

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**



## **APPLICATION FOR GRANTS UNDER THE**

**GRANTS FOR NATIONAL LEADERSHIP ACTIVITIES  
CFDA # 84.282N  
PR/Award # U282N100023**

Closing Date: MAY 14, 2010

# **\*\*Table of Contents\*\***

## **Forms**

1. <i>Application for Federal Assistance (SF-424)</i>	e1
2. <i>Standard Budget Sheet (ED 524)</i>	e5
3. <i>SF 424B - Assurances Non-Construction Programs</i>	e7
4. <i>Disclosure of Lobbying Activities</i>	e9
5. <i>ED 80-0013 Certification</i>	e10
6. <i>427 GEPA</i>	e11
<i>AZ Charter Starter GEPA</i>	e13
7. <i>Dept of Education Supplemental Information for SF-424</i>	e14
<i>AZ Charter Starter Human Research Exemption</i>	e16

## **Narratives**

1. <i>Project Narrative - (Abstract...)</i>	e18
<i>AZ Charter Starter Abstract</i>	e19
2. <i>Project Narrative - (Invitational Priority...)</i>	e20
<i>AZ Charter Starter Invitational Priority</i>	e21
3. <i>Project Narrative - (Project Narrative...)</i>	e22
<i>AZ Charter Starter Project Narrative</i>	e23
4. <i>Project Narrative - (Other...)</i>	e74
<i>AZ Charter Starter Appendices</i>	e75
5. <i>Budget Narrative - (Budget Narrative...)</i>	e99
<i>AZ Charter Starter Budget Narrative</i>	e100

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

Version 02

* 1. Type of Submission	* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
5/14/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	NA

**State Use Only:**

6. Date Received by State:	7. State Application Identifier:

**8. APPLICANT INFORMATION:**

\* a. Legal Name: Arizona Charter Schools Association

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
860791960	968693168

**d. Address:**

* Street1:	7500 N. Dreamy Draw Drive
Street2:	Suite 220
* City:	Phoenix
County:	Maricopa
State:	AZ
Province:	
* Country:	USA
* Zip / Postal Code:	85020

**e. Organizational Unit:**

Department Name:	Division Name:

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix:	Mrs.	* First Name:	Eileen
Middle Name:			

\* Last Name: Sigmund

Suffix:

Title: Chief Executive Officer

Organizational Affiliation:

\* Telephone Number: (602)944-0644 Fax Number: (602)680-5743

\* Email: EILEEN@AZCHARTERS.ORG

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282N

CFDA Title:

Grants for National Leadership Activities

**\* 12. Funding Opportunity Number:**

84.282N

Title:

Grants for National Leadership Activities

**13. Competition Identification Number:**

N/A

Title:

N/A

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

State of Arizona, particularly Apache County, Coconino County, Maricopa



County, Navajo County, Pima County, Pinal County, and Yuma County.

**\* 15. Descriptive Title of Applicant's Project:**

Arizona Charter Starter Program

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: AZ-003

\* b. Program/Project: AZ-all

Attach an additional list of Program/Project Congressional Districts if needed.

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 9/1/2010

\* b. End Date: 8/31/2013

**18. Estimated Funding (\$):**

a. Federal	\$ 1179855
b. Applicant	\$ 0
c. State	\$ 0
d. Local	\$ 0
e. Other	\$ 0
f. Program Income	\$ 139618
g. TOTAL	\$ 1319473

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes  No

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix: Mrs. \* First Name: Eileen

Middle Name:

\* Last Name: Sigmund

Suffix:

Title: CEO

\* Telephone Number: (602)944-0644 Fax Number: (602)680-5743

\* Email: EILEEN@AZCHARTERS.ORG

\* Signature of Authorized Representative:

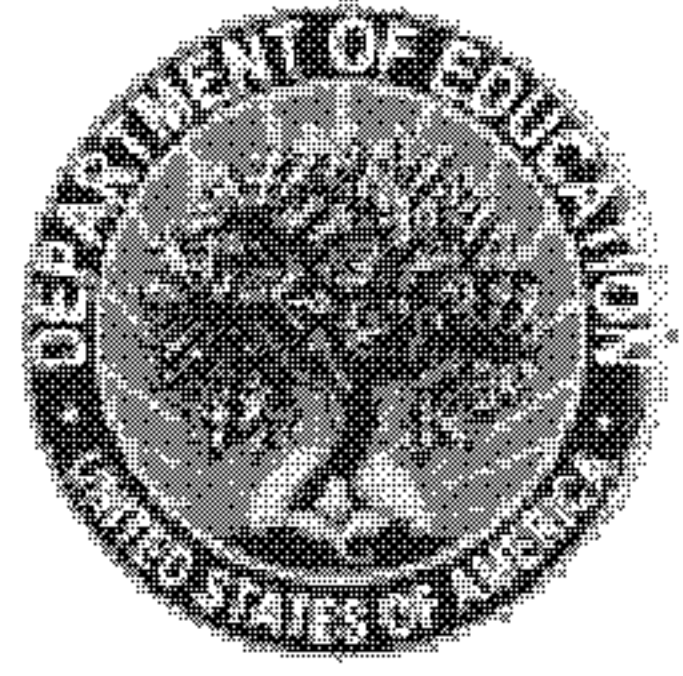
\* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Arizona Charter Schools Association

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 155,269	\$ 161,928	\$ 169,967	\$ 0	\$ 0	\$ 487,164
2. Fringe Benefits	\$ 10,998	\$ 12,098	\$ 13,308	\$ 0	\$ 0	\$ 36,404
3. Travel	\$ 12,375	\$ 13,556	\$ 13,939	\$ 0	\$ 0	\$ 39,870
4. Equipment	\$ 4,800	\$ 0	\$ 0	\$ 0	\$ 0	\$ 4,800
5. Supplies	\$ 11,000	\$ 11,330	\$ 11,670	\$ 0	\$ 0	\$ 34,000
6. Contractual	\$ 169,400	\$ 144,400	\$ 152,900	\$ 0	\$ 0	\$ 466,700
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 3,800	\$ 4,520	\$ 5,240	\$ 0	\$ 0	\$ 13,560
9. Total Direct Costs (lines 1-8)	\$ 367,642	\$ 347,832	\$ 367,024	\$ 0	\$ 0	\$ 1,082,498
10. Indirect Costs*	\$ 16,627	\$ 17,403	\$ 18,327	\$ 0	\$ 0	\$ 52,357
11. Training Stipends	\$ 15,000	\$ 15,000	\$ 15,000	\$ 0	\$ 0	\$ 45,000
12. Total Costs (lines 9-11)	\$ 399,269	\$ 380,235	\$ 400,351	\$ 0	\$ 0	\$ 1,179,855

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

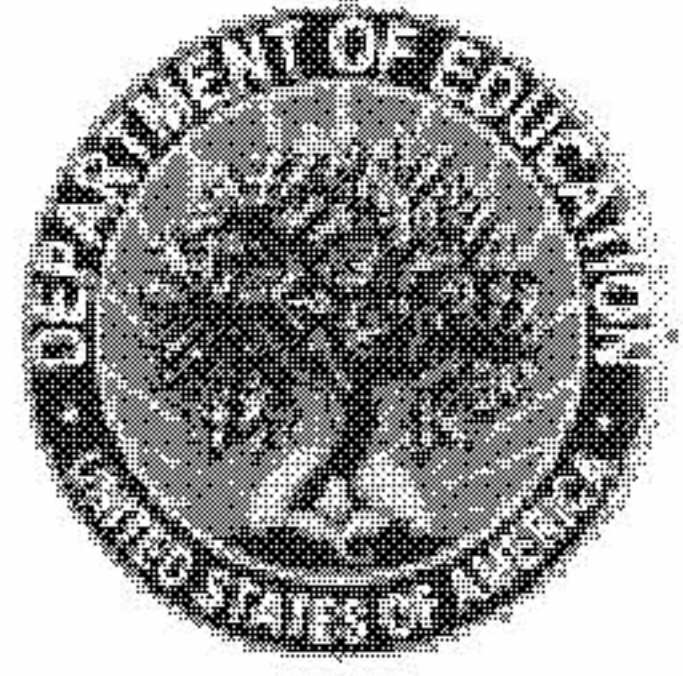
Period Covered by the Indirect Cost Rate Agreement: From: \_\_\_/\_\_\_/\_\_\_ To: \_\_\_/\_\_\_/\_\_\_ (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is 0%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 10%





**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Arizona Charter Schools Association

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY**

**NON-FEDERAL FUNDS**

Budget Categories
1. Personnel
2. Fringe Benefits
3. Travel
4. Equipment
5. Supplies
6. Contractual
7. Construction
8. Other
9. Total Direct Costs (lines 1-8)
10. Indirect Costs
11. Training Stipends
12. Total Costs (lines 9-11)

(b)(4)



## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Eileen Sigmund

**Title:** CEO

**Date Submitted:** 05/02/2010

### Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input checked="" type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b> Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b> Office of Innovation and Improvement	<b>7. Federal Program Name/Description:</b> Fund for the Improvement of Education  CFDA Number, if applicable: 84.282N	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$0	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): NA Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): NA Address: City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Eileen Sigmund Title: Chief Executive Officer Applicant: Arizona Charter Schools Association Date: 05/02/2010	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

## CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

**APPLICANT'S ORGANIZATION**

Arizona Charter Schools Association

**PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: Mrs.      First Name: Eileen      Middle Name:

Last Name: Sigmund      Suffix:

Title: Cheif Executive Officer

Signature:

Date:

05/02/2010



## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

#### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

## Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : AZ Charter Starter GEPA

File : C:\fakepath\CSP GEPA stmt 5-10.doc

**GEPA 427 Form**

**Arizona Charter Schools Association**

**Arizona Charter Starter Program**

Barrier: Analysis conducted by the Arizona Charter Schools Association revealed that in four rural Arizona areas, where public schools enroll large percentages of low-income Native American students, there are low percentages of charter schools. Thus, these high-need students, who score below the state average on standardized tests, lack options other than the low-performing district public schools they attend.

Solution: To increase the number of high-quality charter schools for rural Native American students, we need to recruit and train school leaders to launch these schools. We will conduct active recruitment in the four rural counties by connecting with Native American organizations; we will seek participants who are Native American or are culturally competent with the population. To reach rural communities, we will deliver information sessions as webinars and in-person, so interested applicants do not have to travel far to learn about the benefits of participating in Charter Starter. The project will develop numerous online resources so that rural participants can access information and gain knowledge and skills online. Many trainings will be delivered either as webinars or videotaped and posted to our website for rural participants. Through these activities, we intend to locate and develop school leaders for rural, Native American communities.

**SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS**

**1. Project Director:**

Prefix:      \* First Name:                  Middle Name:                  \* Last Name:                  Suffix:  
Mr.            Andrew                                                                                                    Collins

Address:

\* Street1:                  7500 Dreamy Draw Drive  
Street2:                    Suite 220  
\* City:                        Phoenix  
County:                     Maricopa  
\* State:                     AZ\* Zip / Postal Code: 85020 \* Country: USA

\* Phone Number (give area      Fax Number (give area  
code)                                      code)  
(602)944-0644                          (602)680-5743

Email Address:

ANDREW@AZCHARTERS.ORG

**2. Applicant Experience**

Novice Applicant                   Yes                   No                   Not applicable

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes                   No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes      Provide Exemption(s) #: 1,2

No      Provide Assurance #, if available:

**Please attach an explanation Narrative:**

**Attachment:**

Title : AZ Charter Starter Human Research Exemption  
File : C:\fakepath\AZCS human subjects v2.doc



## **Human-Subjects Narrative**

**Subject population:** charter school students grades K-12; charter school leadership teams

**Number of subjects:** Approximately 13,000 students and 50 teachers

Investigators propose that this research be deemed exempt from IRB review on the grounds that it will be conducted in established or commonly accepted educational settings, involving normal educational practices. In this case, the practices under investigation are leadership skills and curricular and instructional quality of the teaching staff. The following conditions will be met:

- All of the school level research is conducted in a commonly accepted educational setting (public schools).
- The research involves normal educational practices (evaluation of curriculum, leadership and instructional techniques).
- The study procedures do not entail a significant deviation in time or effort from those educational practices already existent in the study sites. The collection of school-level data will be based on observations of the schools setting, or from surveys and focus groups with school leaders.
- The study procedures do not involve an increase in the level of risk or discomfort beyond normal, routine educational practices.
- The study procedures do not involve sensitive topics such as sexual behavior of individual subjects.
- Provisions are made to ensure the existence of a non-coercive environment for all students and teachers, including those who choose not to participate.
- The school or other institution grants written approval for the research to be conducted.

In addition to research into leadership and school quality, researchers will be obtaining student level test score data from the state of Arizona and from the schools. This research involves the use of educational test data for children, and information obtained is maintained in such a

manner that students will not be identified, no disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. In addition children are not going to be surveyed or interviewed.

# Project Narrative

## Abstract

### Attachment 1:

Title: **AZ Charter Starter Abstract Pages: 1** Uploaded File: **Charter Starter abstract 5-10.doc**



## **Abstract**

**Organization:** Arizona Charter Schools Association

**Address:** 500 N. Dreamy Draw Dr., Ste 220, Phoenix, AZ 85020

**Contact:** Andrew Collins, (602) 944-0644 ext. 302, andrew@azcharters.org

**Project Title:** Arizona Charter Starter Program

The Association will develop Charter Starter into a robust, self-sustaining program that prepares high-quality charter school leaders, with an emphasis on opening new charter schools to serve low-income Hispanic or Native American students. Charter Starter offers three tiers of participation from Basic to Intensive, and the program will be grounded in quality standards and best practices. Activities include extensive online resources, weekend workshop series, webinars, visits to excellent schools, one-on-one consulting, mentoring, charter application review and more. Participants will be able to apply for two new grants to launch Arizona charter schools: Walton Family Foundation start-up grants and the Arizona Charter School Incentive Program (U.S. Dept. of Education funds). We will ensure success of the new schools via support from current Association quality-focused programs for two years after the schools open.

**Goals & Expected Outcomes:** 1) Provide 15+ new charter schools to seven targeted underserved areas with high poverty and low student achievement, and a total of 42 schools statewide. 2) Students in the new charter schools will achieve at high levels in English and math.

**Research & Policy:** Charter Starter will add to the national knowledge by developing a replicable fee-for-service Charter Starter model that is sustainable without federal funds, and incorporates key indicators of a successful school leader, as well as best practices for schools serving high percentages of low-income, Native American or Hispanic students.

**Addressing CSP:** Charter Starter training for aspiring charter leaders will be grounded in quality standards and best practices to enable participants to plan and design high-quality charter schools. Participants in Charter Starter during the grant period will open 42 quality charter schools, and the self-sustaining project will continue producing roughly 15 high-quality charter schools per year. Our evaluation will assess the impact on students, staff and achievement levels.

# **Project Narrative**

## **Invitational Priority**

Attachment 1:

**Title: AZ Charter Starter Invitational Priority Pages: 1 Uploaded File: Charter Starter invit prior 5-10.doc**

**Arizona Charter Schools Association**

**Arizona Charter Starter Program**

**INVITATIONAL PRIORITY**

The Arizona Charter Schools Association (the Association) will develop the Arizona Charter Starter Program for aspiring charter school leaders into a robust, self-sustaining, ongoing project that will produce skilled school leaders who open new, high-quality charter schools that enable low-income, minority students to achieve at high levels. This project addresses the invitational priority by focusing recruitment of participants on two urban and five rural geographic areas with disproportionate percentages or numbers of schools in School Improvement. Schools in these areas enroll large percentages of low-income, Hispanic or Native American children, and project activities will provide them with the option to attend high-quality charter schools headed by qualified, skilled leaders who are committed to raising achievement.

We estimate that Charter Starter developer groups who participate during the three grant years will open 15 or more high-quality schools in the targeted high-need areas that will enroll 3,750 students. The Walton Family Foundation, in partnership with the Association, has committed to fund start-up expenses for up to seven schools a year in high-poverty communities, providing \$250,000 for each school. Five of the grants are dedicated to the urban Phoenix Metro area, and two grants are available for other high-poverty areas, such as the targeted rural counties. Thus, our program contains incentives and resources to ensure that high-quality schools are developed in the target areas that meet the invitational priority.

# Project Narrative

## Project Narrative

Attachment 1:

Title: **AZ Charter Starter Project Narrative** Pages: **50** Uploaded File: **Charter Sch Ldrshp narr 5-10 FINAL2.doc**

**Arizona Charter Schools Association**

**Arizona Charter Starter Program**

**Table of Contents**

<b>Section</b>	<b>Page</b>
Introduction and Invitational Priority .....	1
(i) Need for project.....	3
(ii) Significance.....	9
(iii) Quality of the project design.....	13
(iv) Quality of project services .....	33
(v) Quality of project personnel.....	36
(vi) Quality of the management plan .....	39
(vii) Quality of the project evaluation.....	43

## **Arizona Charter Schools Association – Arizona Charter Starter Program**

### **INTRODUCTION & INVITATIONAL PRIORITY**

The Arizona Charter Schools Association (the Association) proposes to develop its pilot Arizona Charter Starter Program for aspiring charter school leaders into a robust, self-sustaining, ongoing project that will produce skilled school leaders who open new, high-quality charter schools that enable low-income, minority students to achieve at high levels. This project addresses the invitational priority by focusing recruitment of participants on two urban and five rural geographic areas with disproportionate percentages or numbers of schools in School Improvement. Schools in these areas enroll large percentages of low-income, Hispanic or Native American children, and project activities will provide them with the option to attend high-quality charter schools headed by qualified, skilled leaders who are committed to raising achievement.

Over three years, we estimate that 76 charter developer groups will participate, resulting in the opening of 42 high-quality schools that will enroll 10,500 students at full enrollment. Of those schools, 15 or more will be in the targeted high-need areas and will enroll 3,750 students. The project also will add to the national knowledge by developing a profile of the characteristics of a potential successful charter leader and best strategies for improving achievement for low-income, Native American or Hispanic students. Using a fee-for-service model, the project will continue beyond the grant period, producing about 15 new quality charter schools per year.

While the number of charter schools in Arizona (proportionally among the largest) continues to grow, there is no developed program offering technical assistance and training for new charter school leaders to ensure that these schools open with quality. The Association is well-positioned to deliver a training program grounded in quality standards and best practices, with follow-up services for new schools through our existing programs. Also, the Arizona Charter Starter Program will produce high-quality applicants for two important new grant programs: the Walton Family Foundation's charter start-up grant program (administered by the Association) and the Arizona Charter School Incentive Program, funded by the U.S. Department of Education.

## **Background on the Arizona Charter Schools Association**

Founded in 1995, the Arizona Charter Schools Association is the membership and professional organization for Arizona's charter schools. The mission of the Association is to promote and support high student achievement through the academic and operational success of Arizona's charter schools. In July 2007, the Association launched an ambitious three-year plan to strengthen the charter movement in Arizona by developing a culture of accountability and quality. The Association has three focuses: quality resources, advocacy, and financial resources for charter schools. Through our work, the Association has helped move Arizona to the vanguard of the charter movement. Due to the organization's momentum, the Association has significantly grown its membership from less than a third of charter schools in 2007 to 80% now.

A number of the Association's efforts will support the proposed Charter Starter program:

- Quality Standards: The Association and its members developed quality standards for charter schools. The Arizona State Board for Charter Schools plans to use these state in reviewing and reauthorizing charter schools, and the Charter Starter program is designed around these quality standards. (<http://www.azcharters.org/docs/ACSA%20Quality%20Standards.pdf>)
- Success Center: The Association's research team used an innovative "value-added" approach to analyze growth in student achievement and school quality, producing *Success Measured: Four Foundational Elements of Student Level Growth* in 2008. This work led to the Success Center's professional development trainings on data-driven decision-making and professional learning communities. The Success Center training concepts are the underpinnings of the Charter Starter program. Success Center trainings will be available to support charter schools created via Charter Starter.
- Success Center Online: The Association has developed rich online information and tools that charter schools can use for formative assessment, remediation, professional development, communication, and a student information accounting system. The charter schools developed via Charter Starter will have the option to subscribe to Success Center Online. It will be particularly helpful to rural schools that lack locally available resources.



- Financial resources: The Association has developed group purchasing agreements for member schools with nationally recognized businesses to reduce schools' costs for office supplies, furniture, technology, employee benefit and recruitment packages. These will allow the new schools to maximize the money spent on students. Also, the Association can advise and support schools in their search for appropriate facilities.

These elements put the Association in a strong position to develop a robust, sustainable Charter Starter program that is designed to produce high-quality charter schools, which can then be supported by the Association's current resources.

### **(i) NEED FOR PROJECT**

#### The Charter Movement in Arizona

Arizona is a leader in the charter school movement with 509 charter schools serving more than 113,000 students in 2009-10. Fully 10% of all public-school students are enrolled in charter schools, and 25% of the state's public schools are charter schools—the highest percentage for any state, and second only to the Washington D.C. area.

In Arizona, charters can be sponsored by the Arizona State Board of Education, a school district in which the charter will be located, or the Arizona State Board for Charter Schools—in practice, nearly all (502 of 509 schools) are authorized by the State Board for Charter Schools. Charters are granted for 15 years and are reviewed every five years. The Association is working with the Arizona State Board for Charter Schools—the regulatory entity for the state's charter schools—to outline how the Association's quality standards can be used in the five-year and 10-year reviews and 15-year renewal. The Association and the state board share a common commitment to charter school quality, and the state board relies on the Association for expertise on student achievement data. Also, the Association is the only technical assistance resource that the state board recommends to schools to improve their performance to meet renewal criteria. See appendix for letters of support from the executive director and president of the state board.

The demand for charter schools continues to rise in Arizona, which has laws favorable to charter schools. In 2009 alone, 45 new charter schools opened. While total enrollment in Arizona



public schools grew 4%, from 1,043,298 students in 2005 to 1,083,408 students in 2009, enrollment in charter schools grew 32% during the same period, from 85,683 to 113,393. We anticipate that the demand for opening charter schools is likely to continue increasing. The Arizona Department of Education recently received \$54 million over five years starting in 2010 from the U.S. Department of Education to award start-up grants to as many as 92 newly approved charter schools. Also, the rising targets for Annual Measurable Objectives mean that fewer schools are making Adequate Yearly Progress, and more are slipping into School Improvement status, which increases the demand for more school choice.

#### Need for Charter Starter Program

Despite the demand, there has not been a program that offers technical assistance and training for new charter school leaders to ensure that these schools open with quality. In 2009, The Arizona State Board for Charter Schools received more than 40 applications for new schools, but only 14 were approved because the remainder lacked sufficient quality. Given the federal grant that provides start-up funds for charter schools, the need for high-quality applications is growing.

Recognizing the need for a charter school development program and to proactively develop quality schools, the Association launched a pilot phase of a Charter Starter program in January 2010. In the first year of the program we provided six in-person trainings and three webinars on the elements of school development, including defining the school's mission, curriculum development, special education, response to intervention, data driven performance management, and various finance and business topics. The training sessions were aligned to the Association's quality standards, scored over a 90% satisfaction rate, and have been praised by the Arizona State Board for Charter Schools.

However, Charter Starter's ability to help the state's charter applicants develop quality practices from the start is limited by staff capacity and geographical reach. The Charter Starter program has one full-time employee to design, market and deliver trainings and other resources to schools. Also, due to limited capacity, the Association has mostly focused its trainings in the

Phoenix area, making it inconvenient for rural areas to access trainings. The grant funds will enable the Association to expand personnel for training and marketing support, develop a robust set of online resources, incorporate regional mentors, and provide additional, intensive support for specific target areas, both in and outside of Phoenix, that have high-need populations.

### The State of Education in Arizona

Arizona's students are falling behind their national and international peers in academic achievement, high school graduation rates, and postsecondary degree attainment. Only 25% of fourth-graders are proficient in reading and less than half of our public high school graduates qualify academically to enroll in public universities (Arizona Community Foundation, *Educating Arizona*, 2008). In this school year, 16% of all public schools (district and charter), or 313 schools, are in School Improvement because they have consistently not made Adequate Yearly Progress. The graph below shows that this percent is even higher in six urban and rural areas, where 20% or more of the schools are in School Improvement. Also, in the two inner-city metropolitan areas (Tucson and Phoenix) there are a combined 81 schools that are in School Improvement, representing 26% percent of all School Improvement schools in Arizona.

	<b># Schools in School Improvement</b>	<b>Total Schools</b>	<b>Percent of Schools in School Improvement</b>
<b>Apache County</b>	18	41	44%
<b>Coconino County</b>	12	47	26%
<b>Navajo County</b>	14	58	24%
<b>Phoenix Metro</b>	63	143	44%
<b>Pinal County</b>	18	92	20%
<b>Tucson Metro</b>	18	143	13%
<b>Yuma County</b>	19	57	33%
<b>STATE</b>	<b>313</b>	<b>1913</b>	<b>16%</b>
<b>CHARTERS ONLY</b>	<b>70</b>	<b>463</b>	<b>15%</b>

Although the Arizona Charter Starter Program will provide resources for school development across the state, the program will target these seven geographic areas that have the highest numbers or percentages of schools in School Improvement, and therefore are in the greatest need of high performing schools. The Phoenix Metro area encompasses the Phoenix Union High School District and its 13 feeder elementary districts. The Tucson Metro area includes the

Tucson Unified School District and Sunnyside Unified School District.

Need in the Target Areas

All seven of the target areas have high percentages of Hispanic or Native American students. They also have high percentages of low-income students, compared to the state as a whole. Arizona does not have a significantly high percentage of black students, only 6%, and charters are already serving a proportionally higher percentage of black students than in the state population as a whole; therefore, our target areas are not focused on serving this population.

<b>Percent of students by Subgroup</b>				
<b>Target Area</b>	<b>Hispanic</b>	<b>Native American</b>	<b>White</b>	<b>Low Income</b>
<b>Apache County</b>	4%	79%	16%	72%
<b>Coconino County</b>	16%	38%	43%	52%
<b>Navajo County</b>	9%	47%	42%	69%
<b>Phoenix Metro</b>	77%	4%	10%	81%
<b>Pinal County</b>	38%	7%	46%	59%
<b>Tucson Metro</b>	77%	6%	16%	70%
<b>Yuma County</b>	78%	1%	17%	55%
<b>ARIZONA</b>	<b>41%</b>	<b>5%</b>	<b>44%</b>	<b>55%</b>
<b>CHARTERS</b>	<b>35%</b>	<b>4%</b>	<b>50%</b>	<b>Not Available</b>

On average, these subgroups groups have underperformed their peers, with a significantly smaller percentage of students in these subgroups demonstrating proficiency on the state assessment for measuring standards (AIMS) in both elementary and high school.

<b>Percent Proficient on 2009 AIMS Text by Subgroup</b>				
<b>Subgroup</b>	<b>Elementary School</b>		<b>High School</b>	
	<b>Math</b>	<b>Reading</b>	<b>Math</b>	<b>Reading</b>
Hispanic	62%	61%	59%	63%
Native American	51	53	48	53
Low Income	61	61	57	62
<b>White</b>	<b>82</b>	<b>83</b>	<b>81</b>	<b>86</b>
<b>ALL</b>	<b>71%</b>	<b>72%</b>	<b>70%</b>	<b>74%</b>

There is a great capacity to open schools in these areas as well. In five of the counties, the percentage of charter schools is proportionally lower than in the state overall. Data are from prior year, 2008-09. Though penetration of charters in the Phoenix and Tucson metro target areas are slightly above the state average, these areas enroll large percentages of low-income Hispanic students, who are not proportionately enrolled in charter schools in these areas.

<b>Charter Penetration in Targeted Districts 2008-09</b>			
<b>Target Counties</b>	<b># Schools</b>	<b># Charters</b>	<b>% Charters</b>
<b>Apache County</b>	41	5	12%
<b>Coconino County</b>	47	10	21%
<b>Navajo County</b>	55	7	13%
<b>Maricopa County (Phoenix)</b>	986	262	27%
<b>Pinal County</b>	91	14	15%
<b>Pima County (Tucson)</b>	318	88	28%
<b>Yuma County</b>	57	7	12%
<b>STATE</b>	<b>1895</b>	<b>463</b>	<b>24%</b>

In these target areas, every grade level—elementary through high school—underperformed in 2009 when compared to the state average for both math and reading.

<b>2009 AIMS MATH % Passing</b>							
<b>Target Area</b>	<b>Grade</b>						
	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS</b>
<b>Apache County</b>	59%	59%	51%	52%	62%	46%	39%
<b>Coconino County</b>	64	70	65	68	71	55	55
<b>Navajo County</b>	60	64	66	60	60	57	42
<b>Phoenix Metro</b>	64	61	61	58	65	52	47
<b>Pinal County</b>	67	68	65	62	66	54	40
<b>Tucson Metro</b>	68	69	66	55	60	47	42



<b>Yuma County</b>	64	68	65	66	66	56	40
<b>STATE</b>	<b>73%</b>	<b>74%</b>	<b>72%</b>	<b>68%</b>	<b>73%</b>	<b>63%</b>	<b>58%</b>

<b>2009 AIMS READING % Passing</b>							
<b>Target Area</b>	<b>Grade</b>						
	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS</b>
<b>Apache County</b>	65%	58%	56%	61%	56%	49%	45%
<b>Coconino County</b>	64	68	69	72	72	62	61
<b>Navajo County</b>	61	67	68	62	60	57	52
<b>Phoenix Metro</b>	72	72	74	72	72	68	59
<b>Pinal County</b>	67	69	69	66	67	65	52
<b>Tucson Metro</b>	71	74	75	69	72	67	53
<b>Yuma County</b>	66	62	66	63	64	61	48
<b>STATE</b>	<b>72%</b>	<b>72%</b>	<b>73%</b>	<b>70%</b>	<b>73%</b>	<b>69%</b>	<b>67%</b>

To communicate the level of performance of each school, Arizona gives a school a label of Failing, Underperforming, Performing, Performing Plus, Highly Performing, or Excelling based on student AIMS scores. (In May 2010, the governor signed a bill to replace these labels with A through F designations.) In 2009, 34% of all public schools, and 55% of all charter schools, were in the bottom three categories of Performing or below, according to the Arizona Achievement Profiles. The following chart shows that all of the target areas have an even higher percentage of schools performing below average and failing to meet state academic standards.

<b>Achievement Profile by County</b>		
<i>Failing, Underperforming, Performing • Performing Plus, Highly Performing, Excelling</i>		
<b>Target Area</b>	<b>Performing or Below – Bottom 3 Categories</b>	<b>Performing Plus or Better – Top 3 Categories</b>
Apache	59%	41%
Coconino	45%	55%
Navajo	38%	62%

Phoenix Metro	39%	61%
Pinal	37%	63%
Tucson Metro	42%	58%
Yuma	46%	54%
<b>STATE</b>	<b>34%</b>	<b>66%</b>
<b>CHARTERS</b>	<b>55%</b>	<b>45%</b>

There is clearly a need to improve student performance in Arizona. Our proposed Charter Starter program, as well as the Association's Success Center, allows the Association to become the primary change agent in Arizona for charter success. While the number of charter schools continues to grow, state education agencies are not equipped or assigned to improve quality. The State Board for Charter Schools, the main charter authorizer, is a compliance organization and is not staffed or assigned to provide technical assistance to schools. Historically, the Arizona Department of Education has not provided much service to charter schools. No dedicated charter department exists within the agency, and any issue related to charters or charter school quality is referred to the state board. The Arizona Department of Education is not the supervisory agency for charters, and is designed to meet district needs first, especially in training and technical assistance. Thus, while the state encourages charter schools, there is not a state agency that can help charter schools improve achievement. (See appendix for letter of support from the Arizona Department of Education.)

The Association wants to ensure that the charter schools that open in Arizona are able to focus on quality from the beginning. Charter Starter will take a proactive approach by preparing leaders who follow the quality standards and are able to drive student achievement from the start. Charter Starter also will fill a need in our most at-risk urban and rural areas for good schools that enroll underserved populations of students.

**(ii) SIGNIFICANCE**

**(1) The national significance of the proposed project.**

Although Charter Starter will be focused on developing high-quality leaders and charter schools in Arizona, the results will have a national impact. With roughly 5,000 charter schools in

the U.S., according to the National Alliance for Public Charter Schools, Arizona's 509 charter schools make up a disproportionately large 10% of all charter schools nationwide. Thus, improving the quality of schools in this state will have a significant impact on the larger charter school movement. The program will also yield a program design that can be replicated.

Model for New School Development Support: As more states enact charter school laws and the demand for charter schools continues to increase, support organizations will need to adopt a model for supporting new school development that is sustainable and effective. There are various models of development programs offered through support organizations in different states. By comparing the results of this program to the success of existing programs, we will be able to discover which models work best and the impact that various levels of support can have.

Charter Starter incorporates our expertise in academic data analysis and performance management based on student growth models. As one of four states that participated in the Building Charter School Quality Grant, we have been a leader in training schools on how to use performance management plans to guide and inform student achievement. In the past year, working with the Association, the State Board for Charter Schools has made performance management plans a required document for renewal and new charter applications. Our Charter Starter program provides a unique way to track the success of a significant number of schools that receive support in preparing and carrying out performance management plans, which will translate into an understanding of their impact that can be disseminated to other states.

The program also proposes a seamless path from leader identification to development to operation in a program that can be sustained after the grant period by offering fee-for-service, tiered levels of support and aligning with start-up grant programs, such as the Walton Family Foundation's start-up grants and the Arizona Charter School Incentive Program. The Association already has strong relationships with both grant offices and has aligned our focus and quality standards with theirs to ensure we produce quality applicants. (See appendix for letter of support from Walton Family Foundation.) The integration of Charter Starter with our ongoing support programs and the grant opportunities can be a replicable plan and business model for other states.

Indicators for Effective Leaders: By collecting data from current school leaders and leaders that go through the program, and connecting the information to their school performance results, we will be able to identify indicators of successful leaders that can be shared with state authorizers and guide future decision-making on selecting new school leaders. There are some frameworks for selecting school leaders that are used now by successful national organizations, such as Knowledge is Power Program and Teach for America that will help to guide our program's selection process. The data collected in our proposed program will be able to add to the conversation on leadership qualities, especially as they relate to areas that have similar charter school laws and urban and rural geographies as Arizona does.

Best Practices for Hispanic and Native American Students: As indicated by the table below, low performance by Hispanic and Native American students on standardized tests is not just a concern in Arizona. Nationally, fourth- and eighth-grade Hispanic and Native American students scored significantly lower than their White and Asian peers on the reading and mathematics tests given by the National Assessment of Educational Progress, known as the Nation's Report Card.

<b>2009 NAEP Average Scale Scores</b>					
	<b>4th Grade</b>			<b>8th Grade</b>	
	<b>Reading</b>	<b>Math</b>		<b>Reading</b>	<b>Math</b>
Asian/PI	235	255		274	301
White	230	248		273	293
Hispanic	205	227		249	266
Native American	204	225		251	266

With a focus on areas that have high percentages of Hispanic and Native American students, results from Charter Starter will add to understanding of the factors that lead to success for these populations. Over the three year grant period, we will recruit and develop leaders specifically for these populations and produce knowledge briefs and presentations on what has worked.

**(2) Build local capacity to provide or expand services that address needs of target pop.**

High-Quality Schools: This grant will enable the Association to dramatically expand Charter



Starter resources to a broader audience, including the rural areas of Arizona, and provide more intense support to aspiring school leaders. The project will move Charter Starter from a pilot stage to a fully realized program that will create dozens of new high-quality schools where they are most needed. In the three years of the grant period, 76 teams will participate in the Charter Starter Program, leading to the opening of at least 42 high-quality schools with at least 15 of those schools serving targeted areas and students who have limited quality school choices and are at the highest risk of failure. The Charter Starter schools will raise the level of academic achievement for more than 10,000 students by implementing quality standards from time the schools are founded and making data an integral part of their performance management.

Sustainable Charter Starter Program: Over the three grant years, the Association will significantly add to its resources and refine the Charter Starter curriculum and support structures. The Association will also gain an understanding of indicators for successful leaders to use in recruiting teams to participate in the program. These efforts will add value and prestige to Charter Starter, which will become the best resource available to teams developing a charter school in Arizona. Results from the grant period (e.g., charter applications approved, quality schools opened) will demonstrate that participants in Charter Starter are successful, which will enable it to continue as a fee-for-service project. With the resources developed using grant funds, the program will become self-sustaining in the year after the grant ends, allowing the Association to continue assisting in the development of at least 15 high-quality schools each year.

**(3) Utility of the project products; potential to be used effectively in other settings.**

In building the program in Arizona, the Association will produce materials and models that can be used across the country to benefit charter development efforts.

*Material:* In each year of the grant period, grant funds will assist in developing Knowledge Briefs on topics widely relevant to charter development, such as on effective governance, addressing the needs of students with disabilities, and accessing federal funds. The program will also produce videos of trainings on specific topics to share with other support organizations to help build a similar training program. The Association already has established a quality standards

rubric. During the grant period, these standards for quality will be refined based on data from the program and can be shared with all states to add to the discussion of what leads to a quality school, particularly for low-income Hispanic or Native American students.

*Technology:* The program proposes to build an interactive map that is comprehensive enough to show academic and demographic data in one place. As the number of charter schools increase in each state, this type of information presented in an efficient, easy-to-use manner will aid considerably in making strategic decisions about where to open new charters schools. The program also proposes to build an online Quality Standards Assessment Portal. This portal takes the quality standards rubric to another level by creating an interactive assessment process for school personnel. The portal will collect anonymous responses from staff and produce a summary report of strengths and weaknesses. The framework for both of these technologies can be shared with other states to lower the cost of producing the tools.

### **(iii) QUALITY OF THE PROJECT DESIGN**

#### **(1) Goals, objectives, and outcomes are specified and measurable.**

**Goal 1:** Provide new charter schools to seven targeted underserved areas with high poverty and low student achievement.

- Over three years, enroll 18 developer groups in the Charter Starter intensive track, 21 in midlevel track, and 37 in the basic track.
- 80% of Charter Starter developer groups will submit charter applications each year.
- During the grant period, at least one or more charter application will be submitted by participating developer groups to serve each of the seven target areas.
- 75% of charter applications submitted by the first cohort of Charter Starter developer groups will be approved, and 80% thereafter.
- By fall 2015, Charter Starter participants during the grant period will have opened 42 new charter schools enrolling 10,500 students.
- By fall 2015, in the target areas, Charter Starter participants during the grant period will have opened 15 new charter schools enrolling 3,750 students.

**Goal 2:** Create high-quality charter schools in which students achieve at high levels.

- 80% of Charter Starter participants will join the Association as school members when their schools open; 75% will participate in Success Center; 50% will subscribe to Success Center Online.
- Students in schools led by Charter Starter participants will score at or above the state average in percent passing AIMS state tests, or, if serving grades 3-8, in Median Growth Percentile, after the second year of operation. (Note: AIMS testing does not include grades 9, 11 or 12, so growth percentiles cannot be calculated.)
- 75% of schools led by Charter Starter participants will be ranked in the A or B performance categories by the state assessment system after the second year of operation.
- 75% of schools led by Charter Starter participants will achieve Adequate Yearly Progress after the second year of operation.
- Charter schools created through this grant will outperform the three closest demographically similar neighboring schools, as measured by state assessments of student achievement, after the second year of operation.
- Schools founded by Charter Starter participants will perform better on measures of student achievement and graduation rate than schools founded by nonparticipants, controlling for demographic differences.
- Schools founded by Charter Starter participants will have an average score between a 2 and 3 on a 0 to 3 scale for measuring the implementation of each quality standard, as indicated by the online Quality Standards Assessment Portal

**Goal 3:** Develop a sustainable Charter Starter model that incorporates key indicators of a successful school leader and best practices for schools serving high percentages of low-income, Native American or Hispanic students.

- Develop a profile of the characteristics of a potential successful charter leader by the end of the grant period.
- Identify and incorporate annually into Charter Starter and other Association trainings the

most effective strategies to improve achievement for low-income, Native American or Hispanic students.

- Develop a sustainable fee-for-service Charter Starter program that continues to enroll similar numbers of developer groups two years after the grant period.
- By year 4 (after grant period) and beyond, 100% of Charter Starter costs will be covered by program revenue.
- Disseminate a report on our refined Charter Starter Program model and lessons learned to the National Alliance for Public Charter Schools and other interested organizations.

### **Program Design:**

The design of Charter Starter has a firm basis in the quality standards and best practices that the Association has developed to assist charter schools in raising student achievement. The support and assistance offered by Charter Starter will enable participants to develop strong charter applications and open high-quality schools, with the assistance of start-up grants from the state (federal grant) and a special program funded by the Walton Family Foundation and administered in Arizona by the Association.

The pilot Charter Starter program has been limited in its capacity to recruit leaders, develop thorough materials, and provide customized support for school development. This grant will fund two full-time positions dedicated to the program: the director of school development (current) and a program coordinator (new). They will work with the Association's existing membership staff and program staff (not supported by the grant money) and the Association's Success Center team (partially support by grant funds) to market the program, recruit qualified participants, oversee its financial management, and provide ongoing support for the new schools during their first two years of operation. The proposed program will offer a wealth of online resources, in-person workshops, a mentorship program, visits to excellent schools, support for recruiting qualified governing board members, support for developing charter and start-up grant applications, and an intensive, hands-on track for qualified leaders to serve our target areas.

Charter Starter is structured as a fee-for-service model, offering three levels of membership



with a varied amount of support at each level. The three levels enable participants—some very knowledgeable, some with partial knowledge—to select the tier that is most appropriate for them. For example, some may be so well-versed in charter schools and applications that they need minimal support in one or two areas; others may want individual consulting because they are planning a unique program or have identified one area in which they need a lot of assistance. Applicants can receive input from the project director on level that might be most appropriate.

During the three-year grant period, the program will generate revenue from program fees for membership and weekend workshops, which lowers the amount of our grant request and begins to build to a sustainable program. The fees for each tier will increase each year to ensure that Charter Starter is self-sustaining after the grant period. The design of the program will take a Charter Starter team through a seamless process from development to operation, providing support on each of the key elements and ensuring that quality standards are embedded into the school plan along the way.

Tiered Levels of Support:

Recognizing that teams have different levels of expertise and need for support, our proposal is to offer a tiered level of support for development teams, as indicated in the graph below.

<b>Charter Starter Program Resources</b>	<b>Basic Membership</b>	<b>Midlevel Membership</b>	<b>Intensive Track - <i>by invitation only</i></b>
Access to sample documents	X	X	X
Knowledge Briefs	X	X	X
Legislative updates	X	X	X
Monthly Charter Starter Briefs via email	X	X	X
FAQs	X	X	X
Charter application self scoring rubric	X	X	X
Available grant list	X	X	X
Email support from Development staff	X	X	X
Online market analysis tool	X	X	X



Discounted pricing on high-intensity in-person workshops	X	X	X
Visits to Excellent Schools*	X	X	X
Access to webinars	X	X	X
Access to governing board member bank	X	X	X
Access to roundtable application review session*	X	X	X
Q&A web conference		X	X
Opportunity to apply for Walton start-up grant		X	X
Individual consultant time		up to 15 hours	up to 100 hrs
Access to charter operator mentor		X	X
Full charter application review			X
Letter of support at submission			X
Grantwriting support			X
Enrollment support			X
Hiring/HR support			X
PR/marketing support			X
Facility support			X
Individualized advocacy			X
Continued support in first 2 years of operation**	X	X	X

*\*Additional fee applies for Basic and Midlevel membership levels*

*\*\*Additional fee applies for all membership levels*

*Basic Membership:* The basic Charter Starter membership will include access to extensive online resources (see P. 21), technical assistance via email, and discounts to weekend training workshops and visits to excellent schools. The cost for this membership will be \$200 in the first year and will increase each year during the grant period.

*Midlevel Membership:* The midlevel membership offers all the resources included in the basic membership, plus up to 15 hours of one-on-one customized consulting, an assigned charter mentor, and access to live webinars and Q&A phone conferences. The cost for this membership will be \$1,500 in the first year and will increase each year during the grant period..

*Intensive Track:* The intensive track is designed for teams that are developing a school in the program's target areas and will be candidates for the Walton start-up grants. This level of support offers all of the resources included in the lower level memberships, but will include up to 100 hours of one-on-one consulting time, grantwriting support, full charter application review, individualized advocacy, and one-on-one advice from consultants about obtaining a facility, marketing, enrollment, and hiring during the implementation stage. There will be a highly selective process for becoming an intensive track participant (see Pp. 19-21). During the three years of the grant period, the grant funds will cover the costs for this level of membership in order to create an incentive for outstanding leaders to participate and start schools for the highest-need areas and populations. After the grant term, the cost for this membership will be \$15,000, due to the intensive level of one-on-one consulting and support. However, teams will be able to afford this fee by paying a minimal monthly amount while in Charter Starter until they receive additional funds from one of these sources: 1) a \$30,000 Walton Family Foundation pre-authorization grant after submitting their application (post-authorization grants also available); 2) an Arizona Charter School Incentive Program grant after their charter application is approved; or 3) per-pupil state funding after the school opens, if they do not receive the grants. We believe the risk of intensive-track participants failing to open a school is minimal.

#### Recruitment and Marketing:

Finding high quality leaders is essential for developing and operating a high-performing school. The proposal includes ample financial resources to create marketing materials to promote the program and attract aspiring leaders from the business and education sectors across the state. Marketing will be done through our website, brochures, magazine advertisements, etc. We will hold monthly Charter Starter informational webinars from September through December for prospective participants. The webinar will allow people from all over the state to attend, particularly important for rural target areas. Also, we will host regional information sessions about starting a charter school to provide in-person contact in the target areas. We will send personal invitations to potential school leaders in these areas, such as regional teachers of the

year, as well as working with local chambers of commerce to invite business leaders interested in improving public education. If there is a high-performing charter school in a target region, we may work with the school leader to recruit a candidate to replicate the charter school design.

It will be critical to recruit leaders who are underrepresented among educational and charter leaders, including Hispanics and Native Americans—the target populations. The Association will work with various Hispanic and Native American associations to identify possible leaders. We already have relationships with Chicanos Por La Causa and the Phoenix Indian Center, and will build connections to the Arizona Hispanic Chamber of Commerce, Arizona Association of Chicanos for Higher Education, Arizona Hispanic School Administrators Association, Native American Art Studies Association, Native American Connections and others to be identified. The Association already has a strong relationship with Teach for America, which is committed to diversity and whose corps is 30% minority. We will partner with them to identify leaders from their alumni database who have experience teaching in areas of the southwest that have low-income, Hispanic and Native American populations similar to our target areas. Teach for America has Phoenix and New Mexico regions; in the latter, corps members teach in the northwestern corner of New Mexico, adjacent to our target Apache County, and serve a number of Native American pueblos.

Marketing efforts will also focus on increasing public awareness of charter schools, especially in rural areas, in order to minimize misunderstandings about charter schools and to increase local support for the charter schools that will be opened via Charter Starter. To ensure that we reach widely into the target communities, recruitment will be a shared responsibility among the CEO, vice president, Charter Starter program director and coordinator, and the Association's director of communications and director of membership.

#### Selection Process:

To join Charter Starter's basic and midlevel tiers, aspiring school leadership teams or individual leaders will need to complete an application that requests information about the proposed school vision, grade level, target area, and team member backgrounds. All team leaders

will also take an online leadership skills inventory survey, such as Ventures for Excellence or a similar survey, in order to assess leadership aptitudes and to collect data for the program's evaluation on leadership indicators. In addition, at a minimum, all applicants will have to agree to the Association's quality standards in order to join Charter Starter and access resources. The application and leadership inventory will enable the Association to do an initial analysis of the team's readiness to launch into developing a school. There will not be a selection process for the basic and midlevel membership levels, but based on the information provided, the Association may coach teams out of developing a school or adjust elements of the program to best meet their needs. An assessment of a team's readiness to open a charter will also be a continual process throughout the program. If the Association believes that a team is not ready to open a charter, we will suggest that the team wait an additional year or abandon the project.

*Intensive Track Selection:* The in-depth selection process for the intensive track will include the application requirements for basic and midlevel applicants, plus an essay about their aspirations as school leaders, résumé and evidence of past leadership success, and an interview by the selection team. The team will assess whether the applicant has the basic skills, qualifications and mindsets; has the skills identified for effective leadership; and can demonstrate what they know in an interview.

*Selection Criteria:* Selection for the intensive track will initially be based on existing quality indicators for successful leaders that have been established through years of experience and research by organizations dedicated to recruiting effective schools leaders. In particular the selection team will use the list of core competencies and selection criteria from the KIPP School Leadership Program, New Leaders for New Schools Program, *Beat the Odds* by the Center for the Future of Arizona and the Morrison Institute for Public Policy, and *Success Measured* by the Association. A few examples are critical-thinking and problem-solving skills, belief that all students will excel academically, cultural competency, communication and listening skills, etc. As Charter Starter develops a profile of the characteristics of a potential successful charter leader, we will use these in the selection process.



*Selection Team:* The four-person selection team will be composed of the Charter Starter program director, vice president of the Association, a key consultant to the program, and a current charter school operator. They will develop and work from a rubric based on the core competencies and selection criteria so that determinations will be as objective as possible.

Online Resources:

With grant funding the Association will be able to build a robust set of online resources to support aspiring charter leaders that include the following:

*Knowledge Briefs:* One- to two-page documents on important topics relevant to developing or operating a charter school. Topics will likely include special education requirements, available federal funds, key regulatory issues, developing board policies, employee benefits, case study on outsourcing, coaching models, professional learning community protocols, etc. The grant will fund the cost for experts to create knowledge briefs that are customized to charter schools and Arizona and for staff to place them on our website.

*Sample documents:* These documents will likely include sample employee and student handbooks, sample performance management plan, sample employee hiring letter or contract, etc. The grant will fund the cost for experts to compose sample documents targeted at charters in Arizona and for staff to upload them to our website.

*Webinars and web conferencing:* At least four trainings a year will be offered via webinar in order to reach teams in rural areas and to save them costs on travel. Topics will be selected from among a Charter Starter overview, specific strands on the quality standards rubric, requirements for meeting the needs of English language learners and students with disabilities, and organizing now for easier audits later. Due to limited capacity in the webinars, each webinar will be recorded and posted to the Association website so that all participants will have access.

*FAQs:* A dedicated webpage will provide answers to frequently asked questions regarding new school development. This will grow as participants submit questions and Association staff and program consultants supply answers and resources.

*Monthly Charter Brief:* A monthly email blast will be sent to all Charter Starter members that



includes key deadlines, a highlight of one of the quality standards, an excellent school showcase, and information on upcoming Charter Starter events.

*Legislative Updates:* A weekly electronic newsletter, prepared for Association members during the legislative session, that provides updates on the most recent legislative activities affecting public education.

*List of available grants:* A webpage dedicated to communicating information about available grants relevant to charter schools and organized by category

*Facilities Marketplace:* See Facilities Support immediately below

#### Facilities Support:

Securing an appropriate facility is a critical issue for new charter schools. The Association has established relationships with lenders, contractors, realtors, and other professionals involved with providing the means for facilities acquisition or lease. Currently, the Association makes recommendations to schools for facility professionals and assists in identifying possible financing solutions. As the program develops, the quality standards implemented by the schools in the program, including having a strong governing board and school leader will make schools even more attractive to existing lenders and will draw in more lenders. Additional staff support provided by this grant will enable the Association to organize a facilities fair, bringing together charter developers, lenders, city planning experts, etc. Addition of the Charter Starter coordinator will expand our capacity to assist with facility related issues.

*Facilities Marketplace:* In addition to the facility support described above, the Association provides a webpage that lists available facilities suitable for charter schools by region with attached pictures and detailed information. The site currently has 22 facilities posted, but with limited staff capacity, we are unable to solicit listings and consistently update the site. One of responsibilities of the proposed Charter Starter coordinator will be to maintain this site. Funding will provide the means to upgrade our website to make posting a facility much more efficient.

#### Market Analysis Tool

Grant funds will be used to build a comprehensive interactive Google map that will display

all charter and district schools with indicators of their district, type, performance profile, growth percentile score, population size and demographics. This tool will take a significant investment of hours to build but will enable the Association and school development teams to make a more informed decision about the need for charter schools in various communities. After the grant period, maintenance of this interactive map will be funded by revenues from the Charter Starter program, as well as other Association programs that will use it.

#### Resources for Governing Boards:

*Governing Board Member Bank:* It is essential for charter schools to have qualified individuals serving on a governing board to ensure accountability. We will build a database of community members who are interested in serving on a school governing board. The grant will provide funding for time and resources to create the application and marketing materials and match potential board members with schools. The Association will put forth effort to recruit people who have skills or expertise needed in charter schools but are often underrepresented, such as a finance or facility expertise, as well as underrepresented minorities. We will match potential board members with schools based on expertise and philosophical alignment.

*Governing Board Trainings:* Once a school is chartered and ready to transfer its governing power to the governing board, it is essential that the governing board understand its roles and responsibilities. Grant funds will be enable the Association to build a strong training program for governing board members that includes a governing board retreat in the fall and periodic trainings resources throughout the year. Specifically, the grant will fund time and travel expenses for national consultants to work with the Association to design and deliver the trainings. These important trainings will be videotaped and posted to the website, along with accompanying PowerPoint presentations, for use by those who are unable to attend the training in person and beyond the grant period.

#### Visits to Excellent Schools:

Each year the program will include at least two coordinated visits to high-performing schools in Arizona. The visit will include a tour of the facility, a study of the school's academic program,

and a question and answer session with the school leader. The intent of these visits will be to give charter applicants exposure to what the physical aspects of a school can look like, an operator's view of the challenges and possible solutions charter schools face, and opportunities to learn from an excellent school model. The visits will be limited to midlevel and intensive track members due to space limitations at the schools. Each visit will require a small fee for to cover the cost of lunch and any printed materials. The grant funds will only help support the staff needed to coordinate these visits.

### Weekend Workshop Series of Trainings

Understanding that most of the teams that are developing a charter school will be working full time, the majority of the program's group training sessions and workshops will take place on two Saturdays per month from January through April. In evaluations completed by participants in 2010, more than 90% said that Saturday was the most convenient day of the week for trainings. The trainings will be held in the Phoenix area, which is central and can be reached by driving approximately two to four hours from most of the target areas. Many training sessions will be videotaped and posed on the website for those who cannot attend and future use.

All the training sessions will be aligned to the Association's quality standards and will include the following progression of topics. Each session will include assignments that build toward a high-quality charter application (See the appendix for session details.):

<b>Getting Started</b>	Session 1: Charter Starter 101: Starting the Journey
	Session 2: Organizational and Legal Structure
<b>Building your Educational Program</b>	Session 3: Curriculum Design and Implementation
	Session 4: Program Accountability and Performance Management
	Session 5: Meeting the Needs of Special Education Students and English Language Learners
<b>Operating a Sustainable Business</b>	Session 6: Financial and Business Management

	Session 7: Student Recruitment and Enrollment
	Session 8: Identifying and preparing a facility

Charter Starter members will pay a fee to attend the weekend workshops because, although everyone is encouraged to attend all the sessions, 1) some teams may have considerable expertise in an topic and 2) not all team members need to go to all sessions because different topics will be relevant to different team members. We will offer a certificate of completion only to the teams that have at least one member attend all but one of the sessions. During the grant period, grant funds will subsidize the training session costs in order to lower the fee for participants as the trainings are refined, and gain value to warrant a higher fee after the grant period.

*Effectiveness:* In order to make each training session as effective and productive as possible, participants will be required to complete assignments relevant to the session topic before the training and follow-up assignments to turn concepts into reality. Much of the session time will be in a workshop format so that teams can discuss and learn from each other. The intent is to have a deliverable document (charter application) that is ready for review by the end of all the sessions.

*Business Conference:* At the end of April, the Association hosts a business conference for current charter operators and business managers to update them on regulatory and compliance issues and best business practices. We encourage Charter Starter participants, who will have just completed their training sessions, to attend because the conference will augment their knowledge of best business practices for operating a school. Grant funds will be used to provide a \$100 subsidy to Charter Starter participants to encourage attendance, lowering their cost to approximately \$200. Possible session topics at the business conference are:

- *Cultivating Private Donors*
- *Grant Writing*
- *State Funding*
- *Outsourcing*
- *Marketing Strategies*
- *Compensation and Benefits*
- *Fiscal responsibility and fraud prevention*
- *Regulatory and Compliance Concerns*



The conference also will include activities that encourage teams to network and start to build relationships with current charter operators.

*Trainers:* Each of the sessions in the Charter Starter Program and the Business Conference will be designed and led by experts in each topic. Experts will include Association staff, education consultants, and charter operators from both in and out of Arizona. Grant funding will provide the means to hire top-notch consultants to help design trainings and build the strength of the program. When appropriate, the Association may also use vendors to lead some sessions to reduce costs while maintaining excellent quality in training. For example, we may have a pre-screened veteran in the school construction or financing industry lead a session about the process of obtaining a facility. Based on past experience, we assume these vendors will lead the sessions free of charge.

#### Charter Application Review:

All members will have access to a charter application scoring rubric to do a self-assessment of their application. The program also will include at least one roundtable application review workshop two months before the application deadline in July. The participants will rotate between tables hosted by charter operators or consultants and past application reviewers (previous members of the State Board for Charter School's technical review panel) who understand the expectations for each of the application elements. The reviewers will guide participants through a self or peer review. These review sessions will help teams ready their application for submission. Expenses will be covered by program revenue, not by grant funds.

The intensive track teams will receive a full application review from at least two reviewers funded by the grant during the grant period and funded by the program fee after the grant period ends. Midlevel members will not receive a full application review from the program but will be able to use the 15 hours of consulting time to review individual sections.

#### Mentorship Program:

In talking with leaders who are developing a school plan or leaders that are in their first two years of operation, we have discovered that personalized mentorship is one of the most requested



and most beneficial resources, though it can be haphazardly implemented. The proposed program will provide a structured mentoring program for all midlevel and intensive members, which includes ongoing email and phone support from a veteran charter operator (mentor) and a visit to the mentor's school. Mentors will be selected from among the top administrators at charter schools that are performing well both academically and financially. The grant funding will provide a stipend for each mentor, who will be assigned no more than five mentees. As the program progresses, past participants will serve as mentors once they have successfully operated their schools for three or more years. We will gather feedback from mentors and mentees annually as part of our program evaluation and make any necessary adjustments.

Approval:

The State Board for Charter Schools is the main authorizer for charter schools in the state. They currently sponsor 502 of the 509 charter schools. The Charter Starter timelines are designed around their process. Recent state legislation will allow universities and colleges with more than 15,000 students to authorize. The Association will work closely with any authorizer to adjust the program timelines and the application review criteria to meet their submission deadlines and requirements. The deadline for applications to be submitted to the State Board for Charter Schools is typically the first week of July. Applicants undergo a seven-month approval process, with the application being approved by the following January. Applicants receive a scored application from a technical review panel around November and are given 20 days to revise. Although it is the intention of the Charter Starter program to produce applications that do not need revisions, those teams that need to revise sections of the application will be able to ask questions via email of the Association staff. The intensive track teams will receive one-on-one support for revising their applications.

Once approved in January, applicants can either spend six months in start-up to open in the fall, or 18 months in start-up and open a school in the next academic year. We anticipate that roughly half the teams will take six months and half 18 months to prepare to open their schools.

### Apprenticeship:

After being approved for charter, the intensive track members will be required to have their proposed school leader serve 2 two-to-three-week apprenticeships at a high-performing school during the time after they have been approved for charter and before they open their doors to students. The apprenticeship will provide an opportunity for the intensive-track team leader to shadow a current school leader and gain a sense of the inner workings of a charter school at two different times in the school year (January – right after winter break, and in May – the end of the school year). During each stint, the apprentice will be assigned to a specific project within the school to be completed in the duration of the apprenticeship. At the conclusion, the apprentice will write a reflection report on lessons learned, which will help to guide decision-making during his or her first year of operation and provide insight to the Charter Starter management team on how to make the program more effective. We anticipate leaders will be able to take time away from work or stop working at their previous job at this point because their charter has already been approved and they will have likely received start-up grant support to cover some living expenses.

### Start-Up Grant Support:

Another major challenge for charter schools are the expenses that they incur during their start-up phase. Two major grant opportunities have recently become available to teams for these expenses. All the Association trainings and quality standards are aligned to the grant requirements in order to help prepare quality applications.

*Walton Family Foundation Start-Up Grant:* The Association has established a partnership with the Walton Family Foundation to provide start-up funds for teams opening a school in a low-income area. The foundation has committed to fund start-up expenses for up to seven schools a year in high-poverty communities, providing \$250,000 for each school. Five of the grants are dedicated to the Phoenix Metro area, and two grants are available for other high-poverty areas. The number of grants will increase as demand increases. Teams will be awarded the grant in two phases: pre-authorization grant (\$30,000, after submitting a charter application,

before approval) and post-authorization grant (\$220,000) after the charter has been approved.

*Arizona Charter School Incentive Program:* The U.S. Department of Education awarded the Arizona Department of Education \$54 million over five years starting in 2010 to offer start-up grants to new schools opening high-quality college-prep programs in both urban and rural areas. Teams with approved charters will be eligible to apply for up to \$230,000 each year for the first three years of their school program for a total of \$690,000.

If awarded, these grants will allow a team to pay school leaders a stipend in the school's start-up phase and help to cover other start-up expenses incurred before the first state per-pupil funding payment. The leaders will then be able to concentrate completely on serving the apprenticeship and carrying out start-up activities, such as marketing and enrolling students, hiring staff, and preparing the school materials.

Charter Starter will produce high-quality applicants for both grant programs, thus bringing a stronger value to the investment in Arizona that the Walton Family Foundation and the U.S. Department of Education are making.

Ongoing support:

*Quality Standards Assessment Portal:* A portion of the grant funds will be used to build an online assessment portal for teams to reflect on the implementation of the quality standards. At the midpoint and end of each year of operation, school leaders and staff will self-assess the school on each indicator of the Association's quality standards. The interactive portal will anonymously collect responses from all staff and generate a summary report of strengths and weaknesses. This ongoing reflection will help schools build a culture of continuous improvement and prepare for the accreditation process in their third year of operation.

*Success Center:* Once a school opens, the task of supporting the new charter schools will transition to the Association's Success Center. During the first two years of operation, the Success Center will facilitate regional professional development for each cohort of teams at least once a quarter and will assist in academic data analysis. Success Center staff will conduct a progress monitoring check based on growth measures with each school halfway through the year

and again at the end of the year. Schools will pay a fee of approximately \$3,000 for this support each year, which can be paid from Walton or state grant funds. After the initial two years of operation, schools can continue to receive support from the Success Center as needed, but the fees will increase. Grant funding will not cover any of the Success Center activities, but will cover a small portion of the personnel costs for two of the Success Center key team members, Rebecca Gau and Kerry McConnell, who will be part of the executive team for the Charter Starter Program and help to ensure alignment between Charter Starter and Success Center.

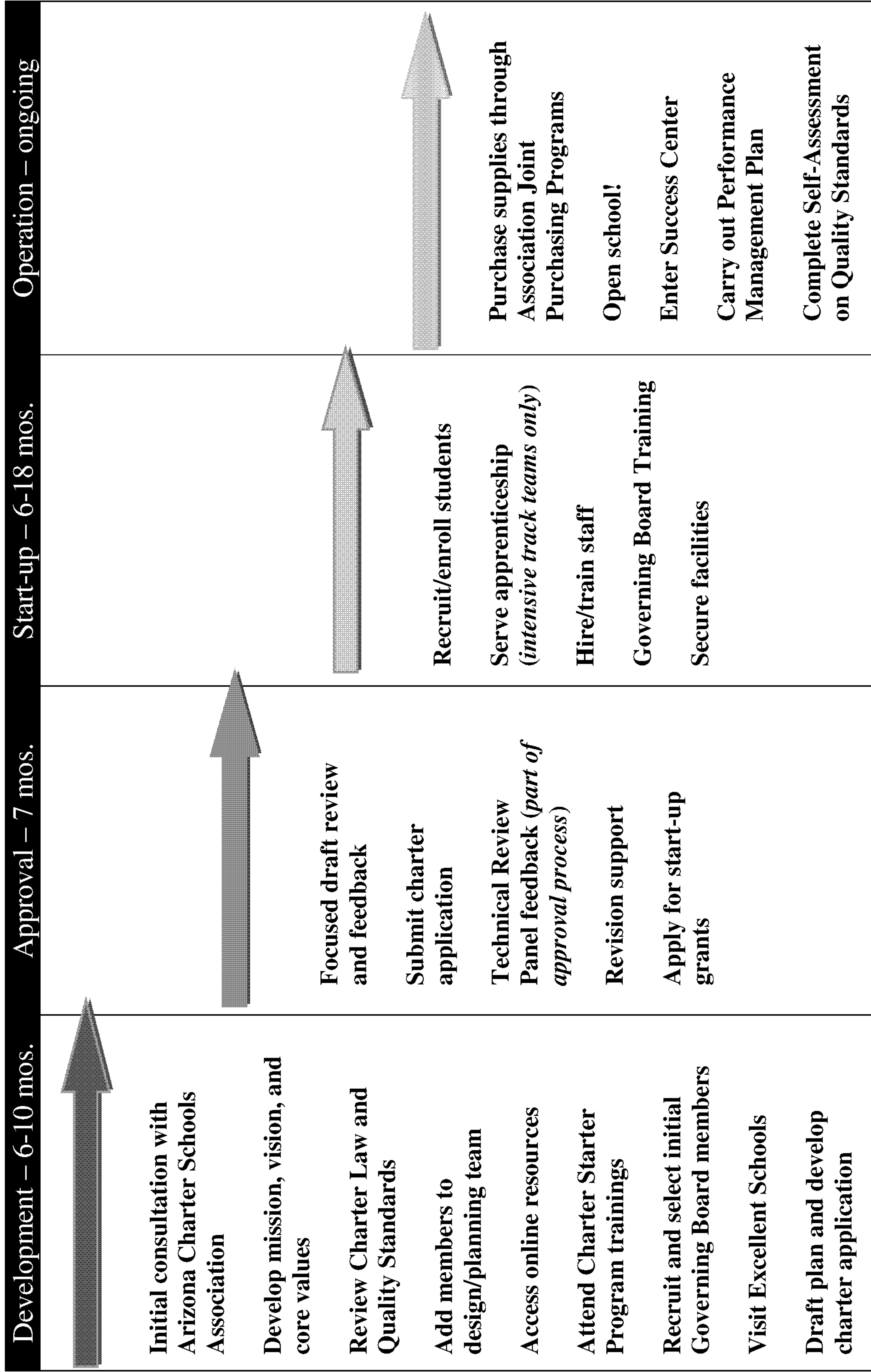
*Success Center Online:* As members of the Association, schools started by Charter Starter participants will be able to subscribe to the cost-effective, comprehensive Success Center Online that ties formative assessment to student demographic data and other school information. The Success Center Online will link assessments with instant feedback via student and teacher communication tools, such as reports that flag when a student has missed a high percentage of questions related to a particular strand on the state standards, along with immediate remediation. The Success Center Online also provides virtual professional development for teachers, based on the weaknesses their students exhibit in testing. In addition to these services for monitoring student performance, the Success Center Online provides email accounts, a grade book program, and a parent-student portal. Having all of this in one student management solution will save schools money because they will not have to contract for these services individually.

*Cost saving programs:* Because roughly 80% of Arizona's charters schools are members of the Association, we are able to negotiate deeply discounted purchasing agreements with various vendors. As members of the Association, the new charter schools will have access to discounted rates on technology, health insurance, furniture and office supplies.

#### Process Overview:

The following chart illustrates the process for a team in Charter Starter. It will take teams 19 to 35 months to progress from development to operation, depending primarily on whether the team opens their school in the year they are approved or take an extra start-up year.







## **(2) Design results in information to guide replication.**

In many states there is some assistance for new school development, but the programs are either limited in the resources they offer or programs operate at a significant loss. After the grant, we will have a model for a program that is sustainable without federal funds. The model will be shared with other states through a written report and presentations at national conferences. The tiered, fee-for-service model of support can be customized by different states. Each membership price and activity fee in our model will be set to cover its cost. Therefore, another organization could replicate just one of the tiers of support or activities and add it to their existing program.

Also, built into the program design is the collection of data on leader qualities and backgrounds, tier level, area in which the school opens, and the school's academic performance. Collecting this data will give us the ability to compare the effectiveness of each tier of support related to a geographic region, student population, and the leader's qualities and experiences. Based on this data, an organization will be able to evaluate which tier or type of service to replicate in their state, based on its leadership base, size, target population and geography.

During the grant period, the Association will refine a mentorship and apprenticeship model that can be replicated in other states. Each mentee and apprentice will submit a report on their experience that will help to shape and refine our program over three years. At the end of the grant period, we will be able to share lessons learned with other support organizations or charter management organizations to assist in their development of similar programs.

## **(3) Project is designed to build capacity and yield results beyond the period of federal grant**

Charter Starter is designed to build a fee-for-service model to support charter school developers. The grant funds will allow the program to create valuable resources that will build the value of the program. Starting in year 1, Charter Starter participants will pay a fee for program services and workshops. As the grant period progresses, these fees increase to their full value. In year 4, after the grant period ends, we anticipate program revenues vs. costs be equal at around \$250,000 each, thus breaking even. This assumes that we will have 16 basic members, 9 midlevel members, and 7 intensive track members. After the grant period, the intensive track will

begin to pay the \$15,000 fee that was covered by the grant funds for three years to encourage participation by high-quality leaders for the target areas. However, as explained earlier, participants will be able to pay this fee by splitting a low monthly payment between team members, with the balance of the payment paid from one of two start-up grants or their state per-pupil funding. In year 5, the projected revenues are anticipated to be around \$300,000, with 20 basic members, 10 midlevel members, and 7 intensive track members. At this point, project revenues will exceed expenses. Key to the sustainability of Charter Starter is the investment by this grant to fund the creation of key resources and subsidize the cost of human resources while the program builds value. As the program continues, we will hold to the same quality standards for our participants, as well as for our program, ensuring we continue to focus on assisting in the start-up of only high-quality schools.

#### **(iv) QUALITY OF PROJECT SERVICES**

**Equal access & treatment for underrepresented groups.** The Association is committed to equal access and treatment for all program participants. Per the Needs section, our target areas were selected based on the educational needs of underrepresented students. It will be critical to recruit aspiring school leaders who are also from underrepresented groups, including Hispanics, Native Americans and rural residents. Our recruiting methods, are designed ensure that eligible potential applicants to Charter Starter from these groups learn about the program and are encouraged to apply. In the pilot Charter Starter cohort, even without the resources we plan to allocate to targeted recruitment in this project, the Association attracted 38% minority participants. As in all Association programs, all participants will receive equal treatment, opportunities and support. Also, equal access is a focus of progress monitoring in our evaluation.

#### **(1) Services reflect up-to-date knowledge from research and effective practice.**

In 2005, Arizona State University's public policy think tank, the Morrison Institute, released *Beat the Odds* – a landmark study that addressed why some Arizona district schools succeed in educating low-income Hispanic students while others do not. The research examined a number of Arizona district schools enjoying academic success despite having high percentages of low-

income Hispanic students. The authors concluded that successful schools focus on improving things they actually can control that will make a big difference in student achievement.

Looking at these schools through the lens of business guru Jim Collins' *Good to Great*, the Morrison Institute team found that all of the attributes of successful schools point to one objective: individuating student achievement. The Association's Vice President Rebecca Gau was a lead researcher on that project and conducted much of the data analysis. Building on the insights she gained in *Beat the Odds*, the Association conducted its own study of school performance. The bulk of the data for the study came from AIMS reading and math scores for more than 700,000 students in Arizona public schools. A statistical analysis of the data and four-step filtering process were used to identify the very best charter schools in the state in "value-added" performance. That is, how much of a student's achievement can be attributed to the school. The result was the Association's 2008 publication: *Success Measured: Four Foundational Elements of Student-Level Growth*. In connecting the Association's rigorous research back to parallel practices at the top-performing schools, the Association identified four foundational elements of student-level growth that schools must have to help students perform academically: 1) a leader with a purpose; 2) teachers who take responsibility for the end result; 3) a culture that promotes teamwork; 4) using data to solve problems. These foundational elements are infused in the Charter Starter design and the Association's Success Center.

These findings showed that the key ingredients are teachers and leaders who use data to make decisions as a team. The results were related to what the Association learned about performance management from the Building Charter School Quality project – a federally funded consortium of Stanford University and four states established to define quality nationally and to drive performance management down to the school level with uniform measures. Association staff presented the findings to teachers in schools and at conferences and discussion groups.

Performance management based on data analysis is at the core of the Charter Starter Program's training and evaluation process. In building an academic program, teams are asked to consider these questions: What will I teach? How will I teach it? How will I know students have

mastered the objectives? How will I respond if they have mastered the concept, and how will I respond if they have not mastered the content? These questions lead teams into designing their academic program and performance management plan. The evaluation plan is built on the sample principals: What do we plan to accomplish? How will we reach the objective? How will we measure the result? How will we respond to the result?

The program also is informed by research regarding strong school leaders contained in *Beat the Odds*, *Success Measured*, the KIPP Leadership Support Program and New Leaders for New Schools; the latter two developed their criteria based on years of experience and external research. The essential leadership qualities from the reports will be incorporated into the selection criteria for the intensive track. All levels of Charter Starter members will also have access to knowledge briefs about the qualities of a high performing leader.

Program content has also been developed according to studies done on why schools fail. The Center for Education Reform's 2009 Accountability Report states that 84% of charter schools have been closed in Arizona because of poor financial management. Fully understanding this statistic, at least 50% of the Charter Starter Program's training and support is dedicated towards educating teams on effective business and financial management practices.

**(2) Improvements in student achievement, measured against rigorous academic standards.**

The quality standards developed by the Association are grounded in *Success Measured's* foundational elements of success, listed above, as well as specific operational practices identified in high-performing schools by researchers. The services provided by Charter Starter address each strand of our quality standards. As reported by *Success Measured*, students at the charter schools that had the foundational elements of success in place experienced higher than expected rates of academic growth, as indicated by growth percentiles in both math and reading, and outperformed the state mean for three years in a row on Arizona's standards-based tests. The schools had different mixes of demographics and educational models, but all achieved growth at significant rates. By learning and internalizing these models of leadership, performance management, and accountability, as described in this research and embodied in the quality standards, participants



in the Charter Starter Program are likely to develop schools that will yield similar results on tests measuring achievement against Arizona's rigorous state standards.

Exiting the Charter Starter Program, teams will have established a framework for monitoring and adjusting their academic and business program to meet the specific needs of their students. Then, as they transition into the Association's Success Center and Success Center Online, schools will receive ongoing support and accountability—also grounded in the quality standards and foundational elements of success—in carrying out their plans to raise student achievement.

#### **(v) QUALITY OF PROJECT PERSONNEL**

**Employment applications from underrepresented groups.** The Association has a clear equal employment opportunity policy prohibiting discrimination based on race, color, religion, sex, national origin, age or disability, which complies with all federal laws. We provide applicants and employees with disabilities with reasonable accommodations, in accord with the Americans with Disabilities Act. For example, we consult with a trainer who is hearing-impaired. To recruit, we request résumés from universities, post positions on jobbing.com, etc. Our procedures have enabled us to attract job applicants from underrepresented groups.

#### **(1) Qualifications of the Project Director**

**Project Director: Andrew Collins** (b)(6) is the Association's director of school development. As a former sixth-grade teacher in low-income South Phoenix through Teach for America, a highly selective teaching program, Andrew has developed a passion for education and driving student achievement, particularly in low-income minority communities. In the classroom, he consistently led his students to significant academic gains and received the Excellence in Education award for outstanding student achievement and school leadership. This experience, combined with an honors degree in business economics and entrepreneurship from the Eller College of Management at the University of Arizona, gives Andrew a unique set of skills and expertise for assisting Charter Starter participants in developing schools that will meet the needs of the community. As director of school development, Andrew designed and implemented the Association's pilot Charter Starter program. Andrew has also worked closely



with high performing charter leaders, the Arizona State Board for Charter Schools and NCA/AdvancED (accreditation organization) to align the Association's quality standards with authorizing and accreditation standards. Also, Andrew oversees the Association's partnership with the Walton Family Foundation to provide start-up grants to high-quality teams.

Responsibilities: Oversight of the project, fiscal and administrative management, leading the executive team, program quality assurance, grant compliance. Also involvement in and oversight of recruitment, selection, training design, marketing, communication, and development of Charter Starter web resources. He will provide one-on-one consulting for midlevel and intensive participants, and will participate in review of participants' charter applications.

Qualifications of other key personnel are:

**Eileen B. Sigmund** (b) (6), President/CEO of the Association, has a strong advocacy background, having served as a journalist, litigator, and lobbyist before joining the Association in 2007. At the Association, she has led the push for quality in Arizona's 500 charter schools, tripled membership, formed an affordable health insurance trust for charter schools among other member services, and effectively advocated for charter schools. Her prior positions were print journalist for Gannett Newspapers, prosecutor in the Maricopa County Attorney's Office, civil litigator, and lobbyist at the Arizona legislature. She earned a law degree at the Columbus School of Law at Catholic University in Washington, D.C., and is licensed to practice law in Virginia and Arizona. Responsibilities: On the project's executive team, advocacy, building relationships with organizations that will support Charter Starter, assisting in recruitment.

**Rebecca Gau** (b) (6) the Association's Vice President, has an extensive background in quantitative analysis of education policy issues and in change management. She was a senior research analyst at Morrison Institute for Public Policy at Arizona State University for five years; an analyst with Andersen Consulting (now Accenture); and an intern at the Thomas B. Fordham Foundation, specializing in charter schools and education policy. She has had research published in journals such as *The Public Interest*, textbooks on education policy, and newspapers. She was a lead researcher and co-author of *Beat the Odds: Why Some Schools With Latinos Succeed and*



*Others Do Not*; co-author of *Charter School Authorizing: Are States Making the Grade?*; and author of *Trends in Charter School Authorizing*. All are quantitative analyses of education policy issues. At the Association, she used an innovative “value-added” model for analyzing growth in student achievement and school quality, producing *Success Measured: Four Foundational Elements of Student Level Growth*. Rebecca received her master’s in public policy from Duke University and wrote her master’s thesis, which was named Outstanding Thesis of the Year, on charter schools in Dayton, Ohio. Responsibilities: On the project’s executive team, coordinating with the external evaluator, ensuring that curriculum reflects appropriate quality standards and performance management principles. May lead training on performance management.

**Kerry McConnell** (b) is the Association’s director of the Success Center. She holds two B.S. from the University of Illinois Urbana-Champaign, in computer science and in psychology. She also holds an M.S. from the University of Pittsburgh in cognitive psychology. After earning her master’s, Ms. McConnell worked for a small software company developing a routing solution for delivery companies. She has extensive technical knowledge gained from years of programming in both academic and business environments, advanced statistical knowledge from conducting published psychological research, and an understanding of human behavior and psychology. Responsibilities: On the project’s executive team, involved in developing training and integration of services between Charter Starter and Success Center.

**Charter Starter Program Coordinator** (to be hired) (100%) Responsibilities: coordinating Charter Starter event logistics and administrative tasks, communicating with charter starter members, managing program schedule, registration and logistics for trainings and events, staff travel arrangements, preparing program materials, maintaining the online facilities marketplace.

## **(2) Qualifications of Project Consultants.**

The two consultants described below will be important experts in Charter Starter. They will lead training sessions in their areas of expertise, provide one-on-one consulting for the midlevel and intensive tracks, review parts of charter applications, help teams develop quality business and academic plans, and review participants’ proposals to the Walton Family Foundation.



**Cuyler Reid** has multifaceted experience in education reform as a teacher, parent, and member of a community movement that facilitated the grassroots establishment in 1994 of one of Arizona's first and most successful charter schools. Ms. Reid is skilled in program development, compliance reporting, and grants and operational procedures writing. She has written over \$1.5 million in successful grant applications and has attended grantee training through the U.S. Department of Education. She has served as both a charter school administrator and board member. She was a founding member of the Arizona Charter Schools Association, and during her term as president, the Association grew from its original networking structure to its present organization as a force for charter school advocacy and quality education. At Arizona State University, she participated in developing Leadership for Educational Entrepreneurs, the nation's first master's degree program for charter school leaders. She holds a bachelor of science in English education from Florida State University. Today she combines her writing, teaching and program development experiences as a consultant and mentor to Arizona charter schools.

**Michele Diamond** served as the director of finance for the State Board for Charter Schools, the primary regulator of charter schools in Arizona, from 2002 to 2007. At the state board, she was responsible for overseeing the financial accountability and compliance of charter schools. In this capacity she had many opportunities to provide assist charter schools on topics such as the State's Uniform System of Financial Records, generally accepted accounting principles, state procurement, attendance reporting and more. Michele left the state board in 2007 to start her own company, which provides financial and operational consulting and contracting services to charter schools and affiliated organizations. She provides training to schools around the state in how to establish the proper infrastructure, governance and financial systems to be successful and has helped dozens of schools improve their business and financial operations. She also assists candidates through the state's application process and serves on the state board's technical review panel, which makes recommendations on which applications should receive approval.

#### **(vi) QUALITY OF THE MANAGEMENT PLAN**

The Charter Starter project will be managed by the executive team, consisting of the project

director, president/CEO, vice president and director of the Success Center. The executive team will meet every other week to oversee and implement the project. As the project matures and is refined, the team may meet less frequently.

The extended advisory group will consist of the executive team, the two consultants (Reid and Diamond), a current charter school operator in a low-income area, a Charter Starter participant, past participant in Charter Starter, and a program mentor. The extended advisory group will meet monthly to review indicators of progress toward goals and objectives, identify challenges and best practices, help plan solutions and offer feedback. When Charter Starter is developed and established, the group may elect to meet every other month or quarterly.

The following timeline includes the activities and milestones that will result in the project meeting its goals and objectives on time and within budget, as well as the personnel with chief responsibility for each. **Activities that repeat on the same schedule each year are in bold.**

<b>Activity/Benchmark</b>	<b>Responsible</b>	<b>Timeframe</b>
<b>Year 1 (September 2010 - August 2011)</b>		
<b>Executive Team meets biweekly</b>	<b>Exec Team</b>	<b>Sep 10 – Aug 11</b>
<b>Extended Advisory Group meets quarterly</b>	<b>Advis Group</b>	<b>Sep 10 – Aug 11</b>
<b>Two day meeting for project director</b>	Proj Dir	<b>Sep 10</b>
Recruit and hire Charter Starter Program Coordinator	Proj Dir	Sep 10
Update ACSA website	Bus Mngr	Sep 10- Oct. 10
<b>Design and refine Charter Starter training curriculum every year</b>	<b>Advis Group</b>	<b>Sep 10- Dec 10</b>
<b>Create knowledge briefs, FAQs and sample documents</b>	<b>Proj. Coord.</b>	<b>Sep 10- ongoing</b>
Develop Market Analysis Interactive Map	Dir Succ Ctr	Sep 10- Aug 11
Develop online Quality Standards Self Assessment Portal	Dir Succ Ctr	Sep 10-Aug 11
<b>Revise application process for developer memberships</b>	<b>Exec Team</b>	<b>Sep 10</b>

<b>Activity/Benchmark</b>	<b>Responsible</b>	<b>Timeframe</b>
<b>Recruit participants for Charter Starter</b>	Exec Team	<b>Sep 10 - Dec 10</b>
Build potential board member database	Proj Coord	Sep 10
<b>Recruit prospective board members &amp; add to database</b>	Exec Team	<b>Sep 10 – Aug 11</b>
At least 10 applicants for 1st cohort of intensive track	Proj Dir	Sep 10 - Nov 10
<b>Recruit and select Charter Starter program mentors</b>	<b>Proj Dir</b>	<b>Sep 10 – Nov 11</b>
Develop board recruitment materials and application	Proj Coord	Oct 10- Dec 10
Develop marketing materials	Proj. Coord	Oct. 10
<b>Conduct mentor training</b>	<b>Proj Coord</b>	<b>Nov 11</b>
Select 5 intensive track teams for first cohort	Selec. Team	Dec 10
Register at least 11 basic and 6 midlevel members	Proj Dir	Sep 10 - Dec 10
<b>Quarterly report on quality of resources &amp; milestones</b>	<b>Eval Team</b>	<b>Jan 11 ongoing</b>
<b>Send out Monthly Charter Starter Brief</b>	<b>Proj Coord</b>	<b>Jan 11 – Aug 11</b>
First cohort goes through trainings	Proj Coord	Jan 11- April 11
19 members of first cohort submit charter application (80%) with at least 5 written for target areas	Proj Dir	July 11
<b>Year 2 (September 2011 – July 2012)</b>		
5 eligible applicants (cohort 1) for Walton Start-Up Grant	Proj Dir	Sep 11 or Feb 12
15+ applicants apply for second cohort intensive track	Proj Dir	Sep 11 - Nov 11
<b>Annual report on evaluation of Charter Starter</b>	<b>Eval Team</b>	<b>Fall 11</b>
<b>Coordinate and host Board Governance Trainings</b>	<b>Proj Dir</b>	<b>Fall 11</b>
<b>Coordinate and host Facility Fair</b>	<b>Proj Coord</b>	<b>Fall 11</b>
Select 6 intensive track teams for second cohort	Selec. Team	Dec 11
Register at least 12 basic and 7 midlevel members	Proj Dir	Sep 11 - Dec 11
4 teams in first cohort awarded Walton Start-Up Grant	Proj Dir	Dec 11 or Apr 12



<b>Activity/Benchmark</b>	<b>Responsible</b>	<b>Timeframe</b>
14 of first cohort charters are approved (75%) with 4 approved for target areas	Proj Dir	Jan 12
<b>Intensive track leaders whose charters were approved do apprenticeships</b>	<b>Proj Dir</b>	<b>Feb &amp; May 12</b>
Second cohort goes through training	Proj Coord	Jan 12- April 12
<b>First cohort intensive track members that were approved receive implementation support</b>	<b>Proj Dir</b>	<b>Feb 12 – July 12</b>
11 of 14 teams with an approved charter in the first cohort apply for AZCSIP grant (79%)	Proj Dir	Feb 12
6 teams in first cohort awarded the AZCSIP grant (55%)	Proj Dir	Apr 12
11 of 14 teams (cohort 1) open schools in 6-18 months of being approved (79%) with 4 opening in target areas	Proj Dir	Aug 12 or Aug 13
20 members of second cohort submit charter application (80%) with at least 5 written for target areas	Proj Dir	July 12
<b>75% of new schools that open transition into Success Center and 50% subscribe to Success Center Online</b>	<b>Dir Succ Ctr</b>	<b>Aug 12</b>
<b>Year 3 (September 2012 – July 2013)</b>		
<b>First cohort operating schools meet regionally for support and professional development once a quarter</b>	<b>Dir Succ Ctr</b>	<b>Aug 12 – May 13</b>
6 eligible applicants (cohort 2) for Walton Start-Up Grant	Proj Dir	Sep 12 or Feb 13
20+ applicants apply for third cohort intensive track	Proj Dir	Sep 12 - Nov 12
Select 7 intensive track teams for third cohort	Selec. Team	Dec 12
Register at least 14 basic and 8 midlevel members	Proj Dir	Sep 12 - Dec 12
5 teams (cohort 2) awarded Walton Start-Up Grant	Proj Dir	Dec 12 or Apr 13
Mid-year data analysis of achievement (cohort 1 schools)	Eval Team	Jan 13
16 of cohort 2 charters are approved (80%) with 5 approved for target areas	Proj Dir	Jan 13

<b>Activity/Benchmark</b>	<b>Responsible</b>	<b>Timeframe</b>
Cohort 3 goes through trainings	Proj Coord	Jan 13- Apr 13
13 of 16 teams with approved charter (cohort 2) apply for AZCSIP grant (81%)	Proj Dir	Feb 13
7 teams in cohort 2 awarded AZCSIP grant (54%)	Proj Dir	Apr 13
End of year data analysis of achievement (cohort 1 schools)	Eval Team	May 13
Cohort 1 schools do online Quality Standards Assessment	Dir Succ Ctr	May 13
23 members of cohort 3 submit charter application (80%) with at least 6 written for target areas	Proj Dir	July 13
13 of 16 cohort 2 teams open schools in 6-18 months of being approved (81%) with 6 opening in target areas	Proj Dir	Aug 13 or Aug 14
<b>After Grant Period</b>		
Write and disseminate final report on Charter Starter	Proj Dir	Aug 13
<b>Charter Starter is sustainable using fee-for-service</b>	Proj Dir	Sep 14
42 high quality schools from Charter Starter participants during the grant period will have opened a charter within 18 months of approval; 15+ in target areas.		Aug 15

**(vii) QUALITY OF THE PROJECT EVALUATION (20 points)**

The project will use objective performance measures such as qualitative survey and focus group data as well as quantitative measures of school quality and student achievement based on the three goals of the project and their related outputs and outcomes.

The project will review data quarterly that we collect on the quality of the resources the Association is producing, to allow for updating and improving the project materials. The project will also review progress on appropriate key milestones quarterly in order to make adjustments to timelines and expected outputs, remediate flaws, and ensure the project proceeds at an appropriate pace. These quarterly reviews will ultimately be reflected in yearly targets.

The Association has secured the services of Susan Miller Barker as an external evaluator. Barker will conduct baseline data analyses of quantitative schools and student performance data and qualitative reviews of Association charter starter workshop participant evaluations and materials. She will conduct formative evaluations in year 1 and 2 for progress monitoring and continuous improvement of the project. She will also produce year 1 and 2 final reports for the U.S. Dept. of Education. In year 3, Barker will conduct a summative evaluation that also includes quantitative school and student performance data, plus qualitative analysis of the Charter Starter products and services, and a year 3 final report for the U.S. Dept. of Education.

Barker is currently a principal associate at Shanahan Capital Ventures, LLC, and the senior associate at the National Association for Charter School Authorizers. She is well-qualified to serve as the evaluator. From 2006 through 2009, she was NACSA's Vice President for Research and Evaluation, leading NACSA's research, evaluation and accountability initiatives. Previously, she was chief program officer at the New York Charter Schools Association, associate commissioner of education for the Commonwealth of Massachusetts, and senior vice president and senior fellow at the State University of New York's Charter Schools Institute, where she led the development and implementation of the university's charter school research, evaluation and renewal activities as a statewide charter authorizer. She holds an Ed.M. from Harvard University's Graduate School of Education, where she has completed all doctoral coursework in administration, planning and social policy. (See résumé in appendix.) Evaluation is calculated at 9% of direct costs to ensure sufficient resources for a rigorous evaluation.

The Association's Vice President Rebecca Gau will also be monitoring the quarterly review of project outcomes and assisting in the design of data collection tools. Gau has authored several quantitative analyses of charter school authorizing and educational outcomes and has extensive experience in survey research. (See key personnel and résumé in appendix.)

More specifically, the project will collect data related to the timing and quality of outputs for the first goal, such as on-time production of the materials and user evaluation of the materials. Example outputs shown in Table 1 include the three levels of membership, charter application

submission and charter start-up grant submission.

The project will also collect data on the desired outcomes for the three goals (see Table 1), such as the number of new charters that open and that open in the target areas, the AZLEARNNS rating for new schools and new schools in target areas, and high quality leaders based on skills inventories, interviews, and observations.

<b>Table 1. Goals, Outputs and Outcomes of the Arizona Charter Starter Program</b>		
<b>Goal 1: Provide new charter schools to several targeted underserved areas with high poverty and low student achievement</b>	<b>Goal 2: Create high-quality charter schools in which students achieve at high levels</b>	<b>Goal 3: Develop a sustainable Charter Starter model that incorporates key indicators of a successful school leader and best practices for schools serving high percentages of low-income, Native American or Hispanic students</b>
<b>Outputs and Outcomes</b>	<b>Outcomes</b>	<b>Outcomes</b>
Participation in Basic Charter Developer Membership	Outperform schools founded by non-participants	Fully realized Charter Starter program
Participate in Midlevel New Charter Development Membership	Implement quality standards with fidelity	Indicators for successful charter leaders
Participate in Intensive Track Memberships	High student achievement in math	Best practices for schools serving high need students
Participants who submit charter applications (including in target area)	High student achievement in reading	Costs covered by revenue
Participant applications approved	Higher performance than three closest demographically similar neighboring schools	Published report
New charter schools open in target areas	High AZLEARNNS rating of schools	Percent of developer groups with approved charters
New charter schools open	Participation in Association as members	Number of new schools; number of students served
	Participation in the Association's Success Center	
	Subscription to Success Center Online	
	Make Adequate Yearly Progress	

Data will be collected throughout the project, starting with baseline data on the quantity and



quality of schools in the target areas, as well as the baseline skill level of the leaders when they enter the program. Table 2 shows that frequent check points will ensure that staff can address problems during the project to ensure ultimate success.

<b>Table 2: Progress Monitoring of Arizona Charter Starter Program</b>			
<b>Goal 1: Provide new charter schools to several targeted underserved areas with high poverty and low student achievement</b>			
	<b>When/how often evaluated</b>	<b>What we do based on evaluation</b>	<b>Remediation Plan if Annual Target Not Met</b>
<b>Outputs</b>			
Participation in Basic Charter Developer Membership	Quarterly/ Yearly	Determine if participation is too low	increase marketing efforts, evaluate targeted marketing to underserved populations for school leaders
Participate in Midlevel New Charter Development Membership	Quarterly/ Yearly	Determine if participation is too low	increase marketing efforts, evaluate targeted marketing to underserved populations for school leaders
Participate in Intensive track memberships	Quarterly/ Yearly	Determine if participation is too low	increase marketing efforts, evaluate targeted marketing to underserved populations for school leaders
Participants who submit charter applications (In target area)	Quarterly/ Yearly	Determine if developer groups are submitting at an appropriate rate	determine weak areas in quality of support to complete charter application; get feedback from participants; increase number of application reviews
<b>Outcomes</b>			
Participant applications approved	Years 2 and 3	Determine quality of development and application services	determine weak areas; get feedback from participants, get feedback from the ASBCS on their perception of quality; remediate areas of weakness by using alternate vendors or materials
New charter schools open in target areas	Year 3	Determine quality of start up services	determine weak areas through participant feedback; conduct location analysis
New charter schools open	Year 3	Determine quality of start up services	determine weak areas through participant feedback; conduct location analysis
<b>Goal 2: Create high-quality charter schools in which students achieve at high levels</b>			
	<b>When/How often evaluated</b>	<b>What we do based on evaluation</b>	<b>Remediation Plan if Annual Target Not Met</b>
<b>Outcomes</b>			



Outperform schools founded by non-participants	Quarterly/ Year 4	Determine value added of participation compared to non-participation	Get feedback from participants; research non-participants to determine baseline differences in leaders and schools; evaluate curriculum and instruction at lowest participant schools; evaluate curriculum and instructions modules of program
Implement quality standards with fidelity	Quarterly/ Year 3	Determine fidelity to quality standards across participants	Get feedback from participants; evaluate quality standards module; determine if curriculum is infused with quality standards at all levels
High student achievement in math	Quarterly/ Yearly	Determine if students are learning at a pace faster than their peers in other schools	Get participant feedback; evaluate quality of curriculum and instruction at schools that miss target; evaluate quality of curriculum and instructional modules of program
High student achievement in reading	Quarterly/ Yearly	Determine if students are learning at a pace faster than their peers in other schools	Get participant feedback; evaluate quality of curriculum and instruction at schools that miss target; evaluate quality of curriculum and instructional modules of program
Higher performance than three closest demographically similar neighboring schools	Year 4	Determine if the new schools has provided a quality alternative for students living in the target area	Get participant feedback; evaluate quality of curriculum and instruction at schools that miss target; evaluate quality of curriculum and instructional modules of program
High AZLEARNS rating of schools	October, Year 4	Determine if school quality is high	Get participant feedback; evaluate school curriculum and instruction; evaluate program curriculum and instructional models; evaluate other relevant program modules based on participant feedback
Participation in Association as members	Year 3	Determine perceived value of Association membership	Increase membership marketing effort as schools transition; get feedback from participants
Participation in the Association's Success Center	Year 3	Determine perceived value of Success Center	Increase Success Center marketing effort; get participant feedback
Subscription to Success Center Online	Year 3	Determine perceived value of Success Center	Increase Success Center Online marketing effort; get participant feedback

		Online	
Make federal Adequate Yearly Progress	Year 4	Determine if school quality is high	Get participant feedback; evaluate quality of curriculum and instruction at schools that miss target; evaluate quality of curriculum and instructional modules of program
<b>Goal 3: (National Significance) Develop a sustainable Charter Starter model that incorporates key indicators of a successful school leader and best practices for schools serving high percentages of low-income, Native American or Hispanic students</b>			
	<b>How often evaluated</b>	<b>What we do based on evaluation</b>	<b>Remediation Plan if Annual Target Not Met</b>
<b>Outcomes</b>			
Fully realized charter starter program	Year 5	Determine if fee structure is appropriate or marketing needs to change	Get participant feedback; determine market value of program; scale back or increase marketing
Indicators for successful charter leaders	Year 3	Draw conclusions if there is a "profile" of a successful new charter leader	Determine why not developed; examine possible indicators for trends that may be less clear; conclude that there are not key indicators (which is also an interesting finding)
Best practices for schools serving high need students	Year 3	Draw conclusions about most successful strategies for underserved populations	Determine why not developed; examine strategies to determine if there are new patterns and trends over time
Costs covered by revenue	Year 4	Determine if program is sustainable at current size and fee structure	Get participant feedback; conduct market analysis and current fee structure; change fee structure if needed
Published report	Year 3	Showcase a replicable, refined Charter Starter model and lessons learned	Determine cause of not being published; coordinate with evaluators and Association research team to determine obstacles and develop action plan to complete report.

Evaluation methods include online surveys, focus groups, telephone surveys, test score analysis, geographical analysis, and workshop evaluation forms. Table 3 shows the evaluation

tools that will be developed in the first quarter of the project, and yearly, to ensure that data collection occurs early and often.

<b>Table 3: Evaluation Tools</b>		
<b>Goal 1: Provide new charter schools to several targeted underserved areas with high poverty and low student achievement</b>		
	<b>Method of Evaluation (Measure)</b>	<b>Metric</b>
<b>Outputs</b>		
Participation in Basic Charter Developer Membership	Tally the number of groups that start in the program	Number of developer groups enrolled
Participate in Midlevel Charter Development Membership	Tally the number of groups that start in the program	Number of developer groups enrolled
Participate in Intensive track memberships	Tally the number of groups that start in the program	Number of developer groups enrolled
Participants who submit charter applications (in target area)	Tally number of Charter Starter developer groups that submit	% of developer groups that submit
<b>Outcomes</b>		
Participant applications approved	Tally number of developer groups with approved charters	% of developer groups with approved charters
New charter schools open in target areas	Tally number of schools opened by developer groups, and number of students they serve	Number of new schools; number of students served
New charter schools open	Tally number of schools opened by developer groups, and number of students they serve	Number of new schools; number of students served
<b>Goal 2: Create high-quality charter schools in which students achieve at high levels</b>		
	<b>Method of Evaluation (Measure)</b>	<b>Metric</b>
<b>Outcomes</b>		
Outperform schools founded by non-participants	Get % passing and graduation rate from ADE website, calculate median growth percentiles for appropriate grades	Performance of participant schools on % passing, median growth percentile & graduation rate vs. non-participant schools
Implement quality standards with fidelity	Conduct survey through Quality Standards Self Assessment Portal, scale is 0 to 3	Average score on self assessment
High student achievement in math	Calculate growth percentiles for the state for students in grades 3-8	School median student growth percentile
High student achievement in reading	Calculate growth percentiles for the state for students in grades 3-8	School median student growth percentile
Higher performance than three closest demographically similar neighboring schools	Use GIS mapping to determine matching schools; collect AZLEARNS, AYP and % passing	School median student growth percentile; % passing for Charter



	data from ADE, calculate growth percentiles	Starter school compared to match
High AZLEARNNS rating of schools	Look up AZLEARNNS rating on ADE website, range is A,B,C,D and F with A highest	% with high AZLEARNNS label A or B
Participation in Association as members	Tally participants who join Association	Percent of participants that join
Participation in the Association's Success Center	Tally Participants who use the Success Center	Percent of participants who use Success Center
Subscription to Success Center Online	Tally Participants who subscribe to the Success Center Online	Percent of participants who subscribe to Success Center Online
Make federal Adequate Yearly Progress	Look up AYP on ADE website	% that make AYP
<b>Goal 3: (National Significance) Develop a sustainable Charter Starter model that incorporates key indicators of a successful school leader and best practices for schools serving high percentages of low-income, Native American or Hispanic students</b>		
	<b>Method of Evaluation (Measure)</b>	<b>Metric</b>
<b>Outcomes</b>		
Fully realized charter starter program	Determine if fee-for-service program can continue to enroll similar numbers after grant period	Number of developer members in Year 5 (2 years after grant period)
Indicators for successful charter leaders	Determine if indicators and a profile developed	Indicators developed, yes or no
Best practices for schools serving high need students	Interview and visit successful schools based on % passing and median student growth percentile	Development of effective strategies and training tools
Costs covered by revenue	Calculate yearly costs and revenue	Costs minus revenue
Published report	Write and disseminate a report for national audience	Report written and disseminated, yes or no

To create the published report, data will be analyzed by comparing types of membership to desired outcomes; participant perception of quality compared to location and initial leadership skills inventory; change in skill level based on leadership skill inventory from baseline, through each year of the project; quality of the schools over time compared to participant perception of the quality of the program and participant use of program offerings. Ultimately, though, we want to know if the schools created from this program perform better than the options students otherwise would have had. We will do this through GIS mapping of the quality of established schools in the target area to the quality of the new schools after year 3, and beyond.

# Project Narrative

## Other

### Attachment 1:

Title: **AZ Charter Starter Appendices** Pages: **24** Uploaded File: **Arizona Charter Starter Appendices.pdf**



The Arizona Charter Starter Program  
Proposal for Grants for National Leadership Activities  
Appendices

Included:

1. Resumes/Curriculum Vitae

Andrew Collins, Project Director

Eileen Sigmund, Association CEO

Rebecca Gau, Association Vice-President

Kerry McConnell, Director of the Success Center

Cuyler Reid, Project Consultant

Michele Diamond, Project Consultant

Susan Miller Barker, External Evaluator

2. Proof of applicant's non-profit status (if applicable)

3. Additional Appendices

Letters of Support

Descriptions of Charter Starter Program Workshops



# ANDREW D. COLLINS

(b)(6)

## PROFESSIONAL EXPERIENCE:

6/09- Present      **Arizona Charter Schools Association**      Phoenix, AZ  
*Director of School Development*

- Design and implement all aspects of the Association's Charter Starter Program that provides trainings on elements of starting a high quality charter school, including curriculum and instructional design, special education, business/ financial management, and school accountability/governance.
- Recruit and develop leaders to open schools serving underprivileged students.
- Oversee \$250,000 start-up grant partnership program
- Work on financing options and solving facilities issues for charter schools
- Review and communicate quality standards and indicators for high quality schools
- Assist in development of Association trainings and modules for both member and prospective schools on academic and business topics.
- Foster relationships with key stakeholders, including other state charter support organizations, accreditation agencies, The State Board for Charter Schools, local school districts, Teach for America, The New Teacher Project, and local education foundations.

8/05- 5/09      **Teach for America**      Phoenix, AZ  
**Laveen Elementary School District**  
*Sixth Grade Teacher*

- Selected from a competitive field of outstanding college graduates to join a national corps committed to teach in low-income communities
- Analyzed assessment data and differentiate instruction in order to meet ambitious student achievement goals
- Managed the academic progress of over 80 students with various levels of ability
- Increased 6<sup>th</sup> grade math scores each year by over 10% from the previous year's performance
- Created district wide curriculum maps for 5<sup>th</sup> and 6<sup>th</sup> grade math.
- Led professional training workshops for 20-30 colleagues on best teaching practices
- Organized and led a first ever team of 10 students in a regional math competition
- Coached 6-8<sup>th</sup> grade boys basketball and served as Student Council Advisor

## EDUCATION:

8/01-5/05      **University of Arizona**      Tucson, AZ  
Eller College of Management

Bachelor of Science in Business Administration, *Major: Business Economics/Entrepreneurship*

- GPA: 3.98, *summa cum laude*
- Honors Distinction in a top five entrepreneurship program, May, 2005
- Wrote a comprehensive business plan for a technology concept

8/05-6/07      **Rio Salado College**      Tempe, AZ

- Completed a Teacher Certification Program

## TRAINING EXPERTISE:

Quality Standards for High Performing Schools  
Using Data to Drive Student Performance

Curriculum and Instructional Design  
Investing Students in Learning

## CERTIFICATES AND AWARDS:

AdvancED Quality Assurance Review Chair  
Excellence in Education Award, 2009  
Business Economics Outstanding Senior Award, 2005  
Dean of Student's Emerging Leader Award, 2004

Certified for Elementary Education  
Polaris Senior Award, 2005  
Marvin Fortman Leadership Award, 2005



(b)(6)

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# EILEEN B. SIGMUND

(b)(6)

eileen@azcharters.org

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## PROFESSIONAL HISTORY

Arizona Charter Schools Association    **CHIEF EXECUTIVE OFFICER**    6/2007-present

- The Association provides resources for quality and advocacy for choice for Arizona's 509 charter schools serving approximately 113,000 students. Eileen built and led the Association to raise student achievement through quality charter schools; tripled membership; formed an affordable health insurance trust for public schools as part of a portfolio of member services. Eileen maintains positive momentum in all Association programs to deliver effective advocacy, innovative research, and valuable resources.

Williams & Associates    **LOBBYIST**    11/2005-6/2007

- Liaison between clients and the Arizona legislature and the Governor's Office.

Sanders & Parks, P.C.    **ATTORNEY**    4/1999 – 11/2005

- Advocate on behalf of clients in all aspects of litigation before federal, state, and administrative courts. Analyze issues and formulate strategies for achieving client goals. Negotiate client positions during hearings, mediations, arbitrations, and settlement conferences. Prepare persuasive motions. Conduct opening, direct examination, cross-examination, and closing argument before juries. Represent clients in civil rights, product liability, construction defect, education, and general insurance defense issues.

Maricopa County Attorney's Office    **ATTORNEY**    9/1995 – 4/1999

- Represented the State of Arizona in felony jury trials with a focus on prosecution of child homicides including shaken baby syndrome cases and domestic violence crimes.

USA Today/Gannett, Arlington, VA    **JOURNALIST**    9/1989 – 1/1990

- Wrote current event news articles for various sections of USA TODAY and Gannett News Service.

News-Press/Gannett, Fort Myers, FL    **JOURNALIST**    11/1987 – 5/1991

- Covered breaking news for daily newspaper. Wrote daily stories, monthly columns, and feature items.

## EDUCATION

**Juris Doctor Degree**, Top Third, Columbus School of Law, Catholic University, Washington, D.C., 1994

- Lead attorney on national civil trial advocacy team

**Bachelor of Science, Cum Laude**, Virginia Commonwealth University, Richmond, VA, 1987

- Awarded several journalism scholarships and honors

## PERSONAL

- Admitted to practice law in Arizona and Virginia
- Bicycled from Seattle to New Jersey to raise money for charity





**Rebecca Gau**  
**Vice President**

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## **Professional Experience**

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### **Vice President**

*Arizona Charter Schools Association*

*July 2007 - Present*

- Provide strategic planning, business development, and evaluation of Success Center and Success Center Online – the (formerly the Association’s Research and School Quality division) with the goal to improve the quality of public education in Arizona
- Manage and conduct technical assistance and professional development for schools
- Conduct original research and data analysis regarding the effects of charter schools on student achievement
- Conduct original research in best practices for education
- Assist the President/CEO in overall management of a non-profit organization, including fundraising, business strategy, and human resources

### **Associate Faculty**

*Arizona State University, Tempe, Arizona*

*January 2005 – December 2008*

- Taught undergraduate statistics for social science in the School of Public Affairs (PAF 401)

### **Principal Researcher**

*Goal One Research, Mesa, Arizona*

*August 2004 – December 2008*

- Conducted original data collection, surveys and statistical analysis using Excel, SPSS and JMP software for education topics
- Managed data analysis and outside researchers for large projects
- Planned research projects
- Solicited clients, write research project proposals, manage budgets

### **Faculty**

*Western International University, Phoenix, Arizona*

*November 2003 – December 2008*

- Taught graduate level classes in research methods (RES 600, 601, 603 and LDR 631)
- Taught undergraduate class in statistics and quantitative decision making (RES 311)
- Taught undergraduate class in behavioral science research methods and statistics (RES 321)
- Taught both undergraduate and graduate classes on-line

### **Senior Management Research Analyst**

*The Morrison Institute for Public Policy, Tempe, Arizona*

*April 1999 – August 2004*

- Conducted original research through data collection, surveys and statistical analysis using Excel, SPSS and SAS software for education topics
- Researched legislation and conduct interviews to write reports
- Managed data analysis and outside researchers for large project

7500 N. Dreamy Draw Drive, Suite 220  
Phoenix, AZ 85020  
Phn: 602.944.0644 Fax: 602.680.5743  
Website: [www.azcharters.org](http://www.azcharters.org)

**Change Management Analyst**

*Andersen Consulting, Raleigh, North Carolina*

*May 1998 – March 1999*

- Created manuals and training tools for clients' employees
- Designed communication packets for government agencies to use in promoting change within other departments, and to respond to public inquiries related to Y2K issues

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**Intern Assignments**

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**Research Assistant**

*Thomas B. Fordham Foundation, Washington D.C.*

*May 1997 – August 1997*

- Conducted research and analysis as needed for this education "think-tank"
- Evaluated federal categorical spending in charter schools
- Compiled and edited *Selected Readings on School Reform*

**Research Assistant**

*Congressional House Wednesday Group, 103<sup>rd</sup> Congress*

*May 1993 – September 1993*

- Researched education reform proposals and education bills in Congress
- Published a paper on Education Reform for the reauthorization of the Elementary & Secondary Education Act (ESEA) that was used by House members

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**Education and Credentials**

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**Master of Public Policy**

**1998**

*Duke University, Durham, North Carolina*

- Coursework in education policy, program evaluation, and statistics
- Activities included teaching assistant and research assistant, student council representative
- Volunteered with Durham County Public Schools

**Graduate coursework, Policy Analysis**

**1995**

*University of North Carolina – Chapel Hill, Chapel Hill, North Carolina*

**Bachelor of Arts, English & Broadcast Journalism**

**1993**

*University of North Carolina – Greensboro, Greensboro, North Carolina*

- Double major in English and Broadcast Journalism
- Coursework in literary criticism, professional writing and editing, Russian
- Activities included General Manager, WUAG-FM and a writer for Coraddi Fine Arts Magazine
- Volunteered with TEEACH and Reading Connection

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**Publications**

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*Success Measured: Four Foundational Elements of Student-Level Growth, Arizona Charter Schools Association, August 2008. <http://www.azcharters.org/docs/SuccessMeasuredHiRes.pdf>*



"Chapter 14: Why Certified Teachers Aren't in the Classroom" *Charter Schools and Education Reform, First Edition*, Scarecrow Press, an imprint of Rowan & Littlefield Education, May 2006.

*Beat the Odds: Why some schools are successful for Latino students and others are not.* Center for the Future of Arizona and Morrison Institute for Public Policy, May 2006.

*Trends in Charter School Authorizing.* Thomas B. Fordham Institute, May 2006.

"Chapter 5: Phoenix: Dealing With Fast Growth." *Sunbelt/Frostbelt: Public Policies and Market Forces in Metropolitan Development*, Brookings Institution Press, Washington D.C. 2005

Co-author with Louann Bierlein-Palmer. "Charter School Authorizing: Policy Implications from a National Study." *Phi Delta Kappan*, January 2005, Volume 86 Number 5 p 352.

*Charter School Authorizing: Are States Making the Grade?* Thomas B. Fordham Institute, June 2003. (co-author with Louann-Bierlein Palmer)

"Why Certified Teachers Aren't in the Classroom." *NCSC Review*, April 2003, Volume 1 Number 2.

"Is There a Teacher Shortage?" *National Charter School Clearinghouse News*, February 2003, Volume 2 Number 3.

*Is there a Teacher Shortage in Arizona? Teacher Demand and Supply.* Morrison Institute for Public Policy, January 2003.

*Arizona's Workforce Development System: Update and Impact of the Workforce Investment Act of 1998* (policy brief). Morrison Institute for Public Policy, 2002.

*A School-to-Work System for Arizona: Final Evaluation of the State and Federal Initiative.* Morrison Institute for Public Policy, 2001.

*Education is Overlooked as an Effective Growth-Management Tool.* The Arizona Republic, December 5, 2000.

*Hits and Misses: Fast Growth in Metropolitan Phoenix.* Morrison Institute for Public Policy, 2000. (Co-author).

*Issues in Brief: The Workforce Investment Act of 1998 and Arizona's Workforce Development System.* Morrison Institute for Public Policy, February 2000.

Co-author with Chester E. Finn, Jr. "New Ways of Education." *The Public Interest*, Winter 1998, Number 130 p. 79. Reprinted in *Annual Editions: Education 99/00*. Fred Schultz, Editor. Duskin McGraw-Hill.

Editor, *Selected Readings on School Reform.* The Thomas B. Fordham Foundation, Summer 1997, Vol.1, No. 2.



Kerry McConnell, M.S.

(b)(6)

**Skills**

- Familiar with advanced statistical analysis techniques and SPSS
- Strong presentation and communication skills
- Able to manage multiple projects and people effectively
- Extensive computer skills including experience with multiple operating systems, databases, and programming languages

**Education**

2004 – 2008	University of Pittsburgh Pittsburgh, PA	M.S. in Cognitive Psychology
2000 – 2004	University of Illinois Urbana-Champaign, IL	B.S. in Computer Science B.S. in Psychology

**Job History**

4/2010 - Present	Director of Success Center
4/2009 - 4/2010	Success Center Coordinator
Arizona Charter Schools Association Phoenix, AZ	

**Duties:**

- Analysis of state-wide and school-level data
- Creating materials for school workshops
- Coordination of Success Center Online efforts

1/2008 - 3/2009	Programmer I
CXT Software	Phoenix, AZ

**Duties:**

- Assisting with customer support
- Developing custom programming for customer needs
- Developing and testing new features and applications

9/2007 – 12/2007	Teaching Fellowship (TF) for Cognitive Psychology Laboratory
University of Pittsburgh Pittsburgh, PA	

**Taught undergraduates:**

- Experimental design
- Subject selection and interaction protocols
- Proper selection of statistics for analysis
- Interpretation of results
- Writing up experimental results for submission to journals
- Presentation of experimental results for peers
- Writing experimental proposals (for grants)

9/2004 – 12/2007	Graduate Student Researcher (GSR)
University of Pittsburgh Pittsburgh, PA	



Duties:

- Experimental design and protocols
- Communication with IRB (Internal Review Board)
- Reserving lab space and scheduling participants
- Participant intake and debriefing
- Analyzing data and formatting to presentation
- Writing up results for submission to scientific journals
- Presenting results at national and international conferences
- Programming experiments and designing stimuli
- Training and supervising undergraduate RAs
- Assisting with grant proposals

9/2003 – 5/2004    Lab Manager  
University of Illinois    Urbana-Champaign, IL

Duties:

- Coordinating use of limited space for multiple studies
- Scheduling participants, participant intake and debriefing
- Analyzing data
- Tracking subject paperwork
- Tracking, stocking and ordering lab supplies
- Maintaining small lab computer network
- Writing and altering programs for data analysis and stimuli presentation

\* CV with list of publications and presentations available upon request.



# CUYLER REID

(b)(6)

## LEADERSHIP EXPERIENCE

### **Executive:**

- ◆ Created the vision of Pioneer Preparatory: a Challenge Foundation Academy
- ◆ Developer and Co-founder – Valley Academy charter school
- ◆ Developer and co-founder - Questors' Preschool
- ◆ Six years of business and intergovernmental negotiation and liaison experience
- ◆ Organizer - Arizona Charter School Association
- ◆ Planner and developer - Wickenburg's first Summer Recreation Program

### **Administrative:**

- ◆ Community Liaison, Leadership for Educational Entrepreneurs - a federally funded graduate program designed for charter operators - combining College of Education and School of Business courses
  - ◆ Participant in initial and on-going planning and development of program
  - ◆ Plan and implement local and off-site events, including forums and seminars with nationally renowned speakers
  - ◆ Co presenter at state and national conferences
  - ◆ Community liaison at local and national levels, including developing an advisory board of national reputation
  - ◆ Tracked and evaluated student performance and course effectiveness
  - ◆ Developed rubrics for student selection
- ◆ Administrator Valley Academy 1996-2000
  - ◆ Developed
    - ◆ Business Pro Forma to analyze new business ventures
    - ◆ Policies and procedures to meet federal, State, and legal requirements
    - ◆ Human Resources department and attendant operational procedures
    - ◆ Personnel manual for non-profit educational organization
  - ◆ Performed and analyzed market and personnel surveys
  - ◆ Performed and analyzed task and productivity tracking
  - ◆ Wrote, administered, and monitored contracts, and private and government grants
  - ◆ Responsible for organizational, State, and Federal compliance issues
  - ◆ Major agent in strategic planning, budget preparation and implementation
  - ◆ Established Special Education program and extra-curricular activities program
  - ◆ Evaluated and recommended benefits to meet employee needs and budget constraints
  - ◆ Planned and implemented organization-wide communication system
  - ◆ Developed and implemented marketing strategies
  - ◆ Mediated to resolve internal and external conflicts
  - ◆ Performed, organized, and coordinated seminars and tours for employees and foreign dignitaries

### **Author and Editor:**

- ◆ Compiled and authored two complete charter applications and business plans for two others – all were approved
- ◆ Wrote funded grants totaling over one million dollars
- ◆ Developed business and technology plans and aligned curriculum to state standards for charter applicants
- ◆ Authored or gave editorial approval for and issued all marketing, public relations, and publications - school-wide, and external for Valley Academy
- ◆ Authored *Extra Credit* and *Bellwether*, monthly newsletters, for the Goldwater Institute
- ◆ Developed employee and volunteer manuals for non-profit educational organization
- ◆ Participated in developing and writing Exit Outcomes to align a K-12 curriculum for one of Arizona's largest unified school districts
- ◆ Produced publicity documents: Valley Academy, Educational Technology Consultants, Alino Schools, Scholarship Research Group, Threading Thought.



- ◆ Developed and wrote, K-3 lesson plans, activities, and teachers' guides for computer based interactive learning emphasizing remedial thinking skills, Educational Management Group

#### **Instructor:**

- ◆ Developed and presented workshops on Open Meeting laws
- ◆ Planned / implemented individualized lessons, Questors' Preschool
- ◆ Developed and presented literature based craft classes and exploratory learning classes, Wickenburg Community Services Department and Summer Recreation Program.
- ◆ Planned / presented literature, grammar, writing, & career development classes, Grades 9-12, Canyon del Oro S.H.S., Amphitheater School District, Tucson, AZ.
- ◆ Planned / presented language arts classes, Ruckel J.H.S., Niceville, Florida

#### **Volunteer:**

- ◆ Exit Outcome Committee, Deer Valley Unified School District
- ◆ Strategic Planning Committee, Deer Valley Unified School District
- ◆ Campus Improvement Team, (site based school management) Deer Valley High School
- ◆ Best Bets Committee, (curriculum evaluation), Wickenburg School District
- ◆ Long Range Planning Committee, sub-committee "Curriculum", Wickenburg USD

#### **Boards, Offices, & Honors**

- ◆ Board of Directors, Valley Academy, Inc., 1994 – Present, *Founder, Secretary 4 years, President 1 year*
- ◆ Board of Directors, Arizona Parent Choice Coalition, 2008 to present
- ◆ Board of Directors, Arizona Charter Schools Association, 1998 – 2007, *Founding member, Treasurer, Secretary, President*
- ◆ Member, Superintendent Horne's Charter School Advisory Council
- ◆ Board of Directors, Venture Academy, 2001- 2002
- ◆ Participant research to verify Kolbe Conations
- ◆ Elected Member: Women's Judiciary and Supreme Court, Florida State University.

### **PROFESSIONAL STRENGTHS**

#### **Conceptual:**

- ◆ A unique blending of entrepreneurial spirit with respect for the rules and conventions of business and government
- ◆ Creative problem solving based on outside-the-box thinking, strong listening skills, effective team work, good research
- ◆ Partnership development to leverage resources

#### **Operational:**

- ◆ Positive can-do attitude
- ◆ Strong analytical skills
- ◆ Communication –
  - ◆ Use written and spoken language to: inform, reach agreements, establish opportunities, and confirm compliance
  - ◆ Use visuals to clarify and grab attention: prepare documents with Microsoft Word, chart and graph with Excel, create newsletters, brochures, and ads with Publisher
- ◆ Systems orientation

#### **Interpersonal:**

- ◆ Motivator and Team builder
- ◆ Mediator
  - ◆ Work with employees to settle grievances and/or establish positive attitudes
  - ◆ Counsel parents & students in educational choices
  - ◆ Collaborate with attorneys to settle issues at a pre-court level

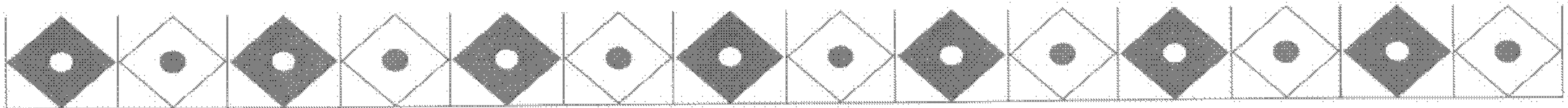
### **EDUCATION**

Florida State University, B. S. Ed. Major English  
Seminar and Course work: Interest Based Bargaining, Action Research,  
Human Resource Management, Learning Styles, Rubric Assessments, and Board Development

Cuyler Reid / pg. 2

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# RESUME

**Michele Diamond, Chief Executive Officer  
Diamond Financial Solutions, LLC**

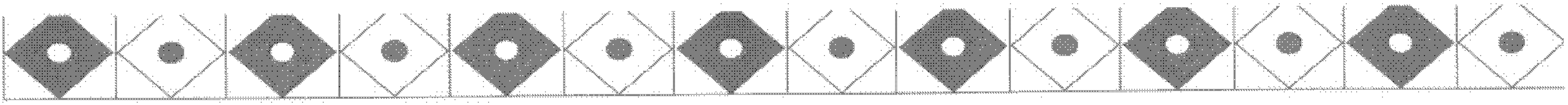
## Education:

- 1994 Masters Degree in Public Administration (MPA)  
Indiana University
- 1987 Bachelor of Arts Degree  
International Studies  
University of South Florida
- 1981-1984 Private, Commercial, Instrument, Multi-engine and  
Flight Instructor Pilot Licenses

## Work Experience:

- July 2007 – Present
- Chief Executive Officer and Founder**  
*Diamond Financial Solutions, LLC*  
Provide high quality financial and operational consulting and contracting services to charter schools and affiliated organizations including:
- Full service and customized financial/accounting services
  - Consulting services including performance reviews, pre-audit compliance evaluations, strategic planning and modeling, application and start up services
  - Attendance reporting services
  - Facility financing assistance
- December 2002 – June 2007
- Director of Government and Financial Affairs**  
*Arizona State Board for Charter Schools*  
Responsible for overseeing the financial accountability and compliance of charter schools and promoting the Charter Board's legislative agenda. Duties included:
- Analyzing financial statements and recommending appropriate oversight action to the Executive Director





- Monitoring the Charter Board's budget and assisting the Executive Director on agency related financial decisions.
- Assisting in the development of Charter Board policy
- Interpreting federal, state and local laws and regulations applicable to charter schools
- Giving presentations to the Charter Board and legislative committees on charter school related issues
- Tracking and lobbying for legislation that affects charter schools and the Charter Board
- Developing and maintaining relationships with the Legislature, municipalities and other governmental entities to promote school choice
- Providing technical assistance to charter schools, particularly as it relates to the Uniform System of Financial Records for Charter Schools (USFRCS), generally accepted accounting principles and state procurement laws.

1994-2002

**Senior Performance Auditor**

*Arizona Office of the Auditor General (OAG)*

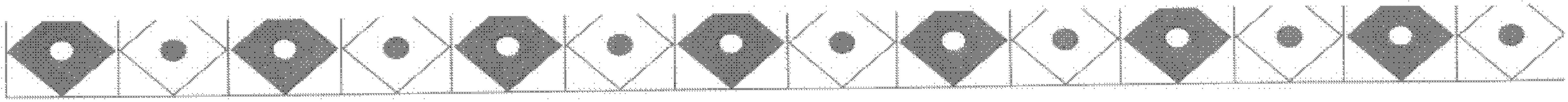
Responsible for leading performance audits of state agencies to determine if they are operating efficiently and effectively. Supervise the research and writing of a team of auditors, plan, budget and allocate workload to ensure deadlines are met, ensure adherence to government auditing standards, review and write reports for the Legislature and agency management containing recommendations to improve agency operations. Brief legislators on report content and give presentations during legislative hearings.

1999 Legislative Session

**Legislative Liaison**

*Arizona State Senate (temporary assignment)*

Served as a liaison between the Office of the Auditor General and the State Senate research staff. Assisted staff in researching various issues and writing bill summaries. Attended hearings, tracked bills and briefed the Director of Performance Audit and the Deputy Auditor general on legislative matters affecting the OAG.



**Other Related Experience**

September 2009 to Present

**Board of Directors**  
*Arizona Central Credit Union*

March 2006-August 2008

**Audit Committee Member**  
*Arizona Central Credit Union*

Served as a member of the Audit Committee that was responsible for ensuring that the Board of Directors was safeguarding the organization's assets and that management complied with their policies and procedures. Specific duties included reviewing internal controls, working with internal and external auditors and federal examiners, reviewing financial statements and audit findings to ensure all deficiencies were corrected.



# Susan Miller Barker

(b)(6)

## Experience

### Current

#### Senior Associate

#### National Association of Charter School Authorizers

- Implementation of NACSA's Authorizer Evaluation Protocol and Reporting;
- Design and implementation of The Fund for Authorizing Excellence at NACSA;
- Principal author for NACSA's upcoming State of Charter School Authorizing 2009; and,
- Development of NACSA's Case Study resource tools.

### Principal

#### Shanahan Capital Ventures, LLC.

- Strategic planning and analysis in education, healthcare education and facilities financing
- Business plan development for dynamic research firms in education and healthcare
- Systems design and implementation for local school districts, schools, state departments of education and institutes of higher learning (client list available)

### Vice President for Research & Evaluation

#### National Association of Charter School Authorizers

July 2006 – December 2009

- Responsible for design and implementation of NACSA's research and evaluation agenda
- Architect of NACSA's Charter Authorizer Standards & Evaluation project
- Leader in NACSA's Priority States Initiative working with state education departments, state authorizer associations, and individual authorizers to improve quality authorizing practices around the country
- Lead NACSA's work in national federal U.S. Department of Education Leadership grant activities creating national consensus and indicators, measures and metrics of academic and organizational quality
- Responsible for development and implementation of authorizer database funded by the Bill and Melinda Gates Foundation

### Chief Program Officer

#### New York Charter Schools Association (NYCSA)

July 2005 – October 2006

- Created NYCSA's 5 year strategic plan outlining advocacy and regulatory assistance work associated with increasing the number of charter schools available across the state
- Leading the creation of regulatory and accountability guidance development for all charters across the state of New York
- Author of over \$1,000,000 in winning grant proposals for the Association and member schools



- Lead design of member school assistance services and their implementation that includes budget, regulatory, governance, instruction and accountability work

**Senior Vice President & Senior Fellow  
Charter Schools Institute, State University of New York  
August 2001 – June 2005**

- Chief research fellow for New York State's most active charter school authorizer.
- Responsible for design & implementation of State University of New York charter renewal process
- Lead staff analysis relating to charter school application process, the granting & monitoring of charters, and charter renewal process for the State University of New York's 34 charter schools
- Responsible to State University Board of Trustees and SUNY Research foundation in leading the design & implementation of State University of New York charter school policy especially in the area of charter renewal
- Authored New York State's winning 15 million dollar federal Public Charter School Program grant. Responsible for the grant's policy design and ongoing implementation
- Track and analyze education and charter related research & legislative initiatives in New York State Senate & Assembly meeting with members to present facts and analysis on charter related issues
- Prepare & deliver briefs for the governor's executive staff on New York State charter initiative progress, research, legislative impact, and issues surrounding charter granting and renewal
- Lead 12 member Charter Schools Institute Staff based in Albany, New York
- Presenter at National Charter School Authorizer's conference (2003, 2004) addressing accountability, charter research, and the tension between authorizers' dual roles of monitor and advocate for charter schools
- Authored and presented "Building Toward Renewal!" at New York State charter conferences (2002-present) and to individual charter school boards of trustees to assist schools in presenting evidence necessary for successful charter renewal
- Presenter at national, regional and state wide forums on research, accountability design, data gathering and analysis

**Massachusetts Associate Commissioner of Education for Charter Schools  
January 2000 - August 2001**

- Lead all areas relating to Massachusetts charter schools, a vital component of the Commonwealth's aggressive education reform package.
- Set forth policy and accountability for Massachusetts charter school initiative
- Responsible for fiscal, organizational, and educational oversight of this hundred million dollar initiative state wide
- Direct the state's charter school office, administer state charter grants and the 12 million dollar federal Charter School Assistance Program totaling over ten million dollars in federal support for Massachusetts' 41 charter schools
- Key contact for legislators, Board of Education, Governor's office, local politicians, parents, community members charter school operators and Boards of Trustees
- Responsible for implementation of nationally recognized charter school accountability model, analyzing charter performance from charter granting to renewal
- Member Massachusetts Department of Education Senior Staff
- Founding Member National Association of Charter School Authorizers

**Harvard University Graduate School of Education, Cambridge, Massachusetts  
Doctoral Candidate in Administration, Planning and Social Policy  
July 1997 - January 2000**



- Research surrounding K-12 educational governance and school based conceptions of accountability
- Served for six months (July 1998- January 1999) as Executive Intern Superintendent in Charlotte, North Carolina, reporting to the Superintendent in Harvard's Urban Superintendents Program internship experience as final component of pre-dissertation work.
- Served as Policy Administrator for the Board of Trustees, responsible for design and leading administrative team in the implementation of a comprehensive board policy revision
- Provided organizational analysis for the Superintendent and designed district strategic plan for organizational restructuring
- Worked with Superintendent and Director of Finance to develop board budget proposal
- Lead Inspector, Massachusetts Charter School Accountability Initiative
- Served on five charter school inspection teams, leading two teams in inspection based on the British School Inspection model. Provided comprehensive written reports to the Massachusetts State Board of Education to assist in their charter renewal decision-making process

### **Hudson Institute, Public Policy Research Organization**

#### **Assistant Director, Modern Red Schoolhouse Project**

**1993-1997**

- Responsible for implementation of a comprehensive, nation wide, school reform project focused on rigorous academic standards
- Designed program implementation and oversight in urban areas including New York City, Miami, Philadelphia, Memphis, Indianapolis, and San Antonio.
- Responsible for management and distribution of funds in excess of 3 million dollars
- Researched current educational trends and effective instructional strategies
- Lead strategic planning teams for program design and delivery
- Analyzed student performance, academic standards, and curriculum
- Lead national faculty and project staff in development and delivery of integrated standards driven curriculum, effective assessments, utilization of distributive networks, instructional media, instructional management systems, and community involvement programs
- Directed project staff and national faculty in creation of training and marketing publications
- Analysis and oversight on purchase, installation, and training on distributive networks, multimedia hardware, and instructional & curriculum management software.
- Directed annual summer institute providing development to 300 educators nation wide
- Speaker and Butler University visiting lecturer on educational policy and school reform
- Provided technical assistance to New York State Department of Education on technology and early childhood standards development
- Promoted from Coordinator of Elementary Programs to Assistant Director of the Modern Red Schoolhouse Project, 1994.

### **Discovery Science and Technology Magnet, Indianapolis, Indiana**

#### **Classroom Teacher and Technology Coordinator**

**1986-1992**

- Responsible for classroom instruction, technology implementation, and grade level integration of curriculum around science themes in a nationally acclaimed public elementary school
- In a collegial team based environment, developed and implemented an articulated curriculum integrating all subject areas around science themes
- Leader of School Improvement Team, Performance Based Accreditation Teams, Indian Creek Indiana 2000 initiative Chair, Arts in Education program coordinator, Local and Regional Media Fair Director, Special Education Inclusion Classroom teacher, French Back to Back international student exchange teacher, Indiana Mentor teacher
- Technology coordinator providing installation oversight and professional development on distributive networks, integration of multimedia and curriculum, productivity and publishing software

- Excellence in Education Award 1990

**Hallinan Elementary School, Lake Oswego, Oregon  
Classroom Teacher, Gifted and Talented Coordinator**

**1984-1986**

- Implemented first school wide multiage gifted and talented program for students aged 6 to 9
- Developed high level of parental involvement in classrooms

**Additional Activities**

- Guest Lecturer, Columbia University Teachers College 2006, 2007
- Visiting Faculty Member, New Leaders for New Schools Summer 2002 and 2004
- National conference planning committee, Federal Charter Schools Planning Board, Washington, DC, March 2002
- Lead Grant Evaluator, Federal Charter Schools Facilities Financing Program, Washington, DC, April 2002
- Planning Committee Member & Presenter, National Charter School Authorizers Spring 2003 conference, April 2003, Alexandria, Virginia
- Visiting Faculty Member, Butler University, "Standards & School Reform in the Elementary Classroom," Spring, 1997

**Education**

Harvard Graduate School of Education  
Cambridge, Massachusetts  
ABD in Administration, Planning and Social Policy  
M.Ed. June 1998  
Roderick MacDougall Award Fellowship 1997-1998  
Edward Meade Fellow 1999

Indiana University School of Education  
Bloomington, Indiana  
M.S. Elementary Education, 1989  
B.S. Elementary Education, 1984  
Computer Endorsement  
Member Indiana University Student Foundation Steering Committee  
Director, I.U. Sing, 1984, Elkhart Civic Theatre Scholarship, 1983



**Internal Revenue Service**

**Date:** May 31, 2007

THE ARIZONA CHARTER SCHOOLS  
ASSOCIATION  
% MARGARET ROUSH MEIER  
7500 DREAMY DRAW  
SUITE 220  
PHOENIX, AZ 85020

**Department of the Treasury**  
**P. O. Box 2508**  
**Cincinnati, OH 45201**

**Person to Contact:**

Ms. Lewis 17-56983  
Customer Service Representative

**Toll Free Telephone Number:**

877-829-5500

**Federal Identification Number:**

86-0791960

Dear Sir or Madam:

This is in response to your request of May 31, 2007, regarding your organization's tax-exempt status. We have updated our records to reflect the address change as indicated above.

In December 1995 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 section 509(a)(2) of the Internal Revenue Code.

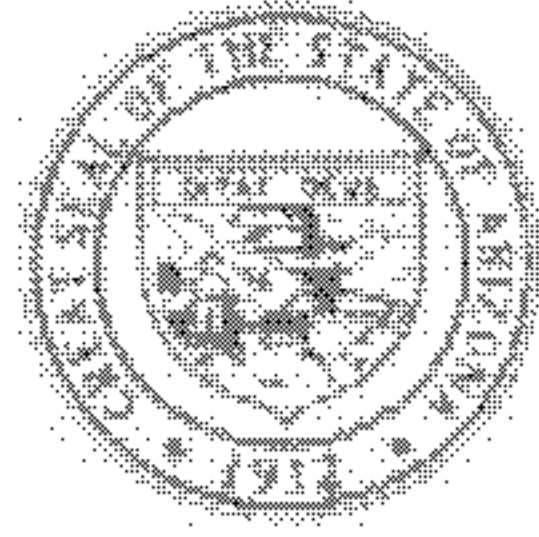
Our records indicate that contributions to your organization are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Michele M. Sullivan, Oper. Mgr.  
Accounts Management Operations 1



State of Arizona  
Department of Education

**Tom Horne**  
Superintendent of  
Public Instruction

May 13, 2010

Mr. Richard Payton  
Charter Schools Program  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202-5970

Dear Mr. Payton:

This letter is written in support of the Arizona Charter Schools Association's proposal to launch a comprehensive charter program to instruct potential leaders on the criteria needed to open quality charter schools.

I have been very impressed with the quality of the educational programs that are provided by the Association to the charter school leaders, governing boards, and teachers. The Arizona Charter Schools Association works diligently to provide support and valuable education to charter school leaders so that they can operate successful and highly qualified public charter schools that will enable students to achieve at their highest potential.

I have a great deal of confidence in the Association and its staff and encourage you to consider the Association's grant application. If I can be of further assistance to you in any way, please contact me.

Sincerely,

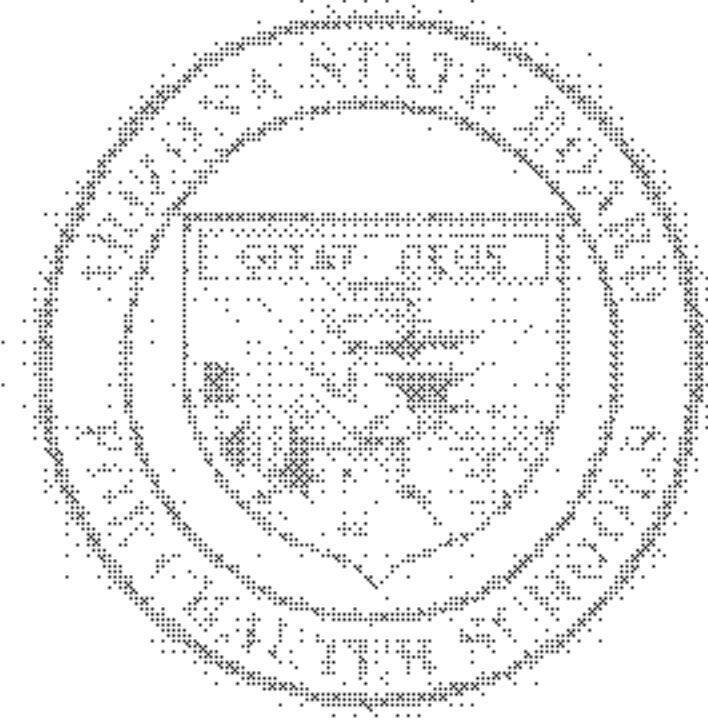
A handwritten signature in cursive script that reads "Karen Butterfield".

Karen Butterfield  
Associate Superintendent of Academic Achievement



Arizona State Board for Charter Schools

1700 W. Washington Street, Room 164  
Phoenix, AZ 85007



Phone: (602) 364-3080  
Fax: (602) 364-3089

May 10, 2010

Mr. Richard Payton  
Charter Schools Program  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202-5970

Dear Mr. Payton:

As President of the Board for the Arizona State Board for Charter Schools, I wholeheartedly support the Arizona Charter Schools Association's proposal to launch a comprehensive charter program to instruct potential leaders on the criteria needed to open quality charter schools.

The Association is very successful in working with the charter school leaders in Arizona to provide them with educational workshops, seminars, and conferences so that they can continue to improve the quality of charter schools in Arizona. The goal of the Association is to improve student achievement in all charter schools and, in particular, those in low income areas that have low performing schools.

I recommend that you seriously consider the Association's grant application.

Sincerely,

A handwritten signature in black ink, appearing to read "Norm Butler", with a large, stylized flourish extending to the left.

Norm Butler  
President, Arizona State Board for Charter Schools

*"To foster accountability in charter schools, which will improve student achievement through market choice."*

Arizona State Board for Charter Schools

1700 W. Washington Street, Room 164  
Phoenix, AZ 85007



Phone: (602) 364-3080  
Fax: (602) 364-3089

May 10, 2010

Mr. Richard Payton  
Charter Schools Program  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202-5970

Dear Mr. Payton:

I am pleased to support the Arizona Charter Schools Association's proposal to launch a comprehensive charter program to instruct potential leaders on the criteria needed to open quality charter schools.

The State Board for Charter Schools is appreciative and supportive of the many workshops, conferences, and seminars provided by the Association that have been very valuable to charter school leaders and teachers in their efforts to raise student achievement. The Board is also supportive of the Association's charter starter program. Their efforts to educate applicants in the planning and development required to successfully open high quality charter schools that will benefit Arizona students and raise student achievement is fundamental and consistent with the Board's efforts to approve only those applications submitted by qualified applicants that have demonstrated a quality implementable plan.

As the authorizer for charter schools in Arizona, we are confident the Association's charter starter program will develop well-qualified and successful charter school leaders. I would ask that you give careful consideration to the Association's grant application. If I can be of further assistance to you in any way, please contact me.

Sincerely,

A handwritten signature in cursive script that reads "DeAnna Rowe".

DeAnna Rowe  
Executive Director

*"To foster accountability in charter schools, which will improve student achievement through market choice."*



WALTON FAMILY  
FOUNDATION

1000 North Central Expressway, Suite 1000, Phoenix, AZ 85004

May 13, 2010

Mr. Richard Payton  
Charter Schools Program  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202-5970

Dear Mr. Payton:

The Walton Family Foundation supports the Arizona Charter Schools Association's launch of a comprehensive charter program to instruct potential leaders about what is necessary to open a high quality public charter school.

The Foundation supports the creation of public charters by providing grants to school developers as they launch new schools and has partnered with the Arizona Charter Schools Association to provide grants to high quality leaders. Grantees are school developers who primarily serve low-income children in the Phoenix-metro area and demonstrate the capacity to dramatically raise student achievement.

The goal of the Arizona Charter Schools Association's charter starter program is to support the start up of high quality charter schools in Arizona, in particular targeted low-income geographic areas that have a significant number of low performing schools, so both programs are well aligned to serve students.

Our partnership with the Association provides confidence that the charter starter program will be successful in developing effective, knowledgeable public charter school leaders.

Sincerely,



Kellie O'Keefe  
Senior Program Officer

WALTON FAMILY FOUNDATION  
1000 North Central Expressway, Suite 1000, Phoenix, AZ 85004  
Phone: 602.998.1100 Fax: 602.998.1101  
www.waltonfamilyfoundation.org

## Arizona Charter Starter Program

### Weekend Workshop Series of Trainings:

#### Getting Started

#### **Overview Webinar** –*offered monthly from September through December*

This free webinar will discuss a brief history and understanding of charter schools in Arizona, the process overview for starting a charter school, and the resources available for charter school development, including details on the Association's Charter Starter Program and available grant opportunities.

#### **Session 1: Charter Starter 101: Starting the Journey**

This training includes a Q&A session with a panel of current charter operators, an overview of all the components that lie ahead, and a guided workshop to refine the school mission and vision. Participants will leave this workshop with an insight into the charter community, working knowledge of the elements of starting and operating a charter school, and a completed mission statement.

#### **Session 2: Organizational and Legal Structure**

This workshop address who can apply for a charter (LLC, Partnership, Corporation, Sole Proprietorship, etc.), the benefits and costs of starting as a for-profit vs. a non-profit, how to file for corporate and 501c3 status, IRS concerns regarding management contracts, and other legal concerns to consider while in the development stage. The workshop will also address issues related to organizational structure, including structuring for governance and accountability.

#### **Building your Educational Program**

#### **Session 3: Curriculum Design and Implementation**

This workshop will help a developing team understand their responsibility as a public charter school, understand the process for developing curriculum, and articulate an academic program specific to the population served.

#### **Session 4: Program Accountability and Performance Management**

This training will guide teams in how to set goals and measure success. It will focus on the use of assessments in order to make data driven decisions and methods for keeping students and teachers accountable for performance, including remediation plans and teacher evaluation tools. Participants will walk away with sample goals and evaluation tools and the beginnings of a performance management plan.



### **Session 5: Meeting the needs of Special Education Students and English Language Learners**

As a public school, charters have an obligation to meet the needs of all learners. This workshop will cover the legal requirements for meeting the needs of special education students and English language learners. It will also cover best practices to effectively teach these students, personnel needed, and costs associated with meeting these needs.

### **Operating a Sustainable Business**

#### **Session 6: Financial and Business Management**

This training will discuss the complexities of state and federal funding, how to create an accurate budget and manage cash flow for sustainability. Participants will walk away with an understanding of major revenues and expenses to expect during start-up and operation, practical guidance in creating a budget, and guidance in assigning responsibilities for financial oversight.

#### **Session 7: Student Recruitment and Enrollment**

This training will address best practices for bringing awareness about the school to the community and managing a student enrollment process.

#### **Session 8: Identifying and Preparing a Facility**

This training will address issues related to securing a facility, including the process for identifying a building, seeking financing, and preparing the facility for occupancy.

### **Arizona Charter Schools Association Business Conference**

Each year the Association holds a business conference for current charter operators to learn best business practices for operating a school. Workshops relevant for New Charter Developers include:

- **Leadership and Governance**
- **Facilities and Facility Financing**
- **HR/Benefits/Payroll**
- **Compliance and Accountability**
- **Daily Operations**
- **Technology**

# Budget Narrative

## Budget Narrative

Attachment 1:

**Title: AZ Charter Starter Budget Narrative Pages: 7 Uploaded File: Charter Starter Budget Narrative 5-10 v2.doc**



## **The Charter Starter Program Budget Narrative**

**The following narrative describes how Federal funds will be used for the costs of the project.**

### **Year 1**

**Personnel:** The project will include the Director of School Development (100% ) calculated at \$52,500, the Charter Starter Program Coordinator (100%) calculated at \$45,000, the Chief Executive Officer (15%) x \$195,000 = \$29,225, the Vice President (15% ) \$95,000 = \$14,025, and the Director of The Success Center (5% ) x \$50,000 = \$2,500. Personnel costs also include \$1,000 for two months of a subscription fee to a jobbing website in order to recruit the project coordinator. Payroll taxes are also included at 9.8% of salaries. The subtotal for personnel is \$155,269.

**Fringe Benefits:** Fringe benefits include insurance and partial cell phone costs for all personnel at their percent of use. Insurance costs are calculated at \$370 per person per month for medical, dental, and vision. Cell phone costs are calculated at \$20/mo for 12 months. The subtotal for fringe benefits is \$10,998.

**Travel:** The grant will fund the following travel expenses:

*Travel to visit high performing charter schools out of state for two people twice a year.* These trips include airfare estimated at \$500 per person times 2 trips times two people. The hotel room is estimated at \$200/night times two rooms. The per diem food costs are estimated at \$50 per person per day. (\$3,000 total) *Attending Conferences* The grant will pay for two people to attend two conferences a year. The costs include airfare estimated at \$500 per person times 2 trips. The hotel room is estimated at \$200/night times two rooms. The per diem food costs are estimated at \$50 per person per day. Conference registration fees are estimated at \$500 each for 2 people.(\$4,000 total) *Two Day Meeting for Project Directors:* Grant funds will cover expenses

for two people to attend with airfare estimated at \$500 per person times two people. The hotel room is estimated at \$200/night for two nights times two rooms. The per diem food costs are estimated at \$50 per person per day. (\$2,200 total) *Travel to Target Areas:* Expenses for all miles driven are calculated at \$0.50 /mi. These include driving costs to various program target areas around Arizona, including \$800 for Phoenix areas (1600 miles), \$500 for 4 trips to Tucson (4 x 250 = 1000 miles), \$600 for 3 trips to Yuma County (3 x 400 = 1200 miles), \$525 for 3 trips to Coconino County (3 x 350 = 1050 miles), and \$750 for 6 trips to Apache, Navajo, or Pinal County (6 x 250 =1500 miles). The subtotal for travel is \$12,375.

**Equipment:** Included is one desktop computer with monitor (\$1100) and one laptop dedicated to project functions (\$1100) for program staff, a portable projector to be used for training sessions (\$600), and a video camera with stand (\$2,000) to be used to video tape training sessions for posting on website. The subtotal for equipment is \$4,800.

**Supplies:** The grant proposal requests the following supplies: Marketing materials, such as brochures and magazine ads estimated at (\$10,000), computer supplies, including 2 mini storage devices and computer software for designing marketing materials (\$750), and books and videos on best school practices to share with Charter Starter participants (10 at \$25 each). The subtotal for supplies is \$11,000.

**Contractual:** Funding is included for contracting with various professionals or businesses to provide technology development. These include: 30 hours of website updates estimated at \$100 an hour (\$3000 total), 200 hours at \$100/hr to develop the online Quality Standards Assessment Portal (\$20,000), 200 hours at \$100/hr to develop the Market Analysis Interactive Map (\$20,000). Funding is also provided for the independent evaluation by Susan Miller Barker (\$30,000) to develop and conduct the evaluation and for work with the key project personnel in interpreting and using the results from year 1. The proposal budgets for 60 hours at \$250/hr (\$15,000) for legal services to review contracts and other legal documents needed in the program



including contracts with consultants and intensive track members. Funding is budgeted for 50 hours at \$100/hr for an independent video editor to edit and prepare recorded trainings for upload to our website. Finally, funding for contractual services includes time with consultants for the following services: Project consultants to serve on management team and provide project advisor, including assistance in overall curricula development (4 hrs/mo for 6 months at \$100/hr for total of \$2,400), consultants to provide one on one consultation for midlevel and intensive track members (10 hours for each midlevel member and 50 hours for each intensive member at \$100/hr for a total of \$34,000), workshop trainers (15 hours at \$100/hr to prepare materials and lead training sessions times 8 sessions for a total of \$12,000), topic experts or excellent school leaders to prepare and publish topical knowledge briefs relevant to new school development (20 briefs at \$300 each), charter school expert leaders/consultants to review intensive track charter applications (two reviewers for each application at \$500 a review equals \$1,000 for each intensive track team. There are 5 intensive track teams in the first year for a total of \$5,000), grant writer to provide support in identifying a list of possible grants applicable for charter schools to be posted on our website and to provide individual grant writing support for intensive track members (20 hours to search and filter through grants opportunities and 10 hours with each intensive track team for a total of 70 hours at \$100/hr or \$7,000 total), and for a national leader/trainer in board governance to develop curricula and training for new and veteran governing board members each year (100 hours at \$100/hr for a total of \$10,000). The subtotal for contractual services is \$169,400.

**Construction:** N/A

**Other:** Funding includes a \$100 subsidy for each Charter Starter member to lower the cost of attending the Association's business conference in order to create an incentive to attend and make it more affordable since they do not receive state funds at that point (We estimate 80% of members teams will register 2 people for a total cost of \$3,800). The subtotal for other is \$3,800.

**Total Direct Costs (lines 1-8):** The direct costs in year 1 are \$367,642.

**Indirect Costs \*:** The indirect costs in year 1 are calculated at 10% of personnel and fringe benefits for a total of \$16,627.

**Training Stipends:** Funding will include stipends for charter school leaders who serve as mentors for midlevel and intensive track members (5 mentors at \$3,000 each). The subtotal for training stipends is \$15,000.

**Total Costs (lines 9-11):** Total costs for year 1 are \$ **399,269**.

**Year 2.** In year 2, basic budget categories continue from year 1, with an increase in salaries approximately 5% from year 1 to stay consistent with Association policies. There is a 10% increase in fringe benefits to reflect typical annual cost increases in insurance and 3% increase in travel expenses and supplies to reflect typical year to year inflation. There is also an additional travel expense to other regions/states to share about program: Grant funds will cover expenses for one person and includes airfare estimated at \$500, a hotel room estimated at \$200 for one night and a per diem food cost estimated at \$50 for one day. There are no equipment expenses in year 2. The contractual costs for developing the website, the Quality Standards Self Assessment, and the Market Analysis interactive map move decrease to 15 hours, 30 hours, and 50 hours, respectively to reflect maintenance rather than development. The consultant fees for one on one consulting increase due to an increase the number of midlevel and intensive track members. The federal budget for year 2 is \$ 347,832 in direct costs and \$ 17,403 in indirect costs, \$15,000 in training stipends, and a total cost of **\$380,235**.



**Year 3.** In year 3, basic budget categories continue from year 2, with an increase in salaries approximately 5% from year 2 to stay consistent with Association policies. There is a 10% increase in fringe benefits, primarily due to rising insurance costs. and 3% increase in travel expenses and supplies to reflect typical year to year inflation. There are no equipment expenses in year 3. The consultant fees for one on one consulting increase due to an increase the number of midlevel and intensive track members. The federal budget for year 3 is \$367,023 in direct costs and \$ 18,327 in indirect costs, \$15,000 in training stipends, and a total cost of **\$400,351**.

**The total federal funds are \$1,179,855.**

**The following narrative describes how Non-Federal funds will be used for the costs of the project. The funds to cover these costs come from program revenue – fees charged to participants. Revenue estimates are based on the numbers of participants projected in each tier of membership, see timeline for number per tier per year. Program revenue also comes from the weekend workshops, visits to excellent schools, and board governance trainings.**

### **Year 1**

**Personnel:** The project will include staff who will support the program for marketing and business management: the Director of Membership and Programs (5%) calculated at (b)(4) and the Business Manager (5%) calculated at (b)(4) Payroll taxes are also included at 9.8% of salaries. The subtotal for personnel is (b)(4)

**Fringe Benefits:** Fringe benefits include insurance and partial cell phone costs for all personnel at their percent of use. Insurance costs are calculated at \$370 per person per month for medical, dental, and vision. Cell phone costs are calculated at \$20/mo for 12 months. The subtotal for fringe benefits is (b)(4)

**Travel:** N/A



**Equipment:** N/A

**Supplies:** Includes paper and copy costs estimated at (b)(4) (roughly 10,000 color copies at (b)(4), 100,000 black and white copies at (b)(4) and 20 boxes of paper at (b)(4) a box).

**Contractual:** N/A

**Construction:** N/A

**Other:** Funding covers the cost of: food and beverages at the weekend trainings sessions calculated at \$30 per person times the # of participants (average of 30 at each session in first year) times the number of trainings (8) for a total of (b)(4) the facility rent cost for the weekend training sessions estimated to be \$1,500 for a full day times 8 sessions for a total of (b)(4) food and beverages during the Visits to Excellent Schools estimated at \$30 per person times the # of participants (average of 15 at each visit) times the number of coordinated visits (2) for a total of (b)(4) food and beverages during the board governance trainings estimated at \$30 per person times the # of participants (average of 45 at each training) times the number of trainings (1) for a total of \$1,350. The subtotal for other is \$21,450.

**Total Direct Costs (lines 1-8):** The direct costs in year 1 are (b)(4)

**Indirect Costs \*:** The indirect costs in year 1 are calculated at 10% of Personnel and Fringe Benefits for a total of (b)(4)

**Training Stipends:** N/A

**Total Costs (lines 9-11):** Total costs for year 1 are (b)(4)

**Year 2.** In year 2, basic budget categories continue from year 1, with an increase in salaries approximately 5% from year 1 to stay consistent with Association policies. There is a 10% increase in fringe benefits to reflect typical year to year increases for these costs. There is an increase in paper and copies under supplies and training facility cost by 5% to reflect rise of



costs based on the market and increase in anticipated Charter Starter participants. There is also an increase in food and beverage expenses at the weekend training sessions, Visits to Excellent Schools, and board governance trainings due to an anticipated increase in the number of participants. We anticipate an average number of 37 participants at the weekend training sessions, 15 people at each of the Visits to Excellent Schools (while also adding a third school visit), and 60 people at the board governance trainings. The non-federal budget for year 2 is (b)(4) in direct costs and (b) in indirect costs, and a total cost of (b)(4)

**Year 3.** In year 3, basic budget categories continue from year 2, with an increase in salaries approximately 5% from year 1 to stay consistent with Association policies. There is a 10% increase in fringe benefits to reflect typical year to year increases for these costs. There is an increase in paper and copies under supplies and training facility cost by 5% to reflect rise of costs based on the market and increase in anticipated Charter Starter participants. There is also an increase in food and beverage expenses at the weekend training sessions, Visits to Excellent Schools, and board governance trainings due to an anticipated increase in the number of participants. We anticipate an average number of around 44 participants at the weekend training sessions, 15 people at each of the Visits to Excellent Schools, and 75 people at the board governance trainings. Year 3 also includes a three month reserve amount to assist with cash flow during the beginning of the fourth year. This is budgeted under the other category at one-fourth of the personnel and benefits costs of key program personnel required in year four ((b)(4)

The non-federal budget for year 3 is (b)(4) in direct costs and (b) in indirect costs, and a total cost of (b)(4)

**The total non-federal funds are (b)(4)**