Supervise Police Officers in daily duties
- \*Supervise the Crime Prevention Unit of the Community Services Division.
- \*Supervision of the Youth Services Unit.
- \*Respond to Community concerns and meetings.
- \*Creation of crime trend bulletins to inform the public of crime trends that may be occurring in their neighborhoods.
- \*Public service announcements regarding crime prevention.
- \*Supervise the School Safety Program and the development of the curriculum.
- \*Speaking to at-risk youth in group homes.

10/91 – 06/97 Police Officer

- \*Patrol duties related to calls for service, criminal investigations, and traffic investigations, resolving disputes, gang investigation, prostitution, undercover narcotics purchases, investigating missing and runaway children and other tasks, as appropriate, to ensure the mission of the Milwaukee Police Department is followed to full completion.

03/90 – 10/91 **Wisconsin State Patrol**

State Trooper

- \*Patrol duties related to answering calls for service and all traffic related duties to include, but not limited to accident investigations, speed detection, oversized truck inspections and backing up local police departments for calls for service.

**EDUCATION:**

1984-1986 Milwaukee Area Technical College  
1997-1999 Mount Senario College  
2002-Present Upper Iowa University – Major in Criminal Justice  
(expect to graduate April 2005 with undergraduate degree)

# Linda L. Carpenter

2765 Wynfield Lane • Brookfield, WI • 53045 • Phone: 262-789-5065  
Email: dcarpenter@wi.rr.com

## **Objective:**

I am seeking an opportunity to use my background and experience in education and my expertise in technology to work with schools and staff to implement integration of information and technology literacy skills. I would truly like to make a meaningful contribution to the education of our youth.

## **Experience:**

### Technology Integration Specialist

**1999-present**                      **School District of Elmbrook**                      **Brookfield, WI**

- Collaborate on the creation and implementation of new classes for grades four and five, addressing Wisconsin Information and Technology Literacy Standards. I have created and delivered exciting and meaningful student learning projects meeting state standards in both information and technology literacy and in areas of core curriculum.
- Plan and model technology integration with classroom teacher into content curriculum.
- Plan and implement staff development opportunities for technology to meet professional teacher standards, classroom integration and improved teacher productivity.
- Maintain Websites at two elementary schools. Work with student web groups and facilitate teacher web page development.

### Instructional Assistant K-5

**1991-1999**                      **School District of Elmbrook**                      **Brookfield, WI**

- Small group instruction for both enrichment and intervention.
- Worked with Instructional Resource Teacher to develop lesson plans and extension activities.
- Assisted classroom teachers with technology integration and instruction.

### Teacher Seventh Grade Unified Studies

**1986–1987**                      **Parkway School District**                      **Chesterfield, MO**

- World History, Language Arts, and Reading Skills

### Substitute Teacher and Volunteer

**1982–1986**                      **Parkway School District**                      **Chesterfield, MO**

- Pre-planned and long-term sub assignments.
- Volunteer student tutor - Parkway South Junior High.
- Volunteered to develop lessons and activities for 7<sup>th</sup> and 8<sup>th</sup> grade social studies in former department at Parkway South Junior High.

### Teacher Eighth Grade Unified Studies

**1979–1980**                      **Parkway School District**                      **Chesterfield, MO**  
• American History, Language Arts, Reading Skills

### Teacher Civics and United States History

**1974–1977**                      **Bryant High School**                      **Bryant, AR**  
• Grades 9 and 11

#### **Education:**

**2000-present**                      **Cardinal Stritch University**                      **Milwaukee, WI**  
• ME candidate in Educational Computing  
• Graduation planned for May 2003.

**June 1988**                      **Los Angeles Pierce College**                      **Woodland Hills, CA**  
• Completion of California requirements for teacher certification

**July 1985**                      **St. Louis Community College**                      **St. Louis, MO**  
• Professional

**Feb. 1985**                      **University of Missouri**                      **Columbia, MO**  
• Professional

**July-Dec. 1979**                      **Webster University**                      **St. Louis, MO**  
• Professional

**June 1974**                      **University of Arkansas**                      **Fayetteville, AR**  
• B.A. History, Certified 7-12 Social Studies and History

**Aug. 1979- Dec. 1972**                      **Harding University**                      **Searcy, AR**  
• Undergraduate studies

**Teacher Licensure:****Wisconsin 2-year License #C615000236931 – Expires June 30, 2004**

- 27 Secondary (Grades 7-12) 701 Broad Field Social Studies
- 27 Secondary (Grades 7-12) 725 History
- 37 Middle Level (Grades 6-9) 703 Social Studies
- 5 –year licensure applied for
- 405 Computer Education 6-9 applied for

**Missouri Lifetime Certification**

- Social Studies 7-12
- Core Curriculum 7-9
- English 7-9

**References:**

Bil Zahn, Principal  
Burleigh Elementary School  
School District of Elmbrook  
16185 Burleigh Place, Brookfield, WI 53005  
262-781-5280

Anne Krueel, Principal  
Swanson Elementary School  
School District of Elmbrook  
305 North Calhoun Road, Brookfield, WI 53008  
262-789-2540

Jeff Nennig, Director of Technology  
School District of Elmbrook  
13780 Hope Street  
P.O. Box 1830, Brookfield, WI 53008  
262-781-3030

Joanie Reuth, Technology Integration Specialist  
Brookfield Central High School  
16900 West Gebhardt Road, Brookfield, WI 53005  
262-785-3910

# Forrest A. Doolen

7218 W. North Avenue #204  
Wauwatosa, WI 53213  
414-759-8321 • fdoolenator@hotmail.com

## QUALITIES

High enthusiasm; refined leadership; excellent communication and organizational skills; initiative; strong marketing and communication background built on wide experience; solid ties with the community; and a history of strengthening departments, organizations and companies. All of this combined with a committed work ethic and an optimistic attitude offer the ability to obtain results for any organization.

## PROFESSIONAL EXPERIENCE

**Mercury Communication Partners, LLC** Brookfield, WI July 2000 – January 2004

### *Account Executive*

Responsibilities: Managed all aspects of accounts including marketing, media and public relations planning, budgeting, client correspondence, project management, and creative concept development. Lead Account Executive for all agency non-profit accounts.

### Accomplishments:

- Developed several extensive campaigns for Milwaukee Public Schools that helped increase enrollment by 10%.
- Successfully developed and ran the annual Embracing Diversity in Early Childhood Care and Education Conference for the Early Childhood Council with an attendance of over 500.
- Concepted and developed the statewide public information campaign, "Think Big. Start Small." that is currently changing the face of childcare in Wisconsin.
- Served as lead account executive for the Archdiocese of Milwaukee, developing and executing their annual capital marketing campaign that successfully raised \$7 million per year.

**Celtic Advertising, Inc.** Brookfield, WI June, 1992 - July, 2000

### *Production Manager* Promoted October, 1996 - July, 2000

Responsibilities: managed creative staff of five; creative department administration, development and hiring; managed production of all print and broadcast work and coordinated with outside suppliers, estimating all creative projects, managing budgets and traffic including developing all production schedules.

Accomplishments: as agency buyer, purchased over \$ 1.3 million dollars worth of print, film, video and photography; produced advertising/collateral materials for more than 65 clients.

### *Production Coordinator* Promoted January, 1994 - October 1996

Responsibilities: worked directly for the department head assisting in all aspects of the creative and production process.

### *Public Relations Coordinator* October 1992 - January, 1994

Responsibilities: wrote news releases and newsletters, media relations, pursued product placements and internal communications.

Accomplishments: Product placement on Jay Leno and Regis & Kathie Lee, placed stories with trade publications including securing cover product placement in *Sporting Goods Business*, the top sporting goods trade publication, developed trivia contest with leading children's magazine.

## EDUCATION

**University of Wisconsin-Whitewater**, Whitewater, WI August, 1992

Bachelor of Arts in Communications, Public Relations Emphasis; Minor in Advertising

**Future Milwaukee Graduate**, September 2001 - May, 2002

Selected as one of 50 candidates to go through community leadership training, with exposure to a wide range of community organizations and initiatives as well as building stronger leadership skills.

## COMMUNITY INVOLVEMENT

**Maasai Institute**, December 2003 – Present

*Design Team Member* – Working with a design team to develop and execute a new City of Milwaukee Charter School to open in September, 2005. Played a major role in writing and securing a \$50,000 planning grant from the Technical Assistance & Leadership Center.

**Early Childhood Council**, April 2002 – Present

*Embracing Diversity Conference Committee Member* – Work with a team of community leaders, planning, coordinating and running the annual Embracing Diversity in Early Childhood Conference.

**Young Professionals of Milwaukee**, August 2002 – Present

Member, actively involved in the YPM Café Mosaics.

**Elmbrook Church – Relief & Development Teams**, July 2003 - Present

As team leader, took a team of 15 to Dushanbe, Tajikistan for two weeks in July, 2003. Currently leading a team of 15 to Kenya, Africa in June, 2004.

**American Diabetes Association**, January 2002 - Present

Responsible for the development and execution of all materials for the ADA's major fund-raiser Gala event and served as a representative of the ADA at the Gala in 2002 and 2003.

**Make A Wish Foundation**, March 2004 – Present

*Volunteer* – Assist with event preparation and other event/marketing needs.

**Milwaukee Repertory Theater**, September 2002 - Present

*Volunteer and Usher*- Welcome and assist in seating patrons for 10 shows a season.

**Wedding Coordinator**, September, 2001 - Present

Coordinate and plan weddings including: working with caterers, reception halls, musicians, churches, florists, and other vendors as well as running the rehearsals and all related events.

**AIDS Resource Center of Wisconsin**, Milwaukee, WI March, 1998 - September 2000

*AIDS Walk Communications Committee member*

Developed and executed plans to promote the AIDS Walk including media relations and community sponsorship.

**The Gathering**, Milwaukee, WI January, 1996 - January 1998

*Coordinator*

Coordinated, organized and planned meals for an average of 200 guests on Saturday mornings. Managed groups of volunteers and cooks of 20 or more people.



## **NON-PROFIT ACCOUNT EXPERIENCE**

AIDS Resource Center of Wisconsin  
American Cancer Society  
American Diabetes Association  
Catholic Community Foundation  
Catholic Schools  
Catholic Stewardship Appeal for the Archdiocese of Milwaukee  
CESA #1, 5 & 7  
Community Coordinated Child Care  
Early Childhood Council of Milwaukee County  
Green Lake Conference Center  
Hunger Task Force  
Infant Mental Health Association  
Irish Cultural Heritage Center  
Milwaukee Area Technical College  
Milwaukee Public Schools  
Planning Council for Health and Human Services  
St. Gregory the Great School  
The Gathering  
Think Big. Start Small. & the Wisconsin Childcare Initiative  
Wisconsin Dells Visitor & Convention Bureau  
Wisconsin State Fair  
WMVS/WMVT channels 10 & 36

## **CORPORATE ACCOUNT EXPERIENCE**

Antiqua Bay Waterpark Resort	Mead Publishing Paper
ATO Findley	NABCO Entrances
Bosch	Oscar Mayer
Cedar Crest Ice Cream	Payne & Dolan
Coca-Cola	Professional Control Corporation
Country Inn	Raabe Corporation
Dana Investment Company	Riverview Waterpark
Flexible Steel Corporation	Seven-Up
Gammex RMI	Sussex Plastics
Huffy Sports	Tekra Corporation
Instrumentarium Imaging	W.H. Brady
Irish Cultural Heritage Center	Women's International Bowling Congress

## **REFERENCES**

**Shelley Marquardt**, Executive Director, St. Joseph's Hospital Foundation 414-447-2009  
**Jerry Topczewski**, Archbishop's Delegate for Communication and Administrative Assistant to the Archbishop, Archdiocese of Milwaukee 414-769-3590  
**Carol Maurer**, Executive Director, 4C-Community Coordinated Child Care 414-562-2650  
**Patti Gorski**, Executive Director, Make-a-Wish Foundation 262-781-4445

# *Nichole R. Henderson*

6231 West Nash Street • Milwaukee, WI 53216

(Home) 414-442-4954 • Cell Phone: (414) 698-3310 • (E-mail) hendersonnr@aol.com

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## **PROFILE SUMMARY**

Enthusiastic, goal-oriented, decisive professional with a MBA and 7+ years of experience in area of recruitment, event planning and training & development; Energetic and resourceful, self-directed and creative; Posses strong communication and interpersonal skills; able to work effectively with individuals on all levels; Excellent analytical and problem-solving skills; Effective leadership and management skills and cross-functional background with proven ability to manage projects from planning through executions; Computer skills in the area of spreadsheet, database and word processing.

## **AREA OF EXPERTISE**

### Marketing

- Account Management
- Presentation
- Project Management
- Sales
- Desktop Publishing

### Human Resources

- Recruitment, Screening and Placement
- Budget Management/Cost Controls
- Group/Team Development
- Fund Development
- Training & Development

## **WORK EXPERIENCE**

INROADS/Wisconsin, Inc.

Milwaukee, WI

### Operations Manager

Jan. 2000–Present

**Responsibilities:** Manage daily operational functions for the INROADS/Wisconsin affiliate; Responsible for developing and achieving the organization goals by providing quality services to client-group; Lead sales and marketing activities for affiliate team.

- Manage execution of strategic plan and operational objectives
- Work with local board of directors to cultivate new business, leverage networking opportunities, broaden relationships and maximize local presence within the corporate community
- Direct selling and marketing of services to acquire new corporate clients, grow existing corporate accounts
- Administer \$450 thousand dollar budget and maintain expense control.

BDP & Associates

Milwaukee, WI

### Associate Consultant

Feb. 99 – Present

**Responsibilities:** Plan and coordinate services based on the clients' need; Responsible for project management, event planning and training and development. Manage database and tracking system

- Plan and coordinate conferences, meetings and events activities and arrange on-site logistics
- Develop and facilitate training for youth and adults in the area of Workforce Development
- Create and design marketing materials for events and special projects

Northwest Side CDC

Milwaukee, WI

**Employment & Training Coordinator**

Feb. 1997-Jan. 2000

**Responsibilities:** Managed all organizational programs in the area of Workforce Development. Secured approximately \$300 thousand dollars in funding from local foundation and government resources for organization programs and activities

- Managed and implemented the Workforce Development Programs
- Recruited over 1500 job seekers; screened and selected over 500 potential candidates for the NWSCDC Job Applicant Pool.
- Organized annual and mini job fairs, which transitioned over 300 people into employment
- Implemented 'Learn To Earn' Summer Youth Employment and Training Program, which has employed over 75 youth
- Consistently met pay for performance objectives for job placement and retention

**EDUCATION**

Keller Graduate School of Management  
Master of Business Administration

Milwaukee, WI  
Completion: December 2003

Alverno College  
Bachelor of Arts

Milwaukee, WI  
May 1996

Major: Business Management & Professional Communications

**PROFESSIONAL DEVELOPMENT**

- Consultative Selling
- WI Department of Workforce Development
- Valuing Diversity
- Fund Development Training ~ Leaders Forum
- Selling to VITO
- Leadership Development Training
- Supervisory Training
- Organizational Change
- Oz Principal Training Accountability

**PROFESSIONAL AFFILIATIONS**

2003	National Black MBA Association	Member
2002-Present	The Leaders Forum	Member
2002 - Present	Silver Spring Neighborhood Center	Board Member
2000 - Present	African American World Cultural Center	Volunteer
1996 - Present	Alverno College Alumnae Association	Member
1992 - Present	INROADS/Wisconsin, Inc. -Alumni Association	Member

Vega S. Kondrad  
3323 n. 38th street ~ Milwaukee, WI ~ 53216 ~ (414) 915-3918  
E-mail ~ Vega\_K@Hotmail.com

**Objective:**

I am looking for a positive outlet to develop new skills, and also to help in the furthering of education for Milwaukee's youth.

**Voluntary Qualifications:**

I currently volunteer at my church, by giving hot meal to the poor every third Saturday of the month.

I served as a board member on the Betty Brinn Children's Museum.

**School:**

I am currently attending Messmer High School located at 742 w. Capitol Dr. Where during my first semester I obtained a cumulative GPA of 3.7. Enclosed is a copy of my second semester report card, because I have not received the scores of my final exams.

I have also received numerous awards for programs that I have successfully completed.

**Jobs:**

I recently left Incred-a-roll skate and family fun center, where I served as a birthday hostess.

**Extra Curricular:**

This past school year I played JV volleyball, and ran Varsity track.

# Janis McCollum

**3323 North 38<sup>th</sup> Street**  
**Milwaukee, Wisconsin 53216**  
**(414)915-3918 - Home**  
**(414) 288-1691 - Work**  
**[janismccollum@hotmail.com](mailto:janismccollum@hotmail.com)**

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**Objective: To serve as the Executive Director, steering students, parents and the community to a fine education, healthy living and community connections.**

## **Education**

University of Wisconsin- Milwaukee, Graduation year: 1999  
Bachelor of Arts – Department of Education: Educational Policy and Community Studies.

Alverno College – Expected Graduation year: 2006  
Master of Arts – Department of Education: Organizational Development and

## **Professional Development**

### **Maasai Institute: Position – Founder/Executive Director October 2003 – Present**

Maasai Institute is a full-service community school with health, social services, enrichment and recreation programs on site at the school for the students, their parents and the surrounding community.

- Key contact person and planner for the development and design of the school
- Recruit community design team members with various expertise to assist in the design and development of Maasai Institute
- Assisted the design team members in the development of the Maasai Institute Board of Directors
- Assisted in securing a \$50K planning grant from the Bill and Melinda Gates Foundation through an initiative to develop small high schools
- Assisted in the development of the school's organizational, operational and financial plans

### **Planning Council for Health and Human Services March 2004 – Present**

The Planning Council for Health and Human Services is an organization that advance and improve the quality of health and well-being for the Milwaukee community, as well as to promote the equitable and efficient delivery of health and human services.

- Consultant for the Housing Authority of the City of Milwaukee to survey residents on employment outcomes
- Provide assistance to the Wellness Council of Milwaukee County of Well Informed material to businesses in Wisconsin

**LaBrew Troopers Military University School – Executive Director and Administrator**

**June – October 2003**

LaBrew Troopers Military University School is a small elementary school whose primary focus is to discipline students through the structure of military policy and procedures.

- Supervised four teachers and two office personnel
- Set-up in-service opportunities for all teaching staff
- Organized the First Phase Completion Ceremony
- Acted as the organizations key contact person for parents, community members and students

**YWCA of Greater Milwaukee – Senior Grant Writer**

**August 2002 – June 2003**

The YWCA of Greater Milwaukee is a national organization serving women and girls in the areas of economic and self-development

- Researched federal and private funding opportunities for the organization
- Oversaw all the funding opportunities and assisted with budget development of the YWCA Global Career Development
- Attended budget and program development meetings as it related to organizational development for the organization
- Create financial reports on perspective revenue for each organizational department receiving funding on the federal, state, city and private levels

**Literacy Services of Wisconsin – Director of Development**

**January 2001 – August 2002**

Literacy Services, is an adult

**Professional Organizations**

Black Alliance for Educational Options (BAEO)  
National Black Child Development Inc. (NBCDI)  
East Side Church of Christ – Youth Committee  
SAVVY, Inc. – Board Member and Secretary

**SAMUEL OLE LOTE GELUAKI, Ph.D.**

**3222 N.51<sup>st</sup> Boulevard  
Milwaukee, Wisconsin 53216  
O. (262)2434286**

**PROFESSIONAL EXPERIENCE**

- 1994 to present**    **Concordia University-Wisconsin, Mequon, Wisconsin**  
**ASSOCIATE PROFESSOR OF PSYCHOLOGY**  
**DIRECTOR, M.Sc. Counseling Psychology Distance Learning**
- 1981 to 1996**    **Marquette University Milwaukee Wisconsin.**  
**ASSISTANT PROFESSOR, Department of Religion.**
- 1979 to 1994**    **Lutheran Social Services of Wisconsin and Upper Michigan-Milwaukee.**  
**FAMILY/ INDIVIDUAL PSYCHOTHERAPIST**
- 1992 to 1993**    **Concordia University Wisconsin Graduate School-Mequon Wisconsin.**  
**LECTURER, Department of Education.**
- 1979 to 1980**    **Growth Learning Enrichment Enterprises (GLEE) Milwaukee**  
**LECTURER.**
- 1975 to 1976.**    **Rochester Methodist Hospital-Rochester, Minnesota**

**HOSPITAL CHAPLAIN.** *Conducted research in Carl Gustav Jung Psychology at Mayo Clinic Library (Rochester Minnesota)*

1971 to 1972. *Makumira College,—Arusha Tanzania*

**PROFESSOR OF CLINICAL EDUCATION.**

**ADDITIONAL EXPERIENCE/ COMMUNITY INVOLVEMENT.**

- *Served as Consultant on Cultural Diversity to Sinai Samaritan Medical Center Nursing Department.*
- *Served as Consultant on Cultural Diversity to Milwaukee Area Organization of Nurse Executives.*
- *Member, Milwaukee County Youth Initiative Neighbourhood Coordinating Council.*
- *MELD Program Consultant (Keefe Outreach)*
- *MPS Violence Prevention Program.*
- *Member of Medical Specialty Advisory Committee, North Division H.S.*
- *Director, Keefe Outreach Counseling Center.*
- *Director, New Life Program. Teen Pregnancy Prevention-Culturally Sensitive (Milwaukee)*
- *Facilitator and Trainer, “Bread of Hope” group. Keefe Outreach Counseling Center*
- *Facilitator and Certified Counselor for Black Children of Alcoholic and Addicted Parents*
- *Member, Board of Directors, Milwaukee Hospice Home Care.*
- *AIDS Educator, Milwaukee AIDS Project*
- \* *Certified as Post Trauma Intervention Therapist.*

**PROFESSIONAL AFFILIATIONS**

- *National Black Alcoholism Council—Wisconsin Chapter*
- *Carl Gustav Jung Association of Milwaukee*
- *American Psychological Society*
- *American Psychological Association*
- *VNA Advisory Board Hospice*



- *Member, Advisory Board African Diaspora*
- *Member, Association of African Studies*

### **EDUCATION**

*1972-75. Aquinas Institute of Philosophy. Dubuque Iowa*

*Doctor of Philosophy. Disertation on C.G.Jung Psychology*

*1980.*

*1969-70. Luther Seminary. St. Paul Minnesota*

*Master's Degree in Counseling and Guidance*

*1967-69. Luther Seminary. St. Paul Minnesota*

*Master of Divinity.*

*1960-64 Makumira College. Arusha Tanzania.*

*Diploma (Liz im Theologic)*

*1956-58. Marangu Teachers College-Moshi Tanzania*

*Bachelor of Arts*

*Personal and professional references provided upon request*

## **B. DENISE PATTON - INDEPENDENT CONSULTANT**

### **QUALIFICATIONS & SKILLS**

20 years of experience in training and development	Proven leadership ability
18 years of experience in training design and implementation for youth and adults	Solid communication skills with internal and external audiences
15 years of experience in project and team management youth and adults	Strong, proven management and organization skills
8 years of experience in grant writing	Successful Proposal & Business Plan Writing
20 years experience in public speaking/presentation	Adept at working with diverse populations
20 years program development and management	Highly analytical

#### **1999 – PRESENT**

#### **CLIENTS SERVED**

##### **PRISM Technical Management & Marketing Services (2001 – Present)**

**Education consultant: Independent Monitor;** work with Milwaukee Public Schools Office of Neighborhood Schools participation monitoring -contractor WBE/MBE participation, student education/employment and resident hiring

Work with Hunzinger-Clarke Construction and Prism Technical to design and implement educational curriculum for student/teacher engagement with contractors in a program integrated into the Bradley Tech High School construction academy program

##### **Northwest Side Community Development Corporation (1999- 2003)**

Developed and implemented customized skill training series projects for adult participants (TANF) of NWSCDC workforce development program; developed and implemented personal development and employability & life skills training for Wisconsin Works (W2) participants youth and adult, Wisconsin Corrections, First Time Juvenile Offender; designed training program for Workforce Advancement employability training project working with NWSCDC partners; Designed and implemented 6 month training program for agency workforce development department.

##### **New Concept Self Development Corporation**

Coordinated planning, implementation and evaluation of family conference (“Best Practices Symposium on Family Support”); trained community residents as presenters and co-designed conference training content with residents for multiple conference workshops.

##### **S.C. Johnson Wax (2003)**

Designed and implemented weeklong training series with high school and college interns – “On the Job Success and Retention”

##### **YMCA Of Metropolitan Milwaukee (2001 - 2003)**

Developed and implemented pilot training for youth Service Learning with Passports for Youth Program; provided staff assistance in program assessment design; conducted staff supervisory training; conducted program evaluation for YMCA Americorps program year 2002-2003

##### **The Greater Milwaukee Foundation (2000 – 2002)**

Project management and training; Youth Civic Engagement through community learning centers; Community Youth Development; work with community based organizations, schools and others to engage youth and adults in community building; coordinated community forum with various funding sources, state, county and city leaders

**B. Denise Patton**

Clients Served 1999 - Present

**Milwaukee Area Technical College**

Designed and implemented Job Search and Interview Preparation training workshops for VITA adult students

**INROADS/Wisconsin, Inc. (1999 – 2001)**

Grant writing for youth employment and training program for Information Technology project (IT 2000); designed and implemented career and personal development/employability & life skills training series; coordinated project through first funded period; coordinated continuation of project for fall/winter 99 & summer 2000 and 2002)

**Opportunities Industrialization Center Of Greater Milwaukee (OIC-GM) (1999 – 2000)**

Grant writing, program design and research for youth development demonstration project; designed concept paper for adult training and development program for Wisconsin Corrections Pre-release Center; concept paper design for youth offender program; program design for computer technology institute

**Johnson Controls**

Designed and implemented training for high school students for a personal and career development summer program

**A FEW NOTABLE PROJECTS:**

- **Community Work Experience (CWE) – Job Shadowing and Training**
- **“Earn While U Learn” – Customized Employability Skill Training**
- **“Building Developmental Assets for Youth”**
- **“Learn to Earn” – Employment & Job Readiness**
- **“Navigating Employment Search” Career Planning & Self Directed Job Search**
- **“Community Leadership”: Youth & Adults Working Together**
- **“Let’s Talk” – Community Forum on Youth Development**
- **“Learning Institute of Self Development (LISD)”**
- **“Right Turn”**

**1990-1999**

**CLIENTS SERVED**

**YMCA-Passports Program:** Developed and implemented five week Youth Service Learning Training Series  
**INROADS/Wisconsin, Inc.** Created youth development and employability training model for 250 students in Information Technology program

**Bryant & Stratton College:** Center for Professional Advancement - Designed training format for Workplace Readiness class

**ELEC TECH:** Staff training on team dynamics and interpersonal communications

**Lady Pitts Community Support Group:** Conducted Alumni tracking, interviewing and evaluation with students

**S.C. Johnson Wax: T.O.P.S. Youth Development Programs -** Provided job readiness and life skills training for high school and college students from the Racine, Wisconsin community

**B. Denise Patton**

**EMPLOYMENT HISTORY**

September 1995 - January 1999	Northwest Side Community Development Corporation <b>Director - Northwest Opportunities Center</b>
June 1984 - September 1995	INROADS/Wisconsin, Inc. <b>Operations Manager - Corporate, Staff, &amp; Student Services</b> <b>Staff Specialist - Corporate &amp; Student Development</b>
June 1982 - June 1984	Milwaukee Urban League <b>Health Education Coordinator</b> <b>Adolescent Parenthood Prevention Program (PAP)</b>
September 1982 - May 1983	Alverno College <b>Teaching Assistant, Professional Communications</b>

**EDUCATION**

<b>Alverno College, Milwaukee, Wisconsin</b> <b>Master of Arts, Education</b> Double Specialty: Instructional Design & Assessment & Organization Development	<b>May 2004</b>
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<b>Alverno College, Milwaukee, Wisconsin</b> <b>Bachelor of Arts</b> Business Management & Professional Communications	<b>May 1982</b>
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**Supplemental & Continuing Education**

Diagnostic Consultant for Nonprofits (Clinic Institute 2004)	Youth Development – Asset Building
Human Synergistics Organization Culture & Effectiveness	Human Synergistics Group Styles
Jist Job Search Training Institute	Program Development, Management & Evaluation
7 Habits of Highly Effective People	Deming TQ Management Series
Career Architect	How to Supervise Better
Developmental Dimensions Institute- Targeted Selection	Supervisor Job Today
Assessment Design & Implementation	Managing People
Coaching, Training & Team Management	Nurturing
Project Management	Individual, Team & Organization Development

**B. Denise Patton**

**CERTIFICATES & AWARDS**

Certified Minority Business Enterprise – Wisconsin Department of Commerce  
Certified Minority/Woman Business Enterprise – Business Educational Consortium, Inc.  
JIST Self Directed Search – Employment Planning  
Certificate of Completion – Human Synergistics International – Organization Development Institute  
YMCA Certifications - Group Work; Program Management/Development; Volunteerism  
Franklin Covey Project Management  
Child & Youth Care Learning Center - Youth Development Certificate  
Eaton Corporation - Business Support Partner  
Family Services of Milwaukee - Nurturing Instruction Certificate  
YMCA - Certificate of Leadership

**COMMUNITY INVOLVEMENT**

Maasai Institute – School Board Director	2003 – Present
Milwaukee Public Schools	2003 – Present
Business Advisory Council	
Walker’s Point Youth & Family Center Advisory Board	1998 - 2003
Lady Pitts Community Advisory Council	1997 - 2001
Alverno College Alumnae Association	1982 - Present

**CHRISTINE ROBINSON**  
2507 North Sherman Blvd  
Milwaukee, WI 53210  
(414) 449-0633  
(414) 760-5258

#### **CAREER SUMMARY**

Twelve years of experience in the social service field. Expertise Include

Quality Assurance	Needs Assessments	Managing systems/people
Counseling	Conflict resolutions	Leadership and Teambuilding
Analyzing caseloads	Strategic Planning	Group Facilitation
Treatment Plans	Financial Planning	

#### **Work History**

##### **AJA Counseling Center**

January 2003-Present

###### **Wraparound Care Coordination Supervisor**

Provide daily supervision for five care coordinators. Monitor caseload ratios and Analyze Reports

- Oversee the day to day operations of the wraparound component
- Review and approve all necessary forms, processes and reports for Wraparound
- Conduct weekly supervisory conferences with Care Coordinators
- Responsible for performance evaluations and recommendations for salary increases
- Develop and implement processes and procedures
- Assign cases to the Care Coordinators
- Conflict resolutions
- Provide overall quality social services.

##### **United Migrant Organization**

January 2, 2002

###### **Financial Employment Planner Supervisor**

Provided daily Supervision for nine Financial Employment Planners. Monitoring caseload ratios and analyzing reports

- Oversee the day to day operations of the community service department
- Conducted performance evaluations and recommendations for salary increases
- Developed and implemented processes and procedures
- Assisted in hiring and training employees
- Assigned and distributed cases to Financial Employment Planners
- Resolved conflicts with customers and employees
- Provided quality customer services

##### **GOODWILL INDUSTRIES OF SOUTHEASTERN WISCONSIN**

Employment Solutions, Inc July 1996-present

###### **Financial Employment Planner II**

July 2001 to Present

Daily oversight of a team of four Financial Employment Planners and three Food stamps Case managers. Monitored and team caseload sizes and analyzing caseload reports

- Ensured completion and follow-through of team workload assignments
- Provided superior customer services for the team and the participants served
- Assisted the customer in identifying employment alternatives to meet individual and family needs
- Collected and verifying information regarding individual and family resources available.
- Evaluated eligibility for workforce Development program as well as family support and community-based services
- Oriented eligible individual or groups of individuals on policies relating to the workforce development program and family support services.
- Resolved internal conflicts

**Financial Employment Planner**

July 1998 to July 2001

Collected and verified information for the Wisconsin Works Program, Evaluating eligibility for Wisconsin Works Program

- Assigned job seekers and Food stamp customers to unsubsidized employment position
- Made referrals to community resources for individuals and families
- Assessed job readiness for food stamps and W-2 customers
- Resolved job seekers grievances and conflicts
- Assisted with budgeting plan for W-2 customers
- Monitored job seeker's and food stamp customer's activities on the cares system

**Service Consultant:**

August 1997 to July 1998

Interviewed job seekers. Assisted the job seekers identifying alternatives to meet individuals and families income needs.

- Register the job seekers for low income program
- Referred eligible individuals to the Financial Employment Planner
- Assisted individuals through the Wisconsin Works Program.

**Employment Service Representative:**

April 1997 to August 1997

Assessed the job seekers for job readiness

- Focused on the job improvement
- Conducted Employment skill and retention workshops
- Prepared the job seekers to meet with employers

**Pay for Performance Case Managers:**

March 1996 to August 1997

Monitored 200+ cases on the cares system

- Assigned activities to customers
- Conducted workshops
- Made referrals to community resources for families and individuals

**Milwaukee Healthy Women and Infants project**

March 1995 to March 1996

Provided supervision for 10 outreach workers and one outreach lead worker

- Assigned and distribute cases to the outreach workers
- Assisted in hiring and training employees and supervisor
- Developed and implementing processes and procedures
- Provide quality services

Additional related academic studies include:

University of Wisconsin-Madison  
Bachelor of Arts, August 1992

Management Certification  
Employment solutions and Marquette University, October 2000

Springfield College  
Master of Human service, August, 2002

**AFFILIATIONS**

Sigma Gamma Rho Sorority, Inc. Served as a board member of New Concept Development Center (Friend of New Concept). Served as tasks force and board Member of Milwaukee Healthy Women and Infants. Participated for the area Council elections Through Social Development commission, Board Member of the Maasi institute

# Charter School Application Evaluation Summary - Maasi Institute

ATTACHMENT 3

Name	Section I - Technical Review				Section II - School Operations				Total II
	Occupancy Permit	Liability Insurance	Educational Program	Meets Tech. Requirements	Governance	Operational - Fiscal Mgmt.	Budget	Facility	
	yes/no	yes/no	yes/no	yes/no	(10) Max points Score / %	(10) Max points Score / %	(15) Max points Score / %	(5) Max points Score / %	(40) Max points Score / %
H. Fuller	yes	no	yes	no	5	6	10	5	26
M. Diez	yes	no	yes	no	7	8	13	5	33
L. B-Steward	yes	no	yes	no	8	8	12	5	33
M. Daun	yes	no	yes	no	7	8	12	5	32
K. Ingram	yes	no	yes	no	6	7	10	5	28
<b>Total:</b>					<b>33</b>	<b>37</b>	<b>57</b>	<b>25</b>	<b>152</b>

Name	Section III - Educational Program				Total III	Total Both Sections
	Description of Program	Educational Results	Other Accountability	Qualification of Staff		
	(15) Max points Score / %	(10) Max points Score / %	(10) Max points Score / %	(10) Max points Score / %	(10) Max points Score / %	(5) Max points Score / %
H. Fuller	13	8	8	8	8	5
M. Diez	13	9	9	8	8	5
L. B-Steward	14	9	8	8	8	5
M. Daun	13	8	8	8	9	5
K. Ingram	11	8	8	7	9	5
<b>Total:</b>	<b>64</b>	<b>42</b>	<b>41</b>	<b>39</b>	<b>42</b>	<b>25</b>

\* Each school was given the full five points for facility due to the fact that facilities are not secured at this time.