



FULL APPLICATION COVER PAGE

Last updated: 01/09/2019

PROPOSED CHARTER SCHOOL NAME: Urban Dove Team CS III

1. My applicant group is best described as: 1) *a new operator* applying to establish a new charter school or 2) *an existing BOR-authorized education corporation/management company seeking to replicate or add to a network* of existing charter schools?

Existing BOR Ed Corp/CMO or EMO/Network Seeking to Replicate or Add to Network of Schools

1a. What is the name of the existing education corporation, CMO/EMO or Network? Urban Dove Team Charter School

1b. If applicable, please name the schools being replicated and/or operated by the existing education corp, management organization, or network?

1.	Urban Dove Team Charter School
2.	Urban Dove Team Charter School II
3.	(No response)
4.	(No response)
5.	(No response)
6.	(No response)
7.	(No response)
8.	(No response)
9.	(No response)
10.	(No response)

2. If applicable, what is (are) the name(s) of the proposed Partner Organization(s)? N/A

3. Proposed Board Chair and Public Contact information

	Proposed Board Chair Name	Email Address	Phone Number
	Michael Grandis		

	Public Contact Name	Email Address	Phone Number
	Jai Nanda		

4. District/Community School District of Location

	Preferred District/CSD	2nd Choice	3rd Choice
	CSD 30 (Queens)		

5. Charter schools authorized by the Board of Regents in June or November 2019 should plan to open for instruction in 2020. If issued a charter, the initial 5 year charter term begins on the first day the school opens for instruction and ends on June 30, 2025 of the 5th year of operation.

Start date of initial term (1st day of school) 09/08/2020

End date of initial charter term

06/30/2025

6. Projected Enrollment Table Over the Charter Term

(Leave unused cells blank)

	Ages	2020 2021	2021 2022	2022 2023	2023 2024	2024 2025
K						
1st						
2nd						
3rd						
4th						
5th						
6th						
7th						
8th						
9th						
10th						
11th						
12th						
Ungraded		110	205	295	305	305
Total		110.0	205.0	295.0	305.0	305.0

7. Mission Statement

A school’s mission statement provides the foundation for the entire charter application and for the full term of the school’s charter. All elements of the school design should align with and support achievement of the proposed mission. Schools must also determine how they will evaluate and be held accountable for achievement of their mission. Schools must present the goals they intend to use to measure student achievement, the overall educational program, and the key components of the school design in alignment with the mission.

Urban Dove Team Charter School III’s mission is to energize at risk students through a sports, health and fitness program that focuses on developing teamwork, leadership, communication and self confidence; to educate Overage/Under credited students through a mastery based, personalized instructional program that leads to a high school diploma, a foundation for higher education, and the job skills needed to enter the world of work; and to empower disconnected youth through individualized academic support, internships, and counseling so that they are prepared to be active, healthy, informed and independent world citizens.

FULL APPLICATION SUMMARY

Proposed Charter School Name ¹	Urban Dove Team Charter School III		
Application History	Jai Nanda was the lead applicant for UD Team and UD Team II's application to the NYS Board of Regents in September 2010 and August 2017 respectively. In addition to Jai Nanda, Michael Grandis, Spencer Rothschild and Patrick Fagan were also proposed board members of UD Team and UD Team II and were included as such on the application. UD Team's application was approved by the Board of Regents at their December 2010 meeting, and opened in July 2012. UD Team II's application was approved in November, 2017 and opened in fall of 2018.		
Name of Existing Education Corporation	Urban Dove Team Charter School		
Proposed Board Chair Name	Michael Grandis		
Proposed Board Chair Email Address	[REDACTED]		
Proposed Board Chair Telephone Number	[REDACTED]		
Public Contact Name	Jai Nanda		
Public Contact Email Address	[REDACTED]		
Public Contact Telephone Number	[REDACTED]		
District of Location	New York City CSD 30		
Opening Date	Fall 2020		
Proposed Charter Term ²	5 year term; August 2020 thru June 2025		
Proposed Management Company	Urban Dove, Inc.		
Replication School(s):	Yes		
Projected Grade Span and Enrollment and for Each Year of the Proposed Charter Term	Year	Grades	Enrollment
	1	Ungraded	110
	2	"	205
	3	"	295
	4	"	305
	5	"	305
Mission Statement:	Urban Dove Team Charter School III's mission is to energize at-risk students through a sports, health and fitness program that focuses on developing teamwork, leadership, communication and self-confidence; to educate Overage/Under-credited students through a mastery-based, personalized instructional program that leads to a high school diploma, a foundation for higher education, and the job skills needed to enter the world of work; and to empower disconnected youth through individualized academic support, internships, and counseling so that they are prepared to be active, healthy, informed and independent world citizens.		

¹ N.Y. Education Law § 2851(2)(k)

² N.Y. Education Law § 2851(2) (p). Typically, the charter term requested should be five years of operation.

UD Team III is a replication of Urban Dove Team Charter School, a highly successful Transfer High School authorized by the New York State Board of Regents, which opened in Bed-Stuy, Brooklyn in 2012. Both schools share the same mission, the same key design elements, the same Core Values and the same goals. UD Team III will join the Urban Dove network of schools, which includes UD Team Brooklyn and UD Team II Bronx, and receive support from Urban Dove, a non-profit with over fifteen years of experience working with at-risk youth.

UD Team III's goal is to reconnect and reengage a group of students that are at high risk of academic failure – **specifically those who are age 16 or younger with at least one year of high school and less than eight core academic credits**. UD Team III is a replication of a highly innovative school model that will provide unique interventions that address the specific needs of our students, including a focus on youth development, social and emotional health and targeted, individualized academic programs. UD Team III targets this specific student population because there are few, and often no, options in the New York City public school system for these students, all of whom are struggling in their current schools. UD Team III provides parents and families the option to seek an alternative high school setting for their children that can help them bring their skills up to grade level, reestablish a love of school, and get them back on track to graduation.

Urban Dove Team Charter School III is a unique and innovative school model designed to engage and educate a high risk population of student. The Key Design elements implemented at UD Team III are specifically designed to reengage our students and provide them with all the critical skills they need to be successful. Design elements include:

- 1) **Sport-Based Youth Development (SBYD)** – The school uses the SBYD program to teach sports skills along with life and leadership skills in a safe, fun, and challenging environment, delivering to students caring relationships, facilitated and experiential learning, and vigorous physical activity.
- 2) **Support Services** – UD Team II offers both group and one-on-one support services to all students. Weekly circles, grouped by team, focus on how individuals become part of a community and what it means to be a member of a “team” both on the field and off.
- 3) **More Time on Task** – UD Team II has an extended day/extended year schedule, with a school day beginning at 8:00 AM for breakfast and ending at 4:30 PM, in addition to a Saturday and summer program.
- 4) **Same Sex Groupings** – In their first two years, students move through their time at UD Team II in same sex teams both for sports and academic classes.
- 5) **Multiple Intelligences** – UD Team II believes in a strength-based approach to instruction - recognizing that all students are intelligent but that this intelligence can be expressed in many different ways.
- 6) **Differentiated Instruction** - Remembering that the student is at the center of the work, teachers design each course starting with the students own knowledge and experience and connect every lesson to something that students already understand.
- 7) **Targeted Interventions** - For students who are dramatically behind their peers, targeted research-based and practice proven interventions will be employed to accelerate student progress.

UD Team III is committed to the belief that all students can learn and that greater emphasis must be placed on youth development as we prepare our students for success in the classroom. All staff members at UD Team III are youth development specialists first and foremost, committed to ensuring that every student has the confidence, life-skills, self-esteem and focus to fully engage in school.

Each student who enters UD Team III is placed on a single gender team of approximately 20 students and each team is assigned a full time Coach. The Coach is the centerpiece adult in the life of each student, working with students on the field and off. Teams play sports together, go to class together and support each other through the challenges of high school. While the Coach is the central support for each student, our entire school model is built around providing consistent, positive support for all students throughout the day, week and year. Some examples of how our school accomplishes this are:

- Smaller class sizes
- An adult to student ratio of 5:1
- One-on-one and group counseling available to all students
- A Restorative Justice model for addressing student behavior
- Comprehensive college prep beginning right away in Year 1 and continuing through to graduation, including a college scholarship program
- Job-training and paid internships both during the school year and during the summer
- Inter-mural and Inter-scholastic sports program that runs year-round
- Task-based differentiated instruction that allows each student to move at their own pace
- Alumni Dove program in the evenings where graduates can receive continued support

UD Team III is a chance for any student who is struggling in 9th or 10th grade, for any reason, to get a clean slate, a fresh start and to learn the critical skills needed to graduate high school, enroll in college and grow into a healthy, independent, successful adult.

CERTIFICATION AND ASSURANCES/INTENT STATEMENT

Proposed Charter School Name: **Urban Dove Team Charter School III**

Proposed School Location (District) **New York City Community School District 30**

Name of Existing Education Corporation (if applicable): **Urban Dove Team Charter School**

I hereby certify that the applicant group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the applicant group/prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into a charter agreement setting forth the terms and conditions under which the Board of Trustees will operate the charter school. The applicant group/prospective Board of Trustees also understands that this charter school application serves as the first component of an application for a federal Charter Schools Program (CSP) Planning and Implementation Grant. We understand that if the charter application is approved and a charter is issued by the Board of Regents, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials - by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, “the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners.”¹

The applicant group also makes the following assurances pursuant to Section 7221b of the United States Code (USC), which will be incorporated into, and made a part of, the Charter School’s charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;²

¹ N.Y. Education Law § 2854(2)(a)

² 20 USC § 7221b(b)(3)(J)

- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted;³ and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.⁴

I, Michael Grandis, hereby certify that the information submitted in this Full Application to establish Urban Dove Team Charter School III is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Proposed BOT Chair/Existing Education Corporation BOT Chair:



Date: January 9th, 2019

³ 20 USC § 7221b (b)(3)(K)

⁴ 20 USC § 7221b (b)(3)(N)

**2019 BOARD OF REGENTS CHARTER SCHOOL REPLICATION APPLICATION
URBAN DOVE TEAM CHARTER SCHOOL III**

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I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY

A. Mission Statement, Objectives and Goals

Urban Dove Team Charter School III's mission is to **energize** at-risk students through a sports, health and fitness program that focuses on developing teamwork, leadership, communication and self-confidence; to **educate** Overage/Under-credited students through a mastery-based, personalized instructional program that leads to a high school diploma, a foundation for higher education, and the job skills needed to enter the world of work; and to **empower** disconnected youth through individualized academic support, internships, and counseling so that they are prepared to be active, healthy, informed and independent world citizens.

UD Team III is the second replication of Urban Dove Team Charter School, a highly successful Transfer High School which opened in Bedford-Stuyvesant, Brooklyn in 2012. Urban Dove Team Charter School II Bronx opened in fall 2018. All UD Team schools share the same mission, the same key design elements, the same Core Values and the same goals. UD Team III will utilize the vast experience and best practices developed at UD Team and UD Team II over the past seven years to create an equally successful school model.

The objectives of UD Team III are in complete alignment with New York Education Law 2850. UD Team III's goal is to reconnect and reengage a group of students that are at high risk of academic failure – specifically those who are age 16 or younger with at least one year of high school and less than eight Core academic credits. UD Team III is a replication of a highly successful and innovative school model and will provide unique interventions that address the specific needs of our students, including a focus on youth development, social and emotional health and targeted, individualized academic programs. UD Team III targets this specific student population because there are few alternative options in the New York City school system for these students, all of whom are struggling in their current schools. UD Team III provides parents and families the option to seek an alternative high school setting for their children that can help students bring their skills up to grade level, reestablish a love of school, and get back on track to graduation. Over the past several years, UD Team has worked closely with the NYSED Charter School Office to create an Accountability Plan that is appropriate for our student population and that will hold UD Team III, its Board, its staff and its students to a high standard, while creating an environment of inclusion and acceptance.

Urban Dove Team Charter School III is an ungraded Transfer High School serving a high risk population of students. The school is programmatically designed and chartered to provide expanded learning opportunities to students at-risk of academic failure, with an enrollment policy restricted to students 16 years or younger who have attended high school and accumulated less than eight credits. UD Team III's unique student population does not allow for a traditional Accountability Plan as set forth in the New York State Charter School Performance Framework Benchmark 1: Student Performance. UD Team III will be the only transfer school (besides UD Team and UD Team II) that takes 15 or 16 year old students with less than 8 credits

without requiring a diagnostic entry exam or a personal interview. Due to this unique population, there are no Peer High Schools, Community School Districts or cross-sections of schools that can be used to comparatively analyze our outcomes and student performances. UD Team III will nonetheless create a rigorous environment of high expectations for all stakeholders, including students, staff, leadership and the Board.

Urban Dove has worked with the NYSED CSO for the past five years to create an alternative Accountability Plan that accurately and fairly compares student outcomes while still holding the school accountable. UD Team III will follow this plan and set goals in five key categories:

1. Retention
2. Graduation Rates
3. Special Education vs. General Education Graduation Rates
4. College Enrollment
5. Credits Earned

These categories represent measurable performance metrics that, together, clearly establish the school’s overall success in engaging, educating and empowering our students. The first element is retention. UD Team III’s target students have high dropout rates, and the first sign of our success will be our ability to keep students enrolled from Year 1 through to Year 3, when they become part of our Accountability Cohort. Students in the Accountability Cohort are those who enrolled, actually attended school in the beginning of the school year, and did not officially transfer to another school at some point in their first two years. UD Team III’s goal is to have a retention rate of 70%, meaning that of the 110 students that enroll in Year 1, 77 of them will end up in our Accountability Cohort in Year 3.

In creating the Accountability Plan for UD Team, we worked closely with the NYSED Charter School Office to obtain data from the NYC DOE that allows us to compare our students with other students who share the same age/credit ratio as our students. We use this peer-peer comparison as the basis for our Benchmark 1: Student Performance analysis and will use the same plan for UD Team III. Unfortunately, we have only been able to obtain this peer-to-peer data for high school graduation rates (as a Transfer School, we use the DOE’s model of six year graduation rates for Transfer School student performance), but not for College Enrollment rates, or sub-filters for ELLs, SwDs or Low Income students. While we know these filters will further reduce the citywide averages, we are forced to ignore those variances for now. UD Team III students can be grouped into three risk categories based on their age, credits, and Regents which allows for a direct comparison to NYC DOE students citywide:

Student Sub-Group	Citywide 6 Year Grad Rate (per DOE)
15 years old, less than 11 credits	30%
16 years old, less than 11 credits, no Regents	27%
16 years old, less than 11 credits, one or more Regents	28%

UD Team III's goal is to meet or exceed the citywide averages in our first three graduating cohorts (the cohorts that will graduate in the first charter term).

UD Team and UD Team II have, and UD Team III is projected to have, a very large number of Students with Disabilities. Our fully inclusive model is designed to accommodate the special needs of all of our students and ensure that each student is provided the tools, resources and support they need to be successful. Due to the large number of SwDs, we track their outcomes separately. We were not able to get the DOE to give us a peer-to-peer comparative analysis for SwDs specifically, however, so we must use the District rates for all SwDs, regardless of credits and Regents or Overage/Under-credited status. UD Team III will use the five year graduation rate for SwDs in CSD 30, which for the class of 2013 (latest data available) was 48.9%. Our goal will be to meet or exceed the District average. Additionally, we expect a large number of English Language Learners to enroll, nearly 20%. ELL students have a graduation rate of 41.5% in CSD 30 and again, our goal will be to meet or exceed the District Average.

As mentioned, no peer-to-peer data exists for College Enrollment data, so UD Team III will rely on the closest similar comparison available – NYC DOE Transfer School College Enrollment rates. While we believe this number is higher than a peer comparison would be, it is the closest we can come until DOE provides us specific data on our students citywide. UD Team III's goal will be to match the Transfer School College Enrollment rate of 18%.

Regardless of whether or not students ultimately graduate from UD Team III, our goal is to ensure that while they are enrolled, they are making better progress toward graduation than they did at their previous high school(s). Our goal will be to make sure that on average, students are earning more credits per year at UD Team III than they earned in high school prior to enrollment. To date, at UD Team, we have successfully accomplished this goal, and we expect to do the same at UD Team II Bronx and we will set this as a goal for UD Team III.

UD Team III will continue to work with the NYSED CSO to refine and improve accountability measurements for Overage/Under-credited students, using the Performance Accountability Framework when feasible and creating alternative measures when necessary. UD Team III will also continue to work with NYSED and its new accountability framework for Transfer Schools under the new ESSA plan. School comparison is challenging for all Transfer Schools, but especially so for UD Team schools as our population is unlike any other high school or Transfer school population, but we will continue to seek equitable ways to measure our outcomes.

To ensure success, UD Team III will constantly collect and review data. Over the course of the year, the school leadership team meets together on a weekly basis to monitor the progress towards our school wide goals, based on observations and data. Directors then hold department meetings with their staff on a bi-weekly basis to monitor progress towards department wide goals. Whole staff meetings and department meetings occur two times per month (led by the Director of each department). We have weekly League Team Meetings

which are comprised of teachers, coaches, and members of both the Operations and SSS departments, allowing for each department to share information on student performance, cross reference information on a particular student or issue, and course correct if any negative trends are persisting.

Families and students are both provided with individualized online access to Jupiter, the school's data base program, which gives them real time data on student achievement, attendance, grades and behavior logs. They are able to log in to their accounts from home or work via computer or mobile device at any time and view the information on their child. Within the school building, school-wide attendance data is regularly posted on a bulletin board in the central hallway in order to promote awareness about attendance trends. Students are able to analyze their attendance data and measure it against the school-wide rate. Awards ceremonies are held at the conclusion of every trimester, where students are recognized publicly for their academic and behavioral achievements. Twice a trimester, families receive progress reports and/or report cards via mail and at Parent Teacher Conferences. These reports provide families with a complete record of their child's academic performance in each class. Families may review these reports with teachers at conferences and discuss the information contained to better understand what their child has accomplished, what they still need to complete and what needs to be addressed over the remainder of the year. Additionally, Coaches contact parents regularly, especially if a student is absent or late, and teachers keep in regular communication with parents about the progress of their child.

In addition to academic-focused goals, UD Team III will set other goals it believes important for ensuring a successful, sustainable and engage school model.

- 1) Meet enrollment targets set out in the charter application, reaching capacity of 305 students by Year 4.
- 2) Meet or exceed percentages of enrolled high needs subgroups.

Sub-Group Student Population	CSD 30 Averages
Students with Disabilities	13.4%
English Language Learners	14.5%
Low Income Students	75.2%

- 3) Teaching staff meets state requirements for certifications and proper licensing
- 4) The Board has full membership and meets its obligation to hold monthly meetings
- 5) The school conducts and receives a clean, unqualified audit each year

B. Key Design Elements

Urban Dove Team Charter School III is a unique and innovative school model designed to engage and educate a high risk population of student. The school model and the Key Design elements are based on over seven years of experience operating two UD Team schools, serving

a high risk population of students. UD Team has very successfully engaged and educated hundreds of students using this unique and innovative model, and UD Team III will be modeled on that success. The Key Design Elements implemented at UD Team III are specifically designed to reengage our students and provide them with all the critical skills they need to be successful. All Key Design elements are structured to create environments that are fully inclusive of all students, regardless of skill level or disability. At UD Team, our unique model and Key Design elements have led to dramatic increases in graduation and college enrollment rates over similar peer groups citywide.

To date, UD Team Brooklyn has had four graduating classes (2015-2018). Outcomes in each area are based on the Accountability Cohort, which is the set of students for whom UD Team is accountable for outcomes. They are students who have either dropped out without transferring, have graduated, or who still attend UD Team on track towards graduation. The goal is to have at least 70% of all students who enroll remain in the Accountability Cohort each year. To date we have achieved that goal engaging 75% of all students over the past four years.

Cohort	Total Enrolled	Accountability Cohort	Retention Rate
Class of 2015	94	68	72.4%
Class of 2016	104	77	76%
Class of 2017	129	91	70.5%
Class of 2018	83	71	85.5%
Total	410	307	75%

Success of the UD Team model over the past four years in Brooklyn and so far in the Bronx is evident in the outcomes our students have achieved in key benchmarks. In addition to retention, we track success through data collection in three major areas – credits earned, high school graduation and college enrollment/engagement in the workforce. Of the 307 students in our Accountability Cohorts, our data shows success in all three areas:

Credit Accumulation

	Average Credits/Year Earned Prior to Enrolling at UD Team	Average Credits/Year Earned at UD Team
All students	3.8	10.8
Students w/ 1 year of HS before enrollment	4.4	12
Students w/ 2 years of HS before enrollment	3.9	9.4
Students w/ 3 years of HS before enrollment	2.9	9.2
Students who graduated UD Team	5.1	12.1
Students who dropped out from UD Team	2.8	5.2

Additionally, the outcomes for Students with Disabilities (40% of all students in the Accountability Cohorts) was nearly identical, with students entering having earned less than 4 credits/year compared to earning 10 credits/year at UD Team. Finally, UD Team showed remarkable results for students most at-risk – those who entered UD Team with less than 1 credit (20% of all students in the Accountability Cohorts) earned an average of 19 credits during their time at UD Team.

High School Graduation

UD Team’s student body is unique and has no comparative equivalent in the NYC DOE portfolio. The Overage/Under-credited students do not resemble those in a traditional high school or a Transfer School, so graduation data analysis is difficult. In order to create a more meaningful comparison, Urban Dove was provided data by the NYC DOE on how students with our age/credit combination fared in NYC DOE schools, regardless of whether they were in traditional or Transfer high schools. Urban Dove broke its student body into four main categories that together compromise all of our students, and then marked a Peer Graduation Rate for each category. For all 307 students in the Accountability Cohorts, the following are the results to date:

	% of Cohort	Peer Target 6 Year Graduation Rate	UD Team Graduation Rate	Variance
15 year old UD Team OA/UC	43.5%	30%	67.5%	+ 37.5
DOE Most At-Risk OA/UC	35%	27%	38.5%	+ 11.5
DOE Other OA/UC	12.5%	28%	51.5%	+ 23.5
Other Off Track/On Track	9%	67%	76%	+ 9

UD Team’s overall graduation rate for all students is 58%, with the rate for Students with Disabilities a comparable 56%.

College Enrollment and Engagement in the Workforce

As mentioned above, there is no comparable school portfolio to use as comparison for college enrollment or workforce engagement. We were also not able to get data from the NYC DOE for a peer-to-peer analysis we did with graduation rates above. So for comparison, we are using the Transfer high school college enrollment rate provided by the DOE which is 18%. To date in all of our Accountability Cohorts, the UD Team college enrollment rate is 43.5%, with an additional 35% engaged in part time or full time work.

Key Design elements that have contributed to our success that will be replicated at UD Team III include:

1) Sport-Based Youth Development (SBYD) – Many of our students suffer from a lack of confidence in their own ability, lack of basic youth development skills, lack of self-esteem and focus, and lack of engagement or interest in school. UD Team III is founded on an evidence-based approach that has proven to be successful at UD Team - specifically that addressing these non-academic issues must be the objective of all of our staff if we have any hope of addressing the academic deficits that exist. The main framework we use to build these critical youth development skills is our SBYD program. Their experiences on the sports field and as a member of a team provides fuel for the work that happens in the classroom.

One of the key elements of the SBYD program is the coach. Each student at UD Team III is placed on a single gender team upon enrollment and each team is assigned a full time coach. The coach acts not only as the primary instructor for all activities during the SBYD block of time, but is also present throughout the school day to assist the student with any other issues they may have, playing the role at times of parent, guidance counselor, social worker and mentor. UD Team III leverages the power that a coach can have over his or her athletes to not only push a student to be a better athlete, but to push our students to be more engaged in all aspects of the school community, from academics to behavior to leadership. Coaches stay with their teams through all three years of the students' enrollment, developing a stronger and stronger relationship over time. Through hours of practice and competition, wins and losses, travel and camaraderie, each coach builds a unique and powerful relationship with their team. This relationship is consistently positive, non-judgmental, supportive and caring, and mutually respectful. All coaches are trained in how to use sports, and their role as coach, to teach positive, youth development skills on a consistent basis, both during SBYD activities and during other interactions throughout the school day.

Another key aspect of the SBYD program is the HiRisers program, which trains students to be coaches and mentors to younger children in their community. Each team, on a rotating basis, takes part in HiRisers each year. The program begins with weekly trainings in which students learn basic and essential job and life skills focused on our Core Values of Teamwork, Leadership and Communication. When ready, students "graduate" from training and go on-site at one of several local elementary/middle schools in the community and run programming for the students there in grades 2-7. UD Team III students teach their young mentees sports skills and coach them in games both during the school day and after-school. Acting as a coach and mentor builds our students' self-esteem and confidence while providing them a real-life opportunity to utilize and improve their own life-skills. UD Team III students are recognized at an Awards ceremony at the end of each HiRisers session for their work and improvement and receive a grade/credit for their participation which counts toward their graduation requirements.

2) Support Services – UD Team III offers both group and one-on-one support services to all students. Weekly circles, grouped by team, focus on how individuals become part of a community and what it means to be a member of a "team" both on the field and off. Being a

member of a sports team can have a transformative effect on young people, and the school uses this as a basis for establishing a positive, respectful school community over which all students feel ownership. The player-coach relationship is also a uniquely powerful one in which there exists a higher level of trust. Coaches and players use this bond as a way to stay informed, connected and supportive of each other. Referrals are made for all issues requiring professional care. UD Team III will have a department of Student Support Service (SSS), comprised of three full time Social Workers, Social Work interns, a Dean and a Director which focuses on the psychological and emotional needs of all students. SSS collaborates with all school staff members and family members to ensure that student needs are addressed at school and at home. SSS, along with other staff, conduct home visits as needed to address barriers of academic success, including excessive absence, family conflict, environmental stressors, mental health needs, concrete needs, and negative peer influences. SSS and family members will work together to identify strategies and interventions to address the problem, focusing strongly on parent/caregiver involvement. Another key element of our Student Support Services program is our Restorative Justice model of addressing student behavior. This model is far more effective for our students as it takes into account that many students have not yet learned many of the basic life skills needed to avoid anti-social behaviors and uses errant behavior to teach these skills and build a stronger community. At UD Team we have learned over the past seven years that a punitive, suspension-based system of behavior is not only ineffective, but harmful to our students and families. Over the past four years, we have developed a strong, robust, Restorative model that has shown great success in helping to curb anti-social behavior and develop a strong sense of community. UD Team III will benefit from this hands-on experience and utilize the best practices learned at UD Team.

3) *More Time on Task* – UD Team III will utilize an extended day/extended year schedule that is reflective of the successful schedule developed at UD Team and UD Team II over the past seven years. Using the experience gained at UD Team in how best to engage our at-risk population, UD Team III will have a school day beginning earlier and ending later than traditional schools. The school does not follow the traditional model of school-day/after-school timeframes, and over the course of a Monday – Friday week, with an extended Saturday program for some students, students will receive intensive academic classroom instruction, college prep, one-on-one and group counseling, personalized academic support, internships, and instructional and competitive sports play. UD Team III will offer students 245 minutes of academic classes per week per subject and 825 minutes per week of Sports-based Youth Development activities. Additionally, UD Team III will have a summer academy, which consists of academic instruction, summer job experiences and sports. Saturdays feature an academic block where students receive one-on-one academic support, Regents prep and credit recovery. Saturdays also feature an additional SBYD block, taught by coaches. Saturdays are mandatory for students who have failed a class and need to make up the credit, and optional for other students.

4) *Same Gender Groupings* – In their first two years, students move through their time at UD Team III in same gender teams both for sports and academic classes. Research has shown that

in both sports and academics, students, especially females, benefit from same gender environments.¹ In sports, this is especially true as so much of the success young athletes have comes from their self-esteem and self-confidence. Young women develop both of these traits far more strongly in single-gender environments. Leadership skills are also diminished among young women when in co-ed environments. Gender bias and social norms reduce opportunities for young women to take leadership roles in co-ed environments, reinforcing negative stereotypes from others and from within themselves. Single gender environments have also been shown to break down stereotypes that might hinder students from choosing to pursue coursework and activities (such as sports for girls, and the arts for boys).²

5) Multiple Intelligences - Urban Dove Team Charter School III believes in a strength-based approach to instruction grounded in the work of Howard Gardner's theory of multiple intelligences. Recognizing that all students are intelligent but that this intelligence can be expressed in many different ways, UD Team III strives to engage students who are often the least understood and successful in traditional schools, including those students with body-kinesthetic intelligence. By theory these young people learn best by including muscular movement and *doing* rather than reading or listening. In more traditional classrooms these students' movements often conflict with teacher goals for quiet and order and the students receive the message that they are not intelligent. We recognize the need for our students to express themselves kinesthetically and will therefore incorporate instructional approaches that address these needs. One example of this might be ELA students studying Shakespeare using the Floger's Institute methods of "on your feet" acting activities rather than relying on book work alone. In this example a lesson might include students walking around the room while reading a passage from Hamlet while stomping and changing direction after each full stop punctuation mark. This activity uses a student's body memory to help understand the rhythm of the poetry engaging students in high level academically rigorous work while respecting their preferred learning modality. UD Team III will also ensure that tasks are designed to appeal to auditory and visual learners through the use of computers and multi-media instructional supports inside the classroom.

6) Differentiated Instruction - Remembering that the student is at the center of the work, teachers design each course starting with the student's own knowledge and experience and connect every lesson to something that students already have as part of their schemata. Teachers get to know the students and plan lessons that connect an academically rigorous content to relevant issues and topics in the student's life. Rather than assuming that students need remedial course work, critical thinking and problem solving will be central and a team spirit essential for academic achievement. Unlike other transfer schools where students are placed in classes by their individual credit needs and course content is static, at UD Team III,

¹ Cornelius Riordan. *Girls and Boys in School: together or separate?* New York: Teachers College Press, 1990.

² Abigail Norfleet James and Herbert Richards, "Escaping Stereotypes: educational attitudes of male alumni of single-sex and coed schools," *Psychology of Men and Masculinity*, 4:136-148, 2003.

students will move through classes with their teams and teachers will differentiate instruction to address the varying academic needs and learning styles of each student.

7) Targeted Interventions - For students who are dramatically behind their peers, targeted research-based and practice-proven interventions will be employed to accelerate student progress. For students struggling with literacy skills and for all incoming Year 1 students we will use the READ 180 program as part of their ELA curriculum. READ 180 is a flexible, rigorous and engaging program that brings students up to a functional reading level in a short period of time, helping to build a foundation of literacy that students will need to succeed in more advanced coursework and on Regents exams. Similarly, all Year 1 students and any student who is struggling with math skills are given MATH 180 as part of their Math curriculum. Both of these targeted intervention programs have proven effective at UD Team, helping students gain several grade levels, and increasing Regents scores, over the course of their time at school.

C. Community and Students to be Served

Urban Dove Team Charter School III will be located in Community School District 30 in Queens. CSD 30 is a high need community with a large number of low income families. CMO Urban Dove (our central administrative office) is located in Long Island City, Queens and we are well known among Elected Officials, community groups and schools for doing quality work with at-risk youth; we believe this will prove an asset to UD Team III. As a Transfer High School, UD Team III expects to draw students not only from the CSD 30 but other parts of Queens, including Woodside, Jackson Heights, Sunnyside, Elmhurst and Corona.

The borough of Queens has only five Transfer Schools total, serving a total of 1,400 students, and none are located in CSD 30. Only 1 of these 5 Transfer Schools accepts 15 year old students, and all 5 require a school interview prior to acceptance. In addition, at least one of these Transfer Schools requires a student to have at least 10 credits upon enrollment, and at least one school requires a demonstrated academic skill level. Data from the DOE indicates that there are 9 high schools and 1 alternative high school in CSD 30, enrolling approximately 9,900 total students, of which approximately 2,800 are 9th graders. Of these 9th grade students, 20-25% (roughly 650) do not earn 10 credits in their first year of high school. With only 1 existing Transfer School in Queens accepting 15 year old students, and all 5 Transfer Schools in Queens requiring an interview, UD Team III will fill a huge need for these 650 students, and their families, in the borough. This does not include 10th grade students who also have failed to accumulate more than 8 credits in two years of high school. With an incoming enrollment of 110 students each year, UD Team III should be able to fulfill its enrollment criteria with students from CSD 30, and more broadly, from the borough of Queens.

UD Team III has met with many members of the community and the Borough and has not met with any opposition to our school or our model. There is such a desperate need for a school that serves our high risk population that we have encountered nothing but support for locating UD Team III in CSD 30 in Queens. UD Team III has held public meetings and solicited feedback

from CSD 30 residents and there is genuine enthusiasm and excitement for UD Team III. UD Team III has participated in multiple public meetings with families and community members, and handed out hundreds of feedback surveys. Showing evidence of support and a need for seats that comes directly from parent surveys, meetings or feedback is difficult for our school because of the population we serve. Parents do not yet know if their child will be an Overage/Under-credited student in 2020, and many who think their child may fall behind are reluctant to admit it. Overage/Under-credited and disengaged students also are more likely to have disengaged parents who are harder to reach.

While this presents a challenge for our outreach team in terms of providing evidence of support, it did not stop us from engaging parents, and trying to determine if they had children who were at least of the right age to be eligible for UD Team III in the years ahead. The feedback received to date clearly reflect a large number of parents in the CSD 30 and neighboring Districts who have children approaching High School age or are currently in High School who believe there is a strong need for UD Team III. UD Team III has also reached out to several Community-Based Organizations, many of which have confirmed that there is a need for a Transfer High School such as UD Team III and that there are more than enough students who will qualify to satisfy our enrollment projections (see letters in Attachment 2c).

In addition to contacting CBOs for their feedback and support on the need for our school and the confirmation of our enrollment projections, we have also reached out to them to establish partnerships that can benefit our students. Community collaborations that will assist UD Team III in its success includes partnering with Queens Community House (QCH), which works with teens both as a partner in several Transfer Schools and through their own programming. QCH has a strong workforce/job training program that could be a good fit for students from UD Team III and they have experience working in Transfer schools through the Learn to Work program. Urban Upbound and Jacob Riis are two well-established organizations based in the NYCHA developments of western Queens, and who also have experience with Overage/Under-credited students, providing workforce development, job training, and summer employment opportunities. At UD Team Brooklyn and UD Team II Bronx, we have partnered with several key organizations that provide critical support to our staff, students and families. Legal Aid and Advocates for Children are two groups that provide legal and protection services for students and families, and we will continue to partner with both groups at UD Team III. Exalt Youth has worked with UD Team for several years supporting our court-involved youth with resources and internships. Exalt has also worked with UD Team staff on providing professional development in the use of Restorative Justice and the School-to-Prison Pipeline. We will continue to work with Exalt in Queens with our UD Team III students. The local New York Police Department precinct is also an important partner for us, and we have already reached out to the 114th and 108th precincts and the Precinct Council in Queens to meet with them to discuss UD Team III. As we have learned in Brooklyn, many of our students are affiliated with gangs and we work closely with the local precinct's Gang Unit to help us identify students who may be targets or gangs that may be in a particularly high state of conflict so we can speak to students and families and

help keep them safe. Having a positive relationship with the local precinct also allows us to have a larger police presence around our school at dismissal time if needed, and helps us utilize the community officers for de-escalation and prevention before problems occur, rather than as just law enforcement after an incident has taken place.

UD Team has also utilized partnerships with Crisis Intervention and Bereavement Counseling organizations to assist and provide services to our students and families. Since 2012, more than a dozen UD Team students have been victims of gun and knife violence in their communities, and the extended UD Team community has experienced more than one death as a result of gun violence. While UD Team Social Workers can provide some comfort and support, more intensive Crisis and Bereavement Counseling is often needed for our students. We will seek similar partnerships in CSD 30 in Queens, including outreach to the New York City Department of Health and Mental Hygiene and Mount Sinai Queens Hospital.

UD Team III will also continue to provide legal services to families and students through community partnerships, including cooperation with Family and Criminal Court divisions and Immigration Services through local CBOs such as Queens Community Houses and Jacob Riis. We will also use the diverse network of providers that have been developed at UD Team over the past six years to serve our students in Queens, as many of them are citywide in scope. These agencies include The Door, NY Peace Institute, Planned Parenthood, Community Counseling Mediation, Mobile Crisis Unit, Safe Horizon Counseling, and Day One. Letters of Support from many of these CBOs confirming both their interest in partnering with UD Team III as well as the need for Transfer School seats in the District are included in Attachment 2b.

D. Applicant Group History and Capacity; See Table 1

UD Team III is the second replication of UD Team, a highly successful charter school operating since 2012 in Bedford-Stuyvesant, Brooklyn. UD Team III will operate under the same Education Corporation as UD Team, and its Board of Directors will be the same as well.

The UD Team Board of Directors, after evaluating the performance of the school over the first six years, including three graduating cohorts, unanimously decided to replicate the school model in 2017 in order to serve more students at-risk of dropping out of high school. UD Team II Bronx was approved by the New York State Board of Regents in 2017 and opened with 110 students in fall 2018. After a successful launch, the UD Team Board of Directors approved the application for Urban Dove Team Charter School III to open in CSD 30 in Queens in fall 2019. Three members of the Board were founding members of UD Team and have been involved in the creation of the model since its inception. All members of the Board are passionate about the work we are doing with our students and committed to ensuring that all students, regardless of their success to date, have the right to a quality education.

In coordination with Jai Nanda, the founder and Executive Director of CMO Urban Dove, Inc., the Board of Directors of UD Team has been planning the replication of the school model. The

Board empowered Mr. Nanda to reprise his role as primary author of the charter application and met with him over the past year to plan and create the application. Mr. Nanda submitted sections of the application, when completed, to the full Board for review and comment, before incorporating them into the final draft.

E. Public Outreach; See Table 2; See Attachment 2a, 2b and 2c. Attachment 2d is not needed

The work Urban Dove has done with at-risk youth since 1998 and the remarkable results Urban Dove Team Charter School in Brooklyn has achieved since opening in fall 2012 have laid a strong foundation for gaining community support for UD Team III. Virtually all members of the community – community leaders, parents, families, elected officials and others -- have been very enthusiastic and excited about the concept for the school and the need for serving the Overage/Under-credited population. Members of the local community have expressed support for both the proposed school model, as well as for the need for an innovative approach to serving local youth who have been unsuccessful in their initial high school experiences.

UD Team III’s planning team has a strategy for conducting public outreach and for soliciting public feedback that will continue right up until the school opens in fall 2020. UD Team III began speaking to potential stakeholders in fall of 2016 and continues to outreach every week to various groups. UD Team III has targeted four types of stakeholders in the public outreach process:

1. Families with school age children
2. Community Members and Residents
3. Elected Officials
4. Potential Partners

In advance of setting up meetings with all of these four groups, UD Team III created an informational flyer and feedback survey that provides the key information about our school, our model, our student population and our timeline. These flyers and surveys were distributed by Urban Dove staff at Community Meetings, schools and at CBOs as well as digitally and through Social Media. All flyers and surveys were provided in both English and Spanish. Sample copies of the flyers are included in Attachment 2b.

As mentioned above, showing support and need directly from parents is difficult for our school because of the population we serve. Parents do not yet know if their child will be an Overage/Under-credited student in 2020, and many who think their child may fall behind are reluctant to admit it. Overage/Under-credited and disengaged students also are more likely to have disengaged parents who are harder to reach. While this presents a challenge for our outreach team, it did not stop us from engaging parents, and trying to determine if they had children who were at least of the right age to be eligible for UD Team in the years ahead. UD Team III distributed over 200 surveys to date and we will continue to solicit input over the next year. Surveys reflect a large number of parents in the CSD 30 and neighboring Districts who have children approaching High School age or are currently in High School who believe there is

a strong need for UD Team III. UD Team III supplemented its parent outreach with outreach to Community Based Organizations that also serve high school age teens in CSD 30 and Queens as a whole and engaged them in conversations around the need for Transfer School seats in the District and Queens. UD Team III was able to get several letters of support, not only for the UD Team III school model, but also for the need for Transfer School seats for 15 and 16 year old students who are off-track to graduate.

UD Team III hosted and participated in over 10 public meetings to provide information about the school, solicit feedback from the community and answer and address concerns of residents and stakeholders. Several more meetings are scheduled in the months ahead as well. Jai Nanda was the lead representative at most of these meetings, with Urban Dove's leadership team – Richie Cerrud and Andrew Rubinson participating as well.

As CSD 30 overlaps areas in both Queens Community Boards 1 and 2, we met with members of both Boards. We participated in a public meeting of the full Community Board 1 on November 20th, 2018 and presented information on UD Team III, our school model and the need for our school in the community. We spoke with members of the Board and the public. We distributed and collected surveys (in both English and Spanish), answered questions and were invited to present to the Education Committee at their next public meeting on November 26th, 2018. We met with the Education Committee on the 26th in our second public meeting with CB 1 and again presented and answered questions by both the committee members and the public. The Committee asked us to make a third presentation at the December 12th full board meeting where they would recommend that the Board provide us with a letter of support. UD Team III was added to the agenda for the December meeting, and we distributed flyers in both English and Spanish to local residents at schools and CBOs more than one week in advance. Over fifty members of the community attended these various meetings. After presenting to the full Board and answering questions, the Board decided that they would provide a letter of support once we had found a facility and if that facility was within their Community Board boundaries. We will continue to keep them apprised of our facility search. We have included the Sign-In Sheet from these public meetings in Attachment 2b. We have also included copies of all flyers and surveys distributed ahead of these meetings. Feedback from the people who attended was all positive and surveys we received back from attendees indicated clear support for UD Team III and showed a clear need for Transfer School seats in Queens. UD Team staff answered questions and discussed UD Team III's mission and educational philosophy and approach.

UD Team III conducted a similar outreach effort with Community Board 2. UD Team III presented at the full board at their public meeting on November 1st, 2018. Once again, we distributed and collected surveys (in both English and Spanish) and answered questions from both Board members and the public. We also met with Assemblyman Brian Barnwell who was in attendance and asked for a follow up meeting to further discuss our school and model. He agreed to meet with us after he had discussed it with Assemblywoman Nolan who chairs the Education Committee (Ms. Nolan has since rotated off the Education Committee). All the

feedback from CB 2 was positive and supportive. CB 2 does not have an Education Committee, but we were invited back to speak with the full Board once our application was accepted and our facility plan was further along.

As a Transfer high school, we know we will draw students from outside of CSD 30, so we conducted a more comprehensive outreach program to Community Education Councils in Queens, attending public meetings at CSD 30, 24 and 25, which together cover almost all of western Queens. We met with CSD 30 leadership twice – once at their November 19th, 2018 meeting and then we presented to the entire council and the public at their December 10th, 2018 meeting. We once again distributed flyers in the community ahead of our presentation to ensure the local residents would be able to learn more about our school and model, provide feedback, and ask questions. All of the feedback from both the council members, the Superintendent and the public was positive. After a lengthy presentation and discussion about the needs of the District, the CEC and other members of the public present asked UD Team III to consider two items of concern – possible co-locations and preferences for students residing in the District. UD Team III has heard these concerns from other community stakeholders since beginning our outreach, and we have considered those concerns carefully. We have addressed them by including a preference in our enrollment policy for students who live in the District, and we have consistently told community members that while we are asking DOE for a co-location, we promise to be transparent and open about what opportunities are offered to us by the DOE and reaching back out to the community to discuss their concerns about the co-location offered before accepting any offer from the DOE. One additional comment was a member asking us to ensure that our career readiness element be robust to meet the needs of our students. We did go over our HiRiers job training program in detail, and also promised to connect with other job placement programs and vocational programs that our students could enroll in upon graduation. We have begun to seek out those partners already and will continue to do so over the next few months. We also presented at a public meeting of Community Education Council 24 on November 20th, 2018. Again, all the feedback was very positive and members expressed a need for additional Transfer school seats. We sent our information to leadership at CEC 25, but were not able to get a response and so could not attend a meeting in November or December. We will continue to reach out to them. UD Team III spoke to and distributed information to over 100 residents at the various CEC meetings we attended.

CSD 30 is home to three New York City Housing Authority developments and a fourth campus is located just outside its boundaries. These four NYCHA developments are home to over 15,000 residents, many of whom have children. UD Team III thought it was critical to meet with residents of these houses and receive their input and feedback on the educational needs of their young people. UD Team III has met with the President of the Tenant Association for all four campuses – Queensbridge Houses (the largest in the United States), Astoria Houses, Ravenswood Houses, and Woodside Houses. After meetings with all four TA Presidents, we were invited to present at public meetings at all four campuses. UD Team III prepared flyers and distributed them locally ahead of each meeting and provided flyers and surveys for the

Presidents to enclose in their monthly tenant mailings. UD Team III attended a public meeting at the Ravenswood Houses and the Woodside Houses on December 12th, 2018, the Astoria Houses on December 19th and is scheduled to attend the Queensbridge Houses meeting on January 12th. Nearly 100 local residents attended the three meetings to date and we expect another 40-50 to attend the Queensbridge meeting.

Urban Dove has also met with local elected officials and community based organizations that work with at-risk youth both in and out of school. We met with Zone 126, a non-profit organization that acts as a community organizer for Long Island City, connecting schools, CBOs, business leaders and government services. We presented at one of their convenings in October, 2018 and met again with their Executive Director in November 2018. We have included a letter of support from this organization. We also met with leadership from Queens Community Houses, which works in three of the five Transfer schools in Queens providing youth development services via the Learn to Work grant program. QCH also provides workforce development and job training programs for teens not enrolled in college, and we will work closely with them through program collaboration. A letter of support from QCH is in our application as well. We also met with Urban Upbound, another workforce development organization that serves the NYCHA residents in western Queens. We believe there will be a great programmatic synergy with this organization as well, and hope to secure a letter of support from them after the application deadline has passed, which we will forward to the NYSED Charter School Office.

At all of our public meetings, as well as via email and at various events, UD Team III collected feedback both verbally and in written survey responses. All of the feedback we received was very positive. There were no significant suggestions offered in regard to how the model should be changed or altered, and Urban Dove’s reputation for this work provided a comfort and trust among most residents to whom we spoke. While we continue to receive surveys, and will continue to distribute and collect surveys for the next several months, at the time of writing, our survey results are as follows:

	Strongly Agree	Agree	Disagree	Strongly Disagree
CSD 30 has students that struggle in their first year or two of high school	70%	30%	-	-
Students who fail to pass 9 th grade should be able to transfer to a school that is a better fit for their needs	64%	36%	-	-
CSD 30 could use a Transfer High School specifically designed for 15 and 16 year old students who are Overage/Under-credited	70%	30%	-	-
There is a need for a school that focuses on youth development skills in CSD 30	72%	28%	-	-
A charter school that serves this population would be welcome in CSD 30	75%	25%	-	-

There is clearly a strong belief among parents and residents that a Transfer School in CSD 30 is needed to serve the younger population of OA/UC students and that Youth Development should be prioritized when creating alternative school models for these students.

To more broadly garner support for the proposed school, we also met with elected officials to share our plan and to listen to feedback and concerns, if any. In addition to meeting with Assemblyman Barnwell on December 12th, we met with New York State Senator Michael Gianaris who provided a letter of support. From Queens Borough President Melinda Katz's office, we met with Education Director Monica Guttierrez and Community Coordinator Joseph Nocerino. They were both very supportive of UD Team III coming to Queens, and have promised support on helping to find a facility and connecting us with other local non-profits for programmatic collaboration. We also had a positive meeting with New York City Councilman Costa Constantinides on January 4th. We believe both of these officials will also provide letters of support, though likely after the submission date and we will forward them as soon as we receive them. We will continue to meet with the Community Boards, Community Education Councils, Elected Officials, CBOs and community residents as the process continues.

Once approved, UD Team III will begin to notify students and families of our school's enrollment procedures and the eligibility requirements for attendance. The main strategy for notifying families and students will be the one that has proved so successful at UD Team, which is to communicate through the high schools, beginning with those in the Borough. UD Team III staff and the Planning Team will create informational packets for High School Guidance Counselors and Administrators and begin a school-by-school information campaign to alert staff to UD Team III's presence, requirements and educational opportunities. This campaign will begin in October 2019 and run through to the start of school in fall 2020. UD Team III will host tours of UD Team Brooklyn and UD Team II Bronx so educators can see the school model firsthand. We will prepare enrollment packets, in English and Spanish, to hand out to students and families as we meet them, and will also make all forms available on the school's website, also, in English and Spanish. We will also utilize social media to outreach to families and students, creating multiple pathways for them to access information on our school.

F. Enrollment, Recruitment, and Retention; See Attachment 1

UD Team III is a three-to-four year high school program that will enroll 305 students at capacity. UD Team III will enroll one cohort of students in each of the first three years of approximately 110 students. This represents the ideal number for our school model, which is team-based, and allows for entering cohorts to be divided into five teams of approximately twenty students each. As teams attend class as a team, this translates into the small class size required to successfully educate our students. Our enrollment plan accounts for annual attrition, which is highest from Year 1 to Year 2, and then drops off from Year 2 to Year 3. We also account for the fact that although our model allows for students to graduate in three years, there will be some who require a fourth year to complete their graduation requirements. Attrition rates are based on accumulated data from UD Team and UD Team II and reflect what we have learned about

our particular student population. In our first six years of data from UD Team, we have seen attrition rates between 15% and 22% range, which is consistent with projections for UD Team III. We anticipate these averages to be replicated at UD Team III, resulting in an enrollment pattern of 15-20% attrition from Year 1 to 2 and 5-10% attrition from Year 2 to 3.

Vacancies at UD Team III will be filled during the school year for the newly enrolled Year 1 cohort only. Students will be enrolled up through the BEDS day in early October. If all the seats in the cohort are not filled by BEDS day, UD Team III will continue enrollment through October and November until all seats are filled. If by the end of December there is a shortfall in the cohort enrollment, UD Team III's board will undertake a financial analysis of the impact the shortfall will have on the budget. Cash reserves may have to be used to cover any gaps in operating costs, or if the gap is larger, staff size may have to be reduced. Slight gaps in enrollment can be made up in the subsequent year by increasing the size of the incoming cohort by a few seats, if needed. Once the first year of school is complete for that cohort, no seats will be added to the cohort.

UD Team III serves a very high risk student with many social and emotional challenges. One of the keys to our success is our ability to reengage students back into a positive, family-based culture based on a strong sense of community. UD Team III will have unusually high number of adults and at capacity will have an adult to student ratio of close to 1:5. It is the relationships we build between caring adults and students that is the foundation of our model and our success. Backfilling vacancies after the first school year is completed seriously undermines and jeopardizes the community we are building. We have learned through experience that admitting new students in Year 2 disrupts the delicate team environment we create over the course of the first year. Students who enter unfamiliar with our model, our team-based approach, and our Restorative Justice model of behavior struggle to gain traction, and disrupt other students who are making progress in their own academic and social/ emotional journey.

As a Transfer High School, UD Team III will attract large numbers of Students with Disabilities, English Language Learners and economically disadvantaged students. Over the past six years at UD Team and UD Team II, our numbers in all three of these categories met, or in most cases, greatly exceeded both District and citywide averages and we anticipate similar demographics among our UD Team III students. The Overage/Under-credited student population is primarily made up of low income students and has higher rates of both ELLs and Students with Disabilities. DOE data from District 79 shows that the Overage/Under-credited student population has 50% more ELL students and nearly 300% more SPED students than the overall high school enrollment. It is no surprise that UD Team has enrolled higher than average number of special need students, given its enrollment policy. It is therefore more than likely that UD Team III, with the same enrollment policy of targeting Overage/Under-credited students, will also not only meet, but will exceed the retention targets established by the Board of Regents.

Our overall recruitment strategy is different than most charter schools, in that we must actively seek out our students and families, since by definition, we serve students who are not fully engaged in school. Our proactive strategy begins early in the previous school year and continues on through the summer and the start of school. Student recruitment begins with school administrators meeting with Guidance Counselors and school staff from the borough's high schools to introduce them to the school. UD Team III staff will conduct Open House and School Tour sessions at the school for school Guidance Counselors and community based organizations. Once the enrollment period begins, UD Team III will begin outreach to perspective students and families. For the past six years at UD Team and UD Team II, we have met all of our enrollment goals and have developed a keen sense of how to find and recruit eligible students who would benefit from enrolling at UD Team.

UD Team III will utilize this experience and replicate the best practices developed at UD Team to ensure that all enrollment targets are met. The first and most effective strategy for recruiting students is to work directly with the high schools in the borough to identify students who are eligible for UD Team III. We have learned that the larger high schools often have more students who meet our requirement as many students feel lost and unsupported in larger schools. While UD Team III will target all high schools in CSD 30 and throughout Queens, our research shows that there are several schools in CSD 30 that will be particularly relevant to our recruitment efforts including William Cullen Bryant High School and Long Island City High School, each of which has enrollments of over 2,000 students and graduation rates well below citywide averages. Energy Tech High School and Newcomers High School, with enrollments between 800-1,000 students and low graduation rates, are two other CSD 30 high schools from which UD Team III might recruit eligible students. Creating relationships with Guidance Counselors, Parent Coordinators, Social Workers and Administrators at these schools will be our first priority in establishing a feeder system for identifying, and helping, hundreds of students find a better school fit at UD Team III.

UD Team III staff will visit high schools and work with school staff to identify students who could potentially benefit from transferring to UD Team III. We will work with the school staff to contact families and provide information – in English and any other language necessary – about UD Team III, our model and our enrollment process. We will also reach out families with phone calls. We will then hold information sessions for students and families at the school. We will also hold our own Open Houses at UD Team III and invite students and families to attend to learn more about our school and the enrollment process. Outreach in the community will include CBOs, Tenant Associations, Community Boards and Community Councils on Education.

To specifically target special education populations, we emphasize the personalized nature of our educational program and explain the lengths that we go to in order to ensure that every student is achieving academically. In all community outreach, marketing documents, and presentations, we will emphasize that the school is a free, public, open-enrollment school that is open to both regular as well as special education students. Our Student Support Services

department is dedicated to helping serve the needs of our special education population and to make sure all students are receiving the services required in their I.E.Ps. UD Team has also established a relationship with the Department of Education's District 79, hosting visits and information sessions, so that students can be easily referred from those programs when ready. To specifically target ELLs, all presentations and materials will be presented in English and Spanish and will be provided in any language requested by a parent or student. UD Team III will have bilingual staff on both our SSS team as well as on our Admissions Task Force, so that any student or parent who has questions can receive information as needed. The Admissions Task Force will also make connections with ELL Coordinators in targeted Bronx high schools, similarly to what is done at UD Team. We meet with ELL Coordinators ahead of recruitment and give them information about our program, offer tours of the school, and highlight the programmatic elements and supports we provide for ELL students. This allows those coordinators to then refer ELL students who they feel would be a good fit for UD Team.

Additionally, we will promote through advertisements in newspapers in languages other than English. For example, at UD Team, we advertise in the Spanish language newspaper, *El Diaro*, providing information on our school and procedures for enrollment. We will also highlight the success we have had at UD Team in helping to educate all students. Since our school has a unique enrollment policy and serves a specific, at-risk population of student, we do not have the same challenges other charter schools have in meeting enrollment requirements for Free or Reduced Lunch Program families. UD Team and UD Team II have over 85% FRLP students and we anticipate UD Team III will have a similar demographic as Overage/Under-credited students citywide disproportionately qualify for Free or Reduced Lunch Programs.

The need for a school serving our student population is far greater than we can accommodate at UD Team III. The New York City Department of Education estimates that there are approximately 40,000 students citywide who meet our enrollment criteria, yet there is not a single Transfer High School in the DOE portfolio that matches both our enrollment criteria and our enrollment policy. The entire Borough of Queens has only five DOE Transfer schools currently operating. Students 15 or 16 years of age who are off-track to graduate simply have very few options in finding an alternative high school setting that can meet their needs. UD Team III is the only Transfer School of any kind that takes students of this age and does not require a minimum number of credits, a diagnostic entrance exam to determine minimum reading and/or math skill level, or an interview to enroll.

We anticipate current enrollment strategies will be more than effective in meeting target goals in all three risk areas, however, to ensure we are on track to meeting our goals, UD Team III will closely monitor progress at all levels our enrollment process. UD Team III's Board of Directors will review recruitment and enrollment data beginning in March of the previous school year to determine if the school is tracking to meet its targets in all categories. Each monthly School Leader Report from March through December will include an update to the Board on the recruitment process – i.e. how many applications received, how many students enrolled,

upcoming recruitment efforts, breakdown of student demographics, etc. On a school level, the School Leader will meet with the Recruitment Task Force, led by the Parent and Community Coordinator, on a monthly basis to discuss updates, upcoming opportunities for recruitment, materials, and strategies. The Task Force also will meet monthly on its own to create and delegate tasks, review applications and outreach to parents for follow up.

Retention of students at UD Team III will be a daily effort. Since UD Team targets and enrolls large numbers of at-risk students, our school model is designed specifically to engage, retain and educate them. All of our Key Design elements are constructed with a keen eye toward retaining students with multiple risk factors. Coaches in the SBYD program are the most proactive agents for retention. They check in with students daily and monitor each student’s progress, meeting with teachers, administrators, and Student Support Services (SSS) on a weekly basis. Coaches maintain constant communication with families, and the Attendance Task Force takes early, proactive steps when any child exhibits signs of truant behavior.

The SSS department is dedicated to helping serve the needs of our special education population and to make sure all students are receiving the services required in their I.E.Ps. To help retain our Students with Disabilities, the SSS team goes beyond the requirements of I.E.Ps, however, reaching out to families on a consistent basis to ensure the student is engaged and the family is involved and aware of any and all issues and achievements. To help retain our ELLs, UD Team III will have a bilingual staff on both our SSS team as well as on our Admissions Task Force, so that any student or parent who has questions about any aspect of their child’s education can receive information as needed. In order to ensure that ELL students are receiving high quality, rigorous instruction, all teachers will differentiate student assignments so that ELL students receive the support the need to complete a task. For example, at UD Team, teachers often define higher level vocabulary words for ELL students, or provide bilingual dictionaries for students to use. Bilingual staff are made available in all school environments when necessary, and all documents are translated as needed. UD Team has consistently exceeded the Retention Targets outlined in the New York State guidelines for all groups, and we expect UD Team III to do the same.

Grades	Ages	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
9th						
10th						
11th						
12th						
Ungraded	16 or younger upon enrollment	110	205	295	305	305
Totals		110	205	295	305	305

³ N.Y. Education Law § 2851(2)(p)

Enrollment and Retention Targets		
	Enrollment # / %	Retention # / %
Economically Disadvantaged	244 / 80%	170 / 70%
Students with Disabilities	91 / 30%	64 / 70%
Multilingual Learners/English Language Learners	46 / 15%	32 / 70%

G. Programmatic and Fiscal Impact

Community School District 30 has no Transfer High Schools. We, therefore, believe there will be no negative programmatic impact on the District. In fact, we believe there will be a strong *positive* impact on the District and throughout the borough. UD Team III improves the quality of high school programs from which it draws students as the students we take are struggling and in need of greater services and attention. By allowing these students to transfer to UD Team III, they are placed in a more supportive and attentive environment and the school from which they came can focus more of their energy and resources on their students who are succeeding in their school. Many of the social and emotional challenges suffered by our students can be a distraction to other students if not handled properly; when high schools are able to remove those distractions from their classrooms, their students benefit. The students who come to UD Team III will also benefit as they will receive the attention, support and skills they need to become more engaged and successful students.

UD Team III’s approximate \$7 MM budget represents only .0035% of the city’s overall \$20 Billion Education budget and therefore we do not believe UD Team III will have any negative financial impact on the District or the Borough. We actually believe that since we are expecting to achieve greater outcomes for our students, the investment of dollars already made in their high school education are provided a better return when they transfer to UD Team III.

Projected Fiscal Impact upon District of Location							
Year	Number of Enrolled Students	Charter School Basic Per Pupil Tuition Rate	Total Charter School Per Pupil Cost to District	Estimated Additional Costs to District (e.g. SPED funds)	Total Projected Funding from District	Total District General Fund Budget	Projected Impact on District Budget
2020-21	110	\$15,307	\$ 1,683,770	\$1,000,000	\$2,683,770	\$20 Billion	.0015%
2021-22	205	\$15,307	\$ 3,137,935	\$1,800,000	\$4,937,935	\$20 Billion	.0025%
2022-23	295	\$15,307	\$ 4,515,565	2,150,000	\$6,665,565	\$20 Billion	.003%
2023-24	305	\$15,307	\$ 4,668,635	\$2,400,000	\$7,068,635	\$20 Billion	.0035%
2024-25	305	\$15,307	\$ 4,668,635	\$2,400,000	\$7,068,635	\$20 Billion	.0035%

III. EDUCATIONAL PLAN

A. Education Philosophy

Two of the more promising methods for re-engaging students who are disconnected from school are 1) the Transfer High School model, where previously unsuccessful students are given more personalized instruction in smaller school settings and provided other support services to complement their academic needs; and 2) Career and Technical Education (CTE) schools, in which students get exposure and preparation for the world of work. Unfortunately, there are more youth than there are seats in these schools, and some youth still feel no enthusiasm or commitment to these schooling models.

Through a combination of its own unique youth development framework and aspects of the Transfer School and CTE models, UD Team III will prepare its students for success in a way that exceeds the possibilities of any currently-existing school or program for this specific population. In nearly 20 years of providing programs to at-risk youth, CMO Urban Dove has learned that sports is one of the few activities with the power to engage even the most disconnected youth. UD Team III will use the power of sports to bring a cohort of this disconnected population back to a healthy, positive school environment where they will renew their commitment to academic success. At UD Team III, we recognize that our students will come into our program with a variety of academic struggles rooted in both skill level and social-emotional deficiencies.

The foundation of what will make UD Team III special will be its unique utilization of ***Sports-Based Youth Development (SBYD)***. Through the active participation in sports and other health and fitness activities, young people will gain the skills, motivation, and confidence they need to succeed in the classroom. Researchers from Harvard Medical School have shown that engagement in sports programs that have clearly delineated structures and high expectations can have strong carry-over into other aspects of young people's lives. SBYD is a methodology that uses sports to provide the supports and opportunities youth need to be healthy contributing citizens now and as adults. A sports-based youth development program offers youth an experience in which they learn and master sports skills along with life and leadership skills in a safe, fun, supportive, and challenging environment. This experience involves caring relationships, facilitated learning, experiential learning, and vigorous physical activity.

Outcomes at NYC DOE Transfer schools have shown increased success for overage/under-credited students, and at UD Team Brooklyn, as demonstrated earlier, we are having tremendous success with our sub-section of this at-risk population. Since the opening of UD Team, we have worked closely with both Eskolta and ReDesign, two nationally recognized support organizations for Transfer Schools. Using their research and methodology, we have created our Task Based, Competency Based Curriculum Model. In recent years, we have also been a part of the Transfer School Institute through the New York City Department of Education which has been conducting its own action research projects on the efficacy of task based learning in Transfer School populations.

B. Curriculum

UD Team III will be an academically rigorous three-year high school program that will allow for some students to take a fourth year to complete graduation requirements. Throughout the three years, students will be earning accelerated course credits and preparing for and passing Regents exams needed for graduation. Students will also participate every year in the SBYD program, including the HiRisers internship program and College All-Stars, a college prep and support program.

Teachers and coaches will work together to instill community values and help all students achieve regardless of the challenges they have faced in other school settings. To attract, engage, energize and retain students, UD Team III will feature a completely unique sports, health and fitness program for students. Rather than just being a student at a school, students will learn to be part of a team. In teams students will practice together, play together, attend class together, and receive support services together. Each team will have assigned coaches that teach, mentor, guide, and counsel them to develop as students, athletes and citizens. Coaches will emphasize Urban Dove's Core Values of Teamwork, Leadership and Communication, build confidence and self-esteem, and use sports to help students learn how to focus, manage emotions, be unselfish, and become positive members of a community.

Addressing the lagging skill set of previously disengaged youth, all general education students will be given the same attention that their special education peers receive. The school will use a least restrictive environment model to encourage all students, regardless of ability, to be challenged in rigorous curriculum that assumes their ability to go to higher education or vocational training after graduation. Working with a backwards design model using *Understanding By Design* resources, teachers will develop curriculum that reflects diverse learning modalities and aligns to youth development principles.

In order to build students' academic skills and confidence, we have created a three-year scope and sequence designed to re-engage them in academics and build the skills and competencies necessary for success. Because all of our entering students have not had success in their previous academic setting, we recognize that they need time to adjust to our academic program and build their lagging skills. Our Year 1 course sequence is designed to do just that. We intentionally offer only three core academic courses (Math, ELA, US History) during that year. The fourth class is Theater Arts, which in addition to fulfilling the Art graduation requirement, provides an opportunity for youth development and team building. In year 2, we increase the Core classes to four, by including Earth Science. In Year 3, even if students have completed their required credits for ELA and Math, we still have students take those courses to increase their College Readiness. In addition to completing courses for which they have not yet sat, students have the opportunity to retake courses for credits they need and to take Regents Prep courses for all required Regents exams. If students have gaps in their schedule, we offer internships with our Operations Staff and our SBYD program.

Curriculum Description, Objectives, Skills and Content

Teachers, coaches, and Guidance Counselors will work with each student at enrollment to identify what credits, Regents, and proficiencies he or she needs to graduate, and will then create a student-specific plan and timeline for graduation. For a student to graduate he or she will have passed the ELA and Algebra Regents, as well as a combination of the Global History, US History and Government, Living Environment, and Earth Science Regents exams. Additionally, each student will have completed the following coursework credits:

- English 8
- Social Studies 8 (Global Studies 4; US History & Government 3; Economics 1)
- Science 6 (Living Environment 3; Earth Science 3)
- Mathematics 6
- Art/Music 2
- Foreign Language 2
- Physical Education 4
- Health Education 1
- Electives 7

Total 44

Programming at Urban Dove Team Charter School III will be done based on the individual credit need and academic and personal history of each student. As a result, while there will be a general scope and sequence of courses below, it is important to note that the curriculum scope and sequence timeline will be specific for each student. The three-year scope and sequence has been developed over the past six years at UD Team and has proven very successful in helping our highly at-risk students develop the skills and credits they need to graduate high school. The scope and sequence takes into account the academic skill deficiencies, the lack of credits and Regents, the need for individualized programming and the unique needs of our students – all of which we have learned from first-hand experience with hundreds of students at UD Team. Our sequence starts by creating a timeline for students to make their first attempt at required Regents exams so that they are not overly burdened with Regents during their first year. Our three year Regents plan for students is as follows:

- June of Year 1: US History;
- January of Year 2: ELA;
- June of Year 2: Earth Science/Algebra;
- January of Year 3: Global History;
- June of Year 3: Living Environment (if needed)

Curriculum Scope and Sequence

	Year 1	Year 2	Year 3
ELA	English 1, 2, 3	English 4, 5, 6	English 7, 8, College Ready ELA
Social Studies	Participation in Gov't, US 1, US 2	Economics, Global 1, Global 2	Global 3, Global 4, Elective
Science		Earth Science 1, 2, 3	Living Environment 1, 2, 3
Math	Pre-Algebra 1, 2, 3	Algebra 1, 2, 3	College Ready Math
For. Lang			FL 1, 2, Elective
Art/Music	Drama 1, 2, 3		
Youth Dev.	SBYD, HiRisers, CAS	SBYD, HiRisers, CAS	SBYD, HiRisers, CAS
Electives	Teacher designed	Teacher designed	Teacher designed
Regents	June-US History	January-ELA June-CC Algebra, Earth Science	January-Global June-Living Environment

Content area department faculty will meet regularly to ensure that they are scaffolding content area skills across three years in order to ensure that students graduate college-ready. We use common rubrics throughout the departments. Social Studies and ELA classes in Year 2 and 3 will align so that students read Global literature that supports and enhances what they are learning in Social Studies. Math teachers and Science teachers will work together across the grade level to draw parallels to the real world applications found in math and science for the content they are learning inside the classrooms and how they complement each other. We will further develop our horizontal alignment by having weekly meetings for all League teachers, chaired by our Instructional Coach. These meetings will allow teachers to work together on developing skills-based rubrics and creating a scope and sequence for interdisciplinary skills so that they are supporting each other and teaching them concurrently with the same expectations and outcomes.

Each course will be designed using a Curriculum Map, Unit Plans, and Task Descriptions. All curriculum maps will be aligned to the Next Generation Learning Standards. Teachers will submit all unit plans and lesson plans (called Game Plans) throughout the year via Google docs. Unit Plans will be created using the Understanding By Design framework. These will be revised and reflected upon throughout the year by the departments, the teachers, the Instructional

Coach, and the Director of Curriculum and Instruction. For a brief course description of core and non-core classes, please see Attachment 3.

UD Team III understands that in order for learning to be effective, the curriculum must be extremely rigorous and engaging. At UD Team III, we define engaging and rigorous curriculum as being within the Zone of Proximal Development (ZPD) for each student. Information that is too easy or too difficult will not have any impact on a student's learning, and will not keep a student engaged. To that end, we will employ a number of pre-assessments and other formative assessments throughout a UD Team III student's tenure, to truly understand where she/he is in their learning, and develop a differentiated curriculum to meet her/his needs. The task-based model of instruction will allow teachers to teach and assess student learning in a student-centered way that would not be possible through a more traditional teaching method. For example, a Unit on the Civil Rights Movement in US History will begin with Task 1, which will be a pre-assessment of student content knowledge on the topic. This may include multiple choice questions, open ended questions, as well as document based questions. The information from this pre-assessment will allow teachers to know what areas in content and skill students need to work on. Tasks 2-5 will be designed to teach student content relating to the civil rights movement, each ending with a *formative* assessment on the topic that will assess both content and skill. Task 2 may be a close reading (reading level differentiated based on student performance on reading inventory) on the Brown vs. Board of Education Decision, with tiered questions for understanding. Task 3 may be a series of documents relating to the desegregation of Little Rock with a *formative* assessment in the form of a document based paragraph response. Task 6 of the unit will be a *summative* assessment, in the form of a DBQ Essay, in which students answer the question "What role did the government play in desegregating the United States in the Civil Rights Era?" In order to ensure rigor, and to stay within the ZPD, if the rubric for the essay is out of a 5, one group of students may have a goal of achieving a level 3, with another group working towards achieving a level 5.

The UD Team III Curriculum will be reviewed regularly to ensure that the school's mission and key design elements are being supported as well as to evaluate its effectiveness. With the exception of the Read 180 and Math 180 programs, Curriculum at UD Team III will be adapted from the teacher-created curriculum from UD Team. With the support of the Director of Curriculum and Instruction and the Instructional Coach, teachers will design Next Generation Learning Standards-aligned curriculum maps for each course offered at UD Team III, prior to the start of each trimester, adapting the curriculum maps that were used at UD Team. Across grade levels, teachers will use their curriculum maps to see where skills overlap and how they can use common language and strategies in teaching those skills, allowing for horizontal integration. New curriculum maps will be submitted to the Director of Curriculum and Instruction prior to the start of each trimester, providing time for thoughtful feedback and revision. Curriculum maps will be considered a living document and will be reviewed and revised periodically throughout the course of a trimester. Based on what is outlined in the curriculum maps, teachers will create unit plans using the Understanding By Design framework of Backwards

Planning. Unit Plans will also be submitted to the Director of Curriculum and Instruction prior to the start of a unit. Unit Plans will be revised and reflected upon on a weekly basis by the teachers during their daily common planning time, by departments during their bi-monthly meetings, and by the Director of Curriculum and Instruction during monthly planning with teaching teams. Teachers will upload daily lesson plans (called “game plans”) prior to the teaching of a lesson to a shared folder that can be accessed by the School Leader and Director of Curriculum and Instruction. Feedback on game plans will be provided during the Director of Curriculum and Instruction’s monthly check in with teachers, as well as in the written feedback provided after a formal observation. At the mid-point and end of each trimester, final grades for all courses will be analyzed and teachers will determine why students received the grades that they did. Teachers will work in departments to see where their tasks and coursework were successful so they can be replicated and where changes are needed to better support the students and increase positive outcomes. This data will be shared throughout the school.

In order to ensure that teachers are providing rigorous instruction, the UD Team III Instructional Coach and Director of Curriculum and Instruction will approve all Curriculum Maps and Unit Plans. Curriculum Maps and the three Unit Plans for each trimester will be due to the Director of Curriculum and Instruction two weeks prior to the start of the trimester. The DCI and the Instructional Coach will provide feedback within one week on all curriculum maps and the first unit plan. If the DCI deems that either the Curriculum Map and/or the Unit Plan are not acceptable or do not provide enough rigor, the DCI will task the Instructional Coach to meet with the teacher team to revise the document for resubmission. Upon final approval of Curriculum Maps and Units, teachers will upload individual tasks to a shared folder on Google Drive, where the DCI, School Leader, and Instructional Coach can have access and provide feedback. The DCI will make regular classroom observations, to see students working on tasks and share observations with teachers. Teachers will meet weekly in both instructional grade level teams, as well as department teams under the guidance of the Instructional Coach. The Instructional Coach will ensure that teachers are staying on pace with their curriculum maps, providing differentiated, rigorous instruction, as well as meeting individual teaching goals as established in the start of the year. In these meetings, teachers will work together to assess the quality of their tasks, by bringing examples of student work and analyzing student progress over time, as well as ensuring rigor.

C. Instruction

The curriculum at UD Team III will address the needs of special populations through a variety of instructional strategies. Every class at UD Team III will be co-taught by one General Education content area teacher and one generalist Special Education teacher. Through the Collaborative Team Teaching Model, the teachers work together to develop the curriculum and to ensure that each task and unit is *differentiated* to meet the needs of students at the multiple academic and social emotional levels inside each class. Teachers will use the data from the READ 180 and MATH 180 assessments to ensure that materials are appropriate for all students – both struggling and high performing. Teachers will create tasks with elements that appeal to visual,

kinesthetic, and auditory learners, supporting UD Team III Key Design Element of both differentiation and multiple intelligences.

For example, at UD Team, ELA teachers created a Unit Plan for August Wilson's play, *Fences*. The Unit was comprised of tasks that required students to watch and listen to the stage performance individually, watch clips from the motion picture as a class, and act out scenes in the classroom. Teachers will use diagnostic and formative assessments to monitor student progress and make changes to curriculum and tasks based on student need. Tasks are differentiated based on the academic levels and strengths of individual students. For the highest performing students, teachers will create extension projects. For example, at UD Team, Social Studies teachers created a Unit Plan on the Vietnam War. For one task, some students were asked to write an essay that answered a series of prompts, while other more advanced students were asked to write a more formal research paper. The use of the task-based instruction model will mean that students will be able to work on the tasks at their own pace throughout the unit. Tasks will utilize multi-media formats such as videos, podcasts, maps, puzzles, and PowerPoint presentations. All class materials will be differentiated and leveled based on students' reading and numeracy levels, as well as the interventions specified upon by the students' IEPs. All assignments are graded based on an Approaching Standard, Meeting Standard and Exceeding Standard rubric, which allows for students to understand where they are in terms of approaching mastery and how they can revise their work and improve their skills to gain and exceed mastery. Special Education teachers will monitor IEP students' progress towards their IEP goals based on the students current IEP.

The Workshop Model, which has been the mainstay instructional strategy for Transfer School instruction, will be employed to provide a consistent yet flexible structure for teachers to create engaging lessons that have real world relevance for students, make use of their existing knowledge and draw students into ever deeper learning. Literacy and numeracy are infused throughout the curriculum, along with technology, to prepare students for college and careers after graduation. Similar to UD Team, at UD Team III each course will be divided into units and each unit will be composed of a series of tasks in which the students must meet standards before moving on to the next unit or course. This specific instructional strategy of task-based curriculum will allow curriculum to be differentiated to meet the learning needs and styles of each student. This task-based model allows students to move through the material at their own pace to ensure both mastery and fluency in each subject. The school will run on a trimester schedule and the instructional program will be aligned to State and Next Generation Learning Standards. Students are expected to take and pass all Regents exams required for graduation and the curriculum will be mapped and interim assessments will be administered with these requirements in mind.

UD Team III educators will unify our language around instruction and best practices. Using the work developed by UD Team over the past few years, UD Team III will use nine competencies in order to ensure that students are college and career ready when they graduate. The

competencies are: *Orient, Understand, Question, Research, Utilize, Analyze, Reason, Communicate, and Discuss*. We will use task-based learning and mastery-based grading for all of our classes. This approach will allow students the ability to monitor their own learning and to understand expectations and how to meet them. In order to support our staff in understanding our Instructional Focus and Goals, the Curriculum and Instruction Team will meet bi-monthly on Fridays. Content Area Departments will meet every three weeks. Teachers will receive in-class support from the Director of Curriculum and Instruction through regular in-class observations. The Director of Curriculum and Instruction will meet monthly with each teacher to reflect upon instruction and offer feedback.

Classrooms will be designed to be student centered. Teachers will work with students either one-on-one or in small groups under the task based format. This format allows for students to work at their own pace and therefore, students will be able to easily re-engage after an absence, allowing the teachers time to work with all students on a daily basis. Classroom tasks and instruction will be rooted in Bloom's Taxonomy and teachers will identify which level a student is at and push him or her to achieve the next level through the classroom tasks. All of our curriculum will be designed using a task-based format. For each unit of study, teachers create a number of tasks that students must complete in order to demonstrate mastery of the concept being taught. Tasks will be differentiated based on the academic levels and strengths of individual students. As previously mentioned, for the highest performing students, teachers will create extension projects. Students will be able to work on the tasks at their own pace throughout the unit.

Research Support for SBYD

All aspects of UD Team III's design will lean heavily on existing research and the experience and expertise developed at UD Team over the past six years. The Sports-Based Youth Development program is based on a strong basis of research, which has shown that young people engaged in structured sports activities exhibit:

- Increased academic performance and classroom behavior
- Increased weight loss and decreased obesity
- Increased life expectancy
- Lower rates of cigarette smoking, teenage pregnancy, and substance use
- Significantly higher odds for having a healthy self-image, and significantly lower odds for emotional distress, suicidal behavior, family substance abuse, and physical and sexual abuse victimization
- Higher self-esteem than their peers
- A lower likelihood of feeling isolated or experiencing isolation
- A higher sense of self-worth and better social skills than their less athletic peers

In 2001, seminal research that linked sports participation with academic success was conducted by Gary Overton, at the School of Education at East Carolina University, in collaboration with

the North Carolina High School Athletic Association. The study tracked the academic performance of high school student-athletes in North Carolina and revealed significant differences between athletes and non-athletes. Contrary to some popular misperceptions, some of the major findings in the study include:

- Grade-Point Average: The mean GPA for athletes in the study was a 2.98, while the mean GPA for non-athletes was only 2.17.
- Attendance: The average number of absences was significantly lower for athletes than non-athletes. The mean average number of days missed by athletes was 6.3 days per 180-day school year, as compared to 11.9 days for non-athletes.
- Discipline referrals: The percentage of discipline referrals by the reporting schools was lower for the athlete group than the non-athlete group; referrals for athletes ran at a 33.3 percentage while the referral percentage for non-athletes was 41.8 percent.
- Dropout rate: There was a dramatic difference in the dropout rate; the mean dropout percentage for athletes was a miniscule 0.6 percent, while the corresponding percentage for non-athletes was 10.32 percent.

Youth Development Programs – HiRisers and College All-Stars

UD Team schools have utilized a youth development approach with great success and UD Team III will emulate that model. This approach is grounded in twenty years of practice by Urban Dove in the Out-of-School-Time environment, and has proven effective in our school-based model as well. At UD Team, each student every year participates in the HiRisers and College All-Stars programs. HiRisers is a peer-mentoring program where students are trained to work with elementary students teaching them literacy, life-skills and sports. UD Team III students will get to experience the responsibility of being a coach, which will build on their experience as an athlete in the SBYD Program at school. Their own adoption of Urban Dove’s Core Values will be enhanced by having to teach those values to younger children, and they will build their own literacy skills as they assist with homework and create and lead workshops. HiRisers increases confidence and self-esteem, teaches critical life and job skills, and gives students real, hands-on work experience that they can use as a stepping stone to future employment.

College All-Stars is a comprehensive college prep program that starts for all students in Year 1 and continues on through college graduation. While at UD Team III, students in CAS will participate in fun, informative workshops designed to teach about the college process, but also to lessen the anxiety of applying to, and attending, college. Year 1 workshops are introductory, dealing with such basic topics as explaining the difference between a two-year and four-year college and the difference between a grant and a loan. In Year 2, students learn more detailed and specific information about the process and timeline and begin prepping for the SAT exam. Year 3 students focus on one-on-one guidance, completing applications and Financial Aid Forms and sorting through acceptance offers. All students go on multiple college tours, including both day trips to local schools as well as overnight trips to upstate New York and Boston. Once accepted, students receive support on all aspects of enrollment, housing, financial aid, and are

even eligible for scholarships from Urban Dove. Students enrolled locally at CUNY. UD Team III's College All-Stars program will also feature an Alumni Dove program which takes place at school in the evenings and provides an opportunity for former students to get help with college work, resume writing, job searches and any other personal issues they may be dealing with.

These two programs have been proven to dramatically increase the high school graduation rate, college enrollment rate and college persistence rate for at-risk youth. Since 2003, Urban Dove programs have resulted in a remarkable 98% high school graduation rate for participating youth, despite operating in schools and Districts with rates in the 50% range. Additionally, youth in the programs have attended college at a 95% rate and have persisted and graduated at an 85% rate, both of which are far greater than their peers. While these outcomes are the result of nearly two decades of work and were achieved through an optional after-school program and therefore are not expected to be replicated at UD Team III, they are evidence of the effectiveness of the program model -- we expect their inclusion in the UD Team III curriculum to contribute to our above-average student outcomes.

Methods and Strategies for Students At-Risk of Academic Failure

At UD Team III, we consider all of our students to be at-risk of academic failure. In order to address all the needs of our population, we have designed a unique and innovative school model founded on the belief that all of our students can learn and succeed academically, but that in order for them to achieve this success, we must devote time, resources and attention to their social and emotional health through a youth development program. All of our methods and strategies are designed to ensure that all the needs of our students are being met so that they have all the skills they need to succeed in school and beyond.

The building of social and emotional strength in our students is the work of each and every staff member. All staff members at UD Team III are trained to look at themselves as Youth Development specialists first and foremost. All staff are trained in youth development concepts and practices, and in community building and restorative circles. All staff are expected to consistently uphold our Core Values and to hold all students to those values as well. All aspects of our school model consistently reflect our youth development principles and are designed to work together to encompass the students' entire school experience. The key elements are:

1. Sports-Based Youth Development
2. Support Services
3. More Time on Task
4. Same Sex Groupings
5. Multiple Intelligences
6. Differentiated Learning
7. Targeted Interventions

For a detailed explanation of Key Design Elements, please see Section 1. Mission, Key Design Elements, Enrollment and Community.

D. Special Student Populations and Related Services; See Attachment 13

At UD Team III we believe all students benefit from a full inclusion environment. Acknowledging that the highest form of learning is teaching and that our philosophy is one of teamwork, our students will be encouraged to support each other in their academic course work. A school-wide culture of support will help all students to achieve at high levels regardless of disabilities or learning modalities. All programming, during and after-school, is carefully designed to be accessible to all students.

We will have a certified Special Education teacher and a certified General Education content teacher in every classroom. We will service all students through the Integrated Collaborative Teaching model. Coupled with our task-based learning instructional model, lessons will be differentiated and specifically individualized for students which will allow teachers to meet the multitude and range of student needs. Additionally, it will give our students a greater opportunity for academic growth, while working towards proficiency at the same time.

We will comply with all regulatory special education requirements in the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1974, Title III of the Americans with Disabilities Act of 1990, all civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR) and any additional regulations required by the State of New York. We will not discriminate against any student and therefore are committed to working with differently-abled students to complete their high school education. Upon enrollment, UD Team III will ensure, through the Child Find Process, to confirm that the newly enrolled student does not have an IEP. This will be done through contact with the CSE and through SESIS if the child transfers from a NYC school. If the child transfers from a school outside of NYC, the staff at UD Team III will contact all previous schools attended in order to get information regarding a possible IEP so that services can begin right away.

Students that are suspected of having a disability will be added to the special education teacher's caseload as "at-risk." The special education teacher will assess the students' math and literacy levels, evaluate and analyze their grades and credit accumulation, gather work samples and conduct classroom observations. Using the information gathered, the special education teacher will create an intervention plan, with specific short and long term goals, and monitor the student's growth and progress. If the student does not improve with these interventions, teachers will then work with the Director of Student Support Services to make a recommendation, in collaboration with the parents, for an evaluation for special education services to the Committee on Special Education. Our Director of Student Support Services will then take over as the point person and follow through on the next steps with the CSE. If the CSE determines that an IEP is necessary, the special education teacher will work with the Director and the CSE to gather the necessary documents, create the IEP and participate in the IEP meeting, along with the student's parent, coach and general education teacher.

At full capacity, UD Team III will have 12 licensed and certified special education teachers and a Director of Student Support Services. The Student Support Services department will have three Social Workers, two Deans, and two Program Assistants who will all be trained in Non-Violent Therapeutic Crisis Intervention and Restorative Practices.

Every class will have a special education teacher who will work in collaboration with the general education teacher to create class lessons and materials. Each special education teacher will be responsible for using the information in the IEP to differentiate and individualize lessons for specific student needs based on the Present Level of Performance and the IEP Goals. This information is taken directly from the IEP and used to construct lessons, or tasks, for the students with disabilities. The Special Education teachers will use the SDI model for creating differentiated tasks for students on their caseload.

The Director of Curriculum and Instruction and Special Education and ELL Coordinator, along with the youth development department, will work collaboratively with the CSE to accommodate all the services indicated on the IEP. Related services will be contracted through the DOE and outside agencies will employ staff to service the students in our school building. Ancillary and support services, such as Speech, Occupational Therapy, and Physical Therapy mandates will be met in accordance with the IEP through collaborations with the District and community organizations. For example, at UD Team, we have students who require both Speech and OT. Our Special Education Coordinator contacted the CSE and let them know we had a student who needed this service. The CSE then contracted with agencies that provide consultants to perform these services and they delivered the services on site at the school.

The Director of Student Support Services will manage the IEP record-keeping and oversee the distribution of IEPs to all staff that require access. Hard copies will be kept in the Student Support Services office, in a locked file cabinet, and staff will be required to sign out the files. Files for each student will contain copies of current and previous IEPs, intervention plans, work samples, assessment data, report cards, behavior reports, and any other documentation pertaining to the student. Additionally, each special education teacher will have a binder containing pertinent information for their caseload, such as snapshots of the IEP containing key information, logs of intervention plans that are in process, and current status of grades. The binders serve as a resource for the entire team that works with the students with IEPs. UD Team III will have weekly meetings in which staff have the opportunity to discuss the students with whom they work and intervention plans are discussed and analyzed.

In addition to the related service providers and the mandated counseling on the IEPs, we will also have three Social Workers on staff to provide crisis and at-risk counseling to our students. Every student will have access to a Social Worker. Social Workers will be able to check in with each student, at the minimum once a month, and coordinate any additional services that the student or family might need.

We utilize a number of tiered interventions to support our English Language Learners. Both the Read 180 and Math 180 programs are designed to meet the specific needs of ELLs. By identifying them as ELLs in their accounts, the program automatically embeds additional vocabulary, fluency, and grammar supports into their online work sessions. ELL students who are not proficient or at grade level by the time they complete these programs during Year 1, will continue to use them as an enrichment support throughout their time at UD Team III. In addition, we will make sure that students have access to bilingual dictionaries and alternative language versions of state exams, not just on the day the exams are administered, but to work from while learning in their daily classes. We offer the NYSESLAT annually and provide our ELL population with their related services for all State Exams. For a full strategy to support MLL/ELLs, please see Attachment 13.

UD Team III will employ a process to evaluate the effectiveness of the programs used to support student populations in order to ensure that we are meeting the needs of these students. The process will center around the dissection and analysis of pertinent data. With all points of data being collected on a daily, weekly, monthly, and term basis, the data will parse out the special populations in order to compare progress with the general student population. This data will be on attendance, grades on tasks, Reading and Math Levels, grades in courses, Regents results, as well as behavior referrals. If the data analysis shows that there is a large disparity between the success of special populations as compared to general populations, a further investigation and change of course will be put in motion for the data point in question. For example, at UD Team one year, we noticed that Year 2 Special Education students were not making comparative growth in reading. After analyzing the data and a discussion among the department and leadership team, it was decided that continued interventions were needed and we purchased more Read 180 licenses and provided these students with further reading intervention during class, after school, and on Saturdays.

All of our students enter UD Team as struggling students, having failed a majority of their classes at their previous high school. Therefore, the first thing that we do upon their enrollment is to give them a written assessment, a Reading Inventory to identify their lexile score, and a Math Inventory to identify their quantile score. Our general education and special education teachers then use this data to determine the appropriate grade level for their reading assignments. In our Math and ELA classes, students are entered into the Read 180 and Math 180 programs at the point appropriate to their levels. The blended learning portion of the program identifies their level and gives them appropriately leveled work on the computer. For math, students are entered into the program at the appropriate "block" for their quantile score and the small group instruction is tailored to their needs. In ELA, students are given independent reading books appropriate to their lexile score. If their score indicates they need phonics interventions, they are placed in the System 44 program. As students progress from year to year in ELA and Math, they remain in the intervention programs until their scores indicate they have reached grade level. For all other courses, teachers use the lexile and quantile data to create leveled versions of every task in their class, low, medium, and high so

students can access the material appropriately. If needed, the special education teacher will create a more intensive Specially Designed Instruction (SDI) using additional scaffolds. As students progress in their learning and skills, these scaffolds are slowly removed. For behavior interventions, we have a team that will observe a student using the Functional Behavior Assessment structure to create Behavior Intervention Plans, as needed and we always invite the parent in to discuss the issues the student is having and the plan we are putting into place.

E. Assessment System

UD Team III places great value on all types of student assessment, in order to track student growth and measure the success of our program. To this end, UD Team III will have an assessment calendar that will allow students and teachers to understand where students are in their learning, create a plan for mastering content and skills, and align with the school's mission, objectives, and overall educational priorities. The data analysis of each assessment will drive our progress towards our school-wide goals and drive student success, with the ultimate goal of having student graduate from our school, college ready.

Reading and Math Assessments

Upon enrollment, each student at UD Team III will take a Reading and Math inventory, so that teachers have a starting point from which to differentiate instruction, and the school will have baseline data. UD Team uses the Read 180 and Math 180 assessments for these inventories. After the initial assessment upon enrollment, the reading and math inventories will be given to students three times per year (fall, winter, and spring) as long as the student is enrolled. The results of the assessments will provide students, teachers, as well as the entire school community and the board, valuable data on the success of programs and instructional practices. All teachers will use reading and math assessment data, which they will have online access to at all times, to monitor literacy growth throughout the year. They will use the students' reading levels to create appropriately-leveled (differentiated) readings and documents to push students' growth to the next lexile level. Daily Lesson plans will show students grouped based on current reading results.

For example, at UD Team, in a Year 2 Earth Science class, the teacher will be presenting a Unit on the Solar System, and the teacher will create three versions of the same task – one for each group of students, as determined by their reading level. One group may be at a 5th grade reading level, another at an 8th grade level, and one at the high school level. Math teachers will use the students' numeracy levels to individualize (differentiate) instruction and level class materials and further develop their skills towards College Readiness. The results will allow the school to know which students are in need of further intervention with before school, after school, and/or Saturday school tutorial.

In Class Teacher Designed Assessments

Classroom instruction will be driven through various forms of assessment. As teachers break their units down into tasks, they will use pre-assessments, formative assignments, and

culminating assessments to measure growth and determine what students need to learn and the skills they need to focus upon. Task 1 for any unit will be a pre-assessment through which teachers activate students' prior knowledge of the content being taught. Tasks 2-5 will be formative assessments through which students learn the new content. These will be scaffolded and focus on building skills. The final task of the unit will be summative to assess whether students are able to answer the Essential Questions for the Unit and have mastered the content prior to moving along to the next Unit of study. Student progress on each task will determine the groupings in class for each day. The data from each task will allow teachers to know which students need further support on a particular concept or skill. Students will revise their task until they meet their individualized goal for the particular task.

For example, a unit on the Civil Rights Movement in US History will begin with Task 1, a pre-assessment of student content knowledge on the topic. This may include multiple choice questions, open ended questions, as well as document based questions. The information from this pre-assessment will allow teachers to know what areas in content and skill students need to work on. Tasks 2-5 will be designed to teach student content relating to the Civil Rights Movement, each ending with a formative assessment on the topic that will assess both content and skill. Task 2 may be a close reading (reading level differentiated based on student performance on reading inventory) on the *Brown vs. Board of Education* Decision, with tiered questions for understanding. Task 3 may be a series of documents relating to the desegregation of Little Rock with a formative assessment in the form a document based paragraph response. Task 6 of the unit will be a summative assessment, in the form of a DBQ Essay, in which students answer the question "What role did the government play in de-segregating the United States in the Civil Rights Era?" In order to ensure rigor, and to stay within the ZPD, if the rubric for the essay is out of a 5, one group of students may have a goal of achieving a level 3, with another group is working towards achieving a level 5.

State Exams

All students at UD Team III will take and pass 5 Regents exams, as per state law. In order to prepare for Regents, all courses that culminate in a Regents Exam will give periodic assessments throughout the course that double as Mock Regents. These Mock Regents are actually formative in nature to allow the students and teachers to assess the progress the student is making towards mastering material tested on the Regents and the skills embedded within the exam necessary for success. After Mock Regents are offered, teachers will analyze each part of the exam for each student to notice trends in lagging skills and use that data to inform curriculum development and revisions.

The administration of Regents exams will be scaffolded so that students are not burdened with taking more than two exams at a given time. Regents results will be shared with the entire school community after every Regents exam period. The results will be compared to all previous exam sittings to ensure that the results on the Regents exam are improving, rather than staying stagnant or declining. Additionally, UD Team III will also ensure that students who

are English Language Learners partake in the NYSESLAT each spring, as per state law. The students will be provided preparation through their ELA Class, as well as through tutorial. The results of the exam will be shared with the school community with the goal of having students test out of the ELL program entirely.

PSAT and SAT

In order to prepare our students for college, all Year 1 students will be expected to take the PSAT in spring and all Year 2 students will be expected to take the SAT at the same time. Our College All Stars curriculum will prepare students for each exam sitting. The PSAT will truly be a practice session so that students know what they will need to work on in order to improve for the SAT. Teachers will also use the data from the PSAT, across all disciplines, in order to infuse PSAT/SAT content and skills into their curriculum and help students develop the skills they need to be successful on the SAT. Data from the PSAT will be shared with all members of the school community and comparative data will be collected to show growth between the PSAT and SAT sitting for each cohort. The PSAT will also help students experience the focus and attention required to take such a long and complex exam – reducing fear and anxiety of the SAT exam.

Assessment	When	Who	Rationale
Reading Inventory	Sept-February-May	All Students	Baseline data in reading upon enrollment; evidence of growth and impact of school programs and instructional practices throughout student enrollment.
Math Inventory	Sept-February-May	All Students	Baseline data in numeracy upon enrollment; evidence of growth and impact of school programs and instructional practices throughout student enrollment.
US History Regent	June	Year 1	NYS Graduation Requirement
US History Diagnostic	December, March, May	Year 1	Pre-summative assessment data to create individualized data driven instruction
Algebra Regent	June	Year 2	NYS Graduation Requirement
Algebra Regent Diagnostic	May	Year 2	Pre-summative assessment data to create individualized data driven instruction
ELA Regent	January	Year 2	NYS Graduation Requirement
ELA Regent Diagnostic	December	Year 2	Pre-summative assessment data to create individualized data driven instruction
Global Regent	January	Year 3	NYS Graduation Requirement
Global Regent Diagnostic	December	Year 3	Pre-summative assessment data to create individualized data driven instruction
Earth Science	June	Year 2	NYS Graduation Requirement

Regent			
Earth Science Regent Diagnostic	May	Year 2	Pre-summative assessment data to create individualized data driven instruction
Living Environment	Jun	Year 2	NYS Graduation Requirement
Living Environment Regent Diagnostic	December, Jun	Year 3	Pre-summative assessment data to create individualized data driven instruction
NYSESLAT	April/May	Year 1, 2, 3	NYS Requirement;
PSAT	April	Year 1	Preliminary SAT assessment evaluating student readiness for SAT to create individualized data driven instruction.
SAT	April	Year 2	Evaluate student readiness for College in Math, Reading, and Writing

F. Performance, Promotion, and Graduation Standards; See Attachment 3c

UD Team III’s performance, promotion, and graduation requirements will be aligned with its mission, educational program, and assessment plan. The mission of UD Team III is to educate over age/under-credited students through a mastery-based, personalized instructional program that leads to a high school diploma a foundation for higher education, and the job skills needed to enter the world of work. Upon enrollment, students and families at UD Team III will receive an Individualized Learning Plan which will outline which credits and regents are required for graduation. This ILP will be updated after each trimester, as well as after each Regents administration. Students and families will also receive a clear road map of when these credits and exams will be offered, as well as a description of how students can earn a credit in each class. Besides the state requirements, the ILP will also establish and track goals as related to a student’s attendance, reading and math levels, and behavior.

Performance Standards

UD Team III will use a mastery-based learning method of teaching for each of its courses. Teachers will develop curriculum based on the Next Generation Learning Standards. They will then create units and tasks based on sub-standards which support the main standards being taught in a particular course. Students will not progress to the next task or unit unless they show *growth* in a specified sub-standard. A wealth of support will be offered to students throughout the course of study, including small class sizes, two teachers, differentiated groupings, and materials appropriate to the students reading and/or numeracy level. Each task will be graded based on a standard based rubric. In order to meet the standard, students must receive a minimum score of 65 on a task. At the end of a trimester, all scores on tasks are

averaged together, if the average is above a 65, the student receives the credit. If a student does not meet the standards at the end of the course, they must repeat the course at a later time. This can be done before school, after school, in Saturday school, summer school, and through additional classes in their third year at UD Team. For those students who earn the credit but do not pass the regent, they are also enrolled in Regents prep classes either after school, before school, during Saturday or summer school, or during their third year. In such cases as this, teachers differentiate the tasks for these students to support the skill and content deficiencies indicated by previous Regents attempts.

Promotional Criteria

UD Team III recognizes that youth development supports are as integral to our students' growth, graduation, and college readiness as the skills they learn in the classroom. In order to support this, our students are placed into single gender teams when they enter our school and remain with their coach and teammates for three years. Students' progress through our sequence of courses together with their team. The differentiation of tasks and skills in each course allow for students to develop their skills sequentially and appropriately regardless of their previous academic success. Once students have been at UD Team III for three years, they remain in Year 3 until they have met all graduation requirements and received their diploma. For example, at UD Team, we had students who by the end of their third year had not yet passed several classes needed for graduation. These students returned for a fourth year, were placed on a Year 3 team, and were given the classes they need to meet their graduation requirements.

Diploma Requirements

UD Team III will follow the guidelines set forth by the New York State Board of Regents in regards to high school graduation requirements -- 44 credits and required Regents. The minimum credit requirements needed for graduation are: 8 credits in ELA; 8 credits in Social Studies (4 Global, 2 US, 1 Government, 1 Economics); 6 credits in Science (2 Physical, 2 Life, 2 additional); 6 Math credits, 2 credits in a Language other than English; 2 credits in the Arts; 4 credits in Physical Education; 1 credit in Health; and 7 electives. UD Team III students will earn more than the minimum in each subject. Students must also earn a passing score on 5 Regents Exam (ELA, Algebra, Science, Social Studies and one additional Math, Science, or Social Studies). UD Team III students will prepare to earn a 75 on the ELA exam and 70 on the Algebra Exam, as these are the College Readiness Benchmarks.

G. School Culture and Climate; See Attachment 4

UD Team III's school culture will be fundamentally grounded in our three Core values: teamwork, leadership and communication. These Core values will drive the culture and climate of our school. When students enter our school in their first year, they will experience a UD Team III "Boot Camp," in which they will be taught expectations both in and out of the classroom. They will spend time getting to know their teammates, their coach and their teachers, while practicing routines and learning about the academic and sports program. From

the first day that students enter our school, staff members will be working with students to develop a strong sense of community, on the team level, and within the greater school community. This strong community is what will lay the foundation for how we will work with and respond to student behavior. We will prioritize community so that when harm is done, the students will be motivated to repair it and restore the community.

In order to ensure a safe environment for our students, we incorporate community building circles, or “Team Time” circles, weekly. In these circles, students meet with their coach and their social worker and discuss various topics including conflicts within the community, team or society, issues facing teens today, popular culture, current events, or health issues. Team building games are also included to strengthen relationships. Team Time circles are when teams and students can discuss issues relevant to their personal school experience, including conflicts inside or outside of school. Through positive communication, Team Time circles help to identify and de-escalate issues and conflict, reduce bullying and harassment and create a safe, positive environment for all students.

Additionally, a commitment to an environment free from harassment and discrimination will be communicated to our school through “Bully-Free/Anti-Discrimination Zone” signs, posted throughout the building. Our staff is also trained to identify and report suspected issues of harassment. Our small staff to student ratio (approximately 1:5) and community culture means that staff are highly aware of student dynamics. If concerns arise, teachers and coaches work with the Social Worker and the SSS department to develop interventions for all students involved. Maintaining a safe and harassment free environment in the school means establishing an equally safe perimeter around our school. Each day at arrival and dismissal, staff are present in front of the building and on the nearby corner. A strong staff presence outside the building allows our staff to observe potential negative behavior both among our own students, but also from other youth in the community. Staff presence outside during these times reduces the amount of time our students spend loitering after school, ensures a safer immediate environment and helps students get home in a safe and timely manner.

The unique population that we will serve, both general and special education students, will enter our school with many challenges, struggles and past failures, both in and out of school. Our approach towards behavior management and discipline will be from a restorative, therapeutic and modification lens. We will respond to all student behavior with the intention of helping the student to identify the source, or trigger, for their behavior and help them to restore the harm that was done and learn how to handle future situations in a more productive way. Students will debrief, or discuss, each infraction at length with either the Dean or a Social Worker until they are prepared to restore the harm that was done. We will restore harm in various ways, including harm circles, formal mediation, community service, and workshops. Suspensions will be limited and rarely used as a consequence and we will not hold detentions.

UD Team III'S discipline policy will be aligned with a behavior management system that is restorative and therapeutic. Students that attend Urban Dove Team Charter School III will have faced many challenges (academic, social and emotional) throughout their lives. With the understanding and acceptance that our student population enrolls in our school seeking an alternative to traditional approaches, we have created a program that works to teach our students about themselves, their behavior and provide them with the tools necessary to improve. Under The Individuals with Disabilities Education Act (IDEA), UD Team III is prohibited from discriminating against students on the basis of a disability. Students with disabilities are expected to be governed by the same conduct and discipline policy as all students, except when it is determined that the behavior(s) for which the student was referred is a manifestation of his/her handicapping condition. The student, after determination by the appropriate personnel, will be referred to the Counsel for Special Education (CSE). The CSE, after referral, may then evaluate the action in question and determine if program modifications are appropriate, including, but not limited to additional services, counseling behavior management and/or change in placement. If a student is suspended from instruction at any point, alternate instruction is provided by a certified special education teacher.

The Youth Development department will be responsible for managing student behavior. Members of the YD department will have a combination of experience and expertise in social work, restorative practices, mediation protocols, therapeutic interventions, crisis intervention and de-escalation. Each student infraction will be responded to through a teaching lens. We will view all student misbehavior as a lagging skill and seek to work with our students to develop the necessary skills to behave appropriately in society. Responses to student infractions can include mediation, restorative circle, formal conferences, or community service. Our goal will be zero expulsions and suspensions. We will limit punitive consequences and only resort to them when a student or their parent has refused the restorative option. This will increase the amount of time students are in school and in the classroom, increasing their engagement and academic progress.

We will use an online database to track student infractions, behavior and observations. This database is monitored and tracked throughout the day by the SSS department. Responses to referrals are tracked, along with staff response, next steps and any additional information. This tracking sheet operates like a queue for the Dean and other members of the SSS department. Updates, including parent outreach, meetings, circles, outcomes, and next steps are dated, recorded and marked "Complete" once the issue has been resolved. Daily student update emails are sent out to each league informing staff members of issues and next steps.

Data from all entries, especially from level 2 and 3 infractions, is broken down into specific behavioral trends (i.e. physical aggression, fighting, drugs or alcohol, etc). Those results are brought to the Leadership Team who then ensure that current programs are reflective of the needs of our students, and if not, what needs to be adjusted or added. Overall infractions are analyzed for trends, as well as infractions specific to individual students, teams or entire

leagues so that data driven adjustments are correctly targeted to the entire school, or just with specific teams or leagues. Data is also used to drive policy, plan Team Time circles, plan counseling sessions, and plan outreach or collaboration with outside resources or agencies.

UD team III will utilize every staff member in the building to support students' needs. There are two teachers in every class and each student is also paired up with a staff mentor. We will have ten school aides/operational staff that have been trained on restorative practices and de-escalation strategies and provide additional social-emotional support for students throughout the day. Aides, teachers and coaches work together to manage student behavior and provide consistent order and discipline in a supportive and restorative way. UD Team III will also utilize the Department of Education's Related Service providers to service the mandated counseling for our Special Education students. Additionally, we will have three full time Social Workers on staff available for at-risk counseling, crisis counseling and crisis interventions. There is one Social Worker assigned to each Year. At the beginning of the school year, the Social Workers conduct intake assessments with every student and create a schedule for regular sessions and/or group counseling. Social Workers work closely with students to reflect on their behavior and create plans for meeting long term goals. Responsive substance abuse and anger management counseling is also provided as needed.

Lastly, as we do at UD Team, and UD Team II, UD Team III plans to frequently partner with outside agencies to provide additional support or programs. Some of the agencies with which we have partnered previously with include The Door, NY Peace Institute, Planned Parenthood, Community Counseling Mediation, Mobile Crisis Unit, Exalt Youth, Safe Horizon Counseling, Advocates for Children, and Day One. We will have a school-wide incentive program called the UD Cup that centers on the Core Values of the school – Teamwork, Leadership and Communication. The UD Cup is a points-based system of rewarding students for positive actions, including attendance, performance, behavior, and exhibiting Core Values. Points will be assigned to teams collectively and to individual students. One central method of individual reward will be the TLC Card. Teachers, coaches, operational staff and leadership will all give out TLC cards to students when they are exhibiting one or more of the Core Values. TLCs can be turned into the coach as a team donation towards the UD Cup or redeemed for snacks, lunch passes or UD Team water bottles, tee-shirts, etc. Teachers and coaches will have classroom management systems that will be tied to earning TLCs. Various school wide events and competitions will be planned frequently and tied to UD Cup points. Each Trimester, the team with the most UD Cup points will earn rewards. At the end of the year, the team that wins the UD Cup will earn a trip.

Teachers and coaches will communicate with parents on a regular basis, both over the phone and in person. At several different points throughout the trimester, each grade level team will meet to talk about individual students' progress and school performance in. Phone calls will then be made to families, sharing this positive information. Too often, calls home to parents are negative – made when a student breaks a rule, fails a test, or has an issue – so we will work to

ensure that parents come to expect communication from teachers and coaches that is positive as well. Parents will receive phone calls from an array of teachers across multiple disciplines and coaches will regularly update parents on student progress as well.

UD Team III will hold three Parent Teacher Conferences per year at multiple times during the day to allow for maximum participation. During these sessions, parents and families will be invited to meet with teachers to discuss their child's progress in more detail. All teachers, coaches and staff will be available to meet and discuss academic, social and behavioral progress, strengths and areas for continued improvement. Parents will also be able to contact the school to schedule a meeting with teachers, coaches or staff as necessary if there is ever an issue they wish to discuss, outside of the scheduled PTCs.

UD Team III will employ multiple strategies for assessing student and family satisfaction. Parents and students will participate in the NYC School Survey, as well as our own internal survey which will be given out bi-annually, once in October and then again in May. Surveys will be done twice per year to ensure that whatever concerns were brought up in the beginning of the year were addressed. Results of the survey will be shared with the staff and the Board of Directors, and areas of concern, if any, will be identified and discussed by appropriate teams. The School Leader will meet with leadership team to discuss results, which will then get discussed at a League-wide level with all staff. If action plans are necessary, Leadership will assign tasks to various staff committees. A similar process will happen at the Board level for issues that are raised by parents that rise to the level of Board involvement, especially as they pertain to School Leader performance.

To ensure that family and student voices are incorporated into all relevant decision making, the School Leader will also regularly hear concerns brought up by Student Government, which will be comprised of two representatives per team, one of whom will be elected by peers and one of whom will be appointed by school staff.

H. School Schedule and Calendar; See Attachment 4a, 4b and 4c

UD Team III students in their first year will start their day in Homeroom at 8:45 AM. Early risers will have the opportunity to shoot hoops in the gym or play games in the cafeteria before homeroom begins. In homeroom, the students' coach and homeroom teachers will be present to do a check-in on how the students are feeling. Students will have an opportunity to check their grades online, make an individual plan for the day with goals, or work on a team project. Their first academic class will begin at 9 AM. Their coach will walk the team to their Social Studies class and provide one of the two teachers a team binder. The binder will have a tracking sheet for monitoring student progress both individually and as a team in our Core Values of teamwork, leadership, and communication. The coach will remain for the first five minutes of class and then head to his/her office. Students will be in class with their team and two teachers. They will be working on skills through a teacher designed unit where they will have to demonstrate growth in standards in order to progress. Students will be working on different

tasks, at different paces. Students with IEPs will be working closely with the Special Education teachers. Before the end of the hour, the coach will return to the classroom and retrieve the binder at which time she/he will ask about the team's performance in class.

The coach will then bring students to their next class, ELA. Here all students are grouped according to their performance on a reading inventory conducted through the READ 180 program. Students start in one of three groups (independent reading, computer workstation, or guided instruction). They will remain in that group for 20 minutes before transitioning to the next group. After each successful completion of work in a given group, a student can earn a 'coin'. Once they earn three coins they receive a coveted TLC card, which they can save to buy snacks later on in the day. Just as in the previous instructional period, the coach enters class in the last 5 minutes and checks in with teachers to see how the team performed.

The coach will now bring students back to their homeroom classroom where their next class will depend on the day, but may include having a community-building circle with their team, being trained for HiRisers, learning about college in College All Stars, or learning about Health and Nutrition with their coach. At the end of this class, students will transition to the cafeteria, where they will have 45 minutes to eat a nutritious meal, listen to music, and/or play games.

After lunch, the coach will escort her/his students to Math, where they will be placed in one of two groups in the Math 180 program. This intervention program, like Read 180, will assess student needs based on a diagnostic test, and provide learning for students based on their results. After Math, students will head into Drama, their last academic class of the day. After Drama, students head to the locker room to prepare for the SBYD block. Depending on the day, the team will either practice in the gym, work out in the cardio or weight room, or head to a local elementary school and work with younger students through the HiRisers program.

At 4:15 school is dismissed, but students have the opportunity to attend clubs, games, or internships either at the school or in the community. On Fridays, the schedule is different. Students will arrive to school at 9:45 AM for homeroom. Teachers and Coaches will have met in Grade Level Teams from 8:45-9:45 to analyze student performance data. Students will have an abbreviated schedule, with both academic classes and SBYD. At 2:30 PM students are dismissed, and staff members participate in weekly professional development, based on individual, department, or whole staff needs.

Finally, students have the opportunity to attend school on Saturday for academic support from 10 AM to noon, and for sports and clubs from noon to 2 PM. At the end of the traditional school year, students can attend summer school to receive credit recovery for any class they were not able to pass during the school year. They also have the opportunity to receive Regents tutoring in preparation for August Regents. Students are also eligible to work as counselors in our summer camp, based on their performance in HiRisers throughout the year.

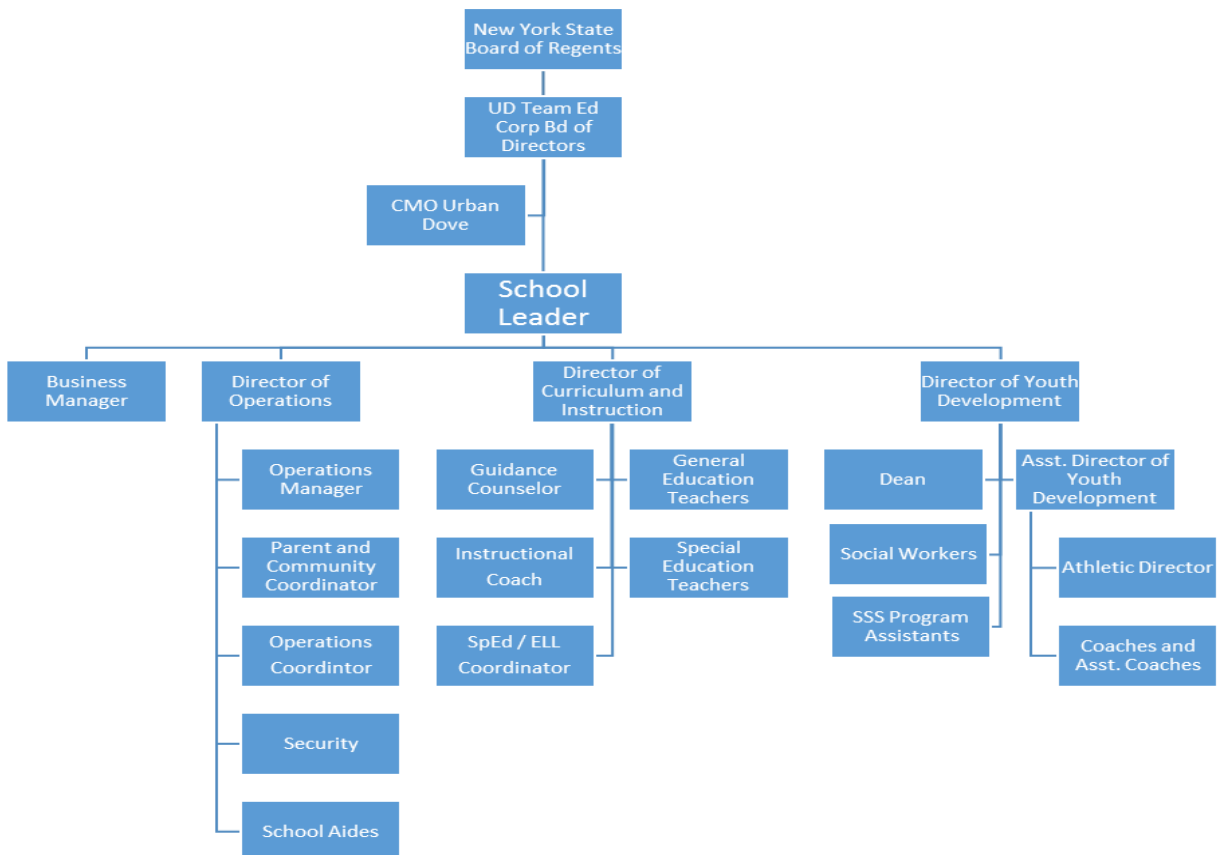
Classroom Teachers will start each year off with a three-week series of workshops before school begins. In addition to the school-wide professional development they will receive, teachers will receive intensive training on creating a curriculum that is mastery-based. Teachers will be expected to have created their curriculum map and three units of instruction prior to the beginning of school. During the school year teachers will teach 5 sections of a class, with a co-teacher. The teaching team will have the same planning periods to allow for optimal collaboration and co-planning. Each trimester, teachers will have a day to draft curriculum for the following trimester and will receive deadlines to submit unit plans prior to the beginning of the new trimester. Teachers will continue to receive professional development throughout the school year on a bi-monthly basis, both at the school and through outside agencies.

III. ORGANIZATIONAL AND FISCAL PLAN

A. Organizational Structure

Urban Dove Team Charter School III will be the third school to operate under the Urban Dove Team Charter School Education Corporation. The Education Corporation will enter into a Charter Management contract with Urban Dove, outlining a list of services to be provided to the school in return for a Management Fee.

Urban Dove Team Charter School III Organizational Chart at Capacity



UD Team III clearly outlines roles and responsibilities of all stakeholders, as outlined in the UD Team III Organizational Chart. The Organizational Chart and staffing plan has been developed over the past seven years at UD Team and has proven to be ideally-suited to the needs of our students and families. The Board of Directors, in conjunction with the School Leader, insures that UD Team III remains faithful to the articles set forth in the Charter, as well as meeting the goals set forth at the beginning of the school year.

Urban Dove Team Charter School III seeks approval from the New York State Board of Regents, which authorized UD Team in 2010, and UD Team II in 2017. UD Team's Board of Directors has worked closely with the Board of Regents and the New York State Education Department's Charter School Office since inception to create a successful, highly-regarded charter school; we expect to continue this effective level of functioning as we open UD Team III. The Board of Regents, as our authorizer, is the governing body that oversees and ensures that UD Team III is providing the educational program it has put forth in its charter application.

This application, which upon approval becomes our charter contract, is an agreement between the Board of Regents and UD Team III. UD Team III is committing to responsibly, ethically, and faithfully execute the terms of the charter. The Board of Regents is mutually agreeing to provide the public funds, flexibility and oversight needed for us to carry out our mission. The Board of Regents will review, on an ongoing basis, the school's performance and ensure that the school is meeting its obligations, which will include academic outcomes, legal compliance, and financial oversight. UD Team III's Board of Directors will have the responsibility for ensuring that the school is in compliance with the terms of its charter and will work with its CMO and School Leader to provide all necessary reporting documents to the Board of Regents.

B. Board of Trustees and Governance; See Table 1; Attachment 5a, 5b and 5c *(As UD Team III is part of the same Education Corporation as UD Team, the By-Laws and Code of Ethics attached are the same as UD Team Education Corporation)*

UD Team's board is a group of dedicated, caring professionals who have the expertise needed to create and govern a charter school for at-risk students. UD Team III will have the same Board of Directors as UD Team I and II -- a highly experienced group of people with the knowledge and expertise to successfully open and operate a charter school. The Board has seven members, three of whom are founding members of UD Team and one of whom joined just after UD Team was first approved. UD Team III's Board has a wealth of experience and expertise in running a charter school as well as in replicating a school model. Board members include:

1. Patricia Charlemagne
2. Andrew Ehigiator
3. Patrick Fagan
4. Michael Grandis
5. Wanda Morales
6. Spencer Rothschild *(also a member of the CMO Urban Dove's Board of Directors)*
7. Kevin Turton

Patrick Fagan is a Network Leader at the New York City Department of Education and before that worked in the Urban Assembly network of schools. He is a founding Board member of UD Team and provides Finance and Operations expertise. Patrick serves as the Board Treasurer. Michael Grandis serves as the Board Chair and is also a founding member of the Board. He also served on the Board of Urban Dove for sixteen years. Mr. Grandis is an attorney and provides Legal, HR, Governance, and Compliance expertise. Patricia Charlemagne has served on the Board for six years. Ms. Charlemagne is an attorney and currently serves as the Executive Director of Community Schools and Youth Development at the Educational Alliance. Ms. Charlemagne was previously the Chief Operating Officer at Future Leaders Institute Charter School in New York City and also served as Executive Director of Arete, Inc. an educational non-profit located in the Bronx. Ms. Charlemagne provides HR, Operations, Curriculum and Legal expertise. Ms. Charlemagne serves as the Board Secretary. Wanda Morales is the Director for Operations and Special Projects at the New York City Department of Education, which operates out of the Office of the First Deputy Chancellor. Prior to this, Ms. Morales was the Director of Operations at Bedford-Stuyvesant New Beginnings Charter School and previously served as the founding Director of Operations for New York City Montessori Charter School in the Bronx. She has also worked in the New York City Department of Education. Ms. Morales provides Operations expertise. Kevin Turton is the parent of a UD Team graduate and has served on the Board for four years. He is an attorney and an entrepreneur with expertise in Media and Communications. Spencer Rothschild is a founding Board member of UD Team and serves as the Board Chair of Urban Dove, Inc. Mr. Rothschild is the founder and CEO of Barrio Foods. Mr. Rothschild provides Business Operation, Finance and Strategic Planning expertise. Andrew Ehigiator is a former Urban Dove youth participant and has served on the Board for two years. He provides expertise in Program Development and IT/Technology. Each Board member serves three-year terms, which are staggered.

The Board of Regents, as our authorizer, is the governing body that oversees and ensures that UD Team III is providing the educational program it has put forth in its charter application. The application, which upon approval becomes our charter contract, is an agreement between the Board of Regents and UD Team III. UD Team III is committing to responsibly, ethically, and faithfully executing the terms of the charter. The Board of Regents is mutually agreeing to provide the public funds, flexibility and oversight needed for us to carry out our mission. The Board of Regents will review on an ongoing basis, the school's performance and ensure that the school is meeting its obligations, which will include academic outcomes, legal compliance, and financial oversight. UD Team III's Board will have the responsibility for ensuring that the school is in compliance with the terms of its charter and will work with its CMO and School Leader to provide all necessary reporting documents to the Board of Regents.

The Board has three standing committees – Governance, Academic and Finance – and each member must serve on at least one committee. These committees are tasked with ensuring the Board is providing oversight into these three critical areas, and providing the Full Board with the information it needs to make informed decisions. Committees meet at least twice per year,

and as needed, to review relevant issues in more detail. Each committee has a school staff liaison that works with them to provide information necessary. The Governance committee is responsible for onboarding new Board members, ensuring legal compliance, updating policies and manuals and HR, among other duties. The Academic committee is responsible for reviewing and analyzing student data, tracking outcome performances against school goals, and working with the School Leader on implementation of new academic interventions as needed, among other duties. The Finance committee is responsible for financial oversight, including monthly review of the bank statements and accounts, oversight of the annual audit, and annual review of the CMO contract, among other duties. The Board's role is to ensure that the school is meeting its obligations as described in the charter agreement. The Board must maintain consistent oversight over finances, legal compliance, School Leader performance, and student performance outcomes. The Board must also offer support and guidance to school leadership to help them achieve their goals for the school year and the charter term.

In order to ensure the school is achieving its goals, the Board works closely with the School Leaders and the CMO, using the school's Accountability Plan and the New York State Charter School Performance Framework Benchmarks as a guide. In the last quarter of each school year (April – June), the Board of Directors, the CMO and the School Leaders work together to identify and address areas of improvement for the coming year, based on data collected from the previous year. The process for the upcoming year then starts with the School Leaders identifying areas they believe to be a priority for improving outcomes for students, or for organizational capacity and soundness in the year to come. The School Leaders identify strategies they believe will address those areas and associates probable costs with implementation. These are submitted to the Board for review and then discussed as a group. The Board may either agree in whole or in part to the Leaders' proposals, may suggest different or additional areas of improvement or provide alternative methods and strategies to implement. While daily school operations are the purview of the School Leaders, strategies that require significant additional expense must be approved by the Board, so the process is a collaborative. Each priority is reviewed to ensure it aligns with school's overall mission and educational philosophy, and each strategy is reviewed to ensure it is logistically possible and fiscally prudent in both the short and long term. Once consensus is reached, the School Leaders create an Action Plan to use as a guide for the year, revisiting as necessary throughout the year.

The Board meets monthly and complies with all aspects of the Open Meeting Law. Meeting dates are set for each upcoming year at the annual Board Meeting. Meetings are publicized on the school's website, posted in the main hallway of the school outside the main office, noticed in monthly newsletters sent out via email to families, and in other regular correspondences to community stakeholders, including the local media. The School Leader encourages staff and families to attend and participate in Board Meetings. The Board Chair presides over the meeting's agenda. Prior to each Board of Trustee meeting, Board members receive a packet containing some or all of the following:

- An Agenda for the meeting

- A School Leader Report and Dashboard with an Executive Summary of school operations and student data, including attendance, lateness, disciplinary actions, etc.
- Minutes from the previous Board meeting
- Monthly financial statements including income statement, balance sheet, and cash flow statement
- Staff data including: (1) current staffing levels and vacancies, (2) monthly staff attendance, (3) retention figures and projected staffing needs, (4.) twice yearly teacher impact on student performance based on fall and spring assessment results.
- Student outcome data, when appropriate, including credit accumulation, Regents testing, graduation rates and diagnostic testing results.
- Any Resolutions or action items that require a Board vote or approval

Using the above qualitative and quantitative data as well as other data it may request on an as-needed basis, the Board will have the information it needs to make sound management and oversight decisions and provide on-going support toward continuous school improvement.

Urban Dove Team Charter School's initial Board of Directors was assembled as a group of individuals who collectively possessed the expertise to provide proper stewardship and oversight to a new charter school. The seven members of the current Board of UD Team will also serve as the Board of UD Team III, and each member has served on the Board for at least one year, with the average being just under four years. With the opening of UD Team III, the Board would like to add one member who will be a parent representative from UD Team III, and will begin to recruit that member toward the end of the 2019-2020 school year as we identify parents who are engaged, committed and interested in supporting the school in this manner.

When a new Board member vacancy needs to be filled, the Board follows a process outlined in the By-Laws. The first step is for a current Board member to recommend a candidate to the full Board. This can be a personal or professional acquaintance, or someone whom the Board member has met and feels will be a good fit for the Board. Once a recommendation is made, the Board decides if the candidate is worth pursuing. If so, the candidate is invited to meet with members of the Governance Committee and make a site visit to the school. The site visit, conducted during the school day, is hosted by the School Leader and a Board member (if possible) and allows the candidate to view the school in operation, meet staff and students, ask questions, and get a better idea of the school and its model. The meeting with the Governance Committee is a two-way interview. The candidate can ask questions to get a better understanding of the roles and responsibilities, time commitments, and state of the school, and the Board can question the candidate about their interest in joining, their ability to meet the responsibilities, determine any potential conflicts, ensure that the candidate's areas of expertise align with the Board's needs, and judge overall fit with the Board. Once the site visit and meeting with the Governance Committee is complete, the members report to the full Board the content of their meeting. Potential issues are discussed, if any, and a decision is

made to continue the process or not. If the Board wishes to continue, the candidate is invited to audit several monthly meetings of the Board. The candidate is invited to participate in the meetings, review public documents, ask questions and see firsthand how the Board functions. Once this is done, if the Board and the candidate both agree that the process should finalize, the Board notifies the Charter School Office, provides the candidate with the necessary paperwork and adds the item to a future Board meeting agenda for a vote.

C. Management and Staffing; See Attachment 8a; 8b is not yet available

The School Leader of UD Team III will report to the Board of Directors of the Education Corporation, and the Charter Management Organization - as part of its contract with the Education Corporation, - will provide support and guidance to the School Leader. UD Team III has not identified its School Leader, but an informal search has already begun, and a formal search will begin in March 2019. The ideal candidate will have at least ten years working in schools both as an instructor and as an Administrator. The candidate must have experience in a high school, preferably a Transfer High School. The candidate must be fully committed to UD Team III's SBYD model and to the belief that all students can learn. Additional experience in youth development work and/or sports will be helpful as well. The School Leader will have two Directors in Year 1 – for Operations, and Youth Development. A third Director of Curriculum & Instruction will onboard in Year 2.

The UD Team III School Leader will be hired during the planning year and will ultimately oversee three Directors, each of whom will be in charge of a specific department. The School Leader will ensure that a highly experienced staff is hired at all levels of the school. The School Leader will monitor data on attendance, lateness, behavior referrals, and class grades as indicators to progress towards goals. The School Leader will observe all aspects of the school and provide immediate feedback to both employees and directors. The School Leader will ensure that quality professional development is delivered based on the needs of the staff, as evidenced by the most recent data collection. The School Leader will meet regularly with families and members of the community to insure that all stakeholders have a voice in the success of UD Team III. The school leaders will analyze data annually in order to create a growth plan for the following year.

The Director of Operations will be hired in the planning year and will oversee student recruitment and enrollment, facilities, supplies, procurement, student records, attendance, food service, transportation, health services, security and general building maintenance. The Director and her/his staff will work closely with the CMO finance department to ensure that our expenditures are in line with budget, as well as making sure that payroll is processed in a timely manner, and that our employee benefits are being offered and managed effectively.

The Director of Youth Development will oversee all aspects of youth development at UD Team III. The DYD will monitor student behavior and insures that misbehavior is viewed through a restorative lens and that our school environment is safe and free from disruption. The DYD will

supervises the Coaching staff and the Asst. Director and oversees the SBYD program. The Director is responsible for making sure coaches are completing tasks both on and off the court, including implementation of the HiRisers program, meeting individually with students, communicating with parents and completing all necessary paperwork.

The Director of Curriculum and Instruction at UD Team III will have a wealth of experience in the classroom prior to being hired. The UD Team III DCI will understand the importance of truly differentiated instruction and how to use various data points to drive instruction. The DCI will insure that quality curriculum, units, and lessons plans are being developed by teachers and delivered effectively to students, while monitoring student growth through credit accumulation, reading and math inventories, and Regents results. The DCI will regularly observe and support teachers and their work, as they analyze student products and data, and create individualized plans for student growth.

Directors will be supported by a number of coordinators and leaders, including an Operations Manager, Parent and Community Coordinator, a Dean of School Culture, an Instructional Coach, and Grade (League) Team Leaders. The Operations Manager will provide the Director of Operations with support in the Main Office, maintaining accurate records, attendance, and supplies. The Parent and Community Coordinator will be responsible for ensuring that we have a robust student recruitment season, a seamless enrollment process, a strong Parent Association, as well as strong ties to the community. The Dean of School Culture will report directly to the Director of Youth Development and insure that all constituents at UD Team III are safe, and that all misbehavior is handled through a restorative approach. The UD Team III Instructional Coach will report to the Director of Curriculum and Instruction. The IC will work with each teacher and teacher team to develop curriculum, analyze data, deliver quality instruction, and meet individual teacher goals. The SpEd / ELL Coordinator will ensure that all IEPs are up-to-date and are being faithfully executed through Special Education teachers. The SpEd/ELL Coordinator will also insure that all teachers are providing appropriate scaffolding for ELL students and that students are preparing for the annual NYSESLAT exam. Grade (League) Team leaders will facilitate weekly meetings where student performance data will be analyzed and action plans will be developed.

Teachers will be responsible for the day-to-day teaching and curriculum writing. They will develop engaging curriculum and units, and use a variety of data points to differentiate instruction to meet the needs of students. They will provide feedback to students on each assignment and provide a progress report to students and parents every two weeks. Special Education teachers will monitor students' progress towards their IEP goals. They will insure that all students in their class with an IEP are receiving the appropriate level of support at all times. They will also monitor the progress of students who are at-risk and may be in the process of being evaluated for an IEP. SpEd teachers and ELA teachers will ensure that all ELL students are receiving the interventions necessary to learn content in each subject, as well as in the English language in preparation for the NYESLAT exam. All ELA teachers will use the READ 180 program to provide their ELL students with intensive English language reading intervention.

UD Team III Coaches will be the nexus for every student and the rest of the school community. Coaches will, first and foremost, insure that students are coming to school on time, are passing their classes, and are actively engaged in school and the SBYD program. They will design engaging lessons to be delivered in the SBYD block, as well as during the Uber Dove block. Coaches will facilitate weekly team circles, provide training and supervision for HiRisers, and educate their team on proper health and nutrition. Our School Social Workers have regular individual and group sessions to check on the social and emotional well-being of all our students. Our school Guidance Counselor will monitor student credit accumulation and meet with students regularly about their progress. School support staff monitor hallways, entrances, and the cafeteria, as well as maintain supply inventory, and updated student files (both electronic and paper). They are the backbone to insuring that all UD Team III constituents have the positive environment needed to make the school run smoothly and effectively.

UD Team III will recruit a dynamic staff that will have a passion for working with underserved youth and a deep desire to make a positive impact. We will begin by posting detailed job descriptions in various job search sites, such as IDEALIST, and the NYC Charter Center. UD Team III will make connections with local colleges that have education programs, such as NYU, Columbia, and Hunter College, to recruit new graduates as well as alumni. We will attend job fairs hosted by the NYC Charter Center, as well as other organizations within the community.

Upon receipt of a resume, a hiring committee, comprised of staff from different departments, will conduct a rigorous interview, beginning with an initial blind phone interview. When the candidate passes that process, they will be invited for a panel interview, as well as a demo lesson. Once the candidate passes this step, they will be invited for a final interview with the School Leader. UD Team III will offer teachers a highly competitive salary (5% above the district average) and robust benefits in health, dental, and vision. In order to retain high quality staff, teachers will be offered a tremendous amount of support in regards to classroom management, curriculum design, instructional strategies, and restorative practices. Staff members will be provided with regular feedback around their practice, and shown appreciation in a multitude of ways. Over the past six years using this salary scale, benefit package, professional development program and incentives, UD Team has been able to remain fully-staffed, retain over 75% of all staff, and maintain a sustainable annual budget from year to year. UD Team II Bronx also opened fully-staffed and has put these practices into effect successfully.

Proposed Staffing Chart						
<u>Position</u>	<u>Avg. Starting Salary</u>	<u>FTE</u>				
		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
School Leader	125,000	1	1	1	1	1
Director of Operations	85,000	1	1	1	1	1

DCI	95,000		1	1	1	1
Director of Youth Development	95,000	1	1	1	1	1
Guidance Counselor	52,500			1	1	1
Instructional Coach	60,000		1	1	1	1
Social Studies Teacher	60,000	1	2	3	3	3
Math Teacher	60,000	1	2	3	3	3
ELA Teacher	60,000	1	2	3	3	3
Science Teacher	60,000		1	2	2	2
Theater Arts Teacher	60,000	1	1	1	1	1
Foreign Language Teacher	60,000			1	1	1
Special Education Teacher	60,000	4	8	12	12	12
SpEd/ELL Coordinator	60,000		1	1	1	1
Asst. Director of YD	75,000	1	1	1	1	1
Coach	50,000	5	9	13	13	13
Assistant Coach	40,000	2	2	4	4	4
Dean	65,000	1	1	1	1	1
Social Worker	60,000	1	2	3	3	3
SSS Program Assistant	40,000	1	2	2	2	2
Parent & Community Coordinator	45,000	1	1	1	1	1
Ops Manager	45,000	1	1	1	1	1
Ops Coordinator	35,000		1	1	1	1
School Aide	30,000	2	4	7	7	7
Security	35,000	1	1	1	1	1

C.1. Charter Management Organization/Networked Schools; See Attachment 6a and 6b

UD Team III will join UD Team and UD Team II as part of the Urban Dove network of schools. UD Team III will enter into an identical Management Contract as the other schools in the network, receiving critical central and program services in exchange for a management fee. This contract, renewed annually, will be approved by the UD Team Board after a thorough review and evaluation of the previous year's services. The UD Team Board will not relinquish any of its oversight or responsibility as part of this agreement. For a full description of this contract, services, and evaluation methods, please refer to Attachment 6a and 6b.

C.2. Partner Organization - UD Team III will not have any Partner Organizations.

D. Staff Supervision and Development

UD Team III will employ a robust annual professional development plan that will allow all staff members the opportunity to develop the skills necessary to implement the key design elements of UD Team III. Unique professional development will be provided to the entire staff as well as department specific professional development throughout the year. Prior to the beginning of the new school year, the entire staff will participate in a three-week long series of professional development workshops. Training will be provided so that all staff members truly understand and embody the Vision, Mission, and Core Values of UD Team III, as well as our annual goals. All staff members will also be trained on the various restorative justice practices we will be using in lieu of suspension, such as circles and mediations, coupled with various de-escalation strategies.

During the three-week training, the directors of each department will create department specific goals, in conjunction with their staff that support the school-wide goals. Each department will then begin intensive trainings related to their role in meeting those goals. General Education teachers will begin training on mastery-based assessment and curriculum design. Special Education and ELL teachers will receive training on working with special populations, using a variety of interventions to differentiate curriculum, and track student progress, as well as how to create Behavior Intervention Plans and Tier 1 behavior supports inside their classrooms. Coaches and members of the Student Support Services department will begin their training on case management, conducting effective one on one meetings, non-violent crisis intervention, conducting effective circles, as well as teaching and coaching through the lens of our Core Values.

Once the school year begins, the school leadership team will meet together on a weekly basis to monitor the progress towards our school wide goals, based on observations and data. Directors will then hold department meetings with their staff on a bi-weekly basis to monitor progress towards department wide goals. Professional Development, whether school-wide, department specific, or individual, will be based upon the findings in these meetings and will be differentiated based on needs of staff, including administration. Professional development will be provided both on site, as well as off site. We will partner with a variety of organizations, such as Morningside Center for Teaching Social Responsibility, NYC Charter Center Special Education and ELL Collaborative, Coalition of School Education Boys of Color, among others, to provide specific professional development. Our staff is encouraged to seek outside opportunities for professional development based on their professional goals, or the overall needs of the school. All staff members will be regularly surveyed regarding their professional development to insure that it is meaningful, effective, and worthwhile.

At the end of the school year, the school leadership team will take a retreat before the beginning of the new school year, where together they examine the school vision and mission,

as well as key data from the prior year (attendance, grades, surveys, etc.) They will conduct a gap analysis, providing evidence of programs and practices that are aligned with the vision and mission that are successful, taking note of areas that are missing. Based on this gap analysis, the school leadership team will develop new school wide goals. In the three weeks prior to the opening of the next school year, the professional development cycle will repeat allowing for a regular evaluation of school wide goals and professional development, and continual improvement. UD Team III will place great emphasis on collaboration among teachers, as well as collaboration with other staff members. As such, each Friday afternoon will be reserved for collaboration and professional development. Staff members (teachers, coaches, social workers, and school aides) that work with the same grade level of students, will meet in League Team Meetings. Here, staff members will analyze student attendance, behavior, and academic achievement. They will discuss common interventions that can be used to improve student outcomes and share best practices.

Teachers will also meet every other week in Department teams. Here, teachers will revisit curriculum and analyze student success on mastery based tasks at different levels. The Special Education Department teachers will meet on a weekly basis to write IEPs and monitor student progress towards IEP goals. Every Core subject class will be co-taught by one content area teacher and one special education teacher. The teaching team teaches all classes together and thus have the same prep periods every day allowing for meaningful collaboration between the two teachers. Each department and grade level will have a leader who will facilitate regular meetings. These leaders will work in conjunction with the school leadership to insure that school wide goals are being met, and that the key design elements are being implemented.

The Instructional Coach meets with each teaching team on a weekly basis to discuss the pace of their class, their curriculum, and behavior supports. Goals are created for each teaching team for the year and the progress towards those goals are monitored on a weekly basis.

The DCI will insure that quality curriculum, units, and lessons plans are being developed by teachers and delivered effectively to students, while monitoring student growth through credit accumulation, reading and math inventories, and Regents results. The DCI will regularly observe and support teachers and their work, as they analyze student products and data, and create individualized plans for student growth. The UD Team III Instructional Coach will report to the Director of Curriculum and Instruction. The IC will work with each teacher and teacher team to develop curriculum, analyze data, deliver quality instruction, and meet individual teacher goals. The SpEd / ELL Coordinator will ensure that all IEPs are up-to-date and are being faithfully executed through Special Education teachers. The SpEd/ELL Coordinator will also insure that all teachers are providing appropriate scaffolding for ELL students and that students are preparing for the annual NYSESLAT exam. Grade (League) Team leaders will facilitate weekly meetings where student performance data will be analyzed and action plans will be developed.

E. Evaluation

At UD Team III, program evaluation will be a constant process, which begins previous to the start of the school year. The School Leader and the Leadership Team, in partnership with the CMO, will examine the school vision and mission, as well as key data from the prior year (attendance, grades, surveys, etc.). They will conduct a gap analysis, analyzing programs and practices that are aligned with the vision and mission that are successful, and take note of areas that are missing and areas where goals were not met. Based on this gap analysis, the school's Accountability Plan, and input from the NYSED Charter School Office site visit feedback (if applicable), the school leadership team will develop a draft of the school-wide plan with goals for the new school year. The School Leader will then incorporate his/her own professional growth goals and presents the plan to the Board of Directors for discussion, feedback and edits.

Once approved by the Board, this plan will become the playbook for the year. The School Leader will use this plan as the basis for his/her monthly reporting to the Board, delivering data that is relevant for that part of the school year. This school wide-plan will then be shared with all staff members in the August professional development sessions prior to the beginning of the new school year. The Directors of each department, in conjunction with their staff, will create and adopt their own professional goals, their department goals and their League-wide goals – all of which are designed to support the school-wide goals. A full programmatic audit, led by the School Leader and CMO, will be conducted toward the end of the school year, with results reported to the Board to review at the Annual Meeting in June.

Once the school year begins, the School Leader will hold weekly meetings with the entire leadership team, as well as individual meetings with each Director. The purpose of these meetings is to monitor the school's overall progress towards our annual goals as a team and to ensure that organizationally, we are maintaining a high level of communication, efficiency and collaboration. The individual meeting between the School Leader and each Director will insure that each department is maintaining high quality standards, the Director has the resources and support they need to effectively do her/his job, and to provide early intervention for any issues that may be arising. Directors will report on any personnel issues, seek advice from the School Leader on leadership strategies and share positive highlights from their department. These meetings also will provide an important opportunity to review all evidence of progress towards department goals. In addition to these formal meetings, the School Leader will conduct daily observations of classrooms, hallways, and offices and shares her/his observations in these individual meetings with Directors, as it pertains to their department.

Once the school year has begun, the school leadership team meets together on a weekly basis to monitor the progress towards our school-wide goals, based on observations and data. Directors then hold department meetings with their staff on a bi-weekly basis to monitor progress towards department wide goals. Professional Development, whether school-wide, department specific, or individual, is based upon the findings in these observations, data, and meetings. Staff share information and data consistently to ensure that it is being used to

inform and improve instruction and student learning. The whole staff meets two times per month and departments meet twice per month as well (led by the Director of each department). There are weekly League Team Meetings which are comprised of members of the entire school. A weekly news bulletin is sent out by the School Leader every Friday to all staff, which outlines the upcoming week in detail, as well as other pertinent information. In order to solicit feedback from the staff, each trimester the entire staff completes an anonymous survey (questions taken from prior year DOE school survey), the results of which are shared with the entire staff and the Board of Directors once complete. The School Leadership team uses the data from this survey to address any areas of concern.

UD Team III's Board of Directors in partnership with the CMO, performs a 360 degree evaluation of its School Leader annually, and on occasion, semi-annually, if needed. Having evaluated school leaders at UD Team for the past six years, the UD Team III Board is very experienced and highly-skilled in the evaluation process. The evaluation process includes a self-evaluation and Board evaluation rubric which are both comprised of elements from other organizations and methods, including Danielson and the New York City Department of Education. Using the School Leader's school-wide plan as a reference, the Board uses the School Leader's self-evaluation, surveys from parents, teachers and students, school data, personal observations and an in-person interview to create the annual evaluation. Areas of improvement are identified and a corrective action plan is collaboratively created, if necessary. A mid-year evaluation is usually done if there is a specific issue or trend that concerns the Board, and the evaluation is used to set a correction that can be implemented before the school year ends in June, with goals and expectations set by the Board to be met by the School Leader on a specific timeline. Or, in the case of a new School Leader being newly-hired, a mid-year evaluation may be conducted to ensure that the School Leader is receiving the support they need to be successful and that they are progressing in the professional development as needed to perform the job as required. The Board uses the full evaluation to determine the compensation for the upcoming year and the full Board votes to adopt and approve the evaluation's conclusion and compensation as part of the annual budget. The School Leader is evaluated based on the following performance standards:

- | | |
|--------------------------------------|--|
| 1. Personal Leadership | 9. Data Orientation |
| 2. Self Awareness/Growth Mindset | 10. Distributive Leadership |
| 3. Critical Thinking | 11. Relationship Building and
Communication Expertise |
| 4. Commitment to Students | 12. Student Support Orientation |
| 5. Academic Outcomes | 13. Culture Building Expertise |
| 6. Coherence of Instructional Vision | 14. Expertise in Building Motivating Teams |
| 7. Curricular Expertise | |
| 8. Expertise in Teaching | |

The School Leader will receive a score for each standard (ranging from 1-4 which represent no evidence, approaching standards, meeting standards, and mastering standards.) For any

standard in which the School Leader receives a 1 or 2, an improvement plan will be created by the Board and Leader and periodic check-ins will be performed to monitor and support the leader in this area. At either the next mid-year or end of year evaluation, the Board will expect the leader to show growth in this standard.

The UD Team III Board will perform a self-evaluation every June. The self-evaluation is a survey of questions that asks Board members to rate how their performance in various areas, where they would like to see the Board operate differently, and their overall satisfaction with the Board and its leadership. Data is collected and analyzed by the Governance Committee and suggestions are presented for review and discussion based on the feedback received.

Each month, UD Team III will hold its Board of Directors meeting. In addition to any items that require the Board's attention, each meeting is used to review the operational and financial status of the school. The School Leader presents operational updates as part of the School Leader report, and the Business Manager prepares monthly financial documents, including a Statement of Cash Flow, Budget vs. Actuals Report, and a Balance Sheet. These documents are prepared and submitted ahead of the full board meeting for review. During each full board meeting, the reports are reviewed, and any areas of concern are discussed and if needed, an action plan is created. Any significant change in the approved budget (either on the revenue or expense side) is highlighted and an explanation provided. In addition, the CMO conducts quarterly financial reviews and presents findings to the Board. These reports include a review of the payroll registers, credit card statements, bank statements, and check register. In addition to reporting to the Board of Directors, the school is held accountable to all stakeholders through monthly meetings of the Advisory Board which is comprised of staff, students, parents, and community members. The Advisory Board receives and shares information on the progress of the school in a variety of areas and is solicited for advice on any areas of concern.

During the school year, in order to maintain and monitor instructional quality, the School Leader and Director of Curriculum and Instruction conduct daily informal observations. Formal observations (over 20 minutes in length) include written feedback that is shared with individual teachers with an opportunity for teachers to respond to the feedback. Subsequent written feedback is provided on the same document, allowing both the School Leadership and teacher to monitor growth from previous feedback. The DCI meets with individual teachers once per month where she provides feedback on both informal and formal observations. The Director of Curriculum and Instruction also plans with teaching teams once per month to guide high quality curriculum writing. In Year 2 we will add a full time Instructional Coaching position.

The Instructional Coach will plan with each teacher team on a weekly basis, as well as observe lessons and provide immediate informal feedback. Teachers will be evaluated on the following performance standards:

1. Classroom Environment
2. Use of Data in Instruction
3. Infusing Skill Building into Content
4. Feedback to Students
5. Preparation for Class
6. Maintaining Accurate Records and Files
7. Collaboration with Colleagues
8. Professional Growth and Response to Feedback
9. Engaging Students in Learning
10. Academic Progress and Outcomes
11. Curriculum Design

Teachers will receive a formal evaluation twice per year. The first evaluation meeting is held in January and teachers receive a score in each of the performance standards (ranging from 1-4 which represent no evidence, approaching standards, meeting standards, and mastering standards.) Teachers receive a final evaluation in May. At this evaluation, the teachers must show evidence of growth on any areas that were below meeting standards. Teachers who do not show sufficient evidence of growth will be placed on a performance improvement plan. If ultimately a teacher does not improve, they will not be invited back.

As teachers break their units down into tasks, they use pre-assessments and culminating projects/exams to measure growth and determine what students need to learn and the skills they need to focus upon. After Regents and Mock Regents are offered, teachers analyze each part of the exam for each student to notice trends in lagging skills and use that data to inform curriculum development and revisions. All teachers use the Read 180 data to monitor literacy growth throughout the year. They use the students' reading levels to create appropriately leveled readings and documents that will push students' growth to the next lexile level. Science and Math teachers both use the students' numeracy levels to individualize instruction and level class materials and further develop their skills towards College Readiness.

At the end of each trimester, final grades for all courses are analyzed and teachers determine why students received the grades that they did and work as departments to see where their tasks and coursework were successful. After a complete review, successful strategies and elements are highlighted for replication and weak areas are noted where change is needed to better support the students and increase positive outcomes. This data is shared throughout the school. After Regents and Mock Regents are offered, teachers analyze each part of the exam for each student to notice trends in lagging skills and use that data to inform curriculum development and revisions.

We have employed multiple strategies for assessing student and family satisfaction, and will do so again for UD Team III. Parents and students participate in the NYC School Survey, as well as our own internal survey which is given out bi-annually, once in October and then again in May. Surveys are done twice per year to ensure that whatever concerns were brought up in the beginning of the year were addressed. Results of the survey are shared with the staff and the Board of Directors, and areas of concern, if any, are identified and discussed. The School Leader meets with Leadership Staff to discuss results, which are then discussed at a League-wide level with all staff. If action plans are necessary, Leadership will assign tasks to various staff committees. A similar process happens at the Board level for issues that are raised by parents that rise to the level of Board involvement, especially as they pertain to School Leader

performance. To ensure that family and student voices are incorporated into all relevant decision making, the School Leader also regularly hears concerns brought up by Student Government, which is comprised of two representatives per team, one of whom is elected by peers and one of whom is appointed by school staff.

Communication with our families and community will be consistent. Coaches will contact parents regularly, especially if a student is absent or late, as well as to share student progress in general. Teachers will keep in regular communication with parents about the academic progress of their child, via phone calls and emails. UD Team III will hold PTA meetings every month and Parent Teacher Conferences once per trimester. In order to insure that we have an active Parent Association, similar to UD Team I, we will include a parent interest survey as part of the enrollment packet. At Student Orientation, we will have PTA members (from UD Team for year 1 of UD Team III), hold an information session to recruit parents. Like UD Team I, we will form an Advisory Board, which will consist of members of the PTA, Staff, Student Governments, and the Community. Parents, Students, and Staff will engage with local community organizations, such as the local Precinct, Fire House, and CBO's to recruit a diverse group. We will also host a number of community events, such as Field Day, Pot Lucks, Game Nights, and Trips to keep families and members of the community engaged with the UD Team III mission. The Advisory Board will work together to plan and execute an annual community fair, called Dove Day. This was begun at UD Team and was very successful. Parents will also receive a monthly newsletter with updates on what is happening in school, as well as a detailed calendar of the upcoming month. Parents will also be given an anonymous survey during each parent teacher conference to provide feedback on how the school is doing, results of which are shared with staff and board. In order to ensure that ELL and their families are continually engaged, we will make sure that pertinent information, such as school letters and report cards, are available in their native language. Coaches in their communication will have a dedicated staff member to be available for translation. For example at UD Team I, we had a number of ELL students whose parents spoke Spanish or Creole. On Parent Teacher Conferences, the families were provided a dedicated translator who accompanied them to each classroom in order to translate the conference.

Information with students will be shared in both weekly team meetings (known as Team Time), as well as on Fridays during our Community Breakfast time. Every Friday, the entire school Community will assemble in the cafeteria to eat breakfast together, and we will have an open mic for anyone to make an announcement or even give shout outs. We also will hold special assemblies twice per trimester (one grade level and one whole school). UD Team III will have an active Student Government which meets regularly as a unit, and monthly with members of the leadership team. Students will be provided a survey once per trimester to solicit feedback. The results are then shared with the staff.

The Board will evaluate the Charter Management Organization's performance at the end of each school year (which coincides with the end of each contract year with Urban Dove). The

evaluation will be completed by both the School Leader and her/his Leadership Team as well as by the Board. The contract will be reviewed to determine if Urban Dove provided the services outlined in the Charter Management Contract in a satisfactory manner, or if improvements need to be made. The evaluation is also used to determine if the scope of services for the upcoming year need to be adjusted based on the needs of the school. The performance of the CMO will then be aligned with any shortfalls in school performance to determine if the CMO performance is directly related to areas of dissatisfaction. The School's Board will then prepare a formal evaluation for the CMO with either a request for renewal, a request for renewal with changes or recommendations, or a request to terminate the contract. Upon request, the Board may ask the School Leader and the leadership team for a mid-year evaluation of the CMO's performance as well.

F. Facilities

The unique Sports-Based Youth Development program offered by Urban Dove Team Charter School III necessitates a facility where students can engage in a variety of sports activities throughout the day. UD Team III envisions providing training to students in a variety of sports including soccer, basketball, and flag football in addition to training in cardiovascular and weight conditioning.

UD Team III will be applying to the New York City Department of Education for a co-located space within a DOE facility. UD Team III has already notified DOE and discussed co-location with their facility team, and will take more concrete steps once a charter is awarded. UD Team III has also met with Elected Officials and community members about this possibility, and will continue to pursue this avenue in the months ahead. In the event that the DOE has no co-location space available for us, we will immediately request reimbursement for our facility costs in accordance with the New York Charter Schools Act. If we need to utilize private space, we will speak to the DOE about short-term co-location, which is a scenario they have indicated is far more likely given the opportunity and political will of the Mayor's Office.

UD Team III's facility plan calls for approximately 30,000 square feet of space. Below is a facility plan showing growth over the course of the charter term. This anticipates thirteen teams, including five teams enrolled in Year 1, consolidating to four teams in Years 2 and 3. Each team essentially requires one classroom (all classes are fully inclusive, so no separate SpEd classrooms are necessary). The Gymnasium space will include a cardio and weight section, and will be utilized during the SBYD program. While this is included in our facility plan, these activities can also be outsourced if needed, as our program use is during the school day and does not coincide with high usage time after-school (we currently outsource this at UD Team, utilizing several gyms in the neighborhood). Rental costs for gym space is assumed in the budget to provide for this contingency. Outdoor field space is available in CSD 30, specifically Queensbridge Park, Astoria Park, and Rainey Park, two of which have full size soccer and baseball fields. Each Director will have an office, and there will be a Coach's office for each Year 1, 2 and 3. Each of the three full time Social Workers will have an office where they will also

counsel students one-on-one and in small groups. Restorative Justice meetings and Conflict Resolution meetings will also take place in these offices. Larger Restorative Circles will take place either in the Team classroom or the Multi-Purpose Room. The Multi-Purpose room can also be used for any needed pullouts, including Speech. Multi-Staff offices will house the Parent Coordinator, Guidance Counselor, additional SBYD staff, SSS Aides and Ops Staff.

	Year 1	Year 2	Year 3	Year 4	Year 5
General Education Classrooms	5	9	13	13	13
Special Education Classrooms	N/A	N/A	N/A	N/A	N/A
Counseling/Guidance Offices	1	2	3	3	3
Administrative Offices	3	4	5	5	5
Cafeteria	1	1	1	1	1
Gymnasium	1	1	1	1	1
Auditorium	N/A	N/A	N/A	N/A	N/A
Conference Rooms	1	1	1	1	1
Other: Locker Room	2	2	2	2	2
Other: Weight/Cardio Room	1	1	1	1	1
Other: Teacher’s lounge	1	1	1	1	1
Other: Main Office/ SL Office	1	1	1	1	1

UD Team III has not yet identified a private facility. We are working with several real estate developers, brokers, Elected Officials and business leaders to identify potential private spaces that could satisfy our space needs and work within our budget. Brokers we are working with include IGUA Group (formerly Fillmore Commercial), LANSCO Realty, Halstead Realty, MHP Real Estate and Civic Builders, all of whom have extensive experience in locating charter schools. Through our brokers and other real estate experts, we have already identified three properties that all could meet our needs, and we anticipate finding several more options in the weeks and months ahead. All sites are renovation projects and have completion timelines that can meet a 2020 opening. As we have done in the Bronx for UD Team II, we will explore a possible temporary space to operate in Year 1 if any of renovation project goes beyond 18 months. Three examples of sites that could serve our purposes include:

1. Hunters Point Avenue – UD Team III has seen a 64,800 sf building that is walking distance to the number 7 train in Long Island City. The building currently has over 24,000 of office space, and has over 30,000 sf of available space. School build out would be easily accomplished, as the space is fully sprinklered and has heavy electrical load. We have had conversations with our broker and ownership about the addition of a gym with requisite ceiling height and it seems possible to do either in a portion of the lower/first floor or on the roof. Ownership is asking in the \$35/sf range.

2. 35th Street – UD Team III has seen a four-story building on the western side of CSD 30, with close proximity to subway and bus lines. Ownership is renovating several floors in the building, which has well over 100,000 sf. UD Team III would have its own dedicated entrance, elevator and egress. A gymnasium would be built in an adjacent parking lot, attached to UD Team III's contiguous space. Including renovations and the gym construction, ownership is asking almost \$40/sf, which is a little higher than our goal, but UD Team III may be able to contribute some capital dollars to the build-out up front which could reduce the long-term lease terms.

3. Vernon Boulevard – UD Team III has seen a 25,000 sf two-story building to which a third floor and gymnasium could be added. The building is in Long Island City and just a few blocks from Queensbridge Park, which has excellent facilities for all field sports. The location is a 15 minute walk from the subway, and the Q102 and Q103 busses stop within one block. We are in discussions with ownership, which also has a construction company that has built several office spaces in Long Island City in recent years. Ownership would deliver a turn-key space for use by 2020 for \$36/sf, with no capital required from UD Team III. We can also reduce the long term lease term if we provide capital dollars which we may explore through fundraising. Even at ownership's lease terms, the space would be affordable, and we may be able to reduce costs as well.

In addition to the above, Urban Dove has seen another 8-10 spaces and will continue to look at real estate opportunities in the District. The three possible sites above will provide UD Team III with approximately 35,000 s.f. of space at capacity. Rent will average approximately \$37/sf, for a five year rent roll of \$6,700,000, not including any private fundraising, low-interest loans, New Market Tax Credits, government grants or private foundation grants. Using a staggered rent roll up that will accommodate the growing student population and related revenue stream, the projected rent roll over the five-year period will be:

Year 1 - \$505,000; Year 2 – \$950,000; Year 3 – \$1,500,000; Year 4 – \$1,735,000; Year 5 – \$2,000,000

Rents will then return to an annual average of approximately \$1.3 MM. At a maximum enrollment of 305 students, and assuming an average per pupil rate of \$15,500, UD Team III will receive a little over \$1.4 MM in facilities funding, leaving a conservative minimum of \$100,000 per year in contingency spending to accommodate all of the above facilities. UD Team III will not enter into a lease for a private facility that is not sustainable and maintainable over the course of our charter term. As CMO, Urban Dove will negotiate all aspects of the facility process, as it did successfully for UD Team Brooklyn and UD Team II Bronx, where we have located in private facilities since opening. The facility will not house any residential facilities.

G. Insurance

UD Team III will use the same Insurance Broker and plan currently used by UD Team. This plan provides all the necessary coverage and limits required and has been included in the budget based on actual expenditures at UD Team over the past five years. The current, and expected Insurance coverage is as follows:

Property Coverage	Limit
Business Personal Property	\$150,000
Business Income W/Extra Expense	\$593,000
Crime Coverage	Limit
Employee Theft	\$500,000
Inside/Outside Premises-Theft of Money & Securities	\$100,000
Computer Fraud & Funds Transfer	\$100,000
Sexual/Physical Abuse or Molestation Liability Coverage	Limit
Each Occurrence	\$1,000,000
Aggregate Limit	\$3,000,000
Coverage: General Liability/Employee Benefits Liability Coverage	Limit
Each Occurrence Limit	\$1,000,000
General Aggregate Limit	\$3,000,000
Products/Completed Operations Aggregate Limit	\$3,000,000
Personal and advertising Injury	\$1,000,000
Employee Benefits Liability	\$1,000,000
Employee Benefits Aggregate	\$3,000,000
Automobile Liability Coverage	Limit
Hired Automobile Liability	\$1,000,000
Nonowned Auto Liability	\$1,000,000
Coverage	Limit
Employment Practice Liability	\$1,000,000
Insured Person & Organization	\$1,000,000
Coverage	Limit
Excess Liability	\$10,000,000 0

Workers Compensation/Employers

Coverage	Limit
Workers' Compensation	Statutory
Employers Liability Limits	\$1,000,000 0

Coverage: Cyber Liability

Coverage	Limit
Privacy Liability	\$1,000,000
Breach Notification	\$1,000,000
Media Liability	\$1,000,000
Systems Damage & BI	\$1,000,000
Regulatory Proceedings	\$1,000,000
Threats & Extortion	\$1,000,000
Payment Card Industry Fines	\$1,000,000

H. Non-Academic Operations

Health Services

UD Team III will ensure that each student has a certificate of immunization that complies with §2164 of the Public Health Law at the time of enrollment or within an acceptable time frame after enrollment. UD Team III will allow all exceptions permitted under law for medical contraindications and religious exemptions. Prior to beginning each school year, UD Team III will secure parental consent to identify students with health risks and provide accommodations to faculty and staff when appropriate. If UD Team III is housed within a co-located New York City Department of Education facility, the school will seek to share health services with other schools in the facility. In that event, the school nurse will be responsible for supervising the disbursement of medication, treating students who are sick or injured, and maintaining records and correspondence in secure facilities. If UD Team III is housed in a private facility, and has any student that requires health services that must be provided by a school nurse, UD Team III will seek a placement from the NYCDOE and that nurse will provide all necessary responsibilities to all students. If the school is located in a private facility, and does not have any student that requires the medical services of a school nurse, UD Team III will contract with an outside vendor to provide a school nurse to provide similar health services in accordance with §2853(4)(a) and §912 of the Education Law. All faculty and staff will have access to first aid resources with at least two staff members being certified in First Aid and cardiopulmonary resuscitation. UD Team III will maintain appropriate access to automated external defibrillators (AED) as required by §917 of the Education Law and ensure that two or more staff members are certified in their operation and use.

Transportation

Urban Dove Team Charter School III students will receive transportation services for which we are statutorily eligible under §2853(4)(b) and § 3635 of the Education Law. Specifically, the NYC

Department of Education will provide or assign eligible students Metrocards based on how far they live from the school. Because Urban Dove Team Charter School III will be in session on days when New York City Public Schools are not, we shall seek arrangements with the District and MTA to provide transportation on those days pursuant to §2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements, including providing Metrocards as needed. In accordance with standard regulations, we will document the manner in which students will be transported to and from school.

Food Service

UD Team III will participate in the Federal Free- and Reduced-Priced breakfast, lunch and snack programs administered by the U.S. Department of Agriculture. We will make available to students breakfast, lunch, and a morning or afternoon snack, and adhere to all applicable requirements, including, but not limited to: meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs will be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose. Typically, students from households with incomes at or below 130% of the poverty level are eligible for free meals, while students from households with incomes between 130% and 185% of the poverty level are eligible for reduced price meals. We expect 95% of our students to qualify for FRLP and of those 75% to qualify for Free meals.

We will contract with the NYC Office of School Food and Nutrition Services for breakfast, lunch and snack through the School Food program in which all students are eligible for free breakfast and lunch and reduced price lunch for \$.25 cents. Children of parents who receive benefits such as Temporary Assistance to Needy Families (TANF), Food Stamps, WIC or any other public assistance benefits, may be eligible for free meals. Children from households that meet Federal Income Guidelines are eligible for free or reduced-price meals. After establishing a system for monitoring daily student participation in meal services, we will submit weekly MIE1 and MIE2 forms and payment to OSFNS.

UD Team III staff and the CMO Urban Dove will ensure that all other non-academic operations are managed in an effective and efficient manner. The CMO will work with the Director of Operations to handle all facility issues, with the DO handling day-to-day operations and the CMO handling larger capital issues. The DO will employ a custodial service on a monthly contract to ensure the building is operating safely and that it is clean and well kept. The DO will hire and supervise a school aide in charge of security and will ensure the proper technology and safety measures are in place at the front desk to keep the school safe and secure. The CMO will work with school leadership to ensure the school is in full compliance with all relevant laws and regulations, and will work closely with the Charter School Office to keep updated on any changes in policy or regulations. Together they will also provide any reporting, including Annual Reports, Charter Renewal documents, and DOE invoicing as needed. Student information and other record-keeping will be done on-site and will be under the supervision of the DO. Clear

and consistent information will be communicated to students and families as to how to access any and all records as needed. The DO will have on staff an IT Manager who will work with a selected outside vendor to ensure UD Team III is utilizing the latest technology while ensuring privacy and safety for all students, families and staff. UD Team III will have the benefit of being able to utilize well-established and vetted vendors, systems and procedures that have proven effective at UD Team and UD Team II, and the DO will have access to the wealth of information and experience of the DO at those schools as well.

I. Family and Community Involvement

UD Team III is a replication of a highly successful model located in Bedford-Stuyvesant, Brooklyn and operating since fall 2012. Since then, Urban Dove has also opened UD Team II Bronx in fall 2018. UD Team III will replicate the successful efforts we have made in engaging families and the community in Brooklyn and the Bronx. While UD Team III's planning team has, and will continue, to solicit input from families and the community on the viability of the school model being located in CSD 30, the major design elements of the school are already in place. Areas where we have sought the input and feedback from parents and community members has focused around recruitment of students and staff, especially our coaching staff who we would like to have existing connections to the community. We will ask for input from the community to identify high schools that are particularly struggling with their ninth grade population and to identify and form partnerships with Community Based Organizations that serve these students in an Out-of-School Time setting.

Once open and students have been enrolled, we will seek active, interested parents to participate in our PTA, School Advisory Board and on our Board of Directors. Parent involvement in all three of these school elements will allow parents to have input and ownership of the school's decisions in real time as we adjust programming, grow to capacity, establish new partnerships and begin to graduate students who will return to the community in search of jobs and/or higher educational experiences. The School Advisory Panel will also be open to other CBOs, businesses and community groups, and UD Team III will designate a staff member to attend meetings of the Community Board and Community Education Council so that we can listen and share relevant information with the community.

Communication with our families and community will be consistent. Coaches will contact parents regularly, especially if a student is absent or late, as well as to share student progress in general. Teachers will keep in regular communication with parents about the academic progress of their child, via phone calls and emails. UD Team III will hold PTA meetings every month and Parent Teacher Conferences once per trimester. In order to insure that we have an active Parent Association, similar to UD Team, we will include a parent interest survey as part of the enrollment packet. At Student Orientation, we will have PTA members (from UD Team for year 1 of UD Team III), hold an information session to recruit parents. Like UD Team, we will form an Advisory Board, which will consist of members of the PTA, Staff, Student Governments, and the Community. Parents, Students, and Staff will engage with local community

organizations, such as the local Precinct, Fire House, and CBO's to recruit a diverse group. We will also host a number of community events, such as Field Day, Pot Lucks, Game Nights, and Trips to keep families and members of the community engaged with the UD Team III mission. The Advisory Board will work together to plan and execute an annual community fair, called Dove Day. This was begun at UD Team and was very successful. Parents will also receive a monthly newsletter with updates on what is happening in school, as well as a detailed calendar of the upcoming month. Parents will also be given an anonymous survey during each parent teacher conference to provide feedback on how the school is doing, results of which are shared with staff and board. In order to ensure that ELL and their families are continually engaged, we will make sure that pertinent information, such as school letters and report cards, are available in their native language. Coaches in their communication will have a dedicated staff member to be available for translation. For example at UD Team, we had a number of ELL students whose parents spoke Spanish or Creole. On Parent Teacher Conferences, the families were provided a dedicated translator that accompanied them to each classroom in order to translate the conference.

At UD Team Brooklyn and UD Team II Bronx, we have partnered with several key organizations that provide critical support to our staff, students and families. Legal Aid and Advocates for Children are two groups that provide legal and protection services for students and families and will continue to partner with both groups at UD Team III. Exalt Youth has worked with UD Team for several years supporting our court involved youth with resources and internships. Exalt has also worked with our staff on providing professional development in the use of Restorative Justice and the School-to-Prison Pipeline. We will continue to work with Exalt in Queens with our UD Team III students. UD Team has also utilized partnerships with Crisis Intervention and Bereavement Counseling organizations to assist and provide services to our students and families. UD Team III will also continue to provide legal services to families and students through community partnerships, including cooperation with Family and Criminal Court divisions and Immigration Services through local CBOs such as Queens Community Houses and Jacob Riis. We will also use the diverse network of providers that have been developed at UD Team over the past six years to serve our students in Queens, as many of them are citywide in scope. These agencies include The Door, NY Peace Institute, Planned Parenthood, Community Counseling Mediation, Mobile Crisis Unit, Safe Horizon Counseling, and Day One. Letters of Support from many of these CBOs confirming both their interest in partnering with UD Team III as well as the need for Transfer School seats in the District are included in Attachment 2b.

J. Financial Management

Urban Dove Team Charter School III fully recognizes the Board's role as the steward of public funds, the importance of maintaining a firm financial footing, and the need to be prudent in all aspects of financial planning. UD Team has carefully managed its finances since inception, has received a clean annual audit every year, and is financially secure with substantial cash reserves. UD Team III will follow the same policies and procedures that have proven effective at UD Team. The Board will contract with Urban Dove as part of the CMO services to manage the

finances of the school. The CMO will have staff dedicated to finance, led by the Director of Finance and Human Resources. The Board will review the finances each month, and the Finance Committee will work closely with the CMO to ensure full compliance with all laws, including the completion of the Annual Report and the Annual Independent Financial Audit. The CMO will work with the Director of Operations and the Operations staff to ensure all financial procedures are being followed, inventory is being tracked and monitored, bills are being paid and proper authorization is being made for each purchase.

Budgeting Process

The Board of Trustees is responsible for approving the school's budget each year. Led by the Finance Committee, the Board tasks the School Leader to work with the leadership team to create a budget for the upcoming year, based on the program needs. Once the School Leader has developed a budget, the Board tasks the CMO to review the budget with the School Leader and assist in making any corrections or adjustments as needed. Not less than forty five (45) days prior to the beginning of each fiscal year, the School Leader and CMO shall submit a draft budget to the Board of Directors for its review. The Board, led by the Finance Committee will review the budget, note concerns, suggest changes or revisions, if any, and send back to the School Leaders and CMO. A full discussion of all outstanding issues or concerns will take place within thirty (30) days and a final budget will be submitted for a vote of the full Board at the annual meeting in June, ahead of the start of the new fiscal year.

Annual Financial Audit and Reports

UD Team III will put in place policies and procedures to ensure proper oversight and control of payroll, procurement, accounting, audit, cash management, and fundraising procedures. These policies have been developed through industry best practices in non-profit management as well as high performing charter school practice. UD Team III will use accrual basis accounting in accordance with GAAP for its books, including Budget Reports, Chart of Accounts and the General Ledger, all financial statements and any reporting to the IRS or other governmental entities. UD Team III shall undergo an annual independent audit by a Certified Public Accountant (CPA) selected by the Board of Directors. The audit will be conducted in accordance with Generally Accepted Accounting Principles (GAAP) and Government Auditing Standards (GAS). UD Team III will be transparent in its accounting, and submit any and all necessary documents to the auditor. The annual audit will include a pre-audit call with the auditors and the Finance Committee of the Board. This call will ensure both parties are clear on the process, expectations and timeline for the audit. Auditors will then commence the audit, which includes work both on-site and off-site. When a draft of the completed audit has been prepared, it will be sent to the Board for review. The Finance Committee will collect feedback, comments and questions from the Board and will then meet with the auditors to discuss any outstanding issues. A final draft of the Audited Financial Statements and the 990 Tax Return (as well as any additional audit documents required) will then be distributed to the full Board of Directors for approval and adoption.

UD Team III will publish an Annual Report at the end of each fiscal year, in accordance with NYSED regulations, for public dissemination to stakeholders, with relevant programmatic and financial data. Ultimately the Board of Directors is responsible for the fiscal management of the school and will review fiscal reports on a monthly basis as provided by the CMO and the Business Manager. The Board will have a Finance Committee that will be responsible for reviewing detailed financial data and assisting the Auditor with the annual Audit. The CMO will conduct a quarterly review of the school's accounting, policies and procedures and will report out to the Board all findings.

Payroll

The Director of Operations (in Year 1) and the Business Manager (in Year 2 on) will maintain a personnel file for each UD Team III employee to include updated salary, benefits, and withholding tax information, including IRS I-9 and W-4 forms. Staff will be paid bi-weekly (non-exempt) and semi-monthly (non-exempt) by check or direct deposit through a payroll administration service such as Paychex, ADP, or CompuPay. Contractual services will be processed as accounts payable and IRS Form 1099-MISC will be issued annually to independent contractors. The Director of Operations (in Year 1) and the Business Manager (in Year 2 on) will record payroll expenditures to the UD Team III accounting system. UD Team III's School Leader and Director of Operations will review and approve each payroll, the CMO will review all payroll and 941 forms quarterly.

Procurement

The Director of Operations and the Business Manager will oversee procurement. The Operations Manager can make purchases up to \$250 for the good of the school at his or her discretion. All expenditures above \$250 must be approved by UD Team III's School Leader or Director of Operations. The Director of Operations requests bids or quotations verbally or with minor research not expected to exceed \$5,000, and in writing in the form of formal bid requests for items greater than \$5,000. Additionally, purchases of over \$5,000 will require evaluation before a purchase order is issued. All purchases over \$7,500 will be made after a comparison of at least three vendors based on price, quality, dependability, and delivery time. Payments and purchases exceeding \$7,500 will require the signature of the School Leader and the Board Treasurer. For purchases exceeding \$25,000, a competitive bid process or sole source justification showing unique qualifications of the vendor must be completed. In addition to approval from the School Leader, the Board of Directors will also review and approve competitive bid or sole source requests before an expenditure can be made.

All expenditures shall be documented by a purchase order form, regardless of amount of purchase, in advance of the transaction, bearing the required authorized signatures as well as the terms of the purchase and the account coding. Only original invoices shall be processed for payment. No photocopies or invoice duplicates shall be processed unless specifically approved by the Principal.

Only the School Leader and Director of Operations may sign checks or authorize the disbursement of UD Team III funds. In addition, checks may not be signed in advance and may not be payable to cash. Finally, a UD Team III credit card will be issued to the School Leader, and expenses charged to it will follow the same procurement procedures outlined above. Other cards may be issued if deemed necessary by the Board of Directors. The School Leader and Director of Operations will review credit card statements monthly and the CMO will review credit card statements and complete bank reconciliations quarterly. The CMO and the Board of Directors will have access to the credit card accounts on-line for Read Only purposes and can check expenditures and usage at any time.

Cash Management, Investing & Fundraising

With respect to school funds, any investment recommendations, including a risk analysis, will be made by the Board of Directors. In order to support the mission and vision of UD Team III, raising additional funds will likely be necessary. The CMO will be responsible for raising individual, foundation, and government grants. The Business Manager will thoroughly document all fundraising dollars and will ensure that any donor restrictions or mandates are complied with.

Student and Financial Records

UD Team III will comply fully with all regulations pertaining to keeping and monitoring of student records requiring the protection of student privacy. UD Team III will not disclose any information from the student's permanent records without consent of the parent or legal guardian of a student under 18 years of age, or of a student 18 years of age or older except as authorized pursuant to, or in response to, a subpoena, as required by law. The parent or legal guardian of a student under 18 years of age, or a student 18 years of age or older is entitled to access the student's school records by submitting a written request to the school's Director of Operations. UD Team III will comply with such requests within a reasonable period of time, but, in no case, more than 45 days after it has been received. All student records required to be kept confidential will be kept in a locked file in the school office and electronically in a password protected database. A detailed log will be maintained by the Director of Operations that lists who requests and/or gained access to the records and the reason for the request. The Director of Operations will maintain up-to-date and accurate student records, monitor access to those records in accordance with applicable law, and report attendance and enrollment in compliance with New York State Education Law. In addition to the Director of Operations, the only staff members at the school that will have direct access to these files will be the School Leader.

The Director of Operations will be appointed the Records Management Officer (RMO). The RMO will coordinate the development of and oversee a program for orderly and efficient management of records, including the legal disposition or destruction of obsolete records. The Board will recommend appropriate policies, regulations and procedures to the RMO. When necessary, the Board will access legal counsel to determine appropriate actions in regards to confidentiality and record keeping.

The school will maintain all financial accounts and data with an approved software package such as Quickbooks and will make any financial information available to the CMO, Board of Directors and/or the Finance Committee as needed.

K. Budget and Cash Flow; See Attachment 9; Attachment 10 is not needed.

The forecasts for Urban Dove Team Charter School III have been developed with expense projections based on actual expenditures at UD Team, best practices and benchmarks from other existing charter schools. We have been careful to forecast revenues conservatively and expenses liberally, and have made contingency plans should potential financial challenges arise. This advanced planning will allow us to focus the majority of our energies on ensuring students achieve academically and fulfilling the mission of the school. UD Team III will also utilize its Management Contract with Urban Dove to build its fundraising capacity, including having access to Urban Dove's Development, Marketing and Public Relations teams, and having access to Urban Dove's Board, networks, and contacts. The Board will review both expense and revenue projections annually, and determine the best use for potential additional revenue should there be increases in the per pupil allocation.

Basic Assumptions:

- UD Team III's enrollment plan calls for 110 students in year 1, 205 students in year 2, 295 students in year 3, and 305 students in years 4, and 5.
- 85%-90% of students eligible for free and reduced lunch, based on demographic data
- 40% of students require special education services, based on seven years of student data from UD Team and one year from UD Team II
- Conservative revenue projections with no changes in city, state, federal allocations, except for a slight increase in per pupil funding in Year 3 and Year 5
- Starting salaries and increases match the salary structure of UD Team, including the hiring of 13 coaches to support the SBYD program
- CMO Management fees of 10% of entitlement funds
- UD Team III will apply for co-location in DOE facility, but has assumed private space, with rent roll up over five-year period, to allow for per pupil revenue (similar to current lease at UD Team).
- Securing DOE facility will eliminate rent payments, security, janitorial, utilities and other related expenses and will eliminate the facility funding on the revenue side

Revenue projections are conservative and do not include competitive public and private grants, private philanthropy, or possible Learn-To-Work funds available to District Transfer Schools, although UD Team III plans to seek funds from all of these sources and UD Team has been successful in securing grants and donations over its six-year history. Additionally, we have been conservative in our revenue estimates regarding the Charter School Planning grants, which are expected to be \$1.2 MM for schools launching in 2020. However, we have budgeted at the

current award level of \$800,000 in our assumptions. While not included in assumptions, Urban Dove expects to raise substantial start-up funds in addition to CSP before the opening of the school year, including a Walton Foundation grant (similar to one secured for UD Team II) of \$325,000. Additionally, the budget makes almost no assumptions regarding increases to entitlement funds, except for a slight increase in per pupil funding in Year 3 and year 5. We consider this to be a **very** conservative approach.

UD Team III has a five-year budget projection that will allow for a successful start-up and five years of operation. The Board will review Budget-Actual financial reports at each monthly meetings and will track any potential shortfalls. At mid-year, the Board will review a revised projection to year end budget and will make a determination on what measures are needed if any, to head off any shortfalls or cash flow issues. If any shortfalls occur that cannot be managed by basic cost-cutting, however, either due to revenues falling short of projections, or to expenses unexpectedly rising, there are several contingency plans that will be available to mitigate any impact on the school's operation. In the first instance, UD Team, as the Education Corporation for both schools, will utilize its cash reserves to backstop any shortfalls, specifically if needed in start-up and Year 1. UD Team currently has over \$1,000,000 in cash reserves – far more than will be needed to account for any budget adjustments. The projections made in the five-year budget rely on actual revenue and expenditures from UD Team, and should reflect very closely the reality once approved. UD Team has never had a cash shortfall that required a contingency plan, and UD Team has never failed to meet its enrollment goals.

L. Pre-Opening Plan; See Attachment 11

In addition to provide NYSED with all items in the Opening Procedures Checklist as required, UD Team III has created a Pre-Opening Plan that anticipates all necessary steps required for a successful opening. See Attachment 11 for a complete timeline for completing key tasks between approval of the application (June 2019) and school opening (August 2020):

M. Dissolution Plan; See Attachment 12

In the event of a closure or dissolution, UD Team III has created a Dissolution that incorporates the NYSED Closing Procedures Guide. See Attachment 12 for the Dissolution Plan.

REQUIRED ATTACHMENTS CHECKLIST

Attachment #	Title	Included in Submission
Attachment 1	Admissions Policies and Procedures	Yes
Attachment 2a	Initial Samples of Public Outreach	Yes
Attachment 2b*	Evidence of Public Review Process	Yes
Attachment 2c*	Evidence of Community Support	Yes
Attachment 2d*	Evidence of District Support for Restart/Turnaround	Not required
Attachment 3	Course Descriptions	Yes
Attachment 3a	Student and Teacher “Day in the Life”	Yes
Attachment 3b	Optional Curricular Materials	Yes
Attachment 3c	Exit Standards	Yes
Attachment 4	Student Discipline Policy	Yes
Attachment 4a	Sample Weekly Student Schedule (ES, MS, and/or HS)	Yes
Attachment 4b	Sample Weekly Teacher Schedule (ES, MS, and/or HS)	Yes
Attachment 4c	Proposed First Year Calendar	Yes
Attachment 5a*	New Applicant and School Trustee Background Information Sheet (along with Resume, education credentials, and Statement of Assurance and Intent)	Yes
Attachment 5b	By-Laws	Yes
Attachment 5c	Code of Ethics	Yes
Attachment 6a*	Appendix E: Management Organization Business Plan	Yes
Attachment 6b*	Business Plan Attachments A through M	Yes
Attachment 7*	If applicable: Partnership Information	Not required
Attachment 8a	Hiring and Personnel Policies and Procedures	Yes
Attachment 8b	Resume for Proposed School Leader, if identified	Not yet identified
Attachment 9*	Budget and Cash Flow Template	Yes
Attachment 10	Evidence of Financial Support	Not applicable
Attachment 11	Pre-Opening Plan	Yes
Attachment 12	Dissolution Plan	Yes
Attachment 13	MLL/ELL Plan	Yes
Table 1	Applicant Group Information	Yes
Table 2	Public Outreach Information	Yes

Attachment 1: Admissions Policies and Procedures

URBAN DOVE TEAM CHARTER SCHOOL IIII ENROLLMENT AND ADMISSIONS POLICIES AND PROCEDURES

The admission policy at the Urban Dove Team Charter School IIII (UD Team IIII) will follow NYS Education Law Section 2851(2)(d) and Section 2852(2)(a)(b)(c)(d), which states: *A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion or ancestry. A school may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to that school.*

All aspects of the school (academic, recreational, social/emotional, etc.) will be nonsectarian as outlined in the above Sections and no tuition or fees will be charged to students for enrollment. Enrollment policy will not discriminate against any student on the basis of ethnicity, national origin, gender, disability, or any other ground that would be unlawful if done by a school and admission will not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

UD Team IIII is an ungraded alternative transfer high school. The school is programmatically designed and chartered to provide expanded learning opportunities to students at-risk of academic failure, so a student must meet the following at-risk admissions criteria to enroll:

- students who are 16 years or younger upon enrollment; **and**
- have attended ninth grade at least once and have accumulated 0 to 8 core credits upon Year 1 enrollment

Preference will be given to students in order of the following criteria:

- is a sibling of a currently enrolled student (Year 2+)
- resides in the CSD where Urban Dove Team Charter School IIII is located (students considered homeless under McKinney-Vento get to choose from two CSDs, the one they just left and the one they live in temporarily)

UD TEAM IIII will demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities and English language learners. Any student who is qualified for admission to a public school in New York State is qualified for admission to Urban Dove Team Charter School IIII. UD TEAM IIII will follow the guidelines as outline by NYSED concerning the lottery process, including the use of the NYSED Uniform Application once released. A random lottery will be held in the April

preceding the school year. Once the lottery is conducted, students who are not offered a seat will be placed on a waiting list.

In its admission policies and procedures, UD TEAM IIII will refrain from the following:

- Requiring parents to attend meetings or information workshops as a condition of enrolling students in UD TEAM IIII
- Having an unduly narrow enrollment period
- Giving enrollment preference to children of members of the UD TEAM IIII Board of Trustees or founders group
- Requiring parents to sign agreements or contracts imposing certain responsibilities or commitments to UD TEAM III as a condition of enrolling their children
- Mandating that students or parents agree with UD TEAM III's mission or philosophy
- Giving preference to or unduly targeting students interested or talented in a particular program featured by UD TEAM III

The process of student outreach will begin with building relationships in the late winter/early spring of our planning year with the principals and academic deans of the public and charter high schools in the borough of location, and if needed, in districts outside the borough, in order to identify struggling students 16 years or younger who are at-risk of not accumulating sufficient credits to be promoted to the next grade. School administrators will meet with neighborhood-based high school representatives and Guidance Counselors to introduce them to the school. UD TEAM III staff will conduct community engagement presentations and continue telephone outreach to reach those students and their families who are interested in attending UD TEAM III. In addition, UD TEAM III will run several open houses in community-based facilities to allow students and families to meet the school faculty and staff. Information regarding the application procedures, timeline and lottery, including the number of spaces available in the Year 1 cohort (the equivalent of 10th grade), will be distributed through all of these venues. Other measures to recruit student applications may include the following:

- Sending letters to residents of UD TEAM III's CSD location;
- Posting flyers and notices in local newspapers, supermarkets, churches, community centers, and apartment complexes;
- Providing information to New York City Department of Juvenile Justice to disseminate to youth exiting the system;
- Providing information to Young Adult Borough Centers; and
- Canvassing neighborhoods to further reach interested families.

To specifically target special education populations, we will emphasize the personalized nature of our educational program and explain the lengths that we go to in order to ensure that every student is achieving academically. In all community outreach,

marketing documents, and presentations, we will emphasize that the school is a free, public, open-enrollment school that is open to both regular as well as special education students. We will also provide information to DOE District 79, who we have worked with in the past, so that students exiting their programs will be aware of the opportunities provided at UD TEAM III.

Enrollment:

The timeline for enrollment is as follows: By February, the application will be made available to parents at specified locations and times, and by March the application will be available online on the UD TEAM III website. The application deadline will be April 15. If the number of applicants exceeds the number of seats available, we will hold a lottery during a community board meeting. The process for selecting students is outlined below.

A lottery will be held in the third week of April (see below for details). Families will be notified by May of their admissions status (admitted or wait-listed) through a letter of acceptance. UD TEAM III will continue outreach to admitted students' families until the deadline of acceptance, June 22. If parents do not choose to enroll their student in UD TEAM III, we will consult the waiting list and offer students admission in the order that they appear on the waiting list, following our stated preferences.

The parent or guardian of a student may withdraw a student at any time. Should the parent request a withdrawal, the Principal will meet with the family to try to resolve the situation. If the parent still wants to withdraw the student, the Parent Coordinator will assist the parent with a referral to the appropriate NYCDOE office which can assist in student placement.

Returning students will be automatically assigned a seat in the school (unless the student's parent or guardian withdraws the student voluntarily). Vacancies that are created by a student withdrawal after Year 1 will not be filled.

Lottery Procedures:

The lottery process will begin with an unbiased and unaffiliated third party selected to conduct the lottery. UD TEAM III will use an approved electronic method for the lottery: <http://www.random.org/>. The admission process will begin by giving admission to all applicants who meet the at-risk admissions criteria and reside in the CSD of UD TEAM III's location and who have a sibling in the school. If the number of these applicants exceeds the number of seats, they will be placed in a lottery and will be randomly, electronically selected by the website and the remaining names will be placed on the waiting list. If this pool does not exceed the number of seats, after they are placed, all applicants who meet the at-risk admissions criteria and reside in the CSD and have no sibling will be admitted. If this pool exceeds the number of remaining seats, they will be

placed in a lottery and will be randomly selected with remaining names placed on a waitlist. All remaining applicants who meet the at-risk admissions criteria and neither live in the CSD nor have a sibling will then be entered into a lottery and randomly selected and placed on the waiting list. If the pool of applicants who live in the CSD and have a sibling, combined with the pool of applicants who live in the CSD and don't have a sibling does not exceed the number of seats, all remaining applicants who meet the at-risk admissions criteria will be placed in a lottery and will be randomly, electronically selected until all seats are filled, with remaining applicants placed on a waiting list. The waiting list will be the only official, legal document identifying names of grade-eligible students with applications to Urban Team Dove Charter School III pending acceptance for the current school year, or when vacancies arise, based upon the order of random selection from the lottery following a recruitment period. We will keep accurate records of the waiting list containing the names, home addresses and telephone numbers/email addresses of students who entered the lottery but did not gain admission.

Letters of acceptance will be mailed to all families notifying them of their status. We recognize that parents/guardians may submit applications to several charter schools and/or private schools. We will require that parents/guardians of accepted students acknowledge their commitment to enroll their child at Urban Dove Team Charter School III by returning an Enrollment Commitment Form. This will provide a more accurate representation of enrollment figures. Should the family of an accepted student not return the Enrollment Commitment Form, we will put forth a good faith effort to contact that family. Should the family decide not to enroll their child, we will keep the child's name on file for a period of three years. We will subsequently take student names from the waiting list chronologically to reach full enrollment. Due to the parameters of our applicant absolute preferences, while we will maintain the waiting list from year-to-year, parents will be notified that eligibility requirements may prevent a child from enrolling in subsequent years. Parents/guardians of students accepted off of the waiting list in this manner will have 48 hours from the time they were notified to return the Enrollment Commitment Form. This will allow school leaders sufficient time to complete all of the requisite paperwork that is due to the NYC Department of Education concerning student enrollment.

If UD TEAM III is under-enrolled by July 1, however, UD TEAM III will continue to recruit students through a date to be determined, at which point we will close enrollment for the remainder of the academic year.

Table 2: Public Outreach Information

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
9/27/2016	Met with Anthony Lopez, new E.D. for Zone 126, a coalition of organizations in Long Island City	Met with Mr. Lopez to gauge general interest, identify key stakeholders, and create outreach strategy to secure support	Meeting in Manhattan	Identified key elected officials and community groups, invited to present at next Zone 126 Affinity Group meeting in October	Will create informational packet and prepare for Oct. meeting	1
10/27/2016	Zone 126 Affinity Group Meeting attended by CBOs, DOE school leaders, and charter school leaders	Was invited to present UD Team school model and plan for possible expansion into CSD 30	Zone 126 office, Long Island City, Queens	Positive response and clear need for a Transfer HS in the CSD	Additional meetings needed with elected officials	10, representing 8 different agencies
3/2/2017	Queens Community Board 2	Presented information on UD Team III to the full board – answered questions and received feedback from community.	Sunnyside Community Services - 3-31 39th St, Sunnyside, NY 11104	Received positive feedback, particularly around ability to serve Students with Disabilities	Offered to follow up as application proceeded	40
11/1/2018	Assemblyman Brian Barnwell	Met with the Assemblymember and discussed UD Team model and need for Transfer Schools in Queens	CB 2 Meeting	Assemblyman expressed interest in the school and model, will follow up with his office for a longer meeting after Nov. 6	Follow up meeting needed	1
11/1/2018	Queens Community Board 2 Meeting	Presented information on UD Team III to the Full Board – answered questions and received feedback on community needs, distributed flyers and surveys	Sunnyside Community Services - 3-31 39th St, Sunnyside, NY 11104	Positive feedback from several board members. Expressed need specifically for schools that serve SwDs.	UD Team III anticipates serving high number of SwDs; will reach out to Education Cmte for further input	40
11/7/2018	Met with Anthony Lopez, E.D. for Zone 126, a coalition of organizations in Long Island City	Met with Mr. Lopez to gauge general interest, identify key stakeholders, and create outreach strategy to secure support	Meeting in Astoria	Identified key elected officials and community groups		1
11/19/2018	Met with April Simpson, President of Queensbridge Houses Tenant Assoc.	Shared information on UD Team III proposal. Will hold a public meeting with tenants in December	Tenant Association office 10-44 41 st Ave, LIC, NY 11101	Ms. Simpson expressed interest in having us present to other tenants and other housing associations, will pass the information along to other stakeholders	Will follow up to arrange a public meeting	1

11/19/2018	Community Education Council 30 Public Meeting	Shared information with CEC President, requested time to present to full committee in December	CEC 30 Meeting – IS 141 – 37-11 21 st Avenue, Astoria, NY 11105	Ms. Alexander expressed interest in having us speak at the December meeting. Noticed that space is a particular issue in CSD 30.	Will present at December meeting and share space plan with committee	25
11/20/2018	Community Board 1 Public Meeting	Shared information at public meeting with the full board, met with the District Manager to coordinate being placed on the Agenda for the Education Committee meeting	CB 1 Board Meeting – 25-22 Astoria Blvd., LIC, NY 11102	DM Florence Koulouris invited us to present at the Education Committee, will follow up with a phone call. Reception to UD Team III among public was positive, questions about location.	Will follow up to present to Education Committee	50
11/20/2018	Community Education Council 24 Public Meeting	Presented to CEC and public in attendance – President Accardo and board members were very enthusiastic about the school model and the need for Transfer Schools in Queens, as was Superintendent Chan	CEC 24 – 55-24 Van Horn St., Queens, NY 11373	Comments included positive feedback from the District UFT Representative about the need for charter schools to help under-served student sub-groups with innovative models, praise for the number of SpEd students served at UD Team, and offer of help with space, if anything is presented to the CEC, they will let us know	Will follow up with President Accardo and stay in touch regarding possible siting in CSD 24	75
11/26/2018	Community Board 1 Education Committee Public Meeting	Formally added to the agenda for the meeting and presented plans for UD Team III Queens. Answered questions from committee members and public. Committee agreed to recommend to the full board that a letter of support be provided.	CB 1 office – 45-02 Ditmars Blvd, Astoria, NY 11105	Answered questions about school model, student enrollment and enrollment policy and facility plans. Heard concerns about vocational and workforce options for students who don't graduate or who don't go to college	Answered questions about UD Team model. Agreed to importance of workforce development and promised to invest more resources into this.	7
12/5/2018	Queens Community House – Ben Thomas and Ivonne Torres	Met with Executive Director and Deputy Director of Young Adult Services (who oversees the Transfer School portfolio)	Queens Community House – 108-25 62 nd Drive, Queens, NY 11375	Spoke to them about their 3 Transfer Schools and the need for UD Team. They don't take 15 year old students and very few 16 year olds, so agreed there was a big need, especially in western Queens	Will coordinate outreach with current Transfer schools to work together to ensure students have multiple options regardless of age.	3
12/10/2018	CEC 30 Public Meeting	Presented UD Team III to the full CEC and Superintendent	PS 11 – 5425 Skillman Avenue, Queens, NY 11377	Spoke to the Council about UD Team III, school model, facility search and plans and answered questions. Council was supportive, and asked to continue to work together to find space	Will continue to communicate as we move along in the process.	30

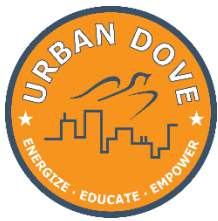
12/12/2018	Boro President Melinda Katz	Met with Education Director – Monica Gutierrez and Community Coordinator Joseph Nocerino	Queens BP office – 120-55 Queens Blvd. Kew Gardens, Queens 11424	BP Team was very enthusiastic. Will speak to the BP about a letter of support. Offered support on outreach, facilities, and liaison with the DOE.	Will follow up on letter of support and on possible space ideas availability in the Borough	5
12/12/2018	Ravenswood Houses Public Meeting	Met with residents from the Ravenswood Houses (NYCHA) and surrounding community and presented information on UD Team III Queens	Ravenswood Community Center, 35-40 21 st St., LIC, NY 11106	UD Team III was very well received by all present. Handed out and collected surveys, which were all positive. TA President invited us back to update them as application progresses, and will take under advisement our request for a letter of support	Will continue to work with TA President to keep residents updated on progress, and will attend next months meeting to solicit additional feedback	30
12/12/2018	Woodside Houses Public Meeting	Met with residents from the Woodside Houses and surrounding community and presented information on UD Team III Queens	Woodside/Sunnyside Community Center, 50-19 Broadway, Woodside, NY 11377	UD Team III was very well received by all present. Handed out and collected surveys, which were all positive. TA President invited us back to update them as application progresses, and will take under advisement our request for a letter of support	Will continue to work with TA President to keep residents updated on progress, and will attend next months meeting to solicit additional feedback	30
12/18/18	Community Board 1 Public Meeting	Presented to the Full Board of CB 1 after having met with the Education Committee. Passed out information and surveys to Board members and public in attendance. Answered questions and received feedback.	CB 1 Board Meeting – 25-22 Astoria Blvd., LIC, NY 11102	CB 1 was supportive of our application and agreed to write a letter of support if our final physical location falls within the CB boundaries. Not all of CSD 30 is within CB 1.	Will continue to communicate with the Board as we finalize location of the school	50
12/19/2018	Astoria Houses Tenant Association Meeting	Presented to the TA at the invitation of TA President Claudia Coger. Distributed information and surveys, answered questions and received feedback.	Astoria Houses Community Center, 4-05 Astoria Blvd., Astoria, NY 11102	Overwhelmingly positive response from all in attendance. Collected surveys all of which were positive. TA would like to see UD Team III adopted by Amazon as one of their community improvement projects. Answered questions about possible locations.	Will continue to communicate with Ms. Coger and the TA as the application and facility search progresses.	30
1/4/2019	New York State Senator Michael Gianaris	Met with the Senator and his Chief of Staff and presented information on UD Team III	31-19 Newton Avenue, Astoria, NY 11102	Positive meeting that focused on the process for recruiting and enrolling students. Senator said he would consider a letter of support after doing some due diligence. Also requested a visit to UD Team Brooklyn.	Will continue to keep Senator Gianaris posted of our progress and will arrange a visit.	2

1/4/2019	New York City Councilman Costa Constantinides	Met with Councilman Costantinides	31-09 Newton Avenue, Astoria, NY 11102	Very positive meeting. Shared connection with a possible facility site and a programmatic synergy with recently created boathouse for doing crew.	We continue to keep the councilman informed about our progress	2
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Attachment 2b: Evidence of Public Review Process

The following documentation is included in the Attachment:

1. An informational flyer informing the public about the proposed charter school including a feedback survey in English
2. An informational flyer informing the public about the proposed charter school including a feedback survey in Spanish
3. A flyer in English and Spanish of a public meeting at Community Board 1
4. The Minutes from the meeting with CB 1
5. The Sign In Sheet from meeting with CB 1
6. A flyer in English and Spanish announcing a public meeting at the Astoria Houses
7. The agenda and Sign In Sheet from the public meeting at the Astoria Houses
8. The agenda from a second public meeting with CB 1 at which UD presented
9. Flyer noticing a public meeting at the Woodside Houses
10. Flyer noticing a public meeting at the Ravenswood Houses
11. The agenda for the CB 1 Education Committee meeting at which UD presented
12. A flyer announcing a public meeting at the CSD 30 Community Education Council in Spanish
13. The Sign In Sheet from the CEC 30 public meeting
14. The Sign In Sheet from the CEC 24 public meeting at which UD presented
15. The Sign In Sheet from the meeting with the Queens Boro President's staff
16. Sign In Sheets from two additional Community Board meetings in 2017
17. A sample survey response from a community resident (full results of all survey feedback are in the application narrative)



Urban Dove and Urban Dove Team Charter School

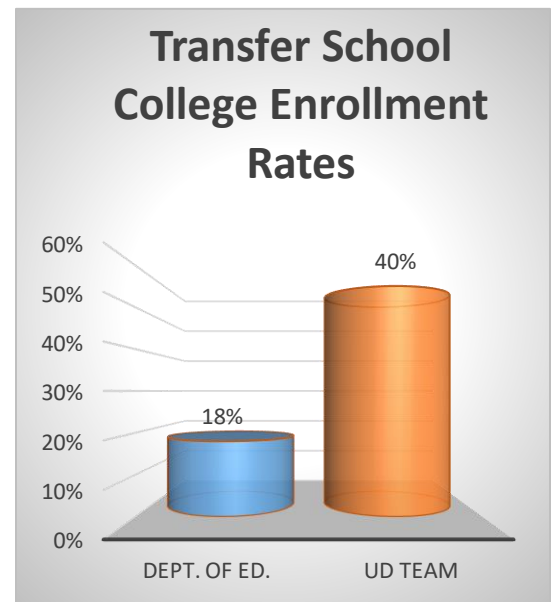
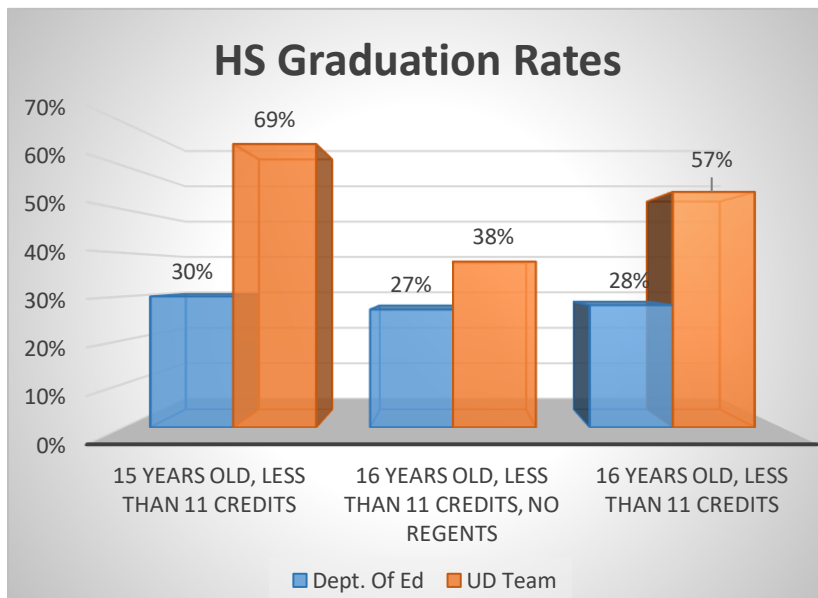
Informational Summary

Urban Dove, a non-profit with nearly twenty years of experience in youth development, has created a network of Transfer High Schools to serve New York City's Overage/Under-credited youth. Urban Dove currently operates two schools - Urban Dove Team Charter School (UD Team) Brooklyn in Bedford- and UD Team II Bronx in the South Bronx. UD Team Brooklyn opened in fall 2012 and was recently granted a full five year renewal by the Board of Regents. UD Team II Bronx is in its first year. Both schools serve a highly at-risk population – 15 and 16 year old high school students who after a minimum of one year have less than 8 high school credits. UD Team is a completely unique school model that uses a Sports-Based Youth Development framework to engage students and give them the skills they need to become successful students and get back on track to high school graduation, college and career.

UD Team Student Profile

- UD Team students enter off-track to graduate - averaging 5 credits after 1½ years of high school
- Over 40% of UD Team students are Students with Disabilities
- 95% of students qualify for Free and Reduced Lunch
- 82% of UD Team students have not passed any Regents exams upon enrollment
- The average UD Team student is reading and doing math on a 6th grade level
- 73% of all UD Team students receive counseling on a regular basis

Despite extreme academic challenges, students at UD Team are finding much greater success than their peers in similar circumstances, doubling graduation and college enrollment rates overall. The results below are a detailed analysis of UD Team's success based on the students we serve, based on outcomes for over 250 graduates to date versus the citywide average.



The Need for UD Team III Queens

Queens currently has only five Transfer High Schools, fewest of any borough, and only one of them accepts students who are 15 years old. Additionally, they all have additional admissions requirements, including credit minimums, diagnostic tests and interviews that preclude many OA/UC students from being accepted. UD Team III Queens will represent the only chance for thousands of students who are behind in high school to get a fresh start and get back on track to graduation. UD Team III will have no entrance or interview requirements and will be the only alternative option for thousands of at-risk students, helping them reach their potential and putting them on a path to healthy and successful adulthood.



Urban Dove is applying to the New York State Education Department and the Board of Regents to replicate its successful charter school – Urban Dove Team Charter School. Urban Dove has identified Community School District 30 as a possible site for UD Team III and we are seeking input and feedback from the community on the need and desire among residents for our school.

Urban Dove Team Charter School III will be a **Transfer High School for Overage/Under-credited** students who have attended high school for at least one year, are no older than 16, and have less than 8 credits. This highly at-risk population has a citywide graduation rate under 30%. Urban Dove runs identical schools in Brooklyn and the Bronx and has nearly doubled graduation rates for its students. UD Team III would open with 110 students in fall 2020 and grow to 305 students at capacity.

Please see the reverse side flyer, or contact us directly, for more information, questions, concerns, or feedback. Thank you for your time and consideration.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	CSD 30 has students that struggle in their first year or two of high school				
2.	Students who fail to pass 9 th grade should be able to transfer to a school that is a better fit for their needs				
3.	CSD 30 could use a Transfer High School specifically designed for 15 and 16 year old students who are Overage/Under-credited				
4.	There is a need for a school that focuses on youth development skills in CSD 30				
5.	A charter school that serves this population would be welcome in CSD 30				

Please provide any additional feedback, comments or concerns here:

Name (optional): _____

Street Address: _____ **Zip Code:** _____

Contact (optional): Phone: _____ **Email:** _____



Urban Dove y Urban Dove Team (*Equipo*) Charter School Resumen Informativo

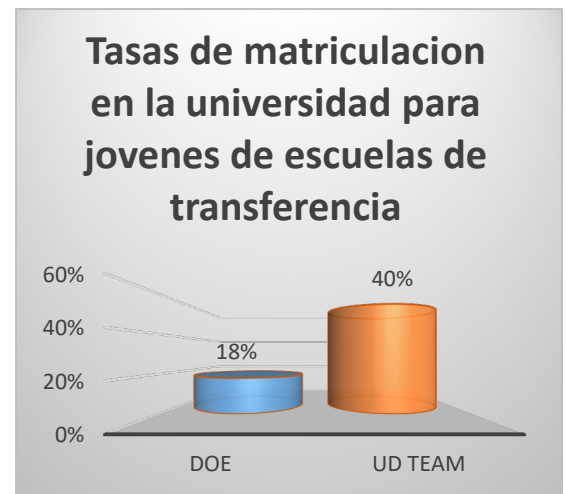
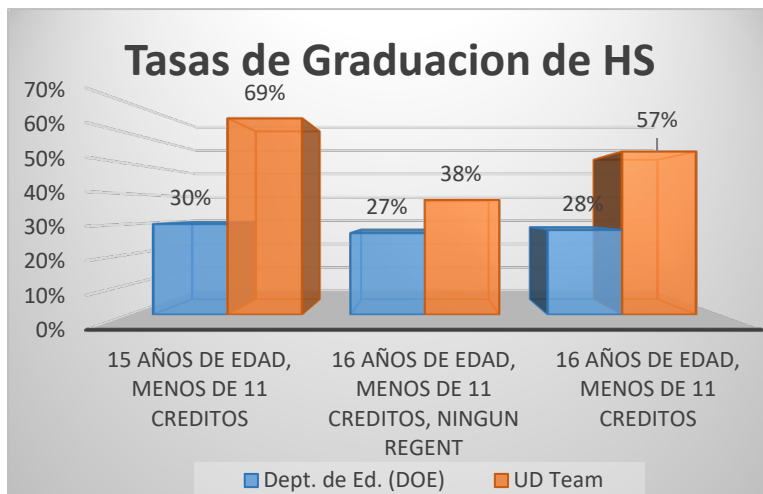
Urban Dove, una organización sin fines de lucro con casi veinte años de experiencia en desarrollo juvenil, ha creado una red de escuelas secundarias de transferencia para atender a los jóvenes sobre-edad y con pocos créditos de la Ciudad de Nueva York. Urban Dove actualmente opera dos escuelas: Urban Dove Team Charter School (UD Team) Brooklyn en el barrio Bedford-Stuyvesant y UD Team II Bronx en el sur del Bronx.

UD Team Brooklyn abrió sus puertas el otoño de 2012 y recientemente recibió una renovación completa de cinco años por parte de la Junta de Regentes. UD Team II Bronx está en su primer año. Ambas escuelas atienden a una población de alto riesgo: estudiantes de secundaria de 15 y 16 años que después de un mínimo de un año tienen menos de 8 créditos de secundaria. UD Team es un modelo escolar completamente único que utiliza un marco de Desarrollo Juvenil basado en el Deporte para involucrar a los estudiantes y brindarles las habilidades que necesitan para convertirse en estudiantes exitosos y volver al camino hacia la graduación de la escuela secundaria, la universidad y la carrera.

Perfil de los Estudiantes de UD Team

- Entran fuera de pista para graduarse – promedio de 5 créditos completados después de un año en la prepa
- Más del 40% de los estudiantes son Estudiantes con Discapacidades
- El 95% de los estudiantes califican para el almuerzo gratuito o reducido
- El 82% de los estudiantes no han pasado ningún examen de Regentes al inscribirse
- El promedio de los estudiantes está leyendo y haciendo matemáticas del nivel del sexto grado
- El 73% de todos los estudiantes reciben consejería de manera regular

A pesar de los desafíos académicos extremos, los estudiantes del UD Team están encontrando mucho más éxito que sus compañeros en circunstancias similares, duplicando la graduación y las tasas de matrícula universitaria en general. Los resultados a continuación son un análisis detallado del éxito del Equipo UD basado en los estudiantes que atendemos, basados en los resultados de más de 250 graduados hasta la fecha en comparación con el promedio de la ciudad.



La Necesidad de Una Escuela UD Team III en Queens

Queens tiene actualmente solo cinco escuelas secundarias de transferencia, la menor de todas las ciudades, y solo una de ellas acepta estudiantes que tienen 15 años. Además, todos tienen requisitos de admisión adicionales, incluidos los mínimos de crédito, las pruebas de diagnóstico y las entrevistas que impiden que muchos estudiantes de OA / UC sean aceptados. UD Team III Queens representará la única oportunidad para que miles de estudiantes que están atrasados en la escuela secundaria puedan comenzar de nuevo y retomar el camino hacia la graduación. UD Team III no tendrá requisitos de ingreso ni entrevista y será la única opción alternativa para miles de estudiantes en riesgo, ayudándolos a alcanzar su potencial y colocándolos en un camino hacia una adultez saludable y exitosa.



Por favor, vea el folleto del reverso, o póngase en contacto con nosotros directamente, para obtener más información, preguntas, inquietudes o comentarios. Gracias por su tiempo y consideración. Email or call Jai Nanda – jnanda@urbandove.org; 212-244-2131;

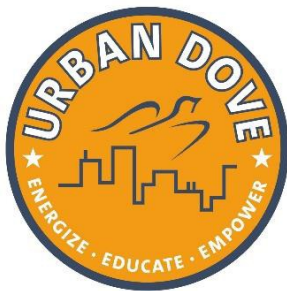
		Totalmente de acuerdo	De acuerdo	Discrepar	Muy en desacuerdo
1.	CEC 30 tiene estudiantes que luchan en su primer año o dos de secundaria				
2.	Los estudiantes que no superen el noveno grado deben ser capaces de transferirse a una escuela que se adapte mejor a sus necesidades				
3.	CEC 30 podría utilizar una escuela secundaria de transferencia diseñada específicamente para estudiantes de 15 y 16 años de edad, que son de bajo / crédito				
4.	Existe una necesidad de una escuela que se centre en las habilidades de desarrollo de la juventud en la CEC 30				
5.	Una escuela charter que sirva a esta población sería bienvenida en CEC 30				

Proporcione cualquier comentario, comentario o inquietud adicional aquí:

Nombre: (Opcional): _____

Dirección de la calle: _____ **Código postal:** _____

Contacto (opcional): Teléfono: _____ **Correo electrónico:** _____



URBAN DOVE

will hold a

COMMUNITY MEETING

Inviting all Queens Residents and Community Board 1 Members

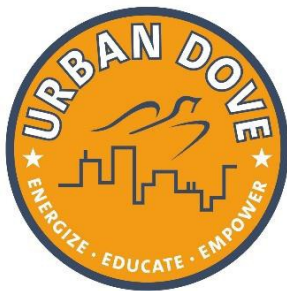
Urban Dove will be holding a public meeting for residents of Queens to discuss our plans to open a new UD Team charter school in Community School District 30. This meeting will provide more information and an opportunity for the community to give their input and feedback. Please join us.

Date: Monday, November 20th, 2018

Time: 6:30 PM

Location: 25-22 Astoria Blvd., LIC, NY 11102

For more information, please contact Jai Nanda at jnanda@urbandove.org



URBAN DOVE

tendrá una

REUNIÓN COMUNITARIA

**Invitando a todos los residentes del Queens
y miembros de la comunidad**

Urban Dove llevarán a cabo una reunión pública para los residentes de Queens para discutir nuestros planes para abrir una nueva escuela charter de UD Team en el Distrito Escolar 30. Esta reunión proporcionará más información y será una oportunidad para la comunidad dar su opinión y comentarios. Por favor únase a nosotros.

Fecha: Lunes, Noviembre 20, 2018

Hora: 6:30 PM

Ubicación: 25-22 Astoria Blvd., LIC, NY 11102

Para obtener más información, póngase en contacto con Jai Nanda at jnanda@urbandove.org

Community Board 1, Queens – Board Meeting Minutes

November 20, 2018

Meeting Opens with Chairperson, Marie Torniali at 6:30 p.m. – Pledge of Allegiance followed.

Joe Nocerino, Community Coordinator from the Office of the Queens Borough President, Melinda Katz said he had nothing to report and gave regards from the Queens Borough President and wishing everyone a Happy Thanksgiving.

Nick Roloson, Councilman Costa Constantinides' Office – He shared that Councilman Constantinides introduced a Bill that requires all City Buildings that are over 25,000 square feet retrofit the building to become more environmentally friendly. He said 70% of our emissions come from our buildings, not from power plants or the street, hope to make this legislation pass through the council and signed by the mayor and be able to make a serious dent over 40% reduction over the next 20 years. He ended by wishing everyone a Happy Thanksgiving.

Chairperson Report:

Marie Torniali, Chairperson – She stated that she attended the Borough Board. She said that the Charter Revision Committee 2019 will take a broader look at the Constitution of the City of New York including the Board of Elections, Governance, Land Use, Procurement, Campaign Finance and City Budget Process. You may go on www.charter2019.nyc and list your priorities. In addition, in a couple of days they will have more information and email to the Board members. She added that they are recommending that the Committee Chairs in particular reach out to their committee members to make city government better.

Presentation:

Chairperson Torniali introduced the Members of the LaGuardia Redevelopment Team, Richard Smyth, Shanel Thomas-Henry and Larry Gallegos.

Richard Smyth, Project Executive for the LaGuardia Redevelopment Project

(Provided a Program Slide Show to Update)

Mr. Smyth added that Lysa Scully the General Manager of the Airport and Hersh Parekh from the Governor's Office are in attendance as well and available to answer questions.

1. Construction Updates

- Concourse B slated to open in December
- Terminal B Headhouse, Concourse G and Central Hall construction progressing well

2. Project Timeline

- 2018 - Terminal B garage and Concourse B
- 2019 - Concourse G
- 2020 - Terminal B Headhouse and Concourse A North
- 2021 - Unifying canopy, Terminal C Headhouse and Concourse E
- 2022 - Concourse A West

3. Noise and Vibration Monitoring

In addition to several monitors on airport there are 9 monitors at residents' homes. If anyone feels the need for a monitor please contact Shanel or Larry. In addition, if any homeowner feels there has been damage to their property as a result of construction please contact them.

- Community Outreach Office opening in 2019
- Art exhibits continue in the Marine Air Terminal both by the Port Authority and local artists in conjunction with the Queens Council on the Arts
- New website is now live www.ANewLGA.com. Get project updates, calendar of events/ meetings, job and contracting information

Public Session:

Jesse Marchese, Executive Director of Astoria Performing Arts Center (APAC) – He shared that he wanted to update everyone. Spoke about losing their lease but they have a special invitation, they will be performing at the Variety Boys & Girls Club they have used space there for about 11 years so it is a bit of a homecoming for them. He said they are still looking for a permanent home. Mr. Marchese added that this is their 18th Season and producing a new play, “Queen” by Marjorie Shaker from January 31st to February 16th. He also added that they are also producing a revival of the Tony nominated musical “Caroline, or Change”, May 2nd to May 25th. He ended by inviting the Board.

Margaret Rodgers, Justice for All Coalition Group – She said they are working with Astoria and LIC mainly helping with Housing issues. She shared that they have a meeting on Monday, November 26 at Jacob Riis Center and hope the community speaks out. She added that the focus is on NYCHA and Amazon position to be discussed on the agenda as well. She ended by saying that flyers about the meeting are available on the table.

Desiree Conway, Student at CUNY School of Public Health and advocate in support of the New York State Bill #A9863 - She shared that it is an act that will require Medical Assistance coverage for medically tailored bills in medical nutrition therapy for the purpose of disease management. She said the bill is sponsored by the New York State Assemblyman Richard Gottfried (Health Committee Chair). She described the bill and importance of good meals and good nutrition. She ended by urging everyone to review and learn more about the bill.

Richie Cerrod, Urban Dove, Charter School Organization – He shared that they are looking to open a 3rd Charter School in Queens preferably in Community Board 1 or Community Board 2. He said that they currently have 2 other Charter schools, one in Brooklyn and one in the Bronx. He added that they are transfer schools for 15/16 year olds that are under credited. Mr. Cerrod said that they are hoping to get support from the Community Board. He ended by saying that Queens currently has 5 transfer schools and none target the same population they are targeting.

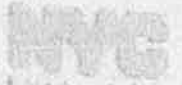
Neil Herdan – He wished the Board a Happy Thanksgiving. He said he is with Friends of Whitey Ford Field and said they have received their 2nd Park Equity initiative and would like to thank Council Member Costa Constantinides very much and also thank the Ford Family. He said this is a very exciting time for our parks. He also congratulated other small parks for receiving their parks initiative. He said that one of the Participatory Budget proposals is the signage by key areas of Astoria by the Ferry and Steinway Street. He shared that he writes a restaurant blog since 2010 and has reviewed about 300 restaurants in Astoria.

Kevin Montalvo, Founder of Queens Distance Runners – He said they have a not-for-profit organization of about 800 runners representing Queens and that they have an event on April 21st. He said the Queens Marathon’s route will take place within Flushing Meadows Corona Park. He asked the public to please reach out to him and that his friend James was handing out flyers for their upcoming fundraiser on December 16th, taking place at Flushing Meadows Corona Park. One of their runners will possibly/hopefully will represent France in the 2020 Olympics for the Women’s Marathon. He added that they have a few kids who attend 10 local high schools and are going to college on Scholarship. They are looking to get folks into distance running and that the sport is taking off like never before. He ended by wishing everyone a Happy Thanksgiving.

Luisana Santana, Director of Outreach at Community Lutheran Church located in Astoria – She invited everyone to their Live Nativity 2018 on December 9th from 9:30 am to 11 am. She said this year the donations are going to Christmas gifts to families in poverty around the world for over 500 families in Africa

Marie Torniali, Chairperson motioned for Adoption of the of the October 16, 2018 Minutes

Jean Marie D’Alleva motioned; Ed Babor seconded.



NYC Department of Social Services

HANAC Cornerstone Community Center

Visitor Log

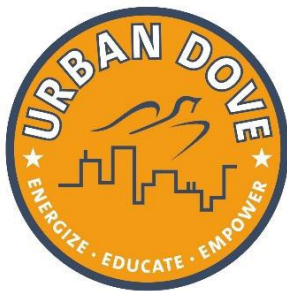
DATE: 11/20/18

Total in attendance _____

Staff _____

Serial Number	First Name	Last Name	Date	Time In	Time Out	Event / Activity	DATE
1							
2							
3				4:40		#10	11/20/18
4				4:05			12/3/18
5				2:55		Shanti	12/7/18
6				4:35	4:45	NYCD	12/10/18
7				5P		NYCD	12/11/18
8				6:30		NYC 411A	12/12/2018
9				6:30		NYC 11A	12/19/2018
10				6:30		NYC 11A	12-19-18
11				6:30		Urban Dore	12-19-18
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URBAN DOVE

will hold a

COMMUNITY MEETING

**Inviting all Queens Residents and
NYCHA Residents**

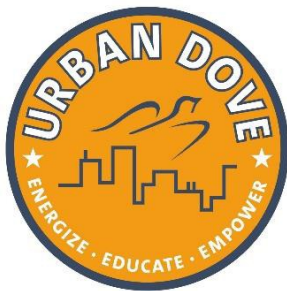
Urban Dove will be holding a public meeting for residents of Queens to discuss our plans to open a new UD Team charter school in Community School District 30. This meeting will provide more information and an opportunity for the community to give their input and feedback. Please join us.

Date: Wednesday, December 19, 2018

Time: 7:00 PM

Location: 4-05 Astoria Blvd., Astoria, NY 11102

For more information, please contact Jai Nanda at jnanda@urbandove.org



URBAN DOVE

tendrá una

REUNIÓN COMUNITARIA

**Invitando a todos los residentes del Queens
y residentes de NYCHA**

Urban Dove llevarán a cabo una reunión pública para los residentes de Queens para discutir nuestros planes para abrir una nueva escuela charter de UD Team en el Distrito Escolar 30. Esta reunión proporcionará más información y será una oportunidad para la comunidad dar su opinión y comentarios. Por favor únase a nosotros.

Fecha: Lunes, Diciembre 19, 2018

Hora: 7:00 PM

Ubicación: 45-02 Ditmars Blvd., Astoria, NY

Para obtener más información, póngase en contacto con Jai Nanda at jnanda@urbandove.org

ASTORIA TENANT ASSOCIATION INC.

4-05 ASTORIA BLVD

AGENDA

WEDNESDAY, DECEMBER 19, 2018

7:00 PM

COME OUT – ASK QUESTIONS ABOUT WHAT’S GOING ON
IN YOUR COMMUNITY

1. PSA 9 – NCO
2. EDC – ELENI BOURINARIS – QUEENS BORO DIRECTOR
TOPICS: AMAZON UPDATES AND KAYAKING REPORT
3. URBAN DOVE – JAI NANDA – EXECUTIVE DIRECTOR
4. FLOATING HOSPITAL – CYNTHIA DAVIS – OUT REACH
DIRECTOR
5. ASTORIA HOUSES – BENJAMIN COSTA – SUPERINTENDANT
6. GOODWILL INDUSTRIES – MICHAEL TORRES – OVERDOSE
SPECIALIST OF GOODWILL INDUSTRIES OF N.Y.
TOPICS: TRAINING ON NARCAN ALSO SEX EDUCATION KITS
YOU CAN USE THE TRAINING IN YOUR RESUME

ANNUAL MEMBERSHIP DUES AVAILABLE TO RESIDENT ON LEASE
AND 18 years & up
\$3.00 per year



ASTORIA HOUSES RESIDENTS ASSOCIATION, Inc.
General Residents Meeting Sign-In Sheet
For the Month of

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City of New York
Community Board #1, Queens
 The Pistilli Grand Manor
 45-02 Ditmars Boulevard, LL Suite 1025
 Astoria, N.Y. 11105
 Tel: 718-626-1021, Fax: 718-626-1072
 E-mail: qn01@cb.nyc.gov

Melinda Katz
Borough President, Queens
 Vicky Morales
Director, Community Boards
 Marie Torniali
Chairperson
 Florence Koulouris
District Manager

EXECUTIVE BOARD

Marie Torniali
Chairperson
 Norma Nieves-Blas
First Vice Chairperson
 Jean Marie D'Alleva
Second Vice Chairperson
 Richard Khuzami
Third Vice Chairperson
 Edward Babor
Executive Secretary
 Thomas Ryan
Sergeant-at-Arms

COMMITTEES & CHAIRPERSONS

Airport
 RoseMarie Poveromo
Capital & Expense Planning
 Richard Khuzami
Community & Economic Development
 Thomas Ryan
 Rod Townsend
Consumer Affairs
 Andy Aujla
Education/Library/Youth Services
 Norma Nieves-Blas
 Danielle Tharrington
Environmental Protection
 Antonella Di Saverio
Health & Human Services
 Judy Trilivas
 Daniel Aliberti
Housing
 Evie Hantzopoulos
Land Use & Zoning
 Gerald Caliendo
 Elizabeth Erion
Legal, Legislative, Parliamentary
 Melanie La Rocca
Office-Staff/Budget/PR
 Marie Torniali
Parks/Recreation/Cultural
 Nancy Silverman
Public Safety
 Ann Bruno
 Antonio Meloni
Transportation
 Robert Piazza
 Jose Batista

AMENDED

PUBLIC HEARING AGENDA
REGULAR MONTHLY MEETING & PUBLIC HEARING
Tuesday, December 18, 2018, 6:30 PM
at THE ASTORIA WORLD MANOR
25-22 ASTORIA BOULEVARD, ASTORIA

BOARD MEMBERS (cont.)

Rose Anne Alafogiannis
 George Alexiou
 Loren Amor
 Giselle Aida Burgess
 Edwin Cadiz
 Katerina Duarte
 Katie Ellman
 Mackenzi Farquer
 Dean O. Feratovic
 Amy Hau
 Helen Ho
 Pauline Jannelli
 Vanessa Jones-Hall
 George Kalergios
 Nancy Konipol
 Jerry Kril
 Frances Luhmann-McDonald
 Hannah Lupien
 Prabir Mitra
 Eric Mouchette
 Stella Nicolaou
 Mary O'Hara
 Yawne Robinson
 Manuel Salce
 Rodolfo Sarchese
 Dominic Stiller
 Andre Stith
 Kathleen Warnock

PRESENTATION –

Jai Nanda, Executive Director, Urban Dove Charter School –

- Introduction

Consumer Affairs Committee – Two (2) New Applications in the District:

- PB LIC LLC d/b/a Pig Beach, 35-33 36th Street
- John Marks (Entity to be Formed) d/b/a TBD, 32-10 37th Avenue

ELECTED OFFICIALS/REPRESENTATIVES - Announcements

PUBLIC SESSION – Members of the public are invited to speak. Limited to 2 minutes per speaker.

BUSINESS SESSION*

- Adoption November 2018 Minutes
- Chair's Report: Marie Torniali
- District Manager's Report: Florence Koulouris

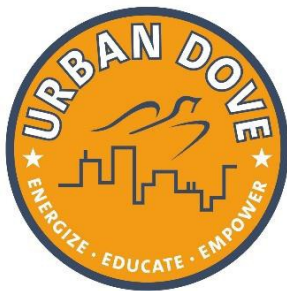
COMMITTEE REPORTS

OLD/NEW BUSINESS

ADJOURNMENT

*Only board members are permitted to speak during this portion of the meeting.

Next Regularly Scheduled Board Meeting
January 15, 2019



URBAN DOVE

will hold a

COMMUNITY MEETING

**Inviting all Queens Residents and
Woodside Houses residents**

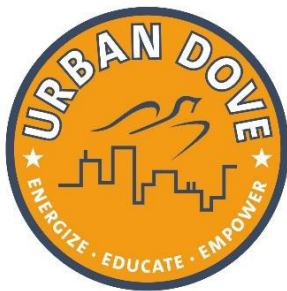
Urban Dove will be holding a public meeting for residents of Queens to discuss our plans to open a new UD Team charter school in Community School District 30. This meeting will provide more information and an opportunity for the community to give their input and feedback. Please join us.

Date: Wednesday, December 12th, 2018

Time: 7:00 PM

Location: 50-19 Broadway, Woodside, NY 11377

For more information, please contact Jai Nanda at jnanda@urbandove.org



URBAN DOVE

will hold a

COMMUNITY MEETING

**Inviting all Queens Residents and
Ravenswood Houses residents**

Urban Dove will be holding a public meeting for residents of Queens to discuss our plans to open a new UD Team charter school in Community School District 30. This meeting will provide more information and an opportunity for the community to give their input and feedback. Please join us.

Date: Wednesday, December 12th, 2018

Time: 7:00 PM

Location: 35-40 21st Street, Astoria, NY 11106

For more information, please contact Jai Nanda at jnanda@urbandove.org



City of New York
Community Board #1, Queens
 The Pistilli Grand Manor
 45-02 Ditmars Boulevard, LL Suite 1025
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COMMITTEES & CHAIRPERSONS

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 Eric Mouchette
 Stella Nicolaou
 Mary O'Hara
 Yawne Robinson
 Manuel Salce
 Rodolfo Sarchese
 Dominic Stiller
 Andre Stith
 Kathleen Warnock

AMENDED

MEMORANDUM

TO: Members of the Education/Library/Youth Services Committee & All Interested Board Members

FROM: Norma Nieves-Blas, Co-Chair
 Danielle Tharrington, Co-Chair
 Education/Library/Youth Services Committee

RE: November Committee Meeting:

- Discuss Advocates for Children of New York (AFC) Report
- Introduce Urban Dove Charter School Presented by Jai Nanda, Executive Director
- Old/New Business
- General Discussion

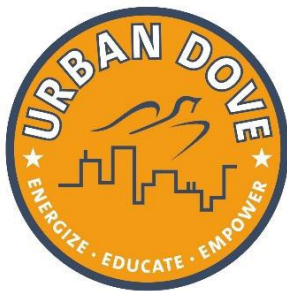
DATE: November 26, 2018

The above referenced meeting has been scheduled for **Monday, November 26, 2018, 6:30 PM at the Board Office.**

We require quorum, your attendance is very important. We will be reviewing information at the committee level.

Please call the office to state you will be attending. We would like to have an idea of how many interested Board members will be present.

Thank you.



URBAN DOVE

tendrá una

REUNIÓN COMUNITARIA

**Invitando a todos los residentes del Bronx
y miembros de CEC 30**

Urban Dove llevarán a cabo una reunión pública para los residentes de Queens para discutir nuestros planes para abrir una nueva escuela charter de UD Team en el Distrito Escolar 30. Esta reunión proporcionará más información y será una oportunidad para la comunidad dar su opinión y comentarios. Por favor únase a nosotros.

Fecha: Lunes, Diciembre 10, 2018

Hora: 6:30 PM

**Ubicación: 5425 Skillman Ave., Queens, NY
11377**

Para obtener más información, póngase en contacto con Jai Nanda at jnanda@urbandove.org

CEC24 SIGN IN SHEET

Project: CEC24 Monthly Meeting

Meeting Date: November 20, 2018

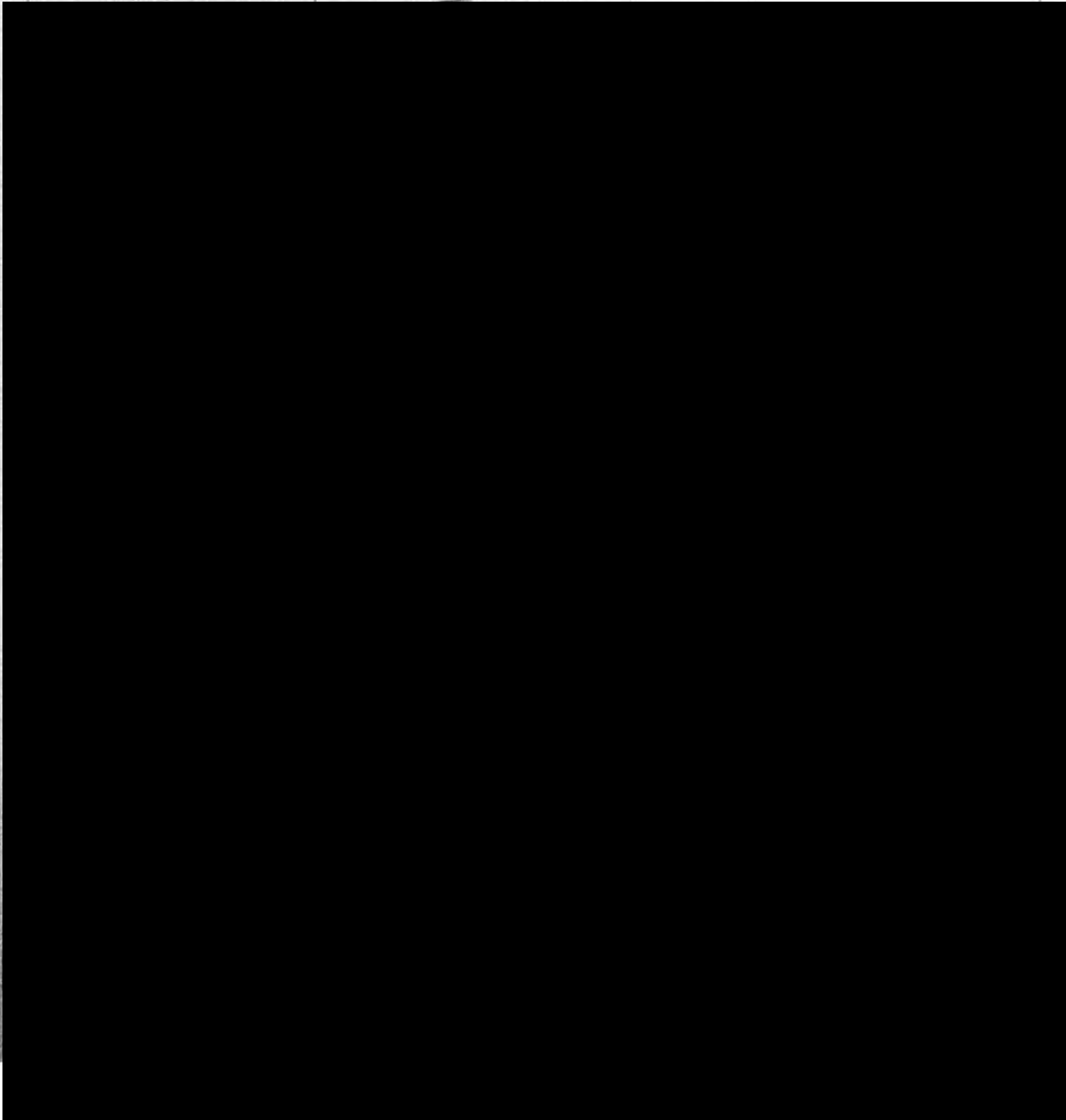
Facilitator: Lucy Accardo, President

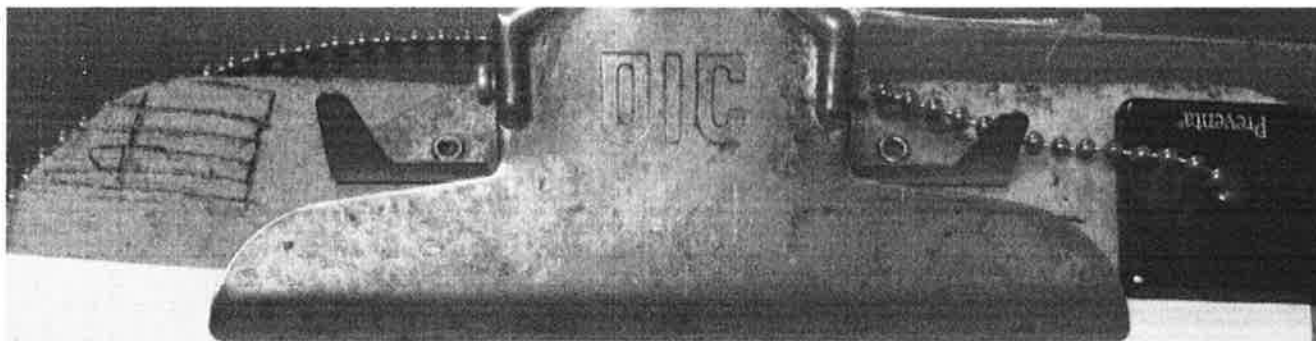
Place/Room: Public School 102

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NAME

print
AFFILIATION/SCHOOL

print
EMAIL





SUNNYSIDE
COMMUNITY
SERVICES

COMMUNITY BOARD #2 MEETINGS

DATE: 11-1-18

NO. #	TIME IN	PRINT NAME	SIGNATURE
1.	5:21		
2.	5:24		
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Office of the Queens Borough President
MEETING SIGN-IN SHEET

DATE 12 / 12 / 2018 B.P. STAFF NAME _____
(MM/DD/YYYY)

Monica Gutierrez / Joe Nocera
URBAN DOVE

MEETING _____

Name and Title	Organization	Address (including zip code)	Telephone	E-mail
			() -	
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			() -	
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SUNNYSIDE COMMUNITY SERVICES

Date: 3-2-17

VISITORS SIGN IN SHEET

TIME IN	PRINT NAME	SIGNATURE	DEPT / PROGRAM	TIME OUT
11:21				
11:29				
11:32			cia Elizabeth Cronky	
11:43				
11:43				
11:57			office	
12:21				
1:09			office	
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3:24				



SUNNYSIDE COMMUNITY SERVICES

VISITORS SIGN IN SHEET

Date: 3-2-17

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			Office	
9:38				
9:46				
9:55				
10:00				
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10:04				
10:26				
10:28				
			Office	
10:58			HHA Training	
11:12			Office	

COMMUNITY BOARD #2 MEETINGS

DATE: 2-2-17

NO. #	TIME IN	PRINT NAME	SIGNATURE
1.	5:40		
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COMMUNITY
SERVICES

COMMUNITY BOARD #2
MEETINGS

DATE: 2-2-17

NO. #	TIME IN	PRINT NAME	SIGNATURE
1.	6:50		
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25.	u		

COMMUNITY BOARD 2
43-22 50th Street, Box 2B
Woodside, NY 11377
Telephone: (718) 533-8773
Fax: (718) 533-8777
e-mail address: cb2@chase.com

PUBLIC COMMENT SPEAKERS LIST

MEETING DATE: March 2 2017 CB2 Meeting

PRINT NAME CLEARLY

AFFILIATION
ADDRESS

TELEPHONE
NUMBER

FAX
NUMBER

PRINT CLEARLY YOUR E-MAIL ADDRESS

Dorothy Kominsky

Pat Lowenhaupt

JEFF GUYTON

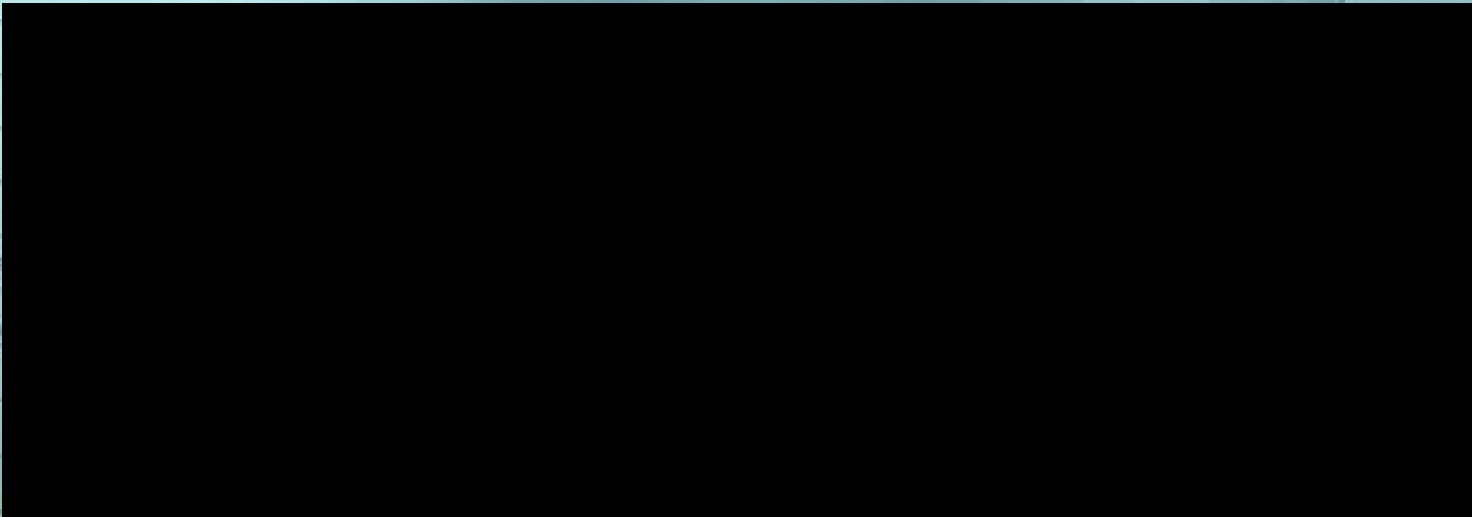
Amadeo Plaza

Madeine Lo

Eryca de Jesus N

Bryan Fitzgerald O

JAN NASOBA



Public comment speakers list (green) attendance



Urban Dove has applied to the New York State Education Department and the Board of Regents to replicate its successful charter school – Urban Dove Team Charter School. Urban Dove has identified Community School District 30 as a possible site for UD Team II and we are seeking input and feedback from the community on the need and desire among residents for our school.

Urban Dove Team Charter School II will be a **Transfer High School for Overage/Under-credited** students who have attended high school for at least one year, are no older than 16, and have less than 8 credits. This highly at-risk population has a citywide graduation rate under 30%. Urban Dove has run an identical school in Bed-Stuy Brooklyn for the past five years and has nearly doubled graduation rates for its students. UD Team II would open with 100 students in fall 2018 and grow to 305 students at capacity.

Please see the reverse side flyer, or contact us directly, for more information, questions, concerns, or feedback. Thank you for your time and consideration.

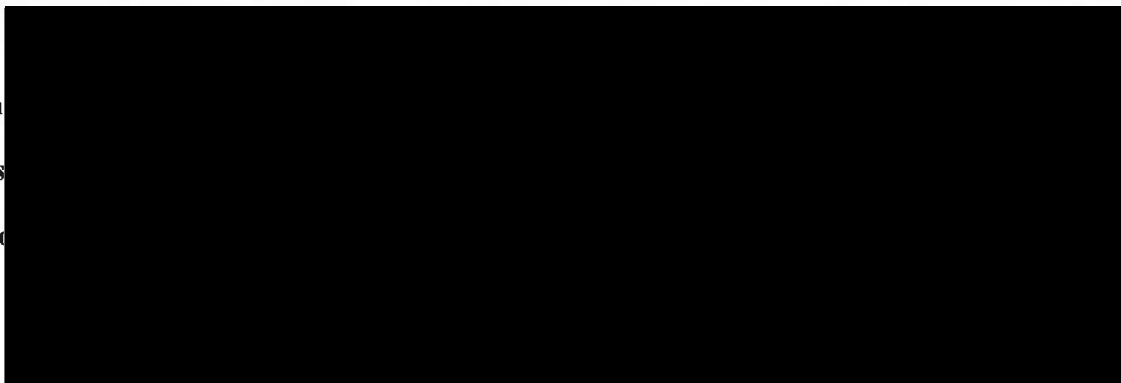
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	CSD 30 has students that struggle in their first year or two of high school	X			
2.	Students who fail to pass 9 th grade should be able to transfer to a school that is a better fit for their needs		X		
3.	CSD 30 could use a Transfer High School specifically designed for 15 and 16 year old students who are Overage/Under-credited	X			
4.	There is a need for a school that focuses on youth development skills in CSD 30		X		
5.	A charter school that serves this population would be welcome in CSD 30	X			

Please provide any additional feedback, comments or concerns here:

Name (optional)

Street Address

Contact (optional)



[Handwritten signature]

Attachment 2c: Evidence of Community Support

The following documentation is included in the Attachment:

1. A letter of support from New York State Senator Michael Gianaris
2. A letter of support from Advocates for Children
3. A letter of support from Eskolta
4. A letter of support from Exalt Youth
5. A letter of support from Zone 126



THE SENATE
STATE OF NEW YORK
ALBANY 12247

SENATOR MICHAEL N. GIANARIS
12TH DISTRICT

January 4, 2019

Mr. David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Avenue
Albany, New York 12234

Dear Mr. Frank:

I write in support of Urban Dove and its interest in providing a high-level of education to students in Queens.

Urban Dove's commitment to serving students in need fills a gaping hole in the educational system in New York City.

The team at Urban Dove takes students from public schools who are 15 and 16 years old, with less than 11 credits and students with disabilities. Urban Dove prides itself on securing positive outcomes for high-risk student populations in its Brooklyn and Bronx schools by empowering these children through team-based enrichment and a low student to faculty ratio. Urban Dove strives to provide under-credited students an interdisciplinary academic foundation and a strong sense of self that can better enable them to determine their own futures.

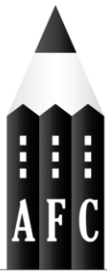
Currently, Queens has five transfer schools but none located in western Queens. Urban Dove pledges to provide 305 seats to serve the young men and women in our community who are struggling in their first few years of high school and need an alternative path that can engage, educate and empower them.

I look forward to working with Urban Dove to help students reach their full potential and I applaud its determination to improve education in Queens.

Sincerely,

A handwritten signature in black ink that reads "Michael N. Gianaris". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Michael N. Gianaris
Deputy Majority Leader
New York State Senate



Advocates for Children of New York

Protecting every child's right to learn

December 17, 2018

New York State Education Department
Charter Schools Office
89 Washington Avenue
Albany, N.Y. 12234
CharterSchools@nysed.gov

Via Electronic Mail

Re: New School Application of Urban Dove Team Charter School

To Whom it may Concern

I am writing on behalf of Advocates for Children of New York (“AFC”) in reference to Urban Dove Team Charter School’s (“Urban Dove”) application to open and operate a new charter school focusing on serving over-age and under-credited students in Queens, New York.

For more than 40 years, AFC has worked to promote access to the best education New York can provide for all students, especially students of color and students from low-income backgrounds.

Although AFC has not reviewed and takes no position on any specific application submitted by Urban Dove or any other charter school applicant, I write to highlight the critical need for more public schools that serve over-age and under-credited students and provide opportunities for accelerated credit accumulation to enable these students to graduate from high school with a Regents or Local diploma before they age out of school.

While New York City has more than fifty transfer high schools serving over-age and under-credited students, only a handful of these schools provide opportunities for students to earn credits at an accelerated rate; the need for these programs exceeds their availability. Furthermore, many transfer schools require students to have a minimum of 10 credits to be eligible for admission. This leaves over-age students with few or no credits very limited options for alternative programs that can provide them the support they need to re-engage in school and get back on a path towards graduation.

Over-age students are more likely to be students of color and to have special education needs than on-track students. In addition, AFC’s over-age and under-

Board of Directors
Eric F. Grossman, *President*
Jamie A. Levitt, *Vice President*
Harriet Chan King, *Secretary*
Paul D. Becker, *Treasurer*
Matt Berke
Jessica A. Davis
Lucy Fato
Robin L. French
Brian Friedman
Kimberley D. Harris
Caroline J. Heller
Maura K. Monaghan
Jon H. Oram
Jonathan D. Polkes
Steven F. Reich
Veronica M. Wissel
Raul F. Yanes

Executive Director
Kim Sweet

Deputy Director
Matthew Lenaghan



credited clients have often experienced homelessness, court-involvement, and other school disruptions. These students often disengage from school because they feel like failures, do not have clear pathways to graduation, and lack the appropriate school-based support needed to sustain the academic rigor required to pass Regents exams and accumulate credits. It is critical that New York City create and expand schools and programs to support these young people.

To that end, I urge the Board of Regents to support and encourage the expansion of schools that, like Urban Dove, serve over-age and under-credited students.

As you consider Urban Dove's application to open and operate a new charter school, we strongly urge you to consider the need for more schools that provide expanded options for over-age and under-credited students.

Please do not hesitate to contact me at [REDACTED]
[REDACTED] with any questions.

Sincerely,

Harold Hinds
Staff Attorney, Charter Schools Initiative



David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Avenue
Albany, NY 11234

December 14, 2018

Dear David:

I hope all is well with you! It is with great enthusiasm that I write this letter of support for Urban Dove and their proposed Transfer High School – Urban Dove Team Charter School III Queens in Community School District 30.

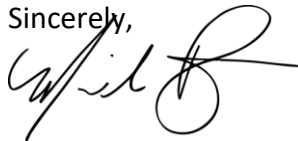
As you know, Eskolta is one of the premier organizations working with transfer schools in New York City today. We have led more than 100 design projects to help schools reach their overage, under-credited youth and are the sponsors of New York City's annual transfer school conference that brings together more than 1,000 educators from transfer schools every year.

We have had the opportunity over the last two years to work with Urban Dove. At the beginning of that engagement, we had the opportunity to see how the school had solidified its work under the leadership of Amit Bahl. Since then, we have been impressed by the promise of key aspects of their model: the gender-based teams, the cohorts that travel together, the sports-based block scheduling, and the team-teaching model all appear to contribute to an environment that has helped to engage students and build trusting relationships. In addition, the school's culture and commitment to mastery learning and individualized instruction show great promise.

I have seen that when expansion of models is thoughtful and strategic, benefit can arise from drawing upon effective practices in one transfer school and carrying them to a new context, where they can be further refined and developed to reach a new population. We have now had the pleasure of working with Sharon at Urban Dove II and have seen the thoughtful approach to expansion that Urban Dove is taking. It would be great to see this blossom into a third Urban Dove.

I would be happy to discuss this further or answer any questions you may have.

Sincerely,



Michael Rothman
Executive Director



elevating expectations for **youth**

December 19th, 2018

To Whom It May Concern:

It is with great pleasure that I provide a statement of support for the potential expansion of Urban Dove Team Charter School to an additional location in Queens. **exalt** is a non-profit organization based in New York City and that serves young people from New York City's five boroughs. **exalt's** mission is to elevate expectations of personal success for youth ages 15-19 who've been involved in the criminal justice system. We inspire youth at a critical crossroads to believe in their worth, from the first steps in contemplation, through the journey to create lasting behavioral change.

We have successfully partnered with Urban Dove Team Charter School on a variety of initiatives. Successful collaborations have included the creation of a pipeline of referrals of Urban Dove students into the **exalt** Youth Core Program, collaborating with Urban Dove faculty and counselors to support **exalt** Youth participants in Supreme Court, as well as Professional Development on Restorative Justice practices and Critical Pedagogy Methodologies provided to Urban Dove from **exalt** staff members. **exalt** Youth recognizes that Urban Dove Team Charter High School's unique and innovative approach which is based on sport-based pedagogical engagement for overaged under-credited youth, is an extremely effective and powerful model, and Queens would be well-served to gain a UD school in the near future.

If you have any additional questions about our partnership and work with Urban Dove Team Charter School, please do not hesitate to contact me. You can reach me at [REDACTED] email me at [REDACTED]

Brian Lewis,

A handwritten signature in cursive script that reads 'Brian Lewis'.

Deputy Director, Programs
[REDACTED]



December 18, 2018

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Avenue
Albany, NY 11234

Dear Mr. Frank:

It is with great enthusiasm that I write this letter of support for Urban Dove, and their proposed Transfer High School – Urban Dove Team Charter School III in Community School District 30 in Queens. Urban Dove has achieved positive outcomes for this high risk population in both their Brooklyn and Bronx schools, and we believe their experience qualifies the organization to help fill this important educational need.

Zone 126 works on behalf of Long Island City and Astoria's families who lack the human, social, emotional and civic capital to improve their lives. Children in economically unstable homes, especially black and brown children, are more likely to fall behind academically. Unemployment and underemployment continues to erode already limited options to build stability in a child's life. This is why opportunities to improve educational outcomes are critically important to our families in Zone 126's catchment area.

In the work we do at Zone 126 with children/youth and families, we have seen too many students who struggle in high school and are unable to find alternative high school settings where they can learn and be successful. Queens suffers from only having five Transfer High Schools in the borough, and none of them are located in CSD 30 or the neighboring CSDs.

The 305 seats offered at Urban Dove Team Charter School III will be easily filled by the young men and women who are struggling in their first few years of high school and who need alternative models that can engage, educate and empower them. We would welcome UD Team III to our community and would look forward to working with them in helping our students reach their full potential.

Please feel free to contact me if I can be of any assistance and thank you for your time and attention.

Sincerely,

Anthony Lopez
Executive Director, Zone 126

Attachment 3: Course Descriptions and Course Sequence to Graduation

ELA: One of the major causes of disengagement among high school students is when they are reading below grade level. At UD Team III, we will use the Read 180 Universal program as the ELA curriculum in Year 1. This program is designed to improve students' reading level, vocabulary, reading fluency, and expository writing. Administering this to Year 1 students provides them with the support they need for the literacy demands of the US History Regents Exam. Read 180 is aligned with the Next Generation Learning Standards and provides a ratio of 30% literary and 70% informational texts. Read 180 will provide the foundation for the ELA classes in Years 2 and 3 that focus upon class texts, literary analysis, and all other forms of writing, including personal narrative, persuasive, and creative writing.

Math: Based on our experience at UD Team and research conducted around Transfer School students, we can anticipate that students will enter UD Team III with an average 5th grade numeracy level. In order to bring students up to grade level and ensure that they meet the College Readiness benchmark of 70 on the Algebra Regent before graduation, we will create a three year math program to support struggling Math students. We will use the Math 180 program which will serve as a math intervention program for all Year 1 students. Math 180 is designed around the Next Generation Learning Standards. Using a blended learning model, students will review and learn the basic math skills needed to be Algebra Ready. We will then offer Algebra for the first time in Year 2 when students have gained the foundational skills necessary to be successful. For students who meet the college readiness benchmark of 70 on the Algebra Regent, we offer Algebra 2/Trigonometry. For students who pass the Regent, but don't meet the College Readiness benchmark, we will offer a bridge to college math class. Students who are not successful on the Algebra regent will continue to take an Algebra course until they pass. All of our math courses will be based around the Engage NY curriculum.

Social Studies: We will offer Participation in Government, US History 1, and US History 2 in Year 1. We will do this so that students can in one year get the full US preparation for the Regent in June. We will offer Economics in the first Trimester of Year 2 as it will be a natural transition for students from US to Global History. Global 1 will then begin in the second Trimester of Year 2 and they will take Global through the January Regents in Year 3. This will free up the Social Studies teachers to primarily work with students who have not yet passed either of the History Regents during the third Trimester of Year 3.

Science: We will offer all of our Science courses in Year 2 and Year 3. Earth Science will be taught in Year 2 and Living Environment in Year 3. The curriculum will be rooted in the Next Generation Literacy Standards, focusing highly on non-content vocabulary acquisition. Students will complete labs on a weekly basis.

Theater Arts: Theater Arts will be offered to students in Year One and it will fulfill the NYS High School Arts credit requirement. The year long course is designed to support team building and youth development. Units in this course include Ensemble Building, Drama Toolbox Exploration, Improv, Monologues, Scene Study, Play writing, and Technical Theater. The course will be rooted in Next Generation Learning Standards, focusing on reading, writing, and speaking.

Foreign Language: UD Team III students will be offered Foreign Language courses in Year Three. This course will fulfill the NYS High School Foreign Language requirement for High School students. As with UD Team and II, we will be using the renowned Rosetta Stone program for this course. The Rosetta Stone Program, in line with UD Team's individualized approach to instruction, is student paced. Students will be able to select a language of their choice and use the Rosetta Stone program to learn how to read, write, and speak in that language. Teachers will provide supplemental support and resources to reinforce the Rosetta Stone curriculum.

Curriculum Scope and Sequence to Graduation

	Year 1	Year 2	Year 3
ELA	English 1, 2, 3	English 4, 5, 6	English 7, 8, College Ready ELA
Social Studies	Participation in Gov't, US 1, US 2	Economics, Global 1, Global 2	Global 3, Global 4, Elective
Science		Earth Science 1, 2, 3	Living Environment 1, 2, 3
Math	Pre-Algebra 1, 2, 3	Algebra 1, 2, 3	College Ready Math
For. Lang			FL 1, 2, Elective
Art/Music	Drama 1, 2, 3		
Youth Dev.	SBYD, HiRisers, CAS	SBYD, HiRisers, CAS	SBYD, HiRisers, CAS
Electives	Teacher designed	Teacher designed	Teacher designed
Regents	June-US History	January-ELA June-CC Algebra, Earth Science	January-Global June-Living Environment

Attachment 3a – A Day in the Life

A Day in the Life of a Teacher

Our arrival time is 8:30, giving time for prep and check-ins with other staff. Although each league may vary, each teacher teaches 4 classes, has 2 prep periods and one lunch period each day.

At 8:45, our teachers host a homeroom circle in the classroom. This is the first greeting to students for the day, and an opportunity to check-in about student needs, school-day events, academic/athletic/behavioral goals, or even current events. The team's coach, as well as any other homeroom staff, are present as well, so it's also an opportunity for cross-departmental collaboration to support student needs. It's a familial and typically positive start to the day, as students and staff finish their breakfast and connect.

The instructional day schedules vary across leagues. League one teachers have their classes early in the day, allowing the younger students to focus on SBYP solely in the afternoon. League two teachers split their day, teaching a couple of morning classes, then finishing the instructional day in the afternoon. League three schedules are spread evenly across the day.

The instructional periods themselves can look very different from day to day, or even period to period. Since the curriculum is student-paced rather than whole group, the ICT model is always either parallel teaching or stations teaching. In parallel teaching, both teachers work with groups of students who are working on different tasks at different levels. In stations teaching, students are assigned to a teacher based on their current task, or based on their progress through the gradual release model. In either one of these models, teachers may divide their time evenly between multiple mini-lessons, check-ins with each student, extended guided practice with select students, conferring about graded work and academic/behavioral conferences. It's truly a dynamic instructional model!

Co-teachers share a full instructional schedule, and consequently are able to share common planning time. These prep periods are used for a variety of purposes including but not limited to physical classroom environment set-up, developing curriculum, planning instructional grouping and strategies, grading student work, documenting observations about students and contacting families. All of these responsibilities are shared amongst co-teachers with varying degrees of flexibility. For example, with curriculum development, co-teachers collaborate to decide on the content and skills focus, then the content area teacher designs the task while the special education teacher differentiates the work for student IEP needs. This process is consistent across all teaching teams. However, co-teachers determine their own process for meeting expectations for responsibilities like classroom environment set-up. Instructional styles

and working preferences play an important role in this division of responsibility, so co-teachers are coached to be explicit about their preferences and collaborate to meet goals.

Co-teachers are not isolated in the collaboration process. Content teams meet on alternating Tuesdays during the department-wide common planning time for co-planning and reflection. These meetings allow for curriculum alignment across leagues, development of consistent instructional strategies, peer feedback, data analysis, collaborative problem-solving and determination of departmental needs. Importantly, these meetings also provide a space to encourage connection among the department, resulting in cross-league collaboration outside of established meeting times.

Many of our teachers choose to spend their lunch period with students during the student lunch period. This is a casual place to connect, check-in and even play games. Teachers, students, coaches and support staff chat and mingle in a relaxed, positive environment. Sometimes impromptu meetings happen, while other times there's nothing but fun and food!

Teachers may also be a part of a committee, and so those responsibilities may be sprinkled into the school day. For example, a teacher on the data committee may be administering a student survey during a given prep period. Or perhaps the teacher is a league leader, and so the agenda for this week's meeting needs to be planned and emailed. Coupled with check-ins with students, one of the instructional coaches, and the DCI, teachers develop excellent time and project management skills.

On Fridays, these additional responsibilities become more prevalent. The students have a slightly abbreviated schedule on Fridays, allowing the staff to have a morning and afternoon meeting each week. These meetings have four major focuses. Whole staff meetings are with the entire staff to address school-wide needs, introduce new initiatives, enforce common practices and build community. Department meetings are broken into the three major departments in the school, so there is a chance for all teachers to examine data and refine practices. The Curriculum and Instruction department meetings are sometimes split to address the nuanced needs of content area teachers versus special education teachers. League meetings are divided into grade-level teams. Here teachers, coaches and support staff who work with the same teams are able to organize and plan to meet the attendance, behavior and engagement needs of that particular group of students. Finally, committee meetings plan school-wide efforts in the school-wide PBIS system, student mentoring, student government, senior activities, cultural awareness, social justice awareness and life skills development. While these efforts are diverse, the committees often collaborate on events and initiatives to make the experience coherent for students. Whole staff, department, league and committee meetings are given equal time on the Friday schedule.

The day can end in a wide variety of ways. The entire staff escorts the students outside for dismissal, sending greetings and supporting a safe, positive environment. From there, some teachers begin their commute, while others stick around to end their prep periods, facilitate a club, host study hall, or work out in the facilities. Just as the extended day provides opportunities for students, there are ample opportunities for teachers to deepen their work.

A Day in the Life of a Student

The day starts earlier for many students, as the school gym is first to open at 7:30 each morning. A staff member facilitates morning exercise with stretching, basketball drills, shooting competitions and morning motivation. Other students gather in the cafeteria closer to the start time and have breakfast, which continues when students head to their homeroom classrooms for a check-in with their team. League one and league two students spend their entire day together, so it's important to set a collective tone for the day and check-in periodically.

Students have four academic classes that they attend daily, and those courses change each trimester. Typically, students are enrolled in ELA, math, social studies and science. The coursework for each of these classes is highly differentiated and student paced, so the work should be accessible and developing student skill levels. Students are also enrolled in health and College All Stars, which they take once weekly. Health is taught by the team coach, so students feel comfortable asking questions and driving discussion about sensitive topics. College All Stars is facilitated by a counselor who teaches in-depth information about college and post-secondary opportunities, while developing skills for engaging in advisories and mentorships.

Two periods are dedicated each day to SBYD each day, so students have an opportunity to release energy, develop athletic skills, build teamwork, process lessons and prepare for competition. The SBYD schedule is different each day, so students are engaged in multiple athletic capacities in a given week. For some students each day, that also means facilitating their own SBYD programming through the Hi-Risers program. For students, engagement with the coach and the team are some of the most important parts of the day.

Just as some students arrive early to engage in morning gym, even more students stay late to participate in a variety of activities. Open gym is still an option if there isn't an organized athletic event on a given day. Many students also work out in the weight room, or attend class like yoga or kickboxing facilitated by a staff member. Some students spend their energy on academic pursuits, completing assignments or Regents prep in study hall. Still others engage in clubs, such as running club, cheerleading, music or yearbook.

At some point in the school year, each team will be in season for their given sport, so students experience the extended hours of the student-athlete. Game days are hyper-focused for

students, as they develop a winning perspective from the beginning of the day. Whether it's a travel game or a home game, there's a buzz among students about their performance for the day. Home games are packed with student spectators, spirited staff, proud parents and animated cheerleaders. The morning after a big home game win is cheery in this proud community!

Attachment 3b: Optional Curricular Materials

A. Sample Task

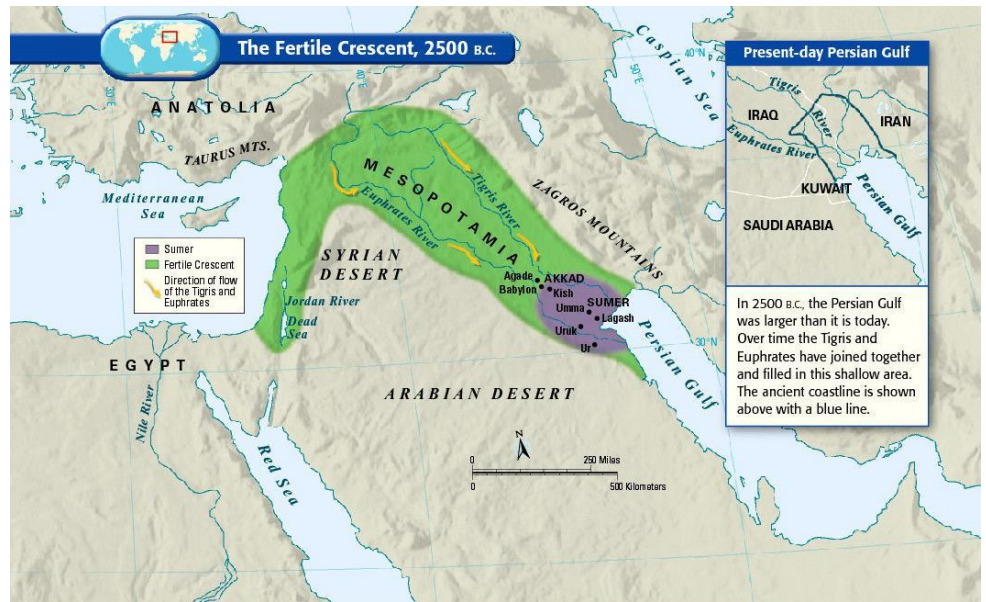
Global History Unit 1 Early Civilizations; Task 2 Mesopotamia

GLOBAL Unit 1 Task 2: Mesopotamia	Agenda
<p><u>Essential Questions:</u> <i>How and why did Ancient and Classical Civilizations develop?</i></p> <p><i>How has geography impacted the cultural and intellectual life of human civilization?</i></p> <p><i>What can the history of Ancient Civilizations tell us about the world today?</i></p> <p>Outcome:</p> <p>1. Content Acquisition</p> <p>a. Given mini-lesson [Scaffolded notes/college lecture/secondary source documents/video] students will understand and explain how geography and agriculture impacted the establishment of civilization in Ancient Mesopotamia.</p> <p>b. On a reflection/exit ticket, students will demonstrate mastery of key vocabulary by utilizing key vocabulary in response to guiding questions, multiple choice and/or writing prompts.</p> <p>1. Primary Source Analysis:</p> <p>a. Given a close reading and socratic discussion of the primary text, the Code of Hammurabi, students will select evidence to support analysis on rule of law in Ancient Mesopotamia. []</p> <p>b. Extension: Given a close reading and socratic discussion of the primary text, the Epic of Gilgamesh, students will select evidence to support an analysis of role of religion in Ancient Mesopotamia. [knic]</p> <p>Tier1: CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>Tier 2: CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such feature as the date and origin of the information.</p>	<p>Agenda:</p> <p>1.A. Where in the world? [] <i>#BytheEU-phratesRiver</i></p> <p>1.B. What is this #HotMesopotamia? []</p> <p>STOP. COLLABORATE AND LISTEN. (Check-in with your teachers)</p> <p>1. C. Watch your eye! Hammurabi’s Code Seminar []</p>

Task 2.A – By the #Eu-PhratesRiver!

People began to settle this area around 4500, BCE.

The Rivers framing Mesopotamia are the Tigris (Ty-Gris) and the Euphrates (EU!-Phrates). Living by a river in an early civilization had its advantages. The rivers would flood at least once a year, leaving beyond a thick bed of mud called *silt*. Farmers planted grain this rich, new soil and irrigated the fields with river water. That is why this area was called the Fertile Crescent.



Even though this is a great place to set up shop, it did have its disadvantages.

- Unpredictable flooding combined with a period of no rain.
- No natural barriers for protection
- Natural Resources were limited.

Over a long period of time, the Mesopotamians created solutions to deal with their problems.

- To provide water, they dug *irrigation* ditches that carried water to their fields and allowed them to produce crops.
- For defense, they built city walls out of mud bricks.
- They traded their grains, cloth and tools with people from the mountains in desert in exchange for natural resources like stone, wood and metal.

Check it: How did the Ancient Mesopotamians overcome environmental challenges?

Teacher check-in Signature _____

Task 2.B - #HotMesopotamia

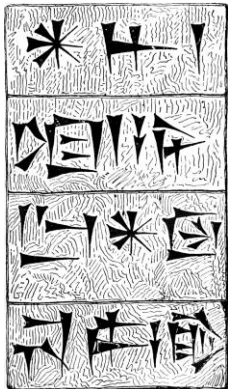
Basics of Mesopotamia

The earliest civilization was called Mesopotamia. The people who lived in Mesopotamia were called the **Sumerians**. Mesopotamia was located in an area (in present-day Iraq) called the Fertile Crescent. Five thousand (5,000) years ago, the Sumerians settled in villages in an area near the Persian Gulf (large body of water) where they started farming and trading with nearby people. Then, as more and more people started living there, the villages grew into cities. The Sumerians also had another important invention – a form of writing called Cuneiform.

What was the earliest civilization called? Who were the people that lived there?

Civilization in Mesopotamia

A. Writing:

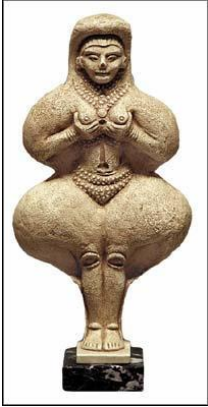


As people came together and began living in towns and cities, they needed ways to keep records for business and government. People needed ways to keep track of agreements, who owned what lands, and who owed money. In Mesopotamia, the Sumerians started using a system of writing using pictographs (a picture that represents a word – for example, a picture of a man represents a man) to keep track of records. But because it became too difficult to keep track of the pictures, the Sumerians started writing in **cuneiform**, which is made up of wedge-shaped marks that represent sounds and can be combined to form words.

Why did people come up with a system of writing?

Does the English alphabet use pictographs or writing that represents sounds?

B. Religion:



Mesopotamia was a farming society – people needed good weather and fertile soil in order to survive. Because of this, people worshipped **fertility gods**, and asked them for fertile, rich soil and good weather for their crops. Nature influenced Mesopotamian society so much that people prayed to many nature gods.

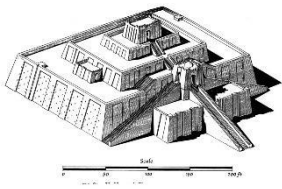
People worshipped many gods and goddesses, and they thought that these gods controlled every part of life – war, weather, disease. People thought that gods looked and behaved like humans did, but had

supernatural powers.

What kind of religion did the Sumerians have and why?

According to the Sumerians, what kinds of things did their gods control?

C. Architecture



Sumerians built **Ziggurats**, which were large pyramid-shaped temples. At the top of each pyramid was a shrine where priests honored their city's main god or goddess.

What were Ziggurats? What were they used for?

D. City Life



In the Sumerian city of Ur, there are artisans, metal workers, potters, and so on. They make and exchange goods in return for barley, fish and other foods. In another part of the city, there is the palace of the kings. In the back of the city, towering above everything else are the ziggurats, the “palaces of the gods.”

The land in Ur was partly by the temple – temple workers ran the government of the city. The rest of the land was owned by farmers who paid tributes to the temple by giving between $\frac{1}{3}$ and $\frac{1}{6}$ of their goods to the temple.

What aspects of civilization are shown in the above story about the Sumerian city of Ur?

Was Mesopotamia a great civilization? Why or Why Not?

Teacher check-in Signature _____

STOP. COLLABORATE AND LISTEN. Time for a stretch break, and check-in with your teacher

3. C . #WatchYourEye! HereComesHammurabi.

1. Brain Blaster: In our society, power is enforced by laws. Are laws, in your view, necessary in society? Why or Why Not? Explain.

Sample Task Rubric

	Exceeds Expectations	Meets Expectations	Approaches Expectations	No Evidence
Tasks 2.A-2.B Determining the Meaning of Words and Phrases as used in text, including describing the political, social or economic aspects of history/social science. (Text Annotation)	a. Student has made flashcards for every single key vocabulary word, b. all texts are fully annotated for understanding, c. Student asks questions on unclear vocab, revises annotations accordingly.	. Student has made flashcards for every single key vocabulary word, b. all texts are fully annotated for understanding,	Annotations and reading is unclear, not legible.	No evidence
Tasks 2.A-2.B Determining the Meaning of Words and Phrases as used in text, including describing the political, social or economic aspects of history/social science. (Response)	a. Responses correctly use key vocab to respond to prompts, in full sentences. b. Student revises any response to ensure proper use of word or phrase to describe content.	a. Responses correctly use key vocab to respond to prompts, in full sentences..	a. Responses may not be full sentences. b. Responses may not utilize key vocab or use them incorrectly.	No Evidence.
Task 2. C Cite specific textual evidence to support analysis of primary and secondary sources, attending to such feature as the date and origin of the information. (Seminar)	a. Annotations are robust, include interpretive questions and focused annotation b. Student fully partakes in discussion, performance conforms to seminar rubric (See rubric). c. Student pushes discussion and challenges classmates to partake in academic discourse.	a. Partake in two rounds of annotation. b. Student orally cites text to support a main idea/analysis of the primary source.	a. Annotations are not completed according to scheme, or are scarce. b. No attempt is made to engage in seminar discussion.	No Evidence.
Task C Cite specific textual evidence to support analysis of primary and secondary sources, attending to such feature as the date and origin of the information. (Written Response)	a. Annotations are robust, include interpretive questions and justifications. b. Paragraph conforms to MEAL, and includes a defensible Main Idea. c. Student responds to feedback with	a. Student fully participates in two rounds of reading primary text and completes full annotations in accordance with annotation scheme. b. Response	Questions have response but may need to utilize more key vocab or citing evidence.	No Evidence.

B. Trimester One Pacing Calendar 2018-2019

suggested unit one pacing

suggested unit two pacing

suggested unit three pacing

Monday	Tuesday	Wednesday	Thursday	Friday
September 3 Labor Day (School Closed)	4 L1 Students ½ Day	5 All Students ½ Day	6 Trimester One Begins	7
10 Rosh Hashanah (School Closed)	11 Rosh Hashanah (School Closed)	12	13	14
17	18	19 Yom Kippur (School Closed)	20	21
24	25	26	27 Unit 2 Planner Due	28
October 1 Unit 2 Task 1 Level B Due	2 Unit 2 Task 1 All Levels Due	3	4	5
8 Columbus Day (School Closed)	9 U2: Tasks 2 and 3 all levels Due	10	11	12 U2: Tasks 4 and 5 all levels Due 7 UD Cup + Brooklyn Bridge
15	16 U2: Performance Task all levels Due	17	18	19
22 Mid-Trimester Progress Report Grades and Comments Due	23	24	25	26
29	30	31 Friday Schedule	November 1	2
5U3: Planner Due	6 T2:U1 C-Map due Staff PD- No Students	7	8	9U3: All Tasks Due
November 12	13	14	15	16

Veteran's Day (School Closed)				
19	20	21	22 Thanksgiving (School Closed)	23 Thanksgiving (School Closed)
26	27 Final Exams	28 Final Exams	29	30 Trimester One Ends
December 3	4	5 Trimester One Grades and Comments Due	6	7

C. Competencies and Skills Cover Sheet

ALL COMPETENCIES	ALL SKILLS									
Orient: Orient oneself to connect with any given environment	Time management	Strategizing	Value	Prior Knowledge	Reflection	Following Directions and Procedures	Use of Language	Utilize Tools	Determining Support	Organize
UNDERSTAND: Comprehend new information presented in multiple formats	Observe	Predict	Infer	Determine Importance	Visualize	Summarize	Question	Make Connections	Synthesize	
QUESTION: Formulate meaningful questions through observation and reflection	Question Stems	Depth	Purpose	Analysis						
RESEARCH: Create and follow an effective research strategy to address questions and challenges	Determining perspective	Variety	Credibility	Methods	Use of text structure	Organizing research notes	Citations			
ANALYZE: Analyze information from various sources to form inferences and connections	Ask questions	Determine importance	Connect	Organize	Interpret					
REASON: Develop and support arguments with evidence and reasoning	Relevance	Logic	Sourcing	Relevance	Synthesis	Sufficiency				
COMMUNICATE: Communicate information and ideas with clarity and precision	Brainstorming/ Outlining	Purpose	Drafting	Perspective	Audience	Language	Tone	Transitions	Structure	Mechanics
DISCUSS: Facilitate and participate in constructive dialogue	Use of Preparation	Clarity of Statements	Engagement with others	Building on other ideas	Active Listening					

D. Curriculum Planner

UNIT TOPICS + Essential Questions	Content: (Vocab + Enduring Understandings) <i>What will students know by the end of this unit?</i>	Skills (Competencies/subskills): <i>What will students be able to do at the end of this unit?</i>	Performance Task: <i>What will student do to prove mastery of this unit's content and skills?</i>	Learning Tasks <i>What are the scaffolded learning tasks students will engage in to prepare them for mastery of the performance task?</i>		Instruction <i>How will you teach this?</i>
				Tasks: Independent Practice/THEY DO <i>What will students actually do? (Be specific) [Ideas include: answering questions, complete a graphic organizer, discussion, written response, read & annotate, solve a problem]</i>	Content/Skill: What skills/content does this task address?	Direct Instruction/Guided Practice: I DO/WE DO <i>What will your instruction look like for this task? [ideas include: modeling- demonstration- sharing sample work- think aloud- sharing scaffolded steps]</i>
				1.		
				2.		
				3.		
				4.		
				5.		
				6.		
				1.		
				2.		
				3.		
				4.		
				5.		
				6.		

Attachment 3c: Exit Standards

UD Team III Roadmap to Graduation

	Course	Credits	Regents	When?
Year 1	ELA Participation in Government US History 1 and 2 Math Drama SBYD Health Electives	3 1 2 3 3 3 1 2	US History	June
Year 2	ELA Economics Global 1 and 2 Math Earth Science SBYD Health Electives	3 1 2 3 3 3 1 2	ELA Algebra Earth Science	January June June
Year 3	ELA Global 3 and 4 Math Living Environment SBYD Health Electives	3 2 3 3 3 1 2	Global History Living Environment	January June

How do I earn a credit?

Each course is designed with three units of study. Each Unit is comprised of 6 tasks (individual assignments you must complete). Each task is graded based on a rubric. At the end of the course, you must have an average of 65 or higher in order to earn a credit for the course.

What happens if I fail a course?

The work you have completed will not go to waste. At this point, you will have to commit your own time after school, on Saturdays, or during summer school, to complete the required assignments needed to earn a passing grade.

What happens if I fail a regents exam?

You will be scheduled to take the regent during the next administration. There will be afterschool and Saturday school tutoring beginning two months prior to the exam for you prepare.

Sample Individual Learning Plan (Graduation Requirement Section)

NYS Graduation Requirements

English: 8 Credits

Social Studies: 8 Credits

Global _____

US _____

Government _____

Economics _____

Science: 6 Credits (no more than 4 credits in one subject)

Life Science _____ Living Environment, Biology, Environmental Science

Physical Science _____ Earth Science, Chemistry, Physics

Other Science _____

Math: 6 Credits

Foreign Language: 2 Credits

Art/Music/Dance/Theater: 2 Credits

Health: 1 Credit

Physical Education: 4 Credits

Electives: 7 Credits

Regents: 5 Exams

_____ + _____
SS Algebra Science English SS/Science/Algebra II

PSAT Reading _____ Math _____

SAT Reading _____ Math _____

Attachment 4: Student Discipline Policy

Urban Dove Team Charter School III Student Discipline Policy and Code of Conduct

BEHAVIORAL EXPECTATIONS

Student Code of Conduct

- Students will contribute to maintaining a safe, tolerant and inclusive school environment that is conducive to learning.
- Students will show respect to UD Team III members, coaches, staff, administration and all school property.
- Students will be familiar with and follow all school policies, rules and regulations dealing with student conduct.
- Students will attend school every day unless they are legally excused.
- Students will be in class, on time, and prepared to learn.
- Students will work to the best of their ability in all academic, athletic, and extracurricular pursuits and strive toward their highest level of achievement possible.
- Students will respond to direction given by teacher, administrators and other school personnel in a respectful, positive manner.
- Students will develop skills to control their anger and behave in an appropriate manner.
- Students will ask questions when they do not understand and seek help in solving problems.
- Students will follow the school dress code and refrain from wearing anything gang related.
- Students will accept responsibility for their actions and be held accountable for their behavior.
- Students will conduct themselves as representatives of UD Team III when participating in or attending school-sponsored extracurricular events.
- Students will hold themselves to the highest standards of conduct, demeanor, and sportsmanship—both in the classroom and on the field.

Penalties

Students who are found to have violated the school's code of conduct may be subject to one or more of the following penalties. All UD Team III staff members that have the authority to impose penalties, will do so consistent with the student's right to due process, and in consultation with the school director.

- Verbal Warning
- Restorative Circle
- Parent Meeting
- Justice Panel
- Mediation/Peer Mediation
- Community Service
- Formal Conference/Press Conference
- Suspension, full or partial
- Expulsion Hearing

A student subject to a suspension from athletic participation, extracurricular activities or other privileges is not entitled to a full hearing pursuant to Education Law S3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the director imposing the suspension to discuss the conduct and the penalty involved.

A student may be suspended from instruction only after his/her rights pursuant to Education Law 3214 as set below have been observed. When suspension in excess of five days is the appropriate response to student behavior, the student and his/her parent/guardian have certain rights set forth in the Educational Law of the State of New York and in school policy. Briefly, these rights are:

- A. to be given written notice as to the charges pending against the student,
- B. to be represented by counsel,
- C. to be afforded a hearing by the director or a designated hearing officer,
- D. to present witnesses and other evidence in his/her own behalf and to cross examine witnesses against him/her,
- E. to appeal the decision of the director after the hearing to the Board of Trustees, and
- F. to an appeal from the decision of the Board of Trustees to the Commissioner of Education of the State of New York.

A student may be expelled for:

- A. possessing a dangerous weapon or a controlled substance (including alcohol) on the school premises or at school-sponsored or school-related events
- B. physically assaulting a student or member of the educational staff on the school premises or at school-sponsored or school-related events
- C. repeated and fundamental disregard of school policies and procedures
- D. destruction or attempted destruction of school property
- E. theft or attempted theft of school property

In all disciplinary matters, students have the opportunity to present their version of the facts and circumstances that lead to the imposition of disciplinary sanctions to the professional staff member imposing such sanctions.

A decision to recommend a student for expulsion will be made by the Restorative Justice Committee and School Leader. Decisions to expel will be determined by an impartial hearing.

Students with Disabilities

Students with disabilities are expected to be governed by the same conduct and discipline policy as all students, except when it is determined that the behavior(s) for which the student was referred is a manifestation of his/her handicapping condition. The student, after determination by the appropriate personnel, will be referred to the Counsel for Special Education (CSE). The CSE, after referral, may then evaluate the action in question and determine if program modifications are appropriate, including, but not limited to additional services, counseling behavior management and/or change in placement.

The Playbook—UD Team III Behavioral Conduct Code

LEVELS

The UD Team III discipline code or the “playbook” is comprised of three levels for infractions with corresponding therapeutic interventions and disciplinary responses. The levels range from minor infractions to major breaches in school policy. The following outlines responses and interventions as determined by the level of infraction.

The goal of UD Team III’s discipline code is to create a safe, tolerant and inclusive learning environment where students can thrive. For this reason, the majority of discipline happens in the classroom and students are rarely removed from the learning environment. Only Level III and/or IIII offenses result in the immediate removal of students from their classroom or Team.

Level I

Level I: Minor misbehavior on the part of students. These actions impede on classroom or team procedures and interfere with learning. Level I infractions require basic interventions, however students with multiple or consistent Level I warnings may require more strict disciplinary actions, as outlined in Level III.

Examples of Level I infractions:

- 1.1 Cutting class or not being in the student’s assigned place
- 1.2 Leaving school without authorization
- 1.3 Insubordination
- 1.4 Bus disturbance
- 1.5 Using personal electronic devices (cell phones, ipods, etc) during school hours*
- 1.6 Consuming food/beverage at times other than school meals without permission
- 1.7 Using school electronics or supplies without permission
- 1.8 Violating UD Team III’s Internet usage policy
- 1.9 Misuse of property
- 1.10 Classroom or in-school disturbance
- 1.11 Disrespectful language or gestures
- 1.12 Failure to comply with school dress code

Procedures: Level I offenses are typically handled by individual staff members either in the classroom or on the field. Sometimes school support personnel are necessary. They will be handled with **one or more** of the following interventions:

- Verbal Warning
- Restorative Circle
- Referral to Justice Panel
- Parent Outreach/Meeting

* electronic device will be confiscated immediately and returned at the end of the day or week

LEVEL III

Level III: Frequent or serious misbehavior that disrupts the learning climate of the school and puts the safety and integrity of individual students at risk. They require interventions at both the staff *and* administrative level. Level III includes behaviors with consequences severe enough to require corrective action on the part of UD Team III administration.

Examples of Level III Infractions:

- 2.1 Continuation of unmodified Level I misbehavior
- 2.2 Abusive language towards peers and staff
- 2.3 Lying or giving false information to school staff
- 2.4 Cheating/Forgery
- 2.5 Smoking during school hours
- 2.6 Vandalism or intentional property damage (school or personal)
- 2.7 Making sexually suggestive comments, innuendos, propositions or remarks
- 2.8 Creating substantial risk of serious injury by reckless endangerment or use of an object capable of causing physical harm
- 2.9 Bringing unauthorized visitors to the school or allowing to enter school grounds
- 2.10 Gambling
- 2.11 Engaging in sexual conduct on school premises or at school related functions
- 2.12 Attempting to enter the school building without authorization (ex: breaking in)

Procedures: Level III infractions usually result in the application of Level I procedures with the possible addition of parent meetings, project assignments, referral to school counseling or outside agencies and UD Team III School Service. Level III infractions are typically addressed with **one or more** of the following interventions:

- Restorative Circle
- Parent Meeting
- Formal Conference/Press Conference
- Mediation/Peer Mediation
- Referral to Justice Panel
- Community Service
- Full or partial suspension

LEVEL IIII

Level IIII: These infractions are considered the most severe because they put the safety and well-being of UD Team III students and staff at risk. Level IIII infractions show disrespect and disregard for members of the UD Team III community and put the community at risk. Administration has zero tolerance for these behaviors and actions, and when required, may contact authorities as stated by law.

Examples of Level IIII Infractions:

- 3.1 Continuation of unmodified Level III misbehavior
- 3.2 Falsely activating a fire alarm
- 3.3 Bomb threat
- 3.4 Theft
- 3.5 Starting a fire/arson
- 3.6 Inciting or taking part in a riot
- 3.7 Possessing or selling weapons or drugs
- 3.8 Engaging in threatening or dangerous behavior; posting, distributing, displaying or sharing anything containing the threat of violence, injury or harm, including posting on the Internet
- 3.9 Engaging in sexually aggressive behavior or forcing another person into sexual activity

- 3.10 Bullying behavior, including cyber bullying; threatening, stalking, seeking to coerce, threats of harm, taunting, intimidation, including use of slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, athletic ability, religion, gender, gender identity, gender expression, sexual orientation or disability
- 3.11 Engaging in physically aggressive behavior with or without a weapon
- 3.12 Gang-related behavior (apparel, graffiti, signs etc); recruiting for a gang

Procedures: Level III infractions are serious and require immediate action by school administration. They may also call for intervention by law enforcement officials. These acts by students may result in violence or injury and they pose a direct threat to the safety of school community members, as well as disruption to the educational process. Level III infractions are typically addressed with the following interventions:

- Restorative Circle
- Mediation/Peer Mediation
- Full or partial suspension
- Community Service
- Formal Conference
- Expulsion Hearing

Attachment 4a: Sample Weekly Student Schedule

Monday through Thursday

7:30 - 8:30	Early Dove: Morning Gym, Tutoring, Breakfast					
Time		Year 1	Year 2	Year 3	Time	
8:45-9:00	HR	HR	HR	HR	8:45-9:00	HR
9:00-9:55	1	CLASS	CLASS	SBYD	9:00-9:55	1
9:55-10:50	2	CLASS	CLASS	SBYD	9:55-10:50	2
10:50-11:45	3	CLASS	SBYD	CLASS	10:50-11:45	3
11:45-12:35	4	LUNCH	SBYD	CLASS	11:45-12:40	4
12:35-1:30	5	CLASS	LUNCH	CLASS	12:40-1:30	5
1:30-2:25	6	CLASS	CLASS	LUNCH	1:30-2:25	6
2:25-3:20	7	SBYD	CLASS	CLASS	2:25-3:20	7
3:20-4:15	8	SBYD	CLASS	CLASS	3:20-4:15	8
4:30- 6:30	EXTENDED DAY: INTERNSHIPS, CLUBS, TUTORING					

Friday

	YEAR 1				YEAR 2/3	
Time		Week A	Week B		Week A	Week B
8:45-9:45		Meetings 1			Meetings 1	
9:45-10:00	HR	HR	HR	HR	HR	HR
10:00-10:45	1	SBYD	CLASS	1	CLASS	SBYD
10:45-11:30	2	SBYD	CLASS	2	CLASS	SBYD
11:30-12:15	3	LUNCH	LUNCH	3	CLASS	SBYD
12:15-1:00	4	CLASS	SBYD	4	LUNCH	LUNCH
1:00-1:45	5	CLASS	SBYD	5	SBYD	CLASS
1:45-2:30	6	CLASS	SBYD	6	SBYD	CLASS
3:00-4:00		Meetings 2			Meetings 2	

At UD Team III, Year 1 students will be offered ELA, Math/Algebra, Drama, Participation in Government (Trimester 1)/US History 1 and 2 (Trimester 2 and 3). Year 2 students will be offered ELA, Algebra/Algebra III, Earth Science, and Economics (Trimester 1), Global History 1 and 2 (Trimester 2 and 3). Year 3 students will be offered ELA, Math/Algebra III, Global History 3 and 4, Foreign Language, and Living Environment over the course of three trimesters, depending on their credit needs. All year 1 students are placed in a pre-algebra math class, however, if a student is tested to be Algebra ready, they are placed in Algebra. Year 2 and 3 students who pass the Algebra Regents and earn at least two credits in Algebra are placed in an Algebra III class. All other students are offered Algebra. Students also receive Physical Education during their SBYD block, every day, for all three trimesters. Students will earn credit in Health, as well as elective credits in HiRisers and College All Stars each year at UD Team III. All classes will be an hour in length, except for SBYD, which will be two hours. Students will receive an average of 245 minutes of instruction in each core Academic class per week.

On Fridays, students will arrive to school at 9:45 AM for homeroom. Teachers and Coaches will have met in Grade Level Teams from 8:45-9:45 to analyze student performance data. Students will have an abbreviated schedule, with both Academic classes and SBYD. At 2:30 PM students will be dismissed, and staff members will participate in weekly professional development, based on individual, department, or whole staff needs.

Saturdays are designed to provide students an opportunity to receive one-on-one help from teachers in any subject or to provide Regents prep. Students may also utilize Saturdays for credit recovery classes. The SBYD block on Saturdays is a supervised enrichment period for any student that wishes to participate.

Saturday Schedule	
Time	Activity
10:00 - 11:00	Academic Block 1
11:00 - 12:00	Academic Block 2
12:00 - 2:00	SBYD Block

Attachment 4b: Sample Weekly Teacher Schedule

**Monday through Thursday
Teacher Time 8:30-4:30**

Time		Year 1	Year 2	Year 3	Time	
8:45-9:00	HR	HR	HR	HR	8:45-9:00	HR
9:00-9:55	1	CLASS 1	CLASS 1	PREP 1	9:00-9:55	1
9:55-10:50	2	CLASS 2	CLASS 2	PREP 2	9:55-10:50	2
10:50-11:45	3	CLASS 3	PREP 1	CLASS 1	10:50-11:45	3
11:45-12:35	4	LUNCH	PREP 2	CLASS 2	11:45-12:40	4
12:35-1:30	5	CLASS 4	LUNCH	CLASS 3	12:40-1:30	5
1:30-2:25	6	CLASS 5	CLASS 3	LUNCH	1:30-2:25	6
2:25-3:20	7	PREP 1	CLASS 4	CLASS 4	2:25-3:20	7
3:20-4:15	8	PREP 2	CLASS 5	CLASS 5	3:20-4:15	8
4:15- 4:30	DISMISSAL					

**Friday
Teacher Time 8:30-4:00**

	YEAR 1				YEAR 2/3	
Time		Week A	Week B		Week A	Week B
8:45-9:45		Grade Level Meetings			Grade Level Meetings	
9:45-10:00	HR	HR	HR	HR	HR	HR
10:00-10:45	1	PREP 1	CLASS 1	1	CLASS 1	PREP 1
10:45-11:30	2	PREP 2	CLASS 2	2	CLASS 2	PREP 2
11:30-12:15	3	LUNCH	LUNCH	3	CLASS 3	PREP 3
12:15-1:00	4	CLASS 1	PREP 1	4	LUNCH	LUNCH
1:00-1:45	5	CLASS 2	PREP 2	5	PREP 1	CLASS 1
1:45-2:30	6	CLASS 3	PREP 3	6	PREP 2	CLASS 2
3:00-4:00		Department PD			Full Staff PD	

Attachment 4c: Proposed First Year School Calendar

2020-2021 SCHOOL CALENDAR

TENTATIVE

August	10	All staff reports – PD Orientation
August	18-20	August Regents
August	21	School Closed (Eid-al-Adha)
September	7	School Closed (Labor Day)
September	8	First Day for Students; Term 1 Begins
September	18	School Closed (Rosh Hashanah)
September	28	School Closed (Yom Kippur)
October	12	School Closed (Columbus Day)
November	2	Staff PD-No Students
November	9	School Closed (Veterans Day)
November	26-27	School Closed (Thanksgiving Recess)
December	11	Term 1 Ends
December	14	Term 2 Begins
December January	24-1	School Closed (Winter Recess)
January	18	School Closed (MLK Day)
February	15-19	School Closed (Midwinter Recess)
March	12	Term 2 Ends
March	15	Term 3 Begins
April	9-16	School Closed (Spring Recess)
May	31	School Closed (Memorial Day)
June	7	Staff PD-No Students
June	18	Term 3 Ends
June	21-25	Regents Week
June	27	Last Day for ALL students and staff
July	12	Summer Session Begins



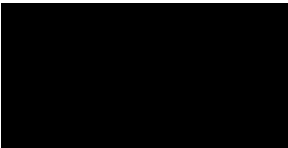
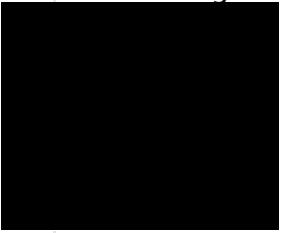

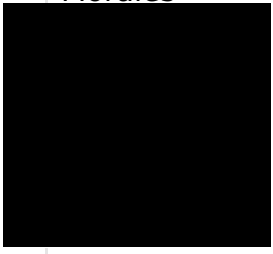
Table 1: Applicant Group Additions and Deletions


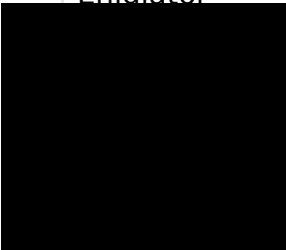
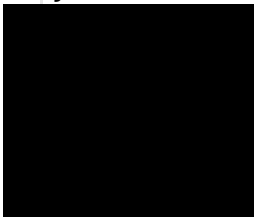
Last updated: 01/09/2019

Have you made any changes (additions or deletions) to the applicant group after the submission of the LOI? No

Changes to Applicant Group Information

	Name/Phone/Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)	Change (Add or Remove?)
1	Michael Grandis 	Attorney, Tantalus Systems	Founding Board member of UD Team. Expertise in law, governance, and compliance. Current Board Chair of UD Team Board Liaison with NYSED, worked on all Board-related items of application	Trustee	Board Chair	
2	Patrick Fagan 	Senior Manager, Office of Field Support, NYC	Founding Board member of UD Team, expertise in finance, operations and	Trustee	Treasurer	

		Department of Education	education Board lead on CMO contract and budgeting			
3	Patricia Charlemagne 	Executive Director, Community Schools & Youth Development, Education Alliance	UD Team Board member for five years. Expertise in law, HR, and governance Board member of Education Corp.	Trustee	Secretary	
4	Spencer Rothschild 	Founder & President, Barrio Foods	Founding Board member of UD Team. Expertise in finance, strategic planning, business management. Helped create strategic growth plan for UD Team replication.	Trustee	Trustee	
5	Wanda Morales 	Director for Operations and Special Projects, New York City Department of Education	Board member of UD Team. Expertise in operations, education, school development and management. Oversee replication application.	Trustee	Trustee	

6	<p>Kevin Turton</p> 	<p>Co-founder, 718iMAGINATIONS</p>	<p>Board member of UD Team, parent of UD Team graduate. Expertise in business, management, education design, and communication.</p> <p>Oversee replication application</p>	Trustee	Trustee-Parent Rep	
7	<p>Andrew Ehiqiator</p> 	<p>Information Systems Manager, Lighting By Gregory</p>	<p>Board member of UD Team, former Urban Dove youth participant. Expertise in IT, communication, and media.</p> <p>Oversee replication application</p>	Trustee	Trustee	
8	<p>Jai Nanda</p> 	<p>Executive Director, Urban Dove</p>	<p>Founder of UD Team, founding Board Chair. Founder and E.D. of Urban Dove (CMO). Expertise in non-profit management, fundraising, finance and HR.</p> <p>Primary author of charter application, led strategic</p>	E.D. of CMO Urban Dove	None	

			plan for replication.			
9						
10						
11						
12						
13						
14						
15						

New Applicant Group Member History

Has the newly added member(s) of the current applicant group ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity’s decision; and provide a concise description of significant modifications made in this application (if applicable).

(No response)

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: **ANDREW EHIGIATOR**

Proposed Charter School Name: **URBAN DOVE TEAM CHARTER SCHOOL**

E-Mail Address

Home Telephone

Home Address

Business Telephone

Business Address



Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information - All Applicant Group Members

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

 Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached.

 Transcript or Supporting Documentation Attached

2. Please indicate how you became aware of the opportunity to join the applicant group

As a former youth staff at the Urban Dove afterschool program, I always kept in contact after leaving. I found out about the plan to create the school during a fundraising event and let the presenter know that I would love to help out with the school in any way possible. Upon routinely checking up on the well-being of the school, one of the board members let me know about the opportunity at the beginning of the 2015 school year.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

 affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

 I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

As a consultant working with entrepreneurs and small businesses, I understand the importance of strategic planning while making sure all moving pieces are getting the attention they deserve; which to my understanding are prime skills for being an effective board member. In conjunction, I have always been involved in youth development from kindergarteners to college students in both professional and mentorship settings.

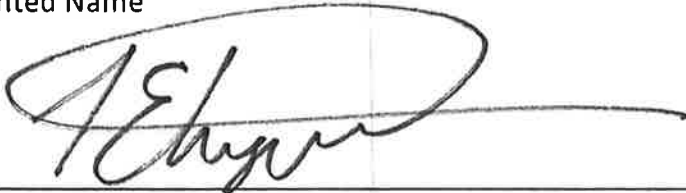
6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I am ready and willing to contributing in any viable way I can to ensure the ongoing success of the school. I am confident that my professional project management experience along with my experience dealing with teens of this nature will help me be an effective board member. As a native of Brooklyn and someone who lives in the community of the school, I also plan on supporting as many school events as I can.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

ANDREW_EHIGIATOR

Printed Name

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

Signature

January 7, 2019

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board..

I affirm

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me.

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

MEMBER

12. Please explain why you wish to serve on the board

My interest in joining stems from my meaningful experience with the Urban Dove program as a youth. Coming full circle, tracking its growth throughout the years to now, I still find all of its initiatives meaningful. I wholeheartedly believe in the school's mission and am looking to help the school continue to stay on track with its mission for years to come.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

Yes. {Include description here):

I CURRENTLY SERVE AS A MEMBER ON THE BOARD OF THE UD TEAM CHARTER SCHOOL, AND BELIEVE THE KNOWLEDGE ATTAINED ON THIS BOARD WILL DIRECTLY CARRY OVER.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

I CURRENTLY SERVE AS A MEMBER ON THE BOARD OF THE UD TEAM CHARTER SCHOOL WITH PROSPECTIVE MEMBERS.

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

I / we do not know any such persons.

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

No.

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Yes I KNOW FOUNDER JAI NANDA FROM MY TIME SERVIING AS A MEMBER ON THE BOARD OF THE UDTEAM CHARTER SCHOOL

18. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

_None

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

In this case, I would bring the issue up with the other board members to make them aware of the situation, as this would be a violation of the duty of loyalty and also a conflict of interest. If I felt the issue was not resolved, I would then contact the SED.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

_ This does not apply to me, my spouse or other family members.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

I believe that the mission of The Urban Dove Team Charter School is to re-energize at risk students back towards becoming active, healthy, and informed world citizens. The philosophy is that by using the optimal combination of sports activity, education and counseling, these students will have a better opportunity to receive a high-school diploma, a foundation for higher education, and the job skills needed to enter the world.

24. Please explain your understanding of the educational program of the charter school.

To my understanding, the UD Team uses a rigorous academic curriculum that is personalized for the students to ensure they retain the information needed to pass state Regents exams and receive a high school diploma. Coupling physical activities and coach counseling along with the educational curriculum helps the students stay on track and focused; by not only engaging their minds, but improving their overall health, learning teamwork skills and getting valuable mentorship that allows them to correlate what they learn in the classroom with real-life situations.

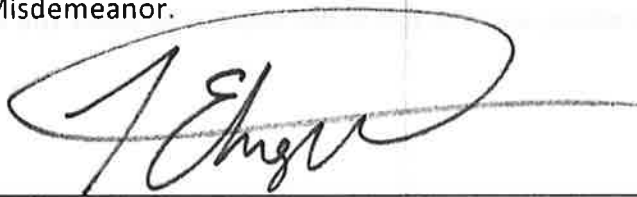
25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

I believe that the ongoing success of a charter school comes down to 3 major responsibilities and roles for the school itself & school board alike : (1) The academic program is successful, as measured by both internal and external assessment. (2) Its programs & operations are in-line with the schools mission and charter, including all regulatory requirements. (3) The school has competent staff, is viable and financially solvent.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, **ANDREW_EHIGIATOR**, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor,

Misdemeanor.



A handwritten signature in black ink, appearing to read 'A. Ehigiator', is written over a horizontal line. The signature is cursive and stylized.

January 7, 2019

ANDREW EHIGIATOR

Web focused manager with small business and enterprise level experience.

TECHNICAL EXPERIENCE:

Programming Languages: HTML, HTML5, PHP, C, JAVA, Javascript, CSS, CSS3, XML, Objective-C.

Database: SQL, MS Access, Mainframe, SAP, Flat Filing, Web Services.

Project Management: Business Process Modeling, Data Modeling.

Content Management Systems: Wordpress, Squarespace, Weebly, Wix, Miva Merchant, Magento.

Software: Highly Proficient in Microsoft Office Suite, Adobe Dreamweaver, Adobe Fireworks.

Other: Helpdesk Support, Inventory Management, CRM System Management, Point of Sale System Management, SEO.

WORK EXPERIENCE:

Consultant

June 2009 - Present

UtterJargon Media LLC

Brooklyn, NY

Assist small businesses, start-ups and entrepreneurs to improve their web efforts by providing guidance and management throughout the entire project life cycle.

- Create technical and operational strategies based on clients' business plans and budgets.
- Implement complete web infrastructures including website design & development, e-commerce setup and social media integration.
- Conduct webmaster services for organizations including content management, website migrations and technical support.
- Offer products such as mobile applications available for download and web hosting tools.

Information Systems Manager

April 2008 - Present

LightingByGregory

New York, NY

Manage entire technical architecture for one of the nation's premier distributors of designer lighting and fans; focusing on e-commerce management, database management, data analysis, and network server administration.

- Build and provide training on various technical business processes across departments, such as sales reporting, customer service user interfaces, inventory management and accounting system configurations.
- Oversee large scale system and network infrastructure projects through hiring and managing a collective of third party vendors.
- Manage web content for over 160,000 SKUs across multiple online stores, which involves product line creation, product updates, search engine optimization and marketing initiatives.
- Provide tech support across all hardware and software including the company's retail storefronts; overseeing point of sale systems, helpdesk support, phone system support and remote connectivity.

Program Administration Representative

June 2007- April 2008

The Hibbert Group

Trenton, NJ

Managed daily accounts and analysis of direct marketing campaigns for Fortune 500 pharmaceutical companies.

- Coordinated the launch of large direct mail and email marketing campaigns.
- Developed, tested, and maintained databases necessary to manage feedback from campaigns for use in sales leads systems, budgeting analysis, forecasting, fulfillment and benchmarking.
- Presented progress reports and statistics directly to clients during monthly status meetings.

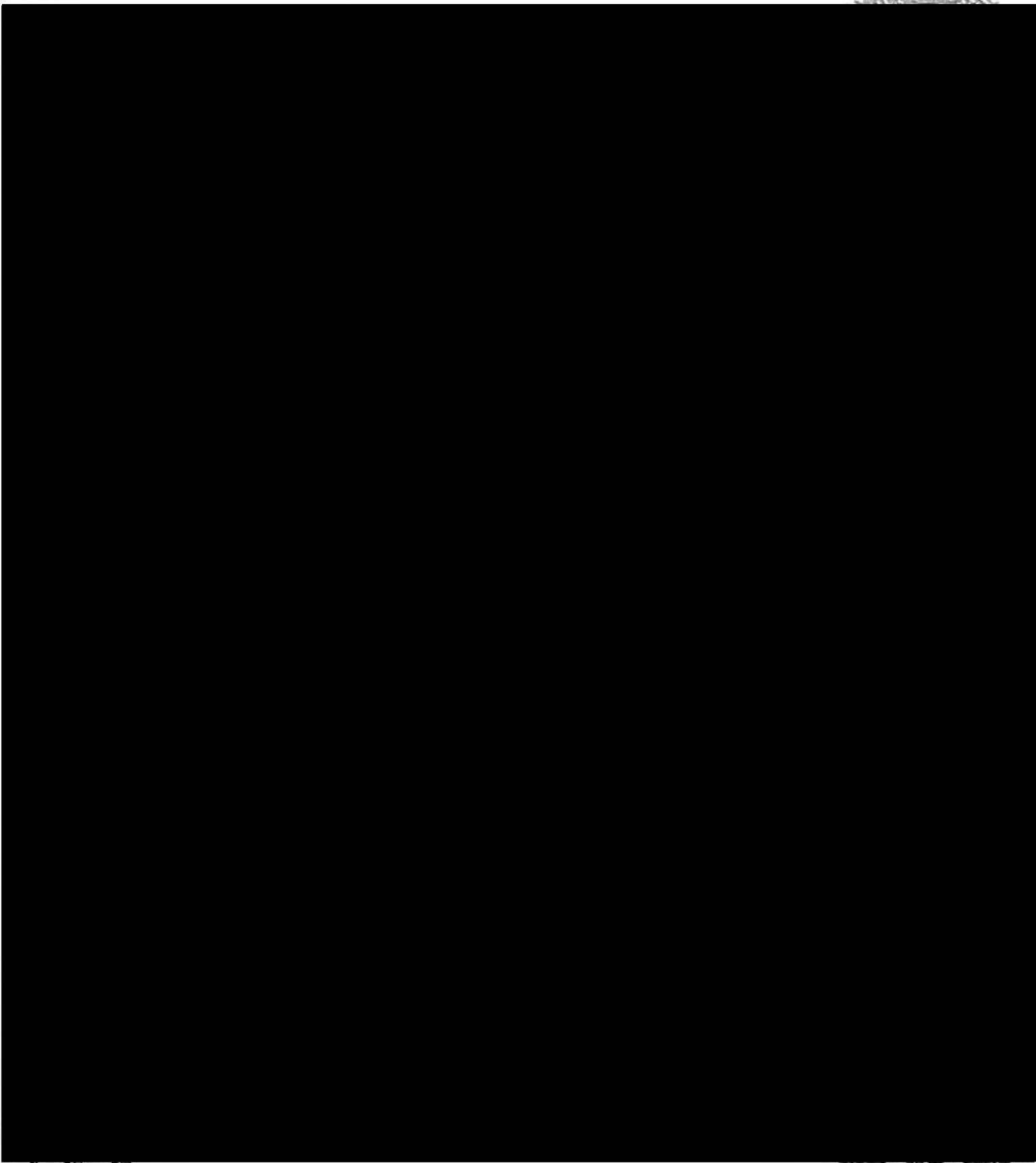
EDUCATION:

New York University - New York, NY

Certificate - iOS Application Development, June 2014

Widener University - Chester, PA

Bachelor of Science - Management Information Systems, May 2007



Attachment 5b: By-Laws

BY-LAWS

-of-

URBAN DOVE TEAM CHARTER SCHOOL, INC.

ARTICLE I

Name, Mission and Objectives

Section 1: The name of the Corporation is Urban Dove Team Charter School, Inc. (hereinafter, the "Corporation").

Section 2: The purpose for which the Corporation is organized is to establish and operate a charter school (s) (the "Charter School") to ensure academic success for certain Over-age/Under-credited students in an alternative high school setting and program. The Charter School shall prepare its students for success following graduation at selective colleges and universities and/or in the career of their choice.

ARTICLE II

Membership

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the "Board of Trustees" or the "Board"). Actions which would otherwise require approval by a majority of all members or approval by all of the members require only approval of a majority of all Trustees or approval by all of the Trustees.

ARTICLE III

Board of Trustees

Section 1: The Board of Trustees shall consist of at least seven (7) Trustees and no more than thirteen (13) Trustees. All Trustees shall have identical rights and responsibilities. .

Section 2: The Board's nominating committee, known as the Executive / Governance Committee, shall be responsible for vetting and presenting a slate of potential Trustees and officers for election by the Board of Trustees, as needed, at each annual meeting of the Board.

Section 3: Trustees shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Trustee may not be reduced, except for cause as specified in these by-laws. Trustees shall serve staggered terms, as determined by the Board, to balance continuity with new perspective.

Section 4: Notwithstanding Section 3 of this Article III above, the initial Trustees of the Corporation will serve staggered terms. The initial Board shall consist of at least two Trustees who will serve a one-year term, at least two Trustees who will serve a two-year term, and at least three Trustees will serve a three-year term. Such initial Trustees shall be eligible to serve a second term of three years as described in Section 3 of this Article III above.

Section 5: Any vacancy occurring on the Board of Trustees and any position to be filled by reason of an increase in the number of Trustees may be filled, upon recommendation of a qualified candidate by the Executive / Governance Committee, by two-thirds (2/3) vote of the

seated Trustees. A Trustee elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

Section 6: A Trustee may resign at any time by filing a written resignation with the Chair of the Board.

Section 7: In accordance with New York State Education Law subdivision 226(8), the Board may remove or suspend from office by vote of a majority of the entire Board any Trustee, officer or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty; provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to each Trustee by registered mail.

Section 8: Members of the Board of Trustees:

- (a) Shall serve without compensation.
- (b) Shall serve the Corporation with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the Corporation.
- (c) All participants in Board work are bound by the Corporation's Code of Ethics, Conflict of Interest and Confidentiality policy statements.
- (d) Shall, subject to the Corporation's Conflict of Interest policy statement, have no direct or indirect financial interest in the assets, contracts or leases of the Corporation; any Trustee who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the Corporation shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

ARTICLE IV Principal Office

The Corporation's principal office shall be at the following address 600 Lafayette Avenue, Brooklyn, NY 11216 or at such other place as the Board may select by resolution or amendment of these by-laws. The Secretary shall note any change in office on the copy of the by-laws maintained by the Secretary.

ARTICLE V Meetings of the Board

Section 1: The annual meeting of the Board of Trustees shall occur in the last quarter of the fiscal year. There shall be monthly meetings of the Board held each year. Notice of annual meetings and regular meetings shall be given to each Trustee at least thirty (30) days in advance and Trustees shall also receive a written agenda a reasonable time in advance of each meeting. Meetings may be held without additional notice if the by-laws fix the time and place of such meetings or if the Board has established a meeting calendar.

Section 2: Special meetings of the Board of Trustees may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the object, date, and hour therefore. Special meetings shall be held upon four (4) days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be

deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

Section 3: The Board shall select its own meeting format in any method allowed by the laws of the State of New York. Any such meeting, whether regular or special, complying with Sections 1 or 2 of Article V shall constitute a meeting of the Board of Trustees and shall subscribe to the policies, procedures, and rules adopted by the Board.

Section 4: An absent Trustee may not designate an alternate to represent him or her at a Board meeting. The Board will create and maintain a written policy regarding Trustee absences from Board meetings.

Section 5: The Board shall comply with New York Open Meetings Law and Article 7 of the Public Officers Law as follows:

1. All meetings of the Board of Trustees and all committees of the Board will be open to the general public.
2. A calendar of all scheduled Board meetings will be posted at the school as soon as it becomes available.
3. The Charter School will provide notice of the time and place of any Board meeting that is scheduled more than one week in advance to the news media and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
4. The Charter School will provide the time and place of any Board meeting that is scheduled less than one week in advance to the news media (to the extent practicable) and will conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting.
5. To the extent possible, the Charter School will publicly post notices of Board meetings immediately after each meeting date is determined.
6. For the purposes of determining a quorum, Trustees must be physically present at the meeting; or be present via videoconferencing, members not present either in person or via videoconferencing may join discussions via phone but may not vote.
7. Written minutes will be recorded of all Board meetings. Minutes will include:
 - a) The date and time of the meeting;
 - b) A list of Trustees in attendance and those absent, either excused or otherwise;
 - c) A summary of all motions, proposals, resolutions, and any other matters formally voted upon;
 - d) A record of how each Trustee voted on each matter; and
 - e) In the case of an executive session, the minutes will include a record of the final determination of any action that was taken.
8. Minutes of open sessions will be available to the public upon request from the Secretary within two weeks of the date of the meeting; minutes of executive sessions (redacted as necessary in the reasonable discretion of the Board) will be available within one week of the meeting.
9. All executive sessions shall be conducted as part of an open meeting and are not considered separate meetings per se; provided, however, that such executive sessions shall not be open to the public. An executive session may be called via motion and

- majority vote by the Board; the motion must specifically identify the general area or areas to be considered.
10. All Trustees may participate in the executive session, and the Board may authorize others to be present as well.
 11. No public funds may be appropriated during an executive session.
 12. An executive session can only be conducted by the Board for consideration of one or more of the following matters:
 - (a) Matters which imperil the public safety if disclosed;
 - (b) Any matter which may disclose the identity of a law enforcement agent or informer;
 - (c) Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
 - (d) Discussions regarding proposed or pending litigation;
 - (e) Matters which apply to school employees or collective negotiations which are within the scope of Article 14 of the Civil Service Law;
 - (f) The medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation;
 - (g) The preparation, grading, or administration of examinations; and
 - (h) The proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

Section 6: Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

Section 7: A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

Section 8: Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

ARTICLE VI

Committees

Section 1: A Board resolution shall appoint committees of the Board, except the Executive / Governance Committee, Finance Committee, and Academic Accountability Committee. Persons other than Trustees may be appointed as members of Committees provided that any committee to which the powers of the Trustees are delegated shall consist solely of Trustees; and further provided, that all committees shall be chaired by a Trustee.

Section 2: There shall be three (3) standing committees: the Executive / Governance Committee, the Finance Committee, and the Academic Accountability Committee. With the exception of the Executive/Governance Committee, these committees shall be composed of at least three (3) persons recommended by the Chair and elected by the Board of Trustees at its annual meeting. The Executive Committee shall consist of no less than four (4) members, including the Chair, and Vice Chair of the Board of Trustees and such other trustees as may be designated by the

Board of Trustees. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. Each committee shall elect its own chair.

Section 3: The duties of the three (3) standing committees shall be to:

Executive / Governance Committee:

- a) set the policy agenda, coordinate committee agendas, and set the agenda for the full Board of Trustees
- b) operate in place of the Board of Trustees during those times when the Board of Trustees does not or cannot meet
- c) study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Trustee positions on the Board;
- d) conduct a skills inventory of the Board
- e) recommend candidates to the Board to fill vacancies that arise outside the regular nominating process;
- f) provide orientation to new Board members;
- g) oversee a Trustee assessment process to ensure optimum performance;
- h) follow-up with nonperforming Board members;
- i) release chronic nonperforming Board members;
- j) conduct an annual performance evaluation of the Board as a whole; and
- k) conduct exit interviews with departing Board members.

Finance Committee:

- a) understand the Corporation's annual budget;
- b) review and oversee the creation of accurate, timely, and meaningful financial statements to be presented to the Board;
- c) monitor the Charter School's financial standing;
- d) monitor budget implementation and financial procedures;
- e) monitor compliance with federal, state and other reporting requirements;
- f) make recommendations to the Board on financial matters when required;
- g) ensure that the Charter School is operating under adequate and proper financial controls;
- h) assure adequate financial resources; and
- i) educate fully all Trustees with respect to the Corporation's budget.

Academic Accountability Committee:

- a) understand the Charter School's assessment system and the Charter School's response to data such assessments provide;
- b) monitor student achievement over time at all grade levels in all core subjects;
- c) support the Charter School's leadership team in the management and execution of effective practices that lead to strong student achievement; and
- d) inform the Board regarding the resources which the Charter School needs to successfully implement its educational program and reach the ambitious goals laid out in the Charter School's accountability plan.

Section 4: The Board may create committees for any additional purpose.

Section 5: The Board Chair may delegate to a Board committee any of the authority of the Board, except with respect to:

- (a) The election of Trustees;
- (b) filling vacancies on the Board or any committee which has the authority of the Board;
- (c) the fixing of Trustee compensation for serving on the Board or on any committee;

- (d) the amendment or repeal of by-laws or the adoption of new by-laws; and
- (e) the appointment of other committees of the Board, or the members of the committees.

Section 6: At any meeting of a committee a quorum for the transaction of all business properly before the meeting shall consist of a majority of the members of such committee. The Board may prescribe the manner in which the proceedings of any committee are to be conducted. In the absence of such prescription, a committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these by-laws and the Open Meetings Law with respect to the calling of meetings.

ARTICLE VII

Action by the Board

Section 1: A majority of the entire number of Trustees then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Trustees.

Section 2: Standard of Care:

1. Performance of Duties: Each Trustee shall perform all duties of a Trustee, including duties on any committee, in good faith, with undivided loyalty and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
2. Reliance on Others: In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
 - a) One or more officers or employees of the Corporation whom the Trustee reasonably believes to be reliable and competent in the matters presented;
 - b) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
 - c) A Board committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's charter or by-laws, as to matters within its designated authority, provided the Trustee reasonably believes the committee merits confidence and the Trustee acts in good faith, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
3. Investments: In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described in Article VII Section 2 above, and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

Section 3: The Corporation shall keep correct and complete books and records of account and all minutes of the proceedings of the Board and its committees at the office of the Corporation. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

Section 4: Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board committee on which such Trustee sits, except that a Trustee shall not be permitted to participate in the discussion and vote on any matter involving such Trustee

relating to: (a) a self-dealing transaction; (b) a conflict of interest (subject to the Corporation's conflict of interest policy statement; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

Section 5: Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any executive sessions of the Board. Any Trustee violating this confidence may be removed from the Board pursuant to Article III Section 7 above.

ARTICLE VIII

Officers

Section 1: There shall be four (4) elective Officers of the Board: a Chair, a Vice Chair, a Secretary, and a Treasurer.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's charter and by-laws, with amendments; (c) give or cause to be given notice of the Board and committee meetings as required by the by-laws; and (d) have such other powers and perform such other duties as the Board may prescribe.
4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

Section 2: The Executive / Governance Committee shall present nominations for officers to the Board. All nominated officers shall be Trustees.

Section 3: The Board shall elect the officers annually at the annual meeting or a regular meeting designated for that purpose or at a special meeting called for that purpose, except that officers appointed to fill vacancies shall be elected as vacancies occur.

Section 4: A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

Section 5: Officers shall take office immediately following the close of the meeting at which they are elected and the term of office for an officer shall be two years or until their successor assumes office. A Trustee may serve more than one (1) term in the same office, but not more than three (3) consecutive terms in the same office.

ARTICLE IX

Non-Liability of Trustees

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE X

Indemnification of Corporate Grants

The Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by § 721 through § 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Trustee, officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees. The Corporation shall have the power to purchase and maintain insurance to indemnify the Corporation for any obligations which it incurs as a result of its indemnification of Trustees, officers, and employees pursuant to this Article X, or to indemnify such persons in instances in which they may be indemnified pursuant to this Article X.

ARTICLE XI

Self-Dealing Transactions

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XII

Other Provisions

Section 1: The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

Section 2: Except as otherwise provided in these by-laws, the Board may adopt a resolution authorizing any officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

Section 3: Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Board Chair, the Executive Director, or Treasurer. Such items for amounts of \$5,000 or greater must be signed by two of these individuals.

Section 4: Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these by-laws. The captions and headings in these by-laws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

Section 5: Any Trustee, officer, or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or a Board committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the Corporation's interest.

The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, officers and key employees to disclose existing and potential conflicts of interest; and
2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

Section 6: The corporate seal shall be in such form as the Board shall prescribe. The corporate seal on any corporate bond or other obligation for the payment of money may be a facsimile.

Section 7: In all of its dealings, neither the Corporation nor its duly authorized agents shall discriminate against any individual or group for reasons of race, color, creed, sex, age, culture, national origin, marital status, sexual preference, or mental or physical handicap.

Section 8: Whenever any provision of these by-laws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XIII

Amendment

A majority of the Trustees may adopt, amend or repeal these by-laws subject to approval by the Charter Entity.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Corporation duly organized and existing under the laws of the State of New York; that the foregoing by-laws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing by-laws are now in full force and effect.

Name: Patricia Charlemagne

Title: Secretary

Attachment 5c: Code of Ethics

Urban Dove Team Charter School III

Code of Ethics

The Board of Trustees (the “Board”) of the Urban Dove Team Charter School III (the “School”) recognizes that sound, ethical standards of conduct serve to increase the effectiveness of a school’s board of trustees and its staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of the School’s goals. Therefore, every officer and employee of the School, whether paid or unpaid, including the members of the Board of Trustees, shall adhere to the following code of conduct:

1. The Board of Trustees shall conduct or direct the affairs of the School and exercise its powers subject to the applicable limitations of the New York State Education Law, New York State Not-for-Profit Corporation Law, and the School's charter and bylaws. The Board may delegate aspects of the management of School activities to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
2. At any time, not more than 40 percent of the people serving on the School’s Board of Trustees may be comprised of: (a) persons being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) persons who have a sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law (each, a “Relative”) being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise. Every Trustee shall make a prompt, full and frank disclosure to the Board of Trustees upon the occurrence of any of his or her Relatives being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise, so that the Board may maintain compliance with this provision. The Board shall determine any necessary actions, including, without limitation, the removal of a Trustee, in order to maintain compliance with this provision
3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board committee of which such Trustee is a member, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a “self-dealing transaction” (as defined in paragraph 4 below); (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other similar or related matter at the reasonable discretion of no less than 75% of the remaining Trustees.

4. The Board of Trustees and the employees of the School shall not engage in any “self-dealing transactions,” except with the prior approval of a majority of the disinterested Trustees on the Board. "Self-dealing transaction" means a transaction to which the School is a party and in which one or more of the Trustees or any of their Relatives has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their Relatives because they are in a class of persons intended to be benefited by the program.
5. Any Trustee, officer or employee of the School with knowledge of a self-dealing transaction or having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the Board regarding such self-dealing transaction or his or her interest, as applicable, prior to the Board acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, including, without limitation, those which might reasonably be construed to be adverse to the School's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is a director, Trustee or officer of or has a significant financial or influential interest in the entity contracting or dealing with the School.
6. Any Trustee, officer, or employee of the School representing any not-for-profit corporation proposing to do business with the School shall disclose the nature and extent of such business propositions.
7. No Trustee, officer, or employee of a for-profit corporation having a business relationship with the School shall serve as voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following (so long as the following relationships are promptly disclosed to the Board and subject to recusal in accordance with this Code of Ethics):
 - a) Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;
 - b) Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to the School;
 - c) Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization.

8. In no instance shall a trustee, officer, or employee of a for-profit educational management organization having a business relationship with the School serve as a voting member of the Board of Trustees for the duration of such business relationship.
9. Trustees, directors, officers, or employees of any single external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.
10. Trustees, officers, and employees of the Schools shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters (subject to the recusal requirements set forth in this Code of Ethics), and the Trustee's interest in the matter will be reflected in the Board minutes.
11. Trustees, officers, or employees of the Schools shall make all appropriate financial and other reasonably requested disclosures to the Board of Trustees whenever a grievance of conflict of interest is lodged against them.
12. The minutes of the meetings of the Board of Trustees shall contain a record of the names of any persons who disclosed or otherwise is found to have a possible financial interest in connection with a conflict of interest, the nature of the interest, any action taken to determine if a conflict was present and the Board's decision as to whether a conflict of interest exists. The names of the persons present and participating in such discussion, the content of the discussion and a record of votes taken in connection therewith shall also be recorded.
13. A Trustee, officer, or employee of the School shall not accept in connection with his or her position with the School nor shall he or she use his or her position with the School to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person who is not a Trustee, officer or employee of the School, unless that gift is for the direct use of the School.
14. For the avoidance of doubt, no Trustee, officer, or employee of the School may ask a subordinate, an employee, a student, or a Relative of a student to work on or donate to any political campaign.
15. Each employee, officer and Trustee of the School shall annually sign a statement that affirms such person has received a copy of this policy, has read and understands the policy, agrees to comply with the policy and understands that the School is a charitable organization and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.
16. To ensure the School operates in a manner consistent with its charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, the Board of Trustees shall conduct periodic reviews of, at minimum: (i) whether compensation

arrangements and benefits of officers and employees of the Schools are reasonable, based on competent survey information and the result of arm's-length bargaining and (III) whether partnerships and arrangements with management organizations conform to the School's written policies, are properly recorded, reflect reasonable investment or payment for goods and services, further the School's charitable purposes and do not result in private inurement, impermissible private benefit or any other violation of this Code of Ethics.

I hereby certify and affirm that I have received a copy of this Code of Ethics, I have read and fully understand this Code of Ethics and I agree to comply with the policies set forth in this Code of Ethics in all respects. I also hereby acknowledge that the School is a charitable organization and in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its enumerated tax-exempt purposes.

Name:

Date: _____

APPENDIX E: REQUIRED BUSINESS PLAN

A. Comprehensive Management Organization Information:

1. Name of Education Corporation or Charter Management Organization: **Urban Dove, Inc.**
2. Role of Education Corporation or Charter Management Organization: **Urban Dove will act as the Charter Management Organization for the proposed UD Team III. Urban Dove will provide centralized services, organizational and financial support, as well as program support.**
3. State of incorporation: **New York**
4. State(s) in which Education Corporation or Charter Management Organization operates: **NY**
5. Year founded: **1998**
6. Contact name, address, phone number, and email address of CMO Leadership Team:
21-21 41st Avenue, Suite 2D
Long Island City, NY 11101
212-244-2131

Jai Nanda, Executive Director, ex
Richie Cerrud, Assoc. Exex. Dire
Andrew Rubinson, Director of D
Rose Temba, Director of Finance



B. Comprehensive Management Organization History and Growth Plan:

1. *Describe the Education Corporation or Charter Management Organization's mission, strategic vision, and desired impact.*
2. *Provide a brief overview of the organization's history.*
3. *List and describe all schools currently operated by the CMO*

Urban Dove began delivering programs to New York City's at-risk youth in 1998. Founded by Jai Nanda, a former public school teacher and coach, Urban Dove has worked with thousands of youth in some of New York City's most under-served communities. Urban Dove believes that all young people, regardless of their economic or social background, should be taught the critical skills they need to develop into healthy adults who are economically, socially and emotionally independent.

Our mission is to energize, educate and empower youth so they may overcome the many challenges that prevent them from achieving this independence. The youth we serve are more likely to have academic deficiencies, social and emotional issues, be unemployed and exhibit anti-social behavior than their peers citywide. Urban Dove's youth development model uses a combination of academics, life skills, job skills and sports to increase self-esteem, build resiliency and help youth reach their full potential.

In 2012, Urban Dove launched Urban Dove Team Charter School, a unique Transfer High School for overage/under-credited 9th graders who are 15 and 16 years old. Key design elements that make UD Team unique are its Sports-Based Youth Development (SBYD) program which includes a full immersion for all students in Urban Dove's HiRisers and College All-Stars programs.

Urban Dove realizes that the impact we have on youth through our UD Team-based programs has more potential than our stand-alone after-school programs. At the end of its first charter term, UD Team was granted a full five-year renewal by the Board of Regents in June 2017. In November 2017, the CMO was granted a charter for the second school in the network – Urban Dove Team Charter School II – in the Bronx, which opened in fall 2018. UD Team II is a replication of UD Team, meant to serve the same at-risk students from the Bronx, providing them the same opportunities to re-engage in high school and get back on track to graduation.

4. *List and describe all future schools the Comprehensive Management Organization plans to operate (excluding the school described in the current RFP application).*

In addition to this application for a UD Team III in CSD 30 in Queens, Urban Dove has a strategic plan to open an additional two schools in New York City in the next five years. UD Team IV and V will complete a network of schools that serve this high-risk population throughout New York City. UD Team IV will likely locate in Upper Manhattan, in either East Harlem, Harlem or Washington Heights and UD Team V will locate in lower Manhattan, mostly likely on the Lower East Side. Urban Dove will use its experience and expertise to launch, manage and support a network for schools that will give over 1,500 students the opportunity to reengage in high school, get themselves back on track to graduation and develop the skills they need to not only graduate high school, but to go on to college and/or the world of work. Urban Dove will create brighter futures for this group of students.

5. *Describe the Comprehensive Management Organization's five-year growth plan for developing new schools in New York and other states.*

In 2016, Urban Dove's Board of Directors, in coordination with Urban Dove Team Charter School's Board of Directors, developed a ten-year growth plan to open a total of five UD Team schools in New York City. This is a modest growth plan as compared to some school networks, but we believe it provides the right balance between need and capacity given our model, population and environment. The plan provides for schools to be geographically located so as to maximize the reach to potential students. Each school will enroll 305 students and follow a timeline that allows for careful planning and a successful opening. Urban Dove plans to operate three schools over the first five years of the plan.

Below is a summary of the plan, which will culminate with all five schools being at capacity in fall 2028.

	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22	FY 22-23	FY 23-24
UD Team Brooklyn		5 Year Renewal Received				Renewal		
UD Team II			Open			At Capacity	Renewal	
UD Team III			App. Submitted on 1/10/19		Opens			
UD Team IV						App. Submitted	Opens	
UD Team V								App. Submitted

6. *Provide a rationale for the proposed five-year growth plan; for example, how the organization determined the appropriate pace and scope of the proposed growth and why the organization is well-positioned to implement the growth plan. Outline specific timelines for building or deploying organizational capacity to support the additional school(s).*

Urban Dove’s growth plan began with identifying a strong need for schools serving our high risk population. According to the New York City Department of Education, there are approximately 35,000 – 45,000 students currently in the system who fit the enrollment profile of a UD Team student. Once a need was determined, Urban Dove closely monitored the outcomes of UD Team to determine if the unique and innovative model we had created was effective in serving our student population. Working closely with the New York State Education Department’s Charter School Office, we were able to get data from the NYC DOE that showed that students at UD Team were achieving greater results than their peers citywide in key outcome measures including graduation and college enrollment rates.

Urban Dove launched and then served as the Institutional Partner for UD Team. Led by Jai Nanda, Urban Dove’s founder and Executive Director, and the Urban Dove Board of Directors, the launch of UD Team in 2011 was Urban Dove’s first experience in the operation of a school. Despite some early setbacks, UD Team has flourished in all aspects of its operation, including financially. As its Institutional Partner for the first five years of operation, Urban Dove has gained a tremendous amount of experience and expertise in charter school start-up, operation, fiscal management and facility acquisition. In addition, Urban Dove has nearly twenty years of experience in operating

the Sports-Based Youth Development programs that are the foundation of the UD Team model. Jai Nanda will continue to lead the replication plan, and many of Urban Dove’s Board members are still in place from the initial launch of UD Team as well.

UD Team is a unique school model with its own unique challenges. The preparation and planning required to open a successful UD Team is greater than most schools, given the unique population we serve, the staffing required to manage the school program, and the professional development needed for those staff so that they can effectively work with our students within our model. Additionally, due to our SBYD program, athletic facilities, either on or off site, are a critical element for our model and must be secured. These facilities are often hard to find, and in some cases may need to be built by Urban Dove, which will take time and money. In order to provide for these needs, our growth plan spaces out each school with enough time to recruit, train and develop staff, identify and secure facilities, and raise any money that may be needed for launch. We also endeavor to take time to identify strong community partners who can support our efforts, and engage them prior to opening so that all stakeholder input is received ahead of opening. With the opening of UD Team II in the Bronx, Urban Dove brought on additional staff resources to help provide services and support to both our schools, including an additional member of the finance and development/communications team. Urban Dove will add an additional member to each of those departments with the addition of UD Team III, if approved. We are also adding a Senior Program Associate for our College All-Stars program that will serve all our schools, assisting with college enrollment and support, workforce development, and career and job skill development.

With the addition of UD Team III, if approved, Urban Dove plans to add an additional central office positions to support the work done in all schools – a Senior Program Associate for SBYD, who will act as a Master Coach position, helping to hire, train, and support coaches and support the SBYD program. At the application stage for UD Team IV, Urban Dove will add a Director of Schools position which will act as a Superintendent for the network of schools, supporting School Leaders in all aspects of their work. Additionally, with the opening of UD Team III, if approved, Urban Dove will split off the current combined department of Finance & HR and create two distinct departments, each with their own Director.

- 7. Specifically identify the key risks associated with this growth plan and describe the steps the organization is taking to mitigate these risks. Respondents should demonstrate an understanding of the challenges of replication in general and as they relate specifically to their organization's growth plans. The response should detail specific risks and explain how the organization will minimize the impact of each of these risks, and ideally provide contingency plans for them.*

Urban Dove’s Board of Directors completed a S.W.O.T. analysis as part of their strategic planning process for creating a CMO network of schools. While the analysis proved that there were clearly more strengths and opportunities than there were weaknesses and threats, several specific key risk factors were identified. The Board, in coordination with the UD Team Board, has developed strategies to deal with the key risk factors identified:

1) Risk - Lack of experience in school replication

While UD Team is providing remarkable outcomes for its students, and is financially and organizationally strong, Urban Dove realizes that there are critical elements to successfully replicating that do not exist when operating a single school. This challenge has been lessened greatly with the opening of UD Team II, and will pose less and less of a risk as additional schools are opened, but still remains a challenge to which we must pay close attention. In order to continue to reduce the pitfalls of expanding a network, Urban Dove has been, and continues to, meet with its authorizer, other charter leaders, CMO leaders, and those with experience in this field to gather information about the challenges in replication. Urban Dove has created longer timelines between school launches so that it can gather as much information as possible, and has spent the past three years planning and preparing for the launch of UD Team III.

2) Risk – Unknown future of the Charter School Cap in New York City

While UD Team III’s application comes at a time when charters do still exist within New York State, the change at the state level in the most recent election has clouded the timeline for the charter school cap in New York State being lifted. While Urban Dove fully expects for more charters within the city to be available when our application for UD Team IV is ready in 2021-2022, a delay may be necessary to accommodate the reality at that time.

3) Risk – Lack of proven school leaders with Transfer School experience:

There are only 49 Transfer High Schools in the DOE and less than five in the charter sector. School leaders with experience in Transfer Schools or with Overage/Under-credited students are difficult to find. In addition to the student population, our unique design elements, specifically our SBYD program, including the HiRisiers program, will be unique to any potential leader. Additional elements like Restorative Justice, Task-Based competencies and a team-based cohort structure are also likely to be new to potential leaders.

Urban Dove must find leaders who are not just comfortable with our unique elements, but also are committed and dedicated to understanding and implementing them. We must also find educators who embrace the notion that all students can learn, who have the patience and fortitude to work with our student,s and who can inspire and support our staff. In order to mitigate this risk, we have created a residency program so that promising school leaders can train in UD Team schools before opening their own school. The residency program will allow future leaders to work hands-on with our students and learn firsthand how our unique model operates. They will be steeped in the practice and language of SBYD, Restorative Justice, and HiRisiers and College All-Stars, receive support and guidance from a current school leader and from our Director of Schools, when hired, and learn best practices from current staff and administration. Leaders will also spend time during the planning year receiving professional development off-site, planning their own schools, and working closely with CMO staff on ensuring a successful launch. We will also create a pipeline for talent from our existing schools so that administrators wishing to pursue a career as a school leader will have

the opportunities to develop their own leadership and management skills in preparation for future openings.

4) Risk – Finding appropriate facilities:

As previously mentioned, UD Team is a unique model that requires a unique facility design. As a first step in each new school launch, Urban Dove will request the use of a free, co-located space from the New York City Department of Education. In the current administration, co-locations have been rare, and due to our student population and facility needs, we do not expect to be provided DOE space. As per New York State law, if we are denied co-location within DOE space, we are entitled to receive facilities funding (currently at 30% of per pupil). We will use these funds to pay rent on a private facility. UD Team currently occupies a private facility, and we have gained a great deal of experience and expertise in identifying acceptable facilities and negotiating lease terms that satisfy our requirements. If we are unable to find a facility that meets all of our unique athletic needs, we will use the strategy currently employed at UD Team and partner with an outside organization (i.e. YMCA, Salvation Army, etc.) that has facilities and rent theirs during the school day hours when most facilities are available.

We have several real estate brokers who specialize in Charter School facility already searching for acceptable facilities, including our current landlord – Civic Builders – one of the preeminent charter school facility experts in New York City. Urban Dove also has a real estate expert on its Board of Directors, and several other real estate experts prepared to advise and assist in any real estate transactions. Urban Dove has also begun conversations with elected officials, the Economic Development Corporation, and private developers to identify possible sites that can be utilized for UD Team III and other UD Team sites in the future. Urban Dove was able to successfully secure both short and long-term facilities for UD Team II, building further expertise in meeting the real estate needs of UD Team schools.

5) Risk – Unable to match student outcomes

UD Team has achieved remarkable outcomes in its first five years of operation, and we fully expect UD Team III and future schools to match those results. We believe the model we have created to serve our students is replicable and with proper planning, training of staff, and commitment to mission and vision, that our results at all schools will continue to surpass the citywide averages. If however, UD Team III does not exhibit initial results that match our expectations, we may alter the timeline for expansion to provide an opportunity to reflect on what issues are at play in getting the lower outcome and course-correct as needed. Urban Dove is not beholden to any entity, organization or donor to meet any replication timeline, and we can control the roll out of future schools as needed.

8. *Discuss lessons learned during past replication efforts, for example: identify particular challenges encountered and how the organization addressed them, as well as how the organization would minimize such challenges for the proposed schools.*

Urban Dove’s replication of UD Team over the past few years has proven incredibly informative and provided many valuable lessons. UD Team II opened in fall 2018 on much more solid footing than did the initial UD Team school back in 2012. Several key factors contributed to this and we will ensure that we replicate these elements going forward:

- 1) Staff pipelines that ensure a strong culture and climate – to ensure that all staff members felt supported and part of a team, we identified strong school staff who fully embodied the Urban Dove philosophy and used them as founding department members at the new school, ensuring multiple voices would be present to help new staff embrace Urban Dove’s unique model. We were able to do this well enough in advance to ensure that staff were able to prepare and that those staff who moved to the new site were able to be replaced in a timely manner with no ill effects on their original school.
- 2) *One Dove* – to ensure that the all staff members understood the role of the CMO and the ways in which the network provided support, we worked diligently prior to opening UD Team II had a chance to meet, shadow, and train together, culminating in a full two-day retreat. Staff were able to meet by departments and by schools to receive a full complement of professional development on not just their specific job within the school, but also within the entire organization. Veteran staff were able to help new staff understand the model, answer questions and provide support, and new staff were able to bring fresh perspective and new ideas. Early in the year we also extended this *OneDove* concept to our students, creating events and activities where students from both schools came together to meet and learn from one another, creating an even larger and stronger family of students, staff, families and leaders.

9. *List any schools that were previously approved by this or another authorizer, but which failed to open or did not open on time and explain the reasons for the failure or delay.*

Not applicable.

10. Complete the following table to delineate decision-making responsibilities between the school and organization as they relate to key functions:

Function	Network/Management Organization Decision-Making	School Decision-Making
Performance Goals	X	
Curriculum		X
Professional Development		X
Data Management and Interim Assessments		X
Promotion Criteria		X
Culture		X
Budgeting, Finance, and Accounting	X	
Student Recruitment	X	X
School Staff Recruitment and Hiring	X	X
H/R Services	X	
Development/Fundraising	X	
Community Relations	X	X
Information Technology		X
Facilities Management	X	
Vendor Management/Procurement	X	X
Other operational services, if applicable		

C. Performance of Existing Schools:

- 1. Provide an overview of prior performance across all schools ever operated by the Comprehensive Management Organization, including closed schools and schools that moved away from the organization.*
- 2. Discuss if all charter schools currently being operated meet or exceed all NYSED Performance Framework standards paying special attention to Benchmark 1 and Benchmark 9. If these standards are not being met discuss why and what strategies are being implemented to address these deficiencies.*
- 3. Select one or more of the consistently high-performing schools that the organization operates and discuss the school's academic performance.*
- 4. Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's academic performance and efforts to improve it.*

Urban Dove Team Charter School completed its fifth year of operation in 2016 – 2017 and received a full five-year renewal for another five-year charter beginning in 2017 – 2018. UD Team II opened successfully and on time in fall of 2018. Both schools are fully-enrolled, fully-staffed and financially healthy. Both schools occupy facilities that meet the needs of students and staff and that are financially affordable. UD Team has received clean, unqualified audits each year, and UD Team II received a clean Opening Procedures confirmation from its auditors.

To assess whether or not we are meeting standards for Performance Framework Benchmark 1, we have four graduating classes to date from which to review data at UD Team, and obviously no meaningful academic data from UD Team II as of yet.

Urban Dove Team Charter School III is an ungraded Transfer High School serving a high risk population of student. The school is programmatically designed and chartered to provide expanded learning opportunities to students at-risk of academic failure, with an enrollment policy that is restricted to students 16 years or younger who have attended high school and accumulated less than eight credits. UD Team's unique student population does not allow for a traditional Accountability Plan as set forth in the New York State Charter School Performance Framework Benchmark 1: Student Performance. Due to this unique population, there are no Peer High Schools, Community School Districts or cross-sections of schools that can be used to comparatively analyze our outcomes and student performances. UD Team and Urban Dove have worked with the NYSED Charter School Office for the past five years to create an alternative Accountability Plan that accurately and fairly compares student outcomes while still holding the school accountable using additional measurements such as retention, credits earned and Special Education student outcomes.

In creating the Accountability Plan for UD Team, we worked closely with the NYSED Charter School Office to obtain data from the NYC DOE that allows us to compare our students with other students who share the same age/credit ratio as our students. We use this peer-peer comparison as part of our measurement of Benchmark 1: Student Performance. Unfortunately, we have only been able to obtain this peer-to-peer data for high school graduation rates (as a Transfer School, we use

the DOE’s model of six year graduation rates for Transfer School student performance), but not for College Enrollment rates, or sub-filters for ELLs, SwDs or Low Income students. While we know these filters will further reduce the citywide averages, we are forced to ignore those variances for now. UD Team III students can be grouped into three risk categories based on their age, credits, and Regents which allows for a direct comparison to NYC DOE students citywide:

Student Sub-Group	Citywide 6 Year Grad Rate (per DOE)
15 years old, less than 11 credits	30%
16 years old, less than 11 credits, no Regents	27%
16 years old, less than 11 credits, one or more Regents	28%

UD Team’s student body is unique and has no comparative equivalent in the NYC DOE portfolio. The Overage/Under-credited students do not resemble those in a traditional high school or a Transfer School, so graduation data analysis is difficult. In order to create a more meaningful comparison, Urban Dove was provided data by the NYC DOE on how students with our age/credit combination fared in NYC DOE schools, regardless of whether they were in traditional or Transfer high schools. Urban Dove broke its student body into four main categories that together compromise all of our students, and then marked a Peer Graduation Rate for each category. For all 307 students in the Accountability Cohorts, the following are the results to date:

	% of Cohort	Peer Target 6 Year Graduation Rate	UD Team Graduation Rate	Variance
15 year old UD Team OA/UC	43.5%	30%	67.5%	+ 37.5
DOE Most At-Risk OA/UC	35%	27%	38.5%	+ 11.5
DOE Other OA/UC	12.5%	28%	51.5%	+ 23.5
Other Off Track/On Track	9%	67%	76%	+ 9

UD Team’s overall graduation rate for all students is 58%, with the rate for Students with Disabilities a comparable 56%.

Of the 307 students in our Accountability Cohorts, our data for credits earned shows tremendous improvement:

Credit Accumulation

	Average Credits/Year Earned Prior to Enrolling at UD Team	Average Credits/Year Earned AT UD Team
All students	3.8	10.8
Students w/ 1 year of HS before enrollment	4.4	12
Students w/ 2 years of HS before enrollment	3.9	9.4

Students w/ 3 years of HS before enrollment	2.9	9.2
Students who graduated UD Team	5.1	12.1
Students who dropped out from UD Team	2.8	5.2

Additionally, the outcomes for Students with Disabilities (40% of all students in the Accountability Cohorts) was nearly identical, with students entering having earned less than 4 credits/year compared to earning 10 credits/year at UD Team. Finally, UD Team showed remarkable results for students most at-risk – those who entered UD Team with less than 1 credit (20% of all students in the Accountability Cohorts) earned an average of 19 credits during their time at UD Team.

College Enrollment and Engagement in the Workforce

As mentioned above, there is no comparable school portfolio to use as comparison for college enrollment or workforce engagement. We were also not able to get data from the NYC DOE for a peer-to-peer analysis we did with graduation rates above. So for comparison, we are using the Transfer high school college enrollment rate provided by the DOE which is 18%. To date in all of our Accountability Cohorts, the UD Team college enrollment rate is 43.5%, with an additional 35% engaged in part time or full time work.

In terms of assessing Benchmark 9, UD Team has met all of its enrollment targets since opening, including all targets for at-risk sub-groups. Since opening, UD Team’s enrollment for Economically Disadvantaged, Students with Disabilities and English Language Learners has exceeded District averages.

Description	School			
	Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016
Total percentage of Economically Disadvantaged students enrolled	91%	82%	91%	97%
Total percentage of Economically Disadvantaged students in the District	70.6%	70.6%	70.6%	70.6%
Total percentage of SWD students enrolled	31%	32%	36%	42%
Total percentage of SWD students in the District	7%	7%	7%	7%
Total percentage of ELL students enrolled	4.5%	3.5%	4.1%	3.8%
Total percentage of ELL students in the District	3.4%	3.4%	3.4%	3.4%

UD Team II in its first class of incoming students has also met or exceeded District averages for all student sub-groups:

Sub-Group Student Population	District Averages	UD Team II population
Students with Disabilities	26%	42%
English Language Learners	16%	16%
Low Income Students	86%	93%

D. Market Analysis and Selection of Target Communities:

- 1. Describe how the target communities in New York State were identified and selected as attractive markets to the CMO. If the existing portfolio does not include schools in New York, provide the rationale for entering New York.*

The NYC Department of Education recognizes how important it is to create alternative learning environments for students who are struggling in high school. The number of Overage / Under-credited high school students, those who are not earning enough credits each year to graduate on track, or at all, are estimated to be well over 125,000 citywide. The DOE has created a portfolio of 49 Transfer Schools to serve these OA/UC students, providing unique elements to address the unique challenges faced by these students.

The problem, however, is that students who fall behind after only one year are often not eligible for Transfer Schools, especially if they are only 15 years old. In fact, out of the 49 Transfer Schools citywide, only three take 15 year old students. The DOE estimates there are nearly 20,000 students who are 15 years old with at least one year of high school and already off-track to graduate. There are an additional 15,000 16 year old students who are already under-credited as well.

Additionally, many Transfer Schools have a minimum number of credits needed to enroll, or require an entrance exam, or a face-to-face interview, or sometimes all of the above. UD Team has no credit minimums, and does not require an entrance exam or an interview. So while Transfer Schools provide a critical educational option for struggling students, they often cannot help those that are struggling the most. Out of the 49 Transfer Schools, only one allows 15 year olds to enter with no tests or interviews. UD Team currently fills an important gap in the educational landscape, but there is a huge need for additional seats for this high-risk, under-served student population.

In New York City, students often travel to schools outside of their community to attend high school, so for a Transfer High School like UD Team, the expectation is that students will come from the local Community School District and from beyond. We have learned from UD Team, however, that virtually all students will reside in the borough of location, and so our growth plans call for one UD Team to be located in each borough, minimizing the travel time for students. Urban Dove identified CSD 30 as the location for UD Team III based on several key factors:

- 1) Easily accessible by public transportation – since many students who attend will travel to UD Team III, it is critical that we are located in easy access to public transportation. This is

equally important to recruit and retain staff. CSD 30 has both subway and bus service with both local and express subways throughout the District. Subway and bus lines are easily accessible to all communities in Queens.

- 2) Facility availability – CSD 30 is a real estate market that will allow UD Team III to locate in a private facility if needed. We have already identified several possible sites that could provide adequate space.
- 3) Outdoor field space – as part of the SBYD program, many of our students play field sports that require outdoor field space. Queensbridge Park, Rainey Park and Astoria Park are easily accessible, free to use, and provide both soccer and flag football fields for our use
- 4) Lack of other Transfer School options – CSD 30 has no other Transfer Schools for Overage/Under-credited students. Despite having multiple large public high schools, several of which have graduation rates below the city average, student who live in this community who are struggling at these local schools have no other educational options.
- 5) Community and public interest – Urban Dove has met with several community groups, tenant associations and elected officials and received enthusiastic support for UD Team III. Parents and families expressed the need for an alternative high school option for their children and our school model and community programs were widely hailed as needed and beneficial. Urban Dove has met with the offices of Elected Officials, including Borough President Melinda Katz, State Senator Michael Gianaris, Councilman Costa Constantinides, and has presented to the Community Education Council and Community Boards 1 and 2.

20. Discuss the CMO's competition for students and staff in the target communities, assess student demand, and describe the organization's competitive advantages.

Queens has only five Transfer Schools total, and CSD 30 is home to none of them. UD Team III will therefore be the only school in the District that accepts Overage/Under-credited students. Data from the DOE website indicates that there are 11 schools in CSD 30 serving high school students, enrolling over 9,000 students. There are approximately 2,500 9th graders enrolling in these schools each year, and 20%-25% do not earn 10 credits in their first year of high school. With no Transfer Schools who will take them, UD Team III will be the only Transfer option for nearly 250 students each year who do not pass 9th grade. This does not include 10th graders who also have failed to accumulate more than 8 credits in two years of high school. With an incoming enrollment of 110 students each year, UD Team III should have no challenge in fulfilling its enrollment criteria with students from Queens as there is clearly a high need for additional Transfer School seats in District 30 and Queens as a whole.

Urban Dove understands the challenges of working with our high-risk population and realizes it is not the best fit for many educators. We carefully screen all staff members to ensure they are passionate about working with our students and are committed to the belief that all students can learn. UD Team III will provide a unique opportunity for any educator who shares our values and commitment. Our model provides a tremendous amount of support to all staff members, with intensive and ongoing Professional Development, competitive salaries, a student:adult ratio of 5:1, two teachers in every classroom, and an exciting, meaningful work experience each day.

Attachment 6b – Management Organization Business Plan Attachments

All required attachments follow, in order of the checklist below:

REQUIRED ATTACHMENTS CHECKLIST

Attachment #	Title	Included in Submission
Attachment A	By-Laws	Yes
Attachment B	Meeting Schedule	Yes
Attachment C	Organizational Chart	Yes
Attachment D	Annual Reports	Yes
Attachment E	Management Contracts	Yes
Attachment F	Philanthropic Support	Yes
Attachment G	Consolidated Financial Reports	Yes
Attachment H	Audited Financial Statements	Yes
Attachment I	Form 990s	Yes
Attachment J	Authorization to do Business in New York State	Yes
Attachment K	Not-for-Profit Status	Yes
Attachment L	Client List	Yes
Attachment M	Litigation	Yes

AMENDED AND RESTATED

BY-LAWS

-of-

THE URBAN DOVE, INC.

(a New York Not-For-Profit corporation)

ARTICLE I

OFFICES

1.1 Principal Office. The principal office of the Corporation shall be in the County of New York in the State of New York.

1.2 Other Offices. The Corporation may also have offices at such other places within and without the State of New York as the Board of Directors may from time to time determine or the business of the Corporation may require.

ARTICLE II

MEMBERS

The Corporation shall have no members.

ARTICLE III

DIRECTORS

3.1 Powers, Qualifications and Number. The property, affairs and business of the Corporation shall be managed under the direction of its Board of Directors, which may exercise all such authority and powers of the Corporation and do all such lawful acts and things as are by statute or the Certificate of Incorporation directed or required to be exercised or done by the Board of Directors. Each Director shall be at least eighteen years of age, but need not be a citizen of the United States or a resident of the State of New York. The number of Directors constituting the Board of Directors shall be no less than three. Subject to the foregoing limitation, the number of Directors may be increased or decreased at any time and from time to time by a resolution of the Board of Directors adopted by a majority of the Directors which the Corporation would have if there were no vacancies, provided that no decrease shall shorten the term of any incumbent Director.

3.2 Election, Term and Vacancies. The initial Directors shall be the persons named in the Certificate of Incorporation and shall serve until the first annual meeting of the Board. Each Director shall hold office for three year terms. Directors may be elected to any number of consecutive terms. To become a Director, a person shall be required to make a site visit to one of the Corporation's program locations, meet personally with at least one member of the Governance Committee and, at the next meeting of the Board of Directors, be nominated by a

member of the Governance Committee, seconded by another Director, and then elected by a plurality of the Board of Directors.

3.3 Resignation and Removal. Any Director may resign at any time by giving written notice of his resignation to the Board of Directors, the Executive Director or the Secretary. Any such resignation shall take effect at the time specified therein or, if no time is specified, immediately upon receipt; unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any or all of the Directors may be removed for cause or without cause by the Board of Directors.

3.4 Committees. Whenever there shall be more than three Directors, the Board of Directors may, by resolution adopted by a majority of the Directors which the Corporation would have if there were no vacancies, designate from among its members three or more Directors to constitute committees, which committees, to the extent conferred by the resolutions designating such committees and except as otherwise provided by statute, shall have and may exercise the authority of the Board of Directors. Unless the Board of Directors shall provide otherwise, a majority of the members of any such committee may fix the time and place of its meetings and determine its action. The Board of Directors shall have the power at any time to fill vacancies in, change the membership of or dissolve any such committee. Nothing herein shall be deemed to prevent the Board of Directors from appointing committees consisting in whole or in part of persons who are not Directors of the Corporation, provided, however, that no such committee shall have or may exercise any authority of the Board of Directors. Notwithstanding the foregoing, the Board of Directors shall have the following committees:

3.4.1 Governance Committee. A Governance Committee, which shall consist of at least three Directors, shall be appointed by the Executive Director, subject to approval by the Board of Directors. The Governance Committee shall advise the Board of Directors with respect to the election or removal of Directors and all other corporate governance matters relating to the Corporation.

3.4.2 Finance Committee. A Finance Committee, which shall consist of at least three Directors appointed by the Chairperson of the Board of Directors, subject to the approval of the Board. The Finance Committee shall advise the Treasurer, if any, and the Board in regard to the investments, budget, audit and general fiscal policy of the Corporation.

3.4.3 Program Committee. A Program Committee, which shall consist of at least three Directors appointed by the Chairperson of the Board of Directors, subject to the approval of the Board. The Program Committee shall advise the Board in regard to the programs, both existing and prospective, of the Corporation.

3.4.4 Fundraising Committee. A Fundraising Committee, which shall consist of at least three Directors appointed by the Chairperson of the Board of Directors, subject to the approval of the Board. The Fundraising Committee shall advise the Board in regard to the fundraising events and related efforts of the Corporation.

3.4.5 Compensation Committee. A Compensation Committee, which shall consist of at least three Directors, including the Chairperson of the Board of Directors, the chair of the Finance Committee and the chair of the Governance Committee, shall advise the Board with respect to the compensation policies and related standards for the Executive Director.

3.5 Compensation of Directors. No compensation of any kind shall be paid to any Director for the performance of his or her duties as Director. Subject to Article XII below, this shall not in any way limit reimbursement of or payment for services provided to the Corporation by the Director in any capacity separate from his or her responsibilities as a Director, provided that there is full disclosure of the terms of such compensation and the

arrangement has been approved by the Board. The provisions of this section shall not in any way limit reimbursement of or payment for services provided to the Corporation by any organization in which a Director is affiliated.

ARTICLE IV

MEETINGS OF THE BOARD OF DIRECTORS

4.1 Place, Time, Call and Notice. Meeting of the Board may be held at any place within or without the State of New York as the Board may from time to time fix. The regular meetings of the Board shall be held no less than 3 times a year at a time and place to be fixed by the Board. Special meetings of the Board shall be held whenever called by the Chairperson of the Board, the Executive Director, or any Director upon written demand of not less than three members of the Board, in each case at such time and place as shall be fixed by the person or persons calling the meeting.

4.2 Quorum and Action. A majority of the Directors which the Corporation would have if there were no vacancies shall constitute a quorum, except that when a vacancy or vacancies prevent such a majority, a majority of the Directors then in office shall constitute a quorum, provided such majority shall constitute at least one-third of the Directors which the Corporation would have if there were no vacancies. A majority of the Directors present, whether or not a quorum, may adjourn a meeting to another time and place. Notice of any such adjournment shall be given to any Directors who were not present and, unless announced at the meeting, to the other Directors. At any adjourned meeting at which a quorum is present, any business may be transacted which might have been transacted at the meeting originally scheduled. Except as otherwise provided herein or by statute, the vote of a majority of the Directors present at the time of the vote, a quorum being present at such time, shall be the act of the Board of Directors.

4.3 Conduct of Meetings. The Chairperson of the Board, if present, shall preside at all meetings. Otherwise, the Executive Director, if a Director and present (if more than one, as chosen by the Board of Directors), or, if neither of the foregoing is present, any other Director chosen by the Board of Directors, shall preside. The Secretary of the Corporation, if a Director and present, shall act as secretary of the meeting and keep the minutes thereof. Otherwise, a Director appointed by the Chairperson of the meeting shall act as secretary and keep the minutes thereof.

4.4 Action without a Meeting. Any action required or permitted to be taken by the Board of Directors or any committee thereof may be taken without a meeting if all members of the Board of Directors or committee consent in writing to the adoption of a resolution authorizing the action and the written consent thereto by the members of the Board of Directors or the committee shall be filed with the minutes of the proceedings of the Board of Directors or committee.

4.5 Action by Conference Call. Any one or more members of the Board of Directors of the Corporation or of any committee thereof may participate in a meeting of the Board of Directors or of any such committee by means of a conference telephone or similar communications equipment allowing all persons participating in the meeting to hear each other at the same time. Participation by such means shall constitute presence in person at the meeting.

ARTICLE V

OFFICERS

5.1 Number, Election and Vacancies. Every three years, the Board of Directors shall elect or appoint an Executive Director and a Secretary and may at any time and from time to time elect or appoint a Chairperson of the Board, one or more Vice-Chairperson of the Board, a Treasurer, and such other officers, agents and employees as it may deem desirable. Any two or more offices may be held by the same person, except the offices of Executive Director and Secretary. The election or appointment of an officer shall not of itself create any contract rights. A vacancy in any office may be filled for the unexpired term by the Board of Directors at any meeting.

5.2 Term of Office, Resignation and Removal. Unless otherwise prescribed by the Board of Directors, each officer of the Corporation shall hold office until the meeting of the Board of Directors closest to the second anniversary of such officer's election and until his successor has been elected and qualified. Any officer may resign at any time by giving written notice of his or her resignation to the Board of Directors, the Executive Director or the Secretary. Any such resignation shall take effect at the time specified therein or, if no time is specified, immediately upon receipt; unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Notwithstanding anything in the foregoing to the contrary, any officer may be removed at any time by the Board of Directors with cause or without cause.

5.3 Chairperson of the Board. The Chairperson of the Board, if any, shall, if present, preside at all meetings of the Board of Directors and shall have such other powers and duties as the Board of Directors may from time to time assign to him or her.

5.4 Executive Director. The Executive Director shall, in the absence of the Chairperson of the Board, preside at all meetings of the Board of Directors at which they are present. The Executive Director shall have general supervision over, and shall direct the business and affairs of the Corporation. The Executive Director shall have all powers and duties usually incident to the office of the Executive Director except as specifically limited by resolution of the Board of Directors. The Executive Director shall have such other powers and perform other duties as may be assigned to time from time to time by the Board of Directors.

5.5 Vice-Chairperson. A Vice Chairperson shall have such powers as may be assigned to him or her by the Board. In the absence of the Chairperson, the Vice Chairperson shall perform the duties of the Chairperson.

5.6 Secretary. The Secretary shall, if present, act as the secretary of, and keep the minutes of, all meetings of the Board of Directors, and shall be responsible for the giving of notice of all meetings of the Board of Directors. He or she shall be custodian of the seal of the Corporation, which he or she shall affix to any instrument requiring it whose execution has been authorized, and of the corporate records (except accounting records), and shall have such other powers and duties as generally pertain to the office and as the Board of Directors may from time to time assign to him or her.

5.7 Treasurer. The Treasurer shall keep or cause to be kept full and accurate accounts of receipts and disbursements of the Corporation, and shall deposit or cause to be

deposited all moneys, evidences of indebtedness and other valuable documents of the Corporation in the name of the credit of the Corporation in such banks or depositories as the Board may designate. At the annual meeting, he or she shall render a report of the Corporation's accounts showing in appropriate detail: (a) the assets and liabilities of the Corporation as of a twelve month-month fiscal period terminating not more than six months prior to the meeting; (b) the principal changes in assets and liabilities during that fiscal period; (c) revenues or receipts of the Corporation , both unrestricted and restricted to particular purposes during said fiscal period; and (d) the expenses or disbursements of the Corporation, for both general and restricted purposes during said fiscal period. Such report shall be filed with the minutes of the annual meeting of the Board. Te report to the Board may consist of a verified or certified copy of any reports by the Corporation to the Internal Revenue Service or the Attorney General of the State of New York, which includes the information specified above. The treasurer shall, at all reasonable times, exhibit the Corporation's books and accounts to any Officer or Director of the Corporation, whenever required by the Board, render a statement of the Corporation's accounts, and perform all duties incident to the position of Treasurer, subject to the control of the Board, and shall when required, give such security for the faithful performance of his or her duties as the Board may determine.

5.8 Other Officers; Absence and Disability. The other officers of the Corporation shall have such powers and duties as generally pertain to their respective offices and as the Board of Directors or, subject to the control of the Board of Directors, the Executive Director may from time to time assign to them. In case of the absence or disability of any officer of the Corporation and of any person herein authorized to act in his or her place, the Board of Directors may from time to time delegate the powers and duties of such officer to any other officer or any other person whom it may select.

5.9 Compensation of Officers. The Board of Directors shall have authority to fix the salary and other compensation, if any, of any officer of the Corporation or to appoint a committee for such purpose. Nothing herein contained shall be construed to preclude any officer from receiving a salary or other compensation by reason of the fact that he is also a Director of the Corporation.

5.10 Sureties and Bonds. In case the Board shall so require, any Officer or agent of the Corporation shall execute for the Corporation a bond in such sum and with such surety or sureties as the Board may direct, conditioned upon the faithful performance of his or her duties to the Corporation and including responsibility for negligence and for the accounting for all property or funds of the Corporation that may come into hi or her hands.

ARTICLE VI

INDEMNIFICATION

6.1 Each person who is made or threatened to be made a party in any civil or criminal action or proceeding by reason of the fact that he or she, his or her testator or intestate is or was a Director or officer of the Corporation or serves or served any other entity in any capacity at the request of the Corporation shall be indemnified by the Corporation to the maximum extent permitted by statute as amended from time to time.

6.2 Insurance. The Corporation shall have the power to purchase and maintain insurance to indemnify the Corporation for any obligations which it incurs as a result of its indemnification of Directors, officers, and employees pursuant to Section 1 above, or to indemnify such persons in instances in which they may be indemnified pursuant to Section 1 above.

ARTICLE VII

BOOKS AND RECORDS; BANK ACCOUNTS

7.1 Books and Records. The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of the Board of Directors and of any committee which the Directors may appoint, and shall keep at the office of the Corporation in the State of New York. Any of the foregoing books, minutes or records may be in written form or in any other form capable of being converted into written form within a reasonable time.

7.2 Bank Accounts. The Board of Directors may from time to time authorize the opening and maintenance of general and special bank accounts with such banks, trust companies or other depositories as the Board of Directors may designate or as may be designated by any officers of the Corporation to whom such power of designation may from time to time be delegated by the Board of Directors. The Board of Directors may make such special rules and regulations with respect to such bank accounts, not inconsistent with the provisions of these By-Laws, as it may deem expedient.

7.3 Investments. The funds of the Corporation may be retained in whole or in part in cash or be invested and reinvested from time to time in such property, real, personal or otherwise, including stocks, bonds, or other securities, as the Board may deem desirable.

ARTICLE VIII

CORPORATE SEAL

The corporate seal shall be in such form as the Board of Directors shall prescribe. The corporate seal on any corporate bond or other obligation for the payment of money may be a facsimile.

ARTICLE IX

FISCAL YEAR

The fiscal year of the Corporation shall be from July 1 to June 30 unless amended by the Board of Directors.

ARTICLE X

AMENDMENT OF BY-LAWS

These By-Laws may be amended or repealed by the affirmative vote of two-thirds of the entire Board present at any meeting of the Board at which a quorum is present. Such action is authorized only at a duly called and held meeting of the Board for which written notice of such meeting setting forth the proposed alteration is given in accordance with the notice provisions for special meeting set forth in these By-Laws.

ARTICLE XI

NON-DISCRIMINATION

In all of its dealings, neither the Corporation nor its duly authorized agents shall discriminate against any individual or group for reasons of race, color, creed, sex, age, culture, national origin, marital status, sexual preference, or mental or physical handicap.

**Urban Dove Board of Directors
Full Board Meeting Schedule**

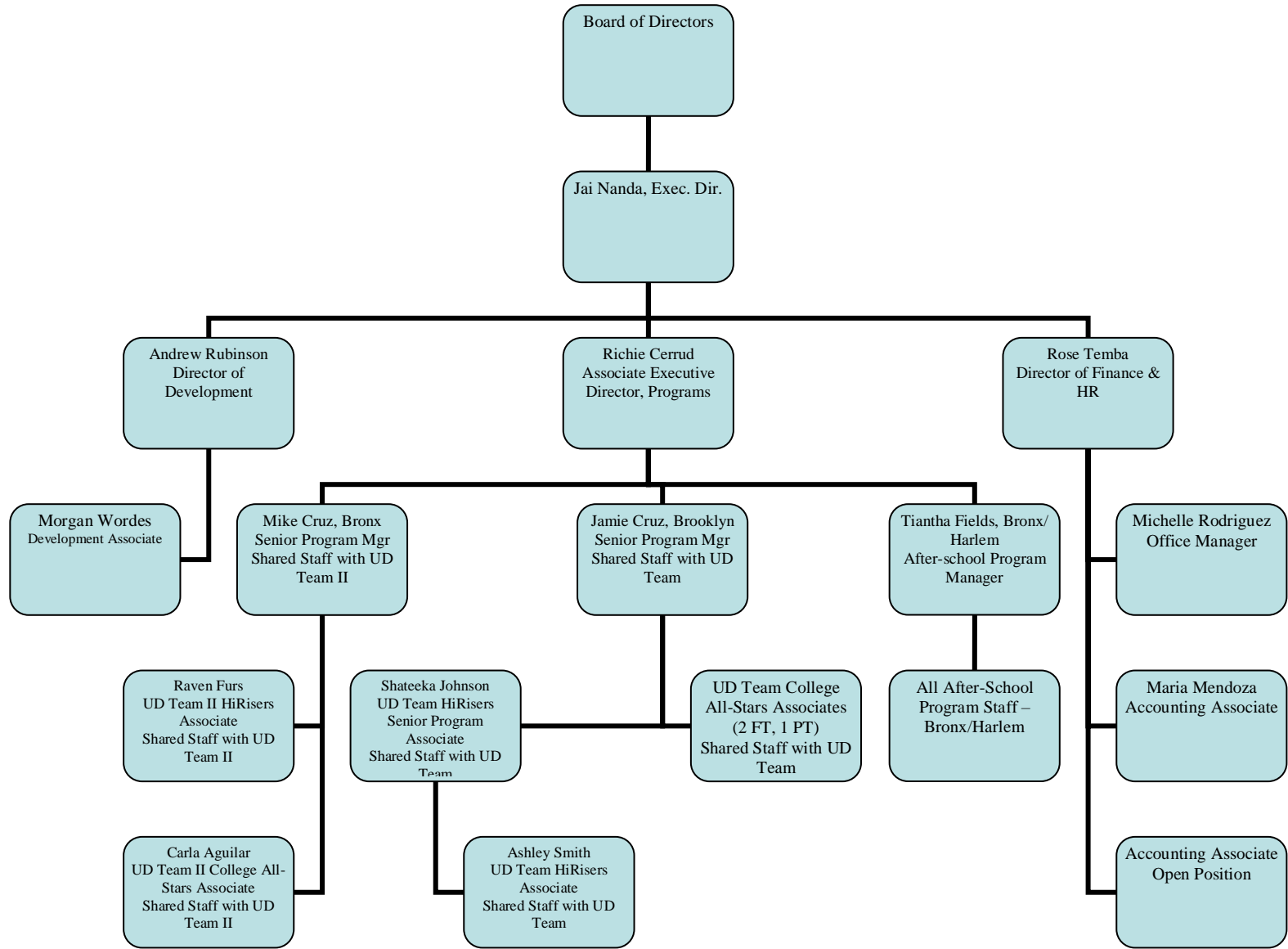
Current Year – July 1, 2018 – June 30, 2019

July 31st, 2018
October 16, 2018
February 6th, 2019
April 18th, 2017

First Year of School Operation – July 1, 2020 – June 30, 2021

July 2020
October 2020
January 2021
April 2021

Urban Dove 2018 – 2019 Organizational Chart



2016-2017 ANNUAL REPORT



TAKING FLIGHT





FROM OUR LEADERSHIP

THE BOARD

MARK BENEROFE
CAMPGROUP

STEVEN A. BERGER, ESQ.
BERGER & WEBB

LAWRENCE D. ELLMAN
BERKSHIRE REALTY VENTURES

DAVID D. FROELICH
SUNPOWER

MICHAEL GRANDIS, ESQ.
LOEB & LOEB LLP

HENRY JOHNSON
RBC CAPITAL MARKETS

GARY LIEBERMAN
WEST SIDE ADVISORS

SPENCER ROTHSCHILD
BARRIO FOODS

TRISHA ROZAS
THOUGHTFOCUS

STEVE SWIATKIEWICZ
MIDWAY INVESTORS

EXECUTIVE DIRECTOR
JAI NANDA

Dear Friends,

Thanks to all of you for another amazing year at Urban Dove. We had a record year in 2016-2017 and have great plans for the year ahead. This past year we served a record number of young people, and broke our fundraising record as well. Urban Dove Team Charter School had its largest graduating class, and our Evening with the Dove raised more than it ever has - thanks in large part to our Honoree Joe Spinelli and his amazing generosity. To top it all off - UD Team received a full five year renewal in June - a testament to the amazing work being done there by our students.

Our seniors once again graduated from high school and went on to college, and our current college-enrolled Alumni continue toward graduation. Our high school Youth Staff in the HiRisiers program mentored over 200 elementary school children in the community and this past summer those same Youth Staff worked as full time counselors in our Day Camps (yes, we had 2 camps this year - one in the Bronx and one in Brooklyn!), earning over \$100,000.

As amazing as this past year has been, this upcoming year may prove to be even more special. Our application for a second school - Urban Dove Team Charter School II has been approved and will open in fall 2018 in the Bronx. Our plan is to open an additional three schools over the next 8 years. UD Team's full five year renewal proved that this unique model can work to educate even the most at-risk students, and we are committed to providing this opportunity to as many students as we can. UD Team II in the Bronx will provide another 300 Overage/Under-credited youth a chance to get their academic careers, and their lives, back on track and become part of the UD family.

This is a remarkable and exciting time at the Dove, and we are so grateful to all of you for your support in making it possible. We hope you will continue to stay involved in the year to come and will share in the success of our wonderful young men and women as they work to realize their full potential. Thank you for all that you do and have a wonderful year.

Sincerely,

Jai Nanda
Executive Director

Spencer Rothschild
Board Chair





PROGRAM OVERVIEW

July 1, 2016 – June 30, 2017

ANOTHER GREAT YEAR!



Middle School Students Look Forward to Camp All Year

Urban Dove had another very successful year both programmatically and organizationally. We served more youth in both our after-school and summer programs, grew our program staff and achieved stellar outcomes in all of our programs. This year, 94% of our high school seniors graduated and 96% enrolled in college!

Urban Dove Team Charter School (UD Team) had a successful fourth year and enrolled over 100 new students, increasing enrollment to 265. UD Team is the first of its kind—a transfer high school that uses a sports-based youth development curriculum to energize, educate and empower students who are off-track to graduate.

Urban Dove programs operate in East Harlem, the South Bronx and Bedford-Stuyvesant, all of which have higher than average populations of at-risk youth. While there are many risk factors that prevent youth from reaching their full potential, Urban Dove focuses on three critical areas of need - high school graduation, college enrollment and persistence, and job training. Our programs engage youth starting at 8 years of age, and provide skills training, resources, support and opportunities all the way through to college graduation, helping young people grow into healthy, successful and independent adults.

Population Served

In the past year, Urban Dove served over 600 youth including 150 ages 8-13 and 450 ages 14-20.

- ◆ Urban Dove youth live in all five boroughs, with a focus on the Bronx, East Harlem, and Brooklyn
- ◆ All Urban Dove youth attend NYC public schools
- ◆ 55% are male, 45% are female
- ◆ 65% are African-American, 35% are Hispanic
- ◆ Over 85% of teens are from low-income families and qualify for Free/Reduced Lunch
- ◆ 78% come from a household with no college graduates
- ◆ 80% have never had a job until working with Urban Dove



Youth Staff Organize Activities and Games All Year Long

HiRisers and College All-Stars Programs

HiRisers trains high school teenagers to be “Youth Staff” mentors and coaches to elementary and middle school students. During the school year, Youth Staff work three days per week after school to provide academic tutoring, sports and life-skills workshops to younger children - “participants” - in their community. Youth Staff are recruited in their freshman or sophomore year of high school, and over 88% return to the program each year. Youth Staff receive an initial training course before starting as mentors, and continue to receive additional training throughout the program. Between training and working on-site, Youth Staff are engaged in over 300 hours of HiRisers programming, the equivalent of 50 extra school days.

During the summer, the program becomes a full day, seven-week summer camp with Youth Staff working full-time as counselors. Youth Staff receive an additional week of training before camp. In the summer of 2016, we had 164 campers in our day camp, and Urban Dove employed 80 Youth Staff as counselors. This camp is so crucial because 85% of our families report that they have no affordable summer day camp options and 100% report that they have no affordable sleep-away camp options. Camp activities include sports and recreation, field trips, and an academic enrichment curriculum designed to curb Summer Learning Loss (which it did for 79% of our campers). After day camp, Urban Dove takes campers and Youth Staff for a week of sleep-away camp in the Berkshire Mountains.



College All-Stars Experience College Life First Hand



Youth Staff Act as Role Models to Younger Students at Urban Dove's Summer Camp

College All-Stars (CAS) is a comprehensive college-prep curriculum that our teenagers participate in beginning in their sophomore year of high school. CAS provides support and information to Urban Dove teens all the way through to college graduation. Activities include workshops, college tours, one-on-one counseling, SAT prep and outings. Once in college, teens receive ongoing assistance including campus visits, help with transferring schools, help with finding summer jobs and access to the Urban Dove Alumni Network which provides networking and job opportunities to Urban Dove alumni. College All-Stars delivers a separate and unique curriculum in each year of high school, delivering information gradually to youth and their families so that the application process is manageable. CAS staff work with students and families to identify colleges that are accessible, affordable, and meet the unique needs of each student. College All-Stars visit over 25 college campuses, many of which have Urban

Dove alumni who lead tours and give a unique perspective to their former Youth Staff colleagues. This tempered, thoughtful approach to choosing the right school, the support services for college-enrolled alumni and the life-skills learned in HiRisers, all work together to ensure that when our youth enroll in college they have all the skills and tools they need to be successful.



Outcomes

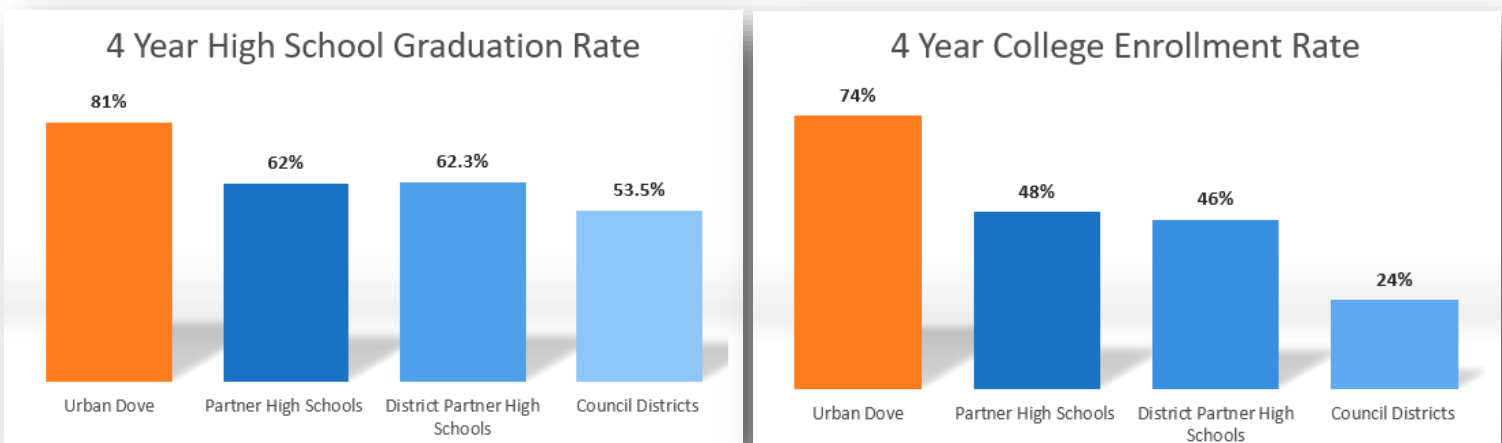
While Urban Dove serves youth as young as 8 years old, the majority of our programming focuses on youth ages 14-20 and it is for this group that we seek the biggest impact and for whom we track outcomes.

Urban Dove programs are designed to achieve outcomes in three major areas: **1) high school graduation and college prep, 2) college enrollment and persistence** and **3) job training**. Urban Dove programs provide youth with a combination of the “hard” and “soft” skills they need to achieve these important milestones. Hard skills include technical information and support (i.e. SAT prep, summer job application assistance, Financial Aid Form assistance workshops, etc.) while soft skills focus on confidence, self-esteem and social/emotional skill building. Strong sets of skills in both areas are needed for our youth to achieve their goals and reach their potential.

Program Evaluation

The vast majority of teens in our program begin with Urban Dove in their freshman or sophomore year of high school. Achieving our outcomes of high school graduation and college enrollment means we must retain them for at least three years, so retention rates are important for understanding our success. Over the last 10 years, over 76% of Urban Dove teens have remained active in Urban Dove through their year senior of high school and 100% of those students graduated, giving us, effectively, a 76% four-year graduation rate. When we include teens who were in the program for at least two years, the rate goes up to 81%. Teens with less than two years in Urban Dove programs were not factored into the data, since we cannot assume that their short time in our programs was enough to impact their outcomes. In studying college enrollment, we see that of the teens that graduated high school during the period of study, 98% enrolled in college. This gives Urban Dove an effective four-year college enrollment rate of 74%. There is not enough data to quantify the results for college graduates as of yet, but we will begin to collect this over the next few years.

To compare results, we used Department of Education data from our partner schools, other schools in their districts and their Council Districts and accounted for demographics. Taking into account that Urban Dove recruits and enrolls teens that have been identified by school staff as having one or more risk-factors, the results our programs achieve are excellent:



DID YOU KNOW?



The NYC DOE reported that in 2016 the high school graduation rate was **88.1%** for African-Americans and **88.9%** for Hispanics



Nearly **40%** of UD Team students require Special Education services, over **3x** the district average.



The U.S. Bureau of Labor Statistics reported that over the course of a lifetime, college graduates make **84%** more than high school graduates, totaling over **\$1,000,000**.



In 2013, the Kids Count Data Center reported that the unemployment rate among NYC teens is **88%**.

OUR SUCCESS

We track our success with hard data so that we can continue to document our progress and improve our programs. Key outcomes that we achieved this past year include:

High School Graduation and College Prep

- ◆ **94%** of seniors graduated from high school
- ◆ Urban Dove juniors received 100 hours of SAT prep resulting in **90%** of juniors increasing their SAT score by an average of **91** points
- ◆ Seniors received 40 hours of college counseling, including 20 hours of one-on-one advisement
- ◆ Juniors and seniors took part in 2 overnight college tours and multiple day tours, visiting over 20 colleges

College Enrollment and Persistence

- ◆ **100%** of high school seniors were accepted to, and enrolled in, college
- ◆ Over **90%** of all college enrolled Urban Dove youth remain in college, on track to graduate
- ◆ The high school class of 2017 received **\$25,000** from Urban Dove's own scholarship fund

Job Training and Experience

- ◆ Teens received an average of **30** hours of job and leadership training and over **200** hours of on-the-job experience
- ◆ Urban Dove employed **80** teenagers in our summer camp, earning over **\$100,000**
- ◆ Urban Dove provided Youth Staff-in-training programming for 9 eighth-graders, 4 of whom became Youth Staff in 16—17



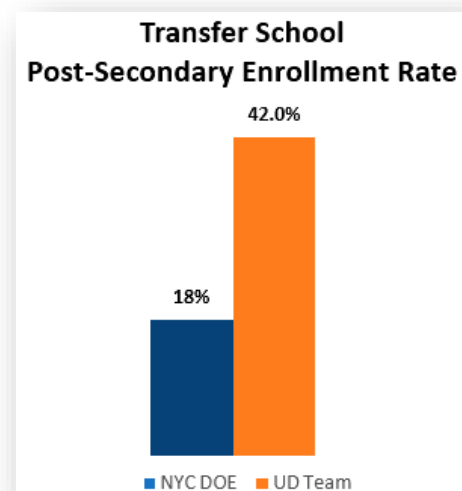
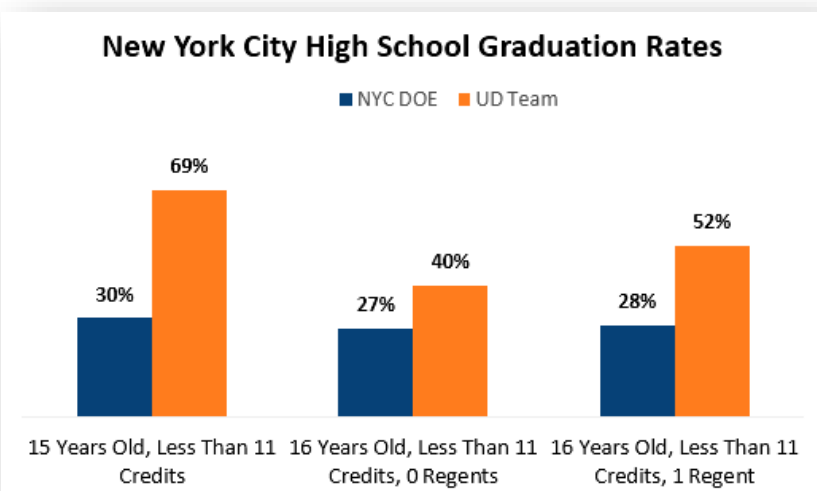
Urban Dove Team Charter School

UD Team serves a unique population of highly at-risk students. We completed our fifth year of school in June 2017. Each student that enrolls in UD Team has faced significant challenges at their previous high school. All students have less than eight high school credits despite having attended at least one year of high school. UD Team uses a unique Sports-Based Youth Development framework and a rigorous team sports model to re-engage these disconnected students and put them back on the path to graduation.

June 2017 marked the largest graduating class for UD Team, with 35 seniors graduating in June and more expected to graduate over the school year. To date, we have exceeded Citywide averages in every category of student for which data is available. Particularly noteworthy are the three categories that make up the vast majority of UD Team students and the group that UD Team was created to serve – 15-16 year olds with less than 11 credits. While success for UD Team students is measured in many ways, the most tangible and widely accepted outcomes are graduation rates and college enrollment rates. The results below reflect outcomes for the first three cohorts of UD Team students, 236 students in total. As a result of our early success and as validation of our unique approach to serving our at-risk students, UD Team received a full 5 year charter renewal this past June from the WYS Board of Regents, and we are now in the planning stages of opening up a second school, UD Team II, to serve more of our at-risk students.

In the 2016-2017 school year, UD Team enrolled 265 students:

- ◆ All UD Team students enter off-track to graduate—averaging only 5 credits after 1½ years of high school
- ◆ 60% were male, 40% were female, 76% were African-American, 24% Hispanic
- ◆ 96% lived in Brooklyn
- ◆ Over 38% of UD Team students received Special Education services
- ◆ 95% of students qualified for Free and Reduced Lunch
- ◆ 82% of UD Team students have not passed any Regents exams upon enrollment



Alumni Spotlight

Annelle & Arielle De Souza



Over the past few years, we have highlighted a number of inspiring Urban Dove (UD) alumni in our Alumni Spotlight piece. This year we highlight two sisters, twins in fact, Annelle De Souza and Arielle De Souza. Annelle joined UD in her sophomore year, followed soon after by Arielle, and both sisters continued with UD all throughout high school and into college. UD was instrumental in shaping both girls into the young successful women they are today. With support from the UD family, Annelle and Arielle have achieved success that is truly admirable.

Q: What you have done since graduating high school?

Annelle: After my sister and I graduated high school in 2011, I attended SUNY Albany where I pursued my bachelors in Globalization, graduating in 2015. During my time there, I traveled abroad for the first time alone, visiting Panama for two months where I taught English. I also studied in Valencia, Spain, my senior year. I later pursued my Masters in International Business and Marketing in Barcelona Spain, finishing my Masters degree in 2017.

Arielle: After high school, I attended the University of Rhode Island for my undergrad, graduating in **2016** with a bachelors in both Ocean Engineering and French. After college, I decided to move to France to pursue an advanced Masters in Offshore Energies Engineering. I'm proud to say that I recently defended my Masters, successfully, and will be graduating in December!

Q: During your time as a Youth Staff, what was the greatest experience you remember having?

Annelle: My greatest memory during my time as a Youth Staff was when all the sites around the boroughs would meet on Saturdays as a group. We would play games that would help to bring us closer and learn more about one another. It was a safe pace for everyone to talk and feel comfortable.

Arielle: My greatest experience as a Youth Staff was having the opportunity to work with my friends! Going to site after a long day of school never felt like work to me because I was spending my time with my sister and with the younger participants doing activities that I myself enjoyed, while also gaining valuable life skills.

Q: What would be the three most important skills you learned during your time as a Youth Staff and how have they helped you?

Annelle: Patience, patience and more patience! Working with children as a teen was one of the hardest things I have ever done. Children tend to challenge you and see how far they can push before you push back. Being a twin, I was not use to being around little children let alone tending to their needs.

Arielle: UD's core values of teamwork, communication, and leadership have all helped me. I use these skills on a daily basis. Most of my professional projects are in groups and I have to be a team player who can communicate my ideas and reasoning. When I take on independent projects, I have to be my own leader and be confident in my choices and ideas, which as a young engineer can be challenging.

Q: What have you been able to accomplish since and because of your time with Urban Dove?

Annelle: If it wasn't for Urban Dove, I probably wouldn't have gone to SUNY Albany. Urban Dove was my guide for the entire college application process, and I would have been lost without them. They provided all of us with SAT prep, College tours and lots of moral support. I think Urban Dove should be part of every teens High School experience.

Arielle: Because of UD, I got to experience what being in a work environment was really like. For my work, inside and outside of the classroom, I've received honorable mentions from Black Enterprise, made it onto the list of The Root's 25 Young Futurists for 2016, and was the first woman to receive French Consulate in Boston Excellence Award in 2016. During my Masters program, I even had the opportunity to work at the major French oil company, Total, working as an engineering intern on Arctic drilling projects.

Q: What advice would you offer to the next generation of Urban Dove Youth Staff?

Annelle: Listen to the staff at UD, especially Maria, who has lead the program staff at UD for as long as I can remember. Maria was my backbone during my toughest times in high school. For some people, UD Team is all they have, so appreciate the time you have there and give it the attention and determination that it deserves.

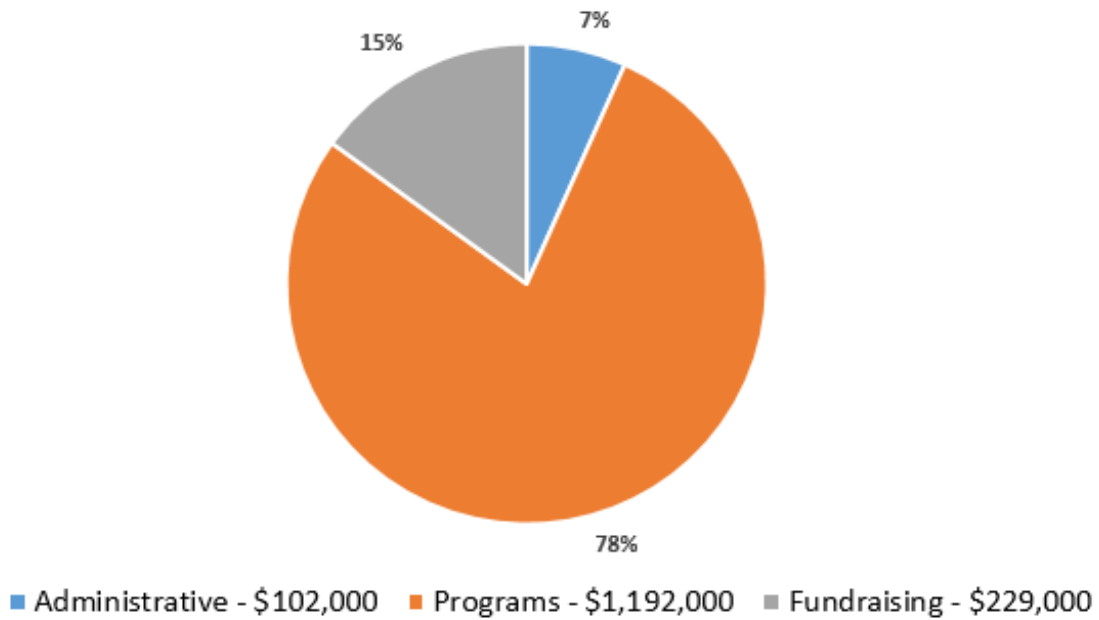
Arielle: Take advantage of all the opportunities Urban Dove provides for you. I can truly say that without Urban Dove I wouldn't have the memories, friendships, professional skills and network that I have today.



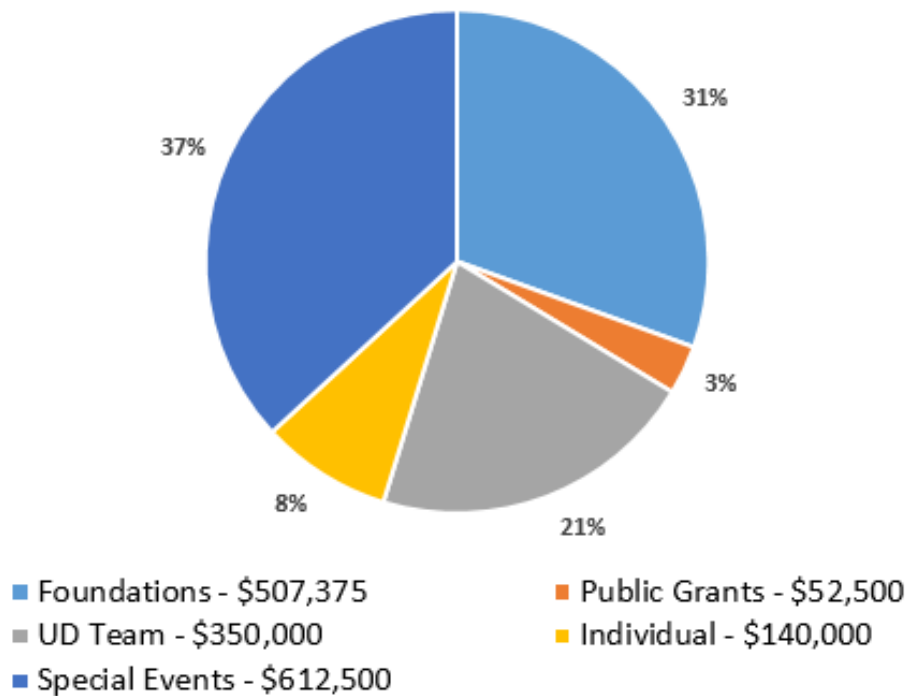
URBAN DOVE FINANCIALS

Financials are not yet audited. Figures represent Urban Dove only and do not include Urban Dove Team Charter School financial information.

Total Expenses - \$1,522,750



Total Revenue - \$1,662,375





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2017-2018 ANNUAL REPORT



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EXECUTIVE DIRECTOR

JAI NANDA

Dear Friends,

What an exciting and historic year for Urban Dove! Not only did Urban Dove Team Charter School receive a full five year renewal, but also our second school, UD Team II in the Bronx, was also approved and is now open serving over 100 students. Our schools and youth development programs continue to help hundreds of young people move themselves forward in concrete ways – finishing high school, enrolling in college, gaining work experience and earning college degrees. Our students not only worked hard to improve their own lives, but spent over 200 hours mentoring and working with younger children in their community both after-school and as counselors in our summer camps.

By embedding our youth development programs into our network of Transfer High Schools, we are greatly increasing our impact. We are reaching more students. These students have greater needs, and we can do more to address those needs. In addition, because the overage/under-credited students we serve have such poor outcomes otherwise, when we help them graduate and go to college, we are moving the needle far more than we ever could before.

UD Team II Bronx is off to a great start, and plans are already being developed for UD Team III. The need for Urban Dove's unique Sports-Based Youth Development school model is too great and the results are too good for us to stop now. In this report, you will see the results of the hard work our young people put in this year, and I hope you are as inspired by them as we are.

These results would not be possible without the dedication of our staff, whose tireless work is an inspiration. We are also incredibly grateful to all of our Board members, without whom none of these results would be possible.

Thank you all for your continued support, which is so critical to our work. Your investment in our youth is a huge part of our success and we hope you take as much pride in it as we do. We look forward to seeing you in 2019.

Sincerely,

Jai Nanda

Jai Nanda

Spencer Rothschild

Spencer Rothschild

Michael Grandis

Michael Grandis





PROGRAM OVERVIEW

July 1, 2017 June 30, 2018



A field trip to Astroland Park at Coney Island

In 2017-18, Urban Dove enjoyed another year of growth both programmatically and organizationally. We served more youth in our summer programs, grew our program staff significantly and achieved stellar outcomes in all of our programs. While Urban Dove continues to operate its Legacy after-school program, we are re-focusing the majority of our resources into serving the highly at-risk students in our network of Transfer High Schools. Urban Dove Team Charter Schools are unique and innovative school models designed to serve a high-risk population of students who have very few options. Utilizing our twenty years of experience in youth development, Urban Dove employs a Sports-Based Youth Development (SBYD) curriculum to help students build the skills needed to get back on track towards high school graduation and prepared for college and the world of work.

Urban Dove Team Charter School (UD Team) in Brooklyn had a stellar sixth year, maintaining an enrollment of 265 students, and seeing its fourth graduating class walk down the aisle in June. Urban Dove Team Charter School II in the Bronx is beginning its first year with 100 students currently enrolled, growing to over 300 in the next few years. Urban Dove's signature youth development programs - HiRisers and College All-Stars - are both mandatory parts of the school day for all UD Team students, allowing us to involve more youth for more hours over a longer period of time.

Urban Dove's mission has not changed — but our impact has increased. We continue to provide engaging, educational programming that teaches at-risk youth the critical life and job skills needed to become healthy, successful, independent adults.

POPULATION SERVED

In 2017-18, Urban Dove served over 650 youth ages 8-20.

- ◆ Urban Dove youth live primarily in Manhattan, Brooklyn, and the Bronx
- ◆ All Urban Dove youth attend NYC public schools
- ◆ Over 85% of teens are from low-income families
- ◆ Over 40% have an Individualized Education Plan (IEP)
- ◆ 80% come from a household with no college graduates
- ◆ 80% have never had a job until working at Urban Dove
- ◆ 55% are male and 45% are female
- ◆ 67% are African-American and 33% are Latino



Students show off their athletic talents at UD Team

HIRISERS AND COLLEGE ALL-STARS

HiRisers trains high school teenagers to be “Youth Staff” mentors and coaches to elementary and middle school students. During the school year, Youth Staff work three days per week to provide tutoring, sports and life-skills workshops to younger children - “participants” - in their community. In 2017-18, HiRisers operated both as a stand-alone, out-of-school time program, and as a fully-integrated class at UD Team.

During the summer, HiRisers operates seven weeks of camp programming with Youth Staff working full-time as paid counselors. Youth Staff receive an additional week of training before camp starts. In the Summer of 2017, 232 campers participated in our day camp at two sites (Brooklyn and Bronx) and Urban Dove employed 75 Youth Staff as counselors, who earned \$108,192 collectively. Camp activities include sports and recreation, field trips, and an academic enrichment curriculum designed to curb Summer Learning Loss (which it did for 75% of our campers). With 65% of parents indicating that they have no other affordable summer camp options, Urban Dove’s free camp program is a much-needed service for the families we serve. The last week of summer is our Camp Watitoh Project, a sleep-away camp experience in the Berkshire Mountains, for both participants and Youth Staff.



Youth Staff organize activities and games all year long

College All-Stars (CAS) is a comprehensive, early college awareness program that prepares students for attending and graduating from college. Like HiRisers, CAS operated both as an out-of-school time program and as a class at UD Team this year. The CAS curriculum is specifically designed for each year of high school, providing information gradually to youth and their families so that the application process is manageable. CAS staff work with students and families to identify colleges that are accessible, affordable, and meet the unique needs of each student.



College All-Stars visit up to 20 colleges each year

Participants in College All-Stars visit over 20 college campuses, many of which have Urban Dove alumni who lead tours and give personal insights to their former Youth Staff colleagues. This measured, individualized approach to choosing the right school, the support services provided for college-enrolled alumni, and the life-skills learned in HiRisers — all work together to ensure that when our youth enroll in college, they have the maximum opportunity to succeed.

Once in college, students receive ongoing assistance from Urban Dove including help with transferring schools, assistance with finding summer jobs, and access to the Urban Dove Alumni Network which provides networking and job opportunities to Urban Dove students.



Seniors and Alumni of Urban Dove reunite each year for the Hoodie Ceremony at our sleep away camp to celebrate one another's accomplishments. Each graduate is given a different colored hoodie which represents a milestone of educational accomplishment. A black hoodie is for high school graduation, a white hoodie for college graduation, and a blue jacket for a Masters Degree.

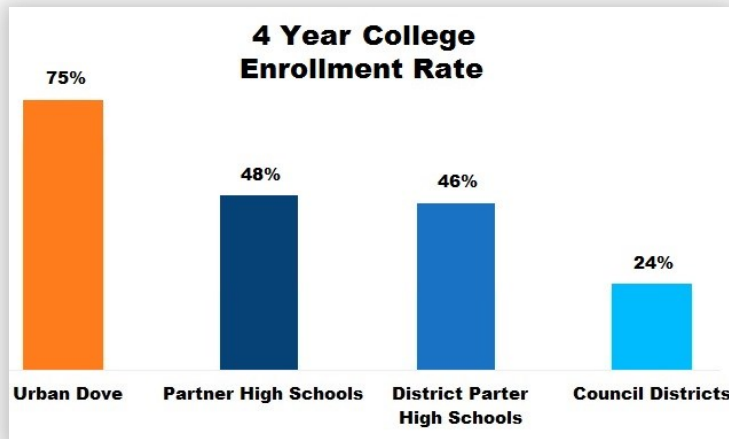
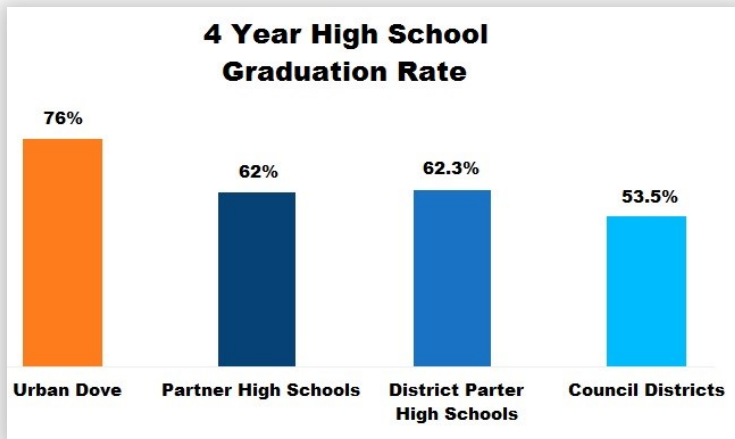
LEGACY OUT-OF-SCHOOL TIME PROGRAM

Urban Dove programs are designed to achieve outcomes in two major areas: **1) high school graduation** and **2) college enrollment and persistence**. Urban Dove programs provide youth with a combination of the "hard" and "soft" skills they need to achieve these important milestones. Hard skills include technical information and support (i.e. SAT prep, assistance with job applications, Financial Aid workshops) while soft skills focus on confidence, self-esteem and social/emotional skill building. Urban Dove focuses its program evaluation on its high school population, with whom we have the most program time and on whom we make the largest impact.

PROGRAM OUTCOMES

The vast majority of teens in our Legacy program begin with Urban Dove in their freshman or sophomore year of high school. Achieving our outcomes of high school graduation and college enrollment means we must retain them for at least three years. From 2008 - 2016, Urban Dove recruited 254 new teens. Of this group, over 78% stayed active in Urban Dove through their senior of high school and 100% of those graduated, giving us, effectively, a 76% four-year graduation rate. When we include teens who were in the program for at least two years, the rate goes up to 82%. Teens with less than two years in Urban Dove programs were not factored into the data, since we cannot assume that their short time in our programs was enough to impact their outcomes. In studying college enrollment, we see that of the teens that graduated high school during the period of study, 98% enrolled in college. This gives Urban Dove an effective four-year college enrollment rate of 75%. The class of 2018 had a 100% high school graduation rate and a 97% college enrollment rate.

To compare results, we use Department of Education (DOE) data from our partner schools, other schools in their districts and their Council Districts, and account for demographics. Taking into account that Urban Dove recruits and enrolls teens that have been identified by school staff as having one or more risk-factors, our results are excellent.





URBAN DOVE TEAM CHARTER SCHOOL

UD Team is a unique transfer school, engaging over-aged, under-credited youth who are not served by other transfer schools in New York City. UD Team uses a Sports-Based Youth Development framework and a rigorous team sports model to re-engage disconnected students and put them back on the path to graduation.

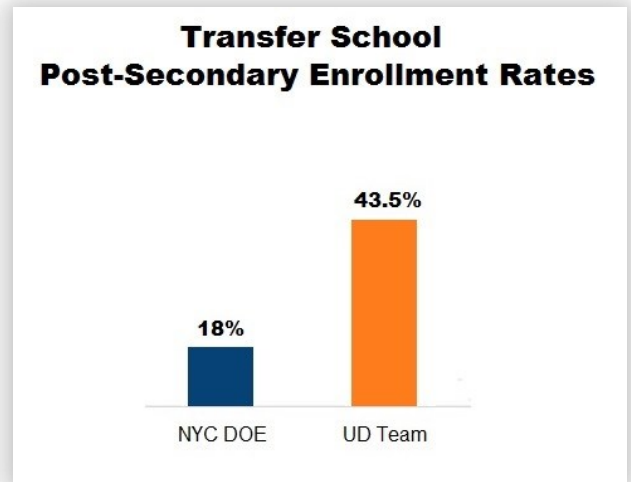
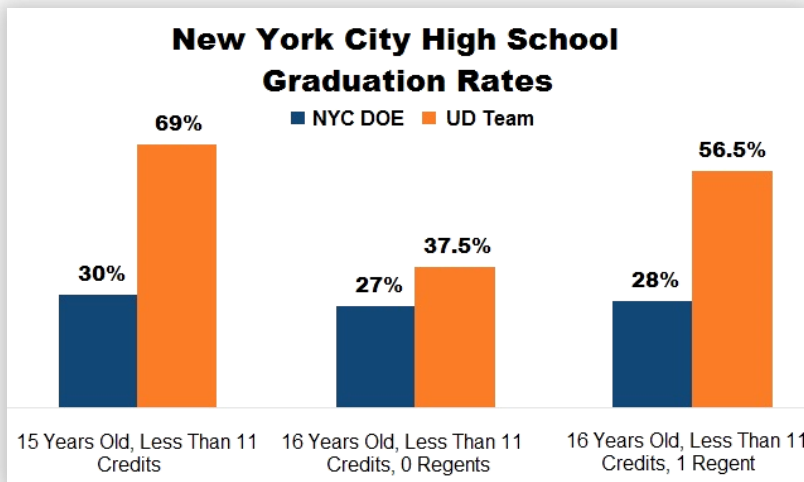
When students enter UD Team, they are placed on a same-gender team with a dedicated coach. Each team and its coach moves as a unit throughout the school, so no student slips between the cracks. Each day the coach leads the team in 2 hours of sports and fitness activities, then accompanies the team to every academic class. This daily experience allows the coach to know team members extremely well, and to engage each UD Team student in critical life-skills development that build social and emotional strength. Coaches and their team of students stay together throughout their entire time at UD.

UD Team operates on an extended day and extended year. The school day runs from 8:30 – 4:45 PM with evening programming on a regular basis, including sports competitions, Regents prep, clubs and special events. The school year follows the DOE calendar, but also includes two summer sessions where students can earn additional credits, make-up classes, and sit for another round of Regents exams.

While success for UD Team students is measured in many ways, the most tangible and widely accepted outcomes are graduation rates and college enrollment rates. Since no schools serve our population of students, Urban Dove uses a peer-peer analysis to measure outcomes for its UD Team students. Using data provided by the DOE, we can compare UD Team students to students citywide in three main categories of students we serve. To date, we have met, or in most cases, exceeded Citywide averages in nearly every category of student for which data is available. Particularly noteworthy is the group that UD Team was created to serve – students age 15 who enter with less than 11 high school credits.

The Class of 2018 at UD Team is our fourth graduating class, bringing our total number of graduates to 149. Over the past four years, our students have achieved a 58.2% graduation rate and a 53.5% college enrollment rate.

While no peer-peer analysis data could be provided to measure college enrollment rates, we are able to measure our outcomes by comparing our enrollment rates to that of NYC Transfer High Schools, as provided by the DOE:





OUR RESULTS

July 1, 2017 June 30, 2018

KEY OUTCOMES THIS YEAR

For Students at UD Team:

- ◆ Year 1 students received **35** hours of workshops on college access topics
- ◆ Year 2 students received **133** hours of SAT prep, with **90%** increasing their score from their baseline test to the actual SAT
- ◆ Year 2 and Year 3 students visited over **20** colleges, both locally and around the northeast
- ◆ Year 3 students received **95** hours of college advising, including 20 hours of 1-on-1 counseling
- ◆ 75% of graduating Year 3 students received at least 1 college acceptance letter
- ◆ Each student who participated in the HiRisiers program received over **30** hours of job and leadership training, and over **200** hours of work experience

For Students in Our Legacy OST Program:

- ◆ Urban Dove retained **84%** of the participants from the 2016-17 academic year
- ◆ **100%** of the graduating Seniors were accepted to college and 97% enrolled
- ◆ Juniors and Seniors visited over **20** colleges, received **30** hours of job training, and over **200** hours of work experience

For Our Summer Camp:

- ◆ **232** campers (ages 8-12) participated
- ◆ **75** Youth Staff worked as camp counselors, earning **\$108,192** collectively in wages
- ◆ Each camper received **60** hours of literacy-related activities from the Youth Staff
- ◆ Our sleep-away week at Camp Watitoh in the Berkshires encompassed **75** campers, **35** Youth Staff, and **43** program alumni.

DID YOU KNOW?



The Citizens Committee for Children reported that in 2017 the NYC high school graduation rate was 66.5% for African-Americans and 64.7% for Latinos.



The U.S. Bureau of Labor Statistics reported that over the course of a lifetime, college graduates make **84%** more than high school graduates, totaling over **\$1,000,000**.



In 2017, the Kids Count Data Center reported that the unemployment rate among NYC teens is **84%**.

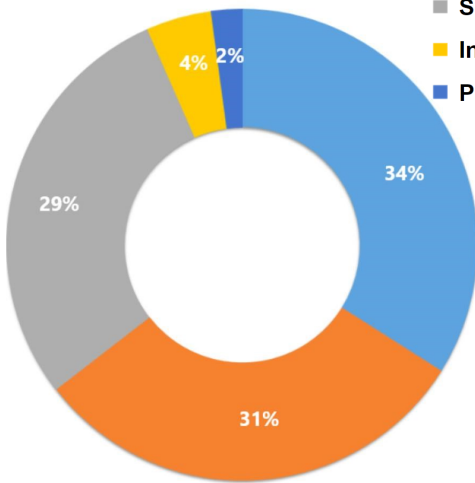


REVENUE & EXPENSES

Fiscal Year July 1, 2017 June 30, 2018

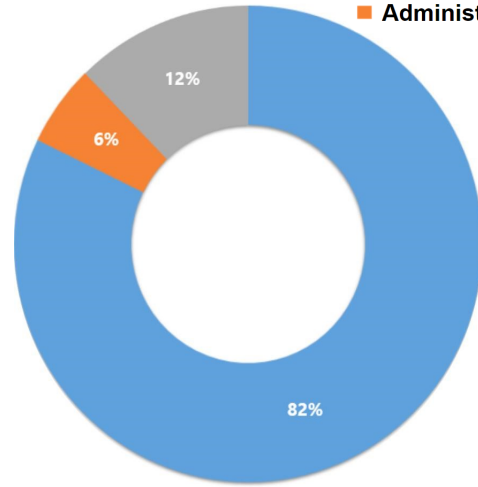
URBAN DOVE

Revenue
\$1,894,500



■ CMO Services	\$644,000
■ Foundations	\$578,000
■ Special Events	\$547,500
■ Individual Donors	\$85,000
■ Public	\$40,000

Expenses
\$1,669,500



■ Programs	\$1,372,400
■ Fundraising	\$205,100
■ Administration	\$92,000

URBAN DOVE & UD TEAM SCHOOLS COMBINED

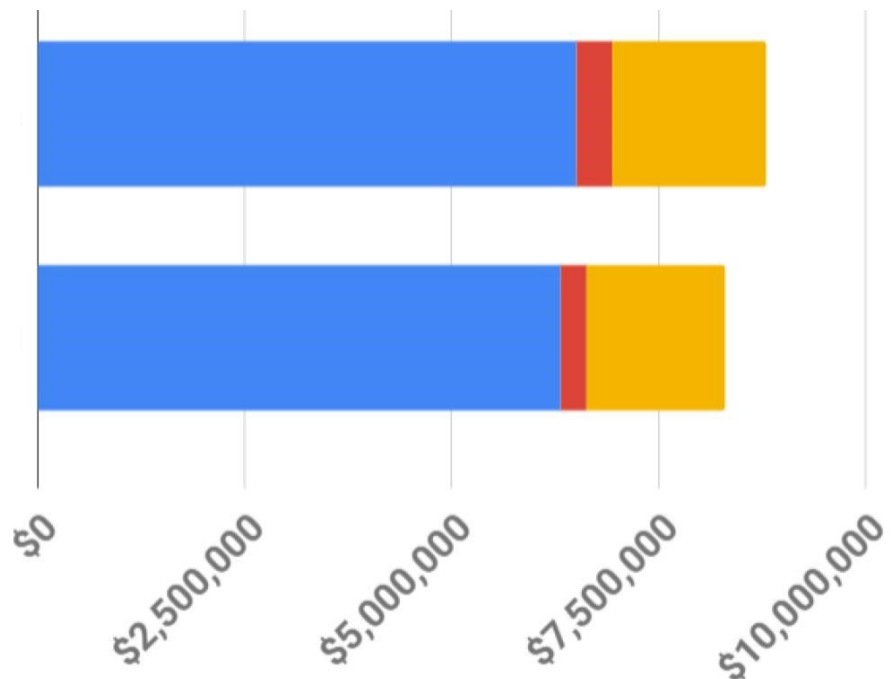
Revenue
\$8,793,641

Urban Dove	\$1,894,500
UD Team Brooklyn	\$6,501,641
UD Team Bronx*	\$437,500
<i>*Planning year</i>	

Expenses
\$8,293,029

Urban Dove	\$1,669,500
UD Team Brooklyn	\$6,314,029
UD Team Bronx*	\$309,500
<i>*Planning year</i>	

■ UD Team Brooklyn ■ UD Team Bronx ■ Urban Dove





ALUMNI SPOTLIGHT

BIANCA OLLIVER, YOUTH STAFF 2006-2009

Over the years, we've had a number of inspiring Urban Dove (UD) alumni who served as examples of the transformative experience Urban Dove's programming can offer to youth throughout NYC. This year we feature Bianca Olliver, an alumna of UD who began to cultivate her passion for mentorship and for representing the less fortunate during her time as a Youth Staff at UD. Bianca joined UD in 2006 while in high school and continued into college.

After graduating high school in 2009, she attended CUNY Baruch College, where she attained her Bachelor of Arts in Political Science, with a minor in Law and Policy. During her time there, Bianca was a part of many student organizations, including the Pre Law Society, and worked at various legal-related jobs. She later went on to attend Pace University School of Law to pursue her Juris Doctor. Currently, Bianca works as an attorney at a law firm in the City.

Q: During your time as a Youth Staff, what was the greatest experience you remember having?

My greatest memory during my time as a Youth Staff is when we played games after helping the students with their homework. I always looked forward to this because it allowed me to interact with the students on a social level and it gave them a positive space to be active and get closer to other students and Youth Staff.

Q: What would be the three most important skills you learned through your experience as a Youth Staff and how have they helped you?

Teamwork, Leadership and Patience! I use these skills on a daily basis in my personal and professional life and have used them all through my educational life. In college, I was assigned various group projects that required me to not only be a team player but to know when to exercise patience with others when things aren't happening my way or at my pace. I've also learned to be patient with opportunities in my professional life. As an attorney, your day to day can be extremely challenging, so knowing how to be a leader and confident in my abilities is key to being successful.

Q: What have you been able to accomplish because of your time with Urban Dove?

Because of UD, I was afforded the opportunity to join their mentorship program and mentor a wonderful high school, and soon-to-be college student. As she is also interested in joining the legal profession, our shared interest has allowed me to act as a support system for her. I often reflect on the path I took towards a legal profession while I help her to navigate her way towards becoming an attorney.

Q: What advice would you offer to the next generation of Urban Dove Youth Staff?

Take advantage of all the opportunities UD has to offer. Your experiences at UD will become great stories, fond memories and will ultimately provide you with the skills and experience that will transfer to many aspects of your life. Also, listen to the students, as their opinions matter and often reflect the impact that you are having on them as individuals. Remember that some of them will look to you for more than just entertainment, but in many cases will look up to you as a role model. Lastly, always remember to have fun!





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 Heisman Trophy Youth Development Fund
 ICM Community Partners Foundation
 J.E & Z.B Butler Foundation
 John P. & Constance A. Curran Charitable
 Foundation
 Kashper Family Foundation
 Leibowitz & Greenway Family Foundation
 Lily Palmer Fry Memorial Trust
 Marc S. Zeplin Foundation
 Meringoff Family Foundation
 Metzger-Price Fund
 Morning Side Foundation
 New York Community Trust
 Pinkerton Foundation
 Prescott Fund for Children & Youth
 RBC Foundation USA
 Shippy Foundation
 Schnall Family Foundation
 Sterling Foundation
 The Jeanette P. Barron Charitable Trust
 Virginia Cretella Mars Foundation

CORPORATE SUPPORT

American Transit Insurance Company
 Bank of America
 Barclays
 Brown & Brown of Garden City
 Campgroup LLC
 Citibank
 Clayton, Dubilier & Rice
 Credit Suisse
 Debevoise & Plimpton
 Deutsche Bank Americas Foundation
 Ernst & Young
 Goldman Sachs
 Hospital for Special Surgery
 HSBC Bank
 Jewish Communal Fund
 King & Spalding
 KPMG
 Levine & Montana
 Midway Investors LLC
 Morgan Stanley
 Natixis North America
 Nomura
 PricewaterhouseCoopers
 SunPower
 Timeless Treasures Fabrics
 Tory Burch
 Wells Fargo
 Westchester Bank

IN-KIND SUPPORTERS

Barry Tucker
 Botticelli Portrait Studio
 Brad Pursel
 Brooklyn Nets
 Chef Alex Garcia
 Constance Jablonski
 Copa
 Dan Satterwhite
 David Froelich
 DNA Model Management
 Dogpound
 Eric Hicks
 Hotel Vermont
 Jennifer Hawkins
 JetBlue
 Justin Oppenheimer
 Laduree
 Lia Schorr
 Major League Soccer
 Mark Benerofe
 Matt Grandis
 Matthew Chu
 Michael Olajide
 New York Giants
 New York Jets
 New York Knicks
 New York Mets
 Philosophy
 Simon & Schuster
 Spencer Rothschild
 Steven A. Berger
 The Colbert Show
 Tiffany & Co.

MANAGEMENT AGREEMENT

This Management Agreement (this “Agreement”), dated as of **July 1, 2018**, is entered by and between Urban Dove, Inc., a New York not-for-profit corporation (“Urban Dove” or the “CMO”) and Urban Dove Team Charter School, an independent public school established under the New York Charter Schools Act of 1998 (the “Charter School”).

RECITALS

WHEREAS, the Charter School is authorized by the New York State Board of Regents (the “Regents”) to operate a charter school in the City of New York; and

WHEREAS, the Charter School, led by the Board of Trustees (the “Board”) has received a charter (the “Charter”) from The New York State Education Department (the “Authorizer”) to operate a charter school in the State of New York (the “State”) pursuant to certain terms and conditions set forth in its approved First Renewal Charter by and between the Regents and the Board effective as of **June 12, 2017** (the “Charter Agreement”) which shall be incorporated by reference into this Agreement; and

WHEREAS, the CMO is an established non-profit organization offering operational management and support services using proprietary techniques, methods and management expertise; and

WHEREAS, the Charter School desires that the CMO undertake responsibility for the management and operation of the Charter School as set forth herein, subject to the supervision of the Board, with the goal of enabling the Charter School to fulfill its mission of preparing students for success in college and citizenship.

NOW, THEREFORE, in consideration of the foregoing, the mutual promises herein contained and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto, agree as follows:

1. Authority

a. Delegation of Authority to Urban Dove. The Board of Trustees of the Charter School hereby authorizes Urban Dove to undertake the functions and provide the Services specified in this Agreement; provided that (i) Urban Dove shall remain accountable and subject to the oversight of the Charter School and State authorities, as detailed in this Agreement and in applicable law; (ii) Urban Dove shall fulfill its duties under this Agreement in full compliance with the terms and conditions of the Charter and all laws and regulations applicable to charter schools in the State of New York; and (iii) the Board of Trustees retains final authority for the operational and policy decisions with which it is vested by law. The Charter School authorizes Urban Dove to take such other actions that may not be expressly set forth in this Agreement, but which are necessary in Urban Dove’s good faith and reasonable judgment to effectively and efficiently provide services to the Charter School as described below.

b. Urban Dove Authority to Subcontract. Except to the extent prohibited by applicable law or this Agreement, Urban Dove may subcontract any function or Service it is obligated to provide hereunder, provided that no such subcontract shall relieve or discharge Urban Dove from any obligation or liability under this Agreement.

c. Board of Regents Authority. Nothing in this Agreement shall be construed in any way to limit the authority of the Board of Regents of the University of the State of New York (the "Board of Regents"), including, but not limited to, the authority to take and enforce action pursuant to Section 2855 of the Charter Schools Law.

2. Terms and Renewal. This Agreement shall be effective as of the execution of this Agreement and approval by the Authorizer (the "Effective Date") and shall continue through June 30, 2019 (the "Term") unless terminated prior to such date in accordance with Section 9 below. The Parties agree to give written notice of their intent to renew or not to renew this Agreement on or before June 1, 2019 and should both Parties desire to renew the Agreement, they shall work diligently to negotiate such agreement by September 1, 2019. Notwithstanding the foregoing, the Term shall not extend beyond the term of the Charter. All revisions or amendments to this Agreement shall be subject to and conditioned upon the prior approval of the Authorizer.

3. General Requirements. For and during the term of this Agreement, the CMO shall manage and operate the Charter School consistent with the charter of the Charter School, and in accordance with applicable state and federal laws, on the terms and conditions hereinafter set forth.

a. Role of the CMO. The role of the CMO is to provide the following educational and operational services (fully set forth and defined in Section 4 as the "Services") to the Charter School, all under the supervision and subject to the authority of the Board. The CMO will devote the necessary time and efforts, and will retain and allocate sufficient personnel, to meet the educational goals of the Charter School.

b. Role of the Charter School. The role of the Charter School, acting through its Board is (i) to oversee and monitor CMO's management of the operations and educational process at the Charter School, in accordance with the Charter School's charter and this Agreement, (ii) to promulgate policies in furtherance thereof, and (iii) to assume responsibility for the Reserved Functions (as defined below), all as more fully set forth in Section 5.

4. Functions of the CMO

a) Development and Communication

i. Advocacy, Community Relations, and Partnerships. The CMO will provide policy and political advocacy and engagement with the community and its leaders, subject to all limitations imposed by law on all entities exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, on behalf of the Charter School. The CMO will provide the Charter School with support in developing relationships with community based organizations, corporate partners, and other community groups.

ii. External Relations and Communications. The CMO will provide the Charter School with support regarding all press inquiries, marketing materials, web marketing, website development and maintenance, branding and all other external relations, including corporate and institutional partnerships, community engagement and civic initiatives, which support will include acting as or providing spokesman for the Charter School before the media. No member of the staff of the Charter School, excluding the Board, shall communicate directly with the press, be it on or off the record, without CMO authorization which shall not be unreasonably withheld or delayed. It is understood and agreed that the CMO will request that all staff and all

parents of students to sign a media release form annually adhering to this expectation; those who do not sign the agreement will not have their or their child's images or information used in media releases. The CMO shall be designated as the agent of the Charter School for purposes of compliance with the Family Educational Rights and Privacy Act (FERPA), so as to have access to student information.

iii. Grant Writing and Support. As part of overall program evaluation and budgeting, the Board will, in consultation with the CMO, set specific targets for fund development at the beginning of each fiscal year. The CMO will support the Board to secure and provide philanthropic commitments to support school scale up, including planning and running of events. Additionally, the CMO will work to secure and provide program grants and other project-based resources for the Charter School.

iv. Grants Management. The CMO will manage all school grants, including entitlement and competitive public and private grants. The CMO will collect all necessary data, ensure timely completion of all grants reporting, complete all grant audits and complete all other necessary filings and communications.

b) Operations, Finance, and Human Resources

i. Operations. The CMO will manage all payroll services, auditing coordination, benefit purchasing and administration for the Charter School.

ii. Finance. In addition to assistance with budgeting, the CMO will help establish accounting policies and procedures, manage accounts payable and accounts receivable and program analysis.

1) Annual Budget. The CMO will assist in the creation of an annual budget for the Charter School's operations. The Board shall task the School Leader to create a draft budget based on needs for the upcoming school year, which will then be shared and reviewed by the CMO. Not less than forty five (45) days prior to the beginning of each fiscal year, the CMO shall present a proposed annual budget for such fiscal year. Not more than thirty (30) days after its receipt of the proposed annual budget, the Board shall notify the CMO in writing of any proposed amendments or revisions to the proposed budget. If no proposed amendments or revisions are received within such thirty (30) day period, the budget proposed by the CMO shall be deemed to be approved by the Charter School, subject to any necessary ratification at the next duly constituted meeting of the Board. If the Board proposes amendments or revisions to the proposed budget, the CMO shall either incorporate such proposed amendments or revisions or shall discuss with the Board or its designee any amendments or revisions proposed that the CMO does not consider it appropriate to incorporate. The CMO and the Board or its designee shall endeavor to come to agreement on the resolution of any such proposed amendments or revisions prior to offering a final budget to the Board for its approval, provided that in the absence of agreement the determination of the Board as to the amount and terms of the budget shall be binding and final.

2) Contingency Budget. If the CMO reasonably determines that a previously approved budget will be deficient for any reason, the CMO will give notice to the Board within ten (10) days and prepare a contingency budget to be submitted to the Board within thirty (30) days of such notice. The procedure for review, modification, reconciliation and adoption of any contingency budget shall be the same as for the annual budget, provided that the Board and the CMO

shall endeavor to complete such process within twenty (20) days after the Board has received such a contingency budget. In the absence of agreement between the CMO and Charter School, the determination of the Board as to the amount and terms of any contingency budget shall be binding and final.

3) Budget Objection. In the event the Board adopts an annual or contingency budget over the objections of the CMO, the CMO will give the Board written notice of such objections (an "Objection Notice") within thirty (30) days of the Board adopting such budget. Each Objection Notice will state in reasonable detail the basis of the CMO's objections to such budget, including to what extent the CMO believes the Charter School's performance will be adversely impacted by specified budgetary restrictions. The CMO will, notwithstanding such objections, endeavor to carry out its responsibilities and to modify, to the extent required due to constraints in such budget, programs and operations to conform to that budget while at the same time seeking to maintain the integrity of the academic program and the mission of the Charter School; it being understood that the CMO can provide no assurances that academic and operational performance will not be adversely impacted by the budgetary restrictions and the resulting modifications to school programs. In the event any modification of programs or operations would be inconsistent with the Charter, the Board with the assistance of the CMO will seek from the Charter School's authorizers any necessary revisions to the Charter and, to the extent possible, will not implement any such modifications prior to approval of such Charter revisions.

4) Accounting Support. The CMO will assist the Charter School in establishing accounting policies and procedures and all such policies and procedures shall comply with and be in accordance with the Charter. The CMO shall have responsibility for assisting the Charter School in managing the Charter School's accounts payable and accounts receivable and in program analysis at the school level.

5) Fiscal Year. References to "fiscal year" in this Agreement mean the annual period beginning July 1 and ending June 30.

iii. Human Resources. The CMO will assist with onboarding and termination, human resources compliance, and compensation and benefits administration. The CMO will also assist the Charter School by maintaining a full list of employees of the Charter School, showing position(s) held, start and termination dates for their employment. The CMO will also assist the Charter School with all human resources policies and procedures for the Charter School, following approval of those policies by the Board at a duly constituted meeting of the Board. All employees or contractors of the CMO who have direct, regular contact with students of the Charter School shall be subject to fingerprint-based criminal background investigations and checks in compliance with applicable laws.

c) Program and Support Services

i. Sports-Based Youth Development (SBYD) Curriculum and Program Design. The CMO will develop and implement, with the support of the Charter School, an SBYD curriculum for all students. The CMO will assist in developing curriculum, operational planning, staffing and training and evaluation.

ii. Student Support Services. The CMO will develop and implement, with the support of the Charter School, an internship program for students, as described in the Charter Agreement. The CMO will assist the Charter School in developing and implementing other Out-of-School-Time programs for students as needed. The CMO will also implement a College Prep program for students as outlined in the Charter Agreement.

d) Facilities and Compliance.

i. Facilities. The CMO will coordinate all aspects of facilities acquisition (including in dealing with the Department of Education, other governmental entities and private landlords in securing and/or extending the Charter School's siting in Department of Education or such other facilities).

ii. Compliance. The CMO will provide support and coordination of the Charter School's charter renewal application and all future renewal applications under the Charter School. The CMO shall assist the Board in complying at all times with applicable legal requirements and requirements of the Charter School's authorizers and all such conditions as may have been imposed by the authorizer granting its charter. Without limiting the generality of the foregoing, the CMO, with support from the Charter School, will help prepare reports and documentation required by the Charter School's authorizers in a timely and thorough manner, including schools' accountability plans and annual reports. The CMO shall also help provide required foundation and government reports as needed. The CMO shall advise and assist the Board in establishing and maintaining the Charter School's status as a tax-exempt organization under federal and, if applicable, state law, such that contributions to the Charter School are tax deductible to the donor for federal income tax purposes. References to "authorizers" herein shall mean the New York State Department of Education or similar supervisory or regulatory bodies in other jurisdictions. The CMO and Charter School hereby agree to comply with, and the CMO agrees to assist and support the compliance of the Charter School with, all requirements, terms and conditions established by any Federal or State funding source.

iii. School Leader Recruitment. The school leader shall be an employee of the Charter School, and the selection and retention of the school leader shall be at the discretion of the Board. The CMO shall assist the Board in defining the qualifications of the school leader and in identifying, selecting and recruiting appropriate candidates.

The list of services and support functions provided by the CMO in Section 4 may be changed at any time during the course of this Agreement upon written consent of both parties. Without the prior written consent of the Charter School, the CMO may not provide any services or support functions pursuant to this Agreement through a contractor or other third party.

Notwithstanding any contrary provision herein, (i) all services and support functions provided by the CMO pursuant to this Agreement will be subject to the overall supervision of the Board and (ii) the CMO will consult with and report to the Board on all aspects of its services and support functions and will adhere to the expressed needs and requirements of the Board.

5. Rights and Obligations of the Charter School; Reserved Functions. The Board shall be ultimately responsible for the Charter School, in accordance with its charter and all applicable laws and regulations. In connection therewith, the Board shall have the right and the obligation to perform or cause the Charter School to perform the following duties (the "Reserved Functions"):

- a) Supervision of the CMO. The Board shall monitor the CMO's performance and the CMO's compliance with the terms and provisions of this Agreement.
- b) Promulgation of Charter School Policies. The Board shall have ultimate approval authority over board-level policies of the Charter School, in accordance with its charter and applicable law.
- c) Maintenance of Charter. The Board shall do, or cause to be done, all things necessary to ensure that all legal requirements, and all such conditions as may have been imposed by the authority granting its charter, are fully complied with at all times. If the Charter School or the CMO shall at any time receive notice from any public authority or other person that the Charter School is or may be in violation of the charter, or any provision of any applicable law or regulation, the party receiving such notice shall in writing notify the other party of the asserted violation and shall thereafter work diligently with the other party to determine whether such asserted violation in fact exists, to correct any violation found to exist, and vigorously contest the asserted violation if the same is found not to exist.
- d) Tax Status. The Board shall take all reasonable steps to establish and maintain the Charter School's status as a tax-exempt organization under federal and, if applicable, state law, such that contributions to the Charter School are tax deductible to the donor for federal income tax purposes.
- e) Control of Funds; Payment of Expenses. Pending their disbursement, all funds of the Charter School shall be maintained in an account or accounts belonging to the Charter School. The Board shall establish appropriate financial controls over its accounts and may, in its discretion and in accordance with sound financial management, provide limited disbursement authority, to one or more of its accounts, to one or more CMO employees for ongoing budgeted expenses.
- f) Employment of Supervisory Personnel. The Charter School shall employ the school leader and the office manager of the school.
- g) Employment of Teaching Staff. The Charter School shall employ all teaching staff of the school, including both teachers and teaching assistants. As between the CMO and the Charter School, responsibility for supervision of the teaching staff will lie exclusively with the school leader.
- h) Student Records. The Charter School shall be responsible for maintenance and custody of student records, with support from the CMO, and the CMO will provide support for design and administration of the record maintenance system.
- j) Facility Maintenance. The Charter School shall be responsible for all custodial and maintenance services for the Charter School's facilities, to the extent not provided by the Department of Education or other governmental body.

Nothing in this Agreement is intended to impair or be inconsistent with the obligations of the Trustees under the New York Open Meetings Law (New York Public Officers Law, Article 7, §§100 et seq.), to the extent applicable. All determinations of the Board, including the adoption of budgets and policies, which are required to be taken in open meetings upon notice to the public in accordance with the applicable requirements of the Open Meetings Law will be taken in compliance with that law, irrespective of any prior agreements having been made or deemed to have been made between the Charter School and the Board.

6. Representations; Warranties and Covenants. Each of the parties represents, warrants and covenants to the other party as follows:

a) Organization. It is a section 501(c)(3) non-profit corporation duly organized, validly existing, and in good standing under the laws of its respective jurisdiction of organization;

b) Authority. Subject to Section 4(d), it has all the requisite power and authority necessary to execute and deliver this Agreement and to perform its respective obligations hereunder;

c) Compliance. It agrees to conduct its business in compliance with all applicable local, state, federal laws and regulations, and this Agreement;

d) Regulatory Approval. It agrees to submit this Agreement, individually or jointly with the other party, for approval to all authorizers required in connection with the Charter School's charter renewal application. If any amendments are required by the authorizers for final approval of this Agreement, the parties shall work together in good faith to effectuate such amendments. In the event of a disagreement that cannot be resolved between the Charter School and CMO after good faith negotiation, or if the authorizers fail to approve this Agreement, this Agreement will terminate automatically as if it was terminated pursuant to Section 9(c); and

e) Evaluation Criteria. The performance of the CMO in providing services and support functions to the Charter School pursuant to this Agreement will be evaluated by the Board or its designee(s) on an annual basis using evaluation criteria reasonably determined by the Charter School. The CMO will, and will procure that its officers and employees, fully cooperate with and facilitate such evaluation, and work with the Board or its designee(s) in good faith to try to resolve or improve any areas in which the Board or its designee(s) believes the CMO's performance could be improved. The parties acknowledge that the primary purpose of this evaluation is designed to maximize the Charter School's performance within any budgetary constraints.

7. Trademarks; School Materials; Ownership and Use; New Intellectual Property.

a) Trademarks. During the term of this Agreement, the CMO grants to the Charter School a non-exclusive license to use the trademarks, service marks, slogans and logos set forth on Schedule A to this Agreement, together with such other trademarks, service marks, slogans and logos as the CMO may in its sole discretion authorize, in writing, the Charter School to use (such trademarks, service marks, slogans and logos, collectively, the "Licensed Trademarks") in connection with the School Services (the "Licensed Services"), including use on school-related clothing and materials. For the purposes of this Agreement, "School Services" means: educational and related services, namely, providing classroom instruction to students and operating a public charter school.

b) Quality Control

i. To protect and preserve the strength of the Licensed Trademarks, the associated goodwill, the nature and quality of the Licensed Services provided by the Charter School under the Licensed Trademarks, and all related advertising, promotional, and other related uses of the Licensed Trademarks by the Charter School, the Charter Schools' use of the Licensed Trademarks shall conform to the standards of quality maintained by other charter schools operating under the "Urban Dove" name and utilizing the Licensed Trademarks. Without limiting the foregoing, the Charter School

shall use the Licensed Trademarks only in the form and manner and with appropriate legends as prescribed from time to time by the CMO and will not use any other trademark or service mark in combination with the Licensed Trademarks without prior written approval of the CMO. So that the CMO may monitor the nature and quality of the Licensed Services and the Charter School's use of the Licensed Trademarks, the Charter School shall, upon request: (A) permit the CMO to reasonably inspect the Charter School's operations relating to the Licensed Services; and (B) supply the CMO with specimens of all uses of the Licensed trademarks in connection with the Licensed Services.

ii. The CMO shall assist the Charter School, if necessary and as reasonably requested, in maintaining the quality standards set out in clause i above.

c) Intellectual Property Ownership. The Charter School acknowledges that it will not obtain any ownership interest in the Licensed Trademarks or Licensed Curriculum Materials, regardless of how long this Agreement remains in effect and regardless of any reason or lack of reason for the termination thereof. The Charter School shall not knowingly dilute or disparage the Licensed Trademarks. The Charter School agrees that any and all goodwill associated with the use by the Charter School of the Licensed Trademarks shall inure to the sole benefit of the CMO. The Charter School further agrees that any and all intellectual property rights in any improvements or modifications to any new curriculum materials and related materials or content created, or provided to the Charter School, by or on behalf of the CMO during the term of this Agreement (collectively, "New Curriculum Materials") will also be owned by the CMO, but the CMO hereby grants to the Charter School a non-exclusive license to use the New Curriculum Materials in connection with the School Services during the term of this Agreement. Any and all intellectual property rights in any improvements or modifications to the New Curriculum Materials or in any new curriculum materials and related materials or content created by the Charter School (including, as between the CMO and the Charter School, the teaching staff, supervisory and other personnel employed by the Charter School) during the term of this Agreement (collectively, "Charter School Intellectual Property") will be owned by the Charter School, but the Charter School hereby grants to the CMO a non-exclusive, perpetual, royalty-free license to use the Charter School Intellectual Property in connection with School Services provided by the CMO, during the term of this Agreement.

d) Use of Intellectual Property Following Termination. Upon the expiration or earlier termination of this Agreement, the Charter School shall cease any further use of the Licensed Trademarks and New Curriculum Materials. Notwithstanding the foregoing, should the Charter School be unable, despite diligent efforts on its part, to obtain and substitute other curriculum materials to replace some or all of the New Curriculum Materials in sufficient time for the next school term, then the Charter School may continue to use those portions of the New Curriculum Materials which it was unable to replace for a maximum of one school year following expiration or termination of this Agreement, it being understood that (i) the CMO shall provide no updates or other support for such materials, (ii) the Charter School shall, to the extent practical, remove any Licensed Trademarks or other marks identifying such materials as part of the "Urban Dove" curricular program, and (iii) the Charter School shall cease use of such materials as soon as practical but in no event later than the end of the school year immediately following expiration or termination of this Agreement.

8. Management Fee

a) Management Fee. As compensation for its services hereunder, the CMO shall be entitled to receive a management fee (the "Management Fee") from the Charter School in an amount equal, in each year, to 10% of the Non-Competitive Public Revenue of the

Charter School. The Management Fee shall be paid to the CMO as and when the corresponding funds are actually received by the Charter School, within sixty (60) days following its receipt thereof. For the purposes of this Agreement, “Non-Competitive Public Revenue” means revenue derived from federal and state funds provided for a charter school, on a per pupil, titled funding, and special education funding basis, including Start-up Grants, State Per Pupil Funding, New York State Excess Cost Funding, New York State High Cost Funding, Federal Title funding, Federal Individuals with Disabilities Education Act funding and Federal and State American Recovery and Reinvestment Act Funding, provided that doing so would not violate the contract terms of that grant.

If the Charter School is unable to pay any portion of the Management Fee when it is due (i.e. within 60 days following receipt of funds by the Charter School), it will contact the CMO in writing and attempt to work out an arrangement with the CMO. If by the 60th day after such payment is due a material portion thereof remains unpaid and no such arrangement has been made, the CMO will have the right to terminate this Agreement.

b) Financial Reporting/Audits

i. The CMO shall cooperate with the auditors retained by the Board to prepare annual audited financial statements of the Charter School, so as to allow for the delivery of such audited statements within 90 days after the close of each fiscal year. The CMO and the Charter School will each submit annual audited financial statements to account for the Management Fee and annual revenues, as an addendum to the school operating budget each year. The Charter School and the CMO will reconcile any amount of the Management Fee owed based on the audited revenue of the Charter School for each fiscal year. The Charter School will be responsible for selecting its own independent auditor and shall cover all costs and expenses related to such audit. All financial reports provided or prepared by the CMO shall be presented in GAAP/FASB approved nonprofit format.

ii. The CMO will furnish the Board with written notice promptly (but in any event within seven (7) business days) after the discovery or receipt of notice of (A) any default under any material contract to which the Charter School is a party, which default would, individually or in the aggregate, reasonably be expected to have a material adverse effect on the Charter School, or (B) any other event which would, individually or in the aggregate, reasonably be expected have a material adverse effect on the Charter School (including the filing of any actions, suits, notices, hearings, proceedings, investigations, inquiries or audits (“Litigation”) against the Charter School or the CMO or the existence of any dispute with any person which involves a reasonable likelihood of such Litigation being commenced), in each case, as determined in good faith by the CMO’s board of directors, such notice will specify the nature and period of existence thereof and what actions the CMO and/or Charter School has taken and propose to take with respect thereto, if any.

iii. The CMO will furnish the Board with such other information and financial data concerning the Charter School as the Board may request from time to time.

c) Access to Records. The CMO shall afford the Charter School and its employees, counsel and other authorized representatives full access, during normal business hours (and, if the assistance of CMO staff is required, upon reasonable advance notice), to all of the Charter School’s books, records and properties (including all work papers of the CMO’s or Charter School’s accountants directly related to the Charter School’s budget and finances) for any and all lawful purposes.

9. Term & Termination

a) Initial Term. This Agreement shall be effective beginning on the Effective Date and ending June 30, 2019 (the "Initial Term"), unless terminated pursuant to this Section 9.

b) Renewal Terms. Following the Initial Term, the Parties agree to give written notice of their intent to renew or not to renew this Agreement on or before June 1, 2019 and should both Parties desire to renew the Agreement, they shall work diligently to negotiate such agreement by September 1, 2019. Notwithstanding the foregoing, the Term shall not extend beyond the term of the Charter.

c) Mutual Termination. This Agreement may be terminated at any time prior to its expiration date by the parties, with or without cause, upon mutual written consent.

d) Termination by the Charter School. This Agreement may be terminated prior to its expiration date by the Charter School if the Charter School delivers a written notice of termination (including the reasons therefore) to the CMO, in the event that (i) the CMO commences any case or proceeding, or files any petition in bankruptcy, or for reorganization, liquidation or dissolution, or has been adjudicated insolvent or bankrupt, or applies to any tribunal for a receiver, intervener, conservator or trustee for itself or for any substantial part of its property, (ii) an administrative or judicial body has suspended or revoked any license which may be required for the CMO to carry on its business and perform its obligations under this Agreement, (iii) the CMO violates any material provision of law with respect to the Charter School from which the Charter School was not specifically exempted and which results in material adverse consequences to it, (iv) the CMO is found by a court of competent jurisdiction to have made fraudulent use of Charter School funds, (v) the CMO breaches any of the material terms and conditions of this Agreement, provided the CMO has not cured the breach within thirty (30) days from receipt of a notice of breach from the Charter School, (vi) a management or operational agreement between the CMO and another charter school is validly terminated by that charter school for cause (rather than through non-renewal upon expiration of its term or a mutual termination between the parties) and the Board reasonably determines that, as a result of the conduct or events resulting in such termination, the Charter School's continued association with the CMO would have a material adverse effect on the ability of the Charter School to fulfill its mission, (vii) the CMO fails to meet the performance evaluation criteria set forth by the Charter School, or (viii) for other good cause shown. In the case of a termination pursuant to clause (iii) or (v), the notice of termination shall be delivered at least 60 days prior to the date of termination.

e) Termination by the CMO. This Agreement may be terminated prior to its expiration date by the CMO if the CMO delivers a written notice of termination (including the reasons therefore) to the Charter School, at least 90 days prior to the intended Termination Date, in the event that (i) a material portion of a Management Fee installment remains unpaid for 60 days after such payment is due without an arrangement having been made with the CMO, as contemplated in the second paragraph of Section 8(a), (ii) the Charter School materially breaches any of the material terms and conditions of this Agreement, provided the Charter School has not cured the breach within thirty (30) days from receipt of a notice of breach from the CMO, (iii) the Charter School's charter is revoked or not renewed, or (iv) the Charter School takes any action which materially interferes with the ability of the CMO to provide services under this Agreement, provided that in the case of each of clause (i) through to (iv) the Charter School has not cured the problem within thirty (30) days from receipt of a notice from the CMO. The Charter School will have thirty (30) days from receipt of the notice to cure the breach of any of these events and avoid termination of this Agreement. Any termination by the CMO pursuant to this Section 9(e) shall be effective as of the end of the then-current school

year, provided that the CMO and the Charter School shall endeavor to establish a transition plan for withdrawal of the CMO and its replacement by another management company or internal Charter School personnel, as determined by the Charter School, within a shorter period of time to the extent practicable and in the best interests of the Charter School's students.

f) Effect of Termination. Upon termination of this Agreement, whether with or without cause, the CMO shall be entitled to a prorated Management Fee for the portion of the fiscal year up to the date of termination, computed based upon the number of days in the fiscal year up to the date of termination divided by the total number of days in the fiscal year. To the extent the CMO has received payments of the Management Fee in excess of the amount so due to it (including as a result of any adjustment pursuant to Section 8(b)(i) following completion of an audit), it shall promptly refund the excess to the Charter School. To the extent the CMO has received less than the amount so due (including as a result of any adjustment pursuant to Section 8(b)(i) following completion of an audit), the Charter School shall pay the shortfall to the CMO out of revenues as and when received by it. If this Agreement is terminated as permitted, then except as otherwise provided in this Section 9(f), such termination shall be without liability to any party or to any affiliate, shareholder, trustee, director, officer or representative of such party, and following such termination no party shall have any liability under this Agreement or relating to the transactions contemplated by this Agreement; provided that no such termination shall relieve any party from liability in respect of breaches by such party prior to such termination.

g) Assistance with Dissolution and Closure. In the event the Charter School's charter is revoked or not renewed, then, notwithstanding that the CMO may invoke its right under Section 9(e) to terminate this Agreement, the CMO shall assist the Charter School in its winding-up and dissolution and in the execution of a closure plan for the Charter School, which assistance shall include, without limitation, making available and assisting in the transfer of student and teacher records.

10. Indemnification; Insurance

a) The CMO shall indemnify and hold harmless the Charter School, its trustees, directors, officers, agents, servants, and employees (each, an "Indemnitee"), from and against any and all damages, claims, liability, losses and expenses incurred by any Indemnitee in respect of, arising out of, or involving, a claim made by any third-party against any Indemnitee resulting from or arising in connection with any advice, guidance, act or omission on the part of the CMO, its trustees, directors, officers, directors, agents, servants or employees, whether in connection with the services or support functions to be provided under this Agreement or activities undertaken by the CMO on behalf of other charter schools, excluding, however, any liability resulting from or arising in connection with (i) actions taken by the CMO at the express request or direction of the Board, (ii) any actions taken by the Charter School other than with the guidance, direction or advice of the CMO or (iii) any liability to the extent arising as a result of negligence, intentional tort, fraud or criminal conduct on the part of the Charter School or any of its trustees, officers, agents, or employees.

b) If a third party claim is made against an Indemnitee, and if such Indemnitee reasonably believes that such claim would give rise to a right of indemnification pursuant to this Section 10, then such Indemnitee shall give written notice to the CMO of such claim as soon as reasonably practicable after such Indemnitee has received notice thereof (provided that failure to give timely notice shall not limit the indemnification obligations of the CMO hereunder except to the extent that the delay in giving, or failure to give, such notice has materially prejudiced the ability of the CMO to defend the claim). The CMO shall defend such claim, at the CMO's own expense and with counsel selected by the CMO and reasonably satisfactory to such Indemnitee, provided that an Indemnitee shall at all times also have the right to fully participate in the defense

at its own expense (and may retain its own counsel at the expense of the CMO if it shall reasonably determine that representation of it and the CMO by the same counsel would materially prejudice the interest of such Indemnitee; provided that the CMO will only be responsible under such circumstances for the expenses of a single additional counsel for all Indemnitees). If the CMO shall fail to commence a defense against such claim within 30 days after notice thereof shall have been given by an Indemnitee to the CMO or if the CMO shall not diligently pursue such defense, such Indemnitee shall have the right, but not the obligation, to undertake the defense of, and to compromise or settle (exercising reasonable business judgment), the claim on behalf, for the account, and at the risk and expense (including the payment of reasonable attorneys' fees of such Indemnitee regardless of whether the Indemnitee prevails against the third party claim) of the CMO. If the CMO assume the defense of such claim, the obligation of the CMO hereunder as to such claim shall include taking all reasonably necessary steps in the defense of such claim.

c) The CMO shall not consent to the entry of any judgment or settle or compromise any third party demands, claims, actions, suits or proceedings for which an Indemnitee has sought indemnification from the CMO unless it shall have given such Indemnitee not less than 15 days prior written notice of the proposed consent, settlement or compromise, and afforded such Indemnitee an opportunity to consult with the CMO regarding the proposed consent, settlement or compromise, and shall not consent to the entry of any judgment or enter into any settlement or compromise without the approval of such Indemnitee. An Indemnitee shall not unreasonably withhold or delay its approval of a proposed consent, settlement or compromise. In determining whether to give its approval, an Indemnitee may consider whether the proposed consent, settlement or compromise includes as an unconditional term thereof the giving by the claimant to such Indemnitee of a release from all liabilities and obligations of whatever kind or nature in respect of such claim except the liabilities and obligations satisfied by the CMO.

d) The rights to indemnification and reimbursement provided by, or granted pursuant to, this Section 10 shall continue as to an Indemnitee who has ceased to be a trustee, director, officer, agent, servant or employee of the Charter School (or other person indemnified hereunder). The provisions of this Section 10 shall be a contract between the CMO, on the one hand, and each Indemnitee who served at any time while this Section 10 is in effect in any capacity entitling such Indemnitee to indemnification hereunder, on the other hand, pursuant to which the CMO and each such Indemnitee intend to be legally bound. No repeal or modification of this Section 10 shall affect any rights or obligations with respect to any state of facts then or theretofore existing or thereafter arising or any action, suit or proceeding theretofore or thereafter brought or threatened based in whole or in part upon such state of facts.

e) During the term of this Agreement the CMO shall at all times at its own expense maintain comprehensive general public liability insurance from an insurance carrier licensed in the State of New York and having a Best's rating of not less than [A-VIII], covering acts and omissions of the CMO and its employees, consultants and contractors and naming the Charter school as an additional insured. Such insurance shall have liability limits of not less than \$1,000,000 per occurrence and \$ 2,000,000 in the aggregate. The CMO shall also maintain an umbrella liability policy of \$5,000,000 per occurrence. Such policy of insurance shall contain a clause that the same shall not be cancelled except on thirty (30) days' written notice to the Charter School.

11. **Non-Solicitation**. To the extent permitted by law, the Charter School agrees that from and after the date hereof until twelve (12) months after the end of the fiscal year in which this Agreement is validly terminated or expires at the end of the then-current term, in each case, pursuant to Section 9 (the "Restricted Period"), it shall not solicit to hire, or hire, or cause or permit any of its Affiliates (as defined below), agents, or independent contractors to employ,

directly or indirectly, in any capacity, any director, officer or employee of the CMO who is, or has been during the term of this Agreement, engaged by the CMO or any Affiliate of the CMO to render services as an employee or independent contractor, except (i) for up to four (4) individuals in aggregate during the Restricted Period; provided, that the Charter School gives the CMO prompt written notice of the name of each such individual and the Charter School's reliance on this exception or (ii) for general solicitations of employment, but not hiring or employing (other than expressly permitted herein); provided, that such solicitations are not specifically directed to any such officer, director or employee. The CMO agrees that during the Restricted Period, it shall not solicit to hire, or hire, or cause or permit any of its Affiliates, agents, or independent contractors to employ, directly or indirectly, in any capacity, any person who is, or has been during the term of this Agreement, engaged by the Charter School as a school leader, teacher or administrator, except (i) for up to four (4) individuals in aggregate during the Restricted Period; provided, that the CMO gives the Charter School prompt written notice of the name of each such individual and the CMO's reliance on this exception or (ii) for general solicitations of employment, but not hiring or employing (other than expressly permitted herein); provided, that such solicitations are not specifically directed to any such school leader, teacher or administrator.

For the purposes of this Agreement, "Affiliate" of any Person means (i) any other Person which, directly or indirectly, controls or is controlled by that Person, or is under common control with that Person. For the purposes of this definition, (a) "control" (including, with correlative meaning, the terms "controlled by" and "under common control with"), as used with respect to any Person, shall mean the possession, directly or indirectly, of the power to direct or cause the direction of the operations, activities, management or policies of such Person, whether through the ownership of voting securities, by agreement or otherwise and (b) Person means any individual, partnership, corporation, limited liability company, trust, estate, association, unincorporated organization or other entity or association.

12. Miscellaneous

a) **Notices.** All communications and notices relating to this Agreement are to be delivered in writing, with confirmation of delivery, to the following address or to such other address as either party may designate from time to time:

If to CMO, to:

Urban Dove
21-21 41st Avenue, Suite 2 D
Long Island City, NY 11101
Attention: Jai Nanda, Executive Director

If to the Charter School or the Board, to:

Urban Dove Team Charter School
860 Forest Avenue
Bronx, NY 10456
Attention: Michael Grandis, Board Chair

b) **Severability.** In the event that any provision of this Agreement or the application hereof to either party or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Agreement and the application of such provisions to either party or circumstances other than those as to which it is determined to be invalid, unlawful, or unenforceable, shall not be affected thereby, and each remaining provision of this Agreement shall continue to be valid and may be enforced to the fullest extent permitted by law.

c) Waiver. The failure by either party hereto to insist upon or to enforce any of its rights shall not constitute a waiver thereof, and nothing shall constitute a waiver of such party's right to insist upon strict compliance with the provisions hereof. No delay in exercising any right, power or remedy created hereunder shall operate as a waiver thereof, nor shall any single or partial exercise of any right, power or remedy by any such party preclude any other or further exercise thereof or the exercise of any other right, power or remedy. No waiver by any party hereto to any breach of or default in any term or condition of this Agreement shall constitute a waiver of or assent to any succeeding breach of or default in the same or any other term or condition hereof.

d) Amendment. This Agreement shall not be changed, modified or amended nor shall a waiver of its terms or conditions be deemed effective except by a writing signed by the parties hereto.

e) Cooperation. The parties hereto acknowledge that the management of public charter schools by third parties is an area presenting numerous legal uncertainties and ambiguities, and that the arrangements contemplated by this Agreement are new and unique and in light of these factors agree to work together in good faith to resolve in manner consistent with the spirit and intent of the relationship created hereby, any new or unforeseen issues which arise in carrying out the terms of this Agreement.

f) Assignment. This Agreement may not be assigned by either party without the prior written consent of the other party. The covenants and agreements contained herein shall be binding upon, and inure to the benefit of, the heirs, legal representatives, successors and permitted assigns of the respective parties hereto.

g) Governing Law. This Agreement shall be governed by, and construed and enforced in accordance with, the laws of the State of New York, without regard to the conflicts of law rules thereof.

h) Counterparts. This Agreement may be executed in one or more counterparts, each of which will be deemed to be an original copy of this Agreement and all of which, when taken together, will be deemed to constitute one and the same agreement.

i) Expenses. Except as expressly provided in this Agreement, each of the parties hereto shall bear its own costs and expenses incurred in connection with the negotiation, execution and delivery of this Agreement.

j) No Third-Party Beneficiaries. This Agreement does not confer any rights or remedies upon any person or entity, other than the parties hereto and their respective successors and permitted assigns.

k) Construction. Whenever the context requires, the gender of all words used in this Agreement includes the masculine, feminine, and neuter. The words "hereof", "herein" and "hereunder" and words of similar import when used in this Agreement will refer to this Agreement as a whole and not to any particular provision of this Agreement, and all references to Articles and Sections refer to articles and sections of this Agreement, all references to "including" or any variation thereof will be construed as meaning "including without limitation" and all references to Exhibits, Schedules or Appendices are to Exhibits, Schedules or Appendices attached to this Agreement, as amended pursuant to this Agreement from time to time, each of which is made a part of this Agreement for all purposes. All headings and captions contained in this Agreement and the table of contents hereto are inserted for convenience only and shall not be deemed a part of this Agreement. The Annexes are considered a part of this Agreement. The word "extent" in the phrase "to the extent"

means the degree to which a subject or other thing extends, and such phrase does not mean simply "if". The sign "\$" when used in this Agreement means the lawful money of the United States of America.

l) Directly or Indirectly. Where any provision in this Agreement refers to action to be taken by any person or entity, or which such person or entity is prohibited from taking, such provision will be applicable whether such action is taken directly or indirectly by such person or entity.

m) Entire Agreement. This Agreement constitutes the entire agreement and understanding between the parties with respect to the subject matter hereof and supersedes all prior agreements, understandings, negotiations, representations and statements, whether oral, written, implied or expressed, relating to such subject matter.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their respective officers thereunto duly authorized, as of the date first written above.

CHARTER SCHOOL:

URBAN DOVE TEAM CHARTER SCHOOL
By: 
Name: Patrick D. Fagan
Title: Treasurer

CMO:

URBAN DOVE, INC.
By: 
Name: Lawrence Ellman
Title: Treasurer

Attachment F - Philanthropic Support

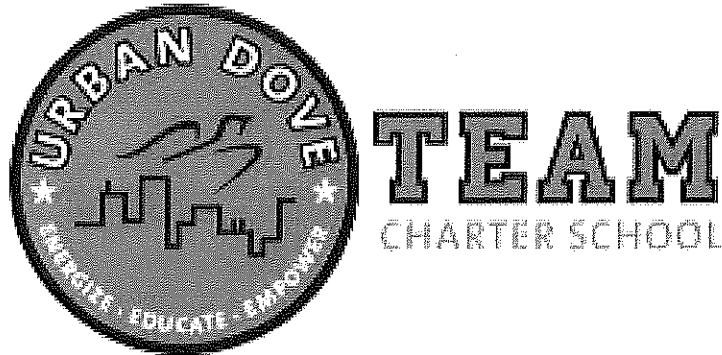
2015 - 2016 List of Supporters

2016 - 2017 List of Supporters

2017 - 2018 List of Supporters

<u>Source</u>	<u>Amount</u>	<u>Source</u>	<u>Amount</u>	<u>Source</u>	<u>Amount</u>
<u>Foundation & Public Grants</u>		<u>Foundation & Public Grants</u>		<u>Foundation & Public Grants</u>	
Charles Hayden Foundation	\$ 125,000.00	Charles Hayden Foundation	\$ 125,000.00	Charles Hayden Foundation	\$ 125,000.00
The Altman Foundation	\$ 45,000.00	Pinkerton Foundation	\$ 100,000.00	Pinkerton Foundation	\$ 100,000.00
21st Century Learning grant	\$ 30,000.00	Meringoff Family Foundation	\$ 50,000.00	Curran Family Foundation	\$ 75,000.00
Cummings Fund	\$ 20,000.00	21st Century Learning grant	\$ 30,000.00	Meringoff Family Foundation	\$ 50,000.00
Butler Foundation	\$ 20,000.00	Cummings Fund	\$ 30,000.00	Shippy Fund	\$ 35,000.00
SYEP (In-kind)	\$ 20,000.00	Butler Foundation	\$ 25,000.00	New York Community Trust	\$ 35,000.00
DYCD	\$ 17,000.00	Shippy Fund	\$ 25,000.00	Cummings Fund	\$ 30,000.00
Dreyfus Foundation	\$ 15,000.00	Hagedorn Fund	\$ 25,000.00	Butler Foundation	\$ 25,000.00
Hazelcorn Foundation	\$ 15,000.00	DYCD	\$ 22,500.00	Hagedorn Fund	\$ 30,000.00
ICM Community Partners Fdn	\$ 15,000.00	Cantor Fitzgerald Charity Day	\$ 20,000.00	DYCD	\$ 17,500.00
Barron Charitable Trust	\$ 15,000.00	SYEP (In-kind)	\$ 20,000.00	SYEP (In-kind)	\$ 20,000.00
Meringoff Family Foundation	\$ 10,000.00	Barker-Welfare Foundation	\$ 12,500.00	ICM Community Partners Fdn	\$ 17,500.00
Curran Family Foundation	\$ 10,000.00	ICM Community Partners Fdn	\$ 20,000.00	RBC Foundation	\$ 15,000.00
Global Sports Foundation	\$ 10,000.00	Virginia Cretella Mars Foundation	\$ 15,000.00	Virginia Cretella Mars Foundation	\$ 15,000.00
Barker-Welfare Foundation	\$ 10,000.00	Jeanette Barron Charitable Trust	\$ 15,000.00	Barker-Welfare Foundation	\$ 12,500.00
Addl Misc. Foundations	\$ 14,300.00	RBC Foundation	\$ 10,000.00	Global Sports Foundation	\$ 10,000.00
Cantor Fitzgerald Charity Day	\$ 25,000.00	Curran Family Foundation	\$ 10,000.00	Jeanette Barron Charitable Trust	\$ 10,000.00
		Global Sports Foundation	\$ 10,000.00	Addl Misc. Foundations	\$ 18,000.00
		Addl Misc. Foundations	\$ 25,000.00		
<u>Urban Dove Charter School</u>	\$ 273,000.00	<u>Urban Dove Charter School</u>	\$ 350,000.00	<u>Urban Dove Charter School</u>	\$ 644,000.00
<u>Individual Donations, Corporate Sponsors & Events</u>	\$ 691,000.00	<u>Individual Donations</u>	\$ 140,000.00	<u>Individual Donations</u>	\$ 85,000.00
		<u>Corporate Sponsors & Events</u>	\$ 417,500.00	<u>Corporate Sponsors & Events</u>	\$ 547,500.00
TOTAL	\$ 1,380,300.00	TOTAL	\$ 1,497,500.00	TOTAL	\$ 1,917,000.00

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA



URBAN DOVE TEAM CHARTER SCHOOL

Audited Financial Statements In Accordance
With Government Auditing Standards

June 30, 2016

URBAN DOVE TEAM CHARTER SCHOOL

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Independent Auditors' Report

To the Board of Trustees of
Urban Dove Team Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Urban Dove Team Charter School (the "School"), which comprise the statement of financial position as of June 30, 2016, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the organization's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the organization's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

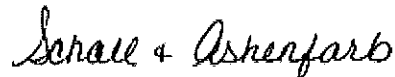
In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Urban Dove Team Charter School as of June 30, 2016, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the School's 2015 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 13, 2015. In our opinion, the summarized comparative information presented herein as of and for the year-ended June 30, 2015 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 24, 2016 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.



Schall & Ashenfarb
Certified Public Accountants, LLC

October 24, 2016

**URBAN DOVE TEAM CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
AT JUNE 30, 2016**

(With comparative totals at June 30, 2015)

	<u>6/30/16</u>	<u>6/30/15</u>
Assets		
Cash and cash equivalents	\$1,311,932	\$315,591
Restricted cash (Note 3)	75,153	75,106
Grant receivable - New York City (Note 5)	0	9,988
Government grants receivable	76,121	152,427
Other receivables	13,923	9,737
Prepaid expenses	51,498	50,669
Security deposit	200,000	200,000
Fixed assets, net (Note 4)	<u>317,532</u>	<u>341,789</u>
 Total assets	 <u><u>\$2,046,159</u></u>	 <u><u>\$1,155,307</u></u>
 Liabilities and Net Assets		
Liabilities:		
Accounts payable and accrued expenses	\$447,369	\$269,067
Government grant advances (Note 5)	391,085	0
Due to institutional partner (Note 6)	0	1,759
Deferred rent	0	187,548
Total liabilities	<u>838,454</u>	<u>458,374</u>
Net assets:		
Unrestricted	<u>1,207,705</u>	<u>696,933</u>
Total net assets	<u>1,207,705</u>	<u>696,933</u>
 Total liabilities and net assets	 <u><u>\$2,046,159</u></u>	 <u><u>\$1,155,307</u></u>

The attached notes and auditors' report are an integral part of these financial statements.

**URBAN DOVE TEAM CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2016**

(With comparative totals for the year ended June 30, 2015)

	<u>6/30/16</u>	<u>6/30/15</u>
Unrestricted:		
Public support and revenue:		
Public school district revenue: (Note 5)		
Resident student enrollment	\$3,511,575	\$3,316,468
Students with special education services	<u>1,740,126</u>	<u>1,627,261</u>
Subtotal public school district revenue	5,251,701	4,943,729
Government grants	459,418	558,828
Contributions	55,628	15,350
In-kind contributions	0	30,433
Loss on equipment disposals	(1,500)	(2,367)
Other income	<u>3,698</u>	<u>3,724</u>
Total public support and revenue	<u>5,768,945</u>	<u>5,549,697</u>
Expenses:		
Program services:		
Regular education	3,294,668	2,947,787
Special education	<u>985,339</u>	<u>1,037,341</u>
Total program services	<u>4,280,007</u>	<u>3,985,128</u>
Supporting services:		
Management and general	951,166	860,557
Fundraising	<u>27,000</u>	<u>34,000</u>
Total supporting services	<u>978,166</u>	<u>894,557</u>
Total expenses	<u>5,258,173</u>	<u>4,879,685</u>
Change in net assets	510,772	670,012
Net assets - beginning	<u>696,933</u>	<u>26,921</u>
Net assets - ending	<u><u>\$1,207,705</u></u>	<u><u>\$696,933</u></u>

The attached notes and auditors' report are an integral part of these financial statements.

URBAN DOVE TEAM CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2016
(With comparative totals for the year ended June 30, 2015)

	Program Services			Supporting Services			Total Expenses 6/30/16	Total Expenses 6/30/15
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services		
Personnel service costs:								
Salaries	\$1,883,960	\$668,733	\$2,552,693	\$472,019		\$472,019	\$3,024,712	\$2,833,801
Payroll taxes and employee benefits	423,700	150,397	574,097	106,157		106,157	680,254	614,436
Total personnel service costs	2,307,660	819,130	3,126,790	578,176	0	578,176	3,704,966	3,448,237
Professional development			0	20,683		20,683	20,683	24,652
Legal fees (including in-kind)			0	18,105		18,105	18,105	32,233
Management company fees - institutional partner (Note 6)	148,500		148,500	94,500	27,000	121,500	270,000	260,000
Professional fees	104,361		104,361	55,026		55,026	159,387	63,036
Student and staff recruitment			0	5,990		5,990	5,990	8,022
Supplies and materials	57,130		57,130			0	57,130	51,314
Office expenses	33,450		33,450	33,572		33,572	67,022	43,288
Food services	9,564		9,564	3,053		3,053	12,617	74,159
Student services	154,364		154,364			0	154,364	102,442
Insurance	26,988	9,580	36,568	6,761		6,761	43,329	40,449
Technology	11,657	4,138	15,795	2,920		2,920	18,715	20,759
Equipment and furnishings	8,518	3,023	11,541	2,134		2,134	13,675	11,095
Repairs and maintenance	54,851	19,470	74,321	13,742		13,742	88,063	58,417
Occupancy and facility costs	260,249	88,335	348,584	62,351		62,351	410,935	521,559
Utilities	46,626	16,550	63,176	11,682		11,682	74,858	38,858
Depreciation	70,750	25,113	95,863	17,726		17,726	113,589	75,761
Bad debt			0	23,174		23,174	23,174	0
Other			0	1,571		1,571	1,571	5,404
Total expenses	\$3,294,668	\$985,339	\$4,280,007	\$951,166	\$27,000	\$978,166	\$5,258,173	\$4,879,685

The attached notes and auditors' report an integral part of these financial statements.

**URBAN DOVE TEAM CHARTER SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2016**

(With comparative totals for the year ended June 30, 2015)

	<u>6/30/16</u>	<u>6/30/15</u>
Cash flows from operating activities:		
Change in net assets	\$510,772	\$670,012
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation expense	113,589	75,761
Loss on equipment disposals	1,500	2,367
Changes in assets and liabilities:		
Restricted cash	(47)	(25,062)
Grant receivable - New York City	9,988	57,581
Government grants receivable	76,306	(152,427)
Due from institutional partner	0	2,250
Other receivables	(4,186)	(423)
Prepaid expenses	(829)	(45,274)
Accounts payable and accrued expenses	178,302	42,916
Government grant advances	391,085	(2,357)
Due to institutional partner	(1,759)	1,759
Deferred rent	(187,548)	(112,549)
Total adjustments	<u>576,401</u>	<u>(155,458)</u>
Net cash provided by operating activities	<u>1,087,173</u>	<u>514,554</u>
 Cash flows from investing activities:		
Purchase of fixed assets	<u>(90,832)</u>	<u>(253,893)</u>
Net cash used for investing activities	<u>(90,832)</u>	<u>(253,893)</u>
 Net increase in cash and cash equivalents	996,341	260,661
 Cash and cash equivalents - beginning of year	<u>315,591</u>	<u>54,930</u>
 Cash and cash equivalents - end of year	<u>\$1,311,932</u>	<u>\$315,591</u>
 Supplemental disclosures:		
Interest and taxes paid	<u>\$0</u>	<u>\$0</u>

The attached notes and auditors' report are an integral part of these financial statements.

URBAN DOVE TEAM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Note 1 - Organization and Nature of Activities

Urban Dove Team Charter School (the "School"), located in Brooklyn, New York, is a not-for-profit education corporation chartered by the University of the State of New York Education Department. Beginning its initial school year in September 2012, the School was launched to help the vulnerable, growing population of transfer students and is the first-ever alternative high school for over-aged, under-credited youth in New York City. Through a sports, health, and fitness curriculum, layered with a career and technical program, the School is expanding its reach to energize, educate and empower youth. The School completed the 2015-2016 fiscal year with an average enrollment of approximately 258 students. The School is a publicly funded, privately managed school, which is independent of the New York City Department of Education ("NYCDOE").

On December 14, 2010, the School was granted a provisional charter under the University of the State of New York, by the Board of Regents for and behalf of the Education Department of the State of New York. After being approved for a planning year, the school opened in August 2012. The initial charter term runs from July 1, 2012 through June 30, 2017. Such provisional charter may be extended upon application for a term of up to five years in accordance with the provisions of Article 56 of the Education Law.

On October 22, 2013, the Board of Regents of the University of the State of New York, for and on behalf of the State Education Department approved the name change of the school from Urban Dove Charter School to Urban Dove Team Charter School.

The School is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been reflected in the accompanying financial statements. They have not been designated as a private foundation.

Note 2 - Significant Accounting Policies

a. Basis of Presentation

The accompanying financial statements have been prepared using the accrual basis of accounting which is the process of recognizing revenue and expenses when earned or incurred rather than received or paid.

The School's net assets are classified based upon the existence or absence of donor-imposed restrictions as follows:

- *Unrestricted* – represent those resources for which there are no restrictions by donors as to their use.
- *Temporarily restricted* – represent those resources, the uses of which have been restricted by donors to specific purposes or the passage of time. The release from restrictions results from the satisfaction of the restricted purposes specified by the donor. Temporarily restricted contributions, the requirements

of which are met in the year of donation, are reported as unrestricted. The School did not have any temporarily restricted net assets at June 30, 2016 or June 30 2015.

- *Permanently restricted* – accounts for activity restricted by donors that must remain intact in perpetuity. The School did not have any permanently restricted net assets at June 30, 2016 or June 30, 2015:

b. Cash and Cash Equivalents

Checking and money market accounts with local banks and highly liquid debt instruments purchased with a maturity of three months or less are considered to be cash and cash equivalents.

c. Concentration of Credit

Financial instruments that potentially subject the School to concentration of credit risk consist of cash and money market accounts, which have been placed with a financial institution that management deems to be creditworthy. At year-end and at various times throughout the year, material cash balances were in excess of FDIC insurance levels; however, the School has not experienced any losses from the failure of any financial institution.

d. Fixed Assets and Capitalization Policy

Furniture, equipment and leasehold improvements are stated at cost or at fair value on the date of the gift, if donated. The School capitalizes fixed assets in excess of pre-defined amounts that have a useful life of more than one year. Depreciation is computed using the straight-line method over the estimated useful life of the respective asset, as follows:

Office equipment – 5 years

Computer equipment – 3 years

Furniture and fixtures – 7 years

Leasehold improvements – Life of lease

e. Deferred Rent

Rent expense is recognized on the straight-line basis over the life of the lease. In periods where rent expense is recognized in excess of cash payments, primarily due to free rent received at the beginning of the lease, deferred rent is recorded. As future payments exceed the annual expense recognized, deferred rent will be reduced to zero by the end of the lease term.

f. Contributions

Contributions are recorded as revenue at the earlier of the receipt of cash or when a pledge is considered unconditional in nature. Contributions are available for unrestricted use, unless specifically restricted by the donor, in which case they are recorded as temporarily restricted.

Contributions expected to be received within one year are recorded at net realizable value. Long-term pledges are recorded at fair value using a risk adjusted discount rate. Conditional contributions are recognized as income when the conditions have been substantially met.

g. Revenue

Program revenue is recognized on the accrual basis based on the number of students enrolled using rates established by the School's funding sources.

The terms of government grants are reviewed to determine if they contain traits more closely associated with contributions or exchange transactions. Management has determined that all existing government grants are exchange transactions because they contain traits more similar to contracts for service. The difference between cash received and the amount recognized as revenue is reflected as grants receivable or refundable advances.

h. In-Kind Contributions

Donated services that create or enhance non-financial assets or that require specialized skills, are provided by individuals possessing those skills, and would be purchased if not provided by donation, are recorded at fair value.

During the year ended June 30, 2015, donated legal services with an estimated fair value of \$30,433 have been recognized. These expenses have been charged to the management and general function on the statement of activities. There were no donated services during the year ended June 30, 2016.

Although many board members contribute a significant amount of their time, these services have not been recorded because they do not meet the criteria outlined above.

i. Expense Allocation

The costs of providing various programs and other activities have been summarized on a functional basis in the accompanying financial statements. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

j. Use of Estimates

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

k. Accounting for Uncertainty in Income Taxes

The School does not believe its financial statements include any material, uncertain tax positions. Tax returns for periods ending June 30, 2013 and later are subject to examination by applicable taxing authorities.

l. Subsequent Events

Management has evaluated for potential recognition and disclosure events subsequent to the date of the statement of financial position through October 24, 2016, the date the financial statements were available to be issued. No events have occurred subsequent to the statement of financial position date, through our evaluation date that would require adjustment to or disclosure in the financial statements.

m. Comparative Financial Information

The financial statements include certain prior-year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year-ended June 30, 2015, from which the summarized information was derived.

n. New Accounting Pronouncement

On August 18, 2016, the Financial Accounting Standards Board (FASB) issued an Accounting Standards Update (ASU), No. 2016-14, *Presentation of Financial Statements of Not-for-Profit Entities*. The ASU, which becomes effective for the June 30, 2019 year, with early implementation permitted, focuses on improving the current net asset classification requirements and information presented in the financial statements and notes that is useful in assessing a not-for-profit's liquidity, financial performance and cash flows. The School has not yet evaluated the impact this will have on future statements.

Note 3 - Restricted Cash

An escrow account has been established to meet the requirement of NYCDOE. The purpose of this account is to ensure sufficient funds are available for an orderly dissolution or transition process in the event of termination of the charter or school closure.

Note 4 - Fixed Assets

At year-end, fixed assets consisted of the following:

	<u>6/30/16</u>	<u>6/30/15</u>
Furniture and equipment	\$352,457	\$284,851
Leasehold improvements	<u>223,467</u>	<u>201,407</u>
	575,924	486,258
Less: accumulated depreciation	<u>(258,392)</u>	<u>(144,469)</u>
Fixed assets, net	<u>\$317,532</u>	<u>\$341,789</u>

Note 5 - Grant Receivable/(Advance) - New York City Department of Education

	<u>6/30/16</u>	<u>6/30/15</u>
Beginning grant receivable	\$9,988	\$67,569
Bad debt	(9,988)	0
Payments received	0	(67,569)
Funding based on allowable FTE's	5,251,701	4,943,729
Advances received	<u>(5,642,786)</u>	<u>(4,933,741)</u>
Ending grant (advance)/receivable	<u>(\$391,085)</u>	<u>\$9,988</u>

No reserve has been recorded for uncollectable amounts.

Note 6 - Institutional Partner

In October 2013, the School signed an institutional partnership with The Urban Dove, Inc., which is an affiliate by nature of common board members and management. An "Institutional Partnership Agreement" (IPA) serves as the foundation of the governance relationship between the School and The Urban Dove, Inc.

Service fees were \$270,000 and \$260,000 for the years ended June 30, 2016 and 2015, respectively. At June 30, 2016, the School's statement of financial position reflected no amount due to or from The Urban Dove, Inc., while at June 30, 2015, the School's statement of financial position reflected a payable of \$1,759 due to The Urban Dove, Inc.

Note 7 - Significant Concentrations

The School is dependent upon grants from NYCDOE to carry out its operations. For the years ended June 30, 2016 and 2015, approximately 91% and 89%, respectively, of the School's total public support and revenue was realized from NYCDOE. If NYCDOE were to discontinue funding, it would have a severe economic impact on the School's ability to operate.

Note 8 - Defined Contribution Plan

The School offers a voluntary 401(k) plan for its employees. Employees who have completed six months of service and have attained age 21 are eligible to participate in voluntary salary deferrals. Employees can make pretax contributions up to a maximum as set by law, subject to IRS restrictions. The School may make a discretionary matching contribution equal to a uniform percentage of eligible salary deferrals. Employees who are employed on the last day of the plan year and who have completed one year of service are eligible to participate in the School's discretionary matching contribution. There were no discretionary matching contributions for the years ended June 30, 2016 and 2015.

Note 9 - Commitments and Contingencies

Government contracts are subject to audit by the grantor. Management does not believe that any audits, if they were to occur, would result in material disallowed costs, and has not established any reserves. Any disallowed costs would be recorded in the period notified.

The School entered into an operating lease for classroom space and administrative offices. During fiscal year 2015, the School amended its lease agreement to include additional space at a cost of \$80,000 per year.

During fiscal year 2016, the School exercised an option to extend the lease agreement for an additional three years through June 30, 2019.

Future minimum lease payments are as follows:

	<u>Amount</u>
Year-ending: June 30, 2017	\$530,000
June 30, 2018	530,000
June 30, 2019	<u>530,000</u>
Total	<u>\$1,590,000</u>

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING
STANDARDS***

To the Board of Trustees of
Urban Dove Team Charter School

Report on the Financial Statements

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Urban Dove Team Charter School (the "School"), which comprise the statement of financial position as of June 30, 2016, and the related statements of activities, functional expenses, and cash flows for the year then ended and the related notes to the financial statements, and have issued our report thereon dated October 24, 2016.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified. We did identify a deficiency in internal control, described in the accompanying schedule of findings and responses as Finding 2016-001 that we consider to be a significant deficiency.

Compliance and Other Matters

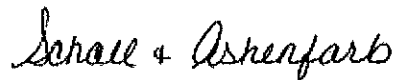
As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results disclosed instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and which are described in the accompanying schedule of findings and responses as Findings 2016-002 and 2016-003.

Management's Responses to Findings

The School's responses to the findings identified in our audit are described in the accompanying schedule of findings and questioned costs. The School's responses were not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Schall & Ashenfarb
Certified Public Accountants, LLC

October 24, 2016

URBAN DOVE TEAM CHARTER SCHOOL
SCHEDULE OF FINDINGS
JUNE 30, 2016

Current Year:

2016-001 - NYC DOE Per Pupil Billing Reconciliation

Criteria: Reimbursement for students is based on the date they were enrolled in the School.

Condition: The discharge date per the School's record for one student out of sixty tested did not match the discharge date per the New York State Department of Education (NYCDOE) Per Pupil billing reconciliation that was submitted for the fiscal 2015-16 school year. Further review indicated six additional students that had incorrect discharge dates which resulted in a total reduction of public school district revenue of approximately \$105,000.

Cause: The person performing the billing reconciliation did not notice the discrepancies prior to submitting the invoice.

Effect: Calculation of earned revenue, which is based on student enrollment, contained errors. This required an adjustment to the books so that the financial statements would not be materially misstated. An amended per pupil billing reconciliation was required to be submitted to the NYCDOE which reduced revenue by approximately \$105,000.

Recommendation: We recommend that someone, other than the person who prepares billing reconciliations, perform a review and checks that student enrollment reported matches the School records before they are submitted, to ensure proper billing.

Management response: See management corrective action plan attached.

2016-002 - NYCDOE Per Pupil Funding - Proof of Residency

Criteria: The School is required to document proof of residency of students who attend the school.

Condition: Six student files out of sixty student files tested did not contain documentation of proof of residency.

Cause: Student files are not reviewed by anyone other than the person who maintains those files.

Effect: Incorrect district rates may be used for billing of services.

Recommendation: Someone other than the person who maintains the student files should review the student files to ensure that the proof of residency is documented.

Management response: See management corrective action plan attached.

2016-003 – Certificate of Occupancy/Fire Safety Inspection Report

Criteria: According to Section 2851(2)(j) of Education Law, the charter school must obtain a certificate of occupancy for facilities to be used by the charter school prior to the date on which instruction is to commence. As part of this process, the charter school should maintain an up to date fire safety inspection report.

Condition: The school did not have an up to date certificate of occupancy or fire safety inspection report on file.

Cause: Management did not obtain these from its landlord.

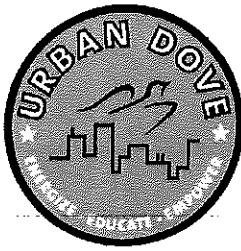
Effect: The School was not in compliance with applicable law.

Recommendation: We recommend that management obtain this documentation on an annual basis.

Management response: See management corrective action plan attached.

Prior Year:

None



TEAM

CHARTER SCHOOL

THE BOARD

Patricia Charlemagne
Arete Education, Inc.

Andrew Ehigiator
Lighting By Gregory

Patrick Fagan
NYC Dept. of Education

Michael Grandis
Loeb & Loeb, LLP

Wanda Morales
Bedofrd-Stuyvesant -
New Beginnings Charter
School

Spencer Rothschild
Barrio Foods

Kevin Turton
Special Counsel, Inc.

Amit Bahl
School Leader

October 24th, 2016

To Whom It May Concern,

The following is a report on the Urban Dove Team Charter School Board's response to the Schedule of Findings (page 19 of the GAS report) from our independent auditor firm – Schall & Ashenfarb - dated October 24, 2016. The auditors made recommendations to management in three areas:

1) NYC DOE Per Pupil Reconciliation

Auditors recommended that someone, other than the person who prepares billing reconciliations, perform a review and check that the student enrollment reported matches the School records before enrollment data is submitted to ensure proper billing. UD Team has a protocol in place to ensure this process takes place. The Director of Operations, Mark Stevens, does the initial reconciliation for the General Education students, then the Director of Student Support Services, Stacey DiPillo, does the reconciliation for Special Education students, then the School Leader, Amit Bahl, does a final review of all students and submits the invoice.

2) NYC DOE Per Pupil Funding – Proof of Residency

Auditors recommend that someone, other than the person who maintains the student files, review the student files to ensure that the proof of residency is documented. UD Team has a protocol in place to ensure this process takes place. UD Team's Parent and Community Coordinator, Jennifer Villa, does the initial intake of students and requests Proof of Residency. Once intake is complete, the files are maintained by the Operations Manager, Patrina Phillip. In addition, UD Team's Office Assistant, Lindsay DeFlorimonte, checks the files twice a year to ensure that all documentation is present and up to date. All files are currently up to date and all students have proof of residency.

3) Certificate of Occupancy/Fire Safety Report

Auditors recommend that management obtain this documentation on an annual basis. UD Team's Director of Operations, Mark Stevens, will ensure that documentation is obtained from landlord. UD Team is a sub-tenant in a private facility and so must request such documentation from the landlord. While requests are made each year, documents are not always furnished in a timely manner. UD Team will work with the landlord to ensure that they turn over all mandatory documentation. Another request for these documents was made on September 19th, 2016. We are still awaiting a response and will follow up again before the end of the month.

Sincerely,

Michael Grandis
Board Chair



**Audited Financial Statements In Accordance
With Government Auditing Standards**

June 30, 2017

URBAN DOVE TEAM CHARTER SCHOOL

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Independent Auditors' Report

To the Board of Trustees of
Urban Dove Team Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Urban Dove Team Charter School (the "School"), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the organization's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the organization's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

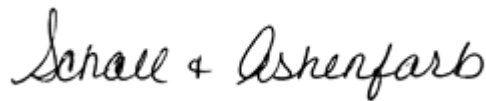
In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Urban Dove Team Charter School as of June 30, 2017, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the School's 2016 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 24, 2016. In our opinion, the summarized comparative information presented herein as of and for the year-ended June 30, 2016 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 24, 2017 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.



Schall & Ashenfarb
Certified Public Accountants, LLC

October 24, 2017

URBAN DOVE TEAM CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
AT JUNE 30, 2017
(With comparative totals at June 30, 2016)

	<u>6/30/17</u>	<u>6/30/16</u>
Assets		
Cash and cash equivalents	\$686,649	\$1,311,932
Restricted cash (Note 3)	75,191	75,153
Government grants receivable	110,708	76,121
Other receivables	10,281	13,923
Prepaid expenses	44,167	51,498
Security deposit	200,000	200,000
Fixed assets, net (Note 4)	<u>240,995</u>	<u>317,532</u>
 Total assets	 <u><u>\$1,367,991</u></u>	 <u><u>\$2,046,159</u></u>
Liabilities and Net Assets		
Liabilities:		
Accounts payable and accrued expenses	\$572,167	\$447,369
Government grant advances (Note 5)	<u>202,281</u>	<u>391,085</u>
Total liabilities	<u><u>774,448</u></u>	<u><u>838,454</u></u>
Net assets:		
Unrestricted	<u>593,543</u>	<u>1,207,705</u>
Total net assets	<u><u>593,543</u></u>	<u><u>1,207,705</u></u>
 Total liabilities and net assets	 <u><u>\$1,367,991</u></u>	 <u><u>\$2,046,159</u></u>

The attached notes and auditors' report are an integral part of these financial statements.

URBAN DOVE TEAM CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2017
(With comparative totals for the year ended June 30, 2016)

	<u>6/30/17</u>	<u>6/30/16</u>
Unrestricted:		
Public support and revenue:		
Public school district revenue: (Note 5)		
Resident student enrollment	\$3,638,085	\$3,511,575
Students with special education services	<u>1,540,795</u>	<u>1,740,126</u>
Subtotal public school district revenue	5,178,880	5,251,701
Government grants	600,352	459,418
Contributions	3,450	55,628
Loss on equipment disposals	0	(1,500)
Other income	<u>1,174</u>	<u>3,698</u>
Total public support and revenue	<u>5,783,856</u>	<u>5,768,945</u>
Expenses:		
Program services:		
Regular education	4,109,349	3,294,668
Special education	<u>1,157,375</u>	<u>985,339</u>
Total program services	<u>5,266,724</u>	<u>4,280,007</u>
Supporting services:		
Management and general	1,096,294	951,166
Fundraising	<u>35,000</u>	<u>27,000</u>
Total supporting services	<u>1,131,294</u>	<u>978,166</u>
Total expenses	<u>6,398,018</u>	<u>5,258,173</u>
Change in net assets	(614,162)	510,772
Net assets - beginning	<u>1,207,705</u>	<u>696,933</u>
Net assets - ending	<u><u>\$593,543</u></u>	<u><u>\$1,207,705</u></u>

The attached notes and auditors' report are an integral part of these financial statements.

**URBAN DOVE TEAM CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2017**

(With comparative totals for the year ended June 30, 2016)

	Program Services			Supporting Services		Total Expenses 6/30/17	Total Expenses 6/30/16
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising		
Personnel service costs:							
Salaries	\$2,372,049	\$756,580	\$3,128,629	\$474,200		\$474,200	\$3,602,829
Payroll taxes and employee benefits	538,831	171,863	710,694	130,234		130,234	680,254
Total personnel service costs	2,910,880	928,443	3,839,323	604,434	0	604,434	4,443,757
Professional development			0	23,844		23,844	23,844
Legal fees			0	1,700		1,700	1,700
Management company fees - institutional partner (Note 6)	192,500		192,500	122,500	35,000	157,500	270,000
Professional fees	111,317	26,754	138,071	106,762		106,762	244,833
Student and staff recruitment			0	7,654		7,654	7,654
Supplies and materials	32,651		32,651			0	32,651
Office expenses	50,186	15,632	65,818	16,944		16,944	82,762
Food services	16,284	4,978	21,262	5,240		5,240	26,502
Student services	174,384		174,384			0	174,384
Insurance	26,969	8,400	35,369	8,842		8,842	44,211
Technology	12,535	3,904	16,439	4,110		4,110	20,549
Equipment and furnishings	11,834	3,686	15,520	3,880		3,880	19,400
Repairs and maintenance	77,394	24,107	101,501	25,375		25,375	126,876
Occupancy and facility costs	361,517	100,700	462,217	106,000		106,000	568,217
Utilities	60,963	18,988	79,951	19,988		19,988	99,939
Depreciation	69,935	21,783	91,718	22,929		22,929	114,647
Bad debt			0			0	0
Other			0	16,092		16,092	16,092
Total expenses	\$4,109,349	\$1,157,375	\$5,266,724	\$1,096,294	\$35,000	\$1,131,294	\$6,398,018
							\$5,258,173

The attached notes and auditors' report an integral part of these financial statements.

URBAN DOVE TEAM CHARTER SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2017
(With comparative totals for the year ended June 30, 2016)

	6/30/17	6/30/16
Cash flows from operating activities:		
Change in net assets	(\$614,162)	\$510,772
Adjustments to reconcile change in net assets to net cash (used for)/provided by operating activities:		
Depreciation expense	114,647	113,589
Loss on equipment disposals	0	1,500
Changes in assets and liabilities:		
Restricted cash	(38)	(47)
Grant receivable - New York City	0	9,988
Government grants receivable	(34,587)	76,306
Other receivables	3,642	(4,186)
Prepaid expenses	7,331	(829)
Accounts payable and accrued expenses	124,798	178,302
Government grant advances	(188,804)	391,085
Due to institutional partner	0	(1,759)
Deferred rent	0	(187,548)
Total adjustments	26,989	576,401
Net cash (used for)/provided by operating activities	(587,173)	1,087,173
 Cash flows from investing activities:		
Purchase of fixed assets	(38,110)	(90,832)
Net cash used for investing activities	(38,110)	(90,832)
 Net (decrease)/increase in cash and cash equivalents	(625,283)	996,341
 Cash and cash equivalents - beginning of year	1,311,932	315,591
 Cash and cash equivalents - end of year	\$686,649	\$1,311,932
 Supplemental disclosures:		
Interest and taxes paid	\$0	\$0

The attached notes and auditors' report are an integral part of these financial statements.

**URBAN DOVE TEAM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2017**

Note 1 - Organization and Nature of Activities

Urban Dove Team Charter School (the "School"), located in Brooklyn, New York, is a not-for-profit education corporation chartered by the University of the State of New York Education Department. Beginning its initial school year in September 2012, the School was launched to help the vulnerable, growing population of transfer students and is the first-ever alternative high school for over-aged, under-credited youth in New York City. Through a sports, health, and fitness curriculum, layered with a career and technical program, the School is expanding its reach to energize, educate and empower youth. The School completed the 2016-2017 fiscal year with an average enrollment of approximately 259 students. The School is a publicly funded, privately managed school, which is independent of the New York City Department of Education ("NYCDOE").

On December 14, 2010, the School was granted a provisional charter under the University of the State of New York, by the Board of Regents for and on behalf of the Education Department of the State of New York. After being approved for a planning year, the School opened in August 2012. The initial charter term ran from July 1, 2012 through June 30, 2017. On June 13, 2017, such provisional charter was renewed by the Board of Regents through June 30, 2022 in accordance with the provisions of Article 56 of the Education Law.

On October 22, 2013, the Board of Regents of the University of the State of New York, for and on behalf of the State Education Department approved the name change of the School from Urban Dove Charter School to Urban Dove Team Charter School.

The School is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been reflected in the accompanying financial statements. They have not been designated as a private foundation.

Note 2 - Significant Accounting Policies

a. Basis of Presentation

The accompanying financial statements have been prepared using the accrual basis of accounting, which is the process of recognizing revenue and expenses when earned or incurred rather than received or paid.

The School's net assets are classified based upon the existence or absence of donor-imposed restrictions as follows:

- *Unrestricted* – represent those resources for which there are no restrictions by donors as to their use.
- *Temporarily restricted* – represent those resources, the uses of which have been restricted by donors to specific purposes or the passage of time. The release from restrictions results from the satisfaction of the restricted purposes specified by the donor. Temporarily restricted contributions, the requirements

of which are met in the year of donation, are reported as unrestricted. The School did not have any temporarily restricted net assets at June 30, 2017 or June 30, 2016.

- *Permanently restricted* – accounts for activity restricted by donors that must remain intact in perpetuity. The School did not have any permanently restricted net assets at June 30, 2017 or June 30, 2016.

b. Cash and Cash Equivalents

Checking and money market accounts with local banks and highly liquid debt instruments purchased with an initial maturity of three months or less are considered to be cash and cash equivalents.

c. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentration of credit risk consist of cash and money market accounts, which have been placed with a financial institution that management deems to be creditworthy. At year end and at various times throughout the year, material cash balances were in excess of FDIC insurance levels; however, the School has not experienced any losses from the failure of any financial institution.

d. Fixed Assets and Capitalization Policy

Furniture, equipment and leasehold improvements are stated at cost or at fair value on the date of the gift, if donated. The School capitalizes fixed assets in excess of pre-defined amounts that have a useful life of more than one year. Depreciation is computed using the straight-line method over the estimated useful life of the respective asset, as follows:

Office equipment – 5 years

Computer equipment – 3 years

Furniture and fixtures – 7 years

Leasehold improvements – *Life of lease*

e. Deferred Rent

Rent expense is recognized on the straight-line basis over the life of the lease. In periods where rent expense is recognized in excess of cash payments, primarily due to free rent received at the beginning of the lease, deferred rent is recorded. As future payments exceed the annual expense recognized, deferred rent will be reduced to zero by the end of the lease term.

f. Contributions

Contributions are recorded as revenue at the earlier of the receipt of cash or when a pledge is considered unconditional in nature. Contributions are available for unrestricted use, unless specifically restricted by the donor, in which case they are recorded as temporarily restricted.

Contributions expected to be received within one year are recorded at net realizable value. Long-term pledges are recorded at fair value using a risk adjusted discount rate. Conditional contributions are recognized as income when the conditions have been substantially met.

g. Revenue

Program revenue is recognized on the accrual basis based on the number of students enrolled using rates established by the School's funding sources.

Government grants are recognized as revenue when the expenditure is reimbursable from the grantor. The difference between cash received and the amount recognized as revenue is reflected as grants receivable or refundable advances.

h. In-Kind Contributions

Donated services that create or enhance non-financial assets or require specialized skills, are provided by individuals possessing those skills, and would be purchased if not provided by donation, are recorded at fair value.

Although many board members contribute a significant amount of their time, these services have not been recorded because they do not meet the criteria outlined above.

i. Expense Allocation

The costs of providing various programs and other activities have been summarized on a functional basis in the accompanying financial statements. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

j. Use of Estimates

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

k. Accounting for Uncertainty in Income Taxes

The School does not believe its financial statements include any material, uncertain tax positions. Tax returns for periods ending June 30, 2014 and later are subject to examination by applicable taxing authorities.

l. Subsequent Events

Management has evaluated for potential recognition and disclosure events subsequent to the date of the statement of financial position through October 24, 2017, the date the financial statements were available to be issued. No events have occurred subsequent to the statement of financial position date, through our evaluation date that would require adjustment to or disclosure in the financial statements.

m. Comparative Financial Information

The financial statements include certain prior-year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2016, from which the summarized information was derived.

n. New Accounting Pronouncement

On August 18, 2016, the Financial Accounting Standards Board (FASB) issued an Accounting Standards Update (ASU), No. 2016-14, *Presentation of Financial Statements of Not-for-Profit Entities*. The ASU, which becomes effective for the June 30, 2019 year, with early implementation permitted, focuses on improving the current net asset classification requirements and information presented in the financial statements and notes that is useful in assessing a not-for-profit's liquidity, financial performance and cash flows.

In addition, FASB issued ASU No. 2016-02, *Leases*. The ASU, which becomes effective for the June 30, 2021 year, requires all leases to be reflected as assets and liabilities on the statement of financial position.

The School has not yet evaluated the impact these standards will have on future financial statements.

Note 3 - Restricted Cash

An escrow account has been established to meet the requirement of NYCDOE. The purpose of this account is to ensure sufficient funds are available for an orderly dissolution or transition process in the event of termination of the charter or school closure.

Note 4 - Fixed Assets

At year end, fixed assets consisted of the following:

	<u>6/30/17</u>	<u>6/30/16</u>
Furniture and equipment	\$390,567	\$352,457
Leasehold improvements	<u>223,467</u>	<u>223,467</u>
	614,034	575,924
Less: accumulated depreciation	<u>(373,039)</u>	<u>(258,392)</u>
Fixed assets, net	<u>\$240,995</u>	<u>\$317,532</u>

Note 5 - Government Grant Advance – New York City Department of Education

	<u>6/30/17</u>	<u>6/30/16</u>
Beginning grant (advance)/receivable	(\$391,085)	\$9,988
Bad debt	0	(9,988)
Funding based on allowable FTE's	5,178,880	5,251,701
Advances received	<u>(4,990,076)</u>	<u>(5,642,786)</u>
Ending grant advance	<u>(\$202,281)</u>	<u>(\$391,085)</u>

Note 6 - Institutional Partner

In October 2013, the School signed an institutional partnership with The Urban Dove, Inc., which is an affiliate by nature of common board members and management. An "Institutional Partnership Agreement" (IPA) serves as the foundation of the governance relationship between the School and The Urban Dove, Inc.

Service fees were \$350,000 and \$270,000 for the years ended June 30, 2017 and 2016, respectively. At June 30, 2017 and June 30, 2016, the School's statement of financial position reflected no amount due to or from The Urban Dove, Inc.

Note 7 - Significant Concentrations

The School is dependent upon grants from NYCDOE to carry out its operations. For the years ended June 30, 2017 and 2016, approximately 90% and 91%, respectively, of the School's total public support and revenue was realized from NYCDOE. If NYCDOE were to discontinue funding, it would have a severe economic impact on the School's ability to operate.

Note 8 - Defined Contribution Plan

The School offers a voluntary 401(k) plan for its employees. Employees who have completed six months of service and have attained age 21 are eligible to participate in voluntary salary deferrals. Employees can make pretax contributions up to a maximum as set by law, subject to IRS restrictions. The School may make a discretionary matching contribution equal to a uniform percentage of eligible salary deferrals. Employees who are employed on the last day of the plan year and who have completed one year of service are eligible to participate in the School's discretionary matching contribution. There were no discretionary matching contributions for the years ended June 30, 2017 and 2016.

Note 9 - Commitments and Contingencies

Government contracts are subject to audit by the grantor. Management does not believe that any audits, if they were to occur, would result in material disallowed costs, and has not established any reserves. Any disallowed costs would be recorded in the period notified.

The School entered into an operating lease for classroom space and administrative offices. During fiscal year 2015, the School amended its lease agreement to include additional space at a cost of \$80,000 per year.

During fiscal year 2016, the School exercised an option to extend the lease agreement for an additional three years through June 30, 2019.

Future minimum lease payments are as follows:

	<u>Amount</u>
Year ending: June 30, 2018	\$530,000
June 30, 2019	<u>530,000</u>
Total	<u>\$1,060,000</u>

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING
STANDARDS***

To the Board of Trustees of
Urban Dove Team Charter School

Report on the Financial Statements

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Urban Dove Team Charter School (the "School"), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities, functional expenses, and cash flows for the year then ended and the related notes to the financial statements, and have issued our report thereon dated October 24, 2017.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

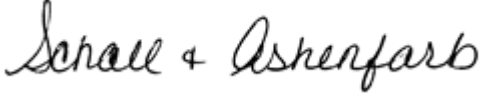
As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results disclosed instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and which are described in the accompanying schedule of findings and questioned costs as Finding 2017-001.

Management's Response to Finding

The School's response to the finding identified in our audit is described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Schall & Ashenfarb
Certified Public Accountants, LLC

October 24, 2017

**URBAN DOVE TEAM CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
JUNE 30, 2017**

Current Year:

2017-001 – NYCDOE Per Pupil Funding – Proof of Residency

Criteria: The School is required to document proof of residency of students who attend the school.

Condition: Four student files out of forty student files tested did not contain documentation of proof of residency.

Cause: While there is a system in place to ensure that all necessary documents are collected and are maintained in student's files, the proof of residency requested was not available for the auditors' inspection as the system is not operating as designed.

Effect: The School could erroneously bill for ineligible students.

Recommendation: The School should maintain complete student files with documentation of proof of residency. This could be accomplished by enforcing internal control procedures currently in place, such as review of personnel files by someone other than person who maintains the student files and a checklist of documents required to be collected from parents.

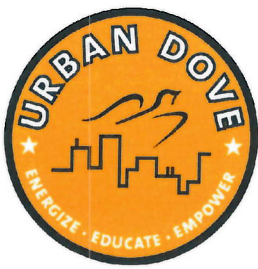
Management response: See management corrective action plan attached.

Prior Year Follow-Up:

2016-001 – This matter was resolved.

2016-002 – This matter was not resolved. See Finding 2017-001.

2016-003 – This matter was resolved.



TEAM

CHARTER SCHOOL

October 24, 2017

THE BOARD

Patricia Charlemagne
Arete Education, Inc.

Andrew Ehigiator
UJ Media, LLC

Patrick Fagan
NYC Dept. of Education

Michael Grandis
Loeb & Loeb LLP

Wanda Morales
Bedford-Stuyvesant
New Beginnings Charter
School

Spencer Rothschild
Barrio Foods

Kevin Turton
718imagnations, LLC

Amit Bahl
School Leader

To Whom It May Concern:

The following is the Urban Dove Team Charter School Board's response to the Schedule of Findings of the GAS report as a result of our audit for the year ending June 30, 2017 by our independent auditor firm – Schall & Ashenfarb. The auditors made the following recommendation:

NYC DOE per Pupil Funding – Proof of Residency

The auditors recommend that someone other than the person who maintains the student files review the student files to ensure proof of residency is documented.

Urban Dove Team Charter School has a protocol in place to ensure this happens. The Parent and Community Engagement Coordinator, Jennifer Villa, enrolls all new students and obtains all required documents for proof of residency. The Office Assistant, Patrina Phillips, maintains all student records and is supervised by the Operations Manager, April Shiver. They both manage and maintain the student files. Staff members who request access to a student's records may view the file in the Main Office. Original student files will not leave the main office. If a document from the file is required, April or Patrina will make the copy and place the original back into the file. The requesting staff member must initial the file access sheet located inside the cover of each file. The access coversheet will provide a record of who has accessed the file, when and for what reason. The Director of Operations, Mark Stevens, will check the files on a quarterly basis to ensure that all student files are complete.

Sincerely,

Michael Grandis
Board Chair



**Audited Financial Statements In Accordance
With Government Auditing Standards**

June 30, 2018

URBAN DOVE TEAM CHARTER SCHOOL

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Independent Auditor's Report

To the Board of Trustees of
Urban Dove Team Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Urban Dove Team Charter School (the "School"), which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the organization's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the organization's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Urban Dove Team Charter School as of June 30, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

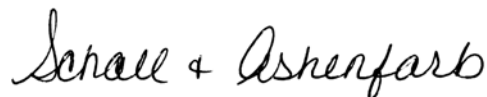
We have previously audited the School's 2017 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 24, 2017. In our opinion, the summarized comparative information presented herein as of and for the year-ended June 30, 2017 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Matter

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The additional information shown on pages 13-15 is presented for the purpose of additional analysis of the financial statements rather than to present the financial position, activities, and cash flows of the individual schools, and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 24, 2018 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to solely describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.



Schall & Ashenfarb
Certified Public Accountants, LLC

October 24, 2018

URBAN DOVE TEAM CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
AT JUNE 30, 2018
(With comparative totals at June 30, 2017)

	<u>6/30/18</u>	<u>6/30/17</u>
Assets		
Cash and cash equivalents	\$382,957	\$686,649
Government grants receivable	155,661	110,708
Other receivables	56,388	10,281
Prepaid expenses	208,667	44,167
Due from affiliates (Note 6)	20,165	0
Restricted cash (Note 3)	75,228	75,191
Security deposit	200,000	200,000
Fixed assets, net (Note 4)	<u>193,097</u>	<u>240,995</u>
Total assets	<u><u>\$1,292,163</u></u>	<u><u>\$1,367,991</u></u>
Liabilities and Net Assets		
Liabilities:		
Accounts payable and accrued expenses	\$646,662	\$572,167
Deferred revenue	59,530	0
Government grant advances (Note 5)	35,240	202,281
Due to affiliates (Note 6)	<u>0</u>	<u>0</u>
Total liabilities	<u><u>741,432</u></u>	<u><u>774,448</u></u>
Net assets:		
Unrestricted	<u>550,731</u>	<u>593,543</u>
Total net assets	<u><u>550,731</u></u>	<u><u>593,543</u></u>
Total liabilities and net assets	<u><u>\$1,292,163</u></u>	<u><u>\$1,367,991</u></u>

The attached notes and auditor's report are an integral part of these financial statements.

URBAN DOVE TEAM CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2018
(With comparative totals for the year ended June 30, 2017)

	<u>6/30/18</u>	<u>6/30/17</u>
Unrestricted:		
Public support and revenue:		
Public school district revenue: (Note 5)		
Resident student enrollment	\$3,849,321	\$3,638,085
Students with special education services	<u>1,856,895</u>	<u>1,540,795</u>
Subtotal public school district revenue	5,706,216	5,178,880
Government grants	971,459	600,352
Contributions	53,615	3,450
Other income	<u>237</u>	<u>1,174</u>
Total public support and revenue	<u>6,731,527</u>	<u>5,783,856</u>
Expenses:		
Program services:		
Regular education	4,070,967	4,109,349
Special education	1,127,956	1,157,375
Program transition	255,341	0
Total program services	<u>5,454,264</u>	<u>5,266,724</u>
Supporting services:		
Management and general	1,236,968	1,096,294
Fundraising	<u>83,107</u>	<u>35,000</u>
Total supporting services	<u>1,320,075</u>	<u>1,131,294</u>
Total expenses	<u>6,774,339</u>	<u>6,398,018</u>
Change in net assets	(42,812)	(614,162)
Net assets - beginning	<u>593,543</u>	<u>1,207,705</u>
Net assets - ending	<u><u>\$550,731</u></u>	<u><u>\$593,543</u></u>

The attached notes and auditor's report are an integral part of these financial statements.

URBAN DOVE TEAM CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2018
(With comparative totals for the year ended June 30, 2017)

	Program Services			Supporting Services			Total Expenses 6/30/18	Total Expenses 6/30/17	
	Regular Education	Special Education	Program Transition	Total Program Services	Management and General	Fundraising			Total Supporting Services
Personnel service costs:									
Salaries	\$2,486,633	\$648,687	\$164,267	\$3,299,587	\$487,416		\$487,416	\$3,602,829	
Payroll taxes and employee benefits	490,366	127,922	26,168	644,456	118,377		118,377	840,928	
Total personnel service costs	2,976,999	776,609	190,435	3,944,043	605,793		605,793	4,549,836	
Professional development				0	61,942		61,942	23,844	
Legal fees				0	24,675		24,675	1,700	
Management company fees - institutional partner (Note 6)	262,106	102,285		364,391	191,784	83,107	274,891	350,000	
Professional fees Student and staff recruitment	48,954	12,791	27,551	89,296	113,825		113,825	244,833	
Supplies and materials	15,015	5,877	37,220	58,112			0	7,654	
Office expenses	36,267	14,615		50,882	13,375		13,375	32,651	
Food services	14,595	5,889		20,484	7,973		7,973	82,762	
Student services Insurance	148,959		135	149,094			0	26,502	
Technology	24,398	9,845		34,243	8,560		8,560	174,384	
Equipment and furnishings	13,430	5,419		18,849	5,752		5,752	44,211	
Repairs and maintenance	6,052	2,442		8,494	2,124		2,124	20,549	
Occupancy and facility costs	350,010	121,900		471,910	106,000		106,000	24,601	
Utilities	47,235	19,060		66,295	18,053		18,053	24,601	
Depreciation	50,430	20,349		70,779	17,695		17,695	24,601	
Other				0	17,864		17,864	24,601	
Total expenses	\$4,070,967	\$1,127,956	\$255,341	\$5,454,264	\$1,236,968	\$83,107	\$1,320,075	\$6,774,339	\$6,398,018

The attached notes and auditor's report an integral part of these financial statements.

URBAN DOVE TEAM CHARTER SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2018
(With comparative totals for the year ended June 30, 2017)

	<u>6/30/18</u>	<u>6/30/17</u>
Cash flows from operating activities:		
Change in net assets	(\$42,812)	(\$614,162)
Adjustments to reconcile change in net assets to net cash used for operating activities:		
Depreciation expense	88,474	114,647
Changes in assets and liabilities:		
Restricted cash	(37)	(38)
Government grants receivable	(44,953)	(34,587)
Other receivables	(46,107)	3,642
Prepaid expenses	(164,500)	7,331
Accounts payable and accrued expenses	74,495	124,798
Government grant advances	(167,041)	(188,804)
Deferred revenue	59,530	0
Due from affiliates	(20,165)	0
Total adjustments	<u>(220,304)</u>	<u>26,989</u>
Net cash used for operating activities	<u>(263,116)</u>	<u>(587,173)</u>
 Cash flows from investing activities:		
Purchase of fixed assets	(40,576)	(38,110)
Net cash used for investing activities	<u>(40,576)</u>	<u>(38,110)</u>
 Net decrease in cash and cash equivalents	(303,692)	(625,283)
 Cash and cash equivalents - beginning of year	<u>686,649</u>	<u>1,311,932</u>
 Cash and cash equivalents - end of year	<u><u>\$382,957</u></u>	<u><u>\$686,649</u></u>
 Supplemental disclosures:		
Interest and taxes paid	<u><u>\$0</u></u>	<u><u>\$0</u></u>

The attached notes and auditor's report are an integral part of these financial statements.

**URBAN DOVE TEAM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018**

Note 1 - Organization and Nature of Activities

Urban Dove Team Charter School (“UDTCS”), located in Brooklyn, New York, is a not-for-profit education corporation chartered by the University of the State of New York Education Department. Beginning its initial school year in September 2012, UDTCS was launched to help the vulnerable, growing population of transfer students and is the first-ever alternative high school for over-aged, under-credited youth in New York City. Through a sports, health, and fitness curriculum, layered with a career and technical program, UDTCS is expanding its reach to energize, educate and empower youth. UDTCS completed the 2017-2018 fiscal year with an average enrollment of approximately 265 students. UDTCS is a publicly funded, privately managed school, which is independent of the New York City Department of Education (“NYCDOE”).

On December 14, 2010, UDTCS was granted a provisional charter under the University of the State of New York, by the Board of Regents for and on behalf of the Education Department of the State of New York. After being approved for a planning year, UDTCS opened in August 2012. The initial charter term ran from July 1, 2012 through June 30, 2017. On June 13, 2017, such provisional charter was renewed by the Board of Regents through June 30, 2022 in accordance with the provisions of Article 56 of the Education Law.

On October 22, 2013, the Board of Regents of the University of the State of New York, for and on behalf of the State Education Department approved the name change of UDTCS from Urban Dove Charter School to Urban Dove Team Charter School.

On November 3, 2017, a new charter school was approved, Urban Dove Charter School II (UDTCS II). The financial statements reflect activity of both UDTCS and UDTCS II, hereinafter referred to as the “School”.

The School has been notified by the Internal Revenue Service that it is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been reflected in the accompanying financial statements. They have not been designated as a private foundation.

Note 2 - Significant Accounting Policies

a. Basis of Presentation

The accompanying financial statements have been prepared using the accrual basis of accounting, which is the process of recognizing revenue and expenses when earned or incurred rather than received or paid.

The School’s net assets are classified based upon the existence or absence of donor-imposed restrictions as follows:

- *Unrestricted* – represent those resources for which there are no restrictions by donors as to their use.

- *Temporarily restricted* – represent those resources, the uses of which have been restricted by donors to specific purposes or the passage of time. The release from restrictions results from the satisfaction of the restricted purposes specified by the donor. Temporarily restricted contributions, the requirements of which are met in the year of donation, are reported as unrestricted. The School did not have any temporarily restricted net assets at June 30, 2018 or June 30, 2017.
- *Permanently restricted* – represents activity restricted by donors that must remain intact in perpetuity. The School did not have any permanently restricted net assets at June 30, 2018 or June 30, 2017.

b. Cash and Cash Equivalents

Checking and money market accounts with local banks and highly liquid debt instruments purchased with an initial maturity of three months or less are considered to be cash and cash equivalents.

c. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentration of credit risk consist of cash and money market accounts, which have been placed with a financial institution that management deems to be creditworthy. At year end and at various times throughout the year, material cash balances were in excess of FDIC insurance levels; however, the School has not experienced any losses from the failure of any financial institution.

d. Fixed Assets and Capitalization Policy

Furniture, equipment and leasehold improvements are stated at cost or at fair value on the date of the gift, if donated. The School capitalizes fixed assets in excess of pre-defined amounts that have a useful life of more than one year. Depreciation is computed using the straight-line method over the estimated useful life of the respective asset, as follows:

Office equipment – 5 years

Computer equipment – 3 years

Furniture and fixtures – 7 years

Leasehold improvements – *Life of lease*

e. Deferred Rent

Rent expense is recognized on the straight-line basis over the life of the lease. In periods where rent expense is recognized in excess of cash payments, primarily due to free rent received at the beginning of the lease, deferred rent is recorded. As future payments exceed the annual expense recognized, deferred rent will be reduced to zero by the end of the lease term.

f. Contributions

Contributions are recorded as revenue at the earlier of the receipt of cash or when a pledge is considered unconditional in nature. Contributions are available for unrestricted use, unless specifically restricted by the donor, in which case they are recorded as temporarily restricted.

Contributions expected to be received within one year are recorded at net realizable value. Long-term pledges are recorded at fair value using a risk adjusted discount rate. Conditional contributions are recognized as income when the conditions have been substantially met.

g. Revenue

Program revenue is recognized on the accrual basis based on the number of students enrolled using rates established by the School's funding sources.

Government grants are recognized as revenue when the expenditure is reimbursable from the grantor. The difference between cash received and the amount recognized as revenue is reflected as grants receivable or refundable advances.

h. In-Kind Contributions

Donated services that create or enhance non-financial assets or require specialized skills, are provided by individuals possessing those skills, and would be purchased if not provided by donation, are recorded at fair value.

Although many board members contribute a significant amount of their time, these services have not been recorded because they do not meet the criteria outlined above.

i. Expense Allocation

The costs of providing various programs and other activities have been summarized on a functional basis in the accompanying financial statements. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

j. Use of Estimates

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

k. Accounting for Uncertainty in Income Taxes

The School does not believe its financial statements include any material, uncertain tax positions. Tax returns for periods ending June 30, 2015 and later are subject to examination by applicable taxing authorities.

l. Subsequent Events

Management has evaluated for potential recognition and disclosure events subsequent to the date of the statement of financial position through October 24, 2018, the date the financial statements were available to be issued. No events have occurred subsequent to the statement of financial position date, through our evaluation date that would require adjustment to or disclosure in the financial statements.

m. Comparative Financial Information

The financial statements include certain prior-year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2017, from which the summarized information was derived.

n. New Accounting Pronouncement

On August 18, 2016, the Financial Accounting Standards Board (FASB) issued an Accounting Standards Update (ASU) No. 2016-14, *Presentation of Financial Statements of Not-for-Profit Entities*. The ASU, which becomes effective for the June 30, 2019 year, focuses on improving the current net asset classification requirements and information presented in the financial statements and notes that is useful in assessing a not-for-profit's liquidity, financial performance and cash flows.

On June 21, 2018, FASB issued ASU No. 2018-08, *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*. The ASU which becomes effective for the June 30, 2020 year, with early implementation permitted, provides guidance on whether a receipt from a third-party resource provider should be accounted for as contributions (nonreciprocal transactions) within the scope of Topic 958, Not-for-Profit Entities, or as exchange (reciprocal) transactions.

FASB issued ASU No. 2014-09, *Revenue from Contracts with Customers*. The ASU, which becomes effective for the June 30, 2020 year, focuses on a principle-based model. It highlights the identification of performance obligations of the contract, determining the price and allocating that price to the performance obligation so that revenue is recognized as each performance obligation is satisfied.

In addition, FASB issued ASU No. 2016-02, *Leases*. The ASU, which becomes effective for the June 30, 2021 year, requires the full obligation of long-term leases to be recorded as a liability with a corresponding "right to use asset" on the statement of financial position.

The School has not yet evaluated the impact these standards will have on future financial statements.

Note 3 - Restricted Cash

An escrow account has been established to meet the requirement of NYCDOE. The purpose of this account is to ensure sufficient funds are available for an orderly dissolution or transition process in the event of termination of the charter or school closure.

Note 4 - Fixed Assets

At year end, fixed assets consisted of the following:

	<u>6/30/18</u>	<u>6/30/17</u>
Furniture and equipment	\$431,143	\$390,567
Leasehold improvements	<u>223,467</u>	<u>223,467</u>
	654,610	614,034
Less: accumulated depreciation	<u>(461,513)</u>	<u>(373,039)</u>
Fixed assets, net	<u>\$193,097</u>	<u>\$240,995</u>

Note 5 - Government Grant Advance - New York City Department of Education

	<u>6/30/18</u>	<u>6/30/17</u>
Beginning grant (advance)/receivable	(\$202,281)	(\$391,085)
Funding based on allowable FTE's	5,706,216	5,178,880
Advances received	<u>(5,539,175)</u>	<u>(4,990,076)</u>
Ending grant advance	<u>(\$35,240)</u>	<u>(\$202,281)</u>

Note 6 - Due From Affiliates

In October 2013, UDTCS signed an institutional partnership agreement ("IPA") with The Urban Dove, Inc. ("UD"), which is an affiliate by nature of common board members and management. The IPA serves as the foundation of the governance relationship between UDTCS and UD. During the year ended June 30, 2018 the agreement was amended. Among other terms, the management fee structure was revised to 10% of UDTCS's annual revenue.

Service fees charged by UD to the school amounted to \$639,282 and \$350,000 for the years ended June 30, 2018 and 2017, respectively. In 2018 approximately \$19,000 of the fee charged was forgiven by UD and it is reflected as in-kind support on the Statement of Activities of UDTCS. At June 30, 2018, UDTCS and UDTCS II had a receivable outstanding in the amount of \$3,416 and \$16,749, respectively. At June 30, 2017, UDTCS' statement of financial position reflected no amount due to or from UD.

Note 7 - Significant Concentrations

The School is dependent upon grants from NYCDOE to carry out its operations. Approximately 83% and 90%, of the School's total public support and revenue was realized from NYCDOE in 2018 and 2017, respectively. If NYCDOE were to discontinue funding, it would have a severe economic impact on the School's ability to operate.

Note 8 - Defined Contribution Plan

The School offers a voluntary 401(k) plan for its employees. Employees who have completed six months of service and have attained age 21 are eligible to participate in voluntary salary deferrals. Employees can make pretax contributions up to a maximum as set by law, subject to IRS restrictions. The School may make a discretionary matching contribution equal to a uniform percentage of eligible salary deferrals. Employees who are employed on the last day of the plan year and who have completed one year of service are eligible to participate in the School's discretionary matching contribution. There were no discretionary matching contributions for the years ended June 30, 2018 and 2017.

Note 9 - Commitments and Contingencies

Government contracts are subject to audit by the grantor. Management does not believe that any audits, if they were to occur, would result in material disallowed costs, and has not established any reserves. Any disallowed costs would be recorded in the period notified.

UDTCS entered into an operating lease for classroom space and administrative offices and extended the lease agreement through June 30, 2019. In addition, UDTCS II entered into a licensing agreement that includes the lease for classroom space and administrative offices that expires June 30, 2019 and has the option to be extended for 1 year on a month to month basis.

Future minimum lease payments are as follows:

		<u>Amount</u>
Year ending:	June 30, 2019	<u>\$1,055,000</u>
Total		<u>\$1,055,000</u>

**URBAN DOVE TEAM CHARTER SCHOOL
SCHEDULE OF FINANCIAL POSITION
AT JUNE 30, 2018**

	Urban Dove Team Charter School	Urban Dove Team Charter School II	Total	Eliminations	Total
Assets					
Cash and cash equivalents	\$367,713	\$15,244	\$382,957		\$382,957
Government grants receivable	139,336	16,325	155,661		155,661
Other receivables	56,388		56,388		56,388
Prepaid expenses	47,867	160,800	208,667		208,667
Due to affiliates	181,520	16,749	198,269	(\$178,104)	20,165
Restricted cash	75,228		75,228		75,228
Security deposit	200,000		200,000		200,000
Fixed assets, net (Note 4)	168,226	24,871	193,097		193,097
	<u>\$1,236,278</u>	<u>\$233,989</u>	<u>\$1,470,267</u>	<u>(\$178,104)</u>	<u>\$1,292,163</u>
Liabilities and Net Assets					
Liabilities:					
Accounts payable and accrued expenses	\$573,512	\$73,150	\$646,662		\$646,662
Deferred revenue	59,530		59,530		59,530
Government grant advances	35,240		35,240		35,240
Due to affiliates		178,104	178,104	(\$178,104)	0
Total liabilities	<u>668,282</u>	<u>251,254</u>	<u>919,536</u>	<u>(178,104)</u>	<u>741,432</u>
Net assets:					
Unrestricted	<u>567,996</u>	<u>(17,265)</u>	<u>550,731</u>		<u>550,731</u>
Total net assets	<u>567,996</u>	<u>(17,265)</u>	<u>550,731</u>	<u>0</u>	<u>550,731</u>
Total liabilities and net assets	<u>\$1,236,278</u>	<u>\$233,989</u>	<u>\$1,470,267</u>	<u>(\$178,104)</u>	<u>\$1,292,163</u>

The attached notes and auditor's report are an integral part of these financial statements.

**URBAN DOVE TEAM CHARTER SCHOOL
SCHEDULE OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2018**

	<u>Urban Dove Team Charter School I</u>	<u>Urban Dove Team Charter School II</u>	<u>Total</u>
Unrestricted:			
Public support and revenue:			
Public school district revenue:			
Resident student enrollment	\$3,849,321		\$3,849,321
Students with special education services	1,856,895		1,856,895
Subtotal public school district revenue	5,706,216	0	5,706,216
Government grants	695,953	275,506	971,459
Contributions	53,615		53,615
Other income	237		237
Total public support and revenue	<u>6,456,021</u>	<u>275,506</u>	<u>6,731,527</u>
Expenses:			
Program services:			
Regular education	4,070,967		4,070,967
Special education	1,127,956		1,127,956
Program transition		255,341	255,341
Total program services	<u>5,198,923</u>	<u>255,341</u>	<u>5,454,264</u>
Supporting services:			
Management and general	1,199,538	37,430	1,236,968
Fundraising	83,107	0	83,107
Total supporting services	<u>1,282,645</u>	<u>37,430</u>	<u>1,320,075</u>
Total expenses	<u>6,481,568</u>	<u>292,771</u>	<u>6,774,339</u>
Change in net assets	(25,547)	(17,265)	(42,812)
Net assets - beginning	<u>593,543</u>	<u>0</u>	<u>593,543</u>
Net assets - ending	<u><u>\$567,996</u></u>	<u><u>(\$17,265)</u></u>	<u><u>\$550,731</u></u>

The attached notes and auditor's report are an integral part of these financial statements.

**URBAN DOVE TEAM CHARTER SCHOOL
SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2018**

	Urban Dove Team Charter School I						Urban Dove Team Charter School II				
	Program Services			Supporting Services			Program Transition	Management and General	Total Expenses	Total	
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services					Total Expenses
Personnel service costs:											
Salaries	\$2,486,633	\$648,687	\$3,135,320	\$468,496		\$468,496	\$3,603,816	\$164,267	\$18,920	\$183,187	\$3,787,003
Payroll taxes and employee benefits	490,366	127,922	618,288	117,797		117,797	736,085	26,168	580	26,748	762,833
Total personnel service costs	2,976,999	776,609	3,753,608	586,293	0	586,293	4,339,901	190,435	19,500	209,935	4,549,836
Professional development				60,428		60,428	60,428		1,514	1,514	61,942
Legal fees				24,675		24,675	24,675			0	24,675
Management company fees - institutional partner (Note 6)	262,106	102,285	364,391	191,784	83,107	274,891	639,282			0	639,282
Professional fees	48,954	12,791	61,745	103,108		103,108	164,853	27,551	10,717	38,268	203,121
Student and staff recruitment				12,105		12,105	12,105		2,600	2,600	14,705
Supplies and materials	15,015	5,877	20,892			0	20,892	37,220		37,220	58,112
Office expenses	36,267	14,615	50,882	12,796		12,796	63,678		579	579	64,257
Food services	14,595	5,889	20,484	7,973		7,973	28,457			0	28,457
Student services	148,959		148,959			0	148,959	135		135	149,094
Insurance	24,398	9,845	34,243	8,560		8,560	42,803			0	42,803
Technology	13,430	5,419	18,849	4,712		4,712	23,561		1,040	1,040	24,601
Equipment and furnishings	6,052	2,442	8,494	2,124		2,124	10,618			0	10,618
Repairs and maintenance	76,517	30,875	107,392	26,848		26,848	134,240			0	134,240
Occupancy and facility costs	350,010	121,900	471,910	106,000		106,000	577,910			0	577,910
Utilities	47,235	19,060	66,295	16,573		16,573	82,868		1,480	1,480	84,348
Depreciation	50,430	20,349	70,779	17,695		17,695	88,474			0	88,474
Other				17,864		17,864	17,864			0	17,864
Total expenses	\$4,070,967	\$1,127,956	\$5,198,923	\$1,199,538	\$83,107	\$1,282,645	\$6,481,568	\$255,341	\$37,430	\$292,771	\$6,774,339

The attached notes and auditor's report an integral part of these financial statements.

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING
STANDARDS***

To the Board of Trustees of
Urban Dove Team Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Urban Dove Team Charter School (the "School"), which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, functional expenses, and cash flows for the year then ended and the related notes to the financial statements, and have issued our report thereon dated October 24, 2018.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

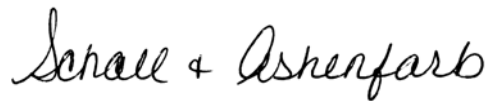
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Schall & Ashenfarb
Certified Public Accountants, LLC

October 24, 2018

**URBAN DOVE TEAM CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
JUNE 30, 2018**

Current Year:

N/A

Prior Year Follow-Up:

2017-001 – This matter was resolved.

**INDEPENDENT ACCOUNTANT'S REPORT
ON APPLYING AGREED UPON PROCEDURES**

To the Board of Trustees of
Urban Dove Team Charter School II

We have performed the procedures enumerated below, which were agreed to by the management of Urban Dove Team Charter School II and the New York State Education Department solely to assist the specified parties in evaluating the School's assertion to New York State Education Department that it has maintained compliance with the requirements of the CSP grant and Federal and NYSED guidelines in managing the CSP grant for the period from inception through June 30, 2018. The school's management is responsible for these procedures. The sufficiency of these procedures is solely the responsibility of the parties specified in this report. Consequently, we make no representation regarding the sufficiency of the procedures enumerated below either for the purpose for which the report has been requested or for any other purpose.

The procedures we performed, and our results are as follows:

Procedure #1: We will obtain the detail of expenditures incurred for the period under review relating to the CSP grant from the Charter School's accounting software and reconcile to the grant revenue recorded by the Charter School. If the CSP grant revenue does not equal the grant expenditures, we will investigate the differences.

Results: We obtained the detail of expenditures incurred for the period from inception through June 30, 2018 relating to the CSP grant. The expenses from the detail of expenditures were less than the CSP grant revenue recorded in the books due to the payments of reasonable occupancy costs related to fiscal year 2019 to secure the school facility that were paid in 2018.

Procedure #2: We will obtain the NYSED approved CSP grant award information, including the budget and any amendments, to determine if the revenue and expenditures recorded for the period appear reasonable.

Results: Based on the NYSED approved CSP grant award information reviewed, the revenue and expenditures recorded for the period appeared reasonable.

Procedure #3: We will select a sample of expenditures from the detail obtained in Procedure #1.

- a. Payroll – We will select 10 items or 10% of the total number of payroll items charged to the grant, whichever is less.
- b. Other expenses – We will select 10 items or 10% of the total number of other expense items charged to the grant, whichever is less.
- c. Using the above selected items, we will:
 - i. Determine if the expenditure was in accordance with the purpose of the grant and that pre-opening expenditures are charged to pre-opening periods. (See non-regulatory guidance on the CSP grant at <http://www.p12.nysed.gov/psc/grants.html>).
 - ii. Determine if the expenditure falls into an approved budget category.
 - iii. Determine if the expenditure was charged to the appropriate fiscal period.

Results: There were 56 payroll items and 19 other expenses related to the CSP grant during the period from inception through June 30, 2018. Therefore, we selected 6 payroll items and 2 other expense items charged to the grant and determined that:

- a. The expenditures were in accordance with the purpose of the grant.
- b. The expenditures fell into approved budget categories.
- c. The expenditures were charged to the appropriate fiscal period.

Procedure #4: We obtained FS-25 form(s) submitted to NYSED during the period under review and perform the following:

- a. Trace expenditures selected in Procedure #3 to requests for reimbursement. Determined that items requested for reimbursement had previously been expended or were expended within a month following the request for reimbursement. If items have not yet been requested for reimbursement, inquire of responsible charter school officials as to the plan for requesting reimbursement, and determine if a receivable is recorded, if appropriate.
- b. If FS-25 forms included amounts on Line 4 (Cash Expenditures Anticipated During Next Month).

Result:

- a. We traced the expenditures selected in Procedure #3 to their corresponding FS-25 form submitted and determined that they all were either spent prior to the request for reimbursement.
- b. We selected one FS-25 and noted that it did not include an amount on Line 4.

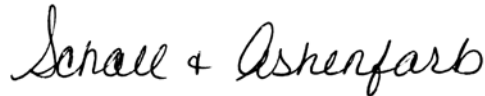
Procedure #5: For schools with a weighted lottery during the period under review we will:

- a. Obtain documentation that the school received permission from the NYSED Charter School Office for the weighted lottery.
- b. Obtain the results of the weighted lottery.
 - Note that weighted lotteries must be conducted using the NYSED Weighted Lottery Generator (WLG). When the WLG is used, a copy of the “lottery PDF” should be observed. (This PDF is generated after the WLG has conducted the lottery.)

Result: Urban Dove Team Charter School II did not use a weighted lottery during the period under review.

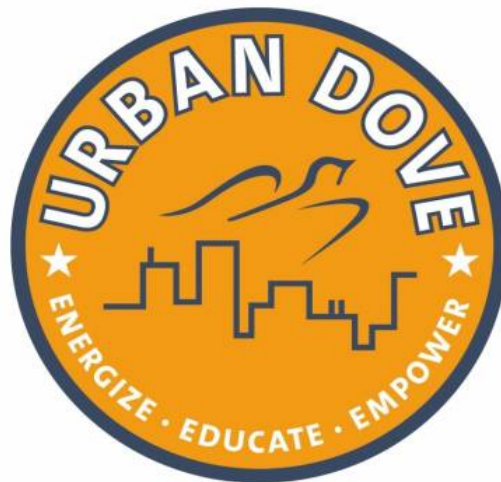
This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. We were not engaged to, and did not conduct an examination, or review, the objective of which would be the expression of an opinion or conclusion, on these procedures. Accordingly, we do not express such an opinion or conclusion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the use of Urban Dove Team Charter School II and the New York State Education Department, and it is not intended to be and should not be used by anyone other than the specified parties.



Schall & Ashenfarb
Certified Public Accountants, LLC

October 31, 2018



**Audited Financial
Statements June 30, 2017**

Independent Auditor's Report

To the Board of Directors of
The Urban Dove, Inc.

Report on the Financial Statements

We have audited the accompanying financial statements of The Urban Dove, Inc. (the "Organization"), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the organization's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the organization's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

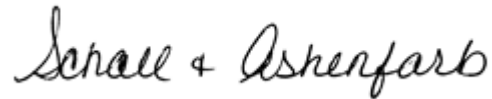
We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The Urban Dove, Inc. as of June 30, 2017, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the Organization's June 30, 2016 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated February 8, 2017. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2016 is consistent, in all material respects, with the audited financial statements from which it has been derived.



Schall & Ashenfarb
Certified Public Accountants, LLC

March 1, 2018

THE URBAN DOVE, INC.
STATEMENT OF FINANCIAL POSITION
AT JUNE 30, 2017
(With comparative totals at June 30, 2016)

	<u>6/30/17</u>	<u>6/30/16</u>
Assets		
Cash and cash equivalents	\$198,233	\$112,089
Pledges receivable	311,106	198,336
Government grants receivable	9,375	26,375
Prepaid expenses and other assets	6,327	11,186
Fixed assets, net (Note 4)	<u>0</u>	<u>800</u>
 Total assets	 <u>\$525,041</u>	 <u>\$348,786</u>
 Liabilities and Net Assets		
Liabilities:		
Accounts payable and accrued expenses	\$91,674	\$117,414
Loans payable (Note 5)	<u>0</u>	<u>38,487</u>
 Total liabilities	 <u>91,674</u>	 <u>155,901</u>
Net assets:		
Unrestricted	188,508	35,526
Temporarily restricted (Note 6)	<u>244,859</u>	<u>157,359</u>
 Total net assets	 <u>433,367</u>	 <u>192,885</u>
 Total liabilities and net assets	 <u>\$525,041</u>	 <u>\$348,786</u>

The attached notes and auditor's report are an integral part of these financial statements.

THE URBAN DOVE, INC.
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2017
(With comparative totals for the year ended June 30, 2016)

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total 6/30/17</u>	<u>Total 6/30/16</u>
Public support and revenue:				
Foundation grants	\$389,375	\$240,500	\$629,875	\$385,940
Individual contributions	175,541		175,541	142,989
Government grants	52,500		52,500	47,000
Special events, net (Note 8)	560,429		560,429	517,820
Contractual services (Note 3)	350,000		350,000	272,956
	<u>1,527,845</u>	<u>240,500</u>	<u>1,768,345</u>	<u>1,366,705</u>
Net assets released from restrictions	<u>153,000</u>	<u>(153,000)</u>	<u>0</u>	<u>0</u>
Total public support and revenue	<u>1,680,845</u>	<u>87,500</u>	<u>1,768,345</u>	<u>1,366,705</u>
Expenses:				
Program services (Note 7)	<u>1,201,866</u>		<u>1,201,866</u>	<u>1,081,157</u>
Supporting services:				
Management and general	132,597		132,597	98,871
Fundraising	193,400		193,400	201,708
Total supporting services	<u>325,997</u>	<u>0</u>	<u>325,997</u>	<u>300,579</u>
Total expenses	<u>1,527,863</u>	<u>0</u>	<u>1,527,863</u>	<u>1,381,736</u>
Change in net assets	152,982	87,500	240,482	(15,031)
Net assets - beginning	<u>35,526</u>	<u>157,359</u>	<u>192,885</u>	<u>207,916</u>
Net assets - ending	<u><u>\$188,508</u></u>	<u><u>\$244,859</u></u>	<u><u>\$433,367</u></u>	<u><u>\$192,885</u></u>

The attached notes and auditor's report are an integral part of these financial statements.

THE URBAN DOVE, INC.
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2017
(With comparative totals for the year ended June 30, 2016)

	Program Services	Supporting Services		Total Supporting Services	Total Expenses 6/30/17	Total Expenses 6/30/16
		Management and General	Fundraising			
Salaries	\$804,201	\$63,060	\$131,004	\$194,064	\$998,265	\$896,627
Employee benefits and taxes	107,983	8,467	17,590	26,057	134,040	94,274
Youth staff stipends	52,423			0	52,423	46,255
Occupancy	30,959	2,428	5,043	7,471	38,430	40,451
Facilities	20,794	392	311	703	21,497	30,392
Transportation	63,390	130		130	63,520	60,081
Professional fees	4,532	22,288	806	23,094	27,626	42,759
Meeting costs	29,661		2,628	2,628	32,289	33,150
Insurance	12,799	1,004	2,085	3,089	15,888	10,874
Supplies and materials	20,562	1,170	609	1,779	22,341	29,661
Apparel	24,630		768	768	25,398	9,937
Activities and events	15,318		30,058	30,058	45,376	43,174
Telephone	3,005	585	183	768	3,773	4,243
Scholarships	9,910			0	9,910	16,087
Bank and credit card charges		8,853	1,682	10,535	10,535	8,440
Postage	1,055	647	528	1,175	2,230	2,297
Depreciation	644	51	105	156	800	1,600
Miscellaneous		3,772		3,772	3,772	11,434
Bad debt		19,750		19,750	19,750	0
Total	\$1,201,866	\$132,597	\$193,400	\$325,997	\$1,527,863	\$1,381,736

The attached notes and auditor's report are an integral part of these financial statements.

THE URBAN DOVE, INC.
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2017
(With comparative totals for the year ended June 30, 2016)

	<u>6/30/17</u>	<u>6/30/16</u>
Cash flows from operating activities:		
Change in net assets	\$240,482	(\$15,031)
Adjustments to reconcile change in net assets to net cash provided by/(used for) operating activities:		
Depreciation	800	1,600
Changes in assets and liabilities:		
Pledges receivable	(112,770)	(40,614)
Government grants receivable	17,000	(15,125)
Due from institutional partner	0	1,759
Prepaid expenses and other assets	4,859	(9,966)
Accounts payable and accrued expenses	(25,740)	36,229
Total adjustments	<u>(115,851)</u>	<u>(26,117)</u>
Net cash flows provided by/(used for) operating activities	<u>124,631</u>	<u>(41,148)</u>
Cash flows from financing activities:		
Proceeds from loan	56,068	102,635
Repayment of loan	(94,555)	(64,148)
Net cash flows (used for)/provided by financing activities	<u>(38,487)</u>	<u>38,487</u>
Net increase/(decrease) in cash and cash equivalents	86,144	(2,661)
Cash and cash equivalents - beginning	<u>112,089</u>	<u>114,750</u>
Cash and cash equivalents - ending	<u><u>\$198,233</u></u>	<u><u>\$112,089</u></u>
Supplemental information:		
Interest paid	<u>\$4,979</u>	<u>\$3,112</u>
Taxes paid	<u>\$0</u>	<u>\$0</u>

The attached notes and auditor's report are an integral part of these financial statements.

THE URBAN DOVE, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2017

Note 1 - Nature of Entity

The Urban Dove, Inc. (the "Organization") is a non-profit organization whose mission is to create a variety of educational programs that teach young people the important life-skills they will need to become successful citizens and to build the self-esteem necessary to put those life-skills to use, as well as to provide leadership opportunities to help train these young people for their future as community leaders and role models.

The Organization receives its funding primarily from private contributions and grants.

The Organization is a not-for-profit organization and has been notified by the Internal Revenue Service that they are exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code and has not been determined to be a private foundation as defined in Section 509(a).

Note 2 - Summary of Significant Accounting Policies

a. Basis of Accounting

The accompanying financial statements have been prepared using the accrual basis of accounting which is the process of recognizing revenue and expenses when earned or incurred rather than when received or paid.

b. Basis of Presentation

The Organization reports information regarding its financial position and activities according to the following classes of net assets:

- *Unrestricted net assets* – represents all activity without donor-imposed restrictions.
- *Temporarily restricted net assets* – accounts for activity based on specific donor restrictions that are expected to be satisfied by passage of time or performance of activities.

c. Revenue Recognition

Contributions are recorded at the earlier of the receipt of cash or at the time a pledge is considered unconditional. Contributions are considered available for general use unless the donor places a restriction for a specific program or time period, in which case they are reported as an increase in temporarily restricted net assets. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restriction. Support that is restricted by the donor is

reported as an increase in unrestricted net assets if the restriction expires in the reporting period in which the support is recognized.

Government grants are recognized as revenue when services have been performed that meet the criteria of the grant agreement, typically by incurring expenses for a specified program that falls within the agreed upon budget. The difference between cash received and income recognized is reflected as grants receivable or refundable advances.

d. Cash and Cash Equivalents

The Organization considers all liquid investments with an initial maturity of three months or less to be cash and cash equivalents.

e. Concentration of Credit Risk

Financial instruments which potentially subject the Organization to concentration of credit risk consist of a checking account. The Organization places its operating cash with a financial institution that management deems to be creditworthy. At times, balances may exceed federally insured limits. At year end, there were no significant uninsured balances.

f. Pledges Receivable

The Organization records unconditional promises to give as revenue at net realizable value if payment is expected to be received within one year. Contributions expected to be received in greater than one year are recorded at fair value using present value techniques. Pledges receivable are due by June 30, 2018 and 2019 in the amount of \$261,106 and \$50,000, respectively. The amounts have not been discounted due to their immaterial nature. Conditional promises to give are recognized when the conditions on which they depend are substantially met.

Management performs a review to determine if an allowance for bad debts is necessary. That review is based on historical trends and subsequent collections. Based on that review, no allowance for uncollectable pledges has been established.

g. Fixed Assets

Fixed assets consisting of furniture, equipment and leasehold improvements that have an expected useful life of more than one year are capitalized at cost and depreciated over the estimated useful life and remaining term of the facilities lease agreement using the straight-line method.

h. In-Kind Contributions

Not-for-profit organizations are required to recognize contributions of services that create or enhance non-financial assets or require specialized skills, are performed by those possessing those skills, and would have been purchased if not donated.

Board members and other individuals volunteer their time. These services do not meet the criteria for recording outlined above.

The Organization received free use of facilities for a fundraising event with an estimated value of \$25,000 during the year ended June 30, 2016. Because expenses of the event are netted with revenue, these amounts are not reflected on the face of

the statement of activities. The Organization did not receive free use of facilities for a fundraising event during the year ended June 30, 2017.

i. Management Estimates

The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Actual results could differ from those estimates.

j. Expense Allocation

The costs of providing various programs and other activities have been summarized on a functional basis in the financial statements. Accordingly, certain costs have been allocated among the programs and supporting services benefited. Management and general expenses include those expenses that are not directly identifiable with any other specific function but provide for the overall support and direction of the Organization.

k. Comparative Financial Information

The financial statements include certain prior-year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Organization's financial statements for the year ended June 30, 2016, from which the summarized information was derived.

l. Accounting for Uncertainty of Income Taxes

The Organization does not believe its financial statements include any material, uncertain tax positions. Tax filings for periods ending June 30, 2014 and later are subject to examination by applicable taxing authorities.

m. Subsequent Events

Management has evaluated for potential recognition and disclosure events subsequent to the date of the statement of financial position through March 1, 2018, the date the financial statements were available to be issued. No events have occurred subsequent to the statement of financial position date through our evaluation date that would require adjustment to or disclosure in the financial statements.

n. New Accounting Pronouncement

On August 18, 2016, the Financial Accounting Standards Board (FASB) issued an Accounting Standards Update (ASU) No. 2016-14, *Presentation of Financial Statements of Not-for-Profit Entities*. The ASU, which becomes effective for the June 30, 2019 fiscal year, with early implementation permitted, focuses on improving the current net asset classification requirements and information presented in the financial statements and notes that is useful in assessing a not-for-profit's liquidity, financial performance and cash flows.

FASB issued ASU No. 2014-09, *Revenue from Contracts with Customers*. The ASU, which becomes effective for the June 30, 2020 year, focuses on a principle-based

model. It highlights the identification of performance obligations of the contract, determining the price and allocating that price to the performance obligation so that revenue is recognized as each performance obligation is satisfied.

In addition, FASB issued ASU No. 2016-02, *Leases*. The ASU, which becomes effective for the June 30, 2021 year, requires all leases to be reflected as assets and liabilities on the statement of financial position.

The Organization has not yet evaluated the impact these standards will have on future financial statements.

Note 3 - Due To/From Institutional Partner

In October 2013, the School signed an institutional partnership with The Urban Dove Charter School (the "School"), which is an affiliate by nature of common board members and management. An "Institutional Partnership Agreement" (IPA) serves as the foundation of the governance relationship between the School and the Organization.

The Organization charged the School approximately \$350,000 and \$270,000 for management services in fiscal years ended June 30, 2017 and 2016, respectively. There was no balance due between the Organization and the School as of June 30, 2017 and 2016.

Note 4 - Fixed Assets

Fixed assets can be summarized as follows:

	<u>6/30/17</u>	<u>6/30/16</u>	<u>Method</u>
Furniture and equipment (<i>5-year life</i>)	\$31,436	\$31,436	Straight Line
Leasehold improvements (<i>Life of lease</i>)	<u>89,860</u>	<u>89,860</u>	Straight Line
	<u>121,296</u>	<u>121,296</u>	
Less: accumulated depreciation	<u>(121,296)</u>	<u>(120,496)</u>	
Fixed Assets, net	<u>\$0</u>	<u>\$800</u>	

Note 5 - Line of Credit and Loans Payable

The Organization has a \$30,000 revolving line of credit with a financial institution. As of June 30, 2017 and 2016, there was no outstanding balance.

During the years ended June 30, 2017 and 2016, the executive director provided interest-free loans to the Organization totaling \$25,000 in each year. Each loan was paid in full before their respective year end.

In addition, during the year ended June 30, 2016, the executive director deferred salary payments. As of June 30, 2016, \$38,487 that was owed to the executive director was classified as loans payable. The full balance has been paid as of June 30, 2017. The executive director did not defer salary payments during the year ended June 30, 2017.

Note 6 - Temporarily Restricted Net Assets

Temporarily restricted net assets can be summarized as follows:

	Balance <u>7/1/16</u>	<u>Contributions</u>	Released from <u>Restrictions</u>	Balance <u>6/30/17</u>
Program restrictions:				
College All-Stars	\$153,000	\$128,000	(\$153,000)	\$128,000
Other	<u>4,359</u>	<u>0</u>	<u>(0)</u>	<u>4,359</u>
Total program restrictions	157,359	128,000	(153,000)	132,359
Time restricted	<u>0</u>	<u>112,500</u>	<u>(0)</u>	<u>112,500</u>
Total	<u>\$157,359</u>	<u>\$240,500</u>	<u>(\$153,000)</u>	<u>\$244,859</u>

	Balance <u>7/1/15</u>	<u>Contributions</u>	Released from <u>Restrictions</u>	Balance <u>6/30/16</u>
Program restrictions:				
College All-Stars	\$45,000	\$153,000	(\$45,000)	\$153,000
Youth staff retreats	10,000	0	(10,000)	0
Other	<u>12,000</u>	<u>0</u>	<u>(7,641)</u>	<u>4,359</u>
Total program restrictions	<u>\$67,000</u>	<u>\$153,000</u>	<u>(\$62,641)</u>	<u>\$157,359</u>

Note 7 - Program Services

The following summarizes program service expenses:

	<u>6/30/17</u>	<u>6/30/16</u>
Hi-Risers/College All-Stars	\$851,866	\$811,157
Urban Dove Charter School	<u>350,000</u>	<u>270,000</u>
Total program services	<u>\$1,201,866</u>	<u>\$1,081,157</u>

Note 8 - Special Events Income

Special event activities of the Organization can be summarized as follows:

	<u>June 30, 2017</u>		
	<u>Evening with Dove</u>	<u>Softball and Basketball Challenge</u>	<u>Total</u>
Gross revenue	\$398,329	\$212,500	\$610,829
Less: expenses where donor received direct benefit	<u>(50,400)</u>	<u>0</u>	<u>(50,400)</u>
	347,929	212,500	560,429
Less: other event expenses	<u>(28,924)</u>	<u>(1,134)</u>	<u>(30,058)</u>
Total	<u>\$319,005</u>	<u>\$211,366</u>	<u>\$530,371</u>

	<u>June 30, 2016</u>		
	Evening with <u>Dove</u>	Softball and Basketball <u>Challenge</u>	<u>Total</u>
Gross revenue	\$383,623	\$206,170	\$589,793
Less: expenses where donor received direct benefit	<u>(71,973)</u>	<u>0</u>	<u>(71,973)</u>
	311,650	206,170	517,820
Less: other event expenses	<u>(26,125)</u>	<u>(1,479)</u>	<u>(27,604)</u>
Total	<u>\$285,525</u>	<u>\$204,691</u>	<u>\$490,216</u>

Note 9 - Defined Contribution Plan

The Organization offers a voluntary 401(k) plan for its employees. Employees who have completed six months of service and have attained age 21 are eligible to participate in voluntary salary deferrals. Employees can make pretax contributions up to a maximum as set by law, subject to IRS restrictions. The Organization did not make any contributions to the plan during the years ended June 30, 2017 and 2016.

Note 10 - Related Party Transactions

A board member is an owner and executive of a company which provided camp facilities and lodging to the Organization for \$21,000 during the year ended June 30, 2017.

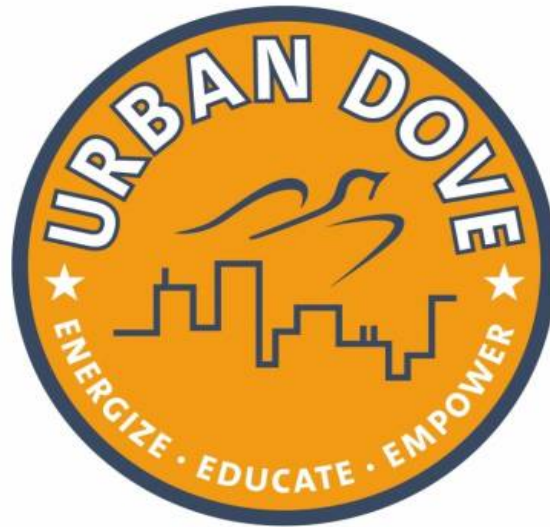
Note 11 - Commitments and Contingencies

Government supported projects are subject to audit by the applicable granting agency. No reserves for disallowed costs have been recorded because management feels that any such amounts, if they were to occur, would not be material.

Subsequent to year end, in September 2017, the Organization entered into a new non-cancelable lease agreement for office space that commenced November 2017 and expires in October 2023. Future minimum rental payments are as follows:

Year ending:	June 30, 2018	\$38,000
	June 30, 2019	58,140
	June 30, 2020	59,885
	June 30, 2021	61,681
	June 30, 2022	63,534
Thereafter		<u>87,466</u>
		<u>\$368,706</u>

In the normal course of business, the Organization may become a party to various claims related to business operations and general employment matters. There are no amounts accrued for potential claims or losses because there are no claims that are considered probable of requiring payment. Any future claims will be recorded if such claims are considered to be probable.



Audited Financial Statements

June 30, 2016

Independent Auditors' Report

To the Board of Directors of
The Urban Dove, Inc.

Report on the Financial Statements

We have audited the accompanying financial statements of The Urban Dove, Inc. (the "Organization"), which comprise the statement of financial position as of June 30, 2016, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the organization's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the organization's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

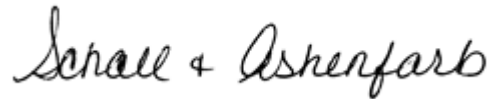
We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The Urban Dove, Inc. as of June 30, 2016, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the Organization's June 30, 2015 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated March 4, 2016. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2015 is consistent, in all material respects, with the audited financial statements from which it has been derived.



Schall & Ashenfarb
Certified Public Accountants, LLC

February 8, 2017

THE URBAN DOVE, INC.
STATEMENT OF FINANCIAL POSITION
AT JUNE 30, 2016
(With comparative totals at June 30, 2015)

	<u>6/30/16</u>	<u>6/30/15</u>
Assets		
Cash and cash equivalents	\$112,089	\$114,750
Pledges receivable	198,336	157,722
Government grants receivable	26,375	11,250
Due from institutional partner (Note 3)	0	1,759
Prepaid expenses and other assets	11,186	1,220
Fixed assets, net (Note 4)	<u>800</u>	<u>2,400</u>
 Total assets	 <u><u>\$348,786</u></u>	 <u><u>\$289,101</u></u>
 Liabilities and Net Assets		
Liabilities:		
Accounts payable and accrued expenses	\$117,414	\$81,185
Loans payable (Note 5)	<u>38,487</u>	<u>0</u>
 Total liabilities	 <u>155,901</u>	 <u>81,185</u>
Net assets:		
Unrestricted	35,526	140,916
Temporarily restricted (Note 6)	<u>157,359</u>	<u>67,000</u>
 Total net assets	 <u>192,885</u>	 <u>207,916</u>
 Total liabilities and net assets	 <u><u>\$348,786</u></u>	 <u><u>\$289,101</u></u>

The attached notes and auditors' report are an integral part of these financial statements.

THE URBAN DOVE, INC.
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2016
(With comparative totals for the year ended June 30, 2015)

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total 6/30/16</u>	<u>Total 6/30/15</u>
Public support and revenue:				
Foundation grants	\$232,940	\$153,000	\$385,940	\$359,000
Individual contributions	142,989		142,989	169,637
Government grants	47,000		47,000	47,000
Special events, net (Note 8)	517,820		517,820	536,864
Contractual services (Note 3)	272,956		272,956	260,000
	<u>1,213,705</u>	<u>153,000</u>	<u>1,366,705</u>	<u>1,372,501</u>
Net assets released from restrictions	<u>62,641</u>	<u>(62,641)</u>	<u>0</u>	<u>0</u>
Total public support and revenue	<u>1,276,346</u>	<u>90,359</u>	<u>1,366,705</u>	<u>1,372,501</u>
Expenses:				
Program services (Note 7)	<u>1,081,157</u>		<u>1,081,157</u>	<u>969,374</u>
Supporting services:				
Management and general	98,871		98,871	136,846
Fundraising	201,708		201,708	174,489
Total supporting services	<u>300,579</u>	<u>0</u>	<u>300,579</u>	<u>311,335</u>
Total expenses	<u>1,381,736</u>	<u>0</u>	<u>1,381,736</u>	<u>1,280,709</u>
Change in net assets	(105,390)	90,359	(15,031)	91,792
Net assets - beginning	<u>140,916</u>	<u>67,000</u>	<u>207,916</u>	<u>116,124</u>
Net assets - ending	<u><u>\$35,526</u></u>	<u><u>\$157,359</u></u>	<u><u>\$192,885</u></u>	<u><u>\$207,916</u></u>

The attached notes and auditors' report are an integral part of these financial statements.

THE URBAN DOVE, INC.
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2016
(With comparative totals for the year ended June 30, 2015)

	Supporting Services			Total Expenses 6/30/16	Total Expenses 6/30/15	
	Program Services	Management and General	Fundraising			Total Supporting Services
Salaries	\$712,387	\$56,847	\$127,393	\$184,240	\$896,627	\$793,070
Employee benefits and taxes	74,902	5,978	13,394	19,372	94,274	105,491
Youth staff stipends	46,255			0	46,255	47,000
Occupancy	32,139	2,565	5,747	8,312	40,451	31,725
Facilities	29,669	587	136	723	30,392	26,585
Transportation	58,499	1,314	268	1,582	60,081	51,584
Professional fees	7,036	19,885	15,838	35,723	42,759	61,215
Meeting costs	27,225	2,618	3,307	5,925	33,150	34,773
Insurance	8,640	689	1,545	2,234	10,874	8,210
Supplies and materials	25,376	3,620	665	4,285	29,661	26,243
Apparel	8,658		1,279	1,279	9,937	19,775
Activities and events	12,589	2,311	28,274	30,585	43,174	34,059
Telephone	3,444	599	200	799	4,243	4,205
Scholarships	16,087			0	16,087	6,093
Bank and credit card charges	6,706	535	1,199	1,734	8,440	20,646
Postage	1,189	497	611	1,108	2,297	2,671
Depreciation	1,271	102	227	329	1,600	1,600
Miscellaneous	9,085	724	1,625	2,349	11,434	5,764
Total	\$1,081,157	\$98,871	\$201,708	\$300,579	\$1,381,736	\$1,280,709

The attached notes and auditors' report are an integral part of these financial statements.

THE URBAN DOVE, INC.
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2016
(With comparative totals for the year ended June 30, 2015)

	<u>6/30/16</u>	<u>6/30/15</u>
Cash flows from operating activities:		
Change in net assets	(\$15,031)	\$91,792
Adjustments to reconcile change in net assets to net cash (used for)/provided by operating activities:		
Depreciation	1,600	1,600
Changes in assets and liabilities:		
Pledges receivable	(40,614)	(42,617)
Government grants receivable	(15,125)	18,750
Due from institutional partner	1,759	(1,759)
Prepaid expenses and other assets	(9,966)	3,740
Accounts payable and accrued expenses	36,229	10,969
Due to institutional partner	0	(2,250)
Scholarship grants payable	0	(3,051)
Total adjustments	<u>(26,117)</u>	<u>(14,618)</u>
Net cash flows (used for)/provided by operating activities	<u>(41,148)</u>	<u>77,174</u>
Cash flows from financing activities:		
Proceeds from loan	102,635	0
Repayment of loan	(64,148)	0
Net cash flows provided by financing activities	<u>38,487</u>	<u>0</u>
Net (decrease)/increase in cash and cash equivalents	(2,661)	77,174
Cash and cash equivalents - beginning	<u>114,750</u>	<u>37,576</u>
Cash and cash equivalents - ending	<u>\$112,089</u>	<u>\$114,750</u>
Supplemental information:		
Interest paid	<u>\$3,112</u>	<u>\$12,497</u>
Taxes paid	<u>\$0</u>	<u>\$0</u>

The attached notes and auditors' report are an integral part of these financial statements.

THE URBAN DOVE, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

Note 1 - Nature of Entity

The Urban Dove, Inc. (the "Organization") is a non-profit organization whose mission is to create a variety of educational programs that teach young people the important life-skills they will need to become successful citizens and to build the self-esteem necessary to put those life-skills to use, as well as to provide leadership opportunities to help train these young people for their future as community leaders and role models.

The Organization receives its funding primarily from private contributions and grants.

The Organization is a not-for-profit organization exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code and has not been determined to be a private foundation as defined in Section 509(a).

Note 2 - Summary of Significant Accounting Policies

a. Basis of Accounting

The accompanying financial statements have been prepared using the accrual basis of accounting which is the process of recognizing revenue and expenses when earned or incurred rather than when received or paid.

b. Basis of Presentation

The Organization reports information regarding its financial position and activities according to the following classes of net assets:

- *Unrestricted net assets* – represents all activity without donor-imposed restrictions.
- *Temporarily restricted net assets* – accounts for activity based on specific donor restrictions that are expected to be satisfied by passage of time or performance of activities.

c. Revenue Recognition

Contributions are recorded at the earlier of the receipt of cash or at the time a pledge is considered unconditional. Contributions are considered available for general use unless the donor places a restriction for a specific program or time period, in which case they are reported as an increase in temporarily restricted net assets. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restriction. Support that is restricted by the donor is reported as an increase in unrestricted net assets if the restriction expires in the reporting period in which the support is recognized.

Government grants are reviewed to determine if their terms contain traits more closely associated with contributions or exchange transactions. Management has determined that all existing government grants are exchange transactions because they are more similar to contracts for service. The difference between cash received and income recognized is reflected as grants receivable or refundable advances.

d. Cash and Cash Equivalents

The Organization considers all liquid investments with an initial maturity of three months or less to be cash and cash equivalents.

e. Concentration of Credit Risk

Financial instruments which potentially subject the Organization to concentration of credit risk consist of a checking account. The Organization places its operating cash with a financial institution that management deems to be creditworthy. At times, balances may exceed federally insured limits. At year end, there were no significant uninsured balances.

f. Pledges Receivable

The Organization records unconditional promises to give as revenue at net realizable value if payment is expected to be received within one year. Contributions expected to be received in greater than one year are recorded at fair value using present value techniques. Conditional promises to give are recognized when the conditions on which they depend are substantially met.

All pledges receivable are due within one year. No allowance for uncollectable pledges has been established.

g. Fixed Assets

Fixed assets consisting of furniture, equipment and leasehold improvements that have an expected useful life of more than one year are capitalized at cost and depreciated over the estimated useful life and remaining term of the facilities lease agreement using the straight-line method.

h. In-Kind Contributions

Not-for-profit organizations are required to recognize contributions of services that create or enhance non-financial assets or require specialized skills, are performed by those possessing those skills, and would have been purchased if not donated.

Board members and other individuals volunteer their time. These services do not meet the criteria for recording outlined above.

The Organization received free use of facilities for a fundraising event with an estimated value of \$25,000 during the years ended June 30, 2016 and 2015. Because expenses of the event are netted with revenue, these amounts are not reflected on the face of the statement of activities.

- i. Management Estimates
The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Actual results could differ from those estimates.
- j. Expense Allocation
The costs of providing various programs and other activities have been summarized on a functional basis in the financial statements. Accordingly, certain costs have been allocated among the programs and supporting services benefited. Management and general expenses include those expenses that are not directly identifiable with any other specific function but provide for the overall support and direction of the Organization.
- k. Comparative Financial Information
The financial statements include certain prior-year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Organization's financial statements for the year ended June 30, 2015, from which the summarized information was derived.
- l. Accounting for Uncertainty of Income Taxes
The Organization does not believe its financial statements include any material, uncertain tax positions. Tax filings for periods ending June 30, 2013 and later are subject to examination by applicable taxing authorities.
- m. Subsequent Events
Management has evaluated for potential recognition and disclosure events subsequent to the date of the statement of financial position through February 8, 2017, the date the financial statements were available to be issued. No events have occurred subsequent to the statement of financial position date through our evaluation date that would require adjustment to or disclosure in the financial statements.
- n. New Accounting Pronouncement
On August 18, 2016, the Financial Accounting Standards Board (FASB) issued an Accounting Standards Update (ASU) No. 2016-14, *Presentation of Financial Statements of Not-for-Profit Entities*. The ASU, which becomes effective for the June 30, 2019 fiscal year, with early implementation permitted, focuses on improving the current net asset classification requirements and information presented in the financial statements and notes that is useful in assessing a not-for-profit's liquidity, financial performance and cash flows.

The Organization has not yet evaluated the impact this standard will have on future statements.

Note 3 - Due To/From Institutional Partner

In October 2013, the School signed an institutional partnership with The Urban Dove Charter School (the "School"), which is an affiliate by nature of common board members and management. An "Institutional Partnership Agreement" (IPA) serves as the foundation of the governance relationship between the School and the Organization.

The Organization charged the School \$270,000 and \$260,000 for management services in fiscal years ended June 30, 2016 and 2015, respectively. There was no balance due between the Organization and the School as of June 30, 2016. At June 30, 2015, \$1,759 was due from the School.

Note 4 - Fixed Assets

Fixed assets can be summarized as follows:

	<u>6/30/16</u>	<u>6/30/15</u>	<u>Estimated Useful Lives</u>	<u>Method</u>
Furniture and equipment	\$31,436	\$31,436	5 years	Straight Line
Leasehold improvements	<u>89,860</u>	<u>89,860</u>	Life of lease	Straight Line
	<u>121,296</u>	<u>121,296</u>		
Less: accumulated depreciation	<u>(120,496)</u>	<u>(118,896)</u>		
Fixed Assets, net	<u>\$800</u>	<u>\$2,400</u>		

Note 5 - Line of Credit and Loans Payable

The Organization has a \$30,000 revolving line of credit with a financial institution. As of June 30, 2016 and 2015, there was no outstanding balance.

During the year ended June 30, 2016, the executive director provided two interest-free loans to the Organization totaling \$25,000, which were paid off before the end of year. As of June 30, 2016, there was no outstanding balance.

In addition, the executive director deferred salary payments. As of June 30, 2016, \$38,487 that was owed to the executive director is included in loans payable.

Note 6 - Temporarily Restricted Net Assets

Temporarily restricted net assets can be summarized as follows:

	<u>Balance 7/1/15</u>	<u>Contributions</u>	<u>Released from Restrictions</u>	<u>Balance 6/30/16</u>
Program restrictions:				
College All-Stars	\$45,000	\$153,000	(\$45,000)	\$153,000
Youth staff retreats	10,000	0	(10,000)	0
Other	<u>12,000</u>	<u>0</u>	<u>(7,641)</u>	<u>4,359</u>
Total program restrictions	<u>\$67,000</u>	<u>\$153,000</u>	<u>(\$62,641)</u>	<u>\$157,359</u>

	Balance 7/1/14	Contributions	Released from Restrictions	Balance 6/30/15
Program restrictions:				
College All-Stars	\$50,000	\$45,000	(\$50,000)	\$45,000
Youth staff retreats	0	10,000	(0)	10,000
Other	<u>12,000</u>	<u>0</u>	<u>(0)</u>	<u>12,000</u>
Total program restrictions	<u>\$62,000</u>	<u>\$55,000</u>	<u>(\$50,000)</u>	<u>\$67,000</u>

Note 7 - Program Services

The following summarizes program service expenses:

	<u>6/30/16</u>	<u>6/30/15</u>
Hi-Risers/College All-Stars	\$811,157	\$709,374
Urban Dove Charter School	<u>270,000</u>	<u>260,000</u>
Total program services	<u>\$1,081,157</u>	<u>\$969,374</u>

Note 8 - Special Events Income

Special event activities of the Organization can be summarized as follows:

	<u>June 30, 2016</u>		
	Evening with Dove	Softball and Basketball Challenge	Total
Gross revenue	\$383,623	\$206,170	\$589,793
Less: expenses where donor received direct benefit	<u>(71,973)</u>	<u>0</u>	<u>(71,973)</u>
	311,650	206,170	517,820
Less: other event expenses	<u>(26,125)</u>	<u>(1,479)</u>	<u>(27,604)</u>
Total	<u>\$285,525</u>	<u>\$204,691</u>	<u>\$490,216</u>
	<u>June 30, 2015</u>		
	Evening with Dove	Softball and Basketball Challenge	Total
Gross revenue	\$346,448	\$246,280	\$592,728
Less: expenses where donor received direct benefit	<u>(55,864)</u>	<u>0</u>	<u>(55,864)</u>
	290,584	246,280	536,864
Less: other event expenses	<u>(13,092)</u>	<u>(3,691)</u>	<u>(16,783)</u>
Total	<u>\$277,492</u>	<u>\$242,589</u>	<u>\$520,081</u>

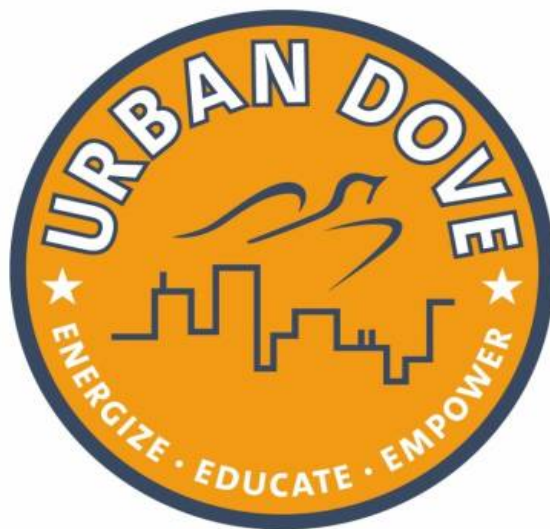
Note 9 - Defined Contribution Plan

The Organization offers a voluntary 401(k) plan for its employees. Employees who have completed six months of service and have attained age 21 are eligible to participate in voluntary salary deferrals. Employees can make pretax contributions up to a maximum as set by law, subject to IRS restrictions.

Note 10 - Commitments and Contingencies

Government supported projects are subject to audit by the applicable granting agency. No reserves for disallowed costs have been recorded because management feels that any such amounts, if they were to occur, would not be material.

In the normal course of business, the Organization is involved in proceedings, lawsuits and other claims. These matters are subject to many uncertainties, and outcomes are not predictable with a high degree of assurance. Consequently, the ultimate aggregate amount of monetary liability or financial impact with respect to matters as of June 30, 2016 cannot be ascertained. Management believes that the final outcome of these matters will not have a material impact on the financials of the Organization.



Audited Financial Statements

June 30, 2015



INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
The Urban Dove, Inc.

Report on the Financial Statements

We have audited the accompanying financial statements of The Urban Dove, Inc. (the "Organization"), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the organization's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the organization's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

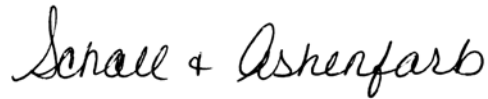
We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The Urban Dove, Inc. as of June 30, 2015, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the Organization's June 30, 2014 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated February 20, 2015. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2014 is consistent, in all material respects, with the audited financial statements from which it has been derived.



Schall & Ashenfarb
Certified Public Accountants, LLC

March 4, 2016

THE URBAN DOVE, INC.
STATEMENT OF FINANCIAL POSITION
AT JUNE 30, 2015
(With comparative totals at June 30, 2014)

	<u>6/30/15</u>	<u>6/30/14</u>
Assets		
Cash and cash equivalents	\$114,750	\$37,576
Pledges receivable	157,722	115,105
Government grants receivable	11,250	30,000
Due from institutional partner (Note 3)	1,759	0
Prepaid expenses and other assets	1,220	4,960
Fixed assets, net (Note 4)	<u>2,400</u>	<u>4,000</u>
 Total assets	 <u><u>\$289,101</u></u>	 <u><u>\$191,641</u></u>
 Liabilities and Net Assets		
Liabilities:		
Accounts payable and accrued expenses	\$81,185	\$70,216
Due to institutional partner (Note 3)	0	2,250
Scholarship grants payable (Note 5)	<u>0</u>	<u>3,051</u>
 Total liabilities	 <u>81,185</u>	 <u>75,517</u>
Net assets:		
Unrestricted	140,916	54,124
Temporarily restricted (Note 7)	<u>67,000</u>	<u>62,000</u>
 Total net assets	 <u>207,916</u>	 <u>116,124</u>
 Total liabilities and net assets	 <u><u>\$289,101</u></u>	 <u><u>\$191,641</u></u>

The attached notes and auditors' report are an integral part of these financial statements.

THE URBAN DOVE, INC.
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2015
(With comparative totals for the year ended June 30, 2014)

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total 6/30/15</u>	<u>Total 6/30/14</u>
Public support and revenue:				
Foundation grants	\$304,000	\$55,000	\$359,000	\$345,000
Individual contributions	132,887		132,887	149,677
Government grants	47,000		47,000	59,369
Special events, net (Note 9)	536,864		536,864	446,715
Contractual services (Note 3)	260,000		260,000	185,000
In-kind contributions	36,750		36,750	18,488
	<u>1,317,501</u>	<u>55,000</u>	<u>1,372,501</u>	<u>1,204,249</u>
Net assets released from restrictions	<u>50,000</u>	<u>(50,000)</u>	<u>0</u>	<u>0</u>
Total public support and revenue	<u>1,367,501</u>	<u>5,000</u>	<u>1,372,501</u>	<u>1,204,249</u>
Expenses:				
Program services (Note 8)	<u>969,374</u>		<u>969,374</u>	<u>949,922</u>
Supporting services:				
Management and general	136,846		136,846	96,317
Fundraising	174,489		174,489	180,083
Total supporting services	<u>311,335</u>	<u>0</u>	<u>311,335</u>	<u>276,400</u>
Total expenses	<u>1,280,709</u>	<u>0</u>	<u>1,280,709</u>	<u>1,226,322</u>
Change in net assets	86,792	5,000	91,792	(22,073)
Net assets - beginning	<u>54,124</u>	<u>62,000</u>	<u>116,124</u>	<u>138,197</u>
Net assets - ending	<u><u>\$140,916</u></u>	<u><u>\$67,000</u></u>	<u><u>\$207,916</u></u>	<u><u>\$116,124</u></u>

The attached notes and auditors' report are an integral part of these financial statements.

THE URBAN DOVE, INC.
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2015
(With comparative totals for the year ended June 30, 2014)

	Supporting Services			Total Expenses 6/30/15	Total Expenses 6/30/14
	Program Services	Management and General	Fundraising		
Salaries	\$610,497	\$77,823	\$104,750	\$182,573	\$734,749
Employee benefits and taxes	80,970	9,746	14,775	24,521	101,890
Youth staff stipends (including in-kind of \$36,750 and \$18,488)	47,000			0	42,003
Occupancy	24,351	2,931	4,443	7,374	30,000
Facilities	26,046	404	135	539	29,157
Transportation	49,400	2,050	134	2,184	59,576
Professional fees	20,712	13,263	27,240	40,503	102,836
Meeting costs	34,303	254	216	470	27,516
Insurance	6,302	758	1,150	1,908	8,932
Supplies and materials	20,143	2,424	3,676	6,100	18,704
Apparel	19,775			0	11,061
Activities and events	17,276		16,783	16,783	18,788
Telephone	3,228	388	589	977	4,404
Scholarships	6,093			0	6,751
Bank and credit card charges		20,646		20,646	16,723
Postage	2,050	247	374	621	2,035
Depreciation	1,228	148	224	372	1,600
Miscellaneous		5,764		5,764	9,597
Total	\$969,374	\$136,846	\$174,489	\$311,335	\$1,280,709
				\$1,280,709	\$1,226,322

The attached notes and auditors' report are an integral part of these financial statements.

THE URBAN DOVE, INC.
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2015
(With comparative totals for the year ended June 30, 2014)

	<u>6/30/15</u>	<u>6/30/14</u>
Cash flows from operating activities:		
Change in net assets	\$91,792	(\$22,073)
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	1,600	1,600
Changes in assets and liabilities:		
Pledges receivable	(42,617)	48,472
Government grants receivable	18,750	(27,500)
Due from institutional partner	(1,759)	82,513
Prepaid expenses and other assets	3,740	5,242
Accounts payable and accrued expenses	10,969	(52,370)
Due to institutional partner	(2,250)	2,250
Scholarship grants payable	(3,051)	(1,250)
Total adjustments	<u>(14,618)</u>	<u>58,957</u>
Net cash flows provided by operating activities	<u>77,174</u>	<u>36,884</u>
Cash flows from financing activities:		
Repayment of loans	0	(128,786)
Proceeds from loans	0	106,680
Net cash flows used for financing activities	<u>0</u>	<u>(22,106)</u>
Net increase in cash and cash equivalents	77,174	14,778
Cash and cash equivalents - beginning	<u>37,576</u>	<u>22,798</u>
Cash and cash equivalents - ending	<u>\$114,750</u>	<u>\$37,576</u>
Supplemental information:		
Interest paid	<u>\$12,497</u>	<u>\$10,600</u>
Taxes paid	<u>\$0</u>	<u>\$0</u>

The attached notes and auditors' report are an integral part of these financial statements.

THE URBAN DOVE, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015

Note 1 - Nature of Entity

The Urban Dove, Inc. (the "Organization") is a non-profit organization whose mission is to create a variety of educational programs that teach young people the important life-skills they will need to become successful citizens and to build the self-esteem necessary to put those life-skills to use, as well as to provide leadership opportunities to help train these young people for their future as community leaders and role models.

The Organization receives its funding primarily from private contributions and grants.

The Organization is a not-for-profit organization exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code and has not been determined to be a private foundation as defined in Section 509(a).

Note 2 - Summary of Significant Accounting Policies

a. Basis of Accounting

The accompanying financial statements have been prepared using the accrual basis of accounting which is the process of recognizing revenue and expenses when earned or incurred rather than when received or paid.

b. Basis of Presentation

The Organization reports information regarding its financial position and activities according to the following classes of net assets:

- *Unrestricted net assets* – represents all activity without donor imposed restrictions.
- *Temporarily restricted net assets* – accounts for activity based on specific donor restrictions that are expected to be satisfied by passage of time or performance of activities.

c. Revenue Recognition

Contributions are recorded at the earlier of the receipt of cash or at the time a pledge is considered unconditional. Contributions are considered available for general use unless the donor places a restriction on the use of these funds for a specific program or time period, in which case they are reported as increases in temporarily net assets. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restriction. Support that is restricted by the donor is reported as an increase in unrestricted net assets if the restriction expires in the reporting period in which the support is recognized.

Government grants are reviewed to determine if their terms contain traits more closely associated with contributions or exchange transactions. Management has determined that all existing government grants are exchange transactions because they are more similar to contracts for service. The difference between cash received and income recognized is reflected as grants receivable or refundable advances.

d. Cash and Cash Equivalents

The Organization considers all liquid investments with an initial maturity of three months or less to be cash and cash equivalents.

e. Concentration of Credit Risk

Financial instruments which potentially subject the Organization to concentration of credit risk consist of a checking account. The Organization places its operating cash with a financial institution that management deems to be creditworthy. At times, balances may exceed federally insured limits. At year-end, there were no significant uninsured balances.

f. Pledges Receivable

The Organization records unconditional promises to give as revenue at net realizable value if payment is expected to be received within one year. Contributions expected to be received in greater than one year are recorded at fair value using present value techniques. Conditional promises to give are recognized when the conditions on which they depend are substantially met.

All pledges receivable are due within one year. No allowance for uncollectable pledges has been established.

g. Fixed Assets

Fixed assets consisting of furniture, equipment and leasehold improvements that have an expected useful life of more than one year are capitalized at cost and depreciated over the estimated useful life and remaining term of the facilities lease agreement using the straight-line method.

h. In-Kind Contributions

Not-for-profit organizations are required to recognize contributions of services that create or enhance non-financial assets or require specialized skills, are performed by those possessing those skills, and would have been purchased if not donated.

Board members and other individuals volunteer their time. These services do not meet the criteria for recording outlined above.

In-kind contributions were received as youth stipends of \$36,750 and \$18,488 for the years ended June 30, 2015 and 2014, respectively. The Organization received free use of facilities for a fundraising event during the year ended June 30, 2015 with an estimated value of \$25,000.

- i. Management Estimates
The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Actual results could differ from those estimates.
- j. Expense Allocation
The costs of providing various programs and other activities have been summarized on a functional basis in the financial statements. Accordingly, certain costs have been allocated among the programs and supporting services benefited. Management and general expenses include those expenses that are not directly identifiable with any other specific function but provide for the overall support and direction of the Organization.
- k. Comparative Financial Information
The financial statements include certain prior-year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Organization's financial statements for the year ended June 30, 2014, from which the summarized information was derived.
- l. Accounting for Uncertainty of Income Taxes
The Organization does not believe its financial statements include any material, uncertain tax positions. Tax filings for periods ending June 30, 2012 and later are subject to examination by applicable taxing authorities.
- m. Subsequent Events
Management has evaluated for potential recognition and disclosure events subsequent to the date of the statement of financial position through March 4, 2016, the date the financial statements were available to be issued. No events have occurred subsequent to the statement of financial position date through our evaluation date that would require adjustment to or disclosure in the financial statements.

Note 3 - Due To/From Institutional Partner

In October 2013, the School signed an institutional partnership with The Urban Dove Charter School (the "School"), which is an affiliate by nature of common board members and management. An "Institutional Partnership Agreement" (IPA) serves as the foundation of the governance relationship between the School and the Organization.

In fiscal years ending June 30, 2015 and 2014, the Organization charged the School \$260,000 and \$185,000, respectively for management services. At June 30, 2015, \$1,759 was due from the School, and at June 30, 2014 \$2,250 was due to the School.

Note 4 - Fixed Assets

Fixed assets can be summarized as follows:

	<u>6/30/15</u>	<u>6/30/14</u>	<u>Estimated Useful Lives</u>	<u>Method</u>
Furniture and equipment	\$31,436	\$31,436	5 years	Straight Line
Leasehold improvements	<u>89,860</u>	<u>89,860</u>	Life of lease	Straight Line
	<u>121,296</u>	<u>121,296</u>		
Less: accumulated depreciation	<u>(118,896)</u>	<u>(117,296)</u>		
Total	<u>\$2,400</u>	<u>\$4,000</u>		

Note 5 - Scholarship Grants Payable

Grants payable of \$3,051 at June 30, 2014 consisted of amounts recorded for scholarship grants under the Organization's youth staff All-Stars program. All grants were paid during the year ended June 30, 2015.

Note 6 - Line of Credit and Loan Payable

The Organization has a \$30,000 revolving line of credit with a financial institution. As of June 30, 2015 and 2014, there was no outstanding balance.

During the fiscal year ended June 30, 2014, the Organization borrowed and repaid a loan of \$50,000 from the Fund for the City of New York.

Note 7 - Temporarily Restricted Net Assets

Temporarily restricted net assets can be summarized as follows:

	<u>Balance 7/1/14</u>	<u>Contributions</u>	<u>Released from Restrictions</u>	<u>Balance 6/30/15</u>
Program restrictions:				
College All-Stars	\$50,000	\$45,000	(\$50,000)	\$45,000
Youth staff retreats	0	10,000	(0)	10,000
Other	<u>12,000</u>	<u>0</u>	<u>(0)</u>	<u>12,000</u>
Total program restrictions	<u>\$62,000</u>	<u>\$55,000</u>	<u>(\$50,000)</u>	<u>\$67,000</u>

	Balance 7/1/13	Contributions	Released from Restrictions	Balance 6/30/14
Program restrictions:				
Cuomo Scholarship	\$6,875	\$0	(\$6,875)	\$0
College All-Stars	50,000	50,000	(50,000)	50,000
Development	16,667	0	(16,667)	0
Hi-Risers	25,000	0	(25,000)	0
Other	<u>2,000</u>	<u>10,000</u>	<u>0</u>	<u>12,000</u>
Subtotal program	100,542	60,000	(98,542)	62,000
Time	<u>10,000</u>	<u>0</u>	<u>(10,000)</u>	<u>0</u>
Total program restrictions	<u>\$110,542</u>	<u>\$60,000</u>	<u>(\$108,542)</u>	<u>\$62,000</u>

Note 8 - Program Services

The following summarizes program service expenses:

	<u>6/30/15</u>	<u>6/30/14</u>
Hi-Risers/College All-Stars	\$709,374	\$757,042
Urban Dove Charter School	<u>260,000</u>	<u>192,880</u>
Total program expenses	<u>\$969,374</u>	<u>\$949,922</u>

Note 9 - Special Events Income

Special event activities of the Organization can be summarized as follows:

	<u>June 30, 2015</u>		
	Evening with <u>Dove</u>	Softball & Basketball <u>Challenge</u>	<u>Total</u>
Gross revenue	\$346,448	\$246,280	\$592,728
Expenses where donor received direct benefit	<u>(55,864)</u>	<u>0</u>	<u>(55,864)</u>
	290,584	246,280	536,864
Other event expenses	<u>(13,092)</u>	<u>(3,691)</u>	<u>(16,783)</u>
Net special event income	<u>\$277,492</u>	<u>\$242,589</u>	<u>\$520,081</u>
	<u>June 30, 2014</u>		
	Evening with <u>Dove</u>	Softball & Basketball <u>Challenge</u>	<u>Total</u>
Gross revenue	\$260,395	\$232,200	\$492,595
Expenses where donor received direct benefit	<u>(45,880)</u>	<u>0</u>	<u>(45,880)</u>
	214,515	232,200	446,715
Other event expenses	<u>(5,825)</u>	<u>(4,139)</u>	<u>(9,964)</u>
Net special event income	<u>\$208,690</u>	<u>\$228,061</u>	<u>\$436,751</u>

Note 10 – Defined Contribution Plan

The Organization offers a voluntary 401(k) plan for its employees. Employees who have completed six months of service and have attained age 21 are eligible to participate in voluntary salary deferrals. Employees can make pretax contributions up to a maximum as set by law, subject to IRS restrictions.

Note 11 - Commitments and Contingencies

Government supported projects are subject to audit by the applicable granting agency. No reserves for disallowed costs have been recorded because management feels that any such amounts, if they were to occur, would not be material.

In the normal course of business, the Organization is involved in proceedings, lawsuits and other claims. These matters are subject to many uncertainties, and outcomes are not predictable with a high degree of assurance. Consequently, the ultimate aggregate amount of monetary liability or financial impact with respect to matters as of June 30, 2015 cannot be ascertained. Management believes that the final outcome of these matters will not have a material impact on the financials of the Organization.

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

- Do not enter Social Security numbers on this form as it may be made public.
- Information about Form 990 and its instructions is at www.irs.gov/form990.

2013

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

A For the 2013 calendar year, or tax year beginning 7/01, 2013, and ending 6/30, 2014

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C The Urban Dove, Inc. Church Street Station, PO Box 305 New York, NY 10007	D Employer Identification Number [REDACTED]
		E Telephone number [REDACTED]
		G Gross receipts \$ <u>1,231,641.</u>

F Name and address of principal officer: Jai Nanda
Same As C Above

H(a) Is this a group return for subordinates? Yes No **H(b)** Are all subordinates included? Yes No If 'No,' attach a list. (see instructions)

I Tax-exempt status: 501(c)(3) 501(c) () (insert no.) 4947(a)(1) or 527

J Website: www.urbandove.org **H(c)** Group exemption number

K Form of organization: Corporation Trust Association Other **L** Year of formation: 1998 **M** State of legal domicile: NY

Part I Summary

Activities & Governance	1	Briefly describe the organization's mission or most significant activities: <u>Urban Dove is dedicated to enriching the lives of New York City's at-risk youth by creating a supportive, positive environment where children and teenagers can develop the life skills and confidence they need to reach their full potential.</u>		
	2	Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	3	Number of voting members of the governing body (Part VI, line 1a).....	3	10
	4	Number of independent voting members of the governing body (Part VI, line 1b).....	4	10
	5	Total number of individuals employed in calendar year 2013 (Part V, line 2a).....	5	65
	6	Total number of volunteers (estimate if necessary).....	6	10
	7a	Total unrelated business revenue from Part VIII, column (C), line 12.....	7a	0.
7b	Net unrelated business taxable income from Form 990-T, line 34.....	7b	0.	
Revenue	8	Contributions and grants (Part VIII, line 1h).....	Prior Year	Current Year
	9	Program service revenue (Part VIII, line 2g).....	771,494.	1,000,761.
	10	Investment income (Part VIII, column (A), lines 3, 4, and 7d).....	227,744.	185,000.
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e).....	8.	
	12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12).....	999,246.	1,185,761.
Expenses	13	Grants and similar amounts paid (Part IX, column (A), lines 1-3).....		
	14	Benefits paid to or for members (Part IX, column (A), line 4).....		
	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10).....	812,059.	836,639.
	16a	Professional fundraising fees (Part IX, column (A), line 11e).....		
	b	Total fundraising expenses (Part IX, column (D), line 25) <u>180,083.</u>		
	17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e).....	305,232.	371,195.
	18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25).....	1,117,291.	1,207,834.
	19	Revenue less expenses. Subtract line 18 from line 12.....	-118,045.	-22,073.
Net Assets of Fund Balances	20	Total assets (Part X, line 16).....	Beginning of Current Year	End of Year
	21	Total liabilities (Part X, line 26).....	287,190.	191,641.
	22	Net assets or fund balances. Subtract line 21 from line 20.....	148,993.	75,517.
			138,197.	116,124.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer <u>Jai Nanda</u>	Date <u> </u>
	Type or print name and title.	<u>Executive Dir.</u>

Paid Preparer Use Only	Print/Type preparer's name <u>David C. Ashenfarb</u>	Preparer's signature <u>David C. Ashenfarb</u>	Date <u> </u>	Check <input type="checkbox"/> if self-employed	PTIN <u>[REDACTED]</u>
	Firm's name <u>SCHALL & ASHENFARB CPAS</u>	Firm's EIN <u>[REDACTED]</u>			
	Firm's address <u>307 5th Ave, 15th Floor</u>	Phone no. <u>[REDACTED]</u>			

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III [X]

1 Briefly describe the organization's mission:

Urban Dove is dedicated to enriching the lives of New York City's at-risk youth by creating a supportive, positive environment where children and teenagers can develop the life skills and confidence they need to reach their full potential.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No
If 'Yes,' describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No
If 'Yes,' describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations and section 4947(a)(1) trusts are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 710,399. including grants of \$) (Revenue \$)

See Schedule O

4b (Code:) (Expenses \$ 192,000. including grants of \$) (Revenue \$)

Urban Dove provided personnel service costs to the Urban Dove Team Charter School.

4c (Code:) (Expenses \$ 29,035. including grants of \$) (Revenue \$)

See Schedule O

4d Other program services. (Describe in Schedule O.) See Schedule O
(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 931,434.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? If 'Yes,' complete Schedule A.	X	
2 Is the organization required to complete Schedule B, Schedule of Contributors (see instructions)?	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? If 'Yes,' complete Schedule C, Part I.		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? If 'Yes,' complete Schedule C, Part II.		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? If 'Yes,' complete Schedule C, Part III.		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? If 'Yes,' complete Schedule D, Part I.		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? If 'Yes,' complete Schedule D, Part II.		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? If 'Yes,' complete Schedule D, Part III.		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? If 'Yes,' complete Schedule D, Part IV.		X
10 Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? If 'Yes,' complete Schedule D, Part V.		X
11 If the organization's answer to any of the following questions is 'Yes,' then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings and equipment in Part X, line 10? If 'Yes,' complete Schedule D, Part VI.	X	
b Did the organization report an amount for investments – other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? If 'Yes,' complete Schedule D, Part VII.		X
c Did the organization report an amount for investments – program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? If 'Yes,' complete Schedule D, Part VIII.		X
d Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? If 'Yes,' complete Schedule D, Part IX.		X
e Did the organization report an amount for other liabilities in Part X, line 25? If 'Yes,' complete Schedule D, Part X.	X	
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? If 'Yes,' complete Schedule D, Part X.	X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? If 'Yes,' complete Schedule D, Parts XI, and XII.	X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? If 'Yes,' and if the organization answered 'No' to line 12a, then completing Schedule D, Parts XI and XII is optional.		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? If 'Yes,' complete Schedule E.		X
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? If 'Yes,' complete Schedule F, Parts I and IV.		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? If 'Yes,' complete Schedule F, Parts II and IV.		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? If 'Yes,' complete Schedule F, Parts III and IV.		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? If 'Yes,' complete Schedule G, Part I (see instructions).		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? If 'Yes,' complete Schedule G, Part II.	X	
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? If 'Yes,' complete Schedule G, Part III.		X
20 a Did the organization operate one or more hospital facilities? If 'Yes,' complete Schedule H.		X
b If 'Yes' to line 20a, did the organization attach a copy of its audited financial statements to this return?		

Part IV Checklist of Required Schedules (continued)

	Yes	No
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organizations or government on Part IX, column (A), line 1? <i>If 'Yes,' complete Schedule I, Parts I and II.</i>		X
22 Did the organization report more than \$5,000 of grants or other assistance to individuals in the United States on Part IX, column (A), line 2? <i>If 'Yes,' complete Schedule I, Parts I and III.</i>		X
23 Did the organization answer 'Yes' to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If 'Yes,' complete Schedule J.</i>	X	
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If 'Yes,' answer lines 24b through 24d and complete Schedule K. If 'No,' go to line 25a.</i>		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an 'on behalf of' issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3) and 501(c)(4) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If 'Yes,' complete Schedule L, Part I.</i>		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If 'Yes,' complete Schedule L, Part I.</i>		X
26 Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If so, complete Schedule L, Part II.</i>		X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If 'Yes,' complete Schedule L, Part III.</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, or key employee? <i>If 'Yes,' complete Schedule L, Part IV.</i>		X
b A family member of a current or former officer, director, trustee, or key employee? <i>If 'Yes,' complete Schedule L, Part IV.</i>		X
c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If 'Yes,' complete Schedule L, Part IV.</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If 'Yes,' complete Schedule M.</i>		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If 'Yes,' complete Schedule M.</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If 'Yes,' complete Schedule N, Part I.</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If 'Yes,' complete Schedule N, Part II.</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If 'Yes,' complete Schedule R, Part I.</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If 'Yes,' complete Schedule R, Parts II, III, IV, and V, line 1.</i>	X	
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
b If 'Yes' to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If 'Yes,' complete Schedule R, Part V, line 2.</i>		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If 'Yes,' complete Schedule R, Part V, line 2.</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If 'Yes,' complete Schedule R, Part VI.</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note. All Form 990 filers are required to complete Schedule O.	X	

BAA

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

		Yes	No
1 a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable. <input type="text" value="0"/>		
1 b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable <input type="text" value="0"/>		
1 c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners? <input type="checkbox"/>		
2 a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return. <input type="text" value="65"/>		
2 b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? Note. If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions) <input checked="" type="checkbox"/>	X	
3 a	Did the organization have unrelated business gross income of \$1,000 or more during the year? <input type="checkbox"/>		X
3 b	If 'Yes' has it filed a Form 990-T for this year? If 'No' to line 3b, provide an explanation in Schedule O. <input type="checkbox"/>		
4 a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)? <input type="checkbox"/>		X
4 b	If 'Yes,' enter the name of the foreign country: <input type="text"/> See instructions for filing requirements for Form TD F 90-22.1, Report of Foreign Bank and Financial Accounts.		
5 a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year? <input type="checkbox"/>		X
5 b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction? <input type="checkbox"/>		X
5 c	If 'Yes,' to line 5a or 5b, did the organization file Form 8886-T? <input type="checkbox"/>		
6 a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions? <input type="checkbox"/>		X
6 b	If 'Yes,' did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible? <input type="checkbox"/>		
7	Organizations that may receive deductible contributions under section 170(c).		
7 a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor? <input type="checkbox"/>		X
7 b	If 'Yes,' did the organization notify the donor of the value of the goods or services provided? <input type="checkbox"/>		
7 c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282? <input type="checkbox"/>		X
7 d	If 'Yes,' indicate the number of Forms 8282 filed during the year. <input type="text"/>		
7 e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract? <input type="checkbox"/>		X
7 f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract? <input type="checkbox"/>		X
7 g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required? <input type="checkbox"/>		
7 h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C? <input type="checkbox"/>		
8	Sponsoring organizations maintaining donor advised funds and section 509(a)(3) supporting organizations. Did the supporting organization, or a donor advised fund maintained by a sponsoring organization, have excess business holdings at any time during the year? <input type="checkbox"/>		X
9	Sponsoring organizations maintaining donor advised funds.		
9 a	Did the organization make any taxable distributions under section 4966? <input type="checkbox"/>		
9 b	Did the organization make a distribution to a donor, donor advisor, or related person? <input type="checkbox"/>		
10	Section 501(c)(7) organizations. Enter:		
10 a	Initiation fees and capital contributions included on Part VIII, line 12. <input type="text"/>		
10 b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities. <input type="text"/>		
11	Section 501(c)(12) organizations. Enter:		
11 a	Gross income from members or shareholders. <input type="text"/>		
11 b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.) <input type="text"/>		
12 a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041? <input type="checkbox"/>		
12 b	If 'Yes,' enter the amount of tax-exempt interest received or accrued during the year. <input type="text"/>		
13	Section 501(c)(29) qualified nonprofit health insurance issuers.		
13 a	Is the organization licensed to issue qualified health plans in more than one state? Note. See the instructions for additional information the organization must report on Schedule O. <input type="checkbox"/>		
13 b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans. <input type="text"/>		
13 c	Enter the amount of reserves on hand <input type="text"/>		
14 a	Did the organization receive any payments for indoor tanning services during the tax year? <input type="checkbox"/>		X
14 b	If 'Yes,' has it filed a Form 720 to report these payments? If 'No,' provide an explanation in Schedule O. <input type="checkbox"/>		

Part VI Governance, Management and Disclosure For each 'Yes' response to lines 2 through 7b below, and for a 'No' response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI.

Section A. Governing Body and Management

		Yes	No
1 a	Enter the number of voting members of the governing body at the end of the tax year. 1 a 10 If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.		
1 b	Enter the number of voting members included in line 1a, above, who are independent 1 b 10		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee or key employee? See Schedule O	X	
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors or trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Did the organization have members or stockholders?		X
7 a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		X
7 b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or other persons other than the governing body?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
8 a	a The governing body?	X	
8 b	b Each committee with authority to act on behalf of the governing body?	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If 'Yes,' provide the names and addresses in Schedule O.		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10 a	Did the organization have local chapters, branches, or affiliates?		X
10 b	If 'Yes,' did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
11 a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	X	
11 b	Describe in Schedule O the process, if any, used by the organization to review this Form 990. See Schedule O		
12 a	Did the organization have a written conflict of interest policy? If 'No,' go to line 13.	X	
12 b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
12 c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If 'Yes,' describe in Schedule O how this was done. See Schedule O	X	
13	Did the organization have a written whistleblower policy?	X	
14	Did the organization have a written document retention and destruction policy?	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
15 a	a The organization's CEO, Executive Director, or top management official. See Schedule O.	X	
15 b	b Other officers of key employees of the organization. If 'Yes' to line 15a or 15b, describe the process in Schedule O. (See instructions.)		X
16 a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
16 b	If 'Yes,' did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and taken steps to safeguard the organization's exempt status with respect to such arrangements?		

Section C. Disclosure

- 17** List the states with which a copy of this Form 990 is required to be filed NY
- 18** Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (501(c)(3)s only) available for public inspection. Indicate how you make these available. Check all that apply.
 Own website Another's website Upon request Other (explain in Schedule O)
- 19** Describe in Schedule O whether (and if so, how) the organization makes its governing documents, conflict of interest policy, and financial statements available to the public during the tax year. See Schedule O
- 20** State the name, physical address, and telephone number of the person who possesses the books and records of the organization:
Jai Nanda Church Street Station, PO Box 305 New York NY 10007

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1 a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of 'key employee.'
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) Mark Benerofe Trustee	1 0	X						0.	0.	0.
(2) Steve Berger Trustee	1 0	X						0.	0.	0.
(3) Lawrence Deluise Trustee	1 0	X						0.	0.	0.
(4) Larry Ellman Treasurer	1 0	X		X				0.	0.	0.
(5) David Froelich Trustee	1 0	X						0.	0.	0.
(6) Michael Grandis Secretary	1 0	X		X				0.	0.	0.
(7) Spencer Rothschild Board Chair	1 0	X		X				0.	0.	0.
(8) Hank Johnson Trustee	1 0	X						0.	0.	0.
(9) Gary Lieberman Trustee	1 0	X						0.	0.	0.
(10) Trisha Rozas Trustee	1 0	X						0.	0.	0.
(11) Jai Nanda Executive Dir.	40 0			X				166,029.	0.	0.
(12)										
(13)										
(14)										

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(15) -----										
(16) -----										
(17) -----										
(18) -----										
(19) -----										
(20) -----										
(21) -----										
(22) -----										
(23) -----										
(24) -----										
(25) -----										
1 b Sub-total							166,029.	0.	0.	
c Total from continuation sheets to Part VII, Section A							0.	0.	0.	
d Total (add lines 1b and 1c)							166,029.	0.	0.	
2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization ▶ 1										

	Yes	No
3 Did the organization list any former officer, director, or trustee, key employee, or highest compensated employee on line 1a? <i>If 'Yes,' complete Schedule J for such individual.</i>	3	X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If 'Yes' complete Schedule J for such individual.</i>	4	X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If 'Yes,' complete Schedule J for such person.</i>	5	X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization ▶ 0

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

		(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514	
CONTRIBUTIONS, GIFTS, GRANTS AND OTHER SIMILAR AMOUNTS	1 a Federated campaigns	1 a				
	b Membership dues	1 b				
	c Fundraising events	1 c 446,715.				
	d Related organizations	1 d				
	e Government grants (contributions)	1 e 59,369.				
	f All other contributions, gifts, grants, and similar amounts not included above	1 f 494,677.				
	g Noncash contributions included in lines 1a-1f: \$					
	h Total. Add lines 1a-1f	▶ 1,000,761.				
PROGRAM SERVICE REVENUE	2 a <u>Contractual services</u>		Business Code 611710	185,000.		185,000.
	b -----					
	c -----					
	d -----					
	e -----					
	f All other program service revenue					
	g Total. Add lines 2a-2f	▶	185,000.			
OTHER REVENUE	3 Investment income (including dividends, interest and other similar amounts)	▶				
	4 Income from investment of tax-exempt bond proceeds	▶				
	5 Royalties	▶				
	6 a Gross rents	(i) Real	(ii) Personal			
		b Less: rental expenses				
		c Rental income or (loss)				
		d Net rental income or (loss)	▶			
	7 a Gross amount from sales of assets other than inventory	(i) Securities	(ii) Other			
		b Less: cost or other basis and sales expenses				
		c Gain or (loss)				
		d Net gain or (loss)	▶			
	8 a Gross income from fundraising events (not including.. \$ <u>446,715.</u> of contributions reported on line 1c). See Part IV, line 18	a 45,880.				
		b Less: direct expenses	b 45,880.			
		c Net income or (loss) from fundraising events	▶			
	9 a Gross income from gaming activities. See Part IV, line 19	a				
b Less: direct expenses		b				
c Net income or (loss) from gaming activities		▶				
10 a Gross sales of inventory, less returns and allowances	a					
	b Less: cost of goods sold	b				
	c Net income or (loss) from sales of inventory	▶				
Miscellaneous Revenue		Business Code				
11 a -----						
b -----						
c -----						
d All other revenue						
e Total. Add lines 11a-11d	▶					
12 Total revenue. See instructions	▶	1,185,761.	0.	0.	185,000.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX.

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to governments and organizations in the United States. See Part IV, line 21				
2 Grants and other assistance to individuals in the United States. See Part IV, line 22				
3 Grants and other assistance to governments, organizations, and individuals outside the United States. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	170,000.	99,000.	17,500.	53,500.
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)	0.	0.	0.	0.
7 Other salaries and wages	564,749.	484,788.	41,004.	38,957.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits	47,941.	38,091.	3,817.	6,033.
10 Payroll taxes	53,949.	42,865.	4,296.	6,788.
11 Fees for services (non-employees):				
a Management				
b Legal				
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amt exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O)	102,836.	41,434.	16,747.	44,655.
12 Advertising and promotion				
13 Office expenses				
14 Information technology				
15 Royalties				
16 Occupancy	30,000.	23,836.	2,389.	3,775.
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	1,600.	1,271.	128.	201.
23 Insurance	8,932.	7,097.	711.	1,124.
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a <u>Transportation</u>	59,576.	57,240.	2,261.	75.
b <u>Facilities</u>	29,157.	26,600.	2,557.	
c <u>Meeting Costs</u>	27,516.	26,623.	809.	84.
d <u>Youth Staff Stipends</u>	23,515.	23,515.		
e All other expenses	88,063.	59,074.	4,098.	24,891.
25 Total functional expenses. Add lines 1 through 24e	1,207,834.	931,434.	96,317.	180,083.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X.

		(A) Beginning of year		(B) End of year
ASSETS	1 Cash – non-interest-bearing	22,798.	1	37,576.
	2 Savings and temporary cash investments		2	
	3 Pledges and grants receivable, net	166,077.	3	145,105.
	4 Accounts receivable, net		4	
	5 Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions). Complete Part II of Schedule L		6	
	7 Notes and loans receivable, net	82,513.	7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	10,202.	9	4,960.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 121,296.		
	b Less: accumulated depreciation	10b 117,296.	5,600.	10c 4,000.
	11 Investments – publicly traded securities		11	
	12 Investments – other securities. See Part IV, line 11		12	
	13 Investments – program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11		15	
16 Total assets. Add lines 1 through 15 (must equal line 34)		287,190.	16	191,641.
LIABILITIES	17 Accounts payable and accrued expenses	122,586.	17	70,216.
	18 Grants payable	4,301.	18	3,051.
	19 Deferred revenue		19	
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22	
	23 Secured mortgages and notes payable to unrelated third parties	22,106.	23	
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	2,250.
	26 Total liabilities. Add lines 17 through 25		148,993.	26
NET ASSETS OR FUND BALANCES	Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.			
	27 Unrestricted net assets	27,655.	27	54,124.
	28 Temporarily restricted net assets	110,542.	28	62,000.
	29 Permanently restricted net assets		29	
	Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.			
	30 Capital stock or trust principal, or current funds		30	
	31 Paid-in or capital surplus, or land, building, or equipment fund		31	
	32 Retained earnings, endowment, accumulated income, or other funds		32	
	33 Total net assets or fund balances		138,197.	33
34 Total liabilities and net assets/fund balances		287,190.	34	191,641.

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Form 990 (2013)

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI.

1	Total revenue (must equal Part VIII, column (A), line 12)	1	1,185,761.
2	Total expenses (must equal Part IX, column (A), line 25)	2	1,207,834.
3	Revenue less expenses. Subtract line 2 from line 1	3	-22,073.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	138,197.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	116,124.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII.

		Yes	No
1	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____		
If the organization changed its method of accounting from a prior year or checked 'Other,' explain in Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?		X
If 'Yes,' check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both:			
<input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis			
2b	Were the organization's financial statements audited by an independent accountant?	X	
If 'Yes,' check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both:			
<input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis			
2c	If 'Yes' to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	X	
If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?		X
3b	If 'Yes,' did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits.		

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SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ.

▶ Information about Schedule A (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2013

Open to Public Inspection

Name of the organization

The Urban Dove, Inc.

Employer identification number

[REDACTED]

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

- 1 A church, convention of churches or association of churches described in **section 170(b)(1)(A)(i)**.
- 2 A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E.)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**.
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 9 An organization that normally receives: (1) more than 33-1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions – subject to certain exceptions, and (2) no more than 33-1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2)**. (Complete Part III.)
- 10 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4)**.
- 11 An organization organized and operated exclusively for the benefit of, to perform the functions of, or carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2). See **section 509(a)(3)**. Check the box that describes the type of supporting organization and complete lines 11e through 11h.
 - a Type I
 - b Type II
 - c Type III – Functionally integrated
 - d Type III – Non-functionally integrated
- e By checking this box, I certify that the organization is not controlled directly or indirectly by one or more disqualified persons other than foundation managers and other than one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2).
- f If the organization received a written determination from the IRS that is a Type I, Type II or Type III supporting organization, check this box
- g Since August 17, 2006, has the organization accepted any gift or contribution from any of the following persons?

- (i) A person who directly or indirectly controls, either alone or together with persons described in (ii) and (iii) below, the governing body of the supported organization?
- (ii) A family member of a person described in (i) above?
- (iii) A 35% controlled entity of a person described in (i) or (ii) above?

	Yes	No
11 g (i)		
11 g (ii)		
11 g (iii)		

	(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-9 above or IRC section (see instructions))	(iv) Is the organization in column (i) listed in your governing document?		(v) Did you notify the organization in column (i) of your support?		(vi) Is the organization in column (i) organized in the U.S.?		(vii) Amount of monetary support
				Yes	No	Yes	No	Yes	No	
(A)										
(B)										
(C)										
(D)										
(E)										
Total										

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule A (Form 990 or 990-EZ) 2013

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2009	(b) 2010	(c) 2011	(d) 2012	(e) 2013	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants'.)	796,271.	1,015,219.	990,593.	771,494.	1,000,761.	4,574,338.
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf.						0.
3 The value of services or facilities furnished by a governmental unit to the organization without charge.						0.
4 Total. Add lines 1 through 3.	796,271.	1,015,219.	990,593.	771,494.	1,000,761.	4,574,338.
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f).						715,755.
6 Public support. Subtract line 5 from line 4.						3,858,583.

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2009	(b) 2010	(c) 2011	(d) 2012	(e) 2013	(f) Total
7 Amounts from line 4.	796,271.	1,015,219.	990,593.	771,494.	1,000,761.	4,574,338.
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources.	2,545.	29.	22.	8.		2,604.
9 Net income from unrelated business activities, whether or not the business is regularly carried on.						0.
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.) See Part IV.		75,000.	127,750.	227,744.	185,000.	615,494.
11 Total support. Add lines 7 through 10.						5,192,436.
12 Gross receipts from related activities, etc (see instructions).					12	0.
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here .						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2013 (line 6, column (f) divided by line 11, column (f)).	14	74.31 %
15 Public support percentage from 2012 Schedule A, Part II, line 14.	15	71.68 %
16a 33-1/3% support test – 2013. If the organization did not check the box on line 13, and the line 14 is 33-1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization.	<input checked="" type="checkbox"/>	
b 33-1/3% support test – 2012. If the organization did not check a box on line 13 or 16a, and line 15 is 33-1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization.	<input type="checkbox"/>	
17a 10%-facts-and-circumstances test – 2013. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and stop here. Explain in Part IV how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization.	<input type="checkbox"/>	
b 10%-facts-and-circumstances test – 2012. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and stop here. Explain in Part IV how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization.	<input type="checkbox"/>	
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions.	<input type="checkbox"/>	

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal yr beginning in) ▶	(a) 2009	(b) 2010	(c) 2011	(d) 2012	(e) 2013	(f) Total
1 Gifts, grants, contributions and membership fees received. (Do not include any 'unusual grants.')						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose.						
3 Gross receipts from activities that are not an unrelated trade or business under section 513.						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf.						
5 The value of services or facilities furnished by a governmental unit to the organization without charge.						
6 Total. Add lines 1 through 5.						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons.						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year.						
c Add lines 7a and 7b.						
8 Public support (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal yr beginning in) ▶	(a) 2009	(b) 2010	(c) 2011	(d) 2012	(e) 2013	(f) Total
9 Amounts from line 6.						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources.						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975.						
c Add lines 10a and 10b.						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on.						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
13 Total Support. (Add lns 9,10c, 11 and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**.

Section C. Computation of Public Support Percentage

15 Public support percentage for 2013 (line 8, column (f) divided by line 13, column (f)).	15	%
16 Public support percentage from 2012 Schedule A, Part III, line 15.	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2013 (line 10c, column (f) divided by line 13, column (f)).	17	%
18 Investment income percentage from 2012 Schedule A, Part III, line 17.	18	%

19a 33-1/3% support tests – 2013. If the organization did not check the box on line 14, and line 15 is more than 33-1/3%, and line 17 is not more than 33-1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization.

b 33-1/3% support tests – 2012. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33-1/3%, and line 18 is not more than 33-1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization.

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions.

Part IV

Supplemental Information. Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; and Part III, line 12. Also complete this part for any additional information. (See instructions).

Client URDOVE

The Urban Dove, Inc.

4/21/15

04:12PM

Part II, Line 10 - Other Income

<u>Nature and Source</u>	<u>2013</u>	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>
Contractual Services	\$ 185,000.	\$ 227,744.	\$ 127,750.	\$ 75,000.	
Total	<u>\$ 185,000.</u>	<u>\$ 227,744.</u>	<u>\$ 127,750.</u>	<u>\$ 75,000.</u>	<u>\$ 0.</u>

**SCHEDULE D
(Form 990)**

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered 'Yes,' to Form 990, Part IV, lines 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
▶ Attach to Form 990.

▶ Information about Schedule D (Form 990) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2013

Open to Public Inspection

Name of the organization

Employer identification number

The Urban Dove, Inc.

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered 'Yes' to Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate contributions to (during year)		
3 Aggregate grants from (during year)		
4 Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? Yes No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? Yes No

Part II Conservation Easements.

Complete if the organization answered 'Yes' to Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

Preservation of land for public use (e.g., recreation or education) Preservation of an historically important land area

Protection of natural habitat Preservation of a certified historic structure

Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2 a
b Total acreage restricted by conservation easements	2 b
c Number of conservation easements on a certified historic structure included in (a)	2 c
d Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register	2 d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? Yes No

6 Staff and volunteer hours devoted to monitoring, inspecting, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, and enforcing conservation easements during the year ▶ \$ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? Yes No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered 'Yes' to Form 990, Part IV, line 8.

1 a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenues included in Form 990, Part VIII, line 1 ▶ \$ _____

(ii) Assets included in Form 990, Part X ▶ \$ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenues included in Form 990, Part VIII, line 1 ▶ \$ _____

b Assets included in Form 990, Part X ▶ \$ _____

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):

- a** Public exhibition
- b** Scholarly research
- c** Preservation for future generations
- d** Loan or exchange programs
- e** Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered 'Yes' to Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1 a Is the organization an agent, trustee, custodian, or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No

b If 'Yes,' explain the arrangement in Part XIII and complete the following table:

	Amount
c Beginning balance	1 c
d Additions during the year	1 d
e Distributions during the year	1 e
f Ending balance	1 f

2 a Did the organization include an amount on Form 990, Part X, line 21? Yes No

b If 'Yes,' explain the arrangement in Part XIII. Check here if the explanation has been provided in Part XIII. Yes No

Part V Endowment Funds. Complete if the organization answered 'Yes' to Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1 a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a** Board designated or quasi-endowment _____ %
 - b** Permanent endowment _____ %
 - c** Temporarily restricted endowment _____ %
- The percentages in lines 2a, 2b, and 2c should equal 100%.

3 a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

	Yes	No
(i) unrelated organizations	3a(i)	
(ii) related organizations	3a(ii)	
b If 'Yes' to 3a(ii), are the related organizations listed as required on Schedule R?	3b	

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered 'Yes' to Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1 a Land				
b Buildings				
c Leasehold improvements		89,860.	89,860.	0.
d Equipment				
e Other		31,436.	27,436.	4,000.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10(c).)				4,000.

BAA

Part VII Investments – Other Securities.

N/A

Complete if the organization answered 'Yes' to Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A) -----		
(B) -----		
(C) -----		
(D) -----		
(E) -----		
(F) -----		
(G) -----		
(H) -----		
(I) -----		
Total. (Column (b) must equal Form 990, Part X, column (B) line 12.)		

Part VIII Investments – Program Related.

N/A

Complete if the organization answered 'Yes' to Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment type	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. (Column (b) must equal Form 990, Part X, column (B) line 13.)		

Part IX Other Assets.

N/A

Complete if the organization answered 'Yes' to Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. (Column (b) must equal Form 990, Part X, column (B), line 15.)	

Part X Other Liabilities.

Complete if the organization answered 'Yes' to Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25

(a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) Due to institutional partner	2,250.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. (Column (b) must equal Form 990, Part X, column (B) line 25.)	2,250.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII. See Part XIII.

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered 'Yes' to Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	1,204,249.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
	a Net unrealized gains on investments	2a		
	b Donated services and use of facilities	2b	18,488.	
	c Recoveries of prior year grants	2c		
	d Other (Describe in Part XIII.)	2d		
	e Add lines 2a through 2d	2e	18,488.	
3	Subtract line 2e from line 1		3	1,185,761.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
	a Investment expenses not included on Form 990, Part VIII, line 7b	4a		
	b Other (Describe in Part XIII.)	4b		
	c Add lines 4a and 4b	4c		
5	Total revenue. Add lines 3 and 4c. (This must equal Form 990, Part I, line 12.)		5	1,185,761.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered 'Yes' to Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	1,226,322.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
	a Donated services and use of facilities	2a	18,488.	
	b Prior year adjustments	2b		
	c Other losses	2c		
	d Other (Describe in Part XIII.)	2d		
	e Add lines 2a through 2d	2e	18,488.	
3	Subtract line 2e from line 1		3	1,207,834.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
	a Investment expenses not included on Form 990, Part VIII, line 7b	4a		
	b Other (Describe in Part XIII.)	4b		
	c Add lines 4a and 4b	4c		
5	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 18.)		5	1,207,834.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

Part X - FIN 48 Footnote

The Organization does not believe its financial statements include any material, uncertain tax positions. Tax filings for periods ending 6-30-11 and later are subject to examination by applicable taxing authorities.

**SCHEDULE G
(Form 990 or 990-EZ)**

Department of the Treasury
Internal Revenue Service

Supplemental Information Regarding Fundraising or Gaming Activities

Complete if the organization answered 'Yes' to Form 990, Part IV, lines 17, 18, or 19, or if the organization entered more than \$15,000 on Form 990-EZ, line 6a.
 ▶ Attach to Form 990 or Form 990-EZ. ▶ See separate instructions.
 ▶ Information about Schedule G (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2013

Open to Public Inspection

Name of the organization: **The Urban Dove, Inc.** Employer identification number: XXXXXXXXXX

Part I Fundraising Activities. Complete if the organization answered 'Yes' to Form 990, Part IV, line 17. Form 990-EZ filers are not required to complete this part.

- 1 Indicate whether the organization raised funds through any of the following activities. Check all that apply.
- | | |
|---|--|
| a <input type="checkbox"/> Mail solicitations | e <input type="checkbox"/> Solicitation of non-government grants |
| b <input type="checkbox"/> Internet and email solicitations | f <input type="checkbox"/> Solicitation of government grants |
| c <input type="checkbox"/> Phone solicitations | g <input type="checkbox"/> Special fundraising events |
| d <input type="checkbox"/> In-person solicitations | |
- 2a Did the organization have a written or oral agreement with any individual (including officers, directors, trustees or key employees listed in Form 990, Part VII) or entity in connection with professional fundraising services? Yes No
- b If 'Yes,' list the ten highest paid individuals or entities (fundraisers) pursuant to agreements under which the fundraiser is to be compensated at least \$5,000 by the organization.

(i) Name and address of individual or entity (fundraiser)	(ii) Activity	(iii) Did fundraiser have custody or control of contributions?		(iv) Gross receipts from activity	(v) Amount paid to (or retained by) fundraiser listed in column (i)	(vi) Amount paid to (or retained by) organization
		Yes	No			
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
Total						0.

3 List all states in which the organization is registered or licensed to solicit contributions or has been notified it is exempt from registration or licensing.

Part II Fundraising Events. Complete if the organization answered 'Yes' to Form 990, Part IV, line 18, or reported more than \$15,000 of fundraising event contributions and gross income on Form 990-EZ, lines 1 and 6b. List events with gross receipts greater than \$5,000.

REVENUE		(a) Event #1 <u>Evening Dove</u> (event type)	(b) Event #2 <u>Softball Chall</u> (event type)	(c) Other events <u>None</u> (total number)	(d) Total events (add column (a) through column (c))	
	1	Gross receipts	260,395.	232,200.		492,595.
2	Less: Charitable contributions	214,515.	232,200.		446,715.	
3	Gross income (line 1 minus line 2)	45,880.			45,880.	
DIRECT EXPENSES	4	Cash prizes				
	5	Noncash prizes				
	6	Rent/facility costs				
	7	Food and beverages				
	8	Entertainment				
	9	Other direct expenses	45,880.			45,880.
	10	Direct expense summary. Add lines 4 through 9 in column (d)				45,880.
11	Net income summary. Subtract line 10 from line 3, column (d)					

Part III Gaming. Complete if the organization answered 'Yes' to Form 990, Part IV, line 19, or reported more than \$15,000 on Form 990-EZ, line 6a.

REVENUE		(a) Bingo	(b) Pull tabs/Instant bingo/progressive bingo	(c) Other gaming	(d) Total gaming (add column (a) through column (c))
	1	Gross revenue			
DIRECT EXPENSES	2	Cash prizes			
	3	Noncash prizes			
	4	Rent/facility costs			
	5	Other direct expenses			
	6	Volunteer labor	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No
7	Direct expense summary. Add lines 2 through 5 in column (d)				
8	Net gaming income summary. Subtract line 7 from line 1, column (d)				

9 Enter the state(s) in which the organization operates gaming activities: _____
 a Is the organization licensed to operate gaming activities in each of these states? Yes No
 b If 'No,' explain: _____

10 a Were any of the organization's gaming licenses revoked, suspended or terminated during the tax year? Yes No
 b If 'Yes,' explain: _____

11 Does the organization operate gaming activities with nonmembers? Yes No

12 Is the organization a grantor, beneficiary or trustee of a trust or a member of a partnership or other entity formed to administer charitable gaming? Yes No

13 Indicate the percentage of gaming activity operated in:

a The organization's facility	13 a	%
b An outside facility	13 b	%

14 Enter the name and address of the person who prepares the organization's gaming/special events books and records:

Name ▶ _____

Address ▶ _____

15 a Does the organization have a contact with a third party from whom the organization receives gaming revenue? Yes No

b If 'Yes,' enter the amount of gaming revenue received by the organization ▶ \$ _____ and the amount of gaming revenue retained by the third party ▶ \$ _____.

c If 'Yes,' enter name and address of the third party:

Name ▶ _____

Address ▶ _____

16 Gaming manager information:

Name ▶ _____

Gaming manager compensation ▶ \$ _____.

Description of services provided ▶ _____

Director/officer Employee Independent contractor

17 Mandatory distributions

a Is the organization required under state law to make charitable distributions from the gaming proceeds to retain the state gaming license? Yes No

b Enter the amount of distributions required under state law to be distributed to other exempt organizations or spent in the organization's own exempt activities during the tax year ▶ \$ _____

Part IV **Supplemental Information.** Provide the explanations required by Part I, line 2b, columns (iii) and (v), and Part III, lines 9, 9b, 10b, 15b, 15c, 16, and 17b, as applicable. Also provide any additional information (see instructions).

**SCHEDULE J
(Form 990)**

Compensation Information

OMB No. 1545-0047

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees
 ▶ Complete if the organization answered 'Yes' on Form 990, Part IV, line 23.
 ▶ Attach to Form 990. ▶ See separate instructions.
 ▶ Information about Schedule J (Form 990) and its instructions is at www.irs.gov/form990.

2013

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

Name of the organization

The Urban Dove, Inc.

Employer identification number

Part I Questions Regarding Compensation

1 a Check the appropriate box(es) if the organization provided any of the following to or for a person listed in Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.

- | | |
|--|--|
| <input type="checkbox"/> First-class or charter travel | <input type="checkbox"/> Housing allowance or residence for personal use |
| <input type="checkbox"/> Travel for companions | <input type="checkbox"/> Payments for business use of personal residence |
| <input type="checkbox"/> Tax indemnification and gross-up payments | <input type="checkbox"/> Health or social club dues or initiation fees |
| <input type="checkbox"/> Discretionary spending account | <input type="checkbox"/> Personal services (e.g., maid, chauffeur, chef) |

b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If 'No,' complete Part III to explain.

2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all officers, directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked in line 1a?

3 Indicate which, if any, of the following the filing organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Compensation committee | <input type="checkbox"/> Written employment contract |
| <input type="checkbox"/> Independent compensation consultant | <input checked="" type="checkbox"/> Compensation survey or study |
| <input checked="" type="checkbox"/> Form 990 of other organizations | <input checked="" type="checkbox"/> Approval by the board or compensation committee |

4 During the year, did any person listed in Form 990, Part VII, Section A, line 1a with respect to the filing organization or a related organization:

- a** Receive a severance payment or change-of-control payment? **4 a** X
- b** Participate in, or receive payment from, a supplemental nonqualified retirement plan? **4 b** X
- c** Participate in, or receive payment from, an equity-based compensation arrangement? **4 c** X
- If 'Yes' to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.

Only section 501(c)(3) and 501(c)(4) organizations must complete lines 5-9.

5 For persons listed in Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:

- a** The organization? **5 a** X
- b** Any related organization? **5 b** X
- If 'Yes' to line 5a or 5b, describe in Part III.

6 For persons listed in Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:

- a** The organization? **6 a** X
- b** Any related organization? **6 b** X
- If 'Yes' to line 6a or 6b, describe in Part III.

7 For persons listed in Form 990, Part VII, Section A, line 1a, did the organization provide any non-fixed payments not described in lines 5 and 6? If 'Yes,' describe in Part III. **7** X

8 Were any amounts reported in Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If 'Yes,' describe in Part III. **8** X

9 If 'Yes' to line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)? **9**

	Yes	No
1 a		
1 b		
2		
3		
4 a		X
4 b		X
4 c		X
5 a		X
5 b		X
6 a		X
6 b		X
7		X
8		X
9		

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2013

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported in Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions on row (ii). Do not list any individuals that are not listed on Form 990, Part VII.

Note. The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable columns (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns(B)(i)-(D)	(F) Compensation reported as deferred in prior Form 990
		(i) Base compensation	(ii) Bonus and incentive compensation	(iii) Other reportable compensation				
Jai Nanda 1 Executive Dir.	(i)	166,029.	0.	0.	0.	0.	166,029.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
2	(i)							
	(ii)							
3	(i)							
	(ii)							
4	(i)							
	(ii)							
5	(i)							
	(ii)							
6	(i)							
	(ii)							
7	(i)							
	(ii)							
8	(i)							
	(ii)							
9	(i)							
	(ii)							
10	(i)							
	(ii)							
11	(i)							
	(ii)							
12	(i)							
	(ii)							
13	(i)							
	(ii)							
14	(i)							
	(ii)							
15	(i)							
	(ii)							
16	(i)							
	(ii)							



Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, for Part II. Also complete this part for any additional information.

Dashed lines for supplemental information entry.

SCHEDULE O
(Form 990 or 990-EZ)

Supplemental Information to Form 990 or 990-EZ

OMB No. 1545-0047

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.

2013

▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

Name of the organization

The Urban Dove, Inc.

Employer identification number

[REDACTED]

Form 990, Part III, Line 4a - Program Service Accomplishments

The HiRisers peer-mentoring program, run for youth, by youth, trains high school students to develop an academic and recreational after-school curriculum for younger students. HiRisers currently serves over 300 kids ages 8 - 18. With constant supervision and training from Urban Dove staff, our high school "Youth Staff" are empowered to positively influence the lives of other young children in New York's inner-city. Youth Staff learn responsibility, build their self-esteem, and learn vital job and life skills that will help them reach their potential. During the summer, HiRisers becomes a full-day summer camp, with Youth Staff acting as counselors. The final week is held at Camp Lenox, a sleep-away in the Berkshire Mountains of Massachusetts.

The College All-Stars program is a full-service, early college awareness program that helps New York City high school students make their college dreams a reality. The program educates high school sophomores, juniors, and seniors and their families on every aspect of the college application process - from success in high school to obtaining a degree in the field of their choice. Activities include SAT prep, financial aid workshops, college tours, guest speakers, application assistance, mentoring sessions and career counseling. College-enrolled All-Stars return to speak to other Urban Dove students about their college experiences.

Form 990, Part III, Line 4c - Program Service Accomplishments

Other programs:

Camp Lenox Project

The Lenox Project, the culmination of the HiRisers program, gives hundreds of kids the chance to experience the joys of summer camp. The week's activities include

Name of the organization

Employer identification number

The Urban Dove, Inc.



Form 990, Part III, Line 4c - Program Service Accomplishments

swimming, canoeing, water-skiing, sports, campfires and a mini color war. As an extension of the HiRisers program, this week at Camp Lenox acts as a reward for a year of hard work and dedication and as a motivation to achieve even more in the upcoming school year. The HiRisers Youth Staff serve as the camp counselors, giving them an additional challenge to showcase the skills they have learned through the program. All HiRisers participants are invited to come up to camp, which is located in the Berkshire Mountains in Massachusetts.

Form 990, Part III, Line 4d - Other Program Services Description

Net Gain provides free court space for 17 New York City public schools that do not have their own gyms, allowing more than 400 students to participate in after-school sports. In collaboration with Youth, I.N.C., Urban Dove arranges the schools' home games and helps organize community service projects for the student-athletes to help teach teamwork, sportsmanship and responsibility.

Form 990, Part VI, Line 2 - Business or Family Relationship of Officers, Directors, Etc.

Michael Grandis and Spencer Rothschild sit on the board of another organization.

Form 990, Part VI, Line 11b - Form 990 Review Process

Management reviewed a draft of the form 990 with the audit/finance committee and provided edits to the tax preparer. After this process was performed, the form 990 was sent to the full board of directors prior to being filed with the IRS.

Form 990, Part VI, Line 12c - Explanation of Monitoring and Enforcement of Conflicts

Urban Dove has a Board approved conflicts of interest policy. Each board member fills out an annual declaration stating that they have no conflicts or identifying the nature of their interested party transactions

Name of the organization

Employer identification number

The Urban Dove, Inc.



Form 990, Part VI, Line 15a - Compensation Review & Approval Process - CEO, Top Management

Each year, the executive committee reviews comparable salaries based on a recognized study and reviews the performance of the executive director to determine if the existing salary falls within these ranges. After a deliberation of this matter, a new proposed salary and benefit package is voted on. The minutes of the board of directors reflect the nature of this process.

Form 990, Part VI, Line 19 - Other Organization Documents Publicly Available

The organization does not make its governing documents, conflict of interest policy, and financial statements available to the public.

SCHEDULE R
(Form 990)

Department of the Treasury
Internal Revenue Service

Related Organizations and Unrelated Partnerships

- ▶ Complete if the organization answered 'Yes' on Form 990, Part IV, line 33, 34, 35b, 36, or 37.
 - ▶ Attach to Form 990. ▶ See separate instructions.
- ▶ Information about Schedule R (Form 990) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2013

Open to Public Inspection

Name of the organization

The Urban Dove, Inc.

Employer identification number

[REDACTED]

Part I Identification of Disregarded Entities Complete if the organization answered 'Yes' on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity
(1) ----- ----- -----					
(2) ----- ----- -----					
(3) ----- ----- -----					

Part II Identification of Related Tax-Exempt Organizations Complete if the organization answered 'Yes' on Form 990, Part IV, line 34 because it had one or more related tax-exempt organizations during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Sec 512(b)(13) controlled entity?	
						Yes	No
(1) Urban Dove Team Charter School 600 Lafayette Avenue, 3rd Floor Brooklyn, NY 11216 45-3661819	Charter school	NY	501 (c) (3)	170 (b) (1) (A) (ii)	N/A		X
(2) ----- ----- -----							
(3) ----- ----- -----							
(4) ----- ----- -----							

Part III Identification of Related Organizations Taxable as a Partnership Complete if the organization answered 'Yes' on Form 990, Part IV, line 34 because it had one or more related organizations treated as a partnership during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
							Yes	No		Yes	No	
(1) ----- ----- -----												
(2) ----- ----- -----												
(3) ----- ----- -----												

Part IV Identification of Related Organizations Taxable as a Corporation or Trust Complete if the organization answered 'Yes' on Form 990, Part IV, line 34 because it had one or more related organizations treated as a corporation or trust during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Type of entity (C corp, S corp, or trust)	(f) Share of total income	(g) Share of end-of-year assets	(h) Percentage ownership	(i) Sec 512(b)(13) controlled entity?	
								Yes	No
(1) ----- ----- -----									
(2) ----- ----- -----									
(3) ----- ----- -----									

Part V Transactions With Related Organizations Complete if the organization answered 'Yes' on Form 990, Part IV, line 34, 35b, or 36.

Note. Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.

	Yes	No
1 During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II-IV?		
a Receipt of (i) interest (ii) annuities (iii) royalties or (iv) rent from a controlled entity.....		X
b Gift, grant, or capital contribution to related organization(s).....		X
c Gift, grant, or capital contribution from related organization(s).....		X
d Loans or loan guarantees to or for related organization(s).....		X
e Loans or loan guarantees by related organization(s).....		X
f Dividends from related organization(s).....		X
g Sale of assets to related organization(s).....		X
h Purchase of assets from related organization(s).....		X
i Exchange of assets with related organization(s).....		X
j Lease of facilities, equipment, or other assets to related organization(s).....		X
k Lease of facilities, equipment, or other assets from related organization(s).....		X
l Performance of services or membership or fundraising solicitations for related organization(s).....	X	
m Performance of services or membership or fundraising solicitations by related organization(s).....		X
n Sharing of facilities, equipment, mailing lists, or other assets with related organization(s).....		X
o Sharing of paid employees with related organization(s).....		X
p Reimbursement paid to related organization(s) for expenses.....		X
q Reimbursement paid by related organization(s) for expenses.....		X
r Other transfer of cash or property to related organization(s).....		X
s Other transfer of cash or property from related organization(s).....		X

2 If the answer to any of the above is 'Yes,' see the instructions for information on who must complete this line, including covered relationships and transaction thresholds.

(a) Name of related organization	(b) Transaction type (a-s)	(c) Amount involved	(d) Method of determining amount involved
(1) Urban Dove Team Charter School	1	185,000.	
(2)			
(3)			
(4)			
(5)			
(6)			

Part VI Unrelated Organizations Taxable as a Partnership Complete if the organization answered 'Yes' on Form 990, Part IV, line 37.

Provide the following information for each entity taxed as a partnership through which the organization conducted more than five percent of its activities (measured by total assets or gross revenue) that was not a related organization. See instructions regarding exclusion for certain investment partnerships.

(a) Name, address, and EIN of entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Predominant income (related, unrelated, excluded from tax under section 512-514)	(e) Are all partners section 501(c)(3) organizations?		(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V-UBI amount in box 20 of Schedule K-1 Form (1065)	(j) General or managing partner?		(k) Percentage ownership
				Yes	No			Yes	No		Yes	No	
(1) ----- ----- -----													
(2) ----- ----- -----													
(3) ----- ----- -----													
(4) ----- ----- -----													
(5) ----- ----- -----													
(6) ----- ----- -----													
(7) ----- ----- -----													
(8) ----- ----- -----													

- If you are filing for an **Additional (Not Automatic) 3-Month Extension**, complete only **Part II** and check this box. **Note.** Only complete Part II if you have already been granted an automatic 3-month extension on a previously filed Form 8868.
- If you are filing for an **Automatic 3-Month Extension**, complete only **Part I** (on page 1).

Part II Additional (Not Automatic) 3-Month Extension of Time. Only file the original (no copies needed).

Enter filer's identifying number, see instructions

Type or print	Name of exempt organization or other filer, see instructions. The Urban Dove, Inc.	Employer identification number (EIN) or [REDACTED]
File by the extended due date for filing your return. See instructions.	Number, street, and room or suite number. If a P.O. box, see instructions. SCHALL & ASHENFARB CPAS 307 5th Ave, 15th Floor	Social security number (SSN)
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. NEW YORK, NY 10016-6517	

Enter the Return code for the return that this application is for (file a separate application for each return). 01

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01		
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (section 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

STOP! Do not complete Part II if you were not already granted an automatic 3-month extension on a previously filed Form 8868.

- The books are in care of ▶ Jai Nanda _____
Telephone No. ▶ [REDACTED] Fax No. ▶ _____
- If the organization does not have an office or place of business in the United States, check this box.
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN). If this is for the whole group, check this box. . If it is for part of the group, check this box ▶ and attach a list with the names and EINs of all members the extension is for.

- 4** I request an additional 3-month extension of time until 5/15, 20 15.
- 5** For calendar year _____, or other tax year beginning 7/01, 20 13, and ending 6/30, 20 14.
- 6** If the tax year entered in line 5 is for less than 12 months, check reason: Initial return Final return Change in accounting period
- 7** State in detail why you need the extension. . . Taxpayer respectfully requests additional time to gather information necessary to file a complete and accurate tax return.

8 a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	8 a	\$
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit and any amount paid previously with Form 8868.	8 b	\$
c Balance due. Subtract line 8b from line 8a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	8 c	\$

Signature and Verification must be completed for Part II only.

Under penalties of perjury, I declare that I have examined this form, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete, and that I am authorized to prepare this form.

Signature ▶ _____ Title ▶ **Executive Dir.** Date ▶ _____

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public.
▶ Information about Form 990 and its instructions is at www.irs.gov/form990.

2014

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

A For the 2014 calendar year, or tax year beginning 7/01, 2014, and ending 6/30, 2015

B Check if applicable:
 Address change
 Name change
 Initial return
 Final return/terminated
 Amended return
 Application pending

C The Urban Dove, Inc.
Church Street Station, PO Box 305
New York, NY 10007

D Employer identification number [REDACTED]
E Telephone number [REDACTED]

G Gross receipts \$ 1,391,615.

F Name and address of principal officer: Jai Nanda
Same As C Above

H(a) Is this a group return for subordinates? Yes No
H(b) Are all subordinates included? If 'No,' attach a list. (see instructions) Yes No

I Tax-exempt status 501(c)(3) 501(c) () (insert no.) 4947(a)(1) or 527

J Website: ▶ www.urbandove.org

K Form of organization: Corporation Trust Association Other ▶ **L** Year of formation: 1998 **M** State of legal domicile: NY

H(c) Group exemption number ▶

Part I Summary

1 Briefly describe the organization's mission or most significant activities: <u>Urban Dove is dedicated to enriching the lives of New York City's at-risk youth by creating a supportive, positive environment where children and teenagers can develop the life skills and confidence they need to reach their full potential.</u>			
2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.			
3 Number of voting members of the governing body (Part VI, line 1a)	3 <u>11</u>		
4 Number of independent voting members of the governing body (Part VI, line 1b)	4 <u>11</u>		
5 Total number of individuals employed in calendar year 2014 (Part V, line 2a)	5 <u>65</u>		
6 Total number of volunteers (estimate if necessary)	6 <u>10</u>		
7a Total unrelated business revenue from Part VIII, column (C), line 12	7a <u>0.</u>		
b Net unrelated business taxable income from Form 990-T, line 34	7b <u>0.</u>		
Revenue	8 Contributions and grants (Part VIII, line 1h)	Prior Year <u>1,000,761.</u>	Current Year <u>1,075,751.</u>
	9 Program service revenue (Part VIII, line 2g)	<u>185,000.</u>	<u>260,000.</u>
	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)		
	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)		
	12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	<u>1,185,761.</u>	<u>1,335,751.</u>
Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)		
	14 Benefits paid to or for members (Part IX, column (A), line 4)		
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	<u>836,639.</u>	<u>898,561.</u>
	16a Professional fundraising fees (Part IX, column (A), line 11e)		
	b Total fundraising expenses (Part IX, column (D), line 25) ▶ <u>174,489.</u>		
17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	<u>371,195.</u>	<u>345,398.</u>	
18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	<u>1,207,834.</u>	<u>1,243,959.</u>	
19 Revenue less expenses. Subtract line 18 from line 12	<u>-22,073.</u>	<u>91,792.</u>	
Net Assets or Fund Balances	20 Total assets (Part X, line 16)	Beginning of Current Year <u>191,641.</u>	End of Year <u>289,101.</u>
	21 Total liabilities (Part X, line 26)	<u>75,517.</u>	<u>81,185.</u>
	22 Net assets or fund balances. Subtract line 21 from line 20	<u>116,124.</u>	<u>207,916.</u>

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

Signature of officer: Jai Nanda Date: 3/14/16

Jai Nanda Executive Dir.
Type or print name and title.

Paid Preparer Use Only

Print/Type preparer's name: David C. Ashenfarb Preparer's signature: David C. Ashenfarb Date: 3/14/16 Check if self-employed PTIN: [REDACTED]

Firm's name: SCHALL & ASHENFARB CPAS Firm's EIN: [REDACTED]

Firm's address: 307 5th Ave, 15th Floor Phone no.: [REDACTED]
NEW YORK, NY 10016-6517

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

- If you are filing for an **Additional (Not Automatic) 3-Month Extension**, complete only **Part II** and check this box **X**
- If you are filing for an **Automatic 3-Month Extension**, complete only **Part I** (on page 1).

Part II Additional (Not Automatic) 3-Month Extension of Time. Only file the original (no copies needed).

Enter filer's identifying number, see instructions

Type or print	Name of exempt organization or other filer, see instructions.	Employer identification number (EIN) or
	The Urban Dove, Inc.	[REDACTED]
File by the due date for filing your return. See instructions.	Number, street, and room or suite number. If a P.O. box, see instructions.	Social security number (SSN)
	SCHALL & ASHENFARB CPAS 307 5th Ave, 15th Floor NEW YORK, NY 10016-6517	

Enter the Return code for the return that this application is for (file a separate application for each return) 01

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01		
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (section 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

STOP! Do not complete Part II if you were not already granted an automatic 3-month extension on a previously filed Form 8868.

- The books are in the care of Jai Nanda
Telephone No. [REDACTED] Fax No.
- If the organization does not have an office or place of business in the United States, check this box
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) If this is for the whole group, check this box . If it is for part of the group, check this box and attach a list with the names and EINs of all members the extension is for.

- I request an additional 3-month extension of time until 5/15, 20 16.
- For calendar year _____, or other tax year beginning 7/01, 20 14, and ending 6/30, 20 15.
- If the tax year entered in line 5 is for less than 12 months, check reason: Initial return Final return Change in accounting period
- State in detail why you need the extension... Taxpayer respectfully requests additional time to gather information necessary to file a complete and accurate tax return.

8 a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.....	8 a \$
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit and any amount paid previously with Form 8868.....	8 b \$
c Balance due. Subtract line 8b from line 8a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.....	8 c \$

Signature and Verification must be completed for Part II only.

Under penalties of perjury, I declare that I have examined this form, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete, and that I am authorized to prepare this form.

Signature [Signature] Title CFA Date 6/9/16
BAA Form 8868 (Rev 1-2014)

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III. [X]

1 Briefly describe the organization's mission:
Urban Dove is dedicated to enriching the lives of New York City's at-risk youth by creating a supportive, positive environment where children and teenagers can develop the life skills and confidence they need to reach their full potential.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No
If 'Yes,' describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No
If 'Yes,' describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 672,624. including grants of \$) (Revenue \$)

See Schedule O

4b (Code:) (Expenses \$ 260,000. including grants of \$) (Revenue \$)

Urban Dove provided certain operating and personnel service costs to the Urban Dove Charter School. The charter school began operations in August 2012.

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services. (Describe in Schedule O.)
(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses ▶ 932,624.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If 'Yes,' complete Schedule A</i>	X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> (see instructions)?	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If 'Yes,' complete Schedule C, Part I</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If 'Yes,' complete Schedule C, Part II</i>		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If 'Yes,' complete Schedule C, Part III</i>		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If 'Yes,' complete Schedule D, Part I</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If 'Yes,' complete Schedule D, Part II</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If 'Yes,' complete Schedule D, Part III</i>		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If 'Yes,' complete Schedule D, Part IV</i>		X
10 Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If 'Yes,' complete Schedule D, Part V</i>		X
11 If the organization's answer to any of the following questions is 'Yes', then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings and equipment in Part X, line 10? <i>If 'Yes,' complete Schedule D, Part VI</i>	X	
b Did the organization report an amount for investments – other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If 'Yes,' complete Schedule D, Part VII</i>		X
c Did the organization report an amount for investments – program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If 'Yes,' complete Schedule D, Part VIII</i>		X
d Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If 'Yes,' complete Schedule D, Part IX</i>		X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If 'Yes,' complete Schedule D, Part X</i>		X
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If 'Yes,' complete Schedule D, Part X</i>	X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If 'Yes,' complete Schedule D, Parts XI, and XII</i>	X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If 'Yes,' and if the organization answered 'No' to line 12a, then completing Schedule D, Parts XI and XII is optional</i>		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If 'Yes,' complete Schedule E</i>		X
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If 'Yes,' complete Schedule F, Parts I and IV</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If 'Yes,' complete Schedule F, Parts II and IV</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If 'Yes,' complete Schedule F, Parts III and IV</i>		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If 'Yes,' complete Schedule G, Part I</i> (see instructions)		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If 'Yes,' complete Schedule G, Part II</i>	X	
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If 'Yes,' complete Schedule G, Part III</i>		X
20 a Did the organization operate one or more hospital facilities? <i>If 'Yes,' complete Schedule H</i>		X
b If 'Yes' to line 20a, did the organization attach a copy of its audited financial statements to this return?		

Part IV Checklist of Required Schedules (continued)

		Yes	No
21	Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If 'Yes,' complete Schedule I, Parts I and II.</i>		X
22	Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If 'Yes,' complete Schedule I, Parts I and III.</i>		X
23	Did the organization answer 'Yes' to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If 'Yes,' complete Schedule J.</i>	X	
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If 'Yes,' answer lines 24b through 24d and complete Schedule K. If 'No,' go to line 25a.</i>		X
24b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
24c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
24d	Did the organization act as an 'on behalf of' issuer for bonds outstanding at any time during the year?		
25a	Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If 'Yes,' complete Schedule L, Part I.</i>		X
25b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If 'Yes,' complete Schedule L, Part I.</i>		X
26	Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If 'Yes,' complete Schedule L, Part II.</i>		X
27	Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If 'Yes,' complete Schedule L, Part III.</i>		X
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
28a	A current or former officer, director, trustee, or key employee? <i>If 'Yes,' complete Schedule L, Part IV.</i>		X
28b	A family member of a current or former officer, director, trustee, or key employee? <i>If 'Yes,' complete Schedule L, Part IV.</i>		X
28c	An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If 'Yes,' complete Schedule L, Part IV.</i>		X
29	Did the organization receive more than \$25,000 in non-cash contributions? <i>If 'Yes,' complete Schedule M.</i>		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If 'Yes,' complete Schedule M.</i>		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? <i>If 'Yes,' complete Schedule N, Part I.</i>		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If 'Yes,' complete Schedule N, Part II.</i>		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If 'Yes,' complete Schedule R, Part I.</i>		X
34	Was the organization related to any tax-exempt or taxable entity? <i>If 'Yes,' complete Schedule R, Part II, III, or IV, and Part V, line 1.</i>	X	
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
35b	If 'Yes' to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If 'Yes,' complete Schedule R, Part V, line 2.</i>		
36	Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If 'Yes,' complete Schedule R, Part V, line 2.</i>		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If 'Yes,' complete Schedule R, Part VI.</i>		X
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note. All Form 990 filers are required to complete Schedule O.	X	

BAA

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V.

		Yes	No
1 a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable. 1 a 0		
1 b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable. 1 b 0		
1 c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?		
2 a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return. 2 a 65		
2 b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? Note. If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)	X	
3 a	Did the organization have unrelated business gross income of \$1,000 or more during the year?		X
3 b	If 'Yes' has it filed a Form 990-T for this year? If 'No' to line 3b, provide an explanation in Schedule O.		
4 a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		X
4 b	If 'Yes,' enter the name of the foreign country: See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts. (FBAR)		
5 a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		X
5 b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		X
5 c	If 'Yes,' to line 5a or 5b, did the organization file Form 8886-T?		
6 a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?		X
6 b	If 'Yes,' did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		
7	Organizations that may receive deductible contributions under section 170(c).		
7 a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?		X
7 b	If 'Yes,' did the organization notify the donor of the value of the goods or services provided?		
7 c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		X
7 d	If 'Yes,' indicate the number of Forms 8282 filed during the year. 7 d		
7 e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		X
7 f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		X
7 g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?		
7 h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?		
8	Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?		X
9	Sponsoring organizations maintaining donor advised funds.		
9 a	Did the sponsoring organization make any taxable distributions under section 4966?		
9 b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?		
10	Section 501(c)(7) organizations. Enter:		
10 a	Initiation fees and capital contributions included on Part VIII, line 12. 10 a		
10 b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities. 10 b		
11	Section 501(c)(12) organizations. Enter:		
11 a	Gross income from members or shareholders. 11 a		
11 b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.) 11 b		
12 a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041? 12 a		
12 b	If 'Yes,' enter the amount of tax-exempt interest received or accrued during the year. 12 b		
13	Section 501(c)(29) qualified nonprofit health insurance issuers.		
13 a	Is the organization licensed to issue qualified health plans in more than one state? Note. See the instructions for additional information the organization must report on Schedule O.		
13 b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans. 13 b		
13 c	Enter the amount of reserves on hand. 13 c		
14 a	Did the organization receive any payments for indoor tanning services during the tax year? 14 a		X
14 b	If 'Yes,' has it filed a Form 720 to report these payments? If 'No,' provide an explanation in Schedule O. 14 b		

Part VI Governance, Management, and Disclosure For each 'Yes' response to lines 2 through 7b below, and for a 'No' response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

Section A. Governing Body and Management

		Yes	No
1 a	Enter the number of voting members of the governing body at the end of the tax year. If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.		
	1 a	11	
b	Enter the number of voting members included in line 1a, above, who are independent.		
	1 b	11	
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Did the organization have members or stockholders?		X
7 a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
a	The governing body?	X	
b	Each committee with authority to act on behalf of the governing body?	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If 'Yes,' provide the names and addresses in Schedule O.		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10 a	Did the organization have local chapters, branches, or affiliates?		X
b	If 'Yes,' did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
10 b			
11 a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	X	
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990. See Schedule O		
12 a	Did the organization have a written conflict of interest policy? If 'No,' go to line 13.	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If 'Yes,' describe in Schedule O how this was done. See Schedule O	X	
12 c		X	
13	Did the organization have a written whistleblower policy?	X	
14	Did the organization have a written document retention and destruction policy?	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
a	The organization's CEO, Executive Director, or top management official. See Schedule O	X	
b	Other officers or key employees of the organization. If 'Yes' to line 15a or 15b, describe the process in Schedule O (see instructions).	X	
15 b		X	
16 a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
b	If 'Yes,' did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?		
16 b			

Section C. Disclosure

- 17** List the states with which a copy of this Form 990 is required to be filed NY
- 18** Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request Other (explain in Schedule O)
- 19** Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year. See Schedule O
- 20** State the name, address, and telephone number of the person who possesses the organization's books and records:
Jai Nanda Church Street Station, PO Box 305 New York NY 10007

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII.

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1 a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of 'key employee.'
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) Mark Benerofe Trustee	1 0	X						0.	0.	0.
(2) Steve Berger Trustee	1 0	X						0.	0.	0.
(3) Lawrence Deluise Trustee	1 0	X						0.	0.	0.
(4) Larry Ellman Treasurer	1 0	X		X				0.	0.	0.
(5) David Froelich Trustee	1 0	X						0.	0.	0.
(6) Michael Grandis Secretary	1 0	X		X				0.	0.	0.
(7) Spencer Rothschild Board Chair	1 0	X		X				0.	0.	0.
(8) Hank Johnson Trustee	1 0	X						0.	0.	0.
(9) Gary Lieberman Trustee	1 0	X						0.	0.	0.
(10) Stephen Swiatkiewicz Trustee	1 0	X						0.	0.	0.
(11) Trisha Rozas Trustee	1 0	X						0.	0.	0.
(12) Jai Nanda Executive Dir.	40 0			X				168,023.	0.	0.
(13)										
(14)										

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(15) -----										
(16) -----										
(17) -----										
(18) -----										
(19) -----										
(20) -----										
(21) -----										
(22) -----										
(23) -----										
(24) -----										
(25) -----										
1 b Sub-total							168,023.	0.	0.	
c Total from continuation sheets to Part VII, Section A							0.	0.	0.	
d Total (add lines 1b and 1c)							168,023.	0.	0.	

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization ▶ 1

	Yes	No
3 Did the organization list any former officer, director, or trustee, key employee, or highest compensated employee on line 1a? <i>If "Yes," complete Schedule J for such individual.</i>	3	X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If "Yes" complete Schedule J for such individual.</i>	4	X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If "Yes," complete Schedule J for such person.</i>	5	X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization ▶ 0

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

		(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1 a				
	b Membership dues	1 b				
	c Fundraising events	1 c 536,864.				
	d Related organizations	1 d				
	e Government grants (contributions)	1 e 47,000.				
	f All other contributions, gifts, grants, and similar amounts not included above	1 f 491,887.				
	g Noncash contributions included in lines 1a-1f: \$					
	h Total. Add lines 1a-1f		1,075,751.			
Program Service Revenue	2 a <u>Contractual services</u>	Business Code 611710	260,000.		260,000.	
	b -----					
	c -----					
	d -----					
	e -----					
	f All other program service revenue					
	g Total. Add lines 2a-2f		260,000.			
Other Revenue	3 Investment income (including dividends, interest and other similar amounts)					
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
	6 a Gross rents	(i) Real				
		(ii) Personal				
		b Less: rental expenses				
		c Rental income or (loss)				
	d Net rental income or (loss)					
	7 a Gross amount from sales of assets other than inventory	(i) Securities				
		(ii) Other				
		b Less: cost or other basis and sales expenses				
		c Gain or (loss)				
	d Net gain or (loss)					
	8 a Gross income from fundraising events (not including \$ 536,864. of contributions reported on line 1c). See Part IV, line 18	a 55,864.				
	b Less: direct expenses	b 55,864.				
c Net income or (loss) from fundraising events						
9 a Gross income from gaming activities. See Part IV, line 19	a					
b Less: direct expenses	b					
c Net income or (loss) from gaming activities						
10 a Gross sales of inventory, less returns and allowances	a					
b Less: cost of goods sold	b					
c Net income or (loss) from sales of inventory						
Miscellaneous Revenue	Business Code					
11 a -----						
b -----						
c -----						
d All other revenue						
e Total. Add lines 11a-11d						
12 Total revenue. See instructions		1,335,751.	0.	0.	260,000.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21.				
2 Grants and other assistance to domestic individuals. See Part IV, line 22.				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16.				
4 Benefits paid to or for members.				
5 Compensation of current officers, directors, trustees, and key employees.	175,000.	96,250.	20,250.	58,500.
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B).	0.	0.	0.	0.
7 Other salaries and wages.	618,070.	514,247.	57,573.	46,250.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions).				
9 Other employee benefits.	46,153.	35,425.	4,264.	6,464.
10 Payroll taxes.	59,338.	45,545.	5,482.	8,311.
11 Fees for services (non-employees):				
a Management.				
b Legal.				
c Accounting.				
d Lobbying.				
e Professional fundraising services. See Part IV, line 17.				
f Investment management fees.				
g Other. (If line 11g amt exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O.)	61,215.	20,712.	13,263.	27,240.
12 Advertising and promotion.				
13 Office expenses.				
14 Information technology.				
15 Royalties.				
16 Occupancy.	31,725.	24,351.	2,931.	4,443.
17 Travel.				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials.				
19 Conferences, conventions, and meetings.				
20 Interest.				
21 Payments to affiliates.				
22 Depreciation, depletion, and amortization.	1,600.	1,228.	148.	224.
23 Insurance.	8,210.	6,302.	758.	1,150.
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a <u>Transportation</u>	51,584.	49,400.	2,050.	134.
b <u>Meeting Costs</u>	34,773.	34,303.	254.	216.
c <u>Activities & Events</u>	34,059.	17,276.		16,783.
d <u>Facilities</u>	26,585.	26,046.	404.	135.
e All other expenses.	95,647.	61,539.	29,469.	4,639.
25 Total functional expenses. Add lines 1 through 24e.	1,243,959.	932,624.	136,846.	174,489.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720).				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X.

		(A) Beginning of year		(B) End of year
Assets	1	Cash – non-interest-bearing	37,576.	1 114,750.
	2	Savings and temporary cash investments		2
	3	Pledges and grants receivable, net	145,105.	3 168,972.
	4	Accounts receivable, net		4
	5	Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions). Complete Part II of Schedule L		6
	7	Notes and loans receivable, net		7
	8	Inventories for sale or use		8
	9	Prepaid expenses and deferred charges	4,960.	9 1,220.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 121,296.	
	10b	Less: accumulated depreciation	10b 118,896.	
			4,000.	10c 2,400.
	11	Investments – publicly traded securities		11
	12	Investments – other securities. See Part IV, line 11.		12
	13	Investments – program-related. See Part IV, line 11.		13
	14	Intangible assets		14
15	Other assets. See Part IV, line 11.		15 1,759.	
16	Total assets. Add lines 1 through 15 (must equal line 34).	191,641.	16 289,101.	
Liabilities	17	Accounts payable and accrued expenses	70,216.	17 81,185.
	18	Grants payable	3,051.	18
	19	Deferred revenue		19
	20	Tax-exempt bond liabilities		20
	21	Escrow or custodial account liability. Complete Part IV of Schedule D		21
	22	Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22
	23	Secured mortgages and notes payable to unrelated third parties		23
	24	Unsecured notes and loans payable to unrelated third parties		24
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D.	2,250.	25
	26	Total liabilities. Add lines 17 through 25.	75,517.	26 81,185.
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.			
	27	Unrestricted net assets	54,124.	27 140,916.
	28	Temporarily restricted net assets	62,000.	28 67,000.
	29	Permanently restricted net assets		29
	Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.			
	30	Capital stock or trust principal, or current funds		30
	31	Paid-in or capital surplus, or land, building, or equipment fund		31
	32	Retained earnings, endowment, accumulated income, or other funds		32
33	Total net assets or fund balances.	116,124.	33 207,916.	
34	Total liabilities and net assets/fund balances.	191,641.	34 289,101.	

BAA

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	1,335,751.
2	Total expenses (must equal Part IX, column (A), line 25)	2	1,243,959.
3	Revenue less expenses. Subtract line 2 from line 1	3	91,792.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	116,124.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	207,916.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

1 Accounting method used to prepare the Form 990: Cash Accrual Other _____

If the organization changed its method of accounting from a prior year or checked 'Other,' explain in Schedule O.

2a Were the organization's financial statements compiled or reviewed by an independent accountant? Yes No

If 'Yes,' check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both:

Separate basis Consolidated basis Both consolidated and separate basis

b Were the organization's financial statements audited by an independent accountant? Yes No

If 'Yes,' check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both:

Separate basis Consolidated basis Both consolidated and separate basis

c If 'Yes' to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? Yes No

If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.

3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133? Yes No

b If 'Yes,' did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits.

	Yes	No
2a		X
2b	X	
2c	X	
3a		X
3b		

BAA

SCHEDULE A
(Form 990 or 990-EZ)

Public Charity Status and Public Support

OMB No. 1545-0047

2014

Open to Public Inspection

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
 ▶ Attach to Form 990 or Form 990-EZ.
 ▶ Information about Schedule A (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

Department of the Treasury
Internal Revenue Service

Name of the organization

The Urban Dove, Inc.

Employer identification number

[Redacted]

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i)**.
- 2 A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E.)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**.
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 9 An organization that normally receives: (1) more than 33-1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions – subject to certain exceptions, and (2) no more than 33-1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2)**. (Complete Part III.)
- 10 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4)**.
- 11 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3)**. Check the box in lines 11a through 11d that describes the type of supporting organization and complete lines 11e, 11f, and 11g.
 - a **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
 - b **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
 - c **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
 - d **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
 - e Check this box if the organization received a written determination from the IRS that is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
- f Enter the number of supported organizations: _____
- g Provide the following information about the supported organization(s).

	(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-9 above or IRC section (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
				Yes	No		
(A)							
(B)							
(C)							
(D)							
(E)							
Total							

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule A (Form 990 or 990-EZ) 2014

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants'.)	1,015,219.	990,593.	771,494.	1,000,761.	1,075,751.	4,853,818.
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf.						0.
3 The value of services or facilities furnished by a governmental unit to the organization without charge						0.
4 Total. Add lines 1 through 3.	1,015,219.	990,593.	771,494.	1,000,761.	1,075,751.	4,853,818.
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						737,478.
6 Public support. Subtract line 5 from line 4.						4,116,340.

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
7 Amounts from line 4.	1,015,219.	990,593.	771,494.	1,000,761.	1,075,751.	4,853,818.
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources.	29.	22.	8.			59.
9 Net income from unrelated business activities, whether or not the business is regularly carried on.						0.
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.) See Part VI.	75,000.	127,750.	227,744.	185,000.	260,000.	875,494.
11 Total support. Add lines 7 through 10.						5,729,371.
12 Gross receipts from related activities, etc (see instructions)					12	0.
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here. ▶ <input type="checkbox"/>						

Section C. Computation of Public Support Percentage

14 Public support percentage for 2014 (line 6, column (f) divided by line 11, column (f))	14	71.85 %
15 Public support percentage from 2013 Schedule A, Part II, line 14.	15	74.31 %
16a 33-1/3% support test – 2014. If the organization did not check the box on line 13, and the line 14 is 33-1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization. ▶ <input checked="" type="checkbox"/>		
b 33-1/3% support test – 2013. If the organization did not check a box on line 13 or 16a, and line 15 is 33-1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization. ▶ <input type="checkbox"/>		
17a 10%-facts-and-circumstances test – 2014. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and stop here. Explain in Part VI how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization. ▶ <input type="checkbox"/>		
b 10%-facts-and-circumstances test – 2013. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and stop here. Explain in Part VI how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization. ▶ <input type="checkbox"/>		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions. ▶ <input type="checkbox"/>		

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal yr beginning in) ▶	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
1 Gifts, grants, contributions and membership fees received. (Do not include any 'unusual grants'.)						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513.						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf.						
5 The value of services or facilities furnished by a governmental unit to the organization without charge.						
6 Total. Add lines 1 through 5.						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year.						
c Add lines 7a and 7b						
8 Public support (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal yr beginning in) ▶	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
9 Amounts from line 6.						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources.						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975.						
c Add lines 10a and 10b.						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on.						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11 and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here.

Section C. Computation of Public Support Percentage

15 Public support percentage for 2014 (line 8, column (f) divided by line 13, column (f)).	15	∞
16 Public support percentage from 2013 Schedule A, Part III, line 15.	16	∞

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2014 (line 10c, column (f) divided by line 13, column (f)).	17	∞
18 Investment income percentage from 2013 Schedule A, Part III, line 17.	18	∞

19a 33-1/3% support tests – 2014. If the organization did not check the box on line 14, and line 15 is more than 33-1/3%, and line 17 is not more than 33-1/3%, check this box and stop here. The organization qualifies as a publicly supported organization.

b 33-1/3% support tests – 2013. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33-1/3%, and line 18 is not more than 33-1/3%, check this box and stop here. The organization qualifies as a publicly supported organization.

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions.

Part IV Supporting Organizations

(Complete only if you checked a box on line 11 of Part I. If you checked 11a of Part I, complete Sections A and B. If you checked 11b of Part I, complete Sections A and C. If you checked 11c of Part I, complete Sections A, D, and E. If you checked 11d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If 'No,' describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If 'Yes,' explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If 'Yes,' answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If 'Yes,' describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If 'Yes,' explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ('foreign supported organization')? <i>If 'Yes' and if you checked 11a or 11b in Part I, answer (b) and (c) below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If 'Yes,' describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If 'Yes,' explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If 'Yes,' answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed, (ii) the reasons for each such action, (iii) the authority under the organization's organizing document authorizing such action, and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (a) its supported organizations; (b) individuals that are part of the charitable class benefited by one or more of its supported organizations; or (c) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If 'Yes,' provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in IRC 4958(c)(3)(C)), a family member of a substantial contributor, or a 35-percent controlled entity with regard to a substantial contributor? <i>If 'Yes,' complete Part I of Schedule L (Form 990).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If 'Yes,' complete Part I of Schedule L (Form 990).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If 'Yes,' provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9(a)) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If 'Yes,' provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9(a)) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If 'Yes,' provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of IRC 4943 because of IRC 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If 'Yes,' answer (b) below.</i>		
b Did the organization, have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on November 20, 1970. See instructions. All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A – Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6 and 7 from line 4)	8	

Section B – Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions)	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C – Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	

7 Check here if the current year is the organization's first as a non-functionally-integrated Type III supporting organization (see instructions).

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions. Table with 4 columns: Description, (i) Excess Distributions, (ii) Underdistributions Pre-2014, (iii) Distributable Amount for 2014. Rows 1-10.

Section E - Distribution Allocations (see instructions). Table with 4 columns: Description, (i) Excess Distributions, (ii) Underdistributions Pre-2014, (iii) Distributable Amount for 2014. Rows 1-25.

BAA

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; and Part III, line 12. Also complete this part for any additional information. (See instructions).

Part II, Line 10 - Other Income

<u>Nature and Source</u>	<u>2014</u>	<u>2013</u>	<u>2012</u>	<u>2011</u>	<u>2010</u>
Contractual Services	\$ 260,000.	\$ 185,000.	\$ 227,744.	\$ 127,750.	\$ 75,000.
Total	<u>\$ 260,000.</u>	<u>\$ 185,000.</u>	<u>\$ 227,744.</u>	<u>\$ 127,750.</u>	<u>\$ 75,000.</u>

Schedule B
(Form 990, 990-EZ,
or 990-PF)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990, Form 990-EZ, or Form 990-PF
▶ Information about Schedule B (Form 990, 990-EZ, 990-PF) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2014

Name of the organization

The Urban Dove, Inc.

Employer identification number



Organization type (check one):

Filers of:

Form 990 or 990-EZ

Form 990-PF

Section:

- 501(c)(3) (enter number) organization
- 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation
- 527 political organization
- 501(c)(3) exempt private foundation
- 4947(a)(1) nonexempt charitable trust treated as a private foundation
- 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**

Note. Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

- For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

- For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33-1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000 or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h, or (ii) Form 990-EZ, line 1. Complete Parts I and II.

- For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.

- For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Do not complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year. . . . ▶ \$ _____

Caution: An organization that is not covered by the General Rule and/or the Special Rules does not file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer 'No' on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it does not meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990, 990EZ, Schedule B (Form 990, 990-EZ, or 990-PF) (2014) or 990-PF.

Name of organization

Employer identification number

The Urban Dove, Inc.

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) Number	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	Charles Hayden Foundation [REDACTED]	\$ 125,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
2	The Altman Foundation [REDACTED]	\$ 45,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
3	21st Century Learning Center [REDACTED]	\$ 30,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
4	Clayton, Dubilier & Rice [REDACTED]	\$ 25,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
5	Debevoise & Plimpton [REDACTED]	\$ 35,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
6	Gary Lieberman [REDACTED]	\$ 50,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization

Employer identification number

The Urban Dove, Inc.

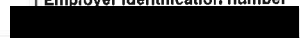
Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) Number	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
7	Wells Fargo Bank [REDACTED]	\$ 25,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
8	Scott Hazelcorn Children's Found. [REDACTED]	\$ 40,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
9	Stephen Swiatkiewicz [REDACTED]	\$ 33,500.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
10	Muhoho Kenyatta [REDACTED]	\$ 25,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization

Employer identification number

The Urban Dove, Inc.



Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8) or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of *exclusively* religious, charitable, etc., contributions of **\$1,000 or less** for the year. (Enter this information once. See instructions.) ▶ \$ _____ N/A
Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	N/A		

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

SCHEDULE D (Form 990)

Supplemental Financial Statements

OMB No. 1545-0047

2014

Department of the Treasury Internal Revenue Service

Complete if the organization answered 'Yes,' to Form 990, Part IV, lines 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b. Attach to Form 990.

Information about Schedule D (Form 990) and its instructions is at www.irs.gov/form990.

Open to Public Inspection

Name of the organization

Employer identification number

The Urban Dove, Inc.

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered 'Yes' to Form 990, Part IV, line 6.

Table with 2 columns: (a) Donor advised funds, (b) Funds and other accounts. Rows include total number at end of year, aggregate value of contributions, grants, and end of year, and two yes/no questions about donor advisement.

Part II Conservation Easements. Complete if the organization answered 'Yes' to Form 990, Part IV, line 7.

Table with 2 columns: Held at the End of the Tax Year. Rows include purpose(s) of conservation easements, total number and acreage, and monitoring details.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Complete if the organization answered 'Yes' to Form 990, Part IV, line 8.

Table with 2 columns: Revenue and Assets. Rows include questions about reporting art and historical treasures and the amounts reported.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):

- a Public exhibition
- b Scholarly research
- c Preservation for future generations
- d Loan or exchange programs
- e Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered 'Yes' to Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1 a Is the organization an agent, trustee, custodian, or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No

b If 'Yes,' explain the arrangement in Part XIII and complete the following table:

	Amount
c Beginning balance	1 c
d Additions during the year	1 d
e Distributions during the year	1 e
f Ending balance	1 f

2 a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No

b If 'Yes,' explain the arrangement in Part XIII. Check here if the explanation has been provided in Part XIII

Part V Endowment Funds. Complete if the organization answered 'Yes' to Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1 a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a Board designated or quasi-endowment _____ %
- b Permanent endowment _____ %
- c Temporarily restricted endowment _____ %

The percentages in lines 2a, 2b, and 2c should equal 100%.

3 a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

	Yes	No
(i) unrelated organizations	3a(i)	
(ii) related organizations	3a(ii)	
b If 'Yes' to 3a(ii), are the related organizations listed as required on Schedule R?	3b	

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered 'Yes' to Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1 a Land				
b Buildings				
c Leasehold improvements		89,860.	89,860.	0.
d Equipment				
e Other		31,436.	29,036.	2,400.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				2,400.

BAA

Part VII Investments – Other Securities.

N/A

Complete if the organization answered 'Yes' to Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A) -----		
(B) -----		
(C) -----		
(D) -----		
(E) -----		
(F) -----		
(G) -----		
(H) -----		
(I) -----		
Total. (Column (b) must equal Form 990, Part X, column (B) line 12.)		

Part VIII Investments – Program Related.

N/A

Complete if the organization answered 'Yes' to Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment type	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. (Column (b) must equal Form 990, Part X, column (B) line 13.)		

Part IX Other Assets.

N/A

Complete if the organization answered 'Yes' to Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. (Column (b) must equal Form 990, Part X, column (B), line 15.)	

Part X Other Liabilities.

Complete if the organization answered 'Yes' to Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25

(a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. (Column (b) must equal Form 990, Part X, column (B) line 25.)	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII. See Part XIII.

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered 'Yes' to Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements.....		1	1,372,501.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
	a Net unrealized gains (losses) on investments.....	2 a		
	b Donated services and use of facilities.....	2 b	36,750.	
	c Recoveries of prior year grants.....	2 c		
	d Other (Describe in Part XIII.).....	2 d		
	e Add lines 2a through 2d.....	2 e	36,750.	
3	Subtract line 2e from line 1.....		3	1,335,751.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
	a Investment expenses not included on Form 990, Part VIII, line 7b.....	4 a		
	b Other (Describe in Part XIII.).....	4 b		
	c Add lines 4a and 4b.....	4 c		
5	Total revenue. Add lines 3 and 4c. (This must equal Form 990, Part I, line 12.).....		5	1,335,751.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered 'Yes' to Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements.....		1	1,280,709.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
	a Donated services and use of facilities.....	2 a	36,750.	
	b Prior year adjustments.....	2 b		
	c Other losses.....	2 c		
	d Other (Describe in Part XIII.).....	2 d		
	e Add lines 2a through 2d.....	2 e	36,750.	
3	Subtract line 2e from line 1.....		3	1,243,959.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
	a Investment expenses not included on Form 990, Part VIII, line 7b.....	4 a		
	b Other (Describe in Part XIII.).....	4 b		
	c Add lines 4a and 4b.....	4 c		
5	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 18.).....		5	1,243,959.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

Part X - FIN 48 Footnote

The Organization does not believe its financial statements include any material, uncertain tax positions. Tax filings for periods ending 6-30-12 and later are subject to examination by applicable taxing authorities.

SCHEDULE G (Form 990 or 990-EZ)

Supplemental Information Regarding Fundraising or Gaming Activities

OMB No. 1545-0047

2014

Open to Public Inspection

Department of the Treasury Internal Revenue Service

Complete if the organization answered 'Yes' to Form 990, Part IV, lines 17, 18, or 19, or if the organization entered more than \$15,000 on Form 990-EZ, line 6a.

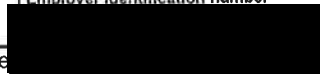
Attach to Form 990 or Form 990-EZ.

Information about Schedule G (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

Name of the organization

The Urban Dove, Inc.

Employer identification number



Part I Fundraising Activities. Complete if the organization answered 'Yes' to Form 990, Part IV, line 17, or if the organization entered more than \$15,000 on Form 990-EZ, line 6a. Form 990-EZ filers are not required to complete this part.

- 1 Indicate whether the organization raised funds through any of the following activities. Check all that apply.
a Mail solicitations
b Internet and email solicitations
c Phone solicitations
d In-person solicitations
e Solicitation of non-government grants
f Solicitation of government grants
g Special fundraising events
2 a Did the organization have a written or oral agreement with any individual...
b If 'Yes,' list the ten highest paid individuals or entities...

Table with 6 columns: (i) Name and address of individual or entity (fundraiser), (ii) Activity, (iii) Did fundraiser have custody or control of contributions?, (iv) Gross receipts from activity, (v) Amount paid to (or retained by) fundraiser listed in column (i), (vi) Amount paid to (or retained by) organization. Includes rows 1-10 and a Total row.

3 List all states in which the organization is registered or licensed to solicit contributions or has been notified it is exempt from registration or licensing.

Part II Fundraising Events. Complete if the organization answered 'Yes' to Form 990, Part IV, line 18, or reported more than \$15,000 of fundraising event contributions and gross income on Form 990-EZ, lines 1 and 6b. List events with gross receipts greater than \$5,000.

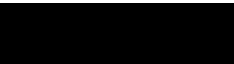
REVENUE		(a) Event #1	(b) Event #2	(c) Other events	(d) Total events	
		Evening Dove (event type)	Softball & Bas (event type)	None (total number)	(add column (a) through column (c))	
REVENUE	1	Gross receipts	346,448.	246,280.	592,728.	
	2	Less: Contributions	290,584.	246,280.	536,864.	
	3	Gross income (line 1 minus line 2)	55,864.		55,864.	
DIRECT EXPENSES	4	Cash prizes				
	5	Noncash prizes				
	6	Rent/facility costs				
	7	Food and beverages				
	8	Entertainment				
	9	Other direct expenses	55,864.		55,864.	
	10	Direct expense summary. Add lines 4 through 9 in column (d)				55,864.
	11	Net income summary. Subtract line 10 from line 3, column (d)				

Part III Gaming. Complete if the organization answered 'Yes' to Form 990, Part IV, line 19, or reported more than \$15,000 on Form 990-EZ, line 6a.

REVENUE		(a) Bingo	(b) Pull tabs/Instant bingo/progressive bingo	(c) Other gaming	(d) Total gaming	
					(add column (a) through column (c))	
REVENUE	1	Gross revenue				
DIRECT EXPENSES	2	Cash prizes				
	3	Noncash prizes				
	4	Rent/facility costs				
	5	Other direct expenses				
	6	Volunteer labor	Yes _____ % No	Yes _____ % No	Yes _____ % No	
	7	Direct expense summary. Add lines 2 through 5 in column (d)				
	8	Net gaming income summary. Subtract line 7 from line 1, column (d)				

9 Enter the state(s) in which the organization conducts gaming activities: _____
 a Is the organization licensed to conduct gaming activities in each of these states? Yes No
 b If 'No,' explain: _____

10 a Were any of the organization's gaming licenses revoked, suspended or terminated during the tax year? Yes No
 b If 'Yes,' explain: _____



- 11 Does the organization operate gaming activities with nonmembers? Yes No
- 12 Is the organization a grantor, beneficiary or trustee of a trust or a member of a partnership or other entity formed to administer charitable gaming? Yes No

13 Indicate the percentage of gaming activity conducted in:

a The organization's facility	13 a	%
b An outside facility	13 b	%

14 Enter the name and address of the person who prepares the organization's gaming/special events books and records:

Name ▶ _____

Address ▶ _____

15 a Does the organization have a contact with a third party from whom the organization receives gaming revenue? Yes No

b If 'Yes,' enter the amount of gaming revenue received by the organization ▶ \$ _____ and the amount of gaming revenue retained by the third party ▶ \$ _____

c If 'Yes,' enter name and address of the third party:

Name ▶ _____

Address ▶ _____

16 Gaming manager information:

Name ▶ _____

Gaming manager compensation ▶ \$ _____

Description of services provided ▶ _____

- Director/officer
- Employee
- Independent contractor

17 Mandatory distributions

a Is the organization required under state law to make charitable distributions from the gaming proceeds to retain the state gaming license? Yes No

b Enter the amount of distributions required under state law to be distributed to other exempt organizations or spent in the organization's own exempt activities during the tax year ▶ \$ _____

Part IV Supplemental Information. Provide the explanations required by Part I, line 2b, columns (iii) and (v), and Part III, lines 9, 9b, 10b, 15b, 15c, 16, and 17b, as applicable. Also provide any additional information (see instructions).

SCHEDULE J
(Form 990)

Compensation Information

OMB No. 1545-0047

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

2014

▶ Complete if the organization answered 'Yes' on Form 990, Part IV, line 23.

▶ Attach to Form 990.

▶ Information about Schedule J (Form 990) and its instructions is at www.irs.gov/form990.

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

Name of the organization

Employer identification number

The Urban Dove, Inc.

Part I Questions Regarding Compensation

1 a Check the appropriate box(es) if the organization provided any of the following to or for a person listed in Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.

- | | |
|--|--|
| <input type="checkbox"/> First-class or charter travel | <input type="checkbox"/> Housing allowance or residence for personal use |
| <input type="checkbox"/> Travel for companions | <input type="checkbox"/> Payments for business use of personal residence |
| <input type="checkbox"/> Tax indemnification and gross-up payments | <input type="checkbox"/> Health or social club dues or initiation fees |
| <input type="checkbox"/> Discretionary spending account | <input type="checkbox"/> Personal services (e.g., maid, chauffeur, chef) |

b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If 'No,' complete Part III to explain.

2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked in line 1a?

3 Indicate which, if any, of the following the filing organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Compensation committee | <input type="checkbox"/> Written employment contract |
| <input type="checkbox"/> Independent compensation consultant | <input checked="" type="checkbox"/> Compensation survey or study |
| <input checked="" type="checkbox"/> Form 990 of other organizations | <input checked="" type="checkbox"/> Approval by the board or compensation committee |

4 During the year, did any person listed in Form 990, Part VII, Section A, line 1a with respect to the filing organization or a related organization:

- a** Receive a severance payment or change-of-control payment?
- b** Participate in, or receive payment from, a supplemental nonqualified retirement plan?
- c** Participate in, or receive payment from, an equity-based compensation arrangement?
- If 'Yes' to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.

Only section 501(c)(3) 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.

5 For persons listed in Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:

- a** The organization?
- b** Any related organization?
- If 'Yes' to line 5a or 5b, describe in Part III.

6 For persons listed in Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:

- a** The organization?
- b** Any related organization?
- If 'Yes' to line 6a or 6b, describe in Part III.

7 For persons listed in Form 990, Part VII, Section A, line 1a, did the organization provide any non-fixed payments not described in lines 5 and 6? If 'Yes,' describe in Part III.

8 Were any amounts reported in Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If 'Yes,' describe in Part III.

9 If 'Yes' to line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?

Yes No

1 b

2

4 a

4 b

4 c

5 a

5 b

6 a

6 b

7

8

9

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2014

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported in Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that are not listed on Form 990, Part VII.

Note. The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

	(A) Name and Title	(B) Breakdown of W-2 and/or 1099-MISC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred in prior Form 990
		(i) Base compensation	(ii) Bonus and incentive compensation	(iii) Other reportable compensation				
1	Jai Nanda Executive Dir.	168,023. 0.	0. 0.	0. 0.	0. 0.	168,023. 0.	0. 0.	
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								

Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Name of the organization

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is
at www.irs.gov/form990.

OMB No. 1545-0047

2014

Open to Public
Inspection

Employer identification number

The Urban Dove, Inc.

Form 990, Part III, Line 4a - Program Service Accomplishments

Urban Dove's mission is to help children, starting as young as eight years old, develop into healthy, successful adults who are economically, socially and emotionally independent. We believe that all children, regardless of their economic or social background, should have access to the resources needed to achieve this independence. The reality, however, is that too many children face incredible challenges and lack the opportunities to realize this future. The most significant barriers include high poverty rates, low high school graduation rates, low college enrollment and persistence rates, and high youth unemployment rates. Urban Dove provides support that starts in elementary school and lasts through college and beyond, all with the goal of helping our youth learn and develop the skills and confidence they need to overcome these obstacles. As they achieve their independence, they not only change their own lives, but become agents of lasting change in their families and their communities. While Urban Dove serves youth as young as eight years old, the majority of our programming focuses on youth ages 13 - 19.

Urban Dove works in communities where the number of youth facing challenges is disproportionately high. Our programs are designed to help youth overcome these challenges by identifying their causes and creating interventions that address them. Our program model uses a combination of academics, life skills, job skills and sports to energize, educate and empower youth over many years, building strong, trusting relationships that increase our impact and ensure our outcomes.

This year we will deliver services to over 400 at-risk youth. Our programs focus on helping youth achieve meaningful, life-changing, educational outcomes, specifically high school graduation, college enrollment and college graduation. Urban Dove

Name of the organization

Employer identification number

The Urban Dove, Inc.

Form 990, Part III, Line 4a - Program Service Accomplishments

programs are fully inclusive - accepting any and all youth who have an interest in joining - yet we hold all of our youth to the highest standard when it comes to their participation, effort and outcomes. Through support and encouragement from caring adults, we create a safe, positive environment in which our youth learn and develop skills and gain the confidence they need to reach their full potential. To date, 98% of our teenagers have graduated high school, over 95% have gone to college and over 90% have either graduated or remain in college.

Some highlights in the past year include:

- 88% of teenagers returned for the following year
- 100% of seniors graduated high school and enrolled in college
- 70% of seniors enrolled in 4 year colleges
- 100% of juniors took the SAT exam; 97% increased their score by an average of 210 points
- Over 90% of college-enrolled freshman completed their freshman year of college
- Overall, over 90% of college-enrolled Alumni remain in college
- Urban Dove employed 67 teenagers in summer 2014, earning over \$60,000 as a group

Form 990, Part VI, Line 11b - Form 990 Review Process

Management reviewed a draft of the form 990 with the audit/finance committee and provided edits to the tax preparer. After this process was performed, the form 990 was sent to the full board of directors prior to being filed with the IRS.

Form 990, Part VI, Line 12c - Explanation of Monitoring and Enforcement of Conflicts

Urban Dove has a Board approved conflicts of interest policy. Each board member fills out an annual declaration stating that they have no conflicts or identifying the nature of their interested party transactions

Name of the organization

Employer identification number

The Urban Dove, Inc.

Form 990, Part VI, Line 15a - Compensation Review & Approval Process - CEO & Top Management

Each year, the executive committee reviews comparable salaries based on a recognized study and reviews the performance of the executive director to determine if the existing salary falls within these ranges. After a deliberation of this matter, a new proposed salary and benefit package is voted on. The minutes of the board of directors reflect the nature of this process.

Form 990, Part VI, Line 19 - Other Organization Documents Publicly Available

The organization does not make its governing documents, conflict of interest policy, and financial statements available to the public.

SCHEDULE R
(Form 990)

Department of the Treasury
Internal Revenue Service

Name of the organization

The Urban Dove, Inc.

Related Organizations and Unrelated Partnerships

- ▶ Complete if the organization answered 'Yes' on Form 990, Part IV, line 33, 34, 35b, 36, or 37.
▶ Attach to Form 990.
- ▶ Information about Schedule R (Form 990) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2014

Open to Public Inspection

Employer identification number

Part I Identification of Disregarded Entities Complete if the organization answered 'Yes' on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity
(1) -----					
(2) -----					
(3) -----					

Part II Identification of Related Tax-Exempt Organizations Complete if the organization answered 'Yes' on Form 990, Part IV, line 34 because it had one or more related tax-exempt organizations during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Sec 512(b)(13) controlled entity?	
						Yes	No
(1) Urban Dove Team Charter School -----	Charter school	NY	501 (c) (3)	170 (b) (1) (A) (ii)	N/A		X
(2) -----							
(3) -----							
(4) -----							

Part III Identification of Related Organizations Taxable as a Partnership Complete if the organization answered 'Yes' on Form 990, Part IV, line 34 because it had one or more related organizations treated as a partnership during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
							Yes	No		Yes	No	
(1) -----												
(2) -----												
(3) -----												

Part IV Identification of Related Organizations Taxable as a Corporation or Trust Complete if the organization answered 'Yes' on Form 990, Part IV, line 34 because it had one or more related organizations treated as a corporation or trust during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Type of entity (C corp, S corp, or trust)	(f) Share of total income	(g) Share of end-of-year assets	(h) Percentage ownership	(i) Sec 512(b)(13) controlled entity?	
								Yes	No
(1) -----									
(2) -----									
(3) -----									

Part V Transactions With Related Organizations Complete if the organization answered 'Yes' on Form 990, Part IV, line 34, 35b, or 36.

Note. Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.

1 During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II-IV?

- a** Receipt of (i) interest (ii) annuities (iii) royalties or (iv) rent from a controlled entity
- b** Gift, grant, or capital contribution to related organization(s)
- c** Gift, grant, or capital contribution from related organization(s)
- d** Loans or loan guarantees to or for related organization(s)
- e** Loans or loan guarantees by related organization(s)
- f** Dividends from related organization(s)
- g** Sale of assets to related organization(s)
- h** Purchase of assets from related organization(s)
- i** Exchange of assets with related organization(s)
- j** Lease of facilities, equipment, or other assets to related organization(s)
- k** Lease of facilities, equipment, or other assets from related organization(s)
- l** Performance of services or membership or fundraising solicitations for related organization(s)
- m** Performance of services or membership or fundraising solicitations by related organization(s)
- n** Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)
- o** Sharing of paid employees with related organization(s)
- p** Reimbursement paid to related organization(s) for expenses
- q** Reimbursement paid by related organization(s) for expenses
- r** Other transfer of cash or property to related organization(s)
- s** Other transfer of cash or property from related organization(s)

	Yes	No
1 a		X
1 b		X
1 c		X
1 d		X
1 e		X
1 f		X
1 g		X
1 h		X
1 i		X
1 j		X
1 k		X
1 l	X	
1 m		X
1 n		X
1 o		X
1 p		X
1 q		X
1 r		X
1 s		X

2 If the answer to any of the above is 'Yes,' see the instructions for information on who must complete this line, including covered relationships and transaction thresholds.

	(a) Name of related organization	(b) Transaction type (a-s)	(c) Amount involved	(d) Method of determining amount involved
(1)	Urban Dove Team Charter School	1	260,000.	
(2)				
(3)				
(4)				
(5)				
(6)				

Part VI Unrelated Organizations Taxable as a Partnership Complete if the organization answered 'Yes' on Form 990, Part IV, line 37.

Provide the following information for each entity taxed as a partnership through which the organization conducted more than five percent of its activities (measured by total assets or gross revenue) that was not a related organization. See instructions regarding exclusion for certain investment partnerships.

(a) Name, address, and EIN of entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Predominant income (related, unrelated, excluded from tax under section 512-514)	(e) Are all partners section 501(c)(3) organizations?		(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V-UBI amount in box 20 of Schedule K-1 Form (1065)	(j) General or managing partner?		(k) Percentage ownership
				Yes	No			Yes	No		Yes	No	
(1) -----													
(2) -----													
(3) -----													
(4) -----													
(5) -----													
(6) -----													
(7) -----													
(8) -----													



Part VII Supplemental Information

Provide additional information for responses to questions on Schedule R (see instructions).

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

- ▶ Do not enter social security numbers on this form as it may be made public.
- ▶ Information about Form 990 and its instructions is at www.irs.gov/form990.

2015

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

A For the 2015 calendar year, or tax year beginning 7/01 , **2015, and ending** 6/30 , **2016**

B Check if applicable:

Address change
 Name change
 Initial return
 Final return/terminated
 Amended return
 Application pending

C The Urban Dove, Inc.
Church Street Station, PO Box 305
New York, NY 10007

D Employer identification number
[REDACTED]

E Telephone number
[REDACTED]

G Gross receipts \$ 1,413,678.

F Name and address of principal officer: Jai Nanda
Same As C Above

H(a) Is this a group return for subordinates? Yes No
H(b) Are all subordinates included? Yes No
 If 'No,' attach a list. (see instructions)

I Tax-exempt status 501(c)(3) 501(c) () (insert no.) 4947(a)(1) or 527

J Website: ▶ www.urbandove.org

K Form of organization: Corporation Trust Association Other ▶

L Year of formation: 1998 **M** State of legal domicile: NY

Part I Summary

Activities & Governance	1 Briefly describe the organization's mission or most significant activities: <u>Urban Dove is dedicated to enriching the lives of New York City's at-risk youth by creating a supportive, positive environment where children and teenagers can develop the life skills and confidence they need to reach their full potential.</u>		
	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	3 Number of voting members of the governing body (Part VI, line 1a)	3	10
	4 Number of independent voting members of the governing body (Part VI, line 1b)	4	10
	5 Total number of individuals employed in calendar year 2015 (Part V, line 2a)	5	82
	6 Total number of volunteers (estimate if necessary)	6	10
	7a Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b Net unrelated business taxable income from Form 990-T, line 34	7b	0.	
Revenue	8 Contributions and grants (Part VIII, line 1h)	Prior Year	Current Year
	9 Program service revenue (Part VIII, line 2g)	1,075,751.	1,093,749.
	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	260,000.	272,956.
	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)		
	12 Total revenue – add lines 8 through 11 (must equal Part VIII, column (A), line 12)	1,335,751.	1,366,705.
Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)		46,255.
	14 Benefits paid to or for members (Part IX, column (A), line 4)		
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	898,561.	990,901.
	16a Professional fundraising fees (Part IX, column (A), line 11e)		
	b Total fundraising expenses (Part IX, column (D), line 25) ▶ 201,708.		
	17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	345,398.	344,580.
18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	1,243,959.	1,381,736.	
19 Revenue less expenses. Subtract line 18 from line 12	91,792.	-15,031.	
Net Assets or Fund Balances	20 Total assets (Part X, line 16)	Beginning of Current Year	End of Year
	21 Total liabilities (Part X, line 26)	289,101.	348,786.
	22 Net assets or fund balances. Subtract line 21 from line 20	81,185.	155,901.
		207,916.	192,885.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

Signature of officer: Jai Nanda Date: Executive Dir.
 Type or print name and title.

Paid Preparer Use Only

Print/Type preparer's name: David C. Ashenfarb Preparer's signature: David C. Ashenfarb Date: Check self-employment:

Firm's name: ▶ SCHALL & ASHENFARB CPAS Firm's EIN: [REDACTED]
 Firm's address: ▶ 307 5th Ave, 15th Floor NEW YORK, NY 10016-6517 Phone no.:

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III [X]

1 Briefly describe the organization's mission:

Urban Dove is dedicated to enriching the lives of New York City's at-risk youth by creating a supportive, positive environment where children and teenagers can develop the life skills and confidence they need to reach their full potential.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No

If 'Yes,' describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No

If 'Yes,' describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 811,157. including grants of \$ 46,255.) (Revenue \$ 2,956.)

See Schedule O

4b (Code:) (Expenses \$ 270,000. including grants of \$) (Revenue \$ 270,000.)

Urban Dove provided certain operating and personnel service costs to the Urban Dove Charter School. The charter school began operations in August 2012.

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services. (Describe in Schedule O.)

(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 1,081,157.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? If 'Yes,' complete Schedule A.....	X	
2 Is the organization required to complete Schedule B, Schedule of Contributors (see instructions)?.....	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? If 'Yes,' complete Schedule C, Part I.....		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? If 'Yes,' complete Schedule C, Part II.....		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? If 'Yes,' complete Schedule C, Part III.....		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? If 'Yes,' complete Schedule D, Part I.....		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? If 'Yes,' complete Schedule D, Part II.....		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? If 'Yes,' complete Schedule D, Part III.....		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? If 'Yes,' complete Schedule D, Part IV.....		X
10 Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? If 'Yes,' complete Schedule D, Part V.....		X
11 If the organization's answer to any of the following questions is 'Yes,' then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings and equipment in Part X, line 10? If 'Yes,' complete Schedule D, Part VI.....	X	
b Did the organization report an amount for investments – other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? If 'Yes,' complete Schedule D, Part VII.....		X
c Did the organization report an amount for investments – program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? If 'Yes,' complete Schedule D, Part VIII.....		X
d Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? If 'Yes,' complete Schedule D, Part IX.....		X
e Did the organization report an amount for other liabilities in Part X, line 25? If 'Yes,' complete Schedule D, Part X.....		X
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? If 'Yes,' complete Schedule D, Part X.....	X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? If 'Yes,' complete Schedule D, Parts XI, and XII.....	X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? If 'Yes,' and if the organization answered 'No' to line 12a, then completing Schedule D, Parts XI and XII is optional.....		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? If 'Yes,' complete Schedule E.....		X
14a Did the organization maintain an office, employees, or agents outside of the United States?.....		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? If 'Yes,' complete Schedule F, Parts I and IV.....		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? If 'Yes,' complete Schedule F, Parts II and IV.....		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? If 'Yes,' complete Schedule F, Parts III and IV.....		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? If 'Yes,' complete Schedule G, Part I (see instructions).....		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? If 'Yes,' complete Schedule G, Part II.....	X	
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? If 'Yes,' complete Schedule G, Part III.....		X

Part IV Checklist of Required Schedules (continued)

	Yes	No
20a Did the organization operate one or more hospital facilities? <i>If 'Yes', complete Schedule H.</i>		X
b If 'Yes' to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If 'Yes', complete Schedule I, Parts I and II.</i>		X
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If 'Yes', complete Schedule I, Parts I and III.</i>	X	
23 Did the organization answer 'Yes' to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If 'Yes', complete Schedule J.</i>	X	
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If 'Yes,' answer lines 24b through 24d and complete Schedule K. If 'No,' go to line 25a.</i>		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an 'on behalf of' issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If 'Yes,' complete Schedule L, Part I.</i>		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If 'Yes,' complete Schedule L, Part I.</i>		X
26 Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If 'Yes,' complete Schedule L, Part II.</i>	X	
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If 'Yes,' complete Schedule L, Part III.</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, or key employee? <i>If 'Yes,' complete Schedule L, Part IV.</i>		X
b A family member of a current or former officer, director, trustee, or key employee? <i>If 'Yes,' complete Schedule L, Part IV.</i>		X
c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If 'Yes,' complete Schedule L, Part IV.</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If 'Yes,' complete Schedule M.</i>		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If 'Yes,' complete Schedule M.</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If 'Yes,' complete Schedule N, Part I.</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If 'Yes,' complete Schedule N, Part II.</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If 'Yes,' complete Schedule R, Part I.</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If 'Yes,' complete Schedule R, Part II, III, or IV, and Part V, line 1.</i>	X	
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
b If 'Yes' to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If 'Yes,' complete Schedule R, Part V, line 2.</i>		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If 'Yes,' complete Schedule R, Part V, line 2.</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If 'Yes,' complete Schedule R, Part VI.</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note. All Form 990 filers are required to complete Schedule O.	X	

BAA

Form 990 (2015)

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

		Yes	No
1 a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable. <input type="text" value="0"/>		
1 b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable. <input type="text" value="0"/>		
1 c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners? <input type="checkbox"/>		
2 a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return. <input type="text" value="82"/>		
2 b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? Note. If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions) <input checked="" type="checkbox"/>	X	
3 a	Did the organization have unrelated business gross income of \$1,000 or more during the year? <input type="checkbox"/>		X
3 b	If 'Yes' has it filed a Form 990-T for this year? If 'No' to line 3b, provide an explanation in Schedule O. <input type="checkbox"/>		
4 a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)? <input type="checkbox"/>		X
4 b	If 'Yes,' enter the name of the foreign country: <input type="text"/> See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts. (FBAR)		
5 a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year? <input type="checkbox"/>		X
5 b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction? <input type="checkbox"/>		X
5 c	If 'Yes,' to line 5a or 5b, did the organization file Form 8886-T? <input type="checkbox"/>		
6 a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions? <input type="checkbox"/>		X
6 b	If 'Yes,' did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible? <input type="checkbox"/>		
7	Organizations that may receive deductible contributions under section 170(c).		
7 a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor? <input type="checkbox"/>		X
7 b	If 'Yes,' did the organization notify the donor of the value of the goods or services provided? <input type="checkbox"/>		
7 c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282? <input type="checkbox"/>		X
7 d	If 'Yes,' indicate the number of Forms 8282 filed during the year. <input type="text"/>		
7 e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract? <input type="checkbox"/>		X
7 f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract? <input type="checkbox"/>		X
7 g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required? <input type="checkbox"/>		
7 h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C? <input type="checkbox"/>		
8	Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year? <input type="checkbox"/>		
9	Sponsoring organizations maintaining donor advised funds.		
9 a	Did the sponsoring organization make any taxable distributions under section 4966? <input type="checkbox"/>		
9 b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person? <input type="checkbox"/>		
10	Section 501(c)(7) organizations. Enter:		
10 a	Initiation fees and capital contributions included on Part VIII, line 12. <input type="text"/>		
10 b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities. <input type="text"/>		
11	Section 501(c)(12) organizations. Enter:		
11 a	Gross income from members or shareholders. <input type="text"/>		
11 b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.) <input type="text"/>		
12 a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041? <input type="checkbox"/>		
12 b	If 'Yes,' enter the amount of tax-exempt interest received or accrued during the year. <input type="text"/>		
13	Section 501(c)(29) qualified nonprofit health insurance issuers.		
13 a	Is the organization licensed to issue qualified health plans in more than one state? Note. See the instructions for additional information the organization must report on Schedule O. <input type="checkbox"/>		
13 b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans. <input type="text"/>		
13 c	Enter the amount of reserves on hand <input type="text"/>		
14 a	Did the organization receive any payments for indoor tanning services during the tax year? <input type="checkbox"/>		X
14 b	If 'Yes,' has it filed a Form 720 to report these payments? If 'No,' provide an explanation in Schedule O. <input type="checkbox"/>		

Part VI Governance, Management, and Disclosure For each 'Yes' response to lines [REDACTED] w, and for a 'No' response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI.

Section A. Governing Body and Management

		Yes	No
1 a	Enter the number of voting members of the governing body at the end of the tax year. 1 a 10 If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.		
1 b	Enter the number of voting members included in line 1a, above, who are independent. 1 b 10		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Did the organization have members or stockholders?		X
7 a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		X
7 b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
8 a	The governing body?	X	
8 b	Each committee with authority to act on behalf of the governing body?	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If 'Yes,' provide the names and addresses in Schedule O.		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10 a	Did the organization have local chapters, branches, or affiliates?		X
10 b	If 'Yes,' did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
11 a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	X	
11 b	Describe in Schedule O the process, if any, used by the organization to review this Form 990. See Schedule O		
12 a	Did the organization have a written conflict of interest policy? If 'No,' go to line 13.	X	
12 b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
12 c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If 'Yes,' describe in Schedule O how this was done. See Schedule O.	X	
13	Did the organization have a written whistleblower policy?	X	
14	Did the organization have a written document retention and destruction policy?	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
15 a	The organization's CEO, Executive Director, or top management official. See Schedule O.	X	
15 b	Other officers or key employees of the organization. If 'Yes' to line 15a or 15b, describe the process in Schedule O (see instructions).		X
16 a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
16 b	If 'Yes,' did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?		

Section C. Disclosure

- 17** List the states with which a copy of this Form 990 is required to be filed NY
- 18** Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request Other (explain in Schedule O)
- 19** Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year. See Schedule O
- 20** State the name, address, and telephone number of the person who possesses the organization's books and records:
 Jai Nanda Church Street Station, PO Box 305 New York NY 10007 [REDACTED]

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1 a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of 'key employee.'
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) Mark Benerofe Trustee	1 0	X					0.	0.	0.	
(2) Steve Berger Trustee	1 0	X					0.	0.	0.	
(3) Larry Ellman Treasurer	1 0	X		X			0.	0.	0.	
(4) David Froelich Trustee	1 0	X					0.	0.	0.	
(5) Michael Grandis Secretary	1 0	X		X			0.	0.	0.	
(6) Spencer Rothschild Board Chair	1 0	X		X			0.	0.	0.	
(7) Hank Johnson Trustee	1 0	X					0.	0.	0.	
(8) Gary Lieberman Trustee	1 0	X					0.	0.	0.	
(9) Stephen Swiatkiewicz Trustee	1 0	X					0.	0.	0.	
(10) Trisha Rozas Trustee	1 0	X					0.	0.	0.	
(11) Jai Nanda Executive Dir.	40 0			X			178,023.	0.	0.	
(12)										
(13)										
(14)										

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)					(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee			
(15) -----									
(16) -----									
(17) -----									
(18) -----									
(19) -----									
(20) -----									
(21) -----									
(22) -----									
(23) -----									
(24) -----									
(25) -----									
1 b Sub-total						178,023.	0.	0.	
c Total from continuation sheets to Part VII, Section A						0.	0.	0.	
d Total (add lines 1b and 1c)						178,023.	0.	0.	
2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization ▶ 1									

	Yes	No
3 Did the organization list any former officer, director, or trustee, key employee, or highest compensated employee on line 1a? <i>If 'Yes,' complete Schedule J for such individual.</i>	3	X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If 'Yes' complete Schedule J for such individual.</i>	4	X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If 'Yes,' complete Schedule J for such person.</i>	5	X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization ▶ 0

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

		(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1 a				
	b Membership dues	1 b				
	c Fundraising events	1 c 517,820.				
	d Related organizations	1 d				
	e Government grants (contributions)	1 e 47,000.				
	f All other contributions, gifts, grants, and similar amounts not included above	1 f 528,929.				
	g Noncash contributions included in lines 1a-1f: \$					
	h Total. Add lines 1a-1f	▶ 1,093,749.				
Program Service Revenue	2 a <u>Contractual services</u>	Business Code 611710	272,956.		272,956.	
	b -----					
	c -----					
	d -----					
	e -----					
	f All other program service revenue					
	g Total. Add lines 2a-2f	▶	272,956.			
Other Revenue	3 Investment income (including dividends, interest and other similar amounts)					
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
	6 a Gross rents	(i) Real	(ii) Personal			
		b Less: rental expenses				
		c Rental income or (loss)				
		d Net rental income or (loss)				
	7 a Gross amount from sales of assets other than inventory	(i) Securities	(ii) Other			
		b Less: cost or other basis and sales expenses				
		c Gain or (loss)				
		d Net gain or (loss)				
	8 a Gross income from fundraising events (not including.. \$ 517,820. of contributions reported on line 1c). See Part IV, line 18	a 46,973.				
		b Less: direct expenses	b 46,973.			
		c Net income or (loss) from fundraising events	▶			
	9 a Gross income from gaming activities. See Part IV, line 19	a				
b Less: direct expenses		b				
c Net income or (loss) from gaming activities		▶				
10 a Gross sales of inventory, less returns and allowances	a					
	b Less: cost of goods sold	b				
	c Net income or (loss) from sales of inventory	▶				
11 a Miscellaneous Revenue	Business Code					
	b -----					
	c -----					
	d All other revenue					
	e Total. Add lines 11a-11d	▶				
12 Total revenue. See instructions	▶	1,366,705.	0.	0.	272,956.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX.

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22	46,255.	46,255.		
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	185,000.	100,500.	20,000.	64,500.
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)	0.	0.	0.	0.
7 Other salaries and wages	711,627.	611,887.	36,847.	62,893.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits	30,625.	24,332.	1,942.	4,351.
10 Payroll taxes	63,649.	50,570.	4,036.	9,043.
11 Fees for services (non-employees):				
a Management				
b Legal				
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O.)	42,759.	7,036.	19,885.	15,838.
12 Advertising and promotion				
13 Office expenses				
14 Information technology				
15 Royalties				
16 Occupancy	40,451.	32,139.	2,565.	5,747.
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	1,600.	1,271.	102.	227.
23 Insurance	10,874.	8,640.	689.	1,545.
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a <u>Transportation</u>	60,081.	58,499.	1,314.	268.
b <u>Activities & Events</u>	43,174.	12,589.	2,311.	28,274.
c <u>Meeting Costs</u>	33,150.	27,225.	2,618.	3,307.
d <u>Facilities</u>	30,392.	29,669.	587.	136.
e All other expenses	82,099.	70,545.	5,975.	5,579.
25 Total functional expenses. Add lines 1 through 24e	1,381,736.	1,081,157.	98,871.	201,708.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X.

		(A) Beginning of year		(B) End of year
Assets	1 Cash – non-interest-bearing	114,750.	1	112,089.
	2 Savings and temporary cash investments		2	
	3 Pledges and grants receivable, net	168,972.	3	224,711.
	4 Accounts receivable, net		4	
	5 Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions). Complete Part II of Schedule L		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	1,220.	9	11,186.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 121,296.		
	b Less: accumulated depreciation	10b 120,496.	2,400.	10c 800.
	11 Investments – publicly traded securities		11	
	12 Investments – other securities. See Part IV, line 11.		12	
	13 Investments – program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11.	1,759.	15	
16 Total assets. Add lines 1 through 15 (must equal line 34).	289,101.	16	348,786.	
Liabilities	17 Accounts payable and accrued expenses	81,185.	17	117,414.
	18 Grants payable		18	
	19 Deferred revenue		19	
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D.		21	
	22 Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22	38,487.
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D.		25	
	26 Total liabilities. Add lines 17 through 25.	81,185.	26	155,901.
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.			
	27 Unrestricted net assets	140,916.	27	35,526.
	28 Temporarily restricted net assets	67,000.	28	157,359.
	29 Permanently restricted net assets		29	
	Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.			
	30 Capital stock or trust principal, or current funds		30	
	31 Paid-in or capital surplus, or land, building, or equipment fund		31	
	32 Retained earnings, endowment, accumulated income, or other funds		32	
	33 Total net assets or fund balances	207,916.	33	192,885.
34 Total liabilities and net assets/fund balances	289,101.	34	348,786.	

BAA

Form 990 (2015)

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI.

1	Total revenue (must equal Part VIII, column (A), line 12)	1	1,366,705.
2	Total expenses (must equal Part IX, column (A), line 25)	2	1,381,736.
3	Revenue less expenses. Subtract line 2 from line 1	3	-15,031.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	207,916.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	192,885.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII.

		Yes	No
1	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____		
If the organization changed its method of accounting from a prior year or checked 'Other,' explain in Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?		X
If 'Yes,' check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both:			
<input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis			
2b	Were the organization's financial statements audited by an independent accountant?	X	
If 'Yes,' check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both:			
<input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis			
2c	If 'Yes' to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	X	
If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?		X
3b	If 'Yes,' did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits.		

BAA

Form 990 (2015)

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ.

▶ Information about Schedule A (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2015

Open to Public Inspection

Name of the organization

The Urban Dove, Inc.

Employer identification number

[REDACTED]

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i)**.
- 2 A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E (Form 990 or 990-EZ).)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**.
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 9 An organization that normally receives: (1) more than 33-1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions – subject to certain exceptions, and (2) no more than 33-1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2)**. (Complete Part III.)
- 10 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4)**.
- 11 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3)**. Check the box in lines 11a through 11d that describes the type of supporting organization and complete lines 11e, 11f, and 11g.
 - a **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
 - b **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
 - c **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
 - d **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
 - e Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
- f Enter the number of supported organizations
- g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-9 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
(A)						
(B)						
(C)						
(D)						
(E)						
Total						

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule A (Form 990 or 990-EZ) 2015

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants'.)	990,593.	771,494.	1,000,761.	1,075,751.	1,057,299.	4,895,898.
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf.						0.
3 The value of services or facilities furnished by a governmental unit to the organization without charge.						0.
4 Total. Add lines 1 through 3.	990,593.	771,494.	1,000,761.	1,075,751.	1,057,299.	4,895,898.
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f).						745,172.
6 Public support. Subtract line 5 from line 4.						4,150,726.

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
7 Amounts from line 4.	990,593.	771,494.	1,000,761.	1,075,751.	1,057,299.	4,895,898.
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources.	22.	8.				30.
9 Net income from unrelated business activities, whether or not the business is regularly carried on.						0.
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.) See Part VI.	127,750.	227,744.	185,000.	260,000.	272,956.	1,073,450.
11 Total support. Add lines 7 through 10.						5,969,378.
12 Gross receipts from related activities, etc. (see instructions).					12	0.
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here .						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2015 (line 6, column (f) divided by line 11, column (f)).	14	69.53 %
15 Public support percentage from 2014 Schedule A, Part II, line 14.	15	71.85 %
16a 33-1/3% support test – 2015. If the organization did not check the box on line 13, and line 14 is 33-1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization.	<input checked="" type="checkbox"/>	
b 33-1/3% support test – 2014. If the organization did not check a box on line 13 or 16a, and line 15 is 33-1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization.	<input type="checkbox"/>	
17a 10%-facts-and-circumstances test – 2015. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and stop here. Explain in Part VI how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization.	<input type="checkbox"/>	
b 10%-facts-and-circumstances test – 2014. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and stop here. Explain in Part VI how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization.	<input type="checkbox"/>	
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions.	<input type="checkbox"/>	

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
1 Gifts, grants, contributions and membership fees received. (Do not include any 'unusual grants.')						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2015 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2014 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2015 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2014 Schedule A, Part III, line 17	18	%

19a 33-1/3% support tests – 2015. If the organization did not check the box on line 14, and line 15 is more than 33-1/3%, and line 17 is not more than 33-1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33-1/3% support tests – 2014. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33-1/3%, and line 18 is not more than 33-1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV Supporting Organizations

(Complete only if you checked a box in line 11 on Part I. If you checked 11a of Part I, complete Sections A and B. If you checked 11b of Part I, complete Sections A and C. If you checked 11c of Part I, complete Sections A, D, and E. If you checked 11d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If 'No,' describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If 'Yes,' explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If 'Yes,' answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If 'Yes,' describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If 'Yes,' explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ('foreign supported organization')? <i>If 'Yes' and if you checked 11a or 11b in Part I, answer (b) and (c) below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If 'Yes,' describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If 'Yes,' explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If 'Yes,' answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If 'Yes,' provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If 'Yes,' complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If 'Yes,' complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If 'Yes,' provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If 'Yes,' provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If 'Yes,' provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If 'Yes,' answer 10b below.</i>		
b Did the organization, have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?	11a	
b A family member of a person described in (a) above?	11b	
c A 35% controlled entity of a person described in (a) or (b) above? <i>If 'Yes' to a, b, or c, provide detail in Part VI</i>	11c	

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? <i>If 'No,' describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.</i>	1	
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? <i>If 'Yes,' explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.</i>	2	

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? <i>If 'No,' describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).</i>	1	

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1	
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? <i>If 'No,' explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).</i>	2	
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? <i>If 'Yes,' describe in Part VI the role the organization's supported organizations played in this regard.</i>	3	

Section E. Type III Functionally-Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions):			
a <input type="checkbox"/> The organization satisfied the Activities Test. <i>Complete line 2 below.</i>			
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. <i>Complete line 3 below.</i>			
c <input type="checkbox"/> The organization supported a governmental entity. <i>Describe in Part VI how you supported a government entity (see instructions).</i>			
2 Activities Test. Answer (a) and (b) below.		Yes	No
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? <i>If 'Yes,' then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.</i>	2a		
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? <i>If 'Yes,' explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.</i>	2b		
3 Parent of Supported Organizations. Answer (a) and (b) below.			
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? <i>Provide details in Part VI.</i>	3a		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? <i>If 'Yes,' describe in Part VI the role played by the organization in this regard.</i>	3b		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on November 20, 1970. See instructions. All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A – Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6 and 7 from line 4)	8	

Section B – Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions)	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C – Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	

7 Check here if the current year is the organization's first as a non-functionally-integrated Type III supporting organization (see instructions).

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D – Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes.....	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity.....	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations.....	
4 Amounts paid to acquire exempt-use assets.....	
5 Qualified set-aside amounts (prior IRS approval required).....	
6 Other distributions (describe in Part VI). See instructions.....	
7 Total annual distributions. Add lines 1 through 6.....	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.....	
9 Distributable amount for 2015 from Section C, line 6.....	
10 Line 8 amount divided by Line 9 amount.....	

Section E – Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2015	(iii) Distributable Amount for 2015
1 Distributable amount for 2015 from Section C, line 6.....			
2 Underdistributions, if any, for years prior to 2015 (reasonable cause required – see instructions).....			
3 Excess distributions carryover, if any, to 2015:			
a			
b			
c			
d From 2013.....			
e From 2014.....			
f Total of lines 3a through e.....			
g Applied to underdistributions of prior years.....			
h Applied to 2015 distributable amount.....			
i Carryover from 2010 not applied (see instructions).....			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.....			
4 Distributions for 2015 from Section D, line 7: \$.....			
a Applied to underdistributions of prior years.....			
b Applied to 2015 distributable amount.....			
c Remainder. Subtract lines 4a and 4b from 4.....			
5 Remaining underdistributions for years prior to 2015, if any. Subtract lines 3g and 4a from line 2 (if amount greater than zero, see instructions).....			
6 Remaining underdistributions for 2015. Subtract lines 3h and 4b from line 1 (if amount greater than zero, see instructions).....			
7 Excess distributions carryover to 2016. Add lines 3j and 4c.....			
8 Breakdown of line 7:			
a			
b			
c Excess from 2013.....			
d Excess from 2014.....			
e Excess from 2015.....			

BAA

Part VI Supplemental Information. Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Part II, Line 10 - Other Income

<u>Nature and Source</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>	<u>2012</u>	<u>2011</u>
Contractual Services	\$ 272,956.	\$ 260,000.	\$ 185,000.	\$ 227,744.	\$ 127,750.
Total	<u>\$ 272,956.</u>	<u>\$ 260,000.</u>	<u>\$ 185,000.</u>	<u>\$ 227,744.</u>	<u>\$ 127,750.</u>

DRAFT

Schedule B
(Form 990, 990-EZ,
or 990-PF)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

► **Attach to Form 990, Form 990-EZ, or Form 990-PF.**
► Information about Schedule B (Form 990, 990-EZ, 990-PF) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2015

Name of the organization

The Urban Dove, Inc.

Employer identification number

Organization type (check one):

Filers of:

Form 990 or 990-EZ

Section:

501(c)(3) (enter number) organization

4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

527 political organization

Form 990-PF

501(c)(3) exempt private foundation

4947(a)(1) nonexempt charitable trust treated as a private foundation

501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note. Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33-1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000 or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h, or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Do not complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ► \$ _____

Caution. An organization that is not covered by the General Rule and/or the Special Rules does not file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer 'No' on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it does not meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990, 990-EZ, or 990-PF.

Schedule B (Form 990, 990-EZ, or 990-PF) (2015)

Name of organization

The Urban Dove, Inc.

Employer identification number

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) Number	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	[REDACTED]	\$ 125,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
2	21st Century Learning Center [REDACTED]	\$ 30,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
3	Pinkerton Foundation [REDACTED]	\$ 100,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
4	Clayton, Dubilier & Rice [REDACTED]	\$ 25,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
5	Debevoise & Plimpton [REDACTED]	\$ 35,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
6	Gary Lieberman [REDACTED]	\$ 56,500.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization

Employer identification number

The Urban Dove, Inc.

[REDACTED]

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) Number	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
7	Stephen Swiatkiewicz [REDACTED]	\$ 28,500.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
8	Alexander Soros [REDACTED]	\$ 25,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
9	Shippy Foundation [REDACTED] [REDACTED]	\$ 25,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
10	J.E. & Z.B. Butler Foundation [REDACTED]	\$ 25,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
---	-----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
---	-----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization

Employer identification number

The Urban Dove, Inc.

[REDACTED]

Part II **Noncash Property** (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
-----	N/A ----- -----	\$-----	-----
-----	----- -----	\$-----	-----
-----	----- -----	\$-----	-----
-----	----- -----	\$-----	-----
-----	----- -----	\$-----	-----
-----	----- -----	\$-----	-----
-----	----- -----	\$-----	-----
-----	----- -----	\$-----	-----
-----	----- -----	\$-----	-----

BAA

Name of organization

The Urban Dove, Inc.

Employer identification number

[REDACTED]

Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of *exclusively* religious, charitable, etc., contributions of **\$1,000 or less** for the year. (Enter this information once. See instructions.) ▶ \$ _____ N/A
 Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	N/A		

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

SCHEDULE D (Form 990)

Supplemental Financial Statements

OMB No. 1545-0047

2015

Department of the Treasury Internal Revenue Service

Complete if the organization answered 'Yes' on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b. Attach to Form 990.

Open to Public Inspection

Information about Schedule D (Form 990) and its instructions is at www.irs.gov/form990.

Name of the organization

Employer identification number

The Urban Dove, Inc.

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 6.

Table with 2 columns: (a) Donor advised funds, (b) Funds and other accounts. Rows 1-4: Total number at end of year, Aggregate value of contributions to (during year), Aggregate value of grants from (during year), Aggregate value at end of year.

- 5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?

Part II Conservation Easements.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 7.

- 1 Purpose(s) of conservation easements held by the organization (check all that apply).
2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

Table with 2 columns: Held at the End of the Tax Year. Rows 2a-2d: Total number of conservation easements, Total acreage restricted by conservation easements, Number of conservation easements on a certified historic structure included in (a), Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register.

- 3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year
4 Number of states where property subject to conservation easement is located
5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?
6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year
7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year
8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?
9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 8.

- 1 a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.
b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:
(i) Revenue included on Form 990, Part VIII, line 1
(ii) Assets included in Form 990, Part X
2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:
a Revenue included on Form 990, Part VIII, line 1
b Assets included in Form 990, Part X

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):

- a** Public exhibition
- b** Scholarly research
- c** Preservation for future generations
- d** Loan or exchange programs
- e** Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered 'Yes' on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1 a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No

b If 'Yes,' explain the arrangement in Part XIII and complete the following table:

	Amount
1 c Beginning balance	
1 d Additions during the year	
1 e Distributions during the year	
1 f Ending balance	

2 a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No

b If 'Yes,' explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII.

Part V Endowment Funds. Complete if the organization answered 'Yes' on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1 a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a** Board designated or quasi-endowment _____ %
 - b** Permanent endowment _____ %
 - c** Temporarily restricted endowment _____ %
- The percentages on lines 2a, 2b, and 2c should equal 100%.

3 a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

	Yes	No
(i) unrelated organizations	3a(i)	
(ii) related organizations	3a(ii)	
b If 'Yes' on line 3a(ii), are the related organizations listed as required on Schedule R?	3b	

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1 a Land				
b Buildings				
c Leasehold improvements		89,860.	89,860.	0.
d Equipment				
e Other		31,436.	30,636.	800.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				800.

BAA

Part VII Investments – Other Securities.

N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A) -----		
(B) -----		
(C) -----		
(D) -----		
(E) -----		
(F) -----		
(G) -----		
(H) -----		
(I) -----		
Total. (Column (b) must equal Form 990, Part X, column (B) line 12.)		

Part VIII Investments – Program Related.

N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. (Column (b) must equal Form 990, Part X, column (B) line 13.)		

Part IX Other Assets.

N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. (Column (b) must equal Form 990, Part X, column (B) line 15.)	

Part X Other Liabilities.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25

(a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. (Column (b) must equal Form 990, Part X, column (B) line 25.)	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII. **See Part XIII.**

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	1,366,705.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
	a Net unrealized gains (losses) on investments	2a		
	b Donated services and use of facilities	2b		
	c Recoveries of prior year grants	2c		
	d Other (Describe in Part XIII.)	2d		
	e Add lines 2a through 2d		2e	
3	Subtract line 2e from line 1		3	1,366,705.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
	a Investment expenses not included on Form 990, Part VIII, line 7b	4a		
	b Other (Describe in Part XIII.)	4b		
	c Add lines 4a and 4b		4c	
5	Total revenue. Add lines 3 and 4c. (This must equal Form 990, Part I, line 12.)		5	1,366,705.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	1,381,736.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
	a Donated services and use of facilities	2a		
	b Prior year adjustments	2b		
	c Other losses	2c		
	d Other (Describe in Part XIII.)	2d		
	e Add lines 2a through 2d		2e	
3	Subtract line 2e from line 1		3	1,381,736.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
	a Investment expenses not included on Form 990, Part VIII, line 7b	4a		
	b Other (Describe in Part XIII.)	4b		
	c Add lines 4a and 4b		4c	
5	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 18.)		5	1,381,736.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

Part X - FIN 48 Footnote

The Organization does not believe its financial statements include any material, uncertain tax positions. Tax filings for periods ending 6-30-13 and later are subject to examination by applicable taxing authorities.

**SCHEDULE G
(Form 990 or 990-EZ)**

Department of the Treasury
Internal Revenue Service

Supplemental Information Regarding Fundraising or Gaming Activities

Complete if the organization answered 'Yes' on Form 990, Part IV, lines 17, 18, or 19, or if the organization entered more than \$15,000 on Form 990-EZ, line 6a.

▶ Attach to Form 990 or Form 990-EZ.

▶ Information about Schedule G (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2015

Open to Public Inspection

Name of the organization

The Urban Dove, Inc.

Employer identification number

[REDACTED]

Part I Fundraising Activities. Complete if the organization answered 'Yes' on Form 990, Part IV, line 17. Form 990-EZ filers are not required to complete this part.

1 Indicate whether the organization raised funds through any of the following activities. Check all that apply.

- a** Mail solicitations
- b** Internet and email solicitations
- c** Phone solicitations
- d** In-person solicitations
- e** Solicitation of non-government grants
- f** Solicitation of government grants
- g** Special fundraising events

2a Did the organization have a written or oral agreement with any individual (including officers, directors, trustees or key employees listed in Form 990, Part VII) or entity in connection with professional fundraising services? Yes No

b If 'Yes,' list the ten highest paid individuals or entities (fundraisers) pursuant to agreements under which the fundraiser is to be compensated at least \$5,000 by the organization.

(i) Name and address of individual or entity (fundraiser)	(ii) Activity	(iii) Did fundraiser have custody or control of contributions?		(iv) Gross receipts from activity	(v) Amount paid to (or retained by) fundraiser listed in column (i)	(vi) Amount paid to (or retained by) organization
		Yes	No			
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
Total						0.

3 List all states in which the organization is registered or licensed to solicit contributions or has been notified it is exempt from registration or licensing.

Part II Fundraising Events. Complete if the organization answered 'Yes' on Form 990, Part IV, line 18, or reported more than \$15,000 of fundraising event contributions and gross income on Form 990-EZ, lines 1 and 6b. List events with gross receipts greater than \$5,000.

REVENUE	(a) Event #1	(b) Event #2	(c) Other events	(d) Total events	
	Evening Dove (event type)	Softball & Bas (event type)	None (total number)	(add column (a) through column (c))	
1	Gross receipts	358,623.	206,170.	564,793.	
2	Less: Contributions	311,650.	206,170.	517,820.	
3	Gross income (line 1 minus line 2)	46,973.		46,973.	
DIRECT EXPENSES	4	Cash prizes			
	5	Noncash prizes			
	6	Rent/facility costs			
	7	Food and beverages			
	8	Entertainment			
	9	Other direct expenses	46,973.		46,973.
	10	Direct expense summary. Add lines 4 through 9 in column (d)			46,973.
11	Net income summary. Subtract line 10 from line 3, column (d)				

Part III Gaming. Complete if the organization answered 'Yes' on Form 990, Part IV, line 19, or reported more than \$15,000 on Form 990-EZ, line 6a.

REVENUE	(a) Bingo	(b) Pull tabs/Instant bingo/progressive bingo	(c) Other gaming	(d) Total gaming (add column (a) through column (c))
	1	Gross revenue		
DIRECT EXPENSES	2	Cash prizes		
	3	Noncash prizes		
	4	Rent/facility costs		
	5	Other direct expenses		
	6	Volunteer labor	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No
7	Direct expense summary. Add lines 2 through 5 in column (d)			
8	Net gaming income summary. Subtract line 7 from line 1, column (d)			

- 9 Enter the state(s) in which the organization conducts gaming activities: _____
- a Is the organization licensed to conduct gaming activities in each of these states? Yes No
- b If 'No,' explain: _____
- 10 a Were any of the organization's gaming licenses revoked, suspended or terminated during the tax year? Yes No
- b If 'Yes,' explain: _____

11 Does the organization conduct gaming activities with nonmembers? Yes No

12 Is the organization a grantor, beneficiary or trustee of a trust or a member of a partnership or other entity formed to administer charitable gaming? Yes No

13 Indicate the percentage of gaming activity conducted in:

a The organization's facility	13 a	%
b An outside facility	13 b	%

14 Enter the name and address of the person who prepares the organization's gaming/special events books and records:

Name ▶ _____

Address ▶ _____

15 a Does the organization have a contract with a third party from whom the organization receives gaming revenue? Yes No

b If 'Yes,' enter the amount of gaming revenue received by the organization ▶ \$ _____ and the amount of gaming revenue retained by the third party ▶ \$ _____.

c If 'Yes,' enter name and address of the third party:

Name ▶ _____

Address ▶ _____

16 Gaming manager information:

Name ▶ _____

Gaming manager compensation ▶ \$ _____

Description of services provided ▶ _____

Director/officer

Employee

Independent contractor

17 Mandatory distributions

a Is the organization required under state law to make charitable distributions from the gaming proceeds to retain the state gaming license? Yes No

b Enter the amount of distributions required under state law to be distributed to other exempt organizations or spent in the organization's own exempt activities during the tax year ▶ \$ _____

Part IV **Supplemental Information.** Provide the explanations required by Part I, line 2b, columns (iii) and (v); and Part III, lines 9, 9b, 10b, 15b, 15c, 16, and 17b, as applicable. Also provide any additional information (see instructions).

**SCHEDULE I
(Form 990)**

Department of the Treasury
Internal Revenue Service

**Grants and Other Assistance to Organizations,
Governments, and Individuals in the United States**

Complete if the organization answered 'Yes' on Form 990, Part IV, line 21 or 22.
▶ Attach to Form 990.

▶ Information about Schedule I (Form 990) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2015

**Open to Public
Inspection**

Name of the organization

The Urban Dove, Inc.

Employer identification number

[REDACTED]

Part I General Information on Grants and Assistance

- 1 Does the organization maintain records to substantiate the amount of the grants or assistance, the grantees' eligibility for the grants or assistance, and the selection criteria used to award the grants or assistance? Yes No
- 2 Describe in Part IV the organization's procedures for monitoring the use of grant funds in the United States.

Part II Grants and Other Assistance to Domestic Organizations and Domestic Governments. Complete if the organization answered 'Yes' on Form 990, Part IV, line 21, for any recipient that received more than \$5,000. Part II can be duplicated if additional space is needed.

1 (a) Name and address of organization or government	(b) EIN	(c) IRC section if applicable	(d) Amount of cash grant	(e) Amount of non-cash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of non-cash assistance	(h) Purpose of grant or assistance
(1) ----- ----- -----							
(2) ----- ----- -----							
(3) ----- ----- -----							
(4) ----- ----- -----							
(5) ----- ----- -----							
(6) ----- ----- -----							
(7) ----- ----- -----							
(8) ----- ----- -----							

2 Enter total number of section 501(c)(3) and government organizations listed in the line 1 table ▶ 0

3 Enter total number of other organizations listed in the line 1 table ▶ 0

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

TEEA3901L 11/04/15

Schedule I (Form 990) (2015)

Part III Grants and Other Assistance to Domestic Individuals. Complete if the organization answered 'Yes' on Form 990, Part IV, line 22. Part III can be duplicated if additional space is needed.

(a) Type of grant or assistance	(b) Number of recipients	(c) Amount of cash grant	(d) Amount of non-cash assistance	(e) Method of valuation (book, FMV, appraisal, other)	(f) Description of non-cash assistance
1 Youth Staff Stipends	48	46,255.			
2					
3					
4					
5					
6					
7					

Part IV Supplemental Information. Provide the information required in Part I, line 2, Part III, column (b), and any other additional information.

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**SCHEDULE J
(Form 990)**

Compensation Information

OMB No. 1545-0047

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

2015

▶ Complete if the organization answered 'Yes' on Form 990, Part IV, line 23.

▶ Attach to Form 990.

▶ Information about Schedule J (Form 990) and its instructions is at www.irs.gov/form990.

**Open to Public
Inspection**

Department of the Treasury
Internal Revenue Service

Name of the organization

The Urban Dove, Inc.

Employer identification number

Part I Questions Regarding Compensation

1 a Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.

- | | |
|--|--|
| <input type="checkbox"/> First-class or charter travel | <input type="checkbox"/> Housing allowance or residence for personal use |
| <input type="checkbox"/> Travel for companions | <input type="checkbox"/> Payments for business use of personal residence |
| <input type="checkbox"/> Tax indemnification and gross-up payments | <input type="checkbox"/> Health or social club dues or initiation fees |
| <input type="checkbox"/> Discretionary spending account | <input type="checkbox"/> Personal services (e.g., maid, chauffeur, chef) |

b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If 'No,' complete Part III to explain.....

2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked in line 1a?.....

3 Indicate which, if any, of the following the filing organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Compensation committee | <input type="checkbox"/> Written employment contract |
| <input type="checkbox"/> Independent compensation consultant | <input checked="" type="checkbox"/> Compensation survey or study |
| <input checked="" type="checkbox"/> Form 990 of other organizations | <input checked="" type="checkbox"/> Approval by the board or compensation committee |

4 During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:

- | | | |
|--|------------|---|
| a Receive a severance payment or change-of-control payment? | 4 a | X |
| b Participate in, or receive payment from, a supplemental nonqualified retirement plan? | 4 b | X |
| c Participate in, or receive payment from, an equity-based compensation arrangement? | 4 c | X |
- If 'Yes' to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.

Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.

5 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:

- | | | |
|--|------------|---|
| a The organization? | 5 a | X |
| b Any related organization? | 5 b | X |
- If 'Yes' to line 5a or 5b, describe in Part III.

6 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:

- | | | |
|--|------------|---|
| a The organization? | 6 a | X |
| b Any related organization? | 6 b | X |
- If 'Yes' on line 6a or 6b, describe in Part III.

7 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any non-fixed payments not described on lines 5 and 6? If 'Yes,' describe in Part III.

8 Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If 'Yes,' describe in Part III.....

9 If 'Yes' to line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?

	Yes	No
1 a		
1 b		
2		
3		
4 a		X
4 b		X
4 c		X
5 a		X
5 b		X
6 a		X
6 b		X
7		X
8		X
9		

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2015

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that are not listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns(B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
Jai Nanda 1 Executive Dir.	(i)	178,023.	0.	0.	0.	0.	178,023.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
2	(i)							
	(ii)							
3	(i)							
	(ii)							
4	(i)							
	(ii)							
5	(i)							
	(ii)							
6	(i)							
	(ii)							
7	(i)							
	(ii)							
8	(i)							
	(ii)							
9	(i)							
	(ii)							
10	(i)							
	(ii)							
11	(i)							
	(ii)							
12	(i)							
	(ii)							
13	(i)							
	(ii)							
14	(i)							
	(ii)							
15	(i)							
	(ii)							
16	(i)							
	(ii)							

Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

DRAFT

SCHEDULE L
(Form 990 or 990-EZ)

Transactions With Interested Persons

OMB No. 1545-0047

2015

Open To Public Inspection

Department of the Treasury
Internal Revenue Service

▶ **Complete if the organization answered 'Yes' on Form 990, Part IV, line 25a, 25b, 26, 27, 28a, 28b, or 28c, or Form 990-EZ, Part V, line 38a or 40b.**
▶ **Attach to Form 990 or Form 990-EZ.**
▶ **Information about Schedule L (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.**

Name of the organization

The Urban Dove, Inc.

Employer identification number

Part I Excess Benefit Transactions (section 501(c)(3), section 501(c)(4), and 501(c)(29) organizations only).
Complete if the organization answered 'Yes' on Form 990, Part IV, line 25a or 25b, or Form 990-EZ, Part V, line 40b.

1	(a) Name of disqualified person	(b) Relationship between disqualified person and organization	(c) Description of transaction	(d) Corrected?	
				Yes	No
(1)					
(2)					
(3)					
(4)					
(5)					
(6)					

2 Enter the amount of tax incurred by the organization managers or disqualified persons during the year under section 4958 ▶ \$ _____

3 Enter the amount of tax, if any, on line 2, above, reimbursed by the organization ▶ \$ _____

Part II Loans to and/or From Interested Persons.
Complete if the organization answered 'Yes' on Form 990-EZ, Part V, line 38a or Form 990, Part IV, line 26; or if the organization reported an amount on Form 990, Part X, line 5, 6, or 22.

(a) Name of interested person	(b) Relationship with organization	(c) Purpose of loan	(d) Loan to or from the organization?		(e) Original principal amount	(f) Balance due	(g) In default?		(h) Approved by board or committee?		(i) Written agreement?	
			To	From			Yes	No	Yes	No	Yes	No
			(1) Jai Nanda	Executive Director								
(2)		Cash flow loan										
(3)			X		38,487.	38,487.		X		X		X
(4)												
(5)												
(6)												
(7)												
(8)												
(9)												
(10)												
Total						▶ \$	38,487.					

Part III Grants or Assistance Benefiting Interested Persons.
Complete if the organization answered 'Yes' on Form 990, Part IV, line 27.

(a) Name of interested person	(b) Relationship between interested person and the organization	(c) Amount of assistance	(d) Type of assistance	(e) Purpose of assistance
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				
(7)				
(8)				
(9)				
(10)				

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule L (Form 990 or 990-EZ) 2015

Part IV Business Transactions Involving Interested Persons.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 28a, 28b, or 28c.

	(a) Name of interested person	(b) Relationship between interested person and the organization	(c) Amount of transaction	(d) Description of transaction	(e) Sharing of organization's revenues?	
					Yes	No
(1)						
(2)						
(3)						
(4)						
(5)						
(6)						
(7)						
(8)						
(9)						
(10)						

Part V Supplemental Information

Provide additional information for responses to questions on Schedule L (see instructions).

DRAFT

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service
Name of the organization

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or 990-EZ.
▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is
at www.irs.gov/form990.

OMB No. 1545-0047

2015

**Open to Public
Inspection**

The Urban Dove, Inc.

Employer identification number

Form 990, Part III, Line 4a - Program Service Accomplishments

Urban Dove's mission is to help children, starting as young as eight years old, develop into healthy, successful adults who are economically, socially and emotionally independent. We believe that all children, regardless of their economic or social background, should have access to the resources needed to achieve this independence. The reality, however, is that too many children face incredible challenges and lack the opportunities to realize this future. The most significant barriers include high poverty rates, low high school graduation rates, low college enrollment and persistence rates, and high youth unemployment rates. Urban Dove provides support that starts in elementary school and lasts through college and beyond, all with the goal of helping our youth learn and develop the skills and confidence they need to overcome these obstacles. As they achieve their independence, they not only change their own lives, but become agents of lasting change in their families and their communities. While Urban Dove serves youth as young as eight years old, the majority of our programming focuses on youth ages 13 - 19.

Urban Dove works in communities where the number of youth facing challenges is disproportionately high. Our programs are designed to help youth overcome these challenges by identifying their causes and creating interventions that address them. Our program model uses a combination of academics, life skills, job skills and sports to energize, educate and empower youth over many years, building strong, trusting relationships that increase our impact and ensure our outcomes.

This year we will deliver services to over 400 at-risk youth. Our programs focus on helping youth achieve meaningful, life-changing, educational outcomes, specifically high school graduation, college enrollment and college graduation. Urban Dove

Name of the organization

The Urban Dove, Inc.

Employer identification number

Form 990, Part III, Line 4a - Program Service Accomplishments

programs are fully inclusive - accepting any and all youth who have an interest in joining - yet we hold all of our youth to the highest standard when it comes to their participation, effort and outcomes. Through support and encouragement from caring adults, we create a safe, positive environment in which our youth learn and develop skills and gain the confidence they need to reach their full potential. To date, 98% of our teenagers have graduated high school, over 95% have gone to college and over 90% have either graduated or remain in college.

Some highlights in the past year include:

- 86% of teenagers returned for the following year
- 100% of seniors graduated high school and enrolled in college
- 74% of seniors enrolled in 4 year colleges
- 97% of juniors took the SAT exam; 90% increased their score by an average of 230 points
- Over 90% of college-enrolled freshman completed their freshman year of college
- Overall, over 90% of college-enrolled Alumni remain in college
- Urban Dove employed 64 teenagers in summer 2015, earning over \$60,000 as a group

Form 990, Part VI, Line 11b - Form 990 Review Process

Management reviewed a draft of the form 990 with the audit/finance committee and provided edits to the tax preparer. After this process was performed, the form 990 was sent to the full board of directors prior to being filed with the IRS.

Form 990, Part VI, Line 12c - Explanation of Monitoring and Enforcement of Conflicts

Urban Dove has a board approved conflicts of interest policy. Each board member fills out an annual declaration stating that they have no conflicts or identifying the nature of their interested party transactions

Name of the organization

The Urban Dove, Inc.

Employer identification number

Form 990, Part VI, Line 15a - Compensation Review & Approval Process - CEO & Top Management

Each year, the executive committee reviews comparable salaries based on a recognized study and reviews the performance of the executive director to determine if the existing salary falls within these ranges. After a deliberation of this matter, a new proposed salary and benefit package is voted on. The minutes of the board of directors reflect the nature of this process.

Form 990, Part VI, Line 19 - Other Organization Documents Publicly Available

The organization does not make its governing documents, conflict of interest policy, and financial statements available to the public.

DRAFT

SCHEDULE R
(Form 990)

Department of the Treasury
Internal Revenue Service

Related Organizations and Unrelated Partnerships

- ▶ Complete if the organization answered 'Yes' on Form 990, Part IV, line 33, 34, 35b, 36, or 37.
 - ▶ Attach to Form 990.
- ▶ Information about Schedule R (Form 990) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2015

Open to Public Inspection

Name of the organization

The Urban Dove, Inc.

Employer identification number

[REDACTED]

Part I Identification of Disregarded Entities Complete if the organization answered 'Yes' on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity
(1) ----- ----- -----					
(2) ----- ----- -----					
(3) ----- ----- -----					

Part II Identification of Related Tax-Exempt Organizations Complete if the organization answered 'Yes' on Form 990, Part IV, line 34 because it had one or more related tax-exempt organizations during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Sec 512(b)(13) controlled entity?	
						Yes	No
(1) Urban Dove Team Charter School 600 Lafayette Avenue, 3rd Floor Brooklyn, NY 11216 45-3661819	Charter school	NY	501 (c) (3)	170 (b) (1) (A) (ii)	N/A		X
(2) ----- ----- -----							
(3) ----- ----- -----							
(4) ----- ----- -----							

Part III Identification of Related Organizations Taxable as a Partnership Complete if the organization answered 'Yes' on Form 990, Part IV, line 34 because it had one or more related organizations treated as a partnership during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
							Yes	No		Yes	No	
(1) ----- ----- -----												
(2) ----- ----- -----												
(3) ----- ----- -----												

Part IV Identification of Related Organizations Taxable as a Corporation or Trust Complete if the organization answered 'Yes' on Form 990, Part IV, line 34 because it had one or more related organizations treated as a corporation or trust during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Type of entity (C corp, S corp, or trust)	(f) Share of total income	(g) Share of end-of-year assets	(h) Percentage ownership	(i) Sec 512(b)(13) controlled entity?	
								Yes	No
(1) ----- ----- -----									
(2) ----- ----- -----									
(3) ----- ----- -----									

Part V Transactions With Related Organizations Complete if the organization answered 'Yes' on Form 990, Part IV, line 34, 35b, or 36.

Note. Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.

1 During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II-IV?

- a** Receipt of **(i)** interest, **(ii)** annuities, **(iii)** royalties, or **(iv)** rent from a controlled entity
- b** Gift, grant, or capital contribution to related organization(s)
- c** Gift, grant, or capital contribution from related organization(s)
- d** Loans or loan guarantees to or for related organization(s)
- e** Loans or loan guarantees by related organization(s)

- f** Dividends from related organization(s)
- g** Sale of assets to related organization(s)
- h** Purchase of assets from related organization(s)
- i** Exchange of assets with related organization(s)
- j** Lease of facilities, equipment, or other assets to related organization(s)

- k** Lease of facilities, equipment, or other assets from related organization(s)
- l** Performance of services or membership or fundraising solicitations for related organization(s)
- m** Performance of services or membership or fundraising solicitations by related organization(s)
- n** Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)
- o** Sharing of paid employees with related organization(s)

- p** Reimbursement paid to related organization(s) for expenses
- q** Reimbursement paid by related organization(s) for expenses

- r** Other transfer of cash or property to related organization(s)
- s** Other transfer of cash or property from related organization(s)

	Yes	No
1 a		X
1 b		X
1 c		X
1 d		X
1 e		X
1 f		X
1 g		X
1 h		X
1 i		X
1 j		X
1 k		X
1 l	X	
1 m		X
1 n		X
1 o		X
1 p		X
1 q		X
1 r		X
1 s		X

2 If the answer to any of the above is 'Yes,' see the instructions for information on who must complete this line, including covered relationships and transaction thresholds.

(a) Name of related organization	(b) Transaction type (a-s)	(c) Amount involved	(d) Method of determining amount involved
(1) Urban Dove Team Charter School	1	270,000.	
(2)			
(3)			
(4)			
(5)			
(6)			

Part VI Unrelated Organizations Taxable as a Partnership Complete if the organization answered 'Yes' on Form 990, Part IV, line 37.

Provide the following information for each entity taxed as a partnership through which the organization conducted more than five percent of its activities (measured by total assets or gross revenue) that was not a related organization. See instructions regarding exclusion for certain investment partnerships.

(a) Name, address, and EIN of entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(e) Are all partners section 501(c)(3) organizations?		(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
				Yes	No			Yes	No		Yes	No	
(1) ----- ----- -----													
(2) ----- ----- -----													
(3) ----- ----- -----													
(4) ----- ----- -----													
(5) ----- ----- -----													
(6) ----- ----- -----													
(7) ----- ----- -----													
(8) ----- ----- -----													

Part VII Supplemental Information

Provide additional information for responses to questions on Schedule R (see instructions).

DRAFT

CHAR500

NYS Annual Filing for Charitable Organizations
www.CharitiesNYS.com

Send with fee and attachments to:
NYS Office of the Attorney General
Charities Bureau Registration Section
120 Broadway
New York, NY 10271

2015

Open to Public
Inspection

1. General Information

For Fiscal Year Beginning (mm/dd/yyyy) 07/01 /2015 and Ending (mm/dd/yyyy) 06/30/2016		
Check if Applicable: <input type="checkbox"/> Address Change <input type="checkbox"/> Name Change <input type="checkbox"/> Initial Filing <input type="checkbox"/> Final Filing <input type="checkbox"/> Amended Filing <input type="checkbox"/> Reg ID Pending	Name of Organization: The Urban Dove, Inc.	Employer Identification Number (EIN): [REDACTED]
	Mailing Address: Church Street Station, PO Box 305	NY Registration Number: [REDACTED]
	City/State/Zip: New York, NY 10007	Telephone: [REDACTED]
	Website: www.urbandove.org	Email: [REDACTED]
	Check your organization's registration category: <input type="checkbox"/> 7A only <input type="checkbox"/> EPTL only <input checked="" type="checkbox"/> DUAL (7A & EPTL) <input type="checkbox"/> EXEMPT	

2. Certification

See instructions for certification requirements. Improper certification is a violation of law that may be subject to penalties.

We certify under penalties of perjury that we reviewed this report, including all attachments, and to the best of our knowledge and belief, they are true, correct and complete in accordance with the laws of the State of New York applicable to this report.

President or Authorized Officer:	Signature	Jai Nanda Printed Name	Executive Dir. Title	Date
Chief Financial Officer or Treasurer:	Signature			Date

3. Annual Reporting Exemption

Check the exemption(s) that apply to your filing. If your organization is claiming an exemption under one category (7A or EPTL only filers) or both categories (DUAL filers) that apply to your registration, complete only parts 1, 2, and 3, and submit the certified Char500. No fee, schedules, or additional attachments are required. If you cannot claim an exemption or are a DUAL filer that claims only one exemption, you must file applicable schedules and attachments and pay applicable fees.

3a. 7A filing exemption: Total contributions from NY State including residents, foundations, government agencies, etc did not exceed \$25,000 and the organization did not engage a professional fund raiser (PFR) or fund raising counsel (FRC) to solicit contributions during the fiscal year. Or the organization qualifies for another 7A exemption (see instructions).

3b. EPTL filing exemption: Gross receipts did not exceed \$25,000 and the market value of assets did not exceed \$25,000 at any time during the fiscal year.

4. Schedules and Attachments

See the following page for a checklist of schedules and attachments to complete your filing.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	4a. Did your organization use a professional fund raiser, fund raising counsel or commercial co-venturer for fund raising activity in NY State? If yes, complete Schedule 4a.
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	4b. Did the organization receive government grants? If yes, complete Schedule 4b.

5. Fee

See the checklist on the next page to calculate your fee(s). Indicate fee(s) you are submitting here:	7A filing fee: \$ <u>25.</u>	EPTL filing fee: \$ <u>50.</u>	Total fee: \$ <u>75.</u>	Make a single check or money order payable to: 'Department of Law'
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CHAR500 Annual Filing for Charitable Organizations (Updated December 2015)

CHAR500

Annual Filing Checklist

Simply submit the certified CHAR500 with no fee, schedule, or additional attachments IF:

- Your organization is registered as 7A only and you marked the 7A filing exemption in Part 3.
- Your organization is registered as EPTL only and you marked the EPTL filing exemption in Part 3.
- Your organization is registered as DUAL and you marked **both** the 7A and EPTL filing exemption in Part 3.

Checklist of Schedules and Attachments

Check the schedules you must submit with your CHAR500 as described in Part 4:

- If you answered 'yes' in Part 4a, submit Schedule 4a: Professional Fund Raisers (PFR), Fund Raising Counsel (FRC), Commercial Co-Venturers (CCV)
- If you answered 'yes' in Part 4b, submit Schedule 4b: Government Grants

Check the financial attachments you must submit with your CHAR500:

- IRS Form 990, 990-EZ, or 990-PF, and 990-T if applicable
- All additional IRS Form 990 Schedules, including Schedule B (Schedule of Contributors).
- Our organization was eligible for and filed an IRS 990-N e-postcard. We have included an IRS Form 990-EZ for state purposes only.

If you are a 7A only or DUAL filer, submit the applicable independent Certified Public Accountant's Review or Audit Report:

- Review Report if you received total revenue and support greater than \$250,000 and up to \$500,000.
- Audit Report if you received total revenue and support greater than \$500,000
- No Review Report or Audit Report is required because total revenue and support is less than \$250,000
- We are a DUAL filer and checked box 3a, no Review Report or Audit Report is required

Calculate Your Fee

For 7A and DUAL filers, calculate the 7A fee:

- \$0, if you checked the 7A exemption in Part 3a
- \$25, if you did not check the 7A exemption in Part 3a

For EPTL and DUAL filers, calculate the EPTL fee:

- \$0, if you checked the EPTL exemption in Part 3b
- \$25, if the NET WORTH is less than \$50,000
- \$50, if the NET WORTH is \$50,000 or more but less than \$250,000
- \$100, if the NET WORTH is \$250,000 or more but less than \$1,000,000
- \$250, if the NET WORTH is \$1,000,000 or more but less than \$10,000,000
- \$750, if the NET WORTH is \$10,000,000 or more but less than \$50,000,000
- \$1500, if the NET WORTH is less \$50,000,000 or more

Is my Registration Category 7A, EPTL, DUAL or EXEMPT?

Organizations are assigned a Registration Category upon registration with the NY Charities Bureau:

7A filers are registered to solicit contributions in New York under Article 7-A of the Executive Law ("7A")

EPTL filers are registered under the Estates, Powers & Trusts Law (EPTL) because they hold assets and/or conduct activities for charitable purposes in NY.

DUAL filers are registered under both 7A and EPTL.

EXEMPT filers have registered with the NY Charities Bureau and meet conditions in **Schedule E - Registration Exemption for Charitable Organizations**. These organization are not required to file annual financial reports but may do so voluntarily.

Confirm your Registration Category and learn more about NY law at www.CharitiesNYS.com

Where do I find my organization's NET WORTH?

NET WORTH for fee purposes is calculated on:
- IRS Form 990 Part I, line 22
- IRS Form 990 EZ Part I line 21
- IRS Form 990 PF, calculate the difference between Total Assets at Fair Market Value (Part II, line 16(c)) and Total Liabilities (Part II, line 23(b)).

Send Your Filing

Send your CHAR500, all schedules and attachments, and total fee to:

NYS Office of the Attorney General
Charities Bureau Registration Section
120 Broadway
New York, NY 10271

CHAR500 Annual Filing for Charitable Organizations (Updated December 2015)

CHAR500

2015

Schedule 4b: Government Grants
www.CharitiesNYS.com

**Open to Public
Inspection**

If you checked the box in question 4b in Part 4 on the CHAR500 Annual Filing for Charitable Organizations, complete this schedule and list EACH government grant. Use additional pages if necessary. Include this schedule with your certified CHAR500 NYS Annual Filing for Charitable Organizations.

1. Organization Information

Name of Organization: The Urban Dove, Inc.	NY Registration Number: [REDACTED]
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2. Government Grants

Name of Government Agency	Amount of Grant
1. NYC Dept. of Youth & Community Development	1. 17,000.
2. 21st Century Learning Center	2. 30,000.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
Total Government Grants:	Total: 47,000.

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

- ▶ Do not enter social security numbers on this form as it may be made public.
- ▶ Information about Form 990 and its instructions is at www.irs.gov/form990.

2016

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

A For the 2016 calendar year, or tax year beginning 7/01 , **2016, and ending** 6/30 , **2017**

B Check if applicable:

Address change
 Name change
 Initial return
 Final return/terminated
 Amended return
 Application pending

C The Urban Dove, Inc.
21-21 41st Avenue 2D
Long Island City, NY 11101

D Employer identification number [REDACTED]

E Telephone number [REDACTED]

G Gross receipts \$ 1,818,745.

F Name and address of principal officer: Jai Nanda
Same As C Above

H(a) Is this a group return for subordinates? Yes No

H(b) Are all subordinates included? Yes No
If 'No,' attach a list. (see instructions)

I Tax-exempt status: 501(c)(3) 501(c)() (insert no.) 4947(a)(1) or 527

J Website: ▶ www.urbandove.org

H(c) Group exemption number ▶

K Form of organization: Corporation Trust Association Other ▶

L Year of formation: 1998 **M** State of legal domicile: NY

Part I Summary

1 Briefly describe the organization's mission or most significant activities: Urban Dove is dedicated to enriching the lives of New York City's at-risk youth by creating a supportive, positive environment where children and teenagers can develop the life skills and confidence they need to reach their full potential.

2 Check this box if the organization discontinued its operations or disposed of more than 25% of its net assets.

3 Number of voting members of the governing body (Part VI, line 1a)	3	10
4 Number of independent voting members of the governing body (Part VI, line 1b)	4	10
5 Total number of individuals employed in calendar year 2016 (Part V, line 2a)	5	82
6 Total number of volunteers (estimate if necessary)	6	10
7a Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b Net unrelated business taxable income from Form 990-T, line 34	7b	0.

	Prior Year	Current Year
8 Contributions and grants (Part VIII, line 1h)	1,093,749.	1,418,345.
9 Program service revenue (Part VIII, line 2g)	272,956.	
10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)		
11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)		350,000.
12 Total revenue – add lines 8 through 11 (must equal Part VIII, column (A), line 12)	1,366,705.	1,768,345.
13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)	46,255.	62,333.
14 Benefits paid to or for members (Part IX, column (A), line 4)		
15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	990,901.	1,132,305.
16a Professional fundraising fees (Part IX, column (A), line 11e)		
b Total fundraising expenses (Part IX, column (D), line 25) ▶ 193,400.		
17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	344,580.	333,225.
18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	1,381,736.	1,527,863.
19 Revenue less expenses. Subtract line 18 from line 12	-15,031.	240,482.
	Beginning of Current Year	End of Year
20 Total assets (Part X, line 16)	348,786.	525,041.
21 Total liabilities (Part X, line 26)	155,901.	91,674.
22 Net assets or fund balances. Subtract line 21 from line 20	192,885.	433,367.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

Signature of officer: Jai Nanda Date: Executive Dir.
Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name: Michael Schall Preparer's signature: Michael Schall Date: Check self-em: [REDACTED]

Firm's name: ▶ SCHALL & ASHENFARB CPAS Firm's address: ▶ 307 5th Ave, 15th Floor NEW YORK, NY 10016-6517 Firm's Phone: [REDACTED]

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III.

1 Briefly describe the organization's mission:

Urban Dove is dedicated to enriching the lives of New York City's at-risk youth by creating a supportive, positive environment where children and teenagers can develop the life skills and confidence they need to reach their full potential.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? Yes No
If 'Yes,' describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? Yes No
If 'Yes,' describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 851,866. including grants of \$ 62,333.) (Revenue \$)

See Schedule O

4b (Code:) (Expenses \$ 350,000. including grants of \$) (Revenue \$)

Urban Dove provided certain operating and personnel service costs to the Urban Dove Charter School. The charter school began operations in August 2012.

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe in Schedule O.)
(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses **▶ 1,201,866.**

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If 'Yes,' complete Schedule A</i>	X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> (see instructions)?	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If 'Yes,' complete Schedule C, Part I</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If 'Yes,' complete Schedule C, Part II</i>		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If 'Yes,' complete Schedule C, Part III</i>		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If 'Yes,' complete Schedule D, Part I</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If 'Yes,' complete Schedule D, Part II</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If 'Yes,' complete Schedule D, Part III</i>		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If 'Yes,' complete Schedule D, Part IV</i>		X
10 Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If 'Yes,' complete Schedule D, Part V</i>		X
11 If the organization's answer to any of the following questions is 'Yes', then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If 'Yes,' complete Schedule D, Part VI</i>	X	
b Did the organization report an amount for investments — other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If 'Yes,' complete Schedule D, Part VII</i>		X
c Did the organization report an amount for investments — program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If 'Yes,' complete Schedule D, Part VIII</i>		X
d Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If 'Yes,' complete Schedule D, Part IX</i>		X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If 'Yes,' complete Schedule D, Part X</i>		X
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If 'Yes,' complete Schedule D, Part X</i>	X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If 'Yes,' complete Schedule D, Parts XI and XII</i>	X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If 'Yes,' and if the organization answered 'No' to line 12a, then completing Schedule D, Parts XI and XII is optional</i>		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If 'Yes,' complete Schedule E</i>		X
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If 'Yes,' complete Schedule F, Parts I and IV</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If 'Yes,' complete Schedule F, Parts II and IV</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If 'Yes,' complete Schedule F, Parts III and IV</i>		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If 'Yes,' complete Schedule G, Part I</i> (see instructions)		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If 'Yes,' complete Schedule G, Part II</i>	X	
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If 'Yes,' complete Schedule G, Part III</i>		X

Part IV Checklist of Required Schedules (continued)

	Yes	No
20a Did the organization operate one or more hospital facilities? <i>If 'Yes,' complete Schedule H.</i>		X
b If 'Yes' to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If 'Yes,' complete Schedule I, Parts I and II.</i>		X
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If 'Yes,' complete Schedule I, Parts I and III.</i>	X	
23 Did the organization answer 'Yes' to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If 'Yes,' complete Schedule J.</i>	X	
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If 'Yes,' answer lines 24b through 24d and complete Schedule K. If 'No,' go to line 25a.</i>		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an 'on behalf of' issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If 'Yes,' complete Schedule L, Part I.</i>		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If 'Yes,' complete Schedule L, Part I.</i>		X
26 Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If 'Yes,' complete Schedule L, Part II.</i>		X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If 'Yes,' complete Schedule L, Part III.</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, or key employee? <i>If 'Yes,' complete Schedule L, Part IV.</i>		X
b A family member of a current or former officer, director, trustee, or key employee? <i>If 'Yes,' complete Schedule L, Part IV.</i>		X
c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If 'Yes,' complete Schedule L, Part IV.</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If 'Yes,' complete Schedule M.</i>		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If 'Yes,' complete Schedule M.</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If 'Yes,' complete Schedule N, Part I.</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If 'Yes,' complete Schedule N, Part II.</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If 'Yes,' complete Schedule R, Part I.</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If 'Yes,' complete Schedule R, Part II, III, or IV, and Part V, line 1.</i>	X	
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
b If 'Yes' to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If 'Yes,' complete Schedule R, Part V, line 2.</i>		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If 'Yes,' complete Schedule R, Part V, line 2.</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If 'Yes,' complete Schedule R, Part VI.</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note. All Form 990 filers are required to complete Schedule O.	X	

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Form 990 (2016)

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V.

		Yes	No
1 a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable. <input type="text" value="0"/>		
1 b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable. <input type="text" value="0"/>		
1 c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?		
2 a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return. <input type="text" value="82"/>		
2 b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? Note. If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)	X	
3 a	Did the organization have unrelated business gross income of \$1,000 or more during the year?		X
3 b	If 'Yes,' has it filed a Form 990-T for this year? If 'No' to line 3b, provide an explanation in Schedule O.		
4 a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		X
4 b	If 'Yes,' enter the name of the foreign country: See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
5 a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		X
5 b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		X
5 c	If 'Yes,' to line 5a or 5b, did the organization file Form 8886-T?		
6 a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?		X
6 b	If 'Yes,' did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		
7	Organizations that may receive deductible contributions under section 170(c).		
7 a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?		X
7 b	If 'Yes,' did the organization notify the donor of the value of the goods or services provided?		
7 c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		X
7 d	If 'Yes,' indicate the number of Forms 8282 filed during the year. <input type="text"/>		
7 e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		X
7 f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		X
7 g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?		
7 h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?		
8	Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?		
9	Sponsoring organizations maintaining donor advised funds.		
9 a	Did the sponsoring organization make any taxable distributions under section 4966?		
9 b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?		
10	Section 501(c)(7) organizations. Enter:		
10 a	Initiation fees and capital contributions included on Part VIII, line 12		
10 b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities		
11	Section 501(c)(12) organizations. Enter:		
11 a	Gross income from members or shareholders		
11 b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)		
12 a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?		
12 b	If 'Yes,' enter the amount of tax-exempt interest received or accrued during the year. <input type="text"/>		
13	Section 501(c)(29) qualified nonprofit health insurance issuers.		
13 a	Is the organization licensed to issue qualified health plans in more than one state? Note. See the instructions for additional information the organization must report on Schedule O.		
13 b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans		
13 c	Enter the amount of reserves on hand		
14 a	Did the organization receive any payments for indoor tanning services during the tax year?		X
14 b	If 'Yes,' has it filed a Form 720 to report these payments? If 'No,' provide an explanation in Schedule O.		

Part VI Governance, Management, and Disclosure For each 'Yes' response to lines 2 through 7b below, and for a 'No' response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

Section A. Governing Body and Management

		Yes	No
1 a	Enter the number of voting members of the governing body at the end of the tax year. 1 a 10 If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.		
1 b	Enter the number of voting members included in line 1a, above, who are independent. 1 b 10		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Did the organization have members or stockholders?		X
7 a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		X
7 b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
8 a	The governing body?	X	
8 b	Each committee with authority to act on behalf of the governing body?	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If 'Yes,' provide the names and addresses in Schedule O.		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10 a	Did the organization have local chapters, branches, or affiliates?		X
10 b	If 'Yes,' did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
11 a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	X	
11 b	Describe in Schedule O the process, if any, used by the organization to review this Form 990. See Schedule O		
12 a	Did the organization have a written conflict of interest policy? If 'No,' go to line 13.	X	
12 b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
12 c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If 'Yes,' describe in Schedule O how this was done . . . See Schedule O	X	
13	Did the organization have a written whistleblower policy?	X	
14	Did the organization have a written document retention and destruction policy?	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
15 a	The organization's CEO, Executive Director, or top management official . See Schedule O	X	
15 b	Other officers or key employees of the organization If 'Yes' to line 15a or 15b, describe the process in Schedule O (see instructions).		X
16 a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
16 b	If 'Yes,' did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?		

Section C. Disclosure

- 17** List the states with which a copy of this Form 990 is required to be filed ▶ NY
- 18** Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request Other (explain in Schedule O)
- 19** Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year. See Schedule O
- 20** State the name, address, and telephone number of the person who possesses the organization's books and records: ▶
 Jai Nanda 21-21 41st Avenue, Ste 2D Long Island City NY 11101

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII.

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1 a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of 'key employee.'
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) Spencer Rothschild Board Chair	1 0	X		X				0.	0.	0.
(2) Michael Grandis Secretary	1 0	X		X				0.	0.	0.
(3) Trisha Rozas Trustee	1 0	X						0.	0.	0.
(4) Mark Benerofe Trustee	1 0	X						0.	0.	0.
(5) Lawrence D. Ellman Treasurer	1 0	X						0.	0.	0.
(6) Gary Lieberman Trustee	1 0	X						0.	0.	0.
(7) Steven A. Berger Trustee	1 0	X						0.	0.	0.
(8) David D. Froelich Trustee	1 0	X						0.	0.	0.
(9) Henry Johnson Trustee	1 0	X						0.	0.	0.
(10) Stephen Swiatkiewicz Trustee	1 0	X						0.	0.	0.
(11) Jai Nanda Executive Dir.	40 0			X				177,065.	0.	0.
(12)										
(13)										
(14)										

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)					(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee			
(15) -----									
(16) -----									
(17) -----									
(18) -----									
(19) -----									
(20) -----									
(21) -----									
(22) -----									
(23) -----									
(24) -----									
(25) -----									

1 b Sub-total	177,065.	0.	0.
c Total from continuation sheets to Part VII, Section A	0.	0.	0.
d Total (add lines 1b and 1c)	177,065.	0.	0.

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization ▶ **1**

	Yes	No
3 Did the organization list any former officer, director, or trustee, key employee, or highest compensated employee on line 1a? <i>If 'Yes,' complete Schedule J for such individual.</i>		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If 'Yes,' complete Schedule J for such individual.</i>	X	
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If 'Yes,' complete Schedule J for such person.</i>		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization ▶ **0**

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII.

		(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1 a				
	b Membership dues	1 b				
	c Fundraising events	1 c 560,429.				
	d Related organizations	1 d				
	e Government grants (contributions)	1 e 52,500.				
	f All other contributions, gifts, grants, and similar amounts not included above	1 f 805,416.				
	g Noncash contributions included in lines 1a-1f: \$					
	h Total. Add lines 1a-1f ▶		1,418,345.			
Program Service Revenue	2 a _____	Business Code				
	b _____					
	c _____					
	d _____					
	e _____					
	f All other program service revenue					
	g Total. Add lines 2a-2f ▶					
Other Revenue	3 Investment income (including dividends, interest and other similar amounts) ▶					
	4 Income from investment of tax-exempt bond proceeds . . . ▶					
	5 Royalties ▶					
	6 a Gross rents	(i) Real				
		(ii) Personal				
		b Less: rental expenses				
		c Rental income or (loss)				
	d Net rental income or (loss) ▶					
	7 a Gross amount from sales of assets other than inventory	(i) Securities				
		(ii) Other				
		b Less: cost or other basis and sales expenses				
		c Gain or (loss)				
	d Net gain or (loss) ▶					
	8 a Gross income from fundraising events (not including . . \$ 560,429 . of contributions reported on line 1c). See Part IV, line 18	a 50,400.				
		b Less: direct expenses	b 50,400.			
c Net income or (loss) from fundraising events ▶						
9 a Gross income from gaming activities. See Part IV, line 19	a					
	b Less: direct expenses	b				
	c Net income or (loss) from gaming activities ▶					
10 a Gross sales of inventory, less returns and allowances	a					
	b Less: cost of goods sold	b				
	c Net income or (loss) from sales of inventory ▶					
Miscellaneous Revenue		Business Code				
11 a <u>Contractual Services</u>	611710	350,000.			350,000.	
b _____						
c _____						
d All other revenue						
e Total. Add lines 11a-11d ▶		350,000.				
12 Total revenue. See instructions ▶		1,768,345.	0.	0.	350,000.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21.				
2 Grants and other assistance to domestic individuals. See Part IV, line 22.	62,333.	62,333.		
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16.				
4 Benefits paid to or for members.				
5 Compensation of current officers, directors, trustees, and key employees.	180,000.	101,250.	20,250.	58,500.
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B).	0.	0.	0.	0.
7 Other salaries and wages.	818,265.	702,951.	42,810.	72,504.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions).				
9 Other employee benefits.	49,589.	39,949.	3,132.	6,508.
10 Payroll taxes.	84,451.	68,034.	5,335.	11,082.
11 Fees for services (non-employees):				
a Management.				
b Legal.				
c Accounting.				
d Lobbying.				
e Professional fundraising services. See Part IV, line 17.				
f Investment management fees.				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O.)	27,626.	4,532.	22,288.	806.
12 Advertising and promotion.				
13 Office expenses.				
14 Information technology.				
15 Royalties.				
16 Occupancy.	38,430.	30,959.	2,428.	5,043.
17 Travel.				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials.				
19 Conferences, conventions, and meetings.				
20 Interest.				
21 Payments to affiliates.				
22 Depreciation, depletion, and amortization.	800.	644.	51.	105.
23 Insurance.	15,888.	12,799.	1,004.	2,085.
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a <u>Transportation</u>	63,520.	63,390.	130.	
b <u>Activities & Events</u>	45,376.	15,318.		30,058.
c <u>Meeting Costs</u>	32,289.	29,661.		2,628.
d <u>Apparel</u>	25,398.	24,630.		768.
e All other expenses.	83,898.	45,416.	35,169.	3,313.
25 Total functional expenses. Add lines 1 through 24e.	1,527,863.	1,201,866.	132,597.	193,400.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720).				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X.

		(A) Beginning of year		(B) End of year
Assets	1 Cash – non-interest-bearing.....	112,089.	1	198,233.
	2 Savings and temporary cash investments.....		2	
	3 Pledges and grants receivable, net.....	224,711.	3	320,481.
	4 Accounts receivable, net.....		4	
	5 Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L.....		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions). Complete Part II of Schedule L.....		6	
	7 Notes and loans receivable, net.....		7	
	8 Inventories for sale or use.....		8	
	9 Prepaid expenses and deferred charges.....	11,186.	9	6,327.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D.....	10a 121,296.		
	b Less: accumulated depreciation.....	10b 121,296.	800.	10c
	11 Investments – publicly traded securities.....		11	
	12 Investments – other securities. See Part IV, line 11.....		12	
	13 Investments – program-related. See Part IV, line 11.....		13	
	14 Intangible assets.....		14	
	15 Other assets. See Part IV, line 11.....		15	
16 Total assets. Add lines 1 through 15 (must equal line 34).....	348,786.	16	525,041.	
Liabilities	17 Accounts payable and accrued expenses.....	117,414.	17	91,674.
	18 Grants payable.....		18	
	19 Deferred revenue.....		19	
	20 Tax-exempt bond liabilities.....		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D.....		21	
	22 Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L.....	38,487.	22	
	23 Secured mortgages and notes payable to unrelated third parties.....		23	
	24 Unsecured notes and loans payable to unrelated third parties.....		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D.....		25	
	26 Total liabilities. Add lines 17 through 25.....	155,901.	26	91,674.
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.			
	27 Unrestricted net assets.....	35,526.	27	188,508.
	28 Temporarily restricted net assets.....	157,359.	28	244,859.
	29 Permanently restricted net assets.....		29	
	Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.			
	30 Capital stock or trust principal, or current funds.....		30	
	31 Paid-in or capital surplus, or land, building, or equipment fund.....		31	
	32 Retained earnings, endowment, accumulated income, or other funds.....		32	
	33 Total net assets or fund balances.....	192,885.	33	433,367.
	34 Total liabilities and net assets/fund balances.....	348,786.	34	525,041.

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Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	1,768,345.
2	Total expenses (must equal Part IX, column (A), line 25)	2	1,527,863.
3	Revenue less expenses. Subtract line 2 from line 1	3	240,482.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	192,885.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	433,367.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

		Yes	No
1	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked 'Other,' explain in Schedule O.		
2 a	Were the organization's financial statements compiled or reviewed by an independent accountant? If 'Yes,' check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
2 b	Were the organization's financial statements audited by an independent accountant? If 'Yes,' check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	X	
2 c	If 'Yes' to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.	X	
3 a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?		X
3 b	If 'Yes,' did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits.		

BAA

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ.

▶ Information about Schedule A (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2016

Open to Public Inspection

Name of the organization

The Urban Dove, Inc.

Employer identification number

[REDACTED]

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i)**.
- 2 A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E (Form 990 or 990-EZ).)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**.
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 9 An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
- 10 An organization that normally receives: (1) more than 33-1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions—subject to certain exceptions, and (2) no more than 33-1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2)**. (Complete Part III.)
- 11 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4)**.
- 12 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3)**. Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.
 - a **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
 - b **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
 - c **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
 - d **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
 - e Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
 - f Enter the number of supported organizations: _____
 - g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
(A)						
(B)						
(C)						
(D)						
(E)						
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants'.)	771,494.	1,000,761.	1,075,751.	1,093,749.	1,418,345.	5,360,100.
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf.						0.
3 The value of services or facilities furnished by a governmental unit to the organization without charge						0.
4 Total. Add lines 1 through 3.	771,494.	1,000,761.	1,075,751.	1,093,749.	1,418,345.	5,360,100.
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						757,804.
6 Public support. Subtract line 5 from line 4.						4,602,296.

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
7 Amounts from line 4.	771,494.	1,000,761.	1,075,751.	1,093,749.	1,418,345.	5,360,100.
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources.	8.					8.
9 Net income from unrelated business activities, whether or not the business is regularly carried on.						0.
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.) <i>See Part VI</i>	227,744.	185,000.	260,000.	272,956.	350,000.	1,295,700.
11 Total support. Add lines 7 through 10.						6,655,808.
12 Gross receipts from related activities, etc. (see instructions)					12	0.
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here ▶ <input type="checkbox"/>						

Section C. Computation of Public Support Percentage

14 Public support percentage for 2016 (line 6, column (f) divided by line 11, column (f))	14	69.15 %
15 Public support percentage from 2015 Schedule A, Part II, line 14.	15	69.79 %

- 16a 33-1/3% support test—2016.** If the organization did not check the box on line 13, and line 14 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization. ▶
- b 33-1/3% support test—2015.** If the organization did not check a box on line 13 or 16a, and line 15 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization. ▶
- 17a 10%-facts-and-circumstances test—2016.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and **stop here.** Explain in Part VI how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization. ▶
- b 10%-facts-and-circumstances test—2015.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and **stop here.** Explain in Part VI how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization. ▶
- 18 Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions. ▶

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants.')						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose.						
3 Gross receipts from activities that are not an unrelated trade or business under section 513.						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf.						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5.						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons.						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year.						
c Add lines 7a and 7b.						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
9 Amounts from line 6.						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources.						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975.						
c Add lines 10a and 10b.						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on.						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ▶

Section C. Computation of Public Support Percentage

15 Public support percentage for 2016 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2015 Schedule A, Part III, line 15.	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2016 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2015 Schedule A, Part III, line 17.	18	%

19a 33-1/3% support tests—2016. If the organization did not check the box on line 14, and line 15 is more than 33-1/3%, and line 17 is not more than 33-1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization. ▶

b 33-1/3% support tests—2015. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33-1/3%, and line 18 is not more than 33-1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization. ▶

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ▶

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If 'No,' describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If 'Yes,' explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If 'Yes,' answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If 'Yes,' describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If 'Yes,' explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ('foreign supported organization')? <i>If 'Yes' and if you checked 12a or 12b in Part I, answer (b) and (c) below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If 'Yes,' describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If 'Yes,' explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If 'Yes,' answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If 'Yes,' provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If 'Yes,' complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If 'Yes,' complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If 'Yes,' provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If 'Yes,' provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If 'Yes,' provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If 'Yes,' answer 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?	11a	
b A family member of a person described in (a) above?	11b	
c A 35% controlled entity of a person described in (a) or (b) above? <i>If 'Yes' to a, b, or c, provide detail in Part VI.</i>	11c	

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? <i>If 'No,' describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.</i>	1	
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? <i>If 'Yes,' explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.</i>	2	

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? <i>If 'No,' describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).</i>	1	

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1	
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? <i>If 'No,' explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).</i>	2	
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? <i>If 'Yes,' describe in Part VI the role the organization's supported organizations played in this regard.</i>	3	

Section E. Type III Functionally Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).			
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.			
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.			
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).			
2 Activities Test. Answer (a) and (b) below.		Yes	No
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? <i>If 'Yes,' then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.</i>	2a		
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? <i>If 'Yes,' explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.</i>	2b		
3 Parent of Supported Organizations. Answer (a) and (b) below.			
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? <i>Provide details in Part VI.</i>	3a		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? <i>If 'Yes,' describe in Part VI the role played by the organization in this regard.</i>	3b		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A – Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3.	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4).	8	

Section B – Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d.	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035.	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C – Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

BAA

Schedule A (Form 990 or 990-EZ) 2016

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D – Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 Total annual distributions. Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2016 from Section C, line 6	
10 Line 8 amount divided by Line 9 amount	

Section E – Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2016	(iii) Distributable Amount for 2016
1 Distributable amount for 2016 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2016 (reasonable cause required – explain in Part VI). See instructions.			
3 Excess distributions carryover, if any, to 2016:			
a			
b			
c From 2013			
d From 2014			
e From 2015			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2016 distributable amount			
i Carryover from 2011 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2016 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2016 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2016, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI. See instructions.			
6 Remaining underdistributions for 2016. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI. See instructions.			
7 Excess distributions carryover to 2017. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a			
b Excess from 2013			
c Excess from 2014			
d Excess from 2015			
e Excess from 2016			

BAA

Part VI Supplemental Information. Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information.
(See instructions.)

Part II, Line 10 - Other Income

<u>Nature and Source</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>	<u>2012</u>
Contractual Services	\$ 350,000.	\$ 272,956.	\$ 260,000.	\$ 185,000.	\$ 227,744.
Total	<u>\$ 350,000.</u>	<u>\$ 272,956.</u>	<u>\$ 260,000.</u>	<u>\$ 185,000.</u>	<u>\$ 227,744.</u>

SCHEDULE D (Form 990)

Department of the Treasury Internal Revenue Service

Name of the organization

Supplemental Financial Statements

Complete if the organization answered 'Yes' on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b. Attach to Form 990.

Information about Schedule D (Form 990) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2016

Open to Public Inspection

Employer identification number

The Urban Dove, Inc.

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 6.

Table with 3 columns: Line number, (a) Donor advised funds, (b) Funds and other accounts. Rows 1-4 for total number, aggregate value of contributions, grants, and end of year.

- 5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property...
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes...

Part II Conservation Easements.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 7.

- 1 Purpose(s) of conservation easements held by the organization (check all that apply).
2a Preservation of land for public use (e.g., recreation or education)
2b Protection of a historically important land area
2c Protection of natural habitat
2d Preservation of a certified historic structure
2e Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

Table with 2 columns: Line number, Held at the End of the Tax Year. Rows 2a, 2b, 2c, 2d.

- 3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year
4 Number of states where property subject to conservation easement is located
5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?
6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year
7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year
8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?
9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 8.

- 1 a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.
b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:
(i) Revenue included on Form 990, Part VIII, line 1
(ii) Assets included in Form 990, Part X
2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:
a Revenue included on Form 990, Part VIII, line 1
b Assets included in Form 990, Part X

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):

- a Public exhibition
- b Scholarly research
- c Preservation for future generations
- d Loan or exchange programs
- e Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered 'Yes' on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1 a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No

b If 'Yes,' explain the arrangement in Part XIII and complete the following table:

	Amount
c Beginning balance	1 c
d Additions during the year	1 d
e Distributions during the year	1 e
f Ending balance	1 f

2 a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No

b If 'Yes,' explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII.

Part V Endowment Funds. Complete if the organization answered 'Yes' on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1 a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a Board designated or quasi-endowment _____ %
 - b Permanent endowment _____ %
 - c Temporarily restricted endowment _____ %
- The percentages on lines 2a, 2b, and 2c should equal 100%.

3 a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

	Yes	No
(i) unrelated organizations	3a(i)	
(ii) related organizations	3a(ii)	
b If 'Yes' on line 3a(ii), are the related organizations listed as required on Schedule R?	3b	

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1 a Land				
b Buildings				
c Leasehold improvements		89,860.	89,860.	0.
d Equipment				
e Other		31,436.	31,436.	0.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				0.

BAA

Part VII Investments – Other Securities.

N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A) -----		
(B) -----		
(C) -----		
(D) -----		
(E) -----		
(F) -----		
(G) -----		
(H) -----		
(I) -----		
Total. (Column (b) must equal Form 990, Part X, column (B) line 12.)		

Part VIII Investments – Program Related.

N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. (Column (b) must equal Form 990, Part X, column (B) line 13.)		

Part IX Other Assets.

N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. (Column (b) must equal Form 990, Part X, column (B) line 15.)	

Part X Other Liabilities.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25

(a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. (Column (b) must equal Form 990, Part X, column (B) line 25.)	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII. See Part XIII

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements	1	1,768,345.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:		
	a Net unrealized gains (losses) on investments	2a	
	b Donated services and use of facilities	2b	
	c Recoveries of prior year grants	2c	
	d Other (Describe in Part XIII.)	2d	
	e Add lines 2a through 2d	2e	
3	Subtract line 2e from line 1	3	1,768,345.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:		
	a Investment expenses not included on Form 990, Part VIII, line 7b	4a	
	b Other (Describe in Part XIII.)	4b	
	c Add lines 4a and 4b	4c	
5	Total revenue. Add lines 3 and 4c . (This must equal Form 990, Part I, line 12.)	5	1,768,345.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements	1	1,527,863.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:		
	a Donated services and use of facilities	2a	
	b Prior year adjustments	2b	
	c Other losses	2c	
	d Other (Describe in Part XIII.)	2d	
	e Add lines 2a through 2d	2e	
3	Subtract line 2e from line 1	3	1,527,863.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:		
	a Investment expenses not included on Form 990, Part VIII, line 7b	4a	
	b Other (Describe in Part XIII.)	4b	
	c Add lines 4a and 4b	4c	
5	Total expenses. Add lines 3 and 4c . (This must equal Form 990, Part I, line 18.)	5	1,527,863.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

Part X - FIN 48 Footnote

The Organization does not believe its financial statements include any material, uncertain tax positions. Tax filings for periods ending 6-30-14 and later are subject to examination by applicable taxing authorities.

**SCHEDULE G
(Form 990 or 990-EZ)**

Department of the Treasury
Internal Revenue Service

Supplemental Information Regarding Fundraising or Gaming Activities

Complete if the organization answered 'Yes' on Form 990, Part IV, line 17, 18, or 19, or if the organization entered more than \$15,000 on Form 990-EZ, line 6a.

▶ Attach to Form 990 or Form 990-EZ.

▶ Information about Schedule G (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2016

Open to Public Inspection

Name of the organization

The Urban Dove, Inc.

Employer identification number

Part I

Fundraising Activities. Complete if the organization answered 'Yes' on Form 990, Part IV, line 17. Form 990-EZ filers are not required to complete this part.

1 Indicate whether the organization raised funds through any of the following activities. Check all that apply.

- a** Mail solicitations
- b** Internet and email solicitations
- c** Phone solicitations
- d** In-person solicitations
- e** Solicitation of non-government grants
- f** Solicitation of government grants
- g** Special fundraising events

2a Did the organization have a written or oral agreement with any individual (including officers, directors, trustees, or key employees listed in Form 990, Part VII) or entity in connection with professional fundraising services? Yes No

b If 'Yes,' list the 10 highest paid individuals or entities (fundraisers) pursuant to agreements under which the fundraiser is to be compensated at least \$5,000 by the organization.

(i) Name and address of individual or entity (fundraiser)	(ii) Activity	(iii) Did fundraiser have custody or control of contributions?		(iv) Gross receipts from activity	(v) Amount paid to (or retained by) fundraiser listed in column (i)	(vi) Amount paid to (or retained by) organization
		Yes	No			
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
Total						0.

3 List all states in which the organization is registered or licensed to solicit contributions or has been notified it is exempt from registration or licensing.

Part II Fundraising Events. Complete if the organization answered 'Yes' on Form 990, Part IV, line 18, or reported more than \$15,000 of fundraising event contributions and gross income on Form 990-EZ, lines 1 and 6b. List events with gross receipts greater than \$5,000.

REVENUE		(a) Event #1 <u>Evening with D</u> (event type)	(b) Event #2 <u>Softball & Bas</u> (event type)	(c) Other events <u>None</u> (total number)	(d) Total events (add column (a) through column (c))	
	1	Gross receipts.....	398,329.	212,500.		610,829.
2	Less: Contributions.....	347,929.	212,500.		560,429.	
3	Gross income (line 1 minus line 2).....	50,400.			50,400.	
DIRECT EXPENSES	4	Cash prizes.....				
	5	Noncash prizes.....				
	6	Rent/facility costs.....	50,400.			50,400.
	7	Food and beverages.....				
	8	Entertainment.....				
	9	Other direct expenses.....				
	10	Direct expense summary. Add lines 4 through 9 in column (d)..... ▶				50,400.
11	Net income summary. Subtract line 10 from line 3, column (d)..... ▶					

Part III Gaming. Complete if the organization answered 'Yes' on Form 990, Part IV, line 19, or reported more than \$15,000 on Form 990-EZ, line 6a.

REVENUE		(a) Bingo	(b) Pull tabs/instant bingo/progressive bingo	(c) Other gaming	(d) Total gaming (add column (a) through column (c))
	1	Gross revenue.....			
DIRECT EXPENSES	2	Cash prizes.....			
	3	Noncash prizes.....			
	4	Rent/facility costs.....			
	5	Other direct expenses.....			
	6	Volunteer labor.....	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No
7	Direct expense summary. Add lines 2 through 5 in column (d)..... ▶				
8	Net gaming income summary. Subtract line 7 from line 1, column (d)..... ▶				

9 Enter the state(s) in which the organization conducts gaming activities: _____

a Is the organization licensed to conduct gaming activities in each of these states?..... Yes No

b If 'No,' explain: _____

10 a Were any of the organization's gaming licenses revoked, suspended or terminated during the tax year?..... Yes No

b If 'Yes,' explain: _____

11 Does the organization conduct gaming activities with nonmembers? Yes No

12 Is the organization a grantor, beneficiary or trustee of a trust, or a member of a partnership or other entity formed to administer charitable gaming? Yes No

13 Indicate the percentage of gaming activity conducted in:

a The organization's facility	13 a	%
b An outside facility	13 b	%

14 Enter the name and address of the person who prepares the organization's gaming/special events books and records:

Name ▶ _____

Address ▶ _____

15 a Does the organization have a contract with a third party from whom the organization receives gaming revenue? Yes No

b If 'Yes,' enter the amount of gaming revenue received by the organization ▶ \$ _____ and the amount of gaming revenue retained by the third party ▶ \$ _____.

c If 'Yes,' enter name and address of the third party:

Name ▶ _____

Address ▶ _____

16 Gaming manager information:

Name ▶ _____

Gaming manager compensation ▶ \$ _____.

Description of services provided ▶ _____

Director/officer Employee Independent contractor

17 Mandatory distributions

a Is the organization required under state law to make charitable distributions from the gaming proceeds to retain the state gaming license? Yes No

b Enter the amount of distributions required under state law to be distributed to other exempt organizations or spent in the organization's own exempt activities during the tax year ▶ \$ _____

Part IV **Supplemental Information.** Provide the explanations required by Part I, line 2b, columns (iii) and (v); and Part III, lines 9, 9b, 10b, 15b, 15c, 16, and 17b, as applicable. Also provide any additional information. See instructions

**SCHEDULE I
(Form 990)**

Department of the Treasury
Internal Revenue Service

**Grants and Other Assistance to Organizations,
Governments, and Individuals in the United States**

Complete if the organization answered 'Yes' on Form 990, Part IV, line 21 or 22.
▶ Attach to Form 990.

▶ Information about Schedule I (Form 990) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2016

**Open to Public
Inspection**

Name of the organization

The Urban Dove, Inc.

Employer identification number

Part I General Information on Grants and Assistance

- 1 Does the organization maintain records to substantiate the amount of the grants or assistance, the grantees' eligibility for the grants or assistance, and the selection criteria used to award the grants or assistance? Yes No
- 2 Describe in Part IV the organization's procedures for monitoring the use of grant funds in the United States. See Part IV

Part II Grants and Other Assistance to Domestic Organizations and Domestic Governments. Complete if the organization answered 'Yes' on Form 990, Part IV, line 21, for any recipient that received more than \$5,000. Part II can be duplicated if additional space is needed.

1 (a) Name and address of organization or government	(b) EIN	(c) IRC section (if applicable)	(d) Amount of cash grant	(e) Amount of non-cash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of noncash assistance	(h) Purpose of grant or assistance
(1) ----- ----- -----							
(2) ----- ----- -----							
(3) ----- ----- -----							
(4) ----- ----- -----							
(5) ----- ----- -----							
(6) ----- ----- -----							
(7) ----- ----- -----							
(8) ----- ----- -----							

2 Enter total number of section 501(c)(3) and government organizations listed in the line 1 table. 0

3 Enter total number of other organizations listed in the line 1 table. 0

Part III Grants and Other Assistance to Domestic Individuals. Complete if the organization answered 'Yes' on Form 990, Part IV, line 22. Part III can be duplicated if additional space is needed.

(a) Type of grant or assistance	(b) Number of recipients	(c) Amount of cash grant	(d) Amount of noncash assistance	(e) Method of valuation (book, FMV, appraisal, other)	(f) Description of noncash assistance
1 Youth Staff Stipends	82	52,423.			
2 Scholarship	14	9,910.			
3					
4					
5					
6					
7					

Part IV Supplemental Information. Provide the information required in Part I, line 2; Part III, column (b); and any other additional information.**Part I, Line 2 - Procedures for Monitoring Use of Grants Funds in U.S.**

Youth staff stipends are awarded to students at the end of each cycle worked if they complete the cycle and pass all their classes.

Students' eligibility for scholarship awards ranges from attendance, academic performance, economic need, and years of service/commitment to the program. Students are selected after careful review from Urban Dove's program staff. Once a student receives a scholarship, the award is broken up into semesters. Students must maintain a 2.5 GPA (per semester) in order to receive that semester's award. All awards are paid directly to the student's college. All records are maintained by Urban Dove's program staff to ensure award funds are dispersed accurately.

**SCHEDULE J
(Form 990)**

Compensation Information

OMB No. 1545-0047

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

2016

▶ Complete if the organization answered 'Yes' on Form 990, Part IV, line 23.

▶ Attach to Form 990.

▶ Information about Schedule J (Form 990) and its instructions is at www.irs.gov/form990.

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

Name of the organization

The Urban Dove, Inc.

Employer identification number

Part I Questions Regarding Compensation

	Yes	No
1 a Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.		
<input type="checkbox"/> First-class or charter travel		
<input type="checkbox"/> Travel for companions		
<input type="checkbox"/> Tax indemnification and gross-up payments		
<input type="checkbox"/> Discretionary spending account		
<input type="checkbox"/> Housing allowance or residence for personal use		
<input type="checkbox"/> Payments for business use of personal residence		
<input type="checkbox"/> Health or social club dues or initiation fees		
<input type="checkbox"/> Personal services (such as, maid, chauffeur, chef)		
b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If 'No,' complete Part III to explain.	1 b	
2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked in line 1a?	2	
3 Indicate which, if any, of the following the filing organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.		
<input checked="" type="checkbox"/> Compensation committee		
<input type="checkbox"/> Independent compensation consultant		
<input checked="" type="checkbox"/> Form 990 of other organizations		
<input type="checkbox"/> Written employment contract		
<input checked="" type="checkbox"/> Compensation survey or study		
<input checked="" type="checkbox"/> Approval by the board or compensation committee		
4 During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:		
a Receive a severance payment or change-of-control payment?	4 a	X
b Participate in, or receive payment from, a supplemental nonqualified retirement plan?	4 b	X
c Participate in, or receive payment from, an equity-based compensation arrangement?	4 c	X
If 'Yes' to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.		
Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.		
5 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:		
a The organization?	5 a	X
b Any related organization?	5 b	X
If 'Yes' on line 5a or 5b, describe in Part III.		
6 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:		
a The organization?	6 a	X
b Any related organization?	6 b	X
If 'Yes' on line 6a or 6b, describe in Part III.		
7 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If 'Yes,' describe in Part III.	7	X
8 Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If 'Yes,' describe in Part III.	8	X
9 If 'Yes' on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	9	

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2016

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that are not listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns(B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
Jai Nanda 1 Executive Dir.	(i)	177,065.	0.	0.	0.	0.	177,065.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
2	(i)							
	(ii)							
3	(i)							
	(ii)							
4	(i)							
	(ii)							
5	(i)							
	(ii)							
6	(i)							
	(ii)							
7	(i)							
	(ii)							
8	(i)							
	(ii)							
9	(i)							
	(ii)							
10	(i)							
	(ii)							
11	(i)							
	(ii)							
12	(i)							
	(ii)							
13	(i)							
	(ii)							
14	(i)							
	(ii)							
15	(i)							
	(ii)							
16	(i)							
	(ii)							

Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service
Name of the organization

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or 990-EZ.
▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is
at www.irs.gov/form990.

OMB No. 1545-0047

2016

**Open to Public
Inspection**

The Urban Dove, Inc.

Employer identification number

Form 990, Part III, Line 4a - Program Service Accomplishments

Urban Dove's mission is to help children, starting as young as eight years old, develop into healthy, successful adults who are economically, socially and emotionally independent. We believe that all children, regardless of their economic or social background, should have access to the resources needed to achieve this independence. The reality, however, is that too many children face incredible challenges and lack the opportunities to realize this future. The most significant barriers include high poverty rates, low high school graduation rates, low college enrollment and persistence rates, and high youth unemployment rates. Urban Dove provides support that starts in elementary school and lasts through college and beyond, all with the goal of helping our youth learn and develop the skills and confidence they need to overcome these obstacles. As they achieve their independence, they not only change their own lives, but become agents of lasting change in their families and their communities. While Urban Dove serves youth as young as eight years old, the majority of our programming focuses on youth ages 13 - 19.

Urban Dove works in communities where the number of youth facing challenges is disproportionately high. Our programs are designed to help youth overcome these challenges by identifying their causes and creating interventions that address them. Our program model uses a combination of academics, life skills, job skills and sports to energize, educate and empower youth over many years, building strong, trusting relationships that increase our impact and ensure our outcomes.

This year we will deliver services to over 450 at-risk youth. Our programs focus on helping youth achieve meaningful, life-changing, educational outcomes, specifically high school graduation, college enrollment and college graduation. Urban Dove

Name of the organization

The Urban Dove, Inc.

Employer identification number

Form 990, Part III, Line 4a - Program Service Accomplishments

programs are fully inclusive - accepting any and all youth who have an interest in joining - yet we hold all of our youth to the highest standard when it comes to their participation, effort and outcomes. Through support and encouragement from caring adults, we create a safe, positive environment in which our youth learn and develop skills and gain the confidence they need to reach their full potential. To date, 96% of our teenagers have graduated high school, over 96% have gone to college and over 90% have either graduated or remain in college.

This fall, Urban Dove's charter school, UD Team, was approved for a full 5 year renewal by the New York State Board of Regents. Shortly afterwards, the Board of Regents also approved Urban Dove's request to open Urban Dove Team Charter School II, which will launch in the Bronx in 2018! While the renewal of UD Team's charter represents our proven track record of success, approval to open UD Team II in the Bronx is a testament to how this success can, and should be replicated throughout NYC. We look forward to growing the Urban Dove family in the years to come.

Some highlights from the 2016-2017 program year include:

- 86% of teenagers returned for the following year
- 100% of seniors graduated high school and enrolled in college
- 94% of seniors enrolled in college
- 100% of juniors took the SAT exam; 90% increased their score by an average of 74 points
- Over 90% of college-enrolled freshman completed their freshman year of college
- Overall, over 90% of college-enrolled Alumni remain in college
- Urban Dove employed 80 teenagers in summer 2016, earning over \$90,000 as a group

Name of the organization

The Urban Dove, Inc.

Employer identification number

Form 990, Part VI, Line 11b - Form 990 Review Process

Management reviewed a draft of the form 990 with the audit/finance committee and provided edits to the tax preparer. After this process was performed, the form 990 was sent to the full board of directors prior to being filed with the IRS.

Form 990, Part VI, Line 12c - Explanation of Monitoring and Enforcement of Conflicts

Urban Dove has a board approved conflicts of interest policy. Each board member fills out an annual declaration stating that they have no conflicts or identifying the nature of their interested party transactions

Form 990, Part VI, Line 15a - Compensation Review & Approval Process - CEO & Top Management

Each year, the executive committee reviews comparable salaries based on a recognized study and reviews the performance of the executive director to determine if the existing salary falls within these ranges. After a deliberation of this matter, a new proposed salary and benefit package is voted on. The minutes of the board of directors reflect the nature of this process.

Form 990, Part VI, Line 19 - Other Organization Documents Publicly Available

The organization does not make its governing documents, conflict of interest policy, and financial statements available to the public.

SCHEDULE R
(Form 990)

Department of the Treasury
Internal Revenue Service

Related Organizations and Unrelated Partnerships

- ▶ Complete if the organization answered 'Yes' on Form 990, Part IV, line 33, 34, 35b, 36, or 37. Attach to Form 990.
- ▶ Information about Schedule R (Form 990) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2016

Open to Public Inspection

Name of the organization

The Urban Dove, Inc.

Employer identification number

[REDACTED]

Part I Identification of Disregarded Entities. Complete if the organization answered 'Yes' on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity
(1) ----- ----- -----					
(2) ----- ----- -----					
(3) ----- ----- -----					

Part II Identification of Related Tax-Exempt Organizations. Complete if the organization answered 'Yes' on Form 990, Part IV, line 34 because it had one or more related tax-exempt organizations during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Sec 512(b)(13) controlled entity?	
						Yes	No
(1) Urban Dove Team Charter School 600 Lafayette Avenue, 3rd Floor Brooklyn, NY 11216 45-3661819	Charter school	NY	501(c)(3)	170(b)(1)(A)(ii)	N/A		X
(2) ----- ----- -----							
(3) ----- ----- -----							
(4) ----- ----- -----							

Part III Identification of Related Organizations Taxable as a Partnership Complete if the organization answered 'Yes' on Form 990, Part IV, line 34 because it had one or more related organizations treated as a partnership during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
							Yes	No		Yes	No	
(1) ----- ----- -----												
(2) ----- ----- -----												
(3) ----- ----- -----												

Part IV Identification of Related Organizations Taxable as a Corporation or Trust Complete if the organization answered 'Yes' on Form 990, Part IV, line 34 because it had one or more related organizations treated as a corporation or trust during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Type of entity (C corp, S corp, or trust)	(f) Share of total income	(g) Share of end-of-year assets	(h) Percentage ownership	(i) Sec 512(b)(13) controlled entity?	
								Yes	No
(1) ----- ----- -----									
(2) ----- ----- -----									
(3) ----- ----- -----									

Part V Transactions With Related Organizations. Complete if the organization answered 'Yes' on Form 990, Part IV, line 34, 35b, or 36.

Note. Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.

	Yes	No
1 During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II-IV?		
a Receipt of (i) interest, (ii) annuities, (iii) royalties, or (iv) rent from a controlled entity		X
b Gift, grant, or capital contribution to related organization(s)		X
c Gift, grant, or capital contribution from related organization(s)		X
d Loans or loan guarantees to or for related organization(s)		X
e Loans or loan guarantees by related organization(s)		X
f Dividends from related organization(s)		X
g Sale of assets to related organization(s)		X
h Purchase of assets from related organization(s)		X
i Exchange of assets with related organization(s)		X
j Lease of facilities, equipment, or other assets to related organization(s)		X
k Lease of facilities, equipment, or other assets from related organization(s)		X
l Performance of services or membership or fundraising solicitations for related organization(s)	X	
m Performance of services or membership or fundraising solicitations by related organization(s)		X
n Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)		X
o Sharing of paid employees with related organization(s)		X
p Reimbursement paid to related organization(s) for expenses		X
q Reimbursement paid by related organization(s) for expenses		X
r Other transfer of cash or property to related organization(s)		X
s Other transfer of cash or property from related organization(s)		X

2 If the answer to any of the above is 'Yes,' see the instructions for information on who must complete this line, including covered relationships and transaction thresholds.

(a) Name of related organization	(b) Transaction type (a-s)	(c) Amount involved	(d) Method of determining amount involved
(1) Urban Dove Team Charter School	1	350,000.	
(2)			
(3)			
(4)			
(5)			
(6)			

Part VI Unrelated Organizations Taxable as a Partnership. Complete if the organization answered 'Yes' on Form 990, Part IV, line 37.

Provide the following information for each entity taxed as a partnership through which the organization conducted more than five percent of its activities (measured by total assets or gross revenue) that was not a related organization. See instructions regarding exclusion for certain investment partnerships.

(a) Name, address, and EIN of entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(e) Are all partners section 501(c)(3) organizations?		(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
				Yes	No			Yes	No		Yes	No	
(1) ----- ----- -----													
(2) ----- ----- -----													
(3) ----- ----- -----													
(4) ----- ----- -----													
(5) ----- ----- -----													
(6) ----- ----- -----													
(7) ----- ----- -----													
(8) ----- ----- -----													

Part VII Supplemental Information.

Provide additional information for responses to questions on Schedule R. See instructions.



Doing Business Data Form

To be completed by the City agency prior to distribution			
Agency: _____		Transaction ID: _____	
Check One:	Transaction Type (check one):		
<input type="checkbox"/> Proposal	<input type="checkbox"/> Concession	<input type="checkbox"/> Contract	<input type="checkbox"/> Economic Development Agreement
<input type="checkbox"/> Award	<input type="checkbox"/> Franchise	<input type="checkbox"/> Grant	<input type="checkbox"/> Pension Investment Contract

Any entity receiving, applying for or proposing on an award or agreement must complete a Doing Business Data Form (see Q&A sheet for more information). Please either type responses directly into this fillable form or print answers by hand in black ink, and be sure to fill out the certification box on the last page. **Submission of a complete and accurate form is required for a proposal to be considered responsive or for any entity to receive an award or enter into an agreement.**

This Data Form requires information to be provided on principal officers, owners and senior managers. The name, employer and title of each person identified on the Data Form will be included in a public database of people who do business with the City of New York; no other information reported on this form will be disclosed to the public. **This Data Form is not related to the City's VENDEX requirements.**

Please return the completed Data Form to the City office that supplied it. Please contact the Doing Business Accountability Project at DoingBusiness@cityhall.nyc.gov or 212-788-8104 with any questions regarding this Data Form. Thank you for your cooperation.

Section 1: Entity Information

Entity Name: Urban Dove, Inc.

Entity EIN/TIN: ██████████

Entity Filing Status (select one):

- Entity has never completed a Doing Business Data Form. *Fill out the entire form.*
- Change from previous Data Form dated _____. *Fill out only those sections that have changed, and indicate the name of the persons who no longer hold positions with the entity.*
- No Change from previous Data Form dated 06/06/2016. *Skip to the bottom of the last page.*

Entity is a Non-Profit: Yes No

Entity Type: Corporation (any type) Joint Venture LLC Partnership (any type)
 Sole Proprietor Other (specify): _____

Address: _____

City: _____ State: _____ Zip: _____

Phone : _____ Fax : _____

E-mail: _____

Provide your e-mail address and/or fax number in order to receive notices regarding this form by e-mail or fax.

Section 2: Principal Officers

Please fill in the required identification information for each officer listed below. If the entity has no such officer or its equivalent, please check "This position does not exist." If the entity is filing a Change Form and the person listed is replacing someone who was previously disclosed, please check "This person replaced..." and fill in the name of the person being replaced so his/her name can be removed from the *Doing Business Database*, and indicate the date that the change became effective.

Chief Executive Officer (CEO) or equivalent officer

This position does not exist

The highest ranking officer or manager, such as the President, Executive Director, Sole Proprietor or Chairperson of the Board.

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

Birth Date (mm/dd/yy): _____ Home Phone #: _____

Home Address: _____

This person replaced former CEO: _____ on date: _____

Chief Financial Officer (CFO) or equivalent officer

This position does not exist

The highest ranking financial officer, such as the Treasurer, Comptroller, Financial Director or VP for Finance.

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

Birth Date (mm/dd/yy): _____ Home Phone #: _____

Home Address: _____

This person replaced former CFO: _____ on date: _____

Chief Operating Officer (COO) or equivalent officer

This position does not exist

The highest ranking operational officer, such as the Chief Planning Officer, Director of Operations or VP for Operations.

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

Birth Date (mm/dd/yy): _____ Home Phone #: _____

Home Address: _____

This person replaced former COO: _____ on date: _____

Section 3: Principal Owners

Please fill in the required identification information for all individuals who, through stock shares, partnership agreements or other means, **own or control 10% or more of the entity**. If no individual owners exist, please check the appropriate box to indicate why and skip to the next page. If the entity is owned by other companies, those companies do **not** need to be listed. If an owner was identified on the previous page, fill in his/her name and write "See above." If the entity is filing a Change Form, list any individuals who are no longer owners at the bottom of this page. If more space is needed, attach additional pages labeled "Additional Owners."

There are no owners listed because (select one):

- The entity is not-for-profit
- There are no individual owners
- No individual owner holds 10% or more shares in the entity
- Other (explain): _____

Principal Owners (who own or control 10% or more of the entity):

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

Birth Date (mm/dd/yy): _____ Home Phone #: _____

Home Address: _____

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

Birth Date (mm/dd/yy): _____ Home Phone #: _____

Home Address: _____

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

Birth Date (mm/dd/yy): _____ Home Phone #: _____

Home Address: _____

Remove the following previously-reported Principal Owners:

Name: _____ Removal Date: _____

Name: _____ Removal Date: _____

Name: _____ Removal Date: _____

Section 4: Senior Managers

Please fill in the required identification information for all senior managers who oversee any of the entity's relevant transactions with the City (e.g., contract managers if this form is for a contract award/proposal, grant managers if for a grant, etc.). Senior managers include anyone who, either by title or duties, has substantial discretion and high-level oversight regarding the solicitation, letting or administration of any transaction with the City. **At least one senior manager must be listed, or the Data Form will be considered incomplete.** If a senior manager has been identified on a previous page, fill in his/her name and write "See above." If the entity is filing a Change Form, list individuals who are no longer senior managers at the bottom of this section. If more space is needed, attach additional pages labeled "Additional Senior Managers."

Senior Managers:

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

Birth Date (mm/dd/yy): _____ Home Phone #: _____

Home Address: _____

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

Birth Date (mm/dd/yy): _____ Home Phone #: _____

Home Address: _____

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

Birth Date (mm/dd/yy): _____ Home Phone #: _____

Home Address: _____

Remove the following previously-reported Senior Managers:

Name: _____ Removal Date: _____

Name: _____ Removal Date: _____

Certification

I certify that the information submitted on these four pages and 0 additional pages is accurate and complete. I understand that willful or fraudulent submission of a materially false statement may result in the entity being found non-responsible and therefore denied future City awards.

Name: Dario Cerrud

Signature: [Signature] Date: 01/23/2017

Entity Name: Urban Dove, Inc.

Title: Associate Executive Director Work Phone #: [REDACTED]

Please return this form to the City agency that supplied it to you, not to the Doing Business Accountability Project.

For information or assistance, call the Doing Business Accountability Project at 212-788-8104.

Internal Revenue Service

Date: May 10, 2005

URBAN DOVE INC
% JAI NANDA
311 WEST 24TH STREET BOX 14-D
NEW YORK NY 10011

Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201

Person to Contact:

Ms. Edwards 31-07427
Customer Service Representative

Toll Free Telephone Number:

8:30 a.m. to 5:30 p.m. ET
877-829-5500

Fax Number:

513-263-3756

Internet Information Number:
[REDACTED]

Dear Sir or Madam:

This is in response to your request of May 10, 2005, regarding your organization's tax-exempt status.

In August 1998 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that your organization is also classified as a public charity under sections 509(a)(1) and 170(b)(1)(A)(vi) of the Internal Revenue Code.

Our records indicate that contributions to your organization are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,

Janna K. Skufca

Janna K. Skufca, Director, TE/GE
Customer Account Services

Attachment L – Client List

Client	Contact	Address	Nature of Relationship	Status
Lakeside Retreats	Billy Hoch	[REDACTED]	Facility use agreement to rent space for 8 days and 7 nights for approximately 130 students and staff	Still a client
NYC Department of Education 21 st CLC	Damien Pacheco		Grant contract awarded for Urban Dove HiRisers Program at Coalition School for Social Change (04M409) from 7/1/2016 to 6/30/2017	Grant Expired
NYC Department of Youth and Community Development	Kathy Ferguson-Moxam		New York City Council Discretionary funding for program services in East Harlem and the South Bronx.	Still a client
Long Island Financial Management Services	Susan Rich, CPA		LIFMS provides accounting and finance support services to Urban Dove	Services no longer required, engagement ended
Schall and Ashenfarb LLC	David Ashenfarb		Independent certified accountants that provide annual audited financial statement for Urban Dove	Still a client

Attachment M – Litigation

Urban Dove has been involved in three litigation claims, all three of which stemmed from Urban Dove Team Charter School employees, who filed suit against the school and named Urban Dove as a co-defendant due to the Institutional Partner relationship.

1. Jenine DeMarzo – Was terminated in 2013 and filed claim against the school for wrongful termination. Urban Dove was named as co-defendant and Urban Dove's insurance carrier settled out of court.
2. Jill Nawrocki – Was terminated in 2013 and filed claim against the school for wrongful termination. Urban Dove was named as co-defendant and Urban Dove's insurance carrier settled out of court.
3. Jessica Lovinsky – Quit in 2013 and filed claim against the school for wrongful termination. Urban Dove was named as co-defendant and the case was settled out of court.

Attachment 8a: Hiring and Personnel Policies and Procedures

Job Descriptions of Key School Employees

POSITION: School Leader

ABOUT THE POSITION:

The School Leader will lead one of the school's in the Urban Dove Team Charter School network, which operates in collaboration with Urban Dove, its Charter Management Organization. The School Leader will work closely with Urban Dove's Executive Director, the Board of Directors, and other Urban Dove school leaders to implement the school model and organizational vision. The School Leader is responsible for implementing a consistent, positive, and pervasive school culture using a youth development framework that focuses on restorative and therapeutic approaches to behavior and discipline. The School Leader must model exemplary leadership on a daily basis for all stakeholders, including students and families, staff, the Board, and the community. The School Leader must be able to inspire and motivate the entire school community, while setting and maintaining the highest of expectations. The School Leader must take the lead in celebrating student achievement, using data to create accountability and maintaining a safe and positive environment for students, families and staff. The School Leader will directly supervise key staff, including, but not limited to the Director of Operations, Director of Curriculum and Instruction, and the Director of Youth Development.

RESPONSIBILITIES:

- Ensure faithful execution of UD Team charter through NYSED Performance Framework
- Create an environment that prioritizes caring, respectful relationships among teachers, students, staff, and families
- Define, guide, and embody key elements of school culture for the whole community
- Ensure all staff have the skills, confidence and support they need to be successful in their roles
- Actively and strategically manage staff hiring, development, retention, and exiting to maintain overall staff quality and meet school needs
- Maintain clear and explicit organizational and behavioral expectations for all members of the school community
- Plan and facilitate school-wide PD according to school priorities and staff needs
- Give honest, clear and helpful feedback to staff
- Set high, concrete, measurable goals and benchmarks for all students and staff
- Make curricular choices that are aligned with school model and instructional vision
- Use assessments to determine student progress toward goals and to adjust curriculum and instruction
- Ensure that curricula, unit and lessons will lead all students to mastery of rigorous content and higher order thinking skills
- Ensure that curricula, unit and lesson are engaging and accessible to all students
- Build consistency in instruction across all classrooms
- Understand what ineffective, developing, and effective teachers look like within school model and how to support and challenge teachers according to their needs
- Ensure timely academic intervention, including targeted literacy support for students who need it
- Create a continuum of support services to meet students' social and emotional needs

- Approach discipline and social-emotional support such that a safe and inclusive environment results
- Balance attention between immediate concerns and matters that require long-term work and thinking
- Proactively analyze and diagnose problems and address them with thoughtful and creative solutions
- Provide mechanisms for stakeholder voice/participation in decision-making
- Consider the perspectives of all relevant stakeholders when making decisions
- Build leadership capacity for staff members
- Continually seeks to improve his own performance & welcomes and acts on performance feedback

QUALIFICATIONS:

- Master's Degree from a competitive college or university; SBL preferred
- At least 10 years of experience in youth development with high school age youth, preferably with Overage/Under-credited or high risk populations
- At least 3 years of experience in a leadership role in a youth service or school environment
- Demonstrated ability to "multi-task" and deliver high quality work
- Commitment to the UD Team mission and core values of Teamwork, Leadership, and Communication
- Commitment to the use of restorative practices and a strength-based, youth development approach to student issues
- Ability to function well as part of a team and work independently
- Must be team-oriented, with a strong work ethic, excellent communication skills, a passion for serving at-risk youth, and a sense of humor

POSITION: Director of Curriculum and Instruction

ABOUT THE POSITION:

The DCI will be responsible for developing and implementing the academic program for all students at UD Team. This is a year-round position that reports directly to the School Leader. The responsibilities will include but not be limited to the following:

RESPONSIBILITIES:

- Recruiting, hiring and supervising a team of excellent, qualified teachers, both for general and Special Education students.
- Managing and supporting the teaching staff on a daily basis
- Creating a professional development plan for all teachers, and other stakeholders as appropriate, both during the summer and throughout the year.
- Working closely with the Special Education Coordinator to ensure that all Special Education/ELL students are receiving the proper services
- Observing, both formally and informally, all teachers, in compliance with school and State Education guidelines
- Providing verbal and written feedback to all teachers, culminating in written evaluations
- Developing and training teachers as needed, with a focus on engaging and educating overage-under credited students

- Working closely with the Instructional Coach to develop a task-based curriculum that aligns with the Common Core, or other State Standards, and that aligns with the culture and mission of UD Team
- Working with other school leaders to develop and support each student's Individual Learning Plan
- Developing a plan for providing remedial and additional support for students on both a mandatory and elective basis
- Working with other school leaders to develop a Saturday and Summer program that meets the academic needs of the students
- Working with other school leaders to develop a credit recovery program that meets the needs of the students
- Using the restorative practices model to develop meaningful and impacting relationships with students
- Working with the School Counselor to ensure that each student is programmed into a schedule that will lead to graduation and that students' paths to graduation are tracked and regularly communicated.
- Collaborating with the Director of Youth Development to ensure a seamless implementation of restorative practices across departments.

QUALIFICATIONS:

- Master's Degree; SBL preferred
- Transfer School Experience preferred
- Demonstrated ability to "multi-task" and deliver high quality work
- Commitment to the UD Team mission and core values of Teamwork, Leadership, and Communication
- Commitment to the use of restorative practices and a strength-based, youth development approach to student issues
- Ability to function well as part of a team and work independently
- Must be team-oriented, with a strong work ethic, excellent communication skills, a passion for serving at-risk youth, and a sense of humor

POSITION: Director of Operations

ABOUT THE POSITION:

Urban Dove Team Charter Schools are part of a network, managed by a non-profit Charter Management Organization (CMO) - Urban Dove. The Director of Operations at each school reports directly to the School Leader, and will be responsible for implementing and sustaining a sound program for all students. This position will receive additional support, and have additional reporting responsibilities, to the CMO and is a year-round position. The responsibilities will include but not be limited to the following:

RESPONSIBILITIES:

- Actively serve on the school's leadership team
- Supervise operations staff, including but not limited to office staff, school aides, and Family and Community Engagement Coordinator
- Work with the school leader and network to develop and manage the school's budget
- Maintain accurate records of all financial transactions
- Participate in monthly meetings to review/account for budget variances

- Ensure adherence to school's fiscal policy and procedures
- Manage school purchasing process by placing orders with vendors, tracking delivery and maintaining inventory
- Accurately process per pupil invoices
- Each year, prepare the campus for start-up/new school year by ordering furniture, equipment, and classroom supplies as well as ensuring that school services (i.e., student food services, student transportation services) are lined up and ready for action
- In conjunction with CMO, process new hires and set up email, jupiter, etc
- In conjunction with CMO, manage HR (benefits, workplace complaints, employee to employee mediations)
- Ensure the maintenance of campus facilities by managing custodial personnel and third-party contracts for trash removal, recycling, and security
- Work with vendors to ensure that UD Team has fully functioning technology infrastructure including computers, phones, cameras, projectors, copiers, and internet
- Manage the school's food services by coordinating with service providers and overseeing deliveries and accounting
- Ensuring transportation for students
- Manage the school's supply and asset inventory
- Maintain quality IT capabilities and equipment, including relationship and contract with managed IT services firm, technology consultant, and other technology-related vendors;
- Develop, implement, update, and execute school safety procedures and crisis management plans and drills with a Building Response Team
- Work with the Department of Health in supervising on duty nurse
- Oversee beautification of building and grounds including signage, repairs, and overall aesthetics
- Maintain website and social media presence
- Oversee recruitment and enrollment process
- Oversee master scheduling
- Ensure that the school is adhering to all local compliance and reporting requirements
- Analyze data regarding attendance and lead weekly attendance task force
- Provide oversight of the planning and execution of school special events
- Oversee the administration of all student tests
- Disseminate progress reports to school staff and ensure the timely production of student report cards
- Ensure that student records are properly maintained and updated at the school
- Prepare dashboard for monthly Board Meetings
- Oversee Family and Community engagement activities
- Ensure monthly mailings and newsletter
- Arrange coverage for absent teachers
- Update school calendar

QUALIFICATIONS:

- Master's Degree; SBL preferred
- Experience in charter school operations a must
- Demonstrated ability to "multi-task" and deliver high quality work
- Commitment to the UD Team mission and core values of Teamwork, Leadership, and Communication
- Commitment to the use of restorative practices and a strength-based, youth development approach to student issues

- Ability to function well as part of a team and work independently
- Must be team-oriented, with a strong work ethic, excellent communication skills, a passion for serving at-risk youth, and a sense of humor

POSITION: Director of Youth Development

ABOUT THE ORGANIZATION:

ABOUT THE POSITION:

The DYD will be responsible for implementing and sustaining a sound Sports Based Youth Development (SBYD) program for all students at UD Team. This is a year-round position that reports directly to the School Leader. The responsibilities will include but not be limited to the following:

RESPONSIBILITIES:

- Supervise all members in the Department of Youth Development, including the Assistant Director of SBYD, Dean of School Culture, Social Workers, and SBYD Coaches
- Develop and implement the Varsity, Junior Varsity, and Interscholastic Sports Program at UD Team as well as all aspects of a competitive Intramural League as part of SBYD block, steeped in the principles of SBYD
- Create an equitable student support services schedule that maximizes learning, collaboration, and smooth transitions
- Ensure staff are well versed in school wide student-behavior standards, routines, and consequences.
- Ensure that staff are skilled in restorative practices model, organize workshops, and suggest articles and books on restorative practices.
- Ensure that the UD Team token economy of TLCs is embedded in all facets of UD Team and is used appropriately for behavior modification
- Ensure that all SBYD Coaches know exactly what students should know and be able to do by the end of each unit of study in SBYD.
- Successfully get all SBYD Coaches meeting regularly and taking responsibility for productive agendas and Game Plans.
- Conduct formal observations of coaches in SBYD session, Uber Dove sessions, and Circles
- Facilitate professional development for department members
- Engage in difficult conversations with below-proficient staff members, helping them to improve.
- Ensure coaches are conducting and documenting 1:1 sessions with students
- Work with coaches to track team data in behavior infractions, credit accumulation, attendance, lateness, and Regents scores
- Work to maximize the number of face to face coach/teacher conferences.
- Insure that SBYD Coaches collaborate with social workers when planning Youth Development sessions and community circles.
- Securing counseling, mentoring, and other supports for hi-need students.
- Provide effective programs for all students with inadequate home support
- Skillfully manage department budget and finances to maximize student achievement.
- Maintain a current and accurate inventory of school's sporting equipment.
- Plan and coordinate logistics for all sports based events, including school-wide pep rallies, field days, field trips, and awards ceremonies

- Ensure adequate space for SBYD, permits applied for, and extra space scheduled and contracted
- Work with the Special Education Coordinator on creating Restorative Plans and conducting MDRs for students with IEPs
- Support the Special Education Department with Behavior Implementation Plans
- Conduct unannounced walkthroughs of classrooms, hallways, gym, and cafeteria every day and give helpful feedback to staff regarding system, protocols, and behavior management.
- Oversee school-wide competition for UD Cup
- Support teachers with implementing positive behavior management systems
- Use data on behavior, attendance, and other variables to monitor and drive continuous improvement.
- Deal effectively with any disruptions to teaching and learning, analyzes patterns, and work on prevention.
- Makes parents feel welcome and respected, respond to concerns, and try to get them involved.
- Inform parents of learning and behavioral expectations and ways they can help.
- Send home a periodic newsletter and ask coaches to have regular channels of communication of their own with families.

QUALIFICATIONS:

- Master's Degree; SBL preferred
- Demonstrated ability to "multi-task" and deliver high quality work
- Commitment to the UD Team mission and core values of Teamwork, Leadership, and Communication
- Commitment to the use of restorative practices and a strength-based, youth development approach to student issues
- Knowledge of Special Education and IEPs
- Ability to function well as part of a team and work independently
- Must be team-oriented, with a strong work ethic, excellent communication skills, a passion for serving at-risk youth, and a sense of humor

POSITION: Dean of School Culture

ABOUT THE POSITION:

UD Team is a completely unique and revolutionary school model and the position of Dean of School Culture (DSC) is equally unique. The position is responsible for implementing a consistent, positive, and pervasive school culture using a youth development framework that focuses on restorative and therapeutic approaches to behavior and discipline. The DSC is one of the key figures in the school and is responsible for the overall culture and discipline at UD Team.

RESPONSIBILITIES:

- Foster a climate of high expectations by embodying Urban Dove Team Charter School's vision for school culture
- Fully embrace Restorative practices philosophy in response to student behavior
- Ensure the consistent and fair administration of school policies regarding student conduct and discipline

- Remain fair, decisive, professional, calm and supportive of whole-child development
- Determine and issue consequences for student infractions, communicate consequences to all stake-holders
- Track responses to behavior and analyze trends for policies
- Collaborate with students, parents, and staff to take necessary action in behavioral concerns
- Manage and uphold school behavioral expectations
- Serve as a resource to staff regarding student management issues
- Openly and regularly communicate with staff and parents/guardians regarding student behavior
- Be highly visible to students and foster positive, supportive relationships with them
- Excellent organizational, verbal, and written communication skills, and the ability to engage students, parents, colleagues, and community members in supporting youth development
- Closely collaborate with school leaders to maintain a positive, safe school culture
- Cooperate with instructional and guidance teams to implement student supports and interventions
- Plan and lead professional development sessions focused on classroom and school-based interventions that build student's positive character traits, sense of personal and shared responsibility, and ability to self-reflect.
- Be available via phone and/or email throughout the evening and weekend to communicate with families and school leaders
- Attend school events like awards ceremonies, enrollment nights, school productions, and Parent Teacher Conferences.
- Model and exemplify all school core values at all times

QUALIFICATIONS:

- Bachelor's Degree
- Demonstrated ability to "multi-task" and deliver high quality work
- Commitment to the UD Team mission and core values of Teamwork, Leadership, and Communication
- Commitment to the use of restorative practices and a strength-based, youth development approach to student issues
- Ability to function well as part of a team and work independently
- Must be team-oriented, with a strong work ethic, excellent communication skills, a passion for serving at-risk youth, and a sense of humor

POSITION: Content Teacher

ABOUT THE POSITION:

UD Team teachers are results-driven educators with experience in, and commitment to, student-paced, competency-based curriculum and the use of various data points to inform instructional decision-making. UD Team teachers are collaborative and self-motivated, risk-taking, self-reflective, and sensitive to the academic and social-emotional needs of at-risk students. UD Team teachers are committed to students' high achievement in the classroom and are willing to embark on a venture that demands extra hard work, flexibility, and leadership. UD Team teachers recognize that though our students come to us with an array of

challenges, each is capable of succeeding in school and passing all Regents exams. It is our job to provide them the means for that success.

RESPONSIBILITIES:

- Co-teach five 55-minute class periods
- Collaborate in an ICT setting
- Differentiate instruction based on an array of student needs
- Manage student behavior through the lens of restorative practices and use of school-wide PBIS
- Collaborate with Social Workers, Student Support Services, Coaches, and other school staff to develop the ideal individual learning plan for each student.
- Keep track of the individual progress of all students and meet regularly with students to confer about progress and set goals for growth
- Adapt and implement differentiated tasks that measure progress towards school-wide competencies
- Participate in collaborative curriculum development, grade-level teacher teams, and school-wide functions
- Review data and student progress regularly via an electronic learning management system
- Participate in a late summer 3-week staff orientation and professional development series of workshops
- Engage in school-wide professional responsibilities including mentoring and committee participation

QUALIFICATIONS:

- New York State Certification
- Both novice and experienced teachers may apply
- Experience in a Transfer School preferred
- Google Applications proficiency preferred
- Demonstrated ability to “multi-task” and deliver high quality work
- Commitment to the UD Team mission and core values of Teamwork, Leadership, and Communication
- Commitment to the use of restorative practices and a strength-based, youth development approach to student issues
- Ability to function well as part of a team and work independently
- Must be team-oriented, with a strong work ethic, excellent communication skills, a passion for serving at-risk youth, and a sense of humor

POSITION: Special Education Teacher

ABOUT THE POSITION:

UD Team teachers are results-driven educators with experience in, and commitment to, standards-based curriculum and the use of various data points to inform instructional decision-making. UD Team teachers are collaborative and self-motivated, risk-taking and self-reflective, and sensitive to the academic and social-emotional needs of at-risk students. UD Team teachers are committed to students' high achievement in the classroom and are willing to embark on a venture that demands extra hard work, flexibility, and leadership. UD Team teachers recognize that though our students come to us with an array of challenges, each is capable of succeeding in school and it is our job to provide them the means for that success.

RESPONSIBILITIES:

- Effectively differentiate instruction based on an array of student needs.
- Contribute to school-wide supports for all students by working closely with classroom teachers, coaches, and service providers in order for students to become increasingly successful.
- Keep track of the individual progress of students with disabilities.
- Provide ongoing support for the parents of students with disabilities, informing them of student progress and keeping the lines of communication open by participating in family chats and workshops throughout the school year.
- Develop IEPs, implement goals, facilitate IEP annual meetings, and comply with special education rules and regulations.
- Design and implement differentiated assessments that measure progress towards Common Core standards
- Design and facilitate the implementation of Behavior Intervention Plans.
- Participate in collaborative curriculum development, grade-level teacher teams, and school-wide functions
- Tutor individual students in our extended day block
- Review data and student progress regularly via an electronic learning management system
- Participate in a late summer 3-week staff orientation and professional development series of workshops

QUALIFICATIONS:

- New York State Certification
- Both novice and experienced teachers may apply
- Experience in a Transfer School preferred
- Preferably knowledgeable in the use of SESIS
- Ability to create multi-tiered classroom structures and behavior plans to address multiple disabilities (ED, LD, OHI, etc)
- Demonstrated ability to “multi-task” and deliver high quality work
- Commitment to the UD Team mission and core values of Teamwork, Leadership, and Communication
- Commitment to the use of restorative practices and a strength-based, youth development approach to student issues
- Ability to function well as part of a team and work independently
- Must be team-oriented, with a strong work ethic, excellent communication skills, a passion for serving at-risk youth, and a sense of humor

POSITION: School Social Worker**ABOUT THE POSITION:**

Urban Dove Social Workers provide social and emotional support, and crisis and therapeutic interventions, to a population of over-age, under-credited adolescents. School Social Workers address the diverse needs of students and families; provide at-risk and crisis counseling; provide staff support and assist in the development of classroom interventions; promote family involvement and offer crisis intervention in an effort to support the growth and development of students. School Social Workers are part of the Student Support Services Department, and work in conjunction with the Dean to implement Restorative Practices and reduce Suspensions and Expulsions. Additionally, our School Social Workers play a pivotal role in the education and

professional development of staff on Restorative Practices and Social Emotional Development of our students.

KEY RESPONSIBILITIES:

- Provide individual and group therapy to ~80 students, either in response to crisis or ongoing, depending on the need
- Establish partnerships with families, teachers, coaches and outside agencies to provide necessary social and emotional support to students.
- Build strong rapport and work collaboratively with teachers, coaches, support staff and administration to effectively respond to the needs of youth, including but not limited to the development of behavioral intervention plans, crisis response, case planning,
- Facilitate mediations, restorative circles, community-building circles and harm circles between students and also between students and staff members.
- Contribute to IEPs as needed
- Keep accurate and updated case notes
- Conduct functional behavioral plans in conjunction with the special education department.
- Work collaboratively with all members of the school team to address the social and emotional needs of students.
- Coordinate services with outside providers (case management) as needed.
- Plan and implement monthly staff development sessions to educate staff on social emotional and restorative practices

QUALIFICATIONS:

- LMSW
- Experience providing direct services to at-risk adolescents
- Minimum of one year experience in a school, preferably a transfer school
- Desire to devise programming to address the unique needs of our population and ability to work independently
- Demonstrated ability to “multi-task” and deliver high quality work
- Commitment to the UD Team mission and core values of Teamwork, Leadership, and Communication
- Commitment to the use of restorative practices and a strength-based, youth development approach to student issues
- Ability to function well as part of a team and work independently
- Must be team-oriented, with a strong work ethic, excellent communication skills, a passion for serving at-risk youth, and a sense of humor

POSITION: Sports-Based Youth Development Coach

ABOUT THE POSITION:

The UD Team SBYD Coach will use his/her passion and expertise in sports, health and fitness to change young lives. As a member of UD Team, Coaches will use the power of sports and physical activity to engage, educate, and energize at-risk youth. Using an SBYD framework, where life skills are taught in conjunction with sports skills, Coaches will use sports to help struggling students to re-engage in the academic community. Coaches will lead multiple sessions each day with their team during which they will teach athletic skill development, coach their teams in both inter- and intra- school competitions, all while ensuring that UD Team’s Core Values of Teamwork, Leadership, Communication are in the forefront of each session.

RESPONSIBILITIES:

- Plan and execute SBYD curriculum, including conducting team practices, coaching competitive games both at and away from school after school and on weekends, facilitating cardio/weight room sessions, and other SBYD activities as needed
- Co-plan and execute HiRisers curriculum and on-site student supervision
- Plan and facilitate engaging Health curriculum
- Plan and facilitate weekly team circles
- Monitor daily team transitions including homeroom, the first and last five minutes of class, lunch, and dismissal
- Track and monitor data on student attendance, lateness, behavior, and academic performance
- Update schoolwide athletic eligibility document on a regular basis
- Log accurate attendance in Jupiter Student Information System and on ATS bubble sheet
- Promote and track team earnings in schoolwide positive behavior plan (UD Cup)
- Collect student electronics and monitor referrals for infractions on a daily basis
- Monitor and implement interventions for low level behavioral issues
- Conduct monthly in-depth one on one check-ins with each student, accurately maintaining and filing all meeting notes
- Conduct aggressive student outreach including daily attendance calls, home visits, and parent meetings, ensuring that student attendance is in place and reportable
- Collaborate with teachers in weekly meetings and facilitate communication between students and teachers as needed
- Engage students in study hall with opportunities to make up work or enrichment
- Maintain open communication with parents and guardians regarding attendance, academic performance, and behavior, conducting intervention meetings as needed
- Work in partnership with deans, guidance counselors, and social workers on intervention planning (attendance, lateness, behavior, academic) using a restorative lens
- Work with parents to make sure every student has a completed consent and medical form on file to participate in sports
- Maintain sports equipment and uniforms
- Attend all department and school wide meetings and professional development

QUALIFICATIONS:

- Bachelor's Degree
- Demonstrated ability to "multi-task" and deliver high quality work
- Commitment to the UD Team mission and core values of Teamwork, Leadership, and Communication
- Commitment to the use of restorative practices and a strength-based, youth development approach to student issues
- Ability to function well as part of a team and work independently
- Must be team-oriented, with a strong work ethic, excellent communication skills, a passion for serving at-risk youth, and a sense of humor

UD Team III will utilize the board and NYSED approved Employee Handbook used by UD Team and UD Team II. The Employee Handbook provides all employees with detailed information on the Hiring process, the Evaluation process and the Complaint process for all staff. The UD Team Employee Handbook can be found here: [UD Team Employee Handbook](#)

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

Budget and Cash Flow Templates for the 2017 New Charter Applications

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1. - Complete ALL SIX tabs in **BLUE**
2. - Enter information into the **GRAY** cells
3. - Cells labeled in **ORANGE** contained guidance pertaining to that tab
4. - Cells containing **RED** triangles in the upper right corner in columns B thru G contain guidance on that particular line item
5. - Funding by School District information for all NYS School districts is located on the State Aid website at [State Aid--https://stateaid.nysed.gov/cha](https://stateaid.nysed.gov/cha) Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accommodate additional districts if necessary.
6. - Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicate the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

New York State Education Department
Request for Proposals to Establish Charter Schools
Authorized by the Board of Regents

New Application Budget(s) & Cash Flow(s) Templates

Urban Dove Team Charter School III

Contact Name:	Jai Nanda
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]
District of Location	[REDACTED]
Pre-Opening Period	July 1, 2019 to June 30, 2020
Operational Year ONE	July 1, 2020 to June 30, 2021

Urban Dove Team Charter School III
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2019 to June 30, 2020

Assumptions

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable*. For example, student enrollment would reference the page in the application that states enrollment targets.

Total Revenue	475,000
Total Expenses	430,180
Net Income	44,820
Actual Student Enrollment	-
Total Paid Student Enrollment	-

START-UP
PERIOD

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate	
District of Location		
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
Special Education Revenue		
Grants		
Stimulus		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs		
Title I		
Title Funding - Other		-
School Food Service (Free Lunch)		-
Grants		
Charter School Program (CSP) Planning & Implementation	475,000	Assumes \$800,000 grant award for special student population, as received for UD Team II
Other		-
Other		-
TOTAL REVENUE FROM FEDERAL SOURCES	475,000	

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising		-
Erate Reimbursement		-
Interest Income, Earnings on Investments,		-
NYC-DYCD (Department of Youth and Community Developmt.)		-
Food Service (Income from meals)		-
Text Book		-
OTHER		-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-

TOTAL REVENUE	475,000
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions	
Executive Management	0.85	90,000
Instructional Management	-	-

List exact titles included in the position category, if different from description, and staff FTE's (Full time equiivalent)

School Leader - Assume 9/1/2019 start date

Deans, Directors & Coordinators	2.00	77,082	Assumes a Director of Youth Development as of 10/1/2019; Operations as of 1/1/2020 ; Asst. Director of Youth
CFO / Director of Finance	-	-	
Operation / Business Manager	-	-	
Administrative Staff	0.40	20,000	Office Manager, starts 3/1/2020
TOTAL ADMINISTRATIVE STAFF	3.25	187,082	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	0.50	25,000	Parent/Community Coordinator, starts 1/1/2020
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	0.50	25,000	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	3.75	212,082	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		22,269	FICA, DIS, SUI per payroll @ 10.5%
Fringe / Employee Benefits		23,329	Health, Dental, Vision, Worker's Comp, etc. @ 11%
Retirement / Pension		-	
TOTAL PAYROLL TAXES AND BENEFITS		45,598	
TOTAL PERSONNEL SERVICE COSTS	3.75	257,680	
CONTRACTED SERVICES			
Accounting / Audit		-	
Legal		-	
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		-	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		-	
TOTAL CONTRACTED SERVICES		-	
SCHOOL OPERATIONS			
Board Expenses		-	
Classroom / Teaching Supplies & Materials		-	
Special Ed Supplies & Materials		-	
Textbooks / Workbooks		-	
Supplies & Materials other		-	
Equipment / Furniture		-	
Telephone		-	
Technology		5,000	For planning year staff
Student Testing & Assessment		90,000	Read 180 and Math 180
Field Trips		-	
Transportation (student)		-	
Student Services - other		-	
Office Expense		-	
Staff Development		-	
Staff Recruitment		5,000	Initial creation of marketing materials
Student Recruitment / Marketing		-	
School Meals / Lunch		-	

Travel (Staff)	-	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	100,000	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	
Janitorial	-	
Building and Land Rent / Lease	-	
Repairs & Maintenance	-	
Equipment / Furniture	72,500	Initial purchase of classroom equipment @ \$12,500; classroom furniture @ \$35K and computers @25K
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	72,500	
DEPRECIATION & AMORTIZATION		
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		
TOTAL EXPENSES	430,180	
NET INCOME	44,820	

ENROLLMENT - *School Districts Are Linked To Above Entries*	
District of Location	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
TOTAL ENROLLMENT	-
REVENUE PER PUPIL	-
EXPENSES PER PUPIL	-

Urban Dove Team Charter School III
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
July 1, 2019 to June 30, 2020

Total Revenue	45,000	50,000	50,000	50,000	75,000	205,000	475,000	-	-
Total Expenses	38,897	48,757	43,757	43,757	66,257	188,757	430,180	-	-
Net Income	6,103	1,243	6,243	6,243	8,743	16,243	44,820	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-
Net Income	6,103	1,243	6,243	6,243	8,743	16,243	44,820	-	-

	January	February	March	April	May	June	TOTAL	July	August
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REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

District of Location

School District 2 (Enter Name)
 School District 3 (Enter Name)
 School District 4 (Enter Name)
 School District 5 (Enter Name)

Grants

Stimulus

Other

Other

TOTAL REVENUE FROM STATE SOURCES

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

Charter School Program (CSP) Planning & Implementation

Other

Other

TOTAL REVENUE FROM FEDERAL SOURCES

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising

Fundraising

Erate Reimbursement

Interest Income, Earnings on Investments,

NYC-DYCD (Department of Youth and Community Developmt.)

Food Service (Income from meals)

Text Book

OTHER

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

TOTAL REVENUE

	45,000	50,000	50,000	50,000	75,000	205,000	475,000	-	-
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of
Positions

Executive Management

Instructional Management

Deans, Directors & Coordinators

CFO / Director of Finance

Operation / Business Manager

Administrative Staff

TOTAL ADMINISTRATIVE STAFF

0.85	15,000.00	15,000.00	15,000.00	15,000.00	15,000.00	15,000.00	90,000	-	-
-	-	-	-	-	-	-	-	-	-
2.00	12,847.00	12,847.00	12,847	12,847	12,847	12,847	77,082	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
0.40	-	4,000	4,000	4,000	4,000	4,000	20,000	-	-
3.25	27,847	31,847	31,847	31,847	31,847	31,847	187,082	-	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-
Aides	0.50	4,166.67	4,167	4,167	4,167	4,167	4,167	25,000	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	0.50	4,167	4,167	4,167	4,167	4,167	4,167	25,000	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

3.75	32,014	36,014	36,014	36,014	36,014	36,014	36,014	212,082	-	-
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	3,361	3,781	3,781	3,781	3,781	3,781	3,781	22,269	-	-
Fringe / Employee Benefits	3,522	3,962	3,962	3,962	3,962	3,962	3,962	23,329	-	-
Retirement / Pension	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	6,883	7,743	7,743	7,743	7,743	7,743	7,743	45,598	-	-

TOTAL PERSONNEL SERVICE COSTS

3.75	38,897	43,757	43,757	43,757	43,757	43,757	43,757	257,680	-	-
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CONTRACTED SERVICES

Accounting / Audit	-	-	-	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	-	-	-	-	-	-	-

SCHOOL OPERATIONS

Board Expenses	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	5,000	5,000	-	-	-
Student Testing & Assessment	-	-	-	-	-	90,000	90,000	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	5,000	-	-	-	-	-	5,000	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	5,000	-	-	-	95,000	100,000	-	-	-

FACILITY OPERATION & MAINTENANCE

Insurance	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	22,500	50,000	72,500	-	-	-
Security	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	22,500	50,000	72,500	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	38,897	48,757	43,757	43,757	66,257	188,757	430,180	-	-	-
NET INCOME	6,103	1,243	6,243	6,243	8,743	16,243	44,820	-	-	-
CASH FLOW ADJUSTMENTS										
OPERATING ACTIVITIES										
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES										
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES										
Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-
NET INCOME	6,103	1,243	6,243	6,243	8,743	16,243	44,820	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	6,103	1,243	6,243	6,243	8,743	16,243	44,820	-	-	-

**Urban Dove Team Charter School III
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**

July 1, 2020 to June 30, 2021

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 147. This will populate the data in row 9.

Total Revenue	1,665,036	1,417,614	-	-	518,331	3,600,981
Total Expenses	1,590,823	1,185,803	-	-	514,475	3,291,100
Net Income	74,214	231,812	-	-	3,856	309,881
Actual Student Enrollment	66	44				110
Total Paid Student Enrollment	66	44				110

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

CSD X	15,307	1,200,020	483,750	-	-	-	1,683,770
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
		1,200,020	483,750	-	-	-	1,683,770
Special Education Revenue		-	803,520	-	-	-	803,520
Grants		-	-	-	-	-	-
Stimulus		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other		-	-	-	505,131	-	505,131
TOTAL REVENUE FROM STATE SOURCES		1,200,020	1,287,270	-	-	505,131	2,992,421

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs		-	44,000	-	-	-	44,000
Title I		29,700	19,800	-	-	-	49,500
Title Funding - Other		8,316	5,544	-	-	-	13,860
School Food Service (Free Lunch)		-	-	-	-	-	-
Grants		-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation		275,000	-	-	-	-	275,000
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		313,016	69,344	-	-	-	382,360

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising		-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	6,600	6,600
Interest Income, Earnings on Investments,		-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		152,000	61,000	-	-	-	213,000
Food Service (Income from meals)		-	-	-	-	-	-
Text Book		-	-	-	-	6,600	6,600
OTHER		-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		152,000	61,000	-	-	13,200	226,200

TOTAL REVENUE	1,665,036	1,417,614	-	-	518,331	3,600,981
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management	1.00	-	-	-	-	125,000	125,000
Instructional Management							-
Deans, Directors & Coordinators	4.00	132,500	107,500	-	-	80,000	320,000
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	-	45,000	45,000
Administrative Staff	3.00	30,000	30,000	-	-	45,000	105,000
TOTAL ADMINISTRATIVE STAFF	9.00	162,500	137,500	-	-	295,000	595,000
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	4.00	240,000		-	-	-	240,000
Teachers - SPED	4.00	-	240,000	-	-	-	240,000
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	-	9,000	6,000	-	-	-	15,000
Aides	1.00	24,000	16,000	-	-	-	40,000
Therapists & Counselors	1.00	36,000	29,000	-	-	-	65,000
Other	7.00	200,000	130,000	-	-	-	330,000
TOTAL INSTRUCTIONAL	17.00	509,000	421,000	-	-	-	930,000
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	1.00	21,000	14,000	-	-	-	35,000
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1.00	21,000	14,000	-	-	-	35,000
SUBTOTAL PERSONNEL SERVICE COSTS	27.00	692,500	572,500	-	-	295,000	1,560,000
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		72,713	60,113	-	-	30,975	163,800
Fringe / Employee Benefits		76,175	62,975	-	-	32,450	171,600
Retirement / Pension		-	-	-	-	6,500	6,500
TOTAL PAYROLL TAXES AND BENEFITS		148,888	123,088	-	-	69,925	341,900
TOTAL PERSONNEL SERVICE COSTS	27.00	841,388	695,588	-	-	364,925	1,901,900
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	17,500	17,500
Legal		-	-	-	-	-	-
Management Company Fee		200,000	140,000	-	-	-	340,000
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		3,000	2,000	-	-	-	5,000
Payroll Services		3,600	2,400	-	-	-	6,000
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		12,600	8,400	-	-	-	21,000
TOTAL CONTRACTED SERVICES		219,200	152,800	-	-	17,500	389,500
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	600	600
Classroom / Teaching Supplies & Materials		10,500	7,000	-	-	-	17,500
Special Ed Supplies & Materials		-	-	-	-	-	-
Textbooks / Workbooks		3,960	2,640	-	-	-	6,600
Supplies & Materials other		7,590	5,060	-	-	-	12,650
Equipment / Furniture		17,100	11,400	-	-	-	28,500
Telephone		4,050	2,700	-	-	-	6,750
Technology		22,200	9,800	-	-	-	32,000
Student Testing & Assessment		8,100	5,400	-	-	-	13,500
Field Trips		7,200	4,800	-	-	-	12,000
Transportation (student)		-	-	-	-	-	-
Student Services - other		45,000	30,000	-	-	-	75,000
Office Expense		12,000	8,000	-	-	-	20,000
Staff Development		16,500	11,000	-	-	-	27,500
Staff Recruitment		1,800	1,200	-	-	-	3,000

Student Recruitment / Marketing	3,000	2,000	-	-	-	5,000
School Meals / Lunch	3,960	2,640	-	-	-	6,600
Travel (Staff)	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
Other	1,800	1,200	-	-	-	3,000
TOTAL SCHOOL OPERATIONS	164,760	104,840	-	-	600	270,200
FACILITY OPERATION & MAINTENANCE						
Insurance			-	-	45,000	45,000
Janitorial	8,250	5,250	-	-	1,500	15,000
Building and Land Rent / Lease	277,750	176,750	-	-	50,500	505,000
Repairs & Maintenance	6,600	4,200	-	-	1,200	12,000
Equipment / Furniture	48,125	30,625	-	-	8,750	87,500
Security	-	-	-	-	-	-
Utilities	24,750	15,750	-	-	4,500	45,000
TOTAL FACILITY OPERATION & MAINTENANCE	365,475	232,575	-	-	111,450	709,500
DEPRECIATION & AMORTIZATION						
	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY						
	-	-	-	-	20,000	20,000
TOTAL EXPENSES	1,590,823	1,185,803	-	-	514,475	3,291,100
NET INCOME	74,214	231,812	-	-	3,856	309,881

ENROLLMENT - *School Districts Are Linked To Above Entries*

	REGULAR EDUCATION	SPECIAL EDUCATION		
CSD X	66	44		110
School District 2 (Enter Name)				-
School District 3 (Enter Name)				-
School District 4 (Enter Name)				-
School District 5 (Enter Name)				-
TOTAL ENROLLMENT	66	44	-	110
REVENUE PER PUPIL	25,228	32,219	-	32,736
EXPENSES PER PUPIL	24,103	26,950	-	29,919

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable*. For example, student enrollment would reference the page in the application that states enrollment targets.

Per Pupil at 18-19 rate of \$15,307, 20-21 rate likely higher per formula

10% of SpEd students @ 20%-60% @\$10390; 90% of SpEd @ more than 60% @\$19049.

Assumes Facilities Funding @ 30% of per pupil rate

Assume \$1,000/SpEd student
Assume \$500/FRLP; Assume 90% FRLP
Assume \$140/FRLP; Assume 90% FRLP

Assumes \$800,000 grant award

50% Tech budget

Assumes startup grant of \$150K plus \$550/student in Y1 as per 18-19 levels

NYSTL

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List exact titles included in the position category, if different from description, and staff FTE"s (Full time equiivalent)

School Leader	
1 Dir. of Operations@\$85K; 1 Dir. Youth Development@\$95K; 1 Asst. Director of Operations Mgr	
2 Operation Aides, 1 Parent/Community Coordinator	
1 ELA, 1 SS, 1 Math, 1 Drama	
1 SpEd in each class	
Summer School stipends for teachers and coaches	
1 Student Support Service Asst.	
1 Social Worker	
5 Coaches @ \$50K; 2 Asst. Coaches @ \$40K	
1 Security Officer	
FICA, DIS, SUI per payroll @ 10.5%	
Health, Dental, Vision, Worker's Comp, etc. @ 11%	
401 K Management Fees (no match)	
Contracted accountant @\$15K for annual audit, \$2,500 for CSP audit	
10% of entitlement revenue	#####
Provided by DOE	
Contract with DOE School Food	
Based on current ADP contract	
Assumes \$1K background checks, \$10K substitute teacher services; \$10K misc.	21,000
\$50/meeting plus one retreat	
Assume \$160/student	17,500
Assume \$60/student	
Assumes \$115/student	
Non capitalized, \$7,500 copier lease, \$15,000 minor furniture and \$5,000 minor	28,500
Monthly telephone and cell phone	6,750
Computers and software@\$20K including laptops, headphones, and tablets for	12,000
Licenses for Read 180 and Math 180	13,500
Assumes two major field trips all students, five smaller trips - one for each team	12,000
See Student Services Other	
Assumes \$225/student for student recognition awards and events; \$275/student for	75,000
Assumes \$180/student (office supplies, copies, postage)	20,000
Assumes \$500/fte including instructional PD, restorative justice PD, youth	27,500
Job fairs, postings, and materials	3,000

Includes design and printing of marketing materials, applications and brochures	5,000
Assumes \$60/student beyond bfast, lunch and snack	6,600
Included in Management fee	
Assumes bank charges \$1,500 annual, SpEd collaborative dues \$2,000	3,000
Includes General Liability, D & O, Umbrella, EPLI, Auto	
Assumes \$1500/mo	15,000
Assumes \$37/s.f. for 35,000 sf; lease payments aligned to student growth over first	#####
Assumes \$1,000/sf minor renovations and repairs	12,000
Assumes 5 classrooms @ \$9,500; 6 offices@\$2,500; lockers @\$10K; leasehold	87,500
See staffing	
Assumes \$3/s.f. for 15,000 sf	45,000



Teachers - Regular	-	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00
Teachers - SPED	-	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	7,500.00	7,500.00	-	-	-	-	-	-	-	-
Aides	-	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33
Therapists & Counselors	-	5,416.67	5,416.67	5,416.67	5,416.67	5,416.67	5,416.67	5,416.67	5,416.67	5,416.67	5,416.67
Other	-	27,500.00	27,500.00	27,500.00	27,500.00	27,500.00	27,500.00	27,500.00	27,500.00	27,500.00	27,500.00
TOTAL INSTRUCTIONAL	-	83,750	83,750	76,250	76,250	76,250	76,250	76,250	76,250	76,250	76,250

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-
Security	-	2,916.67	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917

SUBTOTAL PERSONNEL SERVICE COSTS

-	136,250	136,250	128,750	128,750	128,750	128,750	128,750	128,750	128,750	128,750	128,750
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	14,306	14,306	13,519	13,519	13,519	13,519	13,519	13,519	13,519	13,519	13,519
Fringe / Employee Benefits	14,988	14,988	14,163	14,163	14,163	14,163	14,163	14,163	14,163	14,163	14,163
Retirement / Pension	541.67	541.67	541.67	541.67	541.67	541.67	541.67	541.67	541.67	541.67	541.67
TOTAL PAYROLL TAXES AND BENEFITS	29,835	29,835	28,223	28,223	28,223	28,223	28,223	28,223	28,223	28,223	28,223

TOTAL PERSONNEL SERVICE COSTS

-	166,085	166,085	156,973	156,973	156,973	156,973	156,973	156,973	156,973	156,973	156,973
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CONTRACTED SERVICES

Accounting / Audit			7,500								
Legal	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	28,333.33	28,333	28,333	28,333	28,333	28,333	28,333	28,333	28,333	28,333	28,333
Nurse Services	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	416.67	417	417	417	417	417	417	417	417	417	417
Payroll Services	500.00	500	500	500	500	500	500	500	500	500	500
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	1,750.00	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750
TOTAL CONTRACTED SERVICES	31,000	31,000	38,500	31,000	31,000	31,000	31,000	31,000	31,000	31,000	31,000

SCHOOL OPERATIONS

Board Expenses	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00
Classroom / Teaching Supplies & Materials	1,458.33	1,458.33	1,458.33	1,458.33	1,458.33	1,458.33	1,458.33	1,458.33	1,458.33	1,458.33	1,458.33
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	1,200.00	1,200	1,200	3,000	-	-	-	-	-	-	-
Supplies & Materials other	1,054.17	1,054.17	1,054.17	1,054.17	1,054.17	1,054.17	1,054.17	1,054.17	1,054.17	1,054.17	1,054.17
Equipment / Furniture	5,000.00	15,000.00	6,500.00	2,000.00							
Telephone	562.50	562.50	562.50	562.50	562.50	562.50	562.50	562.50	562.50	562.50	562.50
Technology	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67
Student Testing & Assessment		6,500.00			7,000.00						
Field Trips				1,000.00	2,500.00	1,000.00	1,000.00	2,500.00	1,000.00	1,000.00	1,000.00
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00
Office Expense	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67
Staff Development	2,291.67	2,291.67	2,291.67	2,291.67	2,291.67	2,291.67	2,291.67	2,291.67	2,291.67	2,291.67	2,291.67
Staff Recruitment	750.00	750.00	300.00	300.00							300
Student Recruitment / Marketing	1,000.00	1,000.00	500.00	500.00							500
School Meals / Lunch	550.00	550.00	550.00	550.00	550.00	550.00	550.00	550.00	550.00	550.00	550.00
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Other	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00
TOTAL SCHOOL OPERATIONS	24,750	41,250	25,300	23,600	26,300	17,800	17,800	19,300	17,800	18,600	18,600

FACILITY OPERATION & MAINTENANCE

Insurance	25,000	5,000	5,000	5,000	5,000	-	-	-	-	-	-
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Janitorial	1,250.00	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
Building and Land Rent / Lease	42,083.33	42,083	42,083	42,083	42,083	42,083	42,083	42,083	42,083	42,083
Repairs & Maintenance	1,000.00	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Equipment / Furniture	30,000.00	30,000	20,000	-	-	-	7,500	-	-	-
Security	-	-	-	-	-	-	-	-	-	-
Utilities	3,750.00	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750
TOTAL FACILITY OPERATION & MAINTENANCE	103,083	83,083	73,083	53,083	53,083	48,083	55,583	48,083	48,083	48,083
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	20,000	-	-	-	-
TOTAL EXPENSES	324,919	321,419	293,856	264,656	267,356	273,856	261,356	255,356	253,856	254,656
NET INCOME	173,818	(46,419)	239,881	(264,656)	266,381	(273,856)	296,874	(237,463)	297,774	(236,763)
CASH FLOW ADJUSTMENTS										
OPERATING ACTIVITIES										
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES										
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES										
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-
NET INCOME	173,818	(46,419)	239,881	(264,656)	266,381	(273,856)	296,874	(237,463)	297,774	(236,763)
Beginning Cash Balance	44,820	218,638	172,219	412,100	147,444	413,824	139,968	436,842	199,379	497,153
ENDING CASH BALANCE	218,638	172,219	412,100	147,444	413,824	139,968	436,842	199,379	497,153	260,390

551,630	237,493	3,775,981
264,906	254,906	3,291,100
286,724	(17,413)	484,881
-	-	-
260,390	547,114	44,820
547,114	529,701	529,701

May	June	TOTAL
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in N) on tab '4.) Year Budget &

280,628	-	1,683,770
-	-	-
-	-	-
-	-	-
280,628	-	1,683,770
133,920	-	803,520

-	-	-
-	-	-
84,189	-	505,131
498,737	-	2,992,421

7,333	7,333	44,000
8,250	8,250	49,500
2,310	2,310	13,860
-	-	-

35,000	-	450,000
-	-	-
-	-	-
52,893	17,893	557,360

-	-	-
-	6,600	6,600
-	-	-
-	213,000	213,000
-	-	-
-	-	6,600
-	-	-
-	219,600	226,200

551,630	237,493	3,775,981
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10,417	10,417	125,000
-	-	-
26,666.67	26,666.67	320,000
-	-	-
3,750	3,750	45,000
8,750	8,750	105,000
49,583	49,583	595,000

20,000.00	20,000.00	240,000
20,000.00	20,000.00	240,000
-	-	-
-	-	-
-	-	15,000
3,333.33	3,333.33	40,000
5,416.67	5,416.67	65,000
27,500.00	27,500.00	330,000
76,250	76,250	930,000

-	-	-
-	-	-
-	-	-
2,917	2,917	35,000
-	-	-
2,917	2,917	35,000
128,750	128,750	1,560,000

13,519	13,519	163,800
14,163	14,163	171,600
541.67	541.67	6,500
28,223	28,223	341,900
156,973	156,973	1,901,900

10,000		17,500
-	-	-
28,333	28,333	340,000
-	-	-
417	417	5,000
500	500	6,000
-	-	-
-	-	-
1,750	1,750	21,000
41,000	31,000	389,500

50.00	50.00	600
1,458.33	1,458.33	17,500
-	-	-
-	-	6,600
1,054.17	1,054.17	12,650
		28,500
562.50	562.50	6,750
2,666.67	2,666.67	32,000
		13,500
1,000.00	1,000.00	12,000
-	-	-
6,250.00	6,250.00	75,000
1,666.67	1,666.67	20,000
2,291.67	2,291.67	27,500
300	300	3,000
750	750	5,000
550.00	550.00	6,600
-	-	-
-	-	-
250.00	250.00	3,000
18,850	18,850	270,200

-	-	45,000
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1,250	1,250	15,000
42,083	42,083	505,000
1,000	1,000	12,000
-	-	87,500
-	-	-
3,750	3,750	45,000
48,083	48,083	709,500

-	-	-
-	-	20,000

264,906	254,906	3,291,100
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286,724	(17,413)	484,881
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-	-	-
-	-	-
-	-	-

-	-	-
-	-	-
-	-	-

-	-	-
-	-	-
-	-	-

-	-	-
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286,724	(17,413)	484,881
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260,390	547,114	44,820
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547,114	529,701	529,701
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**Urban Dove Team Charter School III
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

***NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

Total Revenue			3,600,981	5,883,360	8,427,839	8,662,762	8,741,665
Total Expenses			3,212,125	5,614,141	7,912,054	8,300,148	8,724,402
Net Income (Before Cash Flow Adjustments)			388,856	269,218	515,785	362,614	17,263
Actual Student Enrollment			110	205	295	305	305
Total Paid Student Enrollment			110	205	295	305	305
			Year 1	Year 2	Year 3	Year 4	Year 5
			2020	2021	2022	2023	2024
			*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5				
			Per Pupil Revenue Percentage Increase				
			0.0%	0.0%	0.0%	0.0%	0.0%
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue		CY Per Pupil Rate					
District of Location		15,307	1,683,770	3,137,935	4,528,545	4,682,055	4,742,750
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
Special Education Revenue			1,683,770	3,137,935	4,528,545	4,682,055	4,742,750
Grants			803,520	1,510,064	2,178,510	2,178,510	2,178,510
Stimulus			-	-	-	-	-
Other			-	-	-	-	-
Other			505,131	941,381	1,358,564	1,404,617	1,422,825
TOTAL REVENUE FROM STATE SOURCES			2,992,421	5,589,380	8,065,619	8,265,182	8,344,085
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs			44,000	82,000	118,000	122,000	122,000
Title I			49,500	92,250	132,750	137,250	137,250
Title Funding - Other			13,860	25,830	37,170	38,430	38,430
School Food Service (Free Lunch)			-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation			275,000	50,000	-	-	-
Other			-	-	-	-	-
Other			-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			382,360	250,080	287,920	297,680	297,680
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising				25,000	50,000	75,000	75,000
Erate Reimbursement			6,600	6,600	6,600	6,600	6,600
Interest Income, Earnings on Investments,			-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)			213,000	-	-	-	-
Food Service (Income from meals)			-	-	-	-	-
Text Book			6,600	12,300	17,700	18,300	18,300
OTHER			-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			226,200	43,900	74,300	99,900	99,900
TOTAL REVENUE			3,600,981	5,883,360	8,427,839	8,662,762	8,741,665

EXPENSES**ADMINISTRATIVE STAFF PERSONNEL COSTS**

	No. of Positions					
Executive Management		125,000	135,000	145,000	147,500	150,000
Instructional Management	-		97,500	100,000	103,000	105,000
Deans, Directors & Coordinators	-	255,000	307,500	316,725	326,226	336,000
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	-	45,000	81,575	84,022	86,543	89,139
Administrative Staff	-	105,000	167,100	260,000	267,800	275,834
TOTAL ADMINISTRATIVE STAFF	-	530,000	788,675	905,747	931,069	955,973

INSTRUCTIONAL PERSONNEL COSTS

	No. of Positions					
Teachers - Regular		240,000	488,400	805,494	833,686	862,865
Teachers - SPED	-	240,000	488,400	745,494	771,586	798,592
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	-	15,000	185,000	250,000	257,000	265,000
Aides	-	40,000	81,400	82,849	85,749	88,750
Therapists & Counselors	-	65,000	132,000	200,000	203,000	206,500
Other	-	330,000	531,150	815,000	839,450	864,634
TOTAL INSTRUCTIONAL	-	930,000	1,906,350	2,898,837	2,990,471	3,086,340

NON-INSTRUCTIONAL PERSONNEL COSTS

	No. of Positions					
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	35,000	35,000	35,000	35,000	35,000
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	35,000	35,000	35,000	35,000	35,000

SUBTOTAL PERSONNEL SERVICE COSTS

	-	1,495,000	2,730,025	3,839,584	3,956,540	4,077,314
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		156,975	286,653	403,156	415,437	428,118
Fringe / Employee Benefits		164,450	300,303	422,354	435,219	448,504
Retirement / Pension		6,500	10,000	12,000	12,000	12,000
TOTAL PAYROLL TAXES AND BENEFITS		327,925	596,955	837,511	862,656	888,622

TOTAL PERSONNEL SERVICE COSTS

	-	1,822,925	3,326,980	4,677,095	4,819,196	4,965,936
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CONTRACTED SERVICES

Accounting / Audit		17,500	17,500	17,500	20,000	22,500
Legal		-	10,000	10,000	11,600	11,600
Management Company Fee		340,000	588,336	842,784	866,276	874,167
Nurse Services		-	-	-	-	-
Food Service / School Lunch		5,000	6,000	7,500	7,500	7,500
Payroll Services		6,000	6,500	7,500	8,500	10,000
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		21,000	25,000	25,000	30,000	30,000
TOTAL CONTRACTED SERVICES		389,500	653,336	910,284	943,876	955,767

SCHOOL OPERATIONS

Board Expenses		600	750	750	1,000	1,000
Classroom / Teaching Supplies & Materials		17,500	32,800	47,200	48,800	48,800
Special Ed Supplies & Materials		-	-	-	-	-
Textbooks / Workbooks		6,600	12,300	17,700	18,300	18,300
Supplies & Materials other		12,650	23,575	33,925	35,075	35,075
Equipment / Furniture		28,500	32,500	37,500	37,500	37,500
Telephone		6,750	6,750	6,750	6,750	6,750
Technology		12,000	32,000	32,000	32,000	32,000
Student Testing & Assessment		13,500	13,500	13,500	13,500	13,500
Field Trips		12,000	24,000	36,000	37,500	37,500
Transportation (student)		-	-	-	-	-
Student Services - other		75,000	135,000	175,000	175,000	175,000
Office Expense		20,000	36,900	53,100	54,900	54,900

Staff Development	27,500	50,000	65,000	65,000	65,000
Staff Recruitment	3,000	3,000	3,000	3,000	3,000
Student Recruitment / Marketing	5,000	5,000	5,000	5,000	5,000
School Meals / Lunch	6,600	12,500	17,500	18,000	18,000
Travel (Staff)	-	-	-	-	-
Fundraising	-	-	-	-	-
Other	3,000	3,000	3,000	3,000	3,000
TOTAL SCHOOL OPERATIONS	250,200	423,575	546,925	554,325	554,325
FACILITY OPERATION & MAINTENANCE					
Insurance	45,000	45,000	50,000	55,000	55,000
Janitorial	15,000	24,000	36,000	36,000	36,000
Building and Land Rent / Lease	505,000	950,000	1,500,000	1,735,000	2,000,000
Repairs & Maintenance	12,000	15,000	18,000	18,000	18,000
Equipment / Furniture	107,500	77,000	51,000	23,000	15,500
Security	-	-	-	-	-
Utilities	45,000	60,000	90,000	90,000	100,000
TOTAL FACILITY OPERATION & MAINTENANCE	729,500	1,171,000	1,745,000	1,957,000	2,224,500
DEPRECIATION & AMORTIZATION		19,250	12,750	5,750	3,875
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	20,000	20,000	20,000	20,000	20,000
TOTAL EXPENSES	3,212,125	5,614,141	7,912,054	8,300,148	8,724,402
NET INCOME	388,856	269,218	515,785	362,614	17,263

ENROLLMENT - *School Districts Are Linked To Above Entries*

District of Location	110	205	295	305	305
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
TOTAL ENROLLMENT	110	205	295	305	305
REVENUE PER PUPIL	32,736	28,699	28,569	28,402	28,661
EXPENSES PER PUPIL	29,201	27,386	26,821	27,214	28,605

CASH FLOW ADJUSTMENTS

OPERATING ACTIVITIES					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-
NET INCOME	388,856	269,218	515,785	362,614	17,263
Beginning Cash Balance	44,820	433,676	702,894	1,218,679	1,581,293
ENDING CASH BALANCE	433,676	702,894	1,218,679	1,581,293	1,598,556

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable*. For example, student enrollment would reference the page in the application that states enrollment targets.

Per Pupil at \$15,307, for Y1 and Y2; \$15,351 for Y3 and Y4; \$15,550 for Y5

10% of SpEd students @ 20%-60% @\$10390; 90% of SpEd @ more than 60% @\$19049.

Assumes Facilities Funding @ 30% of per pupil rate

Assume \$1,000/SpEd student

Assume \$500/FRLP; Assume 90% FRLP

Assume \$140/FRLP; Assume 90% FRLP

Assumes total grant of 800,000

Assumes private fundraising minimums, based on fundraising accomplished at UD Team

List exact titles included in the position category, if different from description,

and staff FTE's (Full time equivalent)

State number of positions for years 2 thru 5 in assumptions if differ from year 1.

School Leader

DCI starts in Y2

Dir. Operations; Dir. YD; Asst. Dir. YD; Dean SSS; 3% COLA

Ops Mgr in Year 1; Add Ops Coord in Y2 @ \$35K;

2 Ops Aides in Y1, 4 in Y2, 7 in Y3, Parent Coord. In Y1

Assume 4 FTE in Y1; 8 FTE in Y2; 13 FTE in Y3-5

Assume 4 FTE in y1; 8 FTE in Y2; 12 FTE in Y3-5

Instructional Coach in Y2; SpEd/ELL Coord in Y2; Guidance Counselor in Y3 @\$60K

1 Student Support Service Asst. in Y1; 2 in Y2-5

1 SW in Y1, 2 in Y2, 3 in Y3

Coaches; Assume 5 FTE in y1; 9 FTE in Y2; 13 FTE in Y3-5; Assume 2 FTE Asst in Y 1-2; 4 FTE

1 Security Officer

FICA, DIS, SUI per payroll @ 10.5%

Health, Dental, Vision, Worker's Comp, etc. @ 11%

401 K Management Fees (no match)

Contracted accountant @\$15K for annual audit, \$2,500 for CSP audit

Assumption, only as needed

10% of entitlement revenue

Provided by DOE

Contract with DOE School Food

Based on current ADP contract

Assumes \$1K background checks, \$10K substitute teacher services; \$10K misc. consultants

\$50/meeting plus one retreat

Assume \$160/student

Assume \$60/student

Assumes \$115/student

Non capitalized, \$7,500 copier lease, \$15,000 minor furniture and \$5,000 minor equipment, \$1,000

Monthly telephone and cell phone

Computers and software@\$20K each year; Monthly internet, \$10,000 annual maintance, \$1,000

Licenses for Read 180 and Math 180

Assumes two major field trips all students, five smaller trips - one for each team

See Student Services Other

Assumes \$225/student for student recognition awards and events; \$275/student for Sports Based

Assumes \$180/student (office supplies, copies, postage)

Assumes \$500/fte including instructional PD, restorative justice PD, youth development PD;
Job fairs, postings, and materials
Includes design and printing of marketing materials, applications and brochures
Assumes \$60/student beyond bfast, lunch and snack

Included in Management fee
Assumes bank charges \$1,500 annual, SpEd collaborative dues \$2,000

Includes General Liability, D & O, Umbrella, EPLI, Auto
Assume \$2000/mo in Y2; \$3000/mo in Y3-5
\$6.7 MM total rent over 5 years, adjusted to enrollment, reset to base rent in Y6
Assumes \$1,000/sf minor renovations and repairs in Y1, increases as space grows
Assumes add 4 classrooms @ \$9,500 in Y2 and Y3; add 4 offices@ \$2,500 in Y2 and 1 in Y3;

Assume \$3/sf, increase in Y5

\$100K Dissolution Account



Attachment 11: Pre-Opening Plan

Task to be Completed	Timeframe	Primary Responsibility
Application Approved	June 2019	Regents
Execute CMO contract for planning year	June, 2019	CMO/BoT
Hire School Leader	September, 2019	BoT and CMO
Hire Dir. youth development	October 2019	School Leader/CMO
Finalize facility plan	Ongoing	CMO
Renovations as needed (if private facility)	March, 2019-August, 2020	CMO
Update UD Team Network website	September – December, 2019	BoT/CMO
Create Financial Systems	October - November, 2019	CMO
Create and adopt budget for planning year	October, 2019	CMO/BoT
Purchase technology for Pre-Opening staff	November, 2019	CMO
Create student and staff recruitment materials	November, 2019	CMO
Hire Dir. Operations	January 2020	School Leader/CMO
Hire Asst. Director of YD	January 2020	School Leader/Director YD
Create job descriptions, begin staff recruitment	February 2020	School Leader/Directors
Student Recruitment, including school visits	February, 2020 – August, 2020	School Leader/Directors/CMO
Conduct Lottery (if necessary)	April, 2020	School Leader/CMO/Dir. Ops
Onboard all staff, including finger print check	April, 2020 – July, 2020	School Leader/Dir. Ops
Create and adopt budget for school year 20-21	May, 2020	CMO/BoT/School Leader
Source and secure Insurance policies	May-June, 2020	CMO/Dir. Ops
Source and purchase school furniture, technology and equipment	June, 2020	School Leader/Dir. Ops
Execute CMO contract for 20-21 school year	June, 2020	BoT/CMO
Source and execute all necessary contracts with service providers, including sports facilities, if necessary	June 2020	School Leader/CMO/Dir. Ops
Source and purchase all classroom materials and supplies	July, 2020	School Leader/Directors
Host Leadership Retreat	July 2020	School Leader/Directors/CMO/BoT
Finalize all policies and procedures, including staff and family handbooks	July 2020	School Leader/Directors
Obtain Certificate of Occupancy	July 2020	CMO
Conduct Student Open House Enrollment Orientations	June, July and August, 2020	School Leader/Dir. Ops

Attachment 12: Dissolution Plan

UD Team III will place \$20,000 each year for the first five years into an escrow account in the event dissolution becomes necessary. This fund, totaling \$100,000 will be used to pay any legal and audit expenses associated with dissolution. If additional funds are needed, the school's assets will be used to satisfy the school's debts in accordance with NYS Education Law §220. The school's remaining assets will be transferred to the NYCDOE/CSD 12. In the event the school is to be closed, the Board will adopt a closure plan in accordance with all applicable requirements of Education Law §§2854(2)(t), 219 and 220 and any Closing Procedures specified by NYSED. The Board will work with Charter Management Organization and UD Team III administrators to oversee the school's closure.

UD Team III will immediately inform all parents, families and legal guardians by mail, email, and phone blast. UD Team III will also hold a public meeting at the school to which all families will be invited to inform them of the closure plan, answer questions, and provide additional information, as well as being the process of helping families find alternative school options for the children. UD Team III's Operation's Department will take the lead in working with each student and their family to identify alternative school options that fit their needs. UD Team III will hold additional public meetings as needed, and will also set up individual meetings with students and families. The first public meeting will take place no more than ten business days after the adoption of a Closure Plan.

Within fifteen business days of the Board adopting a closure plan, UD Team III will send a list of students attending the school to the district along with each students' records. UD Team III will notify parents that the records have been transferred and will be sent a copy of those records. The school will take appropriate precautions to protect records and information that may personally identify students.

ATTACHMENT 13: PLAN TO ADDRESS MULTILINGUAL LEARNERS/ENGLISH LANGUAGE LEARNERS

Identification/Programs

1. Who will administer and oversee the supervision of MLL/ELL programs and faculty?

The Special Education and ELL Coordinator (under the supervision of Director of Curriculum and Instruction and School Leader) will oversee the MLL/ELL program and faculty.

2. Explain the MLL/ELL identification and placement process at your school.

A majority of the students will be transferring from other district school and will have already been identified as MLL/ELL. If a student is enrolling from outside of NYS for the first time, or is "re-entering" as designated by SED, the parent/guardian will be given a Home Language survey to complete, by a qualified personnel. If the HLQ suggests that a language other than English is spoken at home, the student will be interviewed by qualified personnel (in English and student home language) in order to review the students abilities and work samples in reading and writing in English and Home Language and math. If it is determined that the student need second language acquisition needs, the school will administer (the New York State Identification Test for English Language Learners (NYSITELL). Upon completion the student and parent will be notified of ELL designation if appropriate.

3. Who will oversee your school's MLL/ELL Identification Process?

The Special Education and ELL Coordinator in conjunction with qualified personnel who speaks English and the home language, under the supervision of the Director of Curriculum and Instruction and School Leader will oversee the MLL/ELL identification process.

4. Describe the programs that will be available to the MLL/ELL population in your school (e.g. transitional bilingual education, one-way or two-way dual language).

UD Team III will offer a robust English as a New Language program to all students identified as being English Language Learners. This program will include instruction in English across all subjects with home language scaffolds and english development through Specially Designed Instruction. If there are 20 or more students in one grade level who have the same home language, UD Team III will offer a Bilingual Education program which will include a Home Language Arts class, and an English Language Arts, with an English as a New Language component, and bilingual content instruction in all subjects.

5. Describe the Identification, evaluation and placement for MLL/ELLs who may be differently abled/SWD or who enter with an IEP.

Upon enrollment (or re-enrollment), if a students is identified as being differently abled or having an IEP, an initial screening will take place beginning with the administration of Home Language Questionnaire (HLQ) to parent/guardian. If HLQ indicates that a

students' home or primary language is other than English, an individual student interview will be held (with qualified personnel). If results of the interview confirm that the students home language is other than English, a Language Proficiency Team (LPT) will be formed. The LPT (made up by the Director of Curriculum and Instruction, Special Education and ELL Coordinator, an ESOL or bilingual teacher, and the student parent) will consider various forms of evidence to determine if the student has any second language acquisition needs. If the LPT finds that the student does have second language acquisition needs, the student will take the NYSITELL and follow the rest of the process, with IEP accommodations. If the LPT determines that the student's disability is a factor in determining proficiency, they can recommend to the Principal that the student does not have second language needs, thus eliminating the need for taking the NYSITELL and being identified as an ELL. The principal and superintendent must review the recommendations and have the opportunity to disagree with LPT recommendation, at which point the student will take the NYSITELL with IEP accommodations and follow the rest of the identification process.

Quality of Instruction

6. Describe how your school will ensure that MLLs/ELLs will meet or exceed the academic standards as set forth in your proposed charter application.

As with all students, UD Team III staff will track data (attendance, behavior, credit accumulation, and regents results) regularly. Data for MLL/ELL students will be identified and analyzed separately from the rest of the school. The data will inform the various weekly meetings that take place at the department, grade level, and school level. Analysis of the data will provide an opportunity for teachers to implement various forms of interventions. The data will also provide leadership team an opportunity to provide (either inhouse or outsourced) necessary professional development for staff.

7. Explain the instructional strategies, methods, and materials to be used in both English and the Home Language to move MLLs/ELLs toward English proficiency and content area mastery.

As discussed in the application, UD Team III will use a personalized task based instructional model. This will allow teachers to create tasks that meet the needs of MLL/ELL students, from various forms of scaffolding, to tasks that are created in dual languages side by side. UD Team II will use Specially Designed Instruction as our intervention model for all Students with Special Needs. For ELL students, teachers will use past NYSESLAT scores and anecdotal information to determine the students level of English proficiency. The Sped Teacher will then create scaffolds for tasks based on the students' individual strengths and challenges. The teacher will use the student's home language to create these supports. All ELL students will have the opportunity to take all state exams in their home language or supported by a translator. UD Team III will make this support available to ELL students for all Performance Task Exams, as well.

8. Explain how instruction and materials will be differentiated to support various MLL/ELL subpopulations. (Students with Interrupted Formal Education, Long Term ELLs, Newcomers, ELLs with Disabilities, Former ELLs)

Students with Interrupted Formal Education: We will use the Reading and Math Inventories to determine their reading level in English and also provide them a Reading assessment in their home language to determine their reading level. We will then create scaffolded tasks for them to complete based on their reading level with the intent of raising them to grade level. Our primary tool for this will be the Read 180 and Math 180 programs.

- Long Term Ells: We will use their NYSESLAT, Reading Inventory, Math Inventory and anecdotal observations to determine their English proficiency and the areas of the English language where they need the most improvement (Speaking, Listening, Reading, Writing). We will then scaffold their tasks to emphasize the building of these skills.
- Newcomers: Our strategy will be the same as with students with interrupted formal education.
- Ells with disabilities: In addition to the strategies named above, we will also ensure that all of the mandates on the student's IEP are met and that their IEP is kept in compliance through our work with the Special Education Collaborative.
- Former Ells: Teachers will know who the former ELLs are in their class and will monitor their progress through tasks and Reading/Math inventories; providing scaffolding as needed.

9. Describe how the Home Language will be used to support advanced literacy across the content areas.

Teachers will utilize dual language dictionaries and the SED website's ELL resources by content area to ensure that students have access to materials in all courses in both English and their Home Language. These supports will be given alongside the material in English to promote English language acquisition. If there are 20 or more students in one grade level who have the same home language, UD Team III will offer a Bilingual Education program which will include a Home Language Arts class, and an English Language Arts, with an English as a New Language component, and bilingual content instruction in all subjects. Teachers in other subject areas will work closely with the ELL Teacher and the content teachers in these classes to include the native language supports in their own curriculum.

10. How will the school ensure that materials for MLLs/ELLs are high-quality, culturally appropriate and research-based?

As members of the Special Education Collaborative at the New York City Charter Center, we receive school specific ELL professional development sessions for our teachers twice per year. We will also partner with the Center for Racial Equity in Education to ensure that our curriculum is culturally responsive to all of our student populations.

11. Explain how the school will deliver instruction that is rigorous and research-based, includes all language domains (reading, writing, listening and speaking).

The UD Team III Math and Reading Programs, Math 180 and Read 180 are created by HMH and based on years of research on the best ways to address Math and Literacy

deficits in MLL and ELL students. Imbedded within the programs are all four components (reading, writing, listening, and speaking) through an interactive blended learning platform, small group instruction, and in Read 180, independent reading. For students who need phonics support in learning to read, we will use System 44, also created by HMH as a bridge to the Read 180 program.

Support

12. Explain the process that your school will use to provide translated materials and/or interpretation services to parents of MLL/ELL who request them.

All information (enrollment forms, handbook, monthly newsletters, report cards, other parent communication) will be translated in the home language of the student/family. When making phone calls, the school staff will utilize in house staff who speak the home language. If not available, school staff will utilize the DOE Translator line, a service provided by the NYC Department of Education.

13. Elaborate on the intervention and support services that will be available to MLLs/ELLs in both English and the Home Language.

Specially Designed Instruction will insure that students needs are being met in all content area classes. At UD Team III, teachers in each subject will support all students English development. An example of this can be a text in Social Studies, written in both English and the student's home language, presented side by side. MLL/ELL students will also be provided with extra support in our after school study hall program, and our Saturday School program. Both of these options will allow for our MLL/ELL students to work closely with one teacher on a variety of tasks, including reading, writing, speaking, regents preparation, and classroom assignment support.

14. Describe how the social emotional needs of students in each MLL/ELL subpopulation (Students with Interrupted Formal Education, Long Term ELLs, Newcomers, ELLs with Disabilities, Former ELLs) be addressed by the school.

All students at UD Team will have the benefit of having a dedication coach and a dedication social worker. All students have two teachers in each classroom, as well as a mentor staff member. Students take part in weekly circles with their team, in conjunction with their coach and social worker. MLL/ELL subpopulations needs will be the following ways:

- i. Students with Interrupted Formal Education: Weekly sessions with social worker, a "buddy" that is also and MLL/ELL, and participation an after school club.
- ii. Long Term ELLs: LTEs can sign up to be a buddy to a SIFE student or newcomer. They will also have the opportunity to participate in an after school club. Finally, the school social worker can schedule regular checks in based on need.
- iii. Newcomers: Like SIFE students, newcomers will be assigned a buddy that is an MLL/ELL, will have the opportunity to join an after school club, and will have bi-weekly check ins with the school social worker, or as needed.
- iv. ELLs with Disabilities: Depending on the student's IEP, the student may already be mandated for counseling. If not, the student can have check ins with the school social worker depending on need.

- v. Former ELLs: Former ELLs can be used as buddy's for newcomers and SIFE students. They will also have period check ins with the school social worker, and be invited to participate in a an after school club.

15. Explain how the school will engage parents of MLL/ELL families in order to share and receive information about their children's progress and language development.

UD Team III will provide parents with translated materials in the home language for all documents, such as the handbook, report cards, newsletters, etc. We will also provide translators for parent teacher night so that meaningful conversations can take place about student progress. UD Team III will hold special events specifically for MLL/ELL families, in order to make them feel part of the community and to keep the lines of communication open.

Professional Development/Teacher Certification

16. Describe professional learning opportunities your teachers will receive that build their capacity to support MLLs/ELLs.

Weekly instructional professional development is built within the school schedule fo UD Team III. Teachers will take part in professional learning with the instructional coach and the Special Education and ELL Coordinator. We will also take advantage of outside opportunities provided by NYC Charter Center and the NYC DOE.

17. How will the school scout, attract and retain quality ESOL and Bilingual pedagogues?

As with all position at UD Team III, we will utilize a number of methods to scout and attract highly qualified staff. Focussing on ESOL and Bilingual pedagogues, we will work in collaboration with NYU, Columbia University, and the CUNY Schools of Education to build a partnership in order to attract their recent graduates and alumni. Upon hiring, we will offer teachers ongoing professional development, competitive salaries and robust benefits.

18. Explain how administrators will program formal, consistent collaboration time to communicate and collaborate around supporting MLLs/ELLs.

UD Team III has a special schedule that allows for cross collaboration across grades and departments on a weekly basis. Teachers have the ability to co-plan together daily, both horizontally and vertically.

19. How will the school establish systems and structures that allow teachers to communicate information about MLL/ELL needs?

The UD Team III schedule will allow for weekly Department Meetings, Grade Level Team Meetings, and Data Team Meetings. This is a prime place for information to be shared about MLL/ELL needs. Furthermore, UD Team III will use a shared google drive that will house important information about MLL/ELL students, programs, resources, and data, that can be viewed by relevant staff.

Data/Assessment

20. In addition to the NYSESLAT, describe the assessments and data that teachers will use in both English and the Home language to plan for instruction to ensure the unique educational needs of MLLs/ELLs are being met.

We will use the Reading and Math Inventory to determine literacy and numeracy levels. These feed directly into the content of the Math 180 and Read 180 programs. We will offer practice Regents exams in the student's home language.

21. If applicable to the grade levels served in the proposed application, describe your plan to monitor and provide guidance and support for students to meet or exceed State graduation requirements.

As part of our Team and SBYD structure, students meet one on one with their coaches once per month. As a part of that meeting, the coach goes over their academic and social emotional progress. At the end of each trimester, the coach goes over the student's grad map which shows how they are progressing with earning credits and passing the necessary Regents exams to graduate. ELL/MLL students will also meet regularly with their case manager, a Special Education Teacher assigned to monitor their progress and ensure that their needs are being met in all classes.

22. Describe how the school will continuously use data to identify, monitor, and respond to MLL/ELL needs.

As with all students, UD Team III staff will track data (attendance, behavior, credit accumulation, and regents results) regularly. Data for MLL/ELL students will be identified and analyzed separately from the rest of the school. The data will inform the various weekly meetings that take place at the department, grade level, and school level. Analysis of the data will provide an opportunity for teachers to implement various forms of interventions. The data will also provide leadership team an opportunity to provide (either inhouse or outsourced) necessary professional development.

**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Kevin Turton

Proposed Charter School Name: Urban Dove Team Charter School

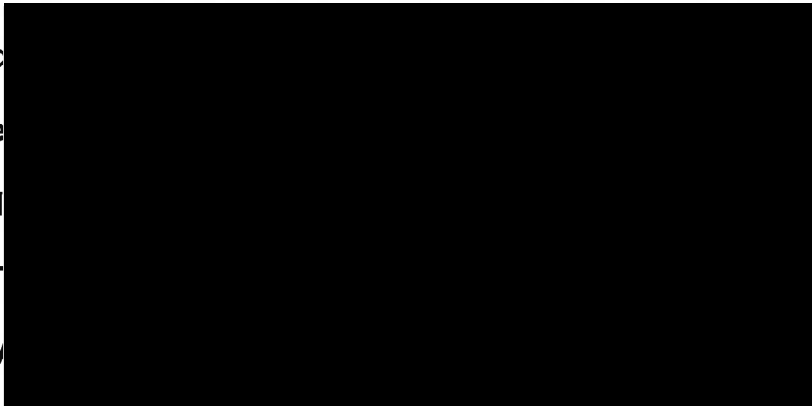
E-Mail Address:

Home Telephone:

Home Address:

Business Telephone:

Business Address:



Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group. **I am currently a member of the Board of Trustees for the first Urban Dove Team Charter School located at 600 Lafayette Avenue in Brooklyn, NY**

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I understand the mission and have a strong stake in the success of the UD Team Charter School. As one of the parents of a graduate of the school, I have experienced firsthand the care, diligence, and effective structure that UD Team employs to prepare students to become young adults who are effective in society. As a member of the community, I feel too many disadvantaged young people are viewed and treated as failures by the system, however the system itself needs positive change to end the vicious cycle. I vehemently believe that this school is a powerful element of such change, and want to continue being an active part of that change.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

This is the sixth year that I have served as a member of the board of UD Team Charter School. I previously served as Parent Representative as well as a member of the Academic Committee who directly oversaw the acquisition, management, and policies of the school's current Director of Curriculum and Instruction. Moreover, I am an entrepreneur who has handled top level decision making for many years, including urgent shifts in priorities and long term strategy planning.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

N/A

Kevin Turton
Printed Name

Signature

Date

Background Information—Proposed Board of Trustees Only

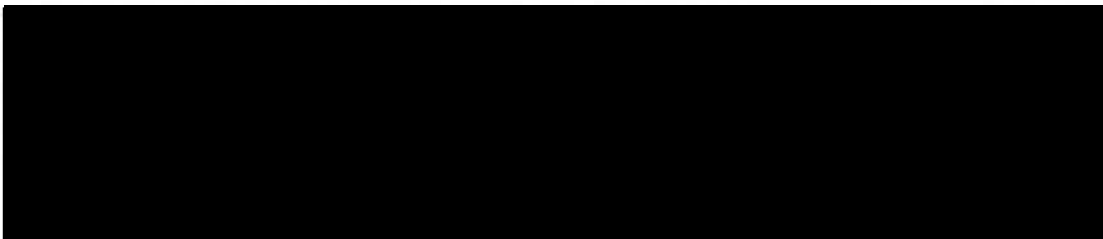
8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).



10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

MEMBER

12. Please explain why you wish to serve on the board.

I understand the mission and have a strong stake in the success of the UD Team Charter School. As one of the parents of a graduate of the school, I have experienced firsthand the care, diligence, and effective structure that UD Team employs to prepare students to become young adults who are effective in society. As a member of the community, I feel too many disadvantaged young people are viewed and treated as failures by the system, however the system itself needs positive change to end the vicious cycle. I vehemently believe that this school is a powerful element of such change, and want to continue being an active part of that change.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

This does not apply to me. Yes. (Include description here):

Current Urban Dove Team Charter School

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:
I serve on the Board of Trustees with the other applying members.

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Yes.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.

I know Jai Nanda who is an officer of Urban Dove, the charter management organization that serves Urban Dove Team Charter School. My relationship with Jai is derived through my membership on the current Board of Trustees for the school.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

- Yes.
- Not applicable because the School will not contract with a management company or charter management organization.
- I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

- Yes.
- Not applicable because the School will not contract with a management company or charter management organization.
- I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

- None Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Faced with the knowledge or belief of such a situation, I would inform the chairperson and other members of the board (if not involved) about the one or more members who might be violating a duty of loyalty to the school. If the situation continued or was not addressed, I would inform the New York State Education Department (NYSED).

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

- This does not apply to me, my spouse or other family members.
- Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.
My understanding of the charter school's mission and philosophy are to help energize, educate, and empower its students to ensure they have the best

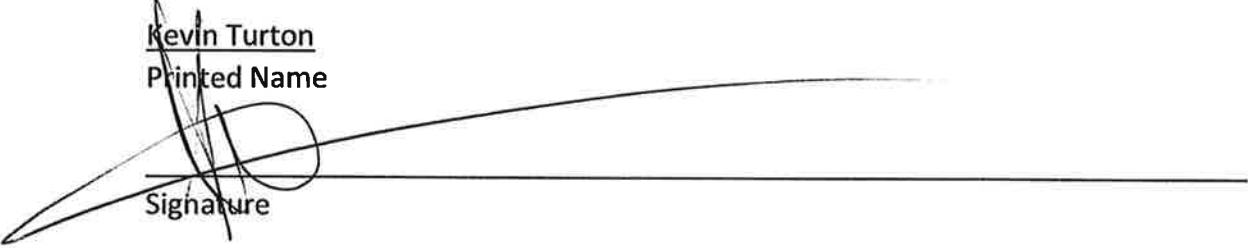
opportunities to succeed as they enter adulthood through sports based youth development, small classrooms, closer mentorship, and coaching both on and off the athletic field.

24. Please explain your understanding of the educational program of the charter school. **My understanding is that the school accepts high school transfer students who have earned 8 or fewer credits in another NYC high school and give them the educational tools and guidance necessary to complete all required State Regents examinations before graduation within 3 school years. The programs involves sports based youth development with coaches who are an integral part of the teacher and student classroom settings, including small class sizes for more individualized attention.**
25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. **I believe that a successful charter school fulfills its mission through its best efforts to provide quality education in compliance with the state's guidelines, and go above and beyond the typical learning environment for students at non-charter public schools.**

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, **Kevin Turton** (name of proposed board member), state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Kevin Turton
Printed Name


Signature

1/4/19
Date

KEVIN D. TURTON, J.D.

SUMMARY OF QUALIFICATIONS

Legally-Trained Business Consultant — Qualified for senior-level consulting opportunity requiring strengths in practical market-focused applications, maintaining accountability, sustained monitoring, diligent reporting, professional demeanor, sound judgment and visionary leadership to promote business development and improvement. Highlights:

- **Market-Driven Executive**—Consulted business clientele in Media & Entertainment, Financial Services and Wireless Telecommunications industries; created and managed daily sales data reports for business development strategy; brought consensus among divergent interests during transition to market-focused paradigm; poised professional competence with over 10 years of front-line business experience.
- **Academic Qualifications**—Brooklyn Law School J.D. graduate with extensive legal training in copyright & trademark licensing, technology agreements, internet law, domestic & international business compliance practices and financial relationship transactions backed by substantial experience with corporate governance.
- **Professional Acclaim**—Lauded by SVP of Digital Business Development for forward-thinking research on next generation distribution through social mobile gaming; praised by VP of Business & Legal Affairs for thorough and efficient review and handling of extensive multi-layered global pricing system involving 34 countries and 1000+ page documents; commended for identifying gaps in chain of title and clearance for global content distribution.
- **Presentations and Training**—Point person on team to learn and educate colleagues about regular updates and procedural changes at Special Counsel and Verizon Wireless; Consistent proven ability to educate and counsel individual and corporate stakeholders about complex rules and legal framework; expert level use of PC and Mac OS, MS Office Suite, mobile applications, and basic technical support of hardware and peripheral equipment.

BUSINESS DEVELOPMENT & LEGAL EXPERIENCE:

Special Counsel, Inc., New York NY
Business Development Director

March 2013 to present

- Consult law firms and in-house counsel for managed document review and eDiscovery strategies
- Source contract attorneys, paralegals and non-traditional legal support roles for firms and corporate counsel
- Help clients reduce legal spend for records processing by an average of approximately 40%
- Maintain daily records of all transactions and interactions with client base and prospective business relationships

SpotOn, Inc., New York, NY
Business Consultant

August 2012 to March 2013

- Selling software as a service; tablet based loyalty marketing programs to retail businesses in the New York Metro Region
- Cold call small business owners & marketing departments of regional and national franchises
- Demonstrate understanding of client business strategy by matching detailed analytics with targeted customer segments.
- Educate clients on use of social media outreach through single hub and use of application for tracking individual and grouped consumer activity.
- 200% to budget in first month, 70 developed accounts, Rookie of the Quarter Q4, CEO Honorable mention
- Opened doors to Franchise opportunities including Edible Arrangements, Golden Krust, & various local merchant associations

Universal Music Group, New York, NY
Legal Intern

September 2010 to May 2012

Business & Legal Affairs; Global Digital Business Development; Contracts & International Clearances

- Drafted complex global technology agreements including software licenses, maintenance and support provisions, statements of work, staggered development and deployment provisions, non-disclosure agreements and product purchasing agreements
- Organized, summarized, updated and communicated outstanding issues to supervising attorney to aid efficient progression of agreements with strict deadlines for international meetings and conference calls
- Liaised with risk management, treasury, governance and other internal departments and outsourced vendors to structure legal requirements for completion of agreements
- Evaluated legal ramifications of term sheet provisions for potential digital music and audio visual distribution e-commerce agreements

Universal Music Group (continued)

- Summarized deal points during negotiations for new strategic alliance ventures. Created and updated spreadsheets for distribution tracking reports
- Researched streaming music subscription, mobile social gaming, and other new technology business models to commence potential distribution agreement negotiations for UMG catalog and active artist distribution.
- Identified rights clearance and publishing concerns involved in new digital distribution models for derivative works
- Initiated research for DMCA notice and takedown proceedings against alleged infringing distribution websites and mobile applications
- Researched domestic and international licenses, chains of title, distribution deals, profit sharing agreements, singles deals and album deals for four record label groups
- Conducted document review involving e-discovery, prepared marketing summaries and full contract digests.
- Investigated claim of derivative work joint authorship involving translated lyrics in a globally distributed sound recording in preparation for trial
- Drafted correspondence to artist management, attorneys and outside record companies for international synchronization and compilation clearance. Investigated international copyrights for active roster and catalog artists

MasurLaw, New York, NY

Legal Intern

May 2011 to August 2011

- Researched DMCA linking and framing and drafted memoranda to supervising attorneys and clients for new digital technology ventures
- Investigated validity of breach of contract allegations against mobile content provider
- Presented legal recommendations for corporate formation and funding opportunities for product manufacturer using patented technologies
- Drafted film and music production agreements and provided detailed summaries for supervising attorney and clients.
- Facilitated digital content licensing and sponsorship opportunities for high-profile clients by arranging meetings with potential cable and online distribution partners

Honorable John Gleeson, United States District Court, Eastern District of New York, Brooklyn,

NY Judicial Intern

June 2010 to August 2010

- Reviewed substantive pre-trial documents including affidavits, complaints, answers and motions to dismiss
- Researched and drafted 6 sections for new evidence chapter for criminal procedure treatise
- Researched habeas corpus and jury instructions for judicial opinions. Researched latest term Supreme Court decisions for Judge's speech on the Confrontation Clause
- Observed 4 trials, 6 sentencing hearings, in camera extradition conference and other court proceedings in District Court plus 2nd Circuit en banc appeal

LeaveYourMarkPromos.com, Brooklyn, NY

President

April 2007 to June 2009

- Created and marketed startup promotional product brokerage company in the Greater NY Metro Region
- Sold custom promotional products to small, mid, and large sized companies, educational institutions and government entities
- Developed valuable client relationships with Marketing Directors, Purchasing groups, and high level executives
- Engaged and negotiated working relationships and written agreements with various suppliers
- Designed and launched websites including enhancements with virtual salespersons
- Demonstrated company value in acquiring new and maintaining existing clients using PowerPoint and oral presentations.
- Serviced, protected and increased existing advertising client accounts and revenues.
- Developed targeted sales strategies prior to contacting designated markets, using visuals including Internet layouts
- Formulated client advertising recommendations specifically designed to meet prospective client needs and objectives

MetLife Financial Services, Elmsford, NY

Financial Services Representative

April 2006 to March 2007

- Series 7, Series 66, Variable Life, Accident & Health Insurance Licenses
- Sold financial services to individuals & business owners in the Greater New York Region
- Generated revenue through cold calling lead lists, referrals, & upselling renewals
- Initiated and expanded client relationships through goal-based, comprehensive financial planning
- Educated clients on market trends, asset allocation, and various types of securities

UBS Financial Services Inc., New York, NY

Financial Advisor

March 2005 to March 2006

- Series 7, Series 66, Variable Life, Accident & Health Insurance Licenses
- Sold a portfolio of financial products to high net worth individuals in the Greater New York Region including small business owners, Partners at Law firms & Doctors ; Series 7, Series 66, Licenses
- Acquired business through cold calling lead lists, networking, referrals, investment seminars
- Created managed risk portfolios to achieve goals using consultative process. Included and explained benefits of life and long term care insurance in financial plan design.
- Educated clients on market trends, asset allocation and various types of securities.
- Managed \$13 Million in assets

Mutual of Omaha, New York, NY

Insurance Producer

February 2004 to March 2005

- Life, Accident & Health Insurance Licenses
- Honors: Degree of the Blue Vase (90-day fast start sales award)
- Sold various Life, Long Term Care, Disability and Critical Illness insurance products
- Prospected for new clients using targeted leads and networking. Conducted client meetings in English and Spanish.
- Specified pathways for individuals to maintain financial security including need-based adjustments for life events and budgetary changes
- Devised risk management strategies for goal-oriented planning using various types of insurance products

Bank of New York, Port Chester, NY

Business Banking Specialist

January 2003 to February 2004

- Recommended and sold banking products and services to business owners. Assisted clients in English and Spanish
- Established loans and lines of credit for clients through Regional Commercial Banking, Business and Professional Lending and Government Banking
- Networked with bank officers in outside departments for accounts, loans, leasing and investment opportunities. Conducted ongoing monitoring of interest rates and new banking offerings for existing banking clients

Verizon Wireless, New York, NY

Major Account Manager

May 1998 to October 2002

- Honors: Fast Start Award
- Consulted Fortune 500 firms and SMEs for customized wireless voice and data solutions
- Built a book of business through approximately 90% cold calling and 10% contracts renewals and upgrades
- Managed and grew over 150 client relationships including National Strategic Accounts
- Prepared and presented PowerPoint decks for Top-Level Management demonstrating solution-based competitive advantages
- Translated company value proposition into increased revenue for business owners through streamlined billing structures
- Served as Acting Sales Manager during supervisor's absences
- Liaised among clients, upper level management, vendors and internal support departments

Bronx County District Attorney's Office, Bronx, NY

Technical Support Aide

February 1994 to April 1998

- Coordinated new software and hardware integration and ongoing development during initial post-arrest screening process
- Provided technical support for attorneys, staff, and police department personnel in a time- and victim-sensitive environment
- Advised supervisor of inefficiencies and devised ongoing process improvements

EDUCATION:

Brooklyn Law School, Brooklyn, NY

Juris Doctor with Certificate in Intellectual Property, Media & Information Law, June 2012

Activities:

Black Law Students Association, *Career Development Chair*
Power Professionals Conference, Becoming Black Barristers Conference, *Head Planner*

City College of New York, New York, NY

Bachelor of Arts, September 1998

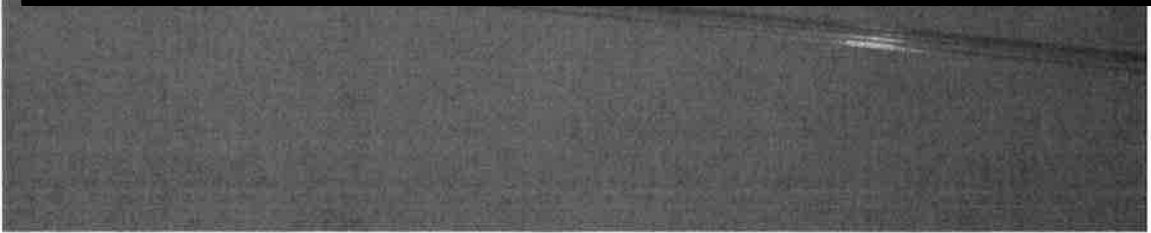
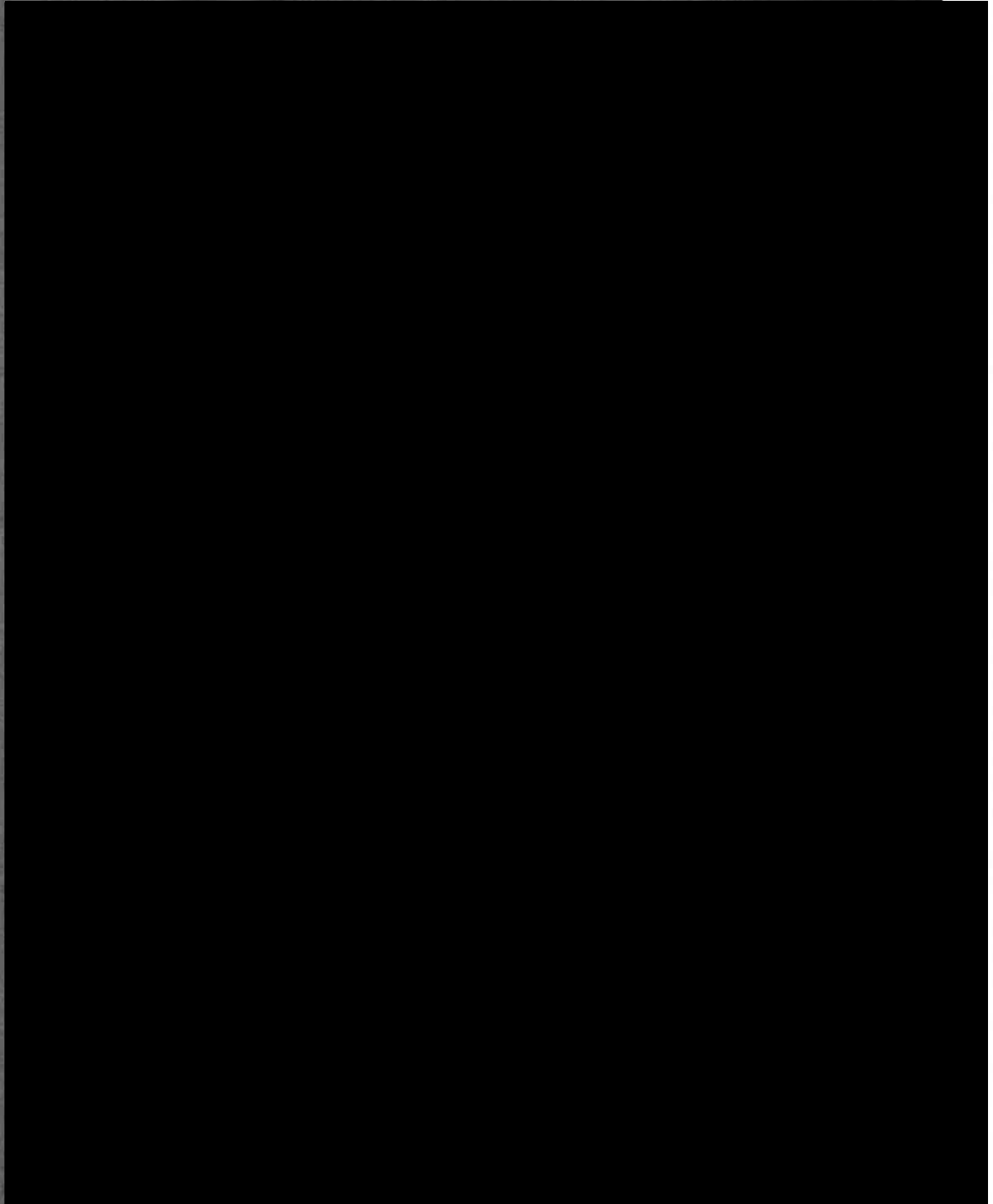
Honors:

Dean's List

The Hotchkiss School, Lakeville, CT

Diploma, June 1991

LANGUAGES: Highly proficient in written and spoken Spanish



**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Patricia L. Charlemagne Ribeiro

Proposed Charter School Name: Urban Dove Team Charter School

E-Mail Address:

Home Telephone:

Home Address:

Business Telephone:

Business Address:



Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group. **I have served on the Board of Trustees of Urban Dove Team Charter School (UDTCS) since 2011. This is an endeavor that the board has discussed and explored for some time.**

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I am passionate and committed to improving the lives of underserved youth in New York City through a quality public education. I have served as the COO of a charter school: and I am currently serving as a UDTCS board member and the Executive Director Areté Education, Inc. (Areté). Areté is leveling the playing field for underprivileged students. Since 2012, we have partnered with the award-winning Laboratory School of Finance and Technology MS/HS 223 (The Lab School) to deliver a comprehensive student journey. A student begins their Areté Education experience before middle school with the Summer Bridge Arts Institute (SBAI) and continues into college. Our innovative approach to creating a love of learning, accelerating academic progress, and building meaningful relationships is the theory of action which guides us. Areté Education specializes in serving high-risk, high-poverty youth in the South Bronx. We challenge the status quo by providing academic, recreational, social, and emotional support to students while working hand in hand with the school the students attend. Areté Education extends the traditional school day, week, and year with enhanced learning experiences that are fully integrated into school communities. We motivate students with aspirational and experiential learning in a nurturing, but rigorous environment where they develop the skills to succeed in school and beyond. I strongly believe that my work with UDTCS is an extension of my work with underserved youth and that creating a new school with enable us to have greater impact for those in need throughout NYC.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I continue to be very committed to the successful submission of the application and to launching and maintaining a successful school. I will serve the capacity deemed most appropriate, given my professional experiences. This includes drafting section of the application, meeting with the appropriate individuals, and complying with all local, state and federal mandates for the appropriate governance of charter schools in NYC.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

N/A

Patricia L. Charlemagne Ribeiro
Printed Name

Patricia L. Charlemagne R.
Signature

1/4/2019
Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Secretary, Finance Committee

12. Please explain why you wish to serve on the board.

The Board plays a critical role in ensuring the success of the school. My experiences, commitment and time allow me to do so effectively.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

This does not apply to me. Yes. (Include description here):

I serve on the Board of UD Team. Please see the attached resume which makes references to my experiences in legal matters, finance, operations, curriculum and instruction, governance, and development.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Yes.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.

I know Jai Nanda, Executive Director of Urban Dove, which will serve as the CMO for UD Team. Jai is the founder of UD Team and I have known him since I joined the Board.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Yes.

Not applicable because the School will not contract with a management company

- or charter management organization.
 I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

- Yes.
 Not applicable because the School will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

- None Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would immediately ask the board member(s) to disclose this potential conflict of interest with the appropriate board sub-committee or officers. The committee would be responsible for conducting the initial investigation and determining whether it should be presented to the full Board. The Board would be responsible for deciding whether a conflict existed and the appropriate next steps.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

- This does not apply to me, my spouse or other family members.
 Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy. **The goal of Urban Dove's Charter School for Sports, Health, and Fitness is to create an alternative high school for over-aged, under-credited youth that will combine a rigorous academic curriculum with a hands-on, real-world vocational program, and an award-winning college readiness program that strives to give**

each graduate a high school diploma, a foundation for higher education, and the job skills needed to enter the work force. The school will utilize an extended school day and week and use sports to engage its students in a positive school environment where they will develop or renew their commitment to academic success, active and healthy lifestyles, and develop the job skills necessary to build successful futures.

- 24. Please explain your understanding of the educational program of the charter school. The school's educational program will be modeled on the highly effective Transfer school model. As such the school will run on a trimester schedule which will allow students to recover credits on an accelerated basis. Student programs are tailored to each students' needs and classroom instruction is project-based and differentiated. Students are expected to take and pass all Regents exams required for graduation. Whenever possible, a traditional academic curriculum will be creatively modified to interact with the school's sports and fitness focus. The school will utilize project-based assessments and Socratic Seminars, to make certain that students develop teamwork, problem solving, analytic, and speaking skills. There will be numerous support structures in place to assist students, including Saturday sessions, individual and group academic counseling, and a school based support team.**
- 25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. The Board must provide clear direction and oversight to the leadership team so that the mission and model of UD Team remains true to its origins. UD Team has created a unique and successful model for serving a high risk group of students and the Board must ensure that the systems we have created are replicated. We must provide guidance and support to the school leader, ensure the school is fiscally responsible and track outcomes to ensure we are meeting our goals in regards to student success.**

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, **Patricia L. Charlemagne Ribeiro** (name of proposed board member), state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.



Signature

1/4/19
Date

Patricia L. Charlemagne, JD, MPS

PROFESSIONAL EXPERIENCES

Executive Director (August 18, 2014 – Present)

ARETÉ EDUCATION, INC., BRONX, NY

- Reporting to the Board of Directors, responsible for the leadership, management, strategy and business development of Areté Education via the five anchors of programming, board governance, development and fundraising, marketing and communications, and community engagement.
- Responsible for the recruitment, on-boarding, training and evaluation of all personnel (part-time, full-time, and seasonal), independent contractors, and volunteers.
- Work closely with the Principal of the Laboratory School of Finance and Technology to ensure that programming supports middle and high school goals, through appropriate academic interventions, a wide range of enrichment offerings, student leadership opportunities, career exposure and college readiness.
- Develop and maintain strategic partnerships with community-based organizations and external stakeholders to strengthen the Bronx community served.
- Collaborate with parents and members of the local school community to ensure that student-centered programs address short and long-term needs and concerns.
- Tripled the annual budget over two years.
- Responsible for the largest NYC middle school summer program for two consecutive years (Summer Bridge Arts Institute), while maintaining the highest attendance rate of all NYC summer programs.
- Member of the strategic task force assembled to explore and launch the first public residential facility for at-risk, high school boys of color.

Adjunct Faculty (Spring 2009 – Spring 2016, intermittently)

MONROE COLLEGE, SCHOOL OF BUSINESS AND ACCOUNTING, UNDERGRADUATE DIVISION, BRONX, NY

MERCY COLLEGE, SCHOOL OF BUSINESS, THE MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP PROGRAM, BRONX, NY

- Teach general business management, entrepreneurship, organizational leadership, human resources, marketing, and business law courses to adults and talented high school students.
- Work closely with students to develop critical thinking skills, problem solving, communication, presentation (public speaking) and critical analysis abilities through technology and innovative teaching methodologies.

Founding Member of the Board of Trustees (August 2011 – Present)

URBAN DOVE TEAM CHARTER SCHOOL, GRADES 9-12, BROOKLYN, NY

- Provide mission-based, results-oriented leadership and strategic governance for an alternative high school for over-aged, under-credited youth, through an innovative, sports-based educational model.
- Collaborate with fellow Board members, leadership team and key external stakeholders to determine appropriate metrics and benchmarks to help improve and further develop programs to promote academic success.
- Serve as the Board Secretary.
- Review and provide guidance on all financial matters, as a member of the Finance Committee. Assure proper internal controls, independent audit, and financial analysis.

Legal, Compliance and Human Resources Director (July 1, 2011 – August 15, 2014; September 2016 - Present)

ATLANTA LENOX CAB CORPORATION & BUCKHEAD SAFETY CAB CORPORATION, GA and NY

- Lead the development and implementation of personnel policies and procedures; provide guidance and counseling to supervisors regarding the application of policies to ensure that appropriate employment practices are implemented; update and maintain employee handbook; advise management on employee issues with attention to applicable laws to ensure limited liability; track employee related trends and data; analyze and prepare summary reports.
- Counsel and advise management on complex employee and labor relations and conflict management/resolution.
- Negotiate and finalize all contracts for services and/or goods; as well as, all vendor agreements.

Chief Operating Officer (September 15, 2008 – June 30, 2011)

FUTURE LEADERS INSTITUTE CHARTER SCHOOL, GRADES K-8, New York, NY

- Managed the day to day operations of an urban charter school serving 350 students with an annual budget of \$6 million. Responsibilities included: compliance; budget and finance; human resources, payroll and the HRIS system; fundraising and development, operations and administration; technology and data management; student recruitment, retention, and suspension hearings; community outreach and family engagement; enrichment activities and high school placement. Led the internal strategic planning process.
- Responsible for drafting, obtaining Board approval, and the final submissions of all reports to foundations, the NYCDOE and the NYSED.
- Cultivated and developed partnerships with local officials, public and private agency leaders, community based organizations, and for-profit corporations to solicit community support, engagement, and to obtain valuable resources in support of academic progress (both monetary and in-kind donations).
- Directly supervised, evaluated, and developed all members of the back office, including the: Director of Development, Director of Finance and Administration, Director of High School Placement; Information Technology Coordinator; Office Manager; and Parent Coordinator.
- Ensured compliance with federal, state and local laws and regulations. Served as the in-house expert for the UFT, DC 37, and the CSA Collective Bargaining Agreements.

Associate Director (June 19, 2006 – September 12, 2008)

MERCY COLLEGE NEW TEACHER RESIDENCY PROGRAM (MASTER'S PROGRAM IN URBAN EDUCATION), Bronx, NY

- Managed the overall program design and implementation, quality control, budget spending and reconciliation for a two-year graduate program with enrollment exceeding 3000 students. Hired, managed, developed, and evaluated the Operations, Instructional Quality, Curriculum/Academic Support, Induction and Assessment/Evaluation Team Leaders. Led the Steering Committee to develop and ensure progress towards short and long-term strategic goals.
- Worked closely with various NYC colleges to ensure uniformity of services delivered through the New York City Teaching Collaborative Program. Services included: the recruitment and retention of high performing students, school placements, assessments and certification requirements.
- Served as liaison to central Mercy College offices including: Office of the General Counsel, Finance, Human Resources, Procurement and Information Technology Departments.

VP for Institutional Advancement and Director of Human Resources (September 2002 - January 2004)

INSTITUTE FOR THE ADVANCEMENT OF WORKING FAMILIES, Philadelphia, PA

A Forensic Education, Behavioral Change and Employment Services Corporation

- Worked directly with the Principal Investigator/President and the Fiscal Administrator to develop, implement and monitor an annual budget of \$2 million used for general operating expenses and five program projects serving over 2,000 individuals in the City of Philadelphia.
- Responsible for all human resources functions, including the recruitment, on-boarding, training, retention, termination and evaluation of staff.

EDUCATION AND LICENSES

James E. Beasley School of Law at Temple University

Juris Doctorate (May 2001)

New York State Bar, Admitted November 2004

Cornell University, The Graduate School

Masters in Professional Studies (May 1998)

Interdisciplinary fields of African-American and Africana Studies

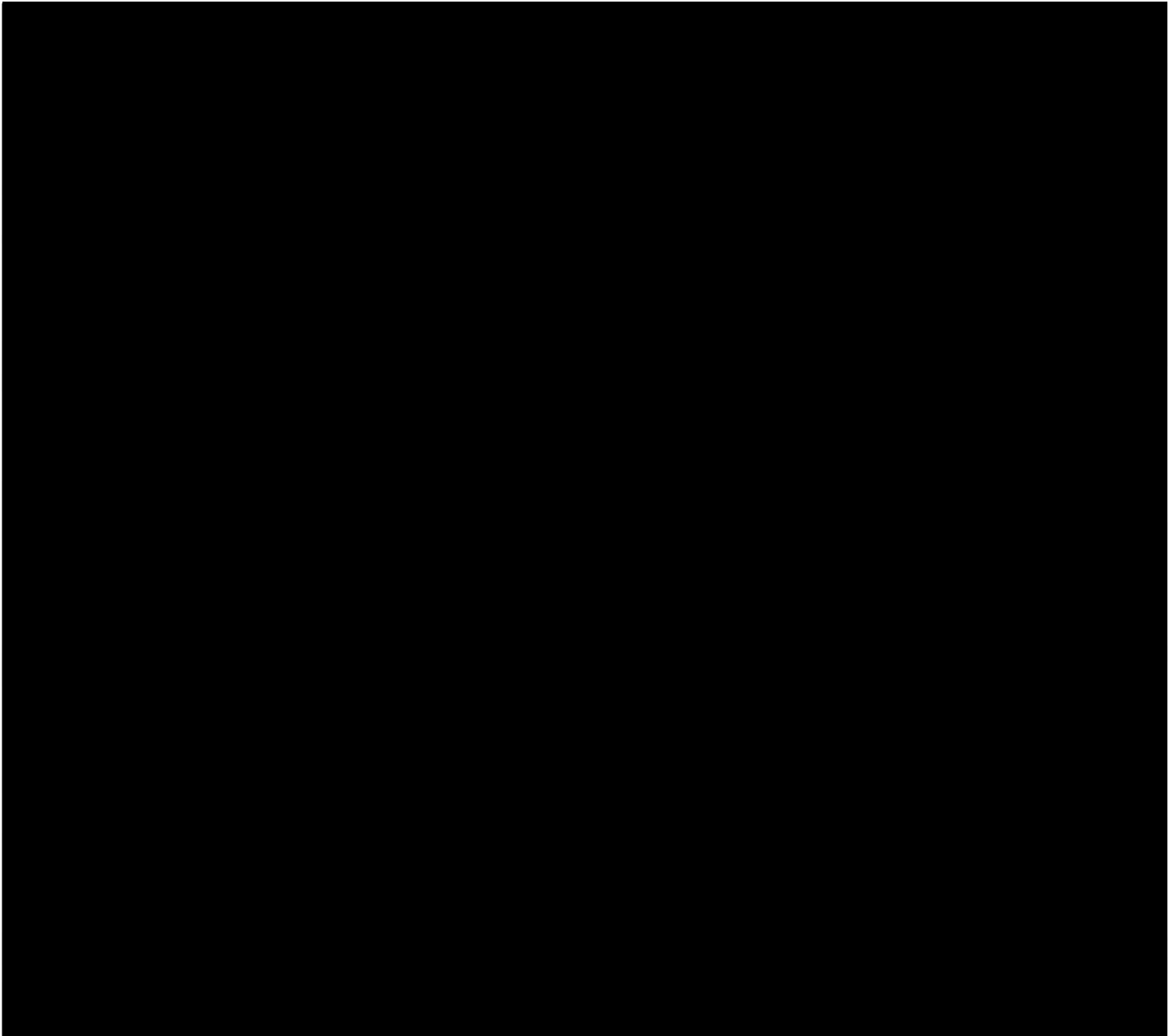
Wesleyan University

Bachelor of Arts (1995)

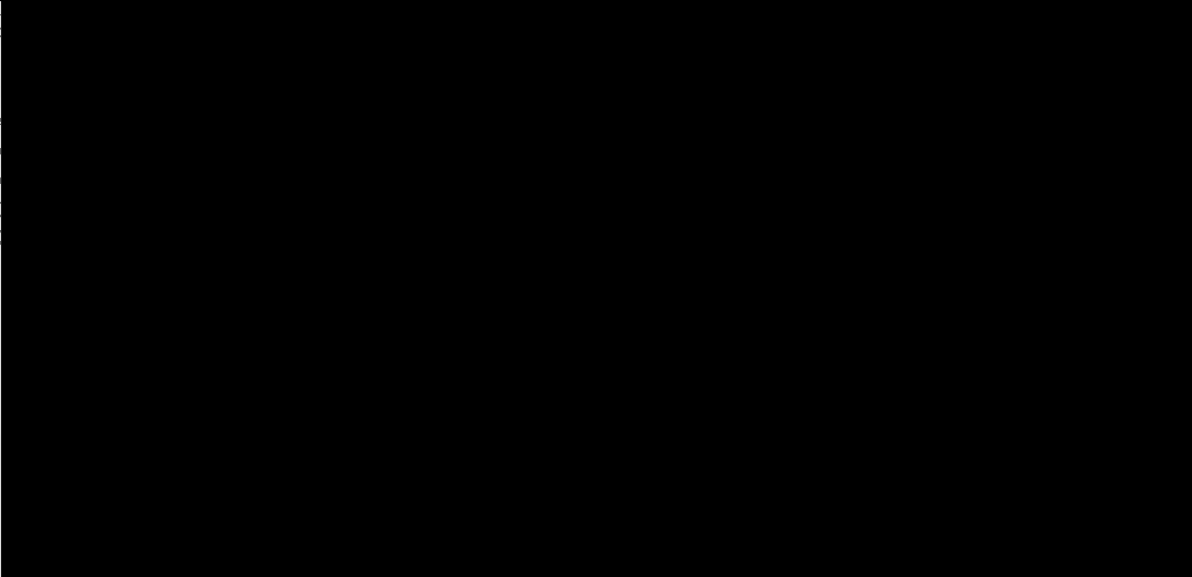
Government and African-American Studies, with High Honors

ADDITIONAL INFORMATION

Computer skills include: Microsoft Office Suite, QuickBooks, BlackBoard, Salesforce, FundEZ, Constant Contact, Westlaw, LexisNexis, Banner, and Corel SmartDraw. Enjoy international travel. Proficient in the French language (verbal and written). Involved in various community-based pro bono legal and human resources projects.



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NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Patrick Fagan

Proposed Charter School Name: Urban Dove Team Charter School

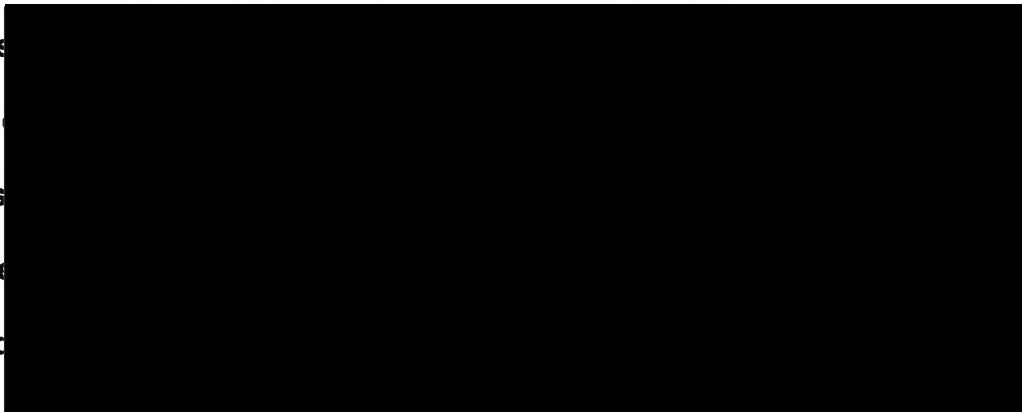
E-Mail Address:

Home Telephone:

Home Address:

Business Telephone:

Business Address:



Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group. **I was approached by Jai Nanda during the planning stage after my boss at the time – Richard Kahan of Urban Assembly – recommended to Jai that he speak to me about joining the Board.**

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I have spent my career working in education in New York City. I am committed to helping to ensure that all students have access to a high quality education. My career in public service has helped me gain experience and skill sets in business, governance and operations and my experience in school networks has given me skills in school start up and operation, staffing and human resources and school finance.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

N/A

Patrick D. Fagan

Signature

1/4/2019

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

MEMBER, TREASURER

12. Please explain why you wish to serve on the board.

My lifelong commitment to education in urban school districts led me to seek a position on the Board of UD Team. I believe strongly in their mission and share the belief that all children deserve the opportunity to receive a quality education, especially those who are not being well served by traditional schools.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

This does not apply to me. Yes. (Include description here):

I have served on the Board of UD Team since inception.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

I serve on the Board of Trustees with the other applying members.

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Yes.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.

I know Jai Nanda, the Executive Director of Urban Dove, as he is on the Board and is an employee of the charter management organization.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Yes.

Not applicable because the School will not contract with a management company

or charter management organization.

I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

Yes.

Not applicable because the School will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would report the issue to other members of the Board and if that did not result in action, I would inform our Authorizer.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

This does not apply to me, my spouse or other family members.

Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

UD Team is a student-centered educational model that believes that all students can succeed. It is an individualized program that helps students who are struggling reengage in school, develop the skills they need and then provides them a roadmap to success.

24. Please explain your understanding of the educational program of the charter school.

UD Team uses a Sports-Based Youth Development model to reengage some of the most at-risk students in the system. UD Team is a Transfer High School for

students who have previously attended high school and have struggled to advance past ninth grade. This population is very deficient in reading and math skills, in addition to many social and emotional issues. UD Team addresses all aspects of the students' growth in order to ensure they have all the skills they need to be successful.

- 25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. Open and honest communication among all stakeholders and through all levels of the organization is critical to any school's success. UD Team must continue to provide opportunities for our students that are innovative and out-of-the-box so that we can help them succeed. We must stay true to our mission and model, and continue to trust and believe in our students and staff.**

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, **Patrick Fagan** (name of proposed board member), state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Patrick D. Fagan

Signature

1/4/19

Date

Experienced Educational/Operations Leader

Seasoned educational leader with the ability to embrace, drive and implement strategic objectives within complex, multi-dimensional organizations during organizational change - providing direct guidance and leadership to both operational and instructional staff. Ability to work effectively across all levels of an organization, fostering credibility with both internal and external clients.

Recognized for consultative and strategic approach to integrating innovative recommendations leveraging best practices to maximize efficiencies and overall effectiveness without sacrificing quality.

Business Operations School Business Management Financial Operations Strategic Planning
School Reform/Policies Leadership Development Team Management Entrepreneurial Drive
Human Resources Management

Professional Experience

Department of Education, New York City

Senior Manager, Field Support Budget and Human Resources
Office of School Support- Queens Field Support South Center

5/2015 - Present

- Support Schools, Budget/H.R. and instructional teams in matters related to Budget and Human Resources planning
- Manage develop and facilitate monthly professional development workshops for school/borough field personnel
- Work closely with the Deputy Field Support Budget and H.R director in developing policies and guidelines supporting the consistent implementation of purchasing policies and procedures
- Manage all compliance –related implementation and reporting requirements for Operations teams supporting schools
- Oversee and direct other HR staff in supporting schools and school leaders to staff schools with Pedagogues, paraprofessionals and administrative employees and resolve any outstanding issues which may arise
- Supervise H.R. staff and interact with Superintendents, Principals and other key instructional and operations staff, in order to identify school-level human resources needs and provide high-quality, differentiated support to schools to address those specific needs

Deputy Cluster Leader for Operations- Business Services
Office of School Support- Office of School Support – Cluster Five

8/2011- 5/2015

- Supported leadership of 13 Network Teams/Leaders, providing direct guidance and leadership to both instructional and operational staff ensuring maximize effectiveness and resource utilization in support of student achievement
- Served as senior advisor to CEO with significant discretion and independent decision making authority in the development of policy for the Children First Network (CFN) and Organization as a whole
- Managed and directed the provision of quality services to all 3 schools affiliated with 13 Networks
- Supported capacity building efforts around resource optimization, strategic staffing, and implemented effective operational practices that impact and accelerate student achievement
- Responsible for identifying and creating training protocols/workshops for network teams to support schools in the areas of Human Resources, Budget, Facilities, procurement and portfolio planning

Network Leader - Urban Assembly**3/2007- 8/2011**

- Responsible for 22 theme based non-screened middle and high schools in historically under resourced neighborhoods ensuring instructional and operational needs are seamlessly integrated to support student achievement
- Managed an integrated team of 15 DOE and Non-DOE (Urban Assembly) instructional and business staff responsible for providing day-to-day support and training to the Principals and school personnel
- Achieved a network-wide graduation rate of 76% - 15 points higher than the New York City average and seven points higher than the national average, with several schools achieving graduation rates above 90%
- Opened first public school on Governors' Island (The Harbor School) Fall 2010 and opened City's first Green Career CTE school Fall 2009
- Coordinated budget and procurement of the Network wide 'Design your own Assessments' to capitalize on the economies of scale

Business Services Manager**7/2006 – 3/2007****Empowerment Schools-Urban Assembly Schools Network**

- Worked with schools to build operational capacity by providing comprehensive, specialized support for Business and Operations functions including budgeting, contracts, procurement, and facility maintenance; and provided capacity building to facilitate results at the school level for business practices
- Served in a managerial confidential capacity with significant discretion as an adviser to the Dep. CEO of the Empowerment School
- Developed policy for the Empowerment Schools to maximize effective resource utilization in support of student achievement including the opening of three new small schools

Budget Team Leader/Regional Network Specialist**9/2004 – 6/2006****Brooklyn Regional Operations Center**

- Managed \$98.3 million dollar budget for 17 Alternative/Transfer High Schools
- Identified critical financial needs of schools and proposed solutions, ensuring basic educational needs and mandates were fully funded according to City, State and Federal regulatory guidelines
- Facilitated system transactions and processing to ensure timely scheduling of allocated funds, appropriate and effective use of scheduled personnel services to benefit students within the school year

Department of Homeless Services**Project Manager****4/2002 - 9/2004****Technical & Construction Services-Non-Capital Projects****Fund for the City of New York****Project Manager****11/1999 – 9/2001****Center on Municipal Government Performance****Office of the Mayor - Operations****Senior Policy Analyst****9/1997 – 10/1999****Health and Human Services****Department of Health****Fellow/Special Assistant to Chief Operating Officer****9/1995 – 10/1996****Office of the Commissioner Urban - (First Deputy Commissioner)**

EDUCATION

BARUCH COLLEGE
ZICKLIN SCHOOL OF BUSINESS
Master of Business Administration
Finance/Management

HOFSTRA UNIVERSITY
Bachelor of Arts
Dual Major: Political Science & Developmental
Psychology

FELLOWSHIPS/MEMBERSHIPS

- **Urban Dove Academy Charter School 2010 - Present**
Founding Board Member ♦ Chair of Fiscal Governance/Operations Committee ♦ Board Treasurer
Charter approved Spring 2011- **School opened Fall 2012**
- **ROBERT WAGNER NEW YORK CITY URBAN FELLOWSHIP - 1995/1996**



**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Spencer Rothschild

Proposed Charter School Name: Urban Dove Team Charter School

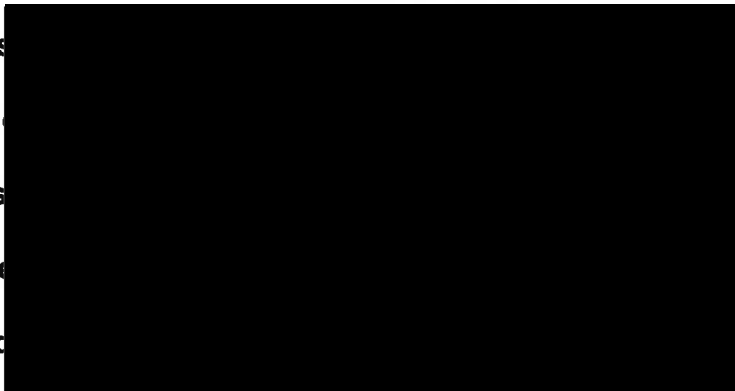
E-Mail Address:

Home Telephone:

Home Address:

Business Telephone:

Business Address:



Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group. **I was approached by Jai Nanda during the planning stage after my boss at the time – Richard Kahan of Urban Assembly – recommended to Jai that he speak to me about joining the Board.**

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I have spent my career working in education in New York City. I am committed to helping to ensure that all students have access to a high quality education. My career in public service has helped me gain experience and skill sets in business, governance and operations and my experience in school networks has given me skills in school start up and operation, staffing and human resources and school finance.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

As a member of the first Urban Dove Team Charter School board we have worked to establish systems within the existing NYS charter school guidelines to ensure our school's and ultimately our students' success. I am committed to the monthly meetings and to any and all necessary additional time to make the school and the students successful. I will remain a member of the board.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

N/A

Spencer Rothschild
Printed Name

Spencer Rothschild
Signature

1/4/19
Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

MEMBER

12. Please explain why you wish to serve on the board.

I wish to serve on the board because I believe that education is the foundation for individual success. I have seen first-hand how Urban Dove Team Charter's unique approach can both engage individuals who have not found the right school environment to date and allow others to have even greater success than they previously thought possible.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

This does not apply to me. Yes. (Include description here):

I currently serve as the Chairman of Urban Dove and I am a member of the board of Urban Dove Team Charter School.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

I sit on the board of Urban Dove Team Charter School, so I know all of the other member of the board.

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Yes.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.

I know all the members of the Urban Dove board which serves as a CMO to both Urban Dove Team Charter schools.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Yes.

- Not applicable because the School will not contract with a management company or charter management organization.
 I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

- Yes.
 Not applicable because the School will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

- None Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would immediately bring it to the attention of the board.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

- This does not apply to me, my spouse or other family members.
 Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy. **The proposed charter school's mission is to serve a community of high school equivalent students who have yet to have success in school by engaging them through sports. This Overage/Under-credited population, once engaged, requires tremendous support not just academically, but socially and emotionally as well. Toward that end, our staff will work to customize a plan to ensure each individual student feels committed to their personal success as both a student and a member of their school's community. We will provide youth development, through sports, alongside academics to ensure each student has**

the confidence, strength and life skills they need to become successful students and adults.

24. Please explain your understanding of the educational program of the charter school. **The education program will follow the standards of New York State. Students arrive behind in their credits and Regents, and so our educational program is individually designed for each student. Students take only three core classes in their first year so that we can focus time and resources on their youth development skills. As they become more reengaged, and their basic skills are brought up, we increase the academic workload until they are back on track to graduate.**
25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. **For Urban Dove Team Charter School to be successful it must be committed to its mission every day, 365 days a year. Our board must hold the school's administration accountable in every facet of the school. This includes but is not limited to financial oversight, educational directives and programming, proper staffing and leadership, facility management, etc. We must also ensure that the vision and unique model of the school are maintained, as they are critical in our success.**

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, **Spencer Rothschild** (name of proposed board member), state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Spencer Rothschild

Signature

1/4/19

Date

SPENCER M. ROTHSCHILD

Organized, highly motivated, innovative, goal-oriented entrepreneur and leader with deep passion for and understanding of what drives a high-quality customer experience. More than 20 years of experience driving complex initiatives from concept development to operations, including financial and project management. Built and managed a multi-unit hospitality company.

EXPERIENCE

- **Human Resources:** Budget analysis, payroll, policy and best practice integration, health and dental insurance, with focus on accuracy and risk mitigation
- **Financial Planning and Report Analysis:** Cash flows, P&L, budgets, payroll, sales
- **Marketing and Advertising Partnerships:** Includes American Express, New York Magazine, Gotham Magazine, Time Out, Wine Spectator and Travel & Leisure
- **Physical Plant Upgrades, Maintenance and Renovations:** Hire and manage architects, interior designers, and general contractors to ensure projects are to specification, timely and within budget.
- **Development and Delivery of Hands-on Training to Senior Management**
- **Development of Event Planning Software:** Resulted in 35% higher repeat client rate, 35% drop in event planner payroll expense, \$6M event sales, ranging from 25-1,400 guests
- **Relationships with Multiple Technology Partners:** Selected as Launch Partners for averoinc.com, harri.com, dinemarket.com and opentable.com. Championed these innovative solutions
- **Contract Negotiations:** Food, beverages, maintenance, small wares, paper products, etc.
- **New Project Development and Roll-out:** Lease negotiations, legal agreements, research and development, investor relations, pre-opening budgets, build-out
- **Consulting:** Projects throughout the U.S. including New York, Florida, California, North Carolina, Washington, D.C. and Massachusetts

Founder & President (2006-Present), Investor, Partner, Consultant & Operator Barrio Foods, New York, NY

Copacabana Nightclub, AG Kitchen NY, Counter Burger Times Square, Barrio, Amigos, MAMBO Catering, Fioro, Old Greenwich Social Club, Havana Café, Barrio Spirits, Rooftop 760, Barrio Foods Consulting, Oval Café, Latin Spice Co., Good Enough to Eat, Brad's Café, Barrio Goes to School (non-profit), Orchard Beach Concessions, K & D By the Glass, Firehouse Tavern, Crush Wine Bar, OB Cafe (Brooklyn Library – main branch)

- Independently launched consulting firm specializing in management training, concept development and financial accountability
- Scaled consulting business to seven clients, with contracts ranging from six months to multi-year and companies ranging in size from 35 to over 700 employees
- Grew team to eight consultants
- Invested alongside clients in the growth of their business as a unique model for consulting
- Developed human resources plan and systems for clients
- Worked with clients to streamline ordering processes resulting in substantial financial savings and efficiencies in all areas of purchasing
- Created systems to ensure NYC Health Department readiness at all sites
- Worked with ownership to provide accurate financial reporting to management teams and investors
- Managed public relations and social media/marketing campaigns
- Engaged wide range of clients, including Walt Disney and the Copacabana nightclub
- Mentored numerous managers and teams allowing them to exceed their employers' expectations

Operating Partner (2006-2011), Consultant (2011-Present)

CLB No. 1, Yushi (formerly itsu), New York, NY

Ramen Co., Counter Burger, Yushi, Yushi Kiosks at Saks & Desbrosses, Yushi Catering, Yushi @ Aramark

- Relocated to London to fully immerse in the itsu grab & go concept (as well as Pret a Manger)
- Launched the concept in NYC, as a franchisee
- Rebranded concept as Yushi, to accommodate the NYC clientele, without changing existing brand
- Grew concept from one to three units with catering and corporate dining cafeteria businesses
- Directed all GM's, Kitchen Managers and corporate staff (marketing, event/catering sales, graphics & social media)
- Prepared all reporting for investor group
- Negotiated all corporate dining room accounts with Aramark, grew from one unit to five in 14 months
- Transitioned role to consultant with weekly/period, rather than daily deliverables

Operating Partner (1995-2006), Non-Operating Partner (2006-Present)

Main Street Restaurant Partners, New York, NY

Main Street, Rain West, Union Pacific, Rain East, Calle Ocho, Django, BLT Prime
Operations and general management of over 450 employees, approximately 40,000 square feet

General Manager, *Main Street & Rain West* (1995-1996), New York, NY

Managed the complete operations of two restaurants with sales of \$10M, 8 managers and 95 employees

OTHER INTERESTS

Chairman of the Board (2004-present), Board Member (2002)

Urban Dove TEAM Charter School, Board Member

***The Urban Dove*, www.urbandove.org, New York, NY**

Urban Dove TEAM Charter School, www.udteam.org

- Non-profit organization, founded in 1998, currently serving almost 1300 youths (ages 8-18), with \$1.5M operating budget, grown from \$150K since 2002.
- Opened Urban Dove TEAM Charter School, Brooklyn, NY, Fall 2012, \$5M Budget

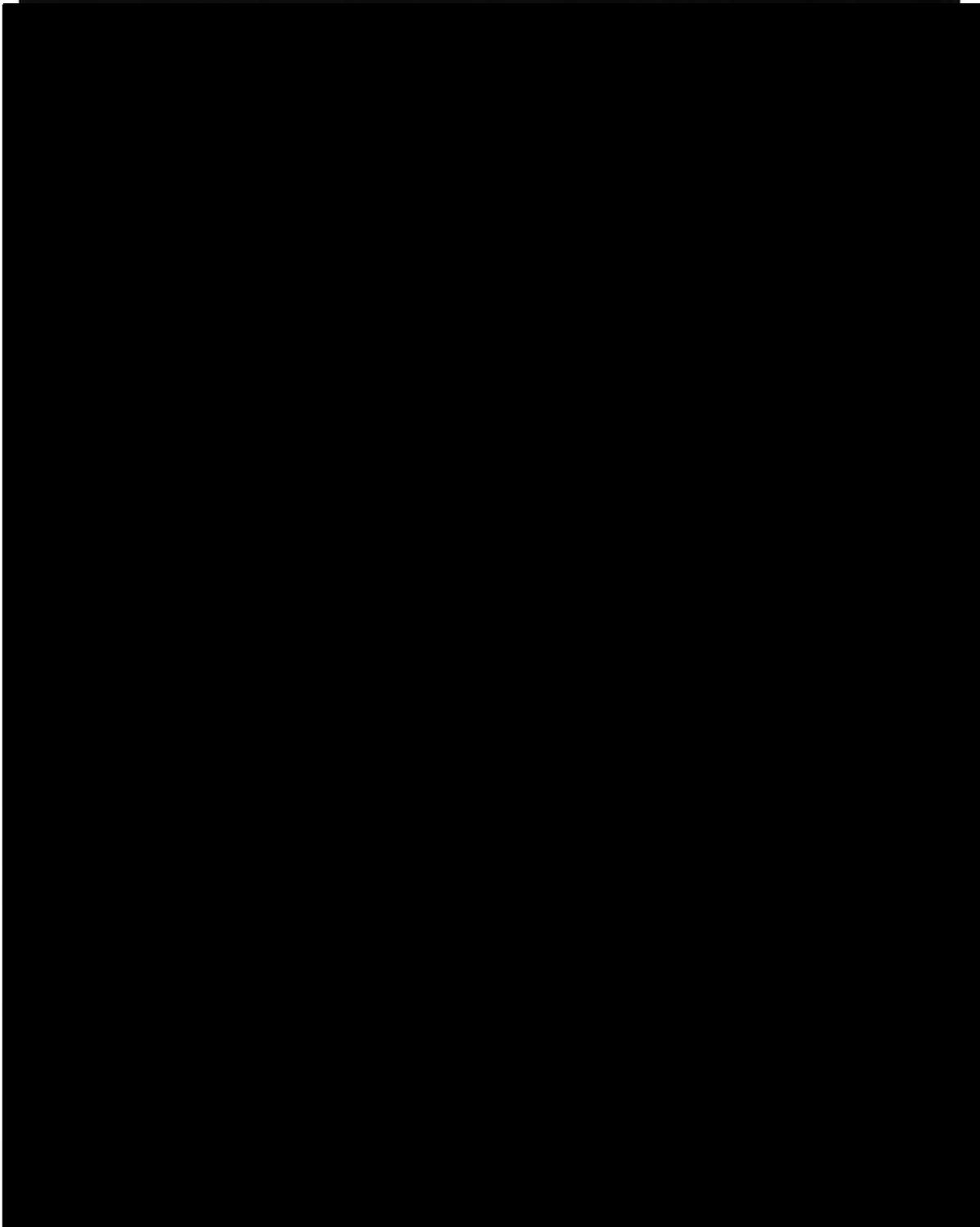
***New York Real Estate Institute*, New York, NY**

Completed 75-hour Real Estate Salesperson Course, Passed DOS Salesperson Exam, 2012

EDUCATION

Tufts University, Medford, MA.

Bachelor of Arts, Political Science Major, Economics Minor, 1994



**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: **WANDA MORALES**

Proposed Charter School Name: **URBAN DOVE TEAM CHARTER SCHOOL**

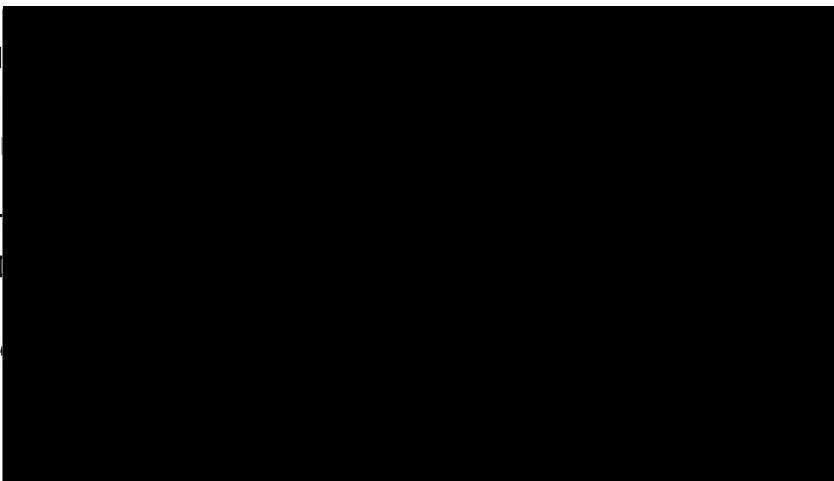
E-Mail Address:

Home Telephone:

Home Address:

Business Telephone:

Business Address:



Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information - All Applicant Group Members

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

 Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached.

N/A

2. Please indicate how you became aware of the opportunity to join the applicant group

One of the founding Board members informed me of the possibility.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

 I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

 I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

From my resume you can see that I have approximately 14 years of experience in operations. Twelve of those years have been at schools where I was a Founding team member. I have also served the Urban Dove Team Charter School Board for over four years. What you do not see from my resume is my desire to serve underserved populations..

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

Urban Dove Team Charter School is a school that is needed and has done quite well in its first six years. Replicating this school again and giving other students these resources is much needed. I am fully committed to this idea and the Board's agenda. I offer my full support in this process.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

WANDA MORALES


Signature

January 7, 2019

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board..

I affirm

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me.

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

MEMBER

12. Please explain why you wish to serve on the board

Serving an underserved population of young people is important as is replicating this school so that our reach is wider.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

Yes. {Include description here):

Current Board Member of this school, Urban Dove Team Charter School.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

Self, as well as all of the other Board Members.

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

I / we do not know any such persons.

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

No.

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Yes **As a member of the Board of UD Team, I have known Jai Nanda, Executive Director of Urban Dove for many years.**

18. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

 I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

 I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

 None

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would bring it to the other members of the Board. If it's a very serious matter; I would bring it to the school's authorizer.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

 This does not apply to me, my spouse or other family members.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

To serve an under-served community of high school students based in the philosophy that sports keeps young people engaged in education. Please explain your understanding of the educational program of the charter school.

24. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

The role of the Board of Trustees in running a successful charter school lies in governance, compliance, choosing leadership and understanding the larger picture. With trial and error, we have learned and will continue to learn many things. Presently, we have a strong understanding of the population we serve and what has worked and what has not. Replicating our success will take some of this mind-set while keeping our eye on the larger picture.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, **WANDA MORALES**, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor,



January 7, 2019

Executive Summary:

- Over ten years in education; including four as a Founding Director of Operations and six as Founding School Business Manager
- Experienced in school start up; both charter school and NYC Department of Education
- Passionate about providing high quality education for under-resourced communities
- Professional values of ownership, autonomy, and accountability

Professional Experience:

Bedford Stuyvesant New Beginnings Charter School
Director of Operations

Brooklyn, NY
June 2015-Present

Supervision

- Supervise a team of nine Operations personnel; consisting of (4) main office, (5) facilities and (1) technology staff members.
- Create and implement a rubric for each staff member's quarterly evaluations.
- Provide daily guidance, coaching and supervision for each staff member.

Compliance

- Manage annual financial audit.
- Create and manage systems for all mandated reporting to city, state and federal agencies.

Facilities

- Daily management of a 74,000 square foot facility built in 1926.
- Manage the custodial team to ensure that all aspects of the facility are safe, functional, aesthetically pleasing and support the educational program.
- Manage the school's asset and supply inventory, including annual purchasing of furniture, equipment and supplies for the new school year.
- Manage all facilities related projects including construction and technology infrastructure improvements.

Student and Personnel Information Management

- Create and maintain systems and best practices around the protection of confidential student and personnel files.

Student Recruitment, Lottery and Enrollment

- Oversee all lottery and enrollment activities in accordance with school charter and the law.
- Lead all recruitment efforts ensuring BSNBCS stays within the needed number of students for each grade level.
- Identify, hire and supervise the programs for all outsourced canvassing organizations.
- Create a list and maintain a relationship with "feeder" organizations to aide in recruitment efforts.

Technology

- Manage relationship with outsourced technology company.
- Manage and supervise all in house technology needs.
- Create and supervise system for technology distribution, use and troubleshooting.

Miscellaneous

- Oversee the school's nurse, NYC school foods and transportation services.
- Evaluate BSNBCS' current school operations systems and strategically improve systems to increase efficiency.

New York City Montessori Charter School
Founding Director of Operations

Bronx, NY
June 2011-2015

Compliance

- Managed annual financial audit.
- Managed all compliance responsibilities required by school's authorizer and Board of Trustees.
- Ensured compliance with Department of Health standards pertaining to food services.

Financial

- Enforced internal controls set up in Financial Policies and Procedures Manual.
- Submitted Per Pupil Invoice to NYC Department of Education ensuring accurate payment from New York State Education Department.
- Ensured payment to all vendors in a timely manner.

Facilities

- Supervised security guards, custodial staff and systems to address facility needs and ensure student and staff safety.
- Scheduled and logged fire/bus/intruder drills to full compliance.
- Managed relocation process from one building to the permanent facility.

Student Data and Services

- Managed school food vendor including submission of accurate rosters, payment to vendor and invoicing parents for payment owed to school.
- Managed Automate the Schools (ATS) and school database ensuring complete accuracy.
- Supervised immunizations, lunch forms, and blue card submissions.
- Managed and tracked student attendance, tardiness and student access to medical services.
- Established vendor relationships and set up of all technology systems

Student Recruitment

- Led all recruitment efforts ensuring a healthy waitlist of families wishing to enroll.
- Oversee all lottery and enrollment activities in accordance with school charter and the law.
- Created and maintained a list of daycare, pre-kindergarten programs, and community organizations from which to draw upon for incoming students.

Human Resources/Payroll

- Selected and managed relationships with brokers for all insurance benefits.
- Tracked all days off (vacation, sick/personal, jury duty, bereavement, professional development days, family leave) and communicated relevant information to staff and administration.
- Supported school leader with staff member pay scale determination.
- Handled administration related to new employees including W-4s, I-9s, HR manual, hire letters, direct deposit and garnishment management.

School Start Up

- Set up of all vendor accounts, procurement and NYS tax exemption status, 501c(3) and EIN number.
- Responsible for all ordering to ensure school readiness for a successful opening

Miscellaneous

- Supervised the administrative assistant and office assistant.
- Ensured compliance with Department of Health standards as it pertains to food services.
- Liaison for annual parent and teacher surveys.
- Yearly completion of Basic Education Data Survey (BEDS).

NYCDOE, International School for Liberal Arts

Founding School Business Manager

Bronx, NY

Level II 2008-2011/Level I 2005-2008

Financial/Compliance

- Fiscal management of a \$4.5 million budget, which included accountability of all state/federal rules pertaining to reimbursable funds, grants and state funding
- Ensured yearly completion of the BEDs Survey and compliance with NYCDOE Standard Operating Procedures
- Ensured compliance with NYCDOE Standard Operating Procedures

Campus

- Was responsible for managing combined campus (five schools) funds; including working closely with principal responsible for PSAL funds
- Staff member chosen to represent the school at the daily campus morning meetings
- Supervised support staff of six school aides

Wanda M. Morales

Student Data and Services

- Member of senior advisory committee; ensured my group of seniors were on track for graduation and college bound
- Attendance team coordinator: led an attendance team in implementing processes to reduce absenteeism and incentivized students to attend school each day
- Implemented process for transportation, school trips, technology use, student ID, and student program replacement

Administration

- Member of the Extended Cabinet and Data Teams, designed to achieve school's goals and objectives
- Member of hiring committee to choose new staff

Education

College of New Rochelle

New Rochelle, NY

Masters in Education: School Building Leadership

May 2010

City of New York at Lehman College

Bronx, NY

Bachelor of Arts; Mass Communications/Women's Studies

2004

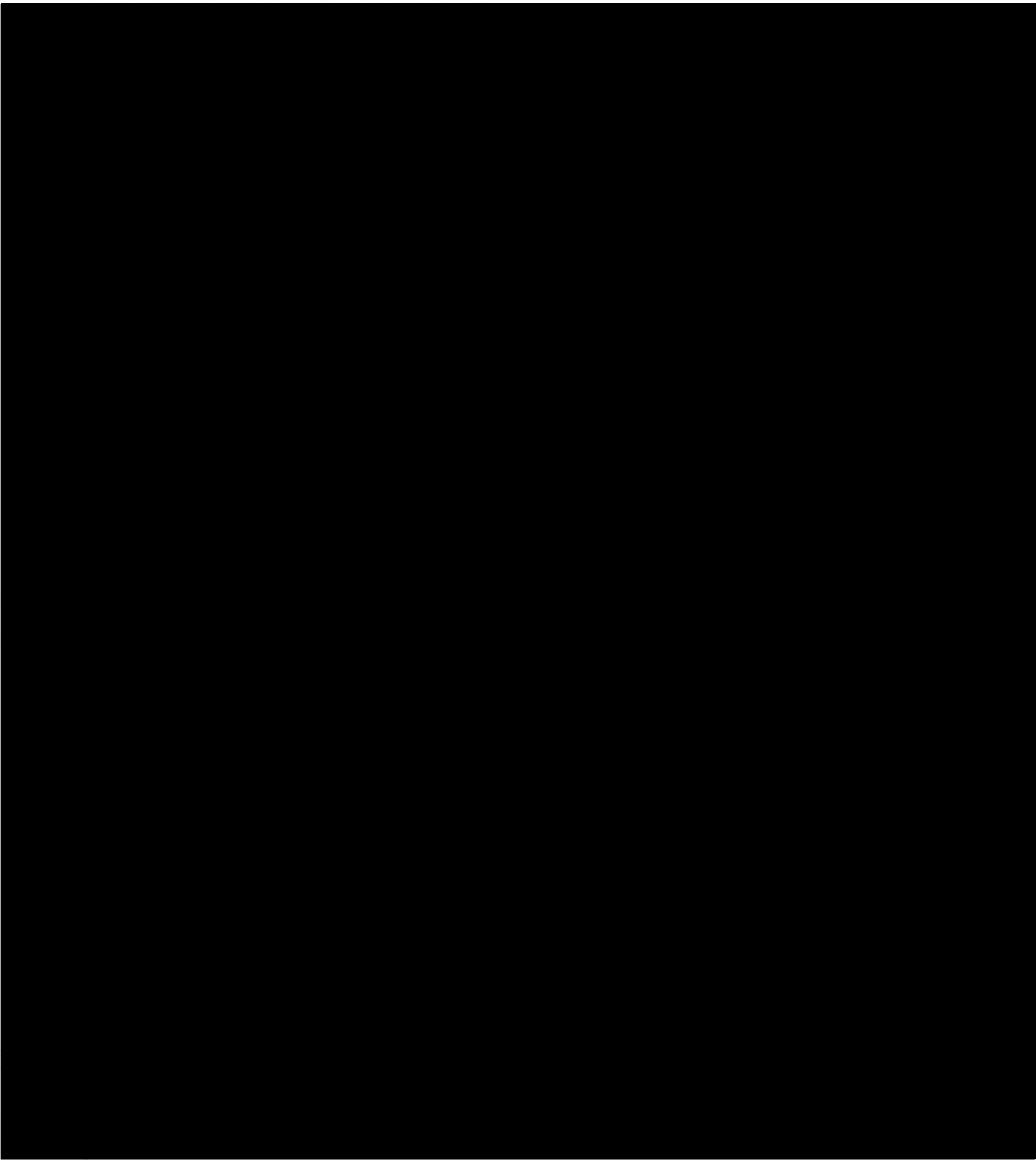
Board Member

Urban Dove Team Charter School

2013 – Present

Languages

English and Spanish



**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: **JAI NANDA**

Proposed Charter School Name: **URBAN DOVE TEAM CHARTER SCHOOL**

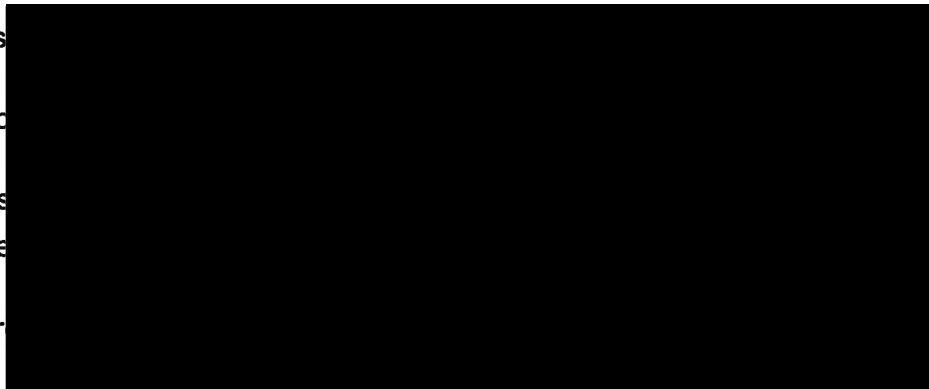
E-Mail Address

Home Telephone

Home Address

Business Telephone

Business Address



Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

 Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached.

 Transcript or Supporting Documentation Attached

2. Please indicate how you became aware of the opportunity to join the applicant group

I am the founder of Urban Dove Team Charter School and the founder of Urban Dove

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

 affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

 I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I am a lifelong educator who founded Urban Dove, a non-profit organization educating at-risk youth, in 1998. For nearly 20 years I have created and implemented programs that help young people learn, grow and develop into healthy, independent adults. In 2012, I founded Urban Dove Team Charter School, and continue to serve as the Executive Director of Urban Dove.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

On behalf of the Board of Trustees of Urban Dove Team Charter School, I will serve as the lead author of the school application.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

The New York State Education Department, specifically the Charter School Office, has been working with me for the past 9 years as we developed, launched and successfully operated Urban Dove Team Charter Schools.

Tai Nanda

Signature

January 7, 2019

Date

Jai K. Nanda



EDUCATION

1987-1991 B.A. Liberal Arts with Honors, University of Michigan

EMPLOYMENT

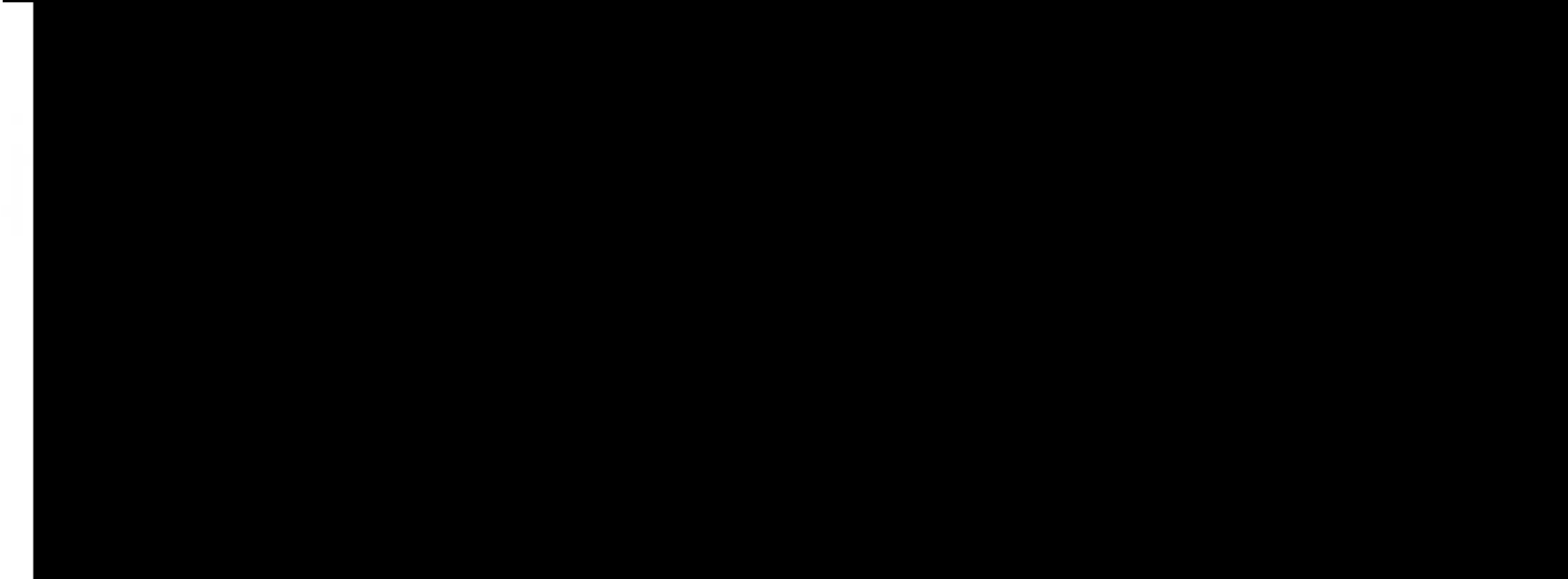
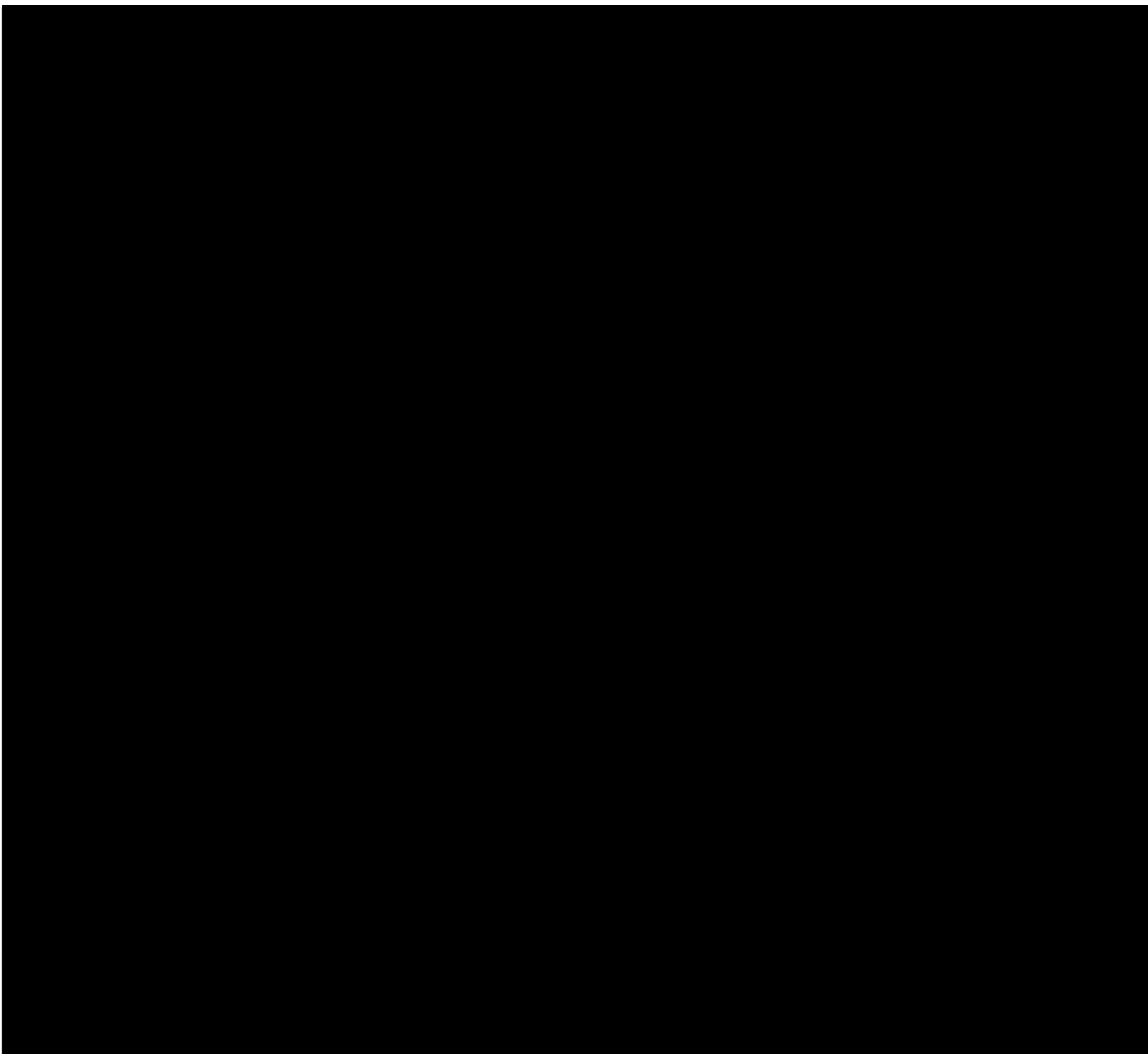
- 2010-Present **Founder & Founding Board Chair, Urban Dove Team Charter School**
Founder and Board Chair for first three years. Primary author of charter application and school design. Responsible for assembling Board of Trustees, overseeing all aspects of talent and facility acquisition, finance, fundraising, planning and operation. Hires, trains and supports School Leader, liaison between school staff and Board of Trustees, and lead strategist for UD Team growth plan.
- 1998-Present **Founder & Executive Director, The Urban Dove**
Sole founder of the organization. Responsible for all aspects of running direct service non-profit organization for at-risk youth. Daily responsibilities include fundraising, human resources, operations, program strategy, board development, facilities management, and general administration.
- 2008-2010 **Founding Board Member, Up2Us**
One of four founding board members of a national coalition dedicated to improving the field of youth recreation and sports. Volunteered as Managing Director, responsible for creating Regional Conferences in nine cities, a National Conference in Washington, D.C., and engaging the White House and Congress. Help found the Americorps *Coach Across America* program, placing coaches in under-served communities across the country.
- 1997 - 2004 **Head Basketball Coach, Manhattan Village Academy**
Served as head coach for boys' team for five years and girls team for one year. Helped school join the Public School Athletic League.
- 1995 - 1997 **Head Basketball Coach and Teacher, Lower East Side Prep**
Served as coach of coed basketball team. LESP is a transfer school that competed in the Alternative High School League. Substitute teacher in History and English. Took on several long-term substitute assignments.
- 1992 - 1994 **Adjunct Lecturer, New York City Technical College, CUNY**
Taught ESL and English. Worked in the tutoring lab, giving one-on-one instruction in both ESL and English.
- 1991 - 1992 **Weekend Director, Police Athletic League**
Director of PAL's Duncan Center in Hells Kitchen. Supervised staff, developed programs, managed building facility.
- 1986 - 1992 **Head Basketball Coach, Camp Lenox**

Coached girls and boys, ages 10 – 16, at sleep-away summer camp for six summers.
Promoted to Associate Director, Basketball for last two summers.

RELEVANT EXPERIENCE

Youth Committee Chair, Community Board 4

Sports Advisory Council Member, Partnership for After-School Education



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Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: **MICHAEL GRANDIS**

Proposed Charter School Name: **URBAN DOVE TEAM CHARTER SCHOOL**

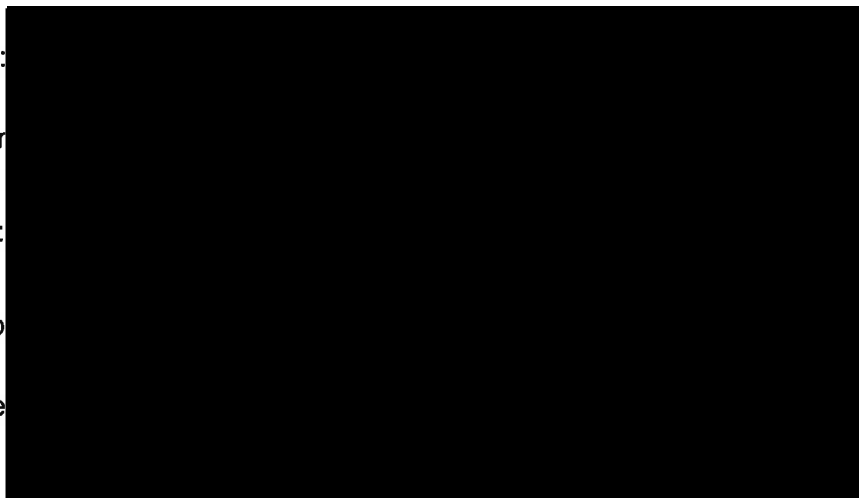
E-Mail Address:

Home Telephone:

Home Address:

Business Telephone:

Business Address:



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Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

__Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached.

__Transcript or Supporting Documentation Attached

2. Please indicate how you became aware of the opportunity to join the applicant group

I have served on the Board of Trustees of Urban Dove Team Charter School ("UDTCS") since its founding and have been the Chair of that Board since 2013. In connection with my role at UDTCS, I have been extensively involved with our discussions regarding replication among the Board and with NYSED.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

__affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

__ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I was heavily involved with the original application of UDTCS and the application for its first replication in the Bronx, and, as mentioned above, I have served on its Board since UDTCS was founded. In connection with that role and especially as Chair over the past 5+ years, I have developed a broad wealth of experience relating to all aspects of oversight of a charter school, including curriculum and instruction, financial, human resources, fundraising and a wide range of other matters for which I have been the point person or otherwise involved in for UDTCS. I have observed and helped to find solutions to all sorts of issues that have arisen in the course of starting two new charter schools. I have also led our Board from both a governance perspective and in connection with many of our interactions with NYSED and other outside parties. Beyond my work with UDTCS, I also work with other non-profits as part of my legal practice and in volunteer capacities- providing governance, management and other support services and advice.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

In my role as Chair of the Board of Trustees of UDTCS, I have been working with the school's founder, Jai Nanda, in connection with the preparation of the application. Jai and I speak and correspond regularly regarding the application and other aspects of the process. I expect to continue in my role as Board Chair moving forward and will maintain my high level of involvement through the Board and working with our staff. I am fully aware of and committed to maintaining my role and understand my responsibilities both with our Board meetings and all of the other school business that requires my support and input.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

We have worked extremely hard over the past several years in starting, developing and growing two schools under the UDTCS umbrella to where the organization is today. I am incredibly proud to have played a role in these extraordinary schools that serve a population of students that have been traditionally underserved in a way that allows those students to realize their potential in a setting that supports and enhances their education and development. Knowing that we cannot serve all of the students in this population with just two schools and that there are many other areas of New York City with children who could benefit from a school like UDTCS, I am excited that we are moving forward to create a third school that will carry on our mission and vision to even more students.

MICHAEL GRANDIS

Printed Name


Signature

January 7, 2019

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

I affirm

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me.

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Chair of the Board of Trustees and member of the Board's Governance committee

12. Please explain why you wish to serve on the board

As stated above, I strongly believe that UDTCS is fulfilling its mission and I feel that my work and the work of the others on our Board of Trustees has played a positive role in allowing the schools to meet their goals for educating at-risk youth with an approach that addresses many of the things that were missing from our students' previous educational experiences. Accordingly, I wish to continue in my role by supporting this new school through my work on the Board.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

Yes. {Include description here):

Aside from being on the Board of Trustees of UDTCS, I previously served on the Board of Directors of Urban Dove, Inc.- which serves as the CMO to the schools. Beyond my extensive experience with UDTCS and Urban Dove, Inc., I also provide legal counsel to other not-for-profit organizations and volunteer to assist other organizations primarily supporting youth sports.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

I know all of the other prospective Board members through our work together on the Board of Trustees of UDTCS.

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

Yes

While I do not know who from the current staff of UDTCS or UDTCS II might be an employee at our new school location, I do know many of our staff members through my work on the Board of Trustees of UDTCS.

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

Yes.

I previously served on the board of Urban Dove, Inc. (beginning in 2001) which has been an institutional partner to UDTCS and is now the charter management organization for the schools. In connection with my roles at both Urban Dove, Inc. and UDTCS, I know many of the staff members at Urban Dove, Inc. and I have known Jai Nanda, the executive director and founder of both Urban Dove, Inc. and UDTCS for

over 30 years. I do not have any financial interest in Urban Dove, Inc.

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Yes Please see above regarding Urban Dove, Inc.

18. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Generally, our school's conflict of interest policy will hold on such matters. As we have handled in the past, for any matter before the Board where there is an actual or potential conflict of interest involving a Board member, the conflicted Board member will recuse themselves from any decisions or votes by the Board relating to such conflict. If there is a belief that a Board member is acting for their own benefit or that of anyone else, we will have the Board's governance committee investigate and report back to the Board (with the recusal of the involved Board member) to determine what action, if any, will be necessary to avoid or prevent the realization of this conflict of interest.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is

partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

X This does not apply to me, my spouse or other family members.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

The mission of our school is to create an alternative high school for a severely under-served cohort of at-risk youth (young people who are "over-aged" but "under-credited") that will succeed with such students by combining a strong academic program with a vocational element centered around sports and recreation-related skills to provide the foundation for college education and/or success in the workplace. The school will use the sports and recreational aspects of the program to engage and motivate the students to succeed on the academic part of the program.

24. Please explain your understanding of the educational program of the charter school.

In support of the school's mission, the school will use a unique program that will put the students on the sports fields and courts for 2.5 hours per day and an extra 4-6 hours per week during out-of-school time. Students will be part of a team through which they will develop core skills necessary to succeed in school, college, work and life. The teams will have an active staff of coaches who will be trained in how to best impart these skills and motivate the students in a structured, disciplined environment. The program will utilize an extended day and extended year schedule, and a mandatory summer program. The academic program will be based on New York State standards and with the goal of all students passing the applicable Regents exams. Where possible, the sports and recreation theme will be intertwined with the academic curriculum to enhance interest and provide more real-world applications.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful school will meet the objectives laid out in the founding charter. As a member of the Board of Trustees, we must ensure oversight, fiscal management, governance and legal compliance. The success of the school will start with a dynamic leader, financial resources for start-up, proper documentation and policies and clearly defined mission.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, **MICHAEL GRANDIS**, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.



Signature

January 7, 2019
Date

MICHAEL GRANDIS



EXPERIENCE:

TANTALUS SYSTEMS INC., Norwalk, Connecticut
General Counsel *February 2018 to present*

LOEB & LOEB LLP, New York, New York
Partner, Capital Markets & Corporate Department *July 2013 to February 2018*

INGRAM YUZEK GAINEN CARROLL & BERTOLOTTI, LLP, New York, New York
Partner, Corporate Department *April 2010 to July 2013*

TROUTMAN SANDERS LLP, New York, New York
Associate, Corporate Department *May 2005 to April 2010*
Moved to Troutman Sanders with corporate group from Goodkind Labaton in May 2005 upon the Goodkind firm's restructuring.

GOODKIND LABATON RUDOFF & SUCHAROW LLP, New York, New York
Associate, Corporate Department *May 2003 to May 2005*

LEGAL CONSULTANT, New York, New York *July 2002 to April 2003*

AKIN, GUMP, STRAUSS, HAUER & FELD, LLP, New York, New York
Associate, Corporate Department *February 2001 to June 2002*

STROOCK & STROOCK & LAVAN LLP, New York, New York
Associate, Corporate Department *September 1998 to January 2001*
Summer Associate *Summer 1997*

EDUCATION:

COLUMBIA UNIVERSITY SCHOOL OF LAW, New York, NY
J.D., May 1998
Columbia Business Law Review, Notes Editor

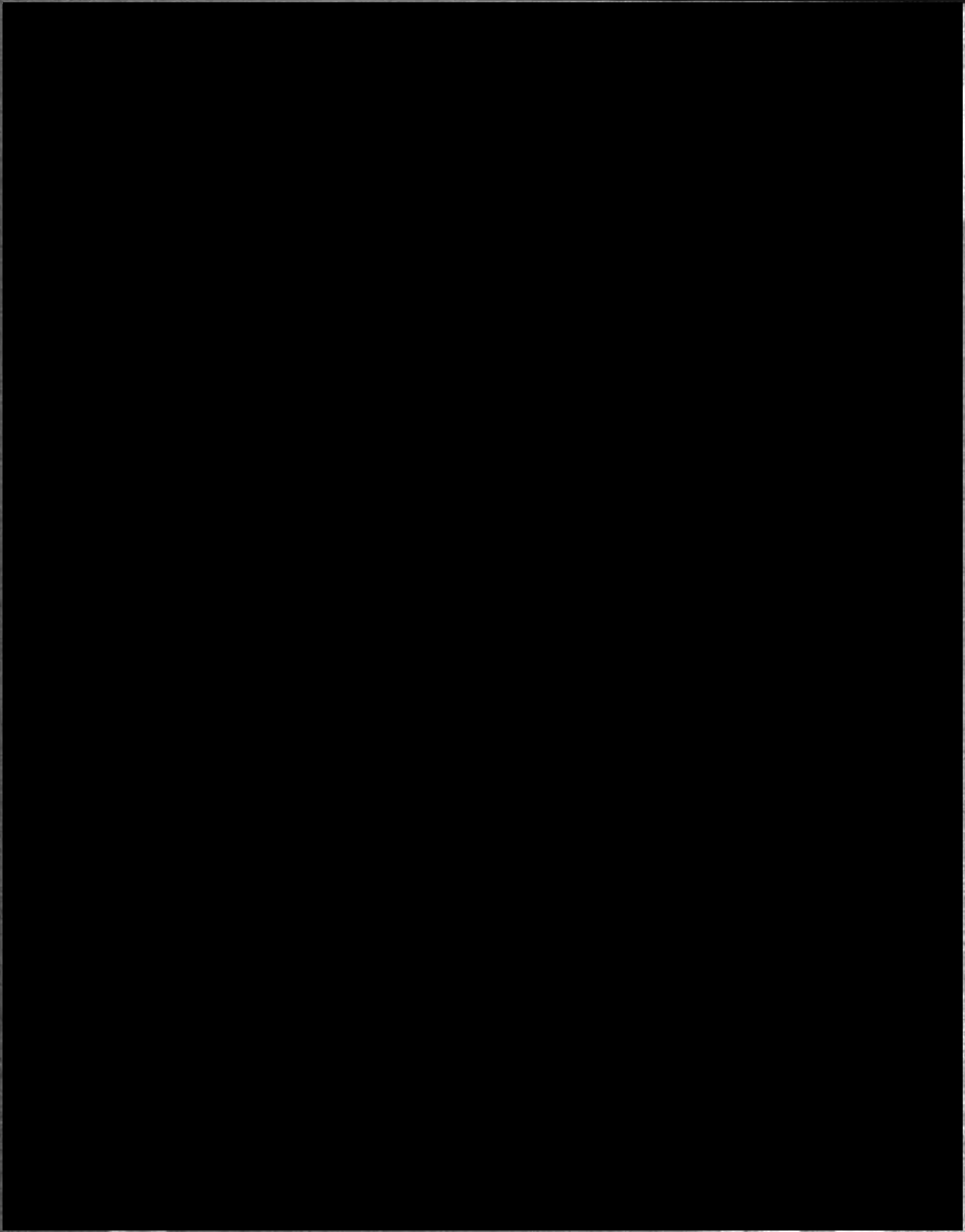
GEORGETOWN UNIVERSITY, MCDONOUGH SCHOOL OF BUSINESS, Washington, DC
B. S., Business Administration, Marketing and Management majors, May 1995
Honors: GPA: 3.5 cumulative, 3.93 in majors

ADMISSIONS:

New York; New Jersey

ACTIVITIES:

- Chair, Board of Trustees- Urban Dove Team Charter School
- Director, Westchester Youth Soccer League
- Assistant Director Travel Program- West Side Soccer League
- Guest Lecturer, Cornell Tech
- Advisor & Counsel, Camp Lenox in the Berkshires
- Coach, Darien YMCA Basketball



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Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: **MICHAEL GRANDIS**

Proposed Charter School Name: **URBAN DOVE TEAM CHARTER SCHOOL**

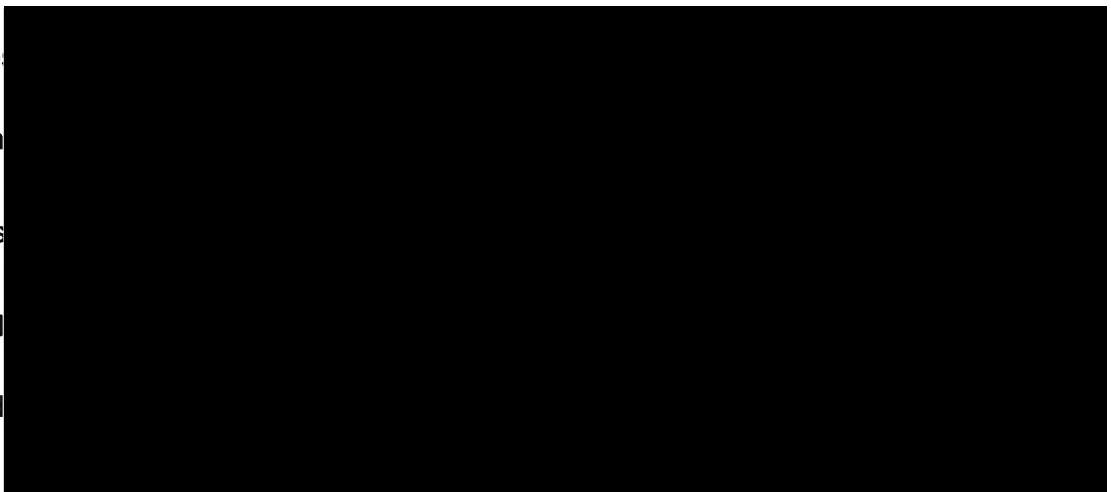
E-Mail Address

Home Telephone

Home Address

Business Telephone

Business Address



Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

 Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached.

 Transcript or Supporting Documentation Attached

2. Please indicate how you became aware of the opportunity to join the applicant group

I have served on the Board of Trustees of Urban Dove Team Charter School ("UDTCS") since its founding and have been the Chair of that Board since 2013. In connection with my role at UDTCS, I have been extensively involved with our discussions regarding replication among the Board and with SEO.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

 affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

 I affirm.