

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

CHARTER SCHOOL PROGRAM STATE EDUCATION AGENCY

CFDA # 84.282A

PR/Award # U282A080010

Grants.gov Tracking#: GRANT00406193

Closing Date: FEB 01, 2008

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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: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify): _____
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* 3. Date Received: 02/01/2008	4. Applicant Identifier: _____
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5a. Federal Entity Identifier: _____	* 5b. Federal Award Identifier: _____
---	--

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: Idaho State Department of Education	
* b. Employer/Taxpayer Identification Number (EIN/TIN): (b)(2)	* c. Organizational DUNS: 784381949

d. Address:

* Street1: 650 W. State St.
Street2: _____
* City: Boise
County: Ada
* State: ID; Idaho
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 83720-0027

e. Organizational Unit:

Department Name: State Department of Education	Division Name: Div. of Innovation and Choice
--	--

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

Prefix: Ms.	* First Name: Shirley
Middle Name: A.	
* Last Name: Rau	
Suffix: _____	
Title: School Choice Coordinator	
Organizational Affiliation: _____	
* Telephone Number: 208-332-6963	Fax Number: 208-334-2228
* Email: sarau@sde.idaho.gov	

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

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:

84.282

CFDA Title:

Charter Schools

* 12. Funding Opportunity Number:

ED-GRANTS-120307-001

* Title:

84.282A Charter School Program State Education Agencies

13. Competition Identification Number:

84-282A2008-1

Title:

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

All regions in the state of Idaho both rural and non-rural (please see Appendix I)

* 15. Descriptive Title of Applicant's Project:

Idaho Charter School Program (ICSP)

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="6,113,105.05"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="6,113,105.05"/>

* 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: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

*** 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.

Attachments

AdditionalCongressionalDistricts

File Name

Mime Type

AdditionalProjectTitle

File Name

Mime Type



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Idaho State Department of Education

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	\$ 40,147	\$ 42,154	\$ 47,986	\$ 0	\$ 0	\$ 130,288
2. Fringe Benefits	\$ 16,250	\$ 16,502	\$ 19,907	\$ 0	\$ 0	\$ 52,660
3. Travel	\$ 5,850	\$ 5,850	\$ 7,300	\$ 0	\$ 0	\$ 19,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 5,900	\$ 5,775	\$ 12,875	\$ 0	\$ 0	\$ 24,550
6. Contractual	\$ 15,500	\$ 14,000	\$ 48,600	\$ 0	\$ 0	\$ 78,100
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 1,600,000	\$ 1,600,000	\$ 2,575,000	\$ 0	\$ 0	\$ 5,775,000
9. Total Direct Costs (lines 1-8)	\$ 1,683,648	\$ 1,684,282	\$ 2,711,668	\$ 0	\$ 0	\$ 6,079,599
10. Indirect Costs*	\$ 9,201	\$ 9,271	\$ 15,033	\$ 0	\$ 0	\$ 33,505
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 1,692,849	\$ 1,693,553	\$ 2,726,702	\$ 0	\$ 0	\$ 6,113,105

***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): _____

(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)?



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Idaho State Department of Education

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	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	(b)(4) 40,147	\$ 42,154	\$ 47,986	\$ 0	\$ 0	\$ 130,288
2. Fringe Benefits	\$ 16,250	\$ 16,502	\$ 19,907	\$ 0	\$ 0	\$ 52,660
3. Travel	\$ 5,850	\$ 5,850	\$ 7,300	\$ 0	\$ 0	\$ 19,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 5,900	\$ 5,775	\$ 12,875	\$ 0	\$ 0	\$ 24,550
6. Contractual	\$ 15,500	\$ 14,000	\$ 48,600	\$ 0	\$ 0	\$ 78,100
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 1,600,000	\$ 1,600,000	\$ 2,575,000	\$ 0	\$ 0	\$ 5,775,000
9. Total Direct Costs (lines 1-8)	\$ 1,683,648	\$ 1,684,282	\$ 2,711,668	\$ 0	\$ 0	\$ 6,079,599
10. Indirect Costs	\$ 9,201	\$ 9,271	\$ 15,033	\$ 0	\$ 0	\$ 33,505
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 1,692,849	\$ 1,693,553	\$ 2,726,702	\$ 0	\$ 0	\$ 6,113,105

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007
Expiration Date 04/30/2008

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 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 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.

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Tracking Number: GRANT00406193

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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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 OFFICIAL Shirley Rau	* TITLE School Choice Coordinator
* APPLICANT ORGANIZATION Idaho State Department of Education	* DATE SUBMITTED 02-01-2008

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee Tier if known:</p> <p>* Name: Idaho State Department of Education</p> <p>* Address: 650 West State Street</p> <p>Boise</p> <p>ID: Idaho</p> <p>83720-0027</p> <p>Congressional District, if known: 1</p>	<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>	
<p>6. * Federal Department/Agency:</p> <p>Department of Education, OESE</p>	<p>7. * Federal Program Name/Description: Charter Schools</p> <p>CFDA Number, if applicable: 84.282</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: NA</p> <p>NA</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: NA</p> <p>NA</p>	
<p>11. 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 the 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.</p>		
<p>* Signature: Shirley Rau</p> <p>* Name: Ms. Shirley A. Rau</p> <p>Title: School Choice Coordinator</p>		

	Telephone No.: 208-332-6963 Date: 02-01-2008
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Public Burden Disclosure Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 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 (0348-0046), Washington, DC 20503.

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 an 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 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 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 Idaho State Department of Education
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Ms. * First Name: Shirley Middle Name: A. * Last Name: Rau Suffix: * Title: School Choice Coordinator
* SIGNATURE: Shirley Rau * DATE: 02/01/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

* Name:

Ms.

Shirley

A.

Rau

* Address:

650 W. State St.

Ada

County

Boise

ID: Idaho

83720-0027

USA: UNITED STATES

* Phone Number:

208-332-6967

Fax Number:

208-334-2228

Email:

sarau@sde.idaho.gov

2. Applicant Experience:

Yes No Not applicable to this program

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) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Tracking Number: GRANT00406193

FileName

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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 1890-0007. 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:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name	Mime Type
7552-CSP_Grant_9-11_General_Education_Provisions_Act_427.doc	application/msword

Idaho State Department of Education
Statement of Compliance
General Education Provisions Act Section 427

The Idaho State Department of Education (the Department) ensures equitable access to, and participation in, all federally assisted programs awarded to the Department for all students, teachers, and other beneficiaries with special needs. The Department has numerous outreach efforts to inform possible participants/beneficiaries of federally assisted programs that have been awarded to the Department

The Department will identify any barriers that can impede equitable access or participation, particularly those related to disability, gender, race, national origin, or age. The Department is particularly concerned with efforts aimed at ensuring equitable access to:

- Educational services
- Dissemination of information
- Program application announcements and materials
- Instructional materials
- Instructional programs

The Department has take steps to assure equitable access to, and participation in, activities conducted by the agency. These steps include:

- A. Adoption of a Joint Policy on Employment and Equitable Delivery of Educational Services that prohibits discrimination against employees or job applicants on the basis of sex, age, ancestry, national origin, race, color, religion, family relationship, or personal or political patronage. The policy assures that the state's educational opportunities made available on an equal basis to all students without regard to sex, conditions of birth, ancestry, national origin, race, color, religion, family relationships or personal or political patronage.
- B. Adoption of policies to meet the special needs of persons covered by the Individuals with Disabilities Act and the Americans with Disabilities Act. The policy addresses accommodations made to ensure that facilities and meetings are accessible and to allow equitable participation of individuals with disabilities.
- C. Adoption of a Sexual Harassment Policy and adoption of a Grievance Procedure for complaints of discrimination. The Department has an appointed compliance officer for Title IX.
- D. Publication of guidelines for schools to use in the developing Equal Opportunity Planning. These guidelines assist Local Education Agencies (LEAs) in implementing equal opportunity plans.
- E. Revision of the state textbook adoption policy to include equity criteria within standards for the adoption or recommendation of instructional materials. As curriculum guides are revised, equity guidelines are incorporated.
- F. Maintenance of a TDD telephone line, and provision of interpretive and translation services.

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **4440-ICSP_Abstract.doc**

IDAHO CHARTER SCHOOL PROGRAM GRANT

IDAHO STATE DEPARTMENT OF EDUCATION

650 West State Street

P.O. Box 83720

Boise, Idaho 83720-0027

Project Director: Shirley A. Rau, School Choice Coordinator

Division of Innovation and School Choice

208-332-6963

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Idaho is poised to support the development of new charter schools. Among the 30 charter schools in Idaho, systematic program audits reveal high quality programs whose students are performing above state and national averages, whose parents are highly satisfied and whose staff demonstrates high levels of accountability and innovation. Charter schools enroll over 10,000 students, 4% of the total student population with another 6981 students on waiting lists. 2008 will mark the tenth anniversary of the passage of the Charter School Law in Idaho in 1998. There has been renewed support and invigorated leadership for charter schools at the State Department of Education. The formation and work of the Charter School Leadership Council has focused attention on the needs of Idaho's Charter Schools and created a vision and action plan for the future. The Idaho Charter Schools Grant Program will leverage statewide support for charter schools to meet the growing need for charter schools and to focus resources on Idaho's underserved population of students. Idaho's vision for public charter schools is two-fold: 1) Promote the growth and development of quality Idaho charter schools focused on high achievement for all students; and 2) Develop a statewide charter school public awareness campaign to increase understanding of the charter school model.

The SDE is particularly interested in providing training and hands-on assistance to charter school developers, new charter operators and charter school authorizers in order to create a sustainable and long-term impact on Idaho's second generation of charter schools and on low achieving non-charter schools. Regional, individual and electronic training will be used to provide the most comprehensive and efficient approach to reaching target audiences in more remote regions of the state. Sixty-eight percent of Idaho's residents live on 12 percent of the State's land. Idaho averages 17.7 persons per square mile compared to 84.6 persons for the US. Idaho is the 7th most rural state by this measure. In addition, SDE will be implementing projects focused on raising public awareness of high performing charter schools through communicating the effects of those schools on student achievement and identifying and sharing promising practices. Dissemination projects centered on engaging operators of exemplary charter schools will expand the number of new high quality charter schools and enhance the performance of schools, charter and non-charter. Evaluation of these strategies on school quality and academic performance will provide both formative and summative measures of impact. Tactical dissemination of the results will enhance public awareness of the charter school model and promote the transfer of innovation to non-charter public schools. The net result is higher achievement for all Idaho students.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **8933-Mandatory_CSP_2009-2011_Narrative.pdf**

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Competitive Preference Priorities

Idaho meets Preference Priority 1 from the notice of final priorities for discretionary grant programs, published in the Federal Register on October 11, 2006 (71 FR 60046) and substantively meets Priorities 2 through 5 from section 5202(e) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB, 20 U.S.C. 7221a (e) in the following manner:

Priority 1 – Secondary Schools

The Idaho Charter School Support Program supports activities and interventions aimed at improving the academic achievement of secondary school students who are at greatest risk of not meeting challenging State academic standards and not completing high school. This emphasis is a part of a much larger statewide effort centered on increasing student achievement at the middle and high school levels. Of the 32 Idaho public schools in NCLB sanction phases 4 and above, only 1 is an elementary school. While Idaho's graduation rate of 88% is higher than the national average; the average masks the graduation rates of subpopulations in various regions of the state. For example, the graduation rates of Native American students in the Worley-Plummer district reached only 64% in 2006, and although progress has been made in the education of Idaho's Latino students, more work needs to be done to close the achievement gap and eradicate the drop-out rate. The percentage of Idaho graduates attending college was 4.6% in 2005, significantly below the 8.7% national average.

In 2006 Idaho established the *High Schools That Work Network*, implementing its first comprehensive model of school reform targeting high school student achievement. *High Schools That Work* is an effort-based school improvement initiative founded on the conviction that most students can master rigorous academic and career/technical studies if school leaders and teachers

create an environment that motivates students to make the effort to succeed. Key practices include: high expectations for all; challenging programs of study; rigorous career-technical studies; rigorous academic studies; relevant work-based learning; students actively engaged; teachers working together; extra time and extra help; comprehensive guidance and advisement; keeping score with data. (Southern Regional Education Board Publication, 2005)

This statewide conversation about high school student achievement has paralleled the development and expansion of innovative charter school models focused on the achievement of secondary students. Some of Idaho's most celebrated charter school programs are secondary schools: Meridian Medical Charter High School provides a professional-technical program that prepares students for a career in the health sciences. The school provides an innovative, broad-based curriculum that integrates its health science curriculum and utilizes a practical application of scientific skills and academic knowledge beyond the classroom. Coeur d'Alene Charter Academy was named one of the 2007 National Charter Schools of the Year by the Center for Education Reform for setting an example of innovation and excellent student achievement.

Idaho has seen an increase in the number of charter schools serving secondary students throughout the state—both those designed specifically to target high school students and those high-performing charter school programs that are expanding to K-12 programs. 15 of 30 Idaho charter schools currently serve high school students, though some will not see graduates until 2011 as they are taking a considered approach to school expansion. 2 charter programs serving high school students are designed specifically to target at-risk students and 6 are Title I schools. Idaho charter school graduation rate and achievement, as measured by the Idaho Standards Achievement Test, exceeds the graduation rate of non-charter public schools.

Idaho charter school developers and operators indicate that charter high schools create unique challenges with regard to funding special services, securing adequate curriculum materials and purchasing equipment for specialized coursework: science and technology labs, music and art studios, etc. This is particularly true of the charter schools expanding to include high school programming, as they do not qualify for additional federal assistance charter school grant assistance. These charter high schools are often smaller than traditional public high schools and are located in rural regions of the state; as a result, they often face additional challenges with regard to adequate staffing. In an effort to further promote the continued growth and development of charter schools designed to meet the needs of secondary students, the Idaho Charter School Support Program planning and implementation sub-grant selection criteria will place a priority on the development of secondary schools for target populations or in targeted regions of the state. In addition, dissemination sub-grant selection criteria will give priority to projects focused on replication efforts and technical assistance for new charter developers involved in the design of secondary schools for those populations.

Priority 2 – Periodic Review and Evaluation

Idaho provides for annual review and evaluation by the authorized charting agency of each charter school to determine whether the charter school is meeting the terms of the school charter and is meeting or exceeding the student academic achievement and goals as provided under state law or the schools' charter. Idaho Code includes several provisions that specify requirements for periodic review and evaluation of Idaho's charter schools by both the authorizing entity of the charter schools and the State Department of Education. Chapter 52-33-5206 requires that each Idaho charter school submit an annual programmatic audit and a fiscal audit to its authorizer. Each charter school developer must detail requirements for the process by

which the audits are to be conducted and reviewed by the school's authorizer in the charter petition. In addition, each is required to be accredited by either the State Department of Education or the Northwest Association of Accredited Schools. Idaho Code, Title 33, Chapter 52 outlines requirements:

33-5206. Requirements and prohibitions upon approval of a charter school.

- (7) Each public charter school shall **annually** submit a report to the authorized chartering entity which approved its charter. The report shall contain the audit of the fiscal and programmatic operations as required in section 33-5205(j), Idaho Code, **a report on student progress based on the public charter school's student educational standards** identified in section 33-5205(3)(b), Idaho Code and a copy of the public charter school's accreditation report (2004).

Charter authorizers are charged with the task of ensuring that the charter schools that they have sanctioned operate in accordance with the charter granted. Chapter 33-5210 outlines the responsibilities of the charter school authorizer in ensuring that the program complies with the charter, general education laws of the state, and financial reporting requirements:

33-5210. Application of school law – Accountability – Exemption from state rules.

- (1) Every authorized chartering entity that grants a charter shall be responsible for ensuring that each public charter school program approved by that authorizing agency meets the terms of the charter, complies with the general education laws of the state unless specifically directed otherwise in this chapter 52, title 33, Idaho Code, and **operates in accordance with the state educational standards of thoroughness** as defined in section 33-1612, Idaho Code.

(2) Each charter school shall comply with the financial reporting requirements of section 33-701, subsection 5, through 10, Idaho Code, in the same manner as those requirements are imposed upon school districts.

While charter schools are exempt from all state rules, except those directly pertaining to charter schools, Idaho Code requires that charter schools act as public entities, meet the terms of their charters, and comply with general education code, unless specifically waived. Due to these statutory requirements, Idaho charter schools are required to have annual reviews and evaluation. From these annual reports and other oversight conducted by the authorizer or a third party contracted by the authorizer and school, the authorizer determines if the charter school is meeting the terms of its charter and meeting or exceeding the measurable educational objectives set forth in the charter. Several Idaho charter schools use the Idaho Charter School Network Accountability Plan to determine progress. The plan, which involves an extensive self-study and a site visit focuses on four key areas: 1) governance and administration; 2) quality of the academic program; 3) stakeholder satisfaction, involvement and support; 4) continuous improvement plans. (See Appendix II: Idaho Charter School Network Accountability Plan) Idaho Code 52-33-5209 outlines the process by which charter school authorizers can issue a notice of defect and, if required, revoke a charter petition.

33-5209. Time limits – Revocation – Appeal.

(1) An authorized chartering entity shall ensure that all public charter schools for which it authorized charters, or for which it has responsibility, operate in accordance with the charter granted. A public charter school or the authorized chartering entity may enter into negotiations to revise its charter at any time. The authorized chartering entity's review of the revised petition shall be limited in scope solely to the proposed revisions.

(2) If the authorized chartering entity has reason to believe that the public charter school has done any of the following, it shall provide the public charter school written notice of defect and provide a reasonable opportunity to cure the defect:

(a) Committed a material violation of any condition, standard or procedure set forth in the approved charter;

(b) Failed to substantially meet any of the **student educational standards identified in the approved charter**;

(c) Failed to submit generally accepted accounting standards of fiscal management;

(d) Failed to submit required reports to the authorized chartering entity governing the charter; or

(e) Violated a provision of law.

State Board of Education Rules Governing Public Charter Schools IDAPA 8.02.04 further articulates the responsibilities of authorized chartering entities:

301. Authorized Chartering Entity Responsibilities.

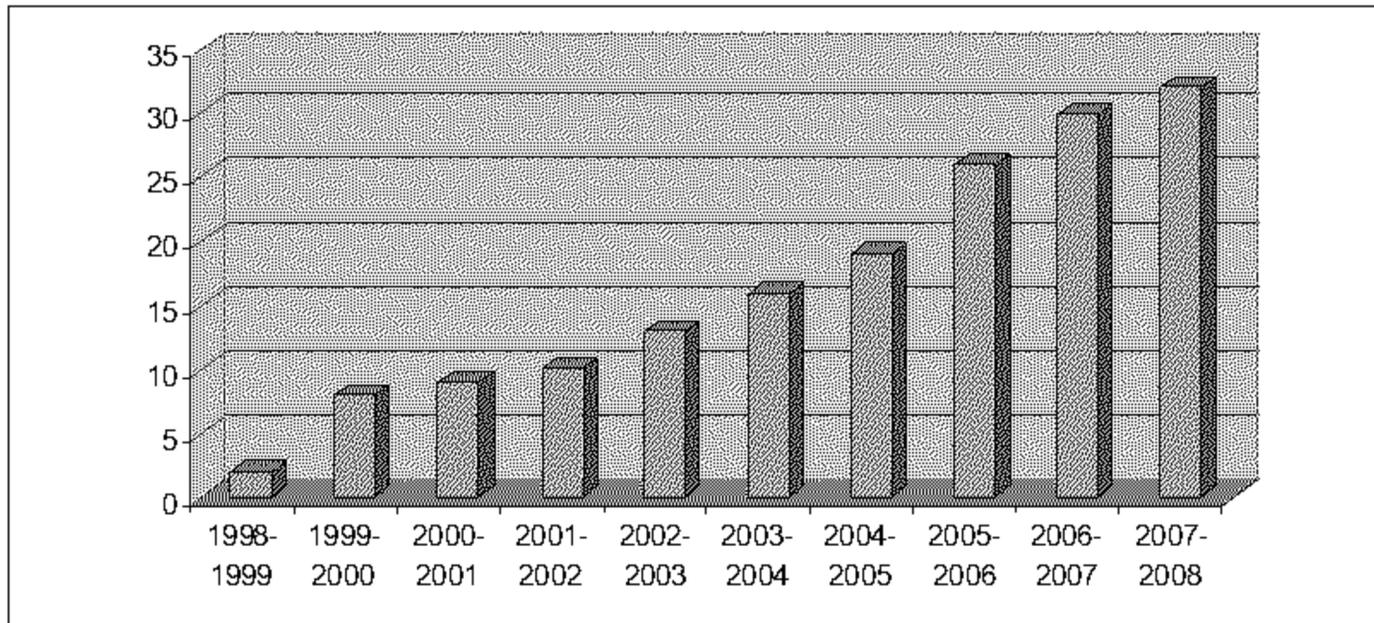
01. Compliance Monitoring. Notwithstanding Section 300 of these rules, the authorized chartering entity of a public charter school shall be responsible for ensuring that the public charter school operates in accordance with all of the terms and conditions of the charter approved by the authorized chartering entity, as reflected in the final approved petition filed with the Board, and as provided by Section 33-5209(1), Idaho Code. The authorized chartering entity also shall be responsible for ensuring that the public charter school program approved by the authorized chartering entity meets the terms of the charter, complies with the general education laws of the state, unless specifically directed otherwise in Title 33, Chapter 52, Idaho Code, and

operates in accordance with the state educational standards of thoroughness as defined in Section 33-1612, Idaho Code, as provided in Section 33-5210(2), Idaho Code. (4-11-06)

Priority 3 – Number of High Quality Charter Schools

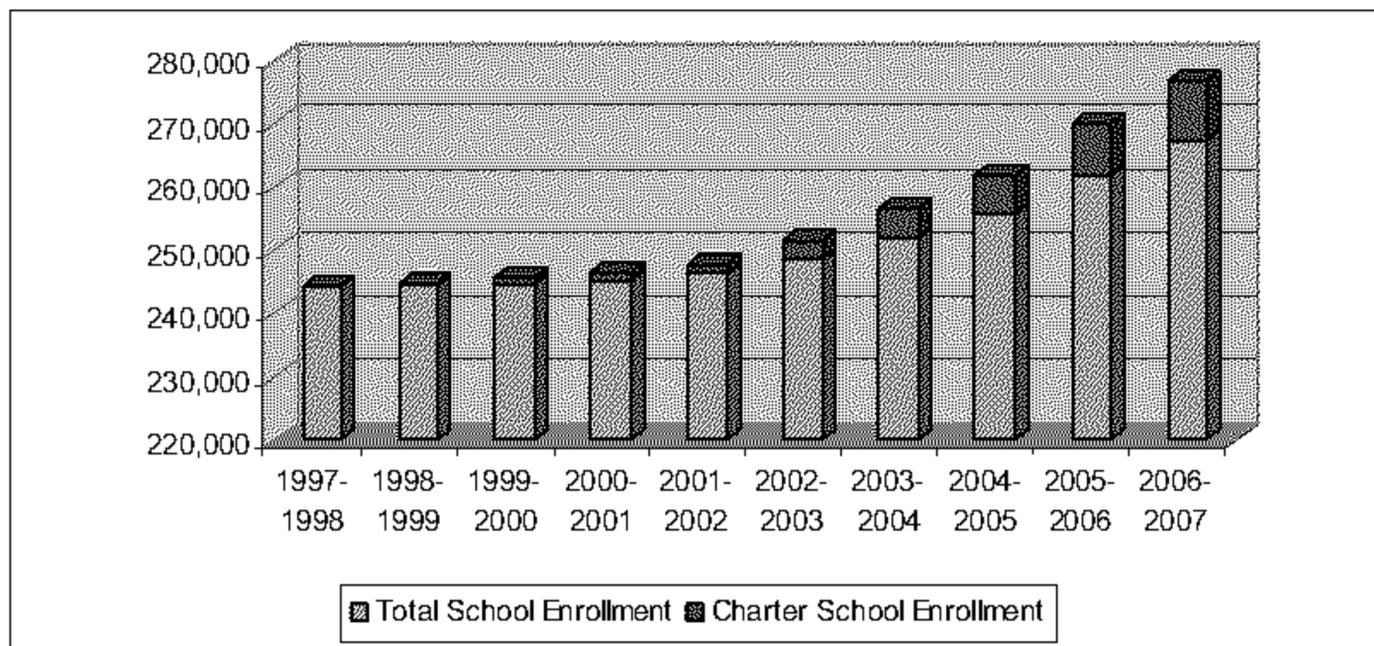
Idaho has demonstrated steady progress in increasing the number of high quality charter schools that are held accountable in terms of the schools’ charters for meeting clear and measurable objectives for the educational progress of the students attending the schools. Charter schools have operated in Idaho since its charter school legislation passed in 1998. During the project period for the 2006-2008 Charter Support Program (CSP) grant, the state saw an increase in both the numbers of new charter schools and the total enrollment of students in public charter schools. At the end of the 2005 school year, when the RFP for the 2006-2008 federal CSP grant was submitted, there were 18 charter schools in operation in Idaho, serving just over 2 percent of the state’s school age population. The 2005 and 2006 school years added an additional 10 charter schools, bringing the total number students enrolled in charters to 7,400. There are currently 30 charter schools operating in the state; 16 are district authorized and 14 are authorized by the Idaho Public Charter School Commission. According to Idaho State Department of Education (SDE) data, 8,950 students were enrolled in Idaho charter schools in 2006-07. Data from the Idaho Charter School Network showed 10,993 students enrolled in charter schools in the fall of 2008 with another 6,981 students on waiting lists statewide. Idaho charter schools currently serve 4% of the total student population. (See Figures 1 and 2)

Figure I: Charter Schools in Operation 1998-2008



Note: Two Idaho charter schools closed: one in 2001 and one in 2004.

Figure II: Charter School Enrollment 1998-2008



Idaho’s charter schools continue to prove themselves through consistent high student achievement. On the average, Idaho charter schools bring in \$638 less revenue per enrolled student (Idaho Fiscal Facts 2006), yet they continue to outperform or meet the achievement levels of their traditional public school counterparts. Independent reports by the Northwest Regional Lab (2004) and Dr. Frank Gallant of the University of Idaho (2004) demonstrated that charter schools, as a group, had higher means on all statewide assessments: the Idaho Test of

Standard Achievement, the Idaho Reading Indicator, the Direct Writing Assessment and the Direct Math Assessment. SDE data indicates that charter schools continued to outperform traditional public schools in succeeding years and demonstrate that some charter schools have *significantly* higher test scores than district or state averages.

The Idaho Test of Standard Achievement (ISAT) is a leveled, computer-adapted assessment in reading, language usage and mathematics that is given twice per year. The fall exam is used as a leveling exam and the spring exam determines adequate yearly progress for No Child Left Behind. In 2006-2007, the State introduced a new ISAT test that more effectively aligned with state content standards. On the new test both charter and non-charter schools saw lower student achievement scores in reading and math, and a sharp decline in language scores. Comparatively, however, Idaho’s charter schools continued to out-perform non charters. Table I compares spring 2006-2007 ISAT scores in public non-charter schools to public charter schools.

Table I: Idaho Standards Achievement Test 2006-2007 Comparison

Idaho Standards Achievement Test 2006-2007 Comparison			
Test	Charter Proficient	Non-Charter Proficient	Difference
Reading	87.76%	80.60%	+7.16%
Math	79.69%	76.93%	+2.76%
Language Arts	74.45%	64.37%	+10.08%

The Idaho Reading Indicator (IRI) measures students’ reading skills in kindergarten through third grade. 2006-2007 IRI results show that while charter schools slightly lagged traditional schools in kindergarten, they met or exceeded non-charter public schools in grades 1-3. The Idaho Direct Mathematics Assessment (DMA) measures Idaho students’ mathematical problem-solving skills, including the ability to apply basic skills to problem-solving situations. In

2006-2007 charter school students exceeded non-charter public school students. The Idaho Direct Writing Assessment (DWA) is a performance-based test to assess progress toward achieving Idaho Language Arts Standards. In 2006-2007 charter school students exceeded traditional public schools students at all grade levels. Table II provides comparison data for the IRI and Table III provides comparisons for the DMA and the DWA.

Table II: Idaho Reading Indicator 2006-2007 Comparison

Idaho Reading Indicator 2006-2007 Comparison				
Term	Grade	Charter Proficient	Non-Charter Proficient	Difference
spring	0	78.58%	80.44%	-1.85%
spring	1	73.06%	71.22%	+1.83%
spring	2	70.74%	70.72%	+0.02%
spring	3	75.13%	66.04%	+9.09%

Table III: Direct Math Assessment and Direct Writing Assessment 2006-2007 Comparison

Direct Math Assessment (DMA) and Direct Writing Assessment (DWA) 2006-2007 Comparison				
Grade	Test	Charter Proficient	Non-Charter Proficient	Difference
4	DMA	72.95%	67.87%	+5.08%
6	DMA	54.57%	43.66%	+10.91%
8	DMA	63.60%	57.40%	+6.20%
5	DWA	77.42%	74.41%	+3.00%
7	DWA	78.93%	75.15%	+3.79%
9	DWA	82.38%	76.82%	+5.56%

Priority 4 – One Authorized Public Chartering Agency Other than a Local Educational Agency (LEA), or an Appeals Process.

Idaho Code provides for an authorized public charter agency that is not an LEA.

The Idaho Public Charter School Commission (IPCSC), created in 2004, is a seven-member body appointed by the governor. Three of the seven members are current or former trustees of local school districts, three are current or former trustees of charter schools, and one is an independent party. The Commission is emerging as a model authorizer in the state, ensuring that each charter school it authorizes is meeting the terms of the school's charter and is meeting or exceeding the student academic achievement requirements and goals as provided for under state law or the school's charter. The ICSC is the authorizing entity for 14 of 16 charter schools currently operating in the state, and they have approved 2 to open in the fall of 2008. Idaho Code requires that all statewide virtual charter schools be authorized by the Commission.

Idaho Code, Title 33, Chapter 52:

33-5213.Public charter school commission.

(1) There is hereby created an independent public charter school commission, referred to hereinafter as the commission, to be located in the office of the state board of education, pursuant to section 33-105, Idaho Code. It shall be the responsibility and at the direction of the commission to administer and enforce the provisions of this chapter, and the director or his designee, shall serve as secretary to the commission.

(2) The public charter school commission shall adopt rules, subject to law, regarding the governance and administration of the Commission.

Priority 5 – High Degree of Autonomy

Idaho ensures that each charter school has a high degree of autonomy over the charter school's budgets and expenditures. The intent of Idaho's charter school legislation is

to “provide opportunities for teachers, parents, students and community members to establish and maintain public charter schools which operate independently from the existing traditional school district structure but within the existing public school system”. To this end, Idaho charter schools are operated by non-profit boards per Idaho Code 52-33-5204:

33-5204. Nonprofit Corporation – Liability – Insurance.

- (1) A public charter school shall be organized and managed under the Idaho nonprofit corporation act. The board of directors of a charter school shall be deemed public agents authorized by a public school district or the state board of education to control the public charter school, but shall function independently of any school board of trustees in any school district in which the public charter school is located, except as provided in the charter.

Idaho charter schools have full autonomy in developing their budgets and making expenditures. Public school support money goes directly to charter schools, and not through the authorizing district, following the allocation formula established by statute. Charter schools are expected to utilize generally accepted accounting practices, develop their own budgets, spend their own money, report budget items to the state on the same state forms required of all schools, and comply with all fiscal requirements of the law. Charter schools are required to annually report all fiscal operations to the charter entity (33-5206(6), Idaho Code) and to the SDE.

33-5210. Application of school law – Accountability – Exemption from state rules.

- (4) Each public charter school is otherwise exempt from rules governing school districts which have been promulgated by the state board of education, with the exception of state rules relating to:
 - (a) Waiver of teacher certification as necessitated by the provisions of section 33-5205(3) (g), Idaho Code;

- (b) Accreditation of the school as necessitated by the provisions of section 33-5205(3)
- (e), Idaho Code;
- (c) Qualifications of a student for attendance at an alternative school as necessitated by the provisions of section 33-5208(3), Idaho Code;
- (d) The requirement that all employees of the school undergo a criminal history check as required by section 33-130, Idaho Code; and
- (e) All rules which specifically pertain to public charter school promulgated by the state board of education. (2004)

A complete copy of Idaho's Public Charter School Law, 33-5200 is included in Appendix III.

Application Requirements (a)

(i) Describe the objectives of the SEA's charter school grant program and describe how these objectives will be fulfilled, including steps taken by the SEA to inform teachers, parents and communities of the SEA's charter school grant program.

In the summer of 2007, the Idaho Charter School Leadership Council met to develop a vision for promoting growth and quality in Idaho's charter schools and to begin to outline an action plan for realizing that vision. The Council included charter school heads, board chairs, business managers, parent and teacher representatives, as well as SDE staff and representatives of charter school support organizations. Council members in each region identified areas of expressed need, and then prioritized those areas, identifying possible solutions, challenges, success factors, as well as finance and resource implications. (See Appendix IV: Action Planning - Idaho Leadership Council)

Idaho's charter school leaders value a vibrant statewide charter school movement. They noted that the demand for charter schools in Idaho continues to grow; over 6000 children are on waiting lists statewide and many charter schools have reached capacity. They believe that Idaho

would benefit from more charter schools—a more diverse array of options, particularly options focused on meeting the needs of underserved populations of students, including those in more rural areas of the state. In addition, they believe that Idaho would benefit from a focused charter school public awareness campaign. Nationally, fewer than 50% of Americans can accurately define a charter school as a public school. In Idaho, charter school leaders indicate that the percentage is lower still. The Northwest Regional Lab study of Idaho charters in 2004 noted that “some charter schools still have difficulty defining who they are and how they are different from their district schools. There is still lack of understanding in the community that charter schools are public schools.” Charter school leaders feel misconceptions and misunderstandings about charter schools could eventually lead to a decrease in statewide support and funding for charter schools.

In December 2007, the Idaho State Department of Education (SDE) formed a Steering Committee to review the Idaho Charter School Leadership Council goals, State goals for charter schools, current charter school data, as well as goals of the federal program, in order to outline project objectives. The Committee included School Choice Coordinator Shirley Rau, Deputy Superintendent of the Division of Innovation and Choice Rob Sauer, SDE Title I Program Coordinator Marcia Beckman, SDE School Choice Administrative Assistant Lori Howard, Sandpoint Public Charter School Head Alan Millar, Idaho Virtual Academy Education Director Kerri Pickett Hoffman, Idaho Public Charter School Commission Director Tamara Baysinger, Idaho Charter School Network Executive Director, Diane Demarest, Special Education Coordinator Misty Knuchell, and SDE Chief of Staff Luci Willets. Idaho Charter School Program objectives and activities are an integral part of the statewide vision for promoting innovation and choice.

Idaho Charter School Support Program 2009-2011

Planning Matrix

The Idaho State Department of Education has two major objectives. The first objective is to raise student achievement. The second equally important objective is to provide our schools and school districts with the timely, helpful assistance they need to raise student achievement in Idaho. Our staff stands ready to assist our local schools, to meet challenges head on and turn Idaho's good public school system into a great public school system. (Tom Luna, Idaho State Superintendent of Education)

Idaho Vision for Public Charter Schools:

- 1) Promote the growth and development of quality Idaho charter schools focused on high achievement for all students.
- 2) Develop a statewide charter school public awareness campaign to increase understanding of the charter school model.

Idaho Charter Support Program Objectives:

- 1) Promote the development of high quality school petitions in order to increase the number of quality charter schools focused on high achievement for all students.
- 2) Evaluate and communicate the effects of Idaho charter schools on students, student achievement and parents.
- 3) Increase the number of new charter schools focusing student achievement efforts on underserved populations of students (as defined by the State), particularly those high school students who are at greatest risk of not meeting challenging state achievement standards or not graduating.
- 4) Share best practices of high performing charter schools with demonstrated success at promoting student achievement.

Project Activities Performance Measures: Year 1 Performance Measures: Year 2 Performance Measures: Year 3

<p>Objective 1: Promote the development of high quality charter school petitions in order to increase the number of quality charter schools focused on high achievement for all students.</p>						
<ul style="list-style-type: none"> SDE will 1) map waiting lists of existing charters and share with all developers and existing charters to assess the profile of the unmet need and demand by student age, SES, geographic area, type of charter and 2) create a plan to focus resources to support new charters that respond to needs. <p><i>YEAR 1: Priority mapping</i></p> <p><i>YEAR 2-3: Revisit priorities</i></p> <ul style="list-style-type: none"> SDE will conduct full day Charter Start! 101 	1.1	8 charter school petitions will be submitted to the SDE for sufficiency review.	1.1	10 charter school petitions will be submitted to the SDE for sufficiency review.	1.1	12 charter school petitions will be submitted to the SDE for sufficiency review.
	1.2	60% of petitions will include a comprehensive business plan to support academic visions.	1.2	70% of petitions will include a comprehensive business plan to support academic visions.	1.2	80% of petitions will include a comprehensive business plan to support academic visions.
	1.3	60% of petitions will include a comprehensive professional development plan that includes governance and leadership training.	1.3	70% of petitions will include a comprehensive professional development plan that includes governance and leadership training.	1.3	80% of petitions will include a comprehensive professional development plan that includes governance and leadership training
	1.4	60% of petitions will demonstrate that charter developers have evaluated multiple models of teaching	1.4	70% of petitions will demonstrate that charter developers have evaluated multiple models of teaching	1.4	80% of petitions will demonstrate that charter developers have evaluated multiple models of teaching

Project Activities	Performance Measures: Year 1	Performance Measures: Year 2	Performance Measures: Year 3
<p>Workshops. Each year 1 will be located in a target region.</p> <p>YEAR 1: 2 Workshops YEAR 2: 2 Workshops YEAR 3: 4 Workshops</p> <ul style="list-style-type: none"> SDE in partnership with the Idaho Charter School Network will coordinate focused Charter Start! Seminars to meet the needs of charter developers at various stages of development. <p>YEAR 1: 8 Seminars YEAR 2: 8 Seminars YEAR 3: 12 Seminars</p> SDE will make one-half of Charter Start! Seminars available to targeted regions of 	<p>and learning as a part of the development process.</p> <p>1.5 60% of charter school petitions will specify student educational standards that are specific, measurable, ambitious and attainable, = or > state goals, reflective of mission, time specific and focused on high achievement for all students.</p> <p>1.6 100% of Charter Start workshops and seminars developed will be relevant to charter developers' needs and stages of development as evidenced by needs assessment and workshop feedback.</p>	<p>and learning as a part of the development process</p> <p>1.5 70% of charter school petitions will specify student educational standards that are specific, measurable, ambitious and attainable, = or > state goals, reflective of mission, time specific and focused on high achievement for all students.</p> <p>1.6 100% of Charter Start workshops and seminars developed will be relevant to charter developers' needs and stages of development as evidenced by needs assessment and workshop feedback.</p>	<p>and learning as a part of the development process</p> <p>1.5 80% of charter school petitions will specify student educational standards that are specific, measurable, ambitious and attainable, = or > state goals, reflective of mission, time specific and focused on high achievement for all students.</p> <p>1.6 100% of Charter Start workshops and seminars developed will be relevant to charter developers' needs and stages of development as evidenced by needs assessment and workshop</p>

Project Activities	Performance Measures: Year 1	Performance Measures: Year 2	Performance Measures: Year 3
<p>the state via Eluminate, webinars, video/phone conferencing, etc. and will create a library of recorded workshops, making them available through SDE weblink.</p> <p><i>ANNUAL</i></p> <ul style="list-style-type: none"> SDE in partnership with IPCSC staff will develop the Idaho Charter School Authorizer Manual. SDE in partnership with the IPCSC staff will conduct a Charter School Authorizer Orientation for district and Commission authorizers, as well as representatives of district LEAs considering 	<p>1.7 On 6 month follow-up survey, 75% of Charter Start participants will report that they are using the material in petition development, charter development or new charter operations and ongoing quality improvement.</p> <p>1.8 6 high quality charter schools will be approved to open the fall of 2009.</p> <p>1.9 At least 60% of district authorizers and IPCSC members will attend Authorizer Orientation workshop.</p> <p>1.10 On a 6 month follow-up survey, 60% of authorizers who attended orientation</p>	<p>1.7 On 6 month follow-up survey, 75% of Charter Start participants will report that they are using the material in petition development, charter development or new charter operations and ongoing quality improvement.</p> <p>1.8 6 high quality charter schools will be approved to open the fall of 2010.</p> <p>1.9 At least 70% of district authorizers and IPCSC members will attend Authorizer Orientation workshop.</p> <p>1.10 On a 6 month follow-up survey, 70% of authorizers who attended orientation</p>	<p>feedback.</p> <p>1.7 On 6 month follow-up survey, 75% of Charter Start participants will report that they are using the material in petition development, charter development or new charter operations and ongoing quality improvement.</p> <p>1.8 6 high quality charter schools will be approved to open the fall of 2011.</p> <p>1.9 At least 80% of district authorizers and IPCSC members will attend Authorizer Orientation workshop.</p> <p>1.10 On a 6 month follow-up survey, 80% of authorizers</p>

Project Activities	Performance Measures: Year 1	Performance Measures: Year 2	Performance Measures: Year 3
<p>authorization.</p> <p><i>ANNUAL</i></p> <ul style="list-style-type: none"> SDE will revise CSP grant processes and procedures to create a timeline that more closely parallels the petitioning process, thereby ensuring timely release of planning and development funds. <p><i>YEAR 1: Review and revise</i></p> <p><i>YEAR 2: Evaluate</i></p> <p><i>YEAR 3: Evaluate</i></p> <ul style="list-style-type: none"> SDE will strengthen grant administrative infrastructure to build capacity to assist charter developers and increase fiscal and program accountability through increased project 	<p>workshops will report that they engage new charter developers in a rigorous high quality process that involves multiple stages that encourage applicants to improve plans.</p> <p>1.11 On a 6 month follow-up survey, 60% of authorizers who attended orientation workshops will report that they work with charter developers to develop performance contracts that set frameworks for authorizer responsibilities and help schools launch with clear mission, purpose, goals.</p> <p>1.12 On a 6 month follow-up</p>	<p>workshops will report that they engage new charter developers in a rigorous high quality process that involves multiple stages that encourage applicants to improve plans.</p> <p>1.11 On a 6 month follow-up survey, 70% of authorizers who attended orientation workshops will report that they work with charter developers to develop performance contracts that set frameworks for authorizer responsibilities and help schools launch with clear mission, purpose, goals.</p> <p>1.12 On a 6 month follow-up survey, 70% of authorizers</p>	<p>who attended orientation workshops will report that they engage new charter developers in rigorous high quality process that involves multiple stages that encourage applicants to improve plans.</p> <p>1.11 On a 6 month follow-up survey, 80% of authorizers who attended orientation workshops will report that they work with charter developers to develop performance contracts that set frameworks for authorizer responsibilities and help schools launch with clear mission, purpose, goals.</p>

Project Activities	Performance Measures: Year 1	Performance Measures: Year 2	Performance Measures: Year 3
<p>staffing and oversight.</p> <p>YEAR 1 – Staff Up Project</p> <p>YEAR 2, 3 - Oversight</p> <ul style="list-style-type: none"> NWREL and SDE will evaluate project activities annually to determine effectiveness in meeting project objective. 	<p>survey, 60% of authorizers who attended orientation workshops will actively participate in programmatic audits with attention to quality indicators.</p>	<p>who attended orientation workshops will actively participate in programmatic audits with attention to quality indicators.</p>	<p>1.12 On a 6 month follow-up survey, 80% of authorizers who attended orientation workshops will actively participate in programmatic audits with attention to quality indicators.</p>
<p>Objective 2: Evaluate and communicate the effects of Idaho charter schools on students, student achievement and parents.</p>			
<ul style="list-style-type: none"> SDE will develop a statewide charter school public awareness campaign to communicate the effects of charter schools and increase understanding of CS model through: 1) integrating reports and success stories into SDE, ICSN websites and newsletters 	<p>2.1 % charter schools making AYP will meet or exceed statewide % of non-charter schools achieving AYP.</p> <p>2.2 Idaho charter school students will meet or exceed statewide averages on all statewide assessments: ISAT, IRI, DWA, DMA.</p>	<p>2.2 % charter schools making AYP will meet or exceed statewide % of non-charter schools achieving AYP.</p> <p>2.3 Idaho charter school students will meet or exceed statewide averages on all statewide assessments ISAT, IRI, DWA, DMA.</p>	<p>2.1 % charter schools making AYP will meet or exceed statewide % of non-charter schools achieving AYP.</p> <p>2.2 Idaho charter school students will meet or exceed statewide averages on all statewide assessments ISAT, IRI, DWA, DMA.</p>

Project Activities	Performance Measures: Year 1	Performance Measures: Year 2	Performance Measures: Year 3
<p>2) creation of a Showcase Display to be featured at educational venues; 3) draft and dissemination of a Annual School Report to that distills SDE data and NWREL findings to underscore the high quality of Idaho charter schools.</p> <p>ANNUAL</p> <ul style="list-style-type: none"> SDE will work with NWREL to increase ability to communicate the quality and effectiveness of Idaho charter schools by developing a matrix of diverse tools/methods of assessment. <p>YEAR 1</p> <ul style="list-style-type: none"> SDE will contract with NWREL 	<p>2.3 Students enrolled in charter schools receiving CSP funds will meet or exceed state averages on statewide assessments in their second year of operation; meet or exceed those averages in their third year of operation.</p> <p>2.4 60% of charter school teachers surveyed will indicate that they are satisfied or very satisfied with employment at charter school.</p> <p>2.5 75% of charter school parents surveyed will indicate that they are satisfied or very satisfied with their child's charter school experience.</p>	<p>2.4 Students enrolled in charter schools receiving CSP funds will meet or exceed state averages on statewide assessments in their second year of operation; meet or exceed those averages in their third year of operation.</p> <p>2.5 60% of charter school teachers surveyed will indicate that they are satisfied or very satisfied with employment at charter school.</p> <p>2.6 75% of charter school parents surveyed will indicate that they are satisfied or very satisfied with their child's charter school experience.</p>	<p>2.3 Students enrolled in charter schools receiving CSP funds will meet or exceed state averages on statewide assessments in their second year of operation; meet or exceed those averages in their third year of operation.</p> <p>2.4 60% of charter school teachers surveyed will indicate that they are satisfied or very satisfied with employment at charter school.</p> <p>2.5 75% of charter school parents surveyed will indicate that they are satisfied or very satisfied with their child's charter school experience.</p>

Project Activities	Performance Measures: Year 1	Performance Measures: Year 2	Performance Measures: Year 3
<p>to evaluate the effects of Idaho charter schools on students, student achievement and parents, as well as progress made toward meeting communicated performance measures. This data will be tracked against baseline data from NWREL 10 year study.</p> <p>ANNUAL</p> <ul style="list-style-type: none"> SDE will analyze disaggregate data of the charter school populations as compared to other schools at district, regional and state levels to evaluate school quality. <p>ANNUAL</p> <p>2.1 SDE will conduct an annual</p>	<p>2.6 Average daily attendance in charter schools will meet or exceed average daily attendance numbers in non-charter schools.</p> <p>2.7 The graduation rate of Idaho charter schools will meet or exceed the graduation rate of Idaho non-charter schools.</p> <p>2.8 Charter schools receiving CSP funding for SIS software will use student data to inform the instructional practices and the organizational structures to support student achievement.</p> <p>2.9 Charter schools receiving CSP funding for SIS software will</p>	<p>2.7 Average daily attendance in charter schools will meet or exceed average daily attendance numbers in non-charter schools.</p> <p>2.8 The graduation rate of Idaho charter schools will meet or exceed the graduation rate of Idaho non-charter schools.</p> <p>2.9 Charter schools receiving CSP funding for SIS software will use student data to inform the instructional practices and the organizational structures to support student achievement.</p> <p>2.10 Charter schools receiving CSP funding for SIS software</p>	<p>2.6 Average daily attendance in charter schools will meet or exceed average daily attendance numbers in non-charter schools.</p> <p>2.7 The graduation rate of Idaho charter schools will meet or exceed the graduation rate of Idaho non-charter schools.</p> <p>2.8 Charter schools receiving CSP funding for SIS software will use student data to inform the instructional practices and the organizational structures to support student achievement.</p> <p>2.9 Charter schools receiving CSP funding for SIS software will</p>

Project Activities	Performance Measures: Year 1	Performance Measures: Year 2	Performance Measures: Year 3
<p>Charter School Data Academy for all charter developers and new charter schools receiving CSP funds for SIS software.</p>	<p>incorporate student data into presentations for their boards and authorizers.</p>	<p>will incorporate student data into presentations for their boards and authorizers.</p>	<p>incorporate student data into presentations for their boards and authorizers.</p>
<p>Objective 3: Increase the number of new charter schools focusing student achievement efforts on underserved populations of students as defined by state, particularly those high school students who are at greatest risk of not meeting challenging state achievement standards or not graduating.</p>			
<p>• As part of needs mapping, SDE will identify geographical regions that have a higher population of underserved students and/or high priority schools requiring corrective action or restructuring under NCLB to determine target areas for focused assistance.</p> <p>YEAR 1</p>	<p>3.1 1 of 8 charter school petitions submitted for sufficiency review will have education program designs that specifically target the student achievement needs of underserved populations of students in Idaho.</p> <p>3.2 1 of 8 charter petitions presented for sufficiency review will be located in</p>	<p>3.1 2 of 10 charter school petitions submitted for sufficiency review will have education program designs that specifically target the student achievement needs of underserved populations of students in Idaho.</p> <p>3.2 2 of 10 charter petitions presented for sufficiency review will be located in</p>	<p>3.1 3 of 12 charter school petitions submitted for sufficiency review will have education program designs that specifically target the student achievement needs of underserved populations of students in Idaho.</p> <p>3.2 3 of 12 charter petitions presented for sufficiency review will be located in</p>

Project Activities	Performance Measures: Year 1	Performance Measures: Year 2	Performance Measures: Year 3
<ul style="list-style-type: none"> SDE will establish a Charter School Advisory Team for Special Populations of Students (SPOPS). In its first year the team will include SPED, Title I, LEP/Migrant, Transportation, Child Nutrition, Indian Programs, expanding to include partners from high performing charter schools, universities, and parent and community members. <p>YEAR 1-2: SDE Team</p> <p>YEAR 3: SPOPS Expansion</p> <ul style="list-style-type: none"> SPOPS team will promote the development of high quality charter schools that respond to underserved populations by 	<p>geographic areas serving a higher percentage of educationally disadvantaged students or a high number of priority schools requiring improvement, corrective action or restructuring.</p> <p>3.3 60% of charter schools approved for 2009 school will have an adequately funded, comprehensive plan for promoting student achievement in underserved populations.</p> <p>3.4 60% of charter schools approved for the 2009 school year will conduct targeted marketing to ensure that their</p>	<p>geographic areas serving a higher percentage of educationally disadvantaged students or a high number of priority schools requiring improvement, corrective action or restructuring.</p> <p>3.3 70% of charter schools approved for 2010 school will have an adequately funded, comprehensive plan for promoting student achievement in underserved populations.</p> <p>3.4 70% of charter schools approved for the 2010 school year will conduct targeted marketing to ensure that their</p>	<p>geographic areas serving a higher percentage of educationally disadvantaged students or a high number of priority schools requiring improvement, corrective action or restructuring.</p> <p>3.3 80% of charter schools approved for 2011 school will have an adequately funded, comprehensive plan for promoting student achievement in underserved populations.</p> <p>3.4 80% of charter schools approved for the 2011 school year will conduct targeted marketing to ensure that their</p>

Project Activities	Performance Measures: Year 1	Performance Measures: Year 2	Performance Measures: Year 3
<p>creating a plan focused on encouraging charter development, particularly among targeted populations or in targeted regions of the state.</p> <p>YEAR 1: Plan Implemented YEAR 2-3: Review</p> <ul style="list-style-type: none"> • SPOPS team will 1) disseminate research based models for promoting student achievement; 2) create unique delivery models such as extended day programs, full service schools to respond to needs of stressed populations; 3) develop a charter CS workshop series focused on marketing, recruitment and 	<p>initial enrollment meets or exceeds state and/or district averages for enrollment of underserved populations (as defined by the State).</p> <p>3.5 100% of charter schools receiving CSP funding for SIS software will disaggregate state and vendor provided test data by subject and by sub-areas within each subject and <i>then by subgroups within the student population</i> to inform classroom instruction and program modification.</p> <p>3.6 60% of schools receiving CSP funding will meet 3 or more of the sub -grant priorities</p>	<p>initial enrollment meets or exceeds state and/or district averages for enrollment of underserved populations (as defined by the State).</p> <p>3.5 100% of charter schools receiving CSP funding for SIS software will disaggregate state and vendor provided test data by subject and by sub-areas within each subject and <i>then by subgroups within the student population</i> to inform classroom instruction and program modification.</p> <p>3.6 70% of schools receiving CSP funding will meet 3 or more of the sub-grant priorities</p>	<p>initial enrollment meets or exceeds state and/or district averages for enrollment of underserved populations (as defined by the State).</p> <p>3.5 100% of charter schools receiving CSP funding for SIS software will disaggregate state and vendor provided test data by subject and by sub-areas within each subject and <i>then by subgroups within the student population</i> to inform classroom instruction and program modification.</p> <p>3.6 80% of schools receiving CSP funding will meet 3 or more of the sub-grant priorities</p>

Project Activities	Performance Measures: Year 1	Performance Measures: Year 2	Performance Measures: Year 3
<p>retention; and 4) will be integrated into Charter Start! Workshops and Seminars, Data Academies and Authorizer Orientations to provide focused presentations and direct assistance.</p>	<p>regarding special populations of students. 3.7 The number of educationally disadvantaged charter students (as defined by the SDE) achieving proficiency on the ISAT will increase by 3%.</p>	<p>regarding special populations of students. 3.7 The number of educationally disadvantaged charter students (as defined by the SDE) achieving proficiency on the ISAT will increase by 3%.</p>	<p>regarding special populations of students. 3.7 The number of educationally disadvantaged charter students (as defined by the SDE) achieving proficiency on the ISAT will increase by 3%.</p>
<p>Objective 4: Share best practices of high performing charter schools with demonstrated success at promoting student achievement.</p>			
<ul style="list-style-type: none"> SDE will establish the criteria for awarding dissemination grants: 1) quality; 2) organizational capacity; 3) level of impact on student achievement. SDE will determine priority points based on state and federal program 	<p>3.1 50% of high quality charter schools that are nominated for participation in dissemination activities (either self-nominated or nominated by charter authorizers, SDE staff, ICSN, ISBA, CICSF) will participate in a dissemination project</p>	<p>3.1 50% of high quality charter schools that are nominated for participation in dissemination activities (either self-nominated or nominated by charter authorizers, SDE staff, ICSN, ISBA, CICSF) will participate in a dissemination project pre-</p>	<p>3.1 50% of high quality charter schools that are nominated for participation in dissemination activities (either self-nominated or nominated by charter authorizers, SDE staff, ICSN, ISBA, CICSF) will participate in dissemination project</p>

Project Activities	Performance Measures: Year 1	Performance Measures: Year 2	Performance Measures: Year 3
<p>priorities.</p> <p>YEAR 1</p> <ul style="list-style-type: none"> SDE will research and develop best practices for dissemination projects: 1) determine whether promising practice is replicable or adaptable; 2) determine whether promising practice is worth replicating—what is the measure of its success; 3) establish opportunities for direct observation of promising practice; 4) develop a replication process. <p>YEAR 1</p> <ul style="list-style-type: none"> SDE will solicit help from charter school authorizers, 	<p>preplanning conference call.</p> <p>3.2 1 charter school dissemination project will specifically target the student achievement needs of underserved populations of students.</p> <p>3.3 100% of dissemination project proposals will identify project need: charter and/or non-charter schools or target populations (school boards, teachers, administrators, business managers) interested in participating in dissemination activities.</p> <p>3.4 100% of CSP dissemination fund recipients will outline a plan for measuring the impact</p>	<p>planning conference call.</p> <p>3.2 1 charter school dissemination project will specifically target the student achievement needs of underserved populations of students.</p> <p>3.3 100% of dissemination project proposals will identify project need: charter and/or non-charter schools or target populations (school boards, teachers, administrators, business managers) interested in participating in dissemination activities.</p> <p>3.4 100% of CSP dissemination fund recipients will outline a plan for measuring the impact</p>	<p>preplanning conference call.</p> <p>3.2 1 charter school dissemination project will specifically target the student achievement needs of underserved populations of students.</p> <p>3.3 100% of dissemination project proposals will identify project need: charter and/or non-charter schools or target populations (school boards, teachers, administrators, business managers) interested in participating in dissemination activities.</p> <p>3.4 100% of CSP dissemination fund recipients will outline a plan for measuring the impact</p>

Project Activities	Performance Measures: Year 1	Performance Measures: Year 2	Performance Measures: Year 3
<p>SDE staff, ICSN, ISBA, CICSF and ICSLC to nominate Charter Stars, high quality charter schools with programs that promote high student achievement.</p> <p><i>ANNUAL</i></p> <p>SDE will conduct a project planning conference call with Charter Stars nominees to outline State priorities and to encourage replication and sharing. The SDE will promote the submission of projects from a consortium of schools and will encourage high performing charter schools in each region to serve as School Improvement Coaches for state</p>	<p>of the project on school quality and/or student achievement.</p> <p>3.5 100% of CSP dissemination grant recipients whose projects are funded for over \$5000 or whose projects span a two year period will include funding for an external organization to assist in the development and evaluation of the project.</p> <p>3.6 At least 1 high performing charter school will partner with 1 or more charter developers working to establish new charter schools OR 1 or more charter schools receiving CSP planning and implementation</p>	<p>of the project on school quality and/or student achievement.</p> <p>3.5 100% of CSP dissemination grant recipients whose projects are funded for over \$2500 or whose projects span a two year period will include funding for an external organization to assist in the development and evaluation of the project.</p> <p>3.6 At least 1 high performing charter school will partner with 1 or more charter developers working to establish new charter schools OR 1 or more charter schools receiving CSP planning and implementation</p>	<p>of the project on school quality and/or student achievement.</p> <p>3.5 100% of CSP dissemination grant recipients whose projects are funded for over \$2500 or whose projects span a two year period will include funding for an external organization to assist in the development and evaluation of the project.</p> <p>3.6 At least 1 high performing charter school will partner with 1 or more charter developers working to establish new charter schools OR 1 or more charter schools receiving CSP planning and implementation</p>

Project Activities	Performance Measures: Year 1	Performance Measures: Year 2	Performance Measures: Year 3
<p>restructuring plan for public schools in NCLB sanction phases 4 or above. (See Appendix IX: Restructuring)</p> <ul style="list-style-type: none"> SDE will identify groups that would benefit from a dissemination partnership: 1) charter and non-public schools; 2) low-performing schools; 3) charter school developers; 4) university education programs. SDE will identify external review project partners-- organizations with expertise in project development and evaluation. <p>ANNUAL</p>	<p>funds OR a non-charter public school.</p> <p>3.7 At least 1 high performing charter school charter school in each region will be named a School Improvement Coach for state restructuring plan for public schools in NCLB sanction phases 4 or above.</p> <p>3.8 Dissemination activities provided by high performing charters will increase professional development opportunities for charter developers and charter school operators receiving CSP funds by 50%.</p> <p>3.9 In a 6 month follow-up survey,</p>	<p>funds OR a non-charter public school</p> <p>3.7 At least 1 high performing charter school charter school in each region will be named a School Improvement Coach for state restructuring plan for public schools in NCLB sanction phases 4 or above.</p> <p>3.8 Dissemination activities provided by high performing charters will increase professional development opportunities for charter developers and charter school operators receiving CSP funds by 60%.</p> <p>3.9 In a 6 month follow-up survey,</p>	<p>funds OR a non-charter public school.</p> <p>3.7 1 non-charter school in NCLB school sanction phases 4 or above will select a high achieving charter school as its School Improvement Coach.</p> <p>3.8 Dissemination activities provided by high performing charters will increase professional development opportunities for charter developers and charter school operators receiving CSP funds by 70%.</p> <p>3.9 In a 6 month follow-up survey, 70% of participants in dissemination activities will</p>

Project Activities	Performance Measures: Year 1	Performance Measures: Year 2	Performance Measures: Year 3
<ul style="list-style-type: none"> SDE will contract with the NWREL to create tools to share research regarding high quality dissemination. <p>YEAR 3</p> <p>SDE will include dissemination activities in statewide charter school public awareness campaign (see Objective 2).</p> <p>ANNUAL</p>	<p>50% of participants in dissemination activities will indicate that they are applying strategies to the development of new charters focused on student achievement or to promote student achievement in charter schools</p>	<p>60% of participants in dissemination activities will indicate that they are applying strategies to the development of new charters focused on student achievement or to promote student achievement in charter schools</p>	<p>indicate that they are applying strategies to the development of new charters focused on student achievement or to promote student achievement in charter schools</p>

The State Department will use a range of venues to inform teachers, parents, and communities of charter school grant program and to integrate reports and success stories: the SDE E-Newsletter, the SDE website, press releases by the SDE public information officer and presentations by SDE staff, including Superintendent of Public Education Tom Luna. The SDE E-Newsletter is distributed statewide on a weekly basis to public school superintendents, principals, manager, charter school administrators, Title I directors, special education directors, testing coordinators, technology coordinators and public information offices. It includes updates regarding charter schools and charter school development throughout the state. The SDE website includes a charter school page highlighting ICSP activities. The SDE public information officer promotes charter schools through regular press releases, radio and television interviews. State Superintendent of Education Tom Luna showcases the work of Idaho charter schools and promotes charter development activities in press conferences, statewide addresses and presentations to teachers and education leaders.

In addition, the new ICSP grant proposal includes targeted funds for the development of a statewide charter school public awareness campaign to increase understanding of the charter school model 1) integrating project reports and success stories into SDE, ICSN websites and newsletters 2) collaborating in the creation of a Showcase Display to be featured at educational venues; 3) drafting and disseminating the Charter School Report that will distill SDE data and NWREL findings to underscore the high quality of Idaho charter schools; 4 promoting the dissemination of best practices of those high performing charter schools with demonstrated success at promoting student achievement. (See Appendix VIII for sample communication venues)

(ii) Describe how the SEA will inform each charter school in the state about federal funds the charter school is eligible to receive and Federal programs in which the charter school may participate.

The State Department of Education (SDE) will continue to use articulated venues (see (a) (ii)) to inform charter schools about the federal funds for which it is eligible. Each charter school in the state will be informed of the availability of Charter School Grant Program funds directly by the SDE School Choice Coordinator through email, mail, quarterly Charter School newsletters and monthly Charter School Leadership Council meetings. Federal program managers within the SDE will communicate directly with charter schools regarding any federal formula programs in which the charter school may participate. Requests for proposal (RFP) and/or SDE federal program contact information will be provided in the communication. All charter schools will be invited to make application for all federal funds for which they are eligible.

(iii) Describe how the SEA will ensure that each charter school in the State receives the charter school's commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation.

The SDE will inform each district authorizer of the requirement that each charter school is to receive any federal formula funds for which it is eligible within 5 months of opening its doors or increasing its enrollment. SDE federal program managers will work with the school district and the charter school to assist in determining eligibility. School districts will be required to include charter schools they authorize in their consolidated plans. Charter schools designated as LEAs will be funded on the same basis as school districts.

(iv) Describe how the SEA will disseminate best of promising practices of charter schools to each local educational agency in the state.

The SDE will continue to employ established venues (see (a) (ii)) to disseminate promising practices of charter schools to all stakeholders, including each local educational agency in the state. The SDE Public Information Officer will work closely with the SDE School Choice Coordinator and charter school leaders in the state to draft press releases that highlight the efforts of high achieving charter schools.

The SDE, if successful in securing CSP dissemination funds, will expand its approach to include: 1) publication and dissemination of an annual Charter School Report; 2) development of the Charter Stars nomination process for recognizing promising practices of Idaho charter schools; 3) implementation of dissemination projects, particularly projects aimed at improving student achievement in targeted regions of the state and among target populations of students; 4) recognition of unique collaborations in educational venues through the Charter School Showcase Display. The SDE, as a part of its dissemination project planning process, will identify 1) charter and non-charter schools interested in participating in dissemination activities; 2) low performing public schools that could benefit from dissemination partnerships; 3) charter developers interested in participating in dissemination activities; 4) university education programs interested in participating in dissemination activities, particularly through offering coursework in education entrepreneurialism; and 5) external organizations with expertise in project development and evaluation in order to identify promising practices and determine the most effective means of dissemination.

(v) If an SEA elects to reserve part of its grant funds for the establishment of a revolving loan fund, describe how the revolving loan fund would operate.

The SDE does not request any funds to be set aside for a revolving loan fund.

(vi) If an SEA desires the Secretary to consider waivers under the authority of the CSP, include a request and justification for any waiver of statutory or regulatory provisions that the SEA believes is necessary for the successful operation of charter schools in the State.

The SDE does not request any waivers.

(vii) Describe how the charter schools that are considered to be LEAs under State law and LEAs in which a charter school is located will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.

The SDE ensures that all approved charter schools are in compliance with all requirements of IDEA. Prior to approval, all charter school petitions are reviewed by the SDE for legal sufficiency, including compliance with IDEA. Any omissions or errors are noted and the SEA makes recommendations for changes. The SDE monitors the compliance of district authorized charter schools through the district. District authorizers ensure that charter schools operate in compliance with all of IDEA. The SDE and the Idaho Public Charter School Commission directly monitor the compliance of LEA charter schools. All Idaho schools, including charter schools, are required by law to be accredited. The accreditation process monitors IDEA requirements. Both district and Commission authorized charter schools are provided support by SDE regional specialists to further ensure compliance. In 2007, the SDE established a Special Education Coordinator to oversee charter school compliance specifically. The *Special Education Primer for Charter Schools* was revised, updated and distributed to all charter schools and their authorizers. Training modules outlining the requirements of IDEA were developed, distributed to charter schools and their authorizers and were posted on the SDE website.

(b) Selection Criteria

(i) The contribution the charter schools grant program will make in assisting educationally disadvantaged and other students to achieve State academic content standards and State achievement standards.

Established Need:

Idaho is a sparsely populated rural state, deriving its revenue primarily from agriculture, mining, logging and tourism. Idaho, the 13th largest state in the nation, covers 83,557 square miles, of which 63.1% is federal land and 5.1% is State land. Twenty-three of the 44 counties have eight or fewer people per square mile. Two-thirds of Idaho's citizens live in areas considered to be rural or remote. Approximately 91% of the population is white. Idaho's fastest growing ethnicity group is Latino. According to the *Hispanic Profile Data Book for Idaho* (2007), the Latino population has grown by 22,000 in the past few years, an increase of 22%. Recent statistics show that more than 4 out of 10 (42.7%) Latinos are 19 years of age or younger and 38% of Idaho Latinos are foreign-born. 68% of Latino Spanish speakers who are 5 years and older say they speak English well or very well, while 32% say they speak little to no English. (SDE Latinos in Idaho Public Schools 2008) In addition, an increase in Eastern European and African immigrants is further expanding the LEP population. Among Idaho's 1.2 million residents, 17.2% are considered economically disadvantaged. The average per capita income is \$24,783. In 2005, 45% of all Idaho children lived in families with incomes below 200% FPL; this compares to a national rate of 40%. (Kids Count 2007) Public schools in the state serve over 250,000 students in 114 school districts. Half of all school districts serve fewer than 1000 students and 32% enroll fewer than 500 students.

In the past 10 years Idaho's education program has undergone a major systemic reform, moving forward with the full implementation of the Idaho Achievement standards, accompanying

assessments, State Board of Education Accountability Plan and requirements under No Child Left Behind. However, Idaho's tax base has been insufficient to support many of Idaho's education reform efforts, including Idaho's charter school initiative. Idaho ranks 49th in the nation for per pupil expenditure according to the National Center for Educational Statistics. Although Idaho charter schools receive state money to implement state and local requirements, the State does not provide venture capital for the development and implementation of innovative high quality programs. Charter schools have no means of raising local funds through taxation. By statute they cannot incur bonded indebtedness or levy taxes to assist with facilities or improvement costs, even though these typically account for 12-15% of a charter school's annual expenditures.

Increasing Student Achievement

CSP funds are essential. They support the development of high quality, unique and innovative educational programming in the State and increase the success of Idaho charter schools as educational models focused on high achievement for all of Idaho's students. CSP sub-grant funds will provide financial assistance for eligible charter developers and charter operators to design and implement of their educational visions and disseminate promising practices. CSP administration funds will provide the SDE with the resources necessary to support the growth and development of high quality charter petitions. The SDE will offer targeted assistance to charter developers and new charter operators to enable them to 1) research and evaluate multiple models of teaching and learning; 2) draft student educational standards that are ambitious, specific, measurable and focused on high achievement for all students; 3) develop comprehensive business plans and professional development plans to support innovative academic visions; 4) utilize student data to inform instructional practices and organizational structures to support student achievement; 5) create a comprehensive plan for promoting student

achievement in underserved populations; 6) conduct targeted marketing to recruit more diverse student populations.

As a part of its CSP Project work, the SDE will identify regions of the state that have higher populations of underserved students and/or a large number of high priority public schools requiring corrective action or restructuring under NCLB, as well as mapping waiting lists of existing charters to assess and profile of unmet need by student age, SES, and type of charter. The SDE will focus resources to support the development of new charters schools to meet these expressed needs. Project activities will focus on 1) increasing the development of charter schools in priority regions of the state; 2) promoting the development of charter schools with missions that specify learning approaches and methodology targeting underserved populations of students; 3) promoting dissemination activities that will partner high performing charter schools with charter developers in priority regions of the state and/or public schools in NCLB sanctions level 4 or above; 4) promoting the development of school level data analysis practices that disaggregate state test data by subject and subject areas within subjects and then by subgroup within the student population to inform instruction and program modification.

(ii) The degree of flexibility afforded by the SEA to charter schools under the state's charter school law.

A high degree of flexibility is afforded charter schools by the SDE under Idaho charter school law. The SDE provides technical assistance to both charter schools and their sponsoring districts in interpretation and application of state statute. The role is assigned to the SDE by Title 33, Chapter 52 of the Idaho Public Charter School Law.

33-5211.Assistance with petitions information.

- (1) The state department of education shall provide technical assistance to persons or groups preparing or revising charter petitions.
- (2) Upon request, the state department of education shall distribute the following information concerning a charter school whose petition has been approved:
 - (a) The charter school's petition.
 - (b) The annual audit performed at the charter school pursuant to the charter school petition.
 - (c) Any written report by the state board of education to the legislature reviewing the educational effectiveness of charter schools.

The SDE does not interfere with or make requirements for charter schools in the areas of governance, budgeting, instructional practices, internal policies and procedures or general operations. The SDE carries out all responsibilities given to it under state law: distribution of state money, teacher certification, criminal background checks, accreditation, approval of secondary alternative schools, and the implementation of the Idaho Reading Indicator, the Direct Math and the Direct Writing Assessments. The SDE allocates school support funding directly to the charter school. The charter school must comply with the same reporting requirements and auditing procedures as are required by law of other public schools. Charter schools are required by law to participate in the statewide assessment program.

(iii) The number of high-quality charter schools to be created in the State.

Title 33, Chapter 52, Idaho Public Charter School Law limits the number of charter schools developed in Idaho each year to 6. As the number of high quality charter petitions increase, this law will be revisited.

33-5203.Authorization – Limitations.

- (2) The number of charter schools which may be approved shall be limited in number in accordance with the following:
- (a) Not more than six (6) newly-chartered public schools may be approved for any one (1) school year, and
 - (b) Not more than one (1) newly-chartered public school may be granted for any one (1) school district for a school year, and
 - (c) No whole schools district may be converted to a charter district or any configuration which includes all schools as public charter schools.

It is the goal of this SDE to use CSP grant funds to promote the development and authorization of 6 new high quality charter schools a year in Idaho. Additionally, it is the goal of this SDE to ensure that a percentage of these new charter schools are designed to promote student achievement in targeted regions of the state and targeted populations of students. This is an ambitious goal supported by an ambitious set of project objectives and activities.

The state has seen steady growth in the development of new high quality charter schools and significant growth in charter school enrollment due to facilities and program expansion; however, the number of new charters authorized at the end of the preceding project period fell short of the number projected by the State. A review of trends related to charter school growth over the past decade show periods of growth cycling every three years, paralleling CSP grant projects. The first period of growth was in 1999; following the implementation of Idaho's new charter school law 6 new charter schools were authorized. The second period of growth occurred in 2005-2006. Ten new charter schools were approved over a two year period. A number of factors may have influenced the increase in the authorization of new charter schools during this period: 1) Public Policy: the Idaho Public Charter School Commission, a statewide chartering

entity was approved in 2004; 2) Venture Capital: Federal funds and J.A. and Kathryn Albertson Foundation funds were made available for charter school planning and implementation; 3) Community Awareness: the SDE supported a number of dissemination projects throughout the state in 2002-2005; 4) Targeted Assistance: Through increased staffing and collaborative planning, the SDE and the Idaho Charter School Network provided significantly more support for charter developers and charter operators in the years preceding growth.

While the SDE cannot directly influence the number of charter schools approved each school year, it can influence the number of high quality petitions that go to authorizers for review, thereby increasing the likelihood of approval. This kind of assistance requires an investment of time and resources. In June 2007, the SDE hired its first full time School Choice Coordinator in order to provide statewide leadership for public charter schools, to build the state's capacity to assist charter developers and operators, and to strengthen CSP program and fiscal accountability. The Idaho Charter School Leadership Council was formed, providing opportunities for partnerships among new charter developers and experienced charter operators. The *Charter Launch Manual*, which provides comprehensive information and resources for new charter developers, was completed and distributed. Drawing on best practices nationally, full day Charter Start! 101 Workshops and monthly Charter Start! Seminars were initiated to provide support for charter developers and new charter operators on topics such as: comprehensive business plan development, school governance and leadership models, fiscal planning (including fund development), evaluation and hiring practices, performance planning, and data management and analysis. Forty people representing 15 distinct schools attended the full day introductory workshop in the fall. (See Appendix V: Charter Start: New Directions in Education) SDE staff has provided increased assistance to charter developers in the areas of transportation, migrant

education, Title I programming, child nutrition, and school finance. A full-time SDE staff position was created to support charter schools in the design and implementation of special education services.

This additional targeted assistance, while relatively new, has resulted in a significant increase in the number of charter school petitions being filed with the State. To date, 10 charter petitions have completed the state sufficiency review; 6 of those petitions have been referred to the Commission, and 4 are being considered by school districts. Many of these second generation charter schools are being proposed in rural regions of the state and are targeting student learners with special needs, or are offering educational programming that is unique and innovative. Several have established partnerships with community-based organizations including mental health professionals, family support agencies, Hispanic leaders, and refugee support services.

- i-Success is virtual school targeting high school students who have left the public education system and/or students who are at risk for not successfully achieving high school graduation or equivalency. Their recruitment efforts will be focused on Idaho's Latino population.
- Meridian Global Outreach Academy is a developing Russian/English bi-literacy program designed to promote high achievement of all academic standards, while increasing students' language and literacy skills in English and Russian. The school hopes to address the needs of the more than 30,000 Slavic immigrants in the Treasure Valley.
- Pearl Academy is a K-12 school that will be designed to meet the comprehensive needs of at risk students by using small flexible learning groups, pacing driven by student capabilities, service learning and community integration.

- EPIC Academy will be a K-12 school specializing in educational strategies for teaching children experiencing Asperger's Syndrome and increasing disability awareness and diversity training for peers.
- North Valley Academy, Palouse Prairie School and Nampa Classical Academy all propose unique learning models for their communities; North Valley Academy and Palouse Prairie School will be located in regions of the state where there are few charter schools: Region I and Region IV.

For the first time since Idaho's charter school law passed in 1998, there is wide-ranging support for charter school development. Idaho State Superintendent of Public Instruction Tom Luna, Idaho Governor Butch Otter and the Idaho Congressional Delegation Governor support charter schools as vehicles for school improvement and increasing student achievement in Idaho. SDE partnerships with the Idaho Charter School Network and the Idaho Public Charter School Commission are creating an infrastructure of support for Idaho's charter schools (See Letters of Support: Appendix VI)

(iv) The quality of the management plan for the proposed project.

The new SDE Division of Innovation and Choice is focused on building the capacity to achieve the state vision for charter schools. Project activities, as outlined in the Project Planning Matrix, will be coordinated and implemented by a full time SDE School Choice Coordinator funded in part by the state. She will coordinate the sub-grant process, distribution of funds, management of SDE administrative grant funds and utilization of SDE resources to assist charter schools in achieving the goals and objectives of the Idaho Charter Schools Program. Her efforts will be supported by a part time administrative assistant, who has dedicated time for working with the charter school grant program. The School Choice Coordinator will submit quarterly reports to the Deputy Superintendent

of the Division of Innovation and Choice, outlining progress made toward meeting project objectives. (See Appendix II: Resume of Project Director)

The proposed plan utilizes the knowledge and expertise of many divisions in the SDE, as well as partnerships and contracts with other organizations like the Idaho Charter School Network, the Idaho Charter School Leadership Council, the Idaho Public Charter School Commission and the Northwest Regional Educational Lab. See the Budget Narrative for tables outlining a project plan timeline, project responsibilities and partners and related costs.

(v) The quality of the dissemination activities and the likelihood that those activities will improve student academic achievement.

Recent research from the Center on Reinventing Public Education (Identifying and Replicating the DNA of Successful Charter Schools, 2007) and WestEd (Assessment of Charter Schools Program Dissemination Funding, 2006) outline the challenges that SEAs face in developing dissemination projects that work and then measuring the impact of those projects on student achievement. One challenge involves identification of willing project participants: both high quality charter schools and charter and non-charter schools and target populations (school boards, teachers, administrators, business managers, etc.). A second challenge involves distillation of promising practices—determining which elements are replicable. The final challenge involves measuring the project success.

The SDE attempted to address some of those challenges in its project design. Information regarding dissemination grants will be distributed to all schools in the summer of each year. In order to generate interest in dissemination activity, the SDE will solicit help from charter school authorizers, SDE staff, the Idaho Charter School Network, the Idaho Coalition of Charter School Families, and members of the Idaho Charter School Leadership Council to nominate Charter Stars, high quality

charter schools with programs that promote high student achievement, both for recognition and an invitation to participate in a dissemination project. Charter Stars will be recognized through established SDE communication venues and will be highlighted in the Charter School Report. In addition, they will receive recognition in education venues and will be featured in the Charter Showcase display. The SDE will conduct a dissemination project planning conference call with all nominees to encourage participation in replication and sharing activities. The SDE will promote dissemination priorities: 1) assist planning and startup of 1 or more charter schools 2) assist schools (charter and non-charter) in improving student achievement. The SDE will encourage the pairing of high performing charter schools with charter developers or public schools in NCLB sanctions. Coalitions of schools will be invited to submit projects that draw upon the expertise of an external organization to support project development and successful dissemination as well as evaluate project success. Interested schools will submit a one to two page brief outlining their project proposal.

The SDE will identify charter and non charter public schools, low-performing schools, charter developers, universities and target populations that may be interested in participating in dissemination activities. In addition, the SDE will identify external organizations with experience in project development and evaluation, as well as the capacity to identify promising practices and to determine the most successful means of dissemination. Once potential target groups have been determined, charter schools will be invited to submit a full a proposal based on the outlined criteria for the dissemination grants: 1) quality; 2) capacity of organization; 3) level of impact on student impact. The proposal will clearly outline a plan for measuring the impact of the project on school quality and/or student achievement. All projects that are funded for more than \$5000 or projects that span a two-year period will be required to include an external organization to assist in the development and evaluation of the project.

The SDE will determine priority points based on state and federal program priorities. The peer review process will include charter leaders who have participated in previous charter dissemination grant programs, as well as stakeholders from the larger education community, for example universities and statewide education organizations like the Idaho Education Association or the Idaho School Boards Association. The SDE will conduct exit interviews with partner schools following completion of projects and will contract with the Northwest Regional Educational Lab to create tools to share research regarding high quality dissemination. Dissemination projects will be highlighted annually through articulated venues. These dissemination projects focused on engaging operators of exemplary charter schools will expand the number of new high quality charter schools and enhance the performance of schools, charter and non-charter. Evaluation of these strategies on school quality and academic performance will provide both formative and summative measures of impact. Tactical dissemination of the results will enhance public awareness of the charter school model and promote the transfer of innovation to non-charter public schools. The net result is higher achievement for all Idaho students.

(vi)The quality of the evaluation to be conducted of the proposed project.

The Idaho State Department of Education (SDE) has signed a Memorandum of Agreement with NWREL for its role as the external evaluator of the project if funded. Since 1996, NWREL has been involved with the charter school movement in a variety of ways, including bringing together leaders in the field for productive discussion, developing helpful resources for charter school founders and staff, and conducting evaluations of charter school programs for states and individual schools. NWREL's evaluation team will be under the direction of Dr. Changhua Wang. Dr. Wang was the external evaluator of Arizona State University's Leadership for Educational Entrepreneurs, a graduate program funded by the U.S. Depart-

ment of Education for training charter school administrators. He also served as the primary investigator of charter schools in Idaho for five years (1999–00 to 2003–04) and conducted the evaluation of a number of individual charter schools in other states. He is well versed in various issues relating to charter schools at local, state, and national levels.

The evaluation will be aligned with four major objectives of the project: 1) increasing the quality of new charter schools, 2) evaluating and communicating effects of charter schools on students and their parents' satisfaction, 3) focusing more on underserved student populations via charter schools, and 4) sharing best school practices. Listed below are questions that will be addressed in the evaluation:

- To what extent are project activities implemented as proposed?
- What are the challenges of implementing these project activities?
- What are effective strategies to ensure high-quality charter school petitions?
- How effective are Charter Start 101 workshops, and seminars?
- How are charter school program grant processes and procedures aligned with the charter school petition process?
- How effective is the Idaho administrative infrastructure in assisting charter developers and monitoring and supporting existing charter schools in terms of fiscal and program accountability?
- How successful are the efforts of SDE in strengthening the statewide infrastructure of support for charter developers as well as existing charter schools through collaborative project planning with stakeholders such as the Idaho Charter School Leadership Council, Idaho Charter School Network, Idaho Public Charter School Commission, charter school authorizers, and Idaho state universities?

- What are the effects of charter schools on students' attitude toward schools, students' school behaviors, and their academic performance?
- What are effective strategies to involve parents in charter schools?
- To what extent have charter schools met parents' expectations?
- How do charter schools reach out for those underserved students, particularly those at risk of not meeting challenging state achievement standards or of not graduating?
- What are the roles and functions of the Idaho Charter School Advisory Team for special population students?
- What are the characteristics of successful charter schools in Idaho?
- What are the best practices of charter schools in Idaho?
- How are the best practices shared among charter schools (including charter school applicants) as well as between charter schools and non-charter schools?

To address the questions listed above, this evaluation will use the data collected from multiple sources: charter school students, parents, teachers, school administrators, sponsoring school district administrators, and members of the Idaho Charter School Leadership Council, Idaho Charter School Networks, Idaho Public Charter School Commission, and charter school authorizers. (See Appendix X for is a brief description of each data collection method that will be used and its purpose in the evaluation, as well as a detailed timeline for major evaluation activities)

Conclusion:

Idaho is poised to support the development of new charter schools. Among the 30 charter schools in Idaho, systematic program audits reveal high quality programs whose students are performing above state and national averages, whose parents are highly satisfied and whose staff

demonstrates high levels of accountability and innovation. Charter schools enroll over 10,000 students, 4% of the total student population with another 6981 students on waiting lists. 2008 will mark the tenth anniversary of the passage of the Charter School Law in Idaho in 1998. There has been renewed support and invigorated leadership for charter schools at the State Department of Education. The formation and work of the Charter School Leadership Council has focused attention on the needs of Idaho's Charter Schools and created a vision and action plan for the future. The Idaho Charter Schools Grant Program will leverage statewide support for charter schools to meet the growing need for charter schools and to focus resources on Idaho's underserved population of students. Idaho's vision for public charter schools is two-fold: 1) Promote the growth and development of quality Idaho charter schools focused on high achievement for all students; and 2) Develop a statewide charter school public awareness campaign to increase understanding of the charter school model.

The SDE is particularly interested in providing training and hands-on assistance to charter school developers, new charter operators and charter school authorizers in order to create a sustainable and long-term impact on Idaho's second generation of charter schools and on low achieving non-charter schools. Regional, individual and electronic training will be used to provide the most comprehensive and efficient approach to reaching target audiences in more remote regions of the state. Sixty-eight percent of Idaho's residents live on 12 percent of the State's land. Idaho averages 17.7 persons per square mile compared to 84.6 persons for the US. Idaho is the 7th most rural state by this measure. In addition, SDE will be implementing projects focused on raising public awareness of high performing charter schools through communicating the effects of those schools on student achievement and identifying and sharing promising practices. Dissemination projects centered on engaging operators of exemplary charter schools

will expand the number of new high quality charter schools and enhance the performance of schools, charter and non-charter. Evaluation of these strategies on school quality and academic performance will provide both formative and summative measures of impact. Tactical dissemination of the results will enhance public awareness of the charter school model and promote the transfer of innovation to non-charter public schools. The net result is higher achievement for all Idaho students.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **7924-Mandatory_CSP_Program_Assurances.PDF**

Attachment 2:

Title: Pages: Uploaded File: **5404-Appendix_I_Regional_Map_2007.pdf**

Attachment 3:

Title: Pages: Uploaded File: **6637-Appendix_II_ICSN_Accountability_Plan.PDF**

Attachment 4:

Title: Pages: Uploaded File: **3069-Appendix_III_Idaho_CS_Statute.PDF**

Attachment 5:

Title: Pages: Uploaded File: **8963-Appendix_V_Charter_Start.PDF**

Attachment 6:

Title: Pages: Uploaded File: **4929-Appendix_VI_Letters_of_Support.PDF**

Attachment 7:

Title: Pages: Uploaded File: **3607-Appendix_VII_Resume_of_Project_Director.PDF**

Attachment 8:

Title: Pages: Uploaded File: **312-Appendix_IV_ICLC_Vision_Planning.PDF**

Attachment 9:

Title: Pages: Uploaded File: **4013-Appendix_VIII_Sample_Comm_Venues.PDF**

Attachment 10:

Title: Pages: Uploaded File: **171-Appendix_IX_Restructuring_Rubric.PDF**

Attachment 11:

Title: Pages: Uploaded File: **8391-Appendix_X_Project_Evaluation.PDF**

CHARTER SCHOOLS PROGRAM ASSURANCES – STATE EDUCATIONAL AGENCIES

Pursuant to Section 5203 of the ESEA, a State educational agency (SEA) application for a grant under the CSP must contain the following assurances.

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

- 1) Will require each eligible applicant desiring to receive a subgrant to submit an application to the SEA containing:
 - A) A description of the educational program to be implemented by the proposed charter school, including (i) how the program will enable all students to meet challenging State student academic achievement standards; (ii) the grade levels or ages of children to be served; and (iii) the curriculum and instructional practices to be used;
 - B) A description of how the charter school will be managed;
 - C) A description of (i) the objectives of the charter school; and (ii) the methods by which the charter school will determine its progress toward achieving those objectives;
 - D) A description of the administrative relationship between the charter school and the authorized public chartering agency;
 - E) A description of how parents and other members of the community will be involved in the planning, program design and implementation of the charter school;
 - F) A description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met its objectives;
 - G) A request and justification for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school;
 - H) A description of how the subgrant funds will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education;
 - I) A description of how students in the community will be (i) informed about the charter school; and (ii) given an equal opportunity to attend the charter school;
 - J) An assurance that the eligible applicant will annually provide the Secretary and the SEA such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in subparagraph (C)(i);
 - K) An assurance that the applicant will cooperate with the Secretary and the SEA in evaluating the program assisted under this subpart;
 - L) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
 - M) If the eligible applicant desires to use subgrant funds for dissemination activities under section 5202(c)(2)(C), a description of those activities and how those activities will involve charter schools and other public schools, local educational agencies, developers, and potential developers; and
 - N) Such other information and assurances as the Secretary and SEA may require.
- 2) Will –
 - A) Use the grant funds to award subgrants to one or more eligible applicants in the State to enable the applicant to plan and implement a charter school in accordance with this program; and
 - B) Use a peer review process to review applications for subgrants.

Shirley A. Rau
NAME OF AUTHORIZED OFFICIAL

Shirley A. Rau
SIGNATURE OF AUTHORIZED OFFICIAL

Idaho State Dept of
APPLICANT ORGANIZATION

Education

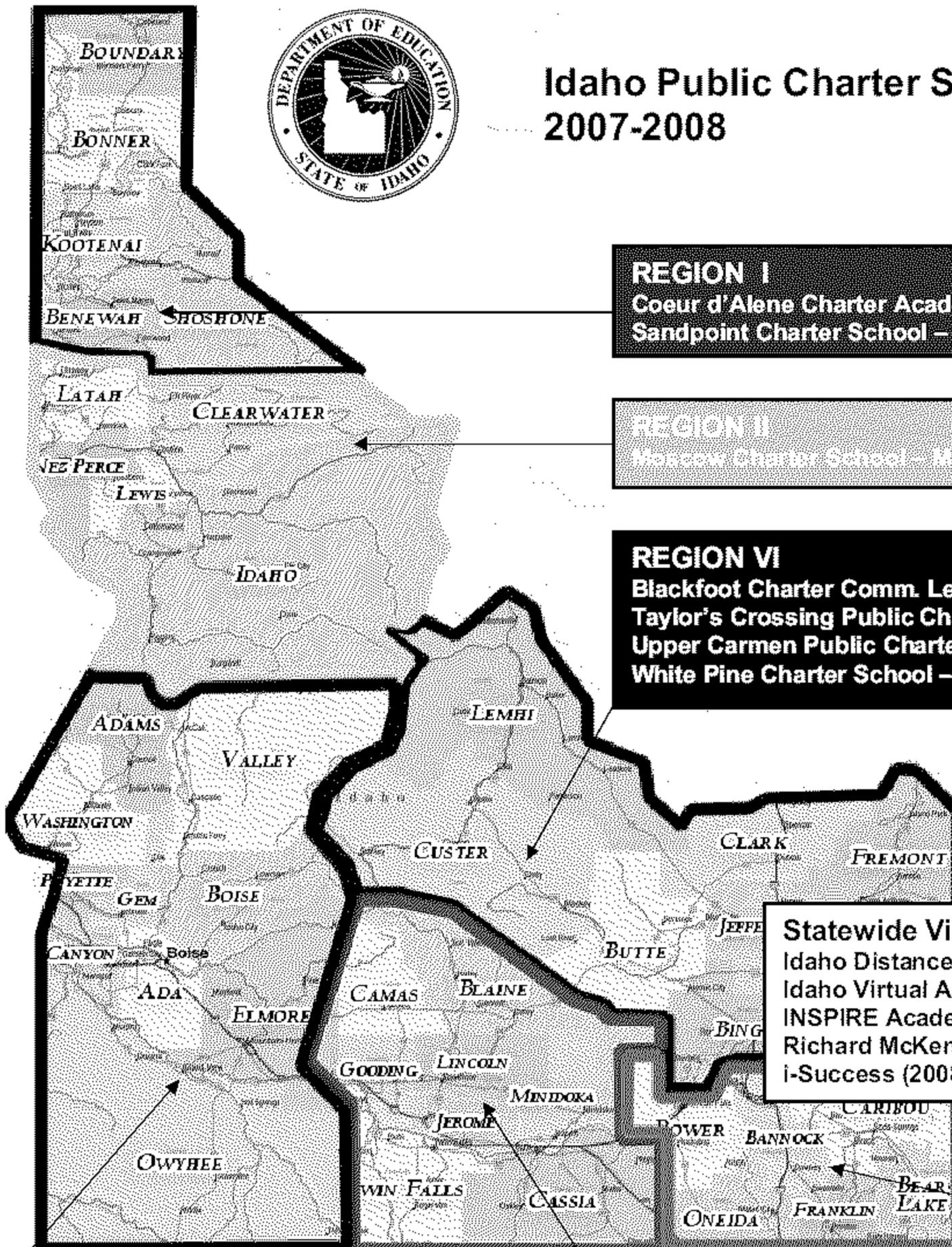
School Choice Coordinator
TITLE

Feb 1, 2008
DATE

Feb 1, 2008
DATE SUBMITTED



Idaho Public Charter Schools by Region 2007-2008



REGION I

Coeur d'Alene Charter Academy – Coeur d'Alene 6-12
Sandpoint Charter School – Sandpoint 6-8

REGION II

Moscow Charter School – Moscow K-8

REGION VI

Blackfoot Charter Comm. Learning Center – Blackfoot K-6
Taylor's Crossing Public Charter School – Idaho Falls K-9
Upper Carmen Public Charter School – Carmen K-3
White Pine Charter School – Idaho Falls K-8

Statewide Virtual Charter Schools

Idaho Distance Education Academy K-12
Idaho Virtual Academy K-12
INSPIRE Academics, Inc. K-11+
Richard McKenna Charter High School 9-12
i-Success (2008) 9-12

REGION III

Anser Charter School – Boise K-8
Compass Public Charter School – Meridian K-9+
Falcon Ridge Public Charter School – Kuna K-10+
Garden City Community School – Boise K-8
Hidden Springs Charter School – Boise K-8
Idaho Arts Charter School – Nampa K-12
Liberty Charter School – Nampa K-12
Meridian Charter High School – Meridian 9-12
Meridian Medical Arts Charter H.S. – Meridian 9-12
North Star Charter School – Meridian K-9+
Richard McKenna Charter H. S. – Mountain Home 9-12
Rolling Hills Public Charter School – Boise K-8
Thomas Jefferson Charter School – Caldwell K-9+
Victory Charter School. – Nampa K-9+
Vision Public Charter School – Caldwell K-7

REGION V

Academy at Roosevelt Center – Pocatello K-8
Idaho Leadership Academy – Pingree 9-12
Pocatello Comm. Charter School – Pocatello K-8

REGION IV

ARTEC Charter School – Twin Falls 9-12
Xavier Charter School – Twin Falls K-8
North Valley Academy – Gooding (2008) K-9

Appendix II: Idaho Charter School Network
Accountability Plan for Idaho Public Charter Schools

Idaho Charter School Network Accountability Plan for Idaho Public Charter Schools

Idaho Charter School Network
1910 University Dr.
Boise, ID 83725
kwhiteh@boisestate.edu

Goal One: The charter school will fulfill all governance and administrative obligations as provided in state & federal law and in the school's charter.

PURPOSE/INTENT of this goal is to ensure the charter is meeting all legal requirements including:
 ✓ being aware of and abiding by current and relevant state and federal statutes;
 ✓ creating and maintaining an effective governance structure;
 ✓ required reports in a timely and accurate manner;
 ✓ maintaining a fiscally sound budget and practices; and
 ✓ providing strong administrative leadership for the school.

MEASUREABLE OBJECTIVES Leading to the Accomplishment of Goal:	Suggested METHODS to Reach the Goal:	RESULTS Demonstrating Accomplishment of the Goal	EVIDENCE of Results to be Shared <i>with</i> , Viewed <i>by</i> or Gathered <i>by</i> a Visiting Team
DOCUMENTS			
Charter has retained all legal documents pertaining to opening, operating and reporting progress on the charter and has current and past (if applicable) copies of these documents on file for their stakeholders and administrators.	Copy and retain legal documents for stakeholder and/or administrator access. <u>Stakeholder access samples:</u> ✓ Articles of Incorporation; ✓ Charter Agreement; ✓ Bylaws; ✓ IRS Determination Letter & Taxpayer ID Forms; ✓ Prior tax returns; ✓ Prior audits; ✓ Governing Board minutes; ✓ Attendance reports; ✓ Proof of liability insurance; ✓ Current IEP's; and ✓ Accreditation reports. <u>Administrator access samples:</u> ✓ Personnel Files; ✓ Student files including test data and work samples.	Current and past (if applicable) documentation is on file and readily available to stakeholders and/or administrators.	Files and documents.

Goal One: The charter school will fulfill all governance and administrative obligations as provided in state & federal law and in the school's charter.

<p>MEASUREABLE OBJECTIVES Leading to the Accomplishment of Goal:</p>	<p>Suggested METHODS to Reach the Goal:</p>	<p>RESULTS Demonstrating Accomplishment of the Goal</p>	<p>EVIDENCE of Results to be Shared <i>with</i>, Viewed <i>by</i> or Gathered <i>by</i> a Visiting Team</p>
<p>RELEVANT FEDERAL & STATE LAWS & SBE RULES</p>			
<p>Charter is aware of and in compliance with current relevant state and federal laws</p> <p><u>Federal Examples-</u> No Child Left Behind Act Title Laws Special Education ADA Funds Hot Lunch Funds Transportation Funds</p> <p><u>State Examples-</u> Public Charter Schools Act Idaho Education Code Idaho Health & Safety Code Idaho Building Code Other Relevant Idaho Education Laws & Board Rules including, but not limited to: Open Meeting Laws Abuse and Neglect Laws Safety Regulations Separation of Church & State Discrimination Laws Charter Enrollment Laws</p>	<p>Review applicable state and federal laws and state procedures.</p> <p>Train a high-level administrator to be responsible for:</p> <ul style="list-style-type: none"> ✓ knowing legal issues that are relevant to the school, and ✓ taking, or delegating to the appropriate person, responsibility for making sure the school adheres to these relevant laws and procedures. <p>Provide opportunities for governance structure, appropriate charter staff and appropriate stakeholders to review legislation or state procedures that impact the school. (Idaho State Department of Education hosts annual review of legislation.)</p> <p>Provide methods and training for implementation of state and federal legislation and state procedures including handbooks, job aides, policy manuals, etc. to the appropriate people.</p>	<p>Charter is in compliance with relevant state and federal statutes and applicable state procedures including those pertaining to hiring, training, retaining, evaluating and discontinuing employment.</p> <p>Charter has a plan for obtaining current, pending and new legislation and state procedures. (i.e. oversight committee charged with reporting such information to board.)</p> <p>Governance structure and charter staff:</p> <ul style="list-style-type: none"> ✓ is knowledgeable about newly passed and existing legislation and state procedures, ✓ understand their role in the implementation of legislation, and/or state procedures, ✓ have capacity to implement required laws and procedures. 	<p>Interviews with governance official(s), school administration, and/or appropriate staff</p> <p>Applicable board minutes showing review, training, adoption, etc. of federal or state laws or state procedures</p> <p>Job descriptions of key employees</p> <p>Handbooks, job aides</p> <p>Documentation of training in safety, code, etc.</p> <p>Background checks</p> <p>No pending lawsuits against the school as shown by letter of assurances from legal counsel</p>

Goal One: The charter school will fulfill all governance and administrative obligations as provided in state & federal law and in the school's charter.

<p>MEASUREABLE OBJECTIVES Leading to the Accomplishment of Goal:</p>	<p>Suggested METHODS to Reach the Goal:</p>	<p>RESULTS Demonstrating Accomplishment of the Goal</p>	<p>EVIDENCE of Results to be Shared <i>with</i>, Viewed <i>by</i> or Gathered <i>by</i> a Visiting Team</p>
<p>GOVERNANCE STRUCTURE</p>			
<p>The school maintains an effective governance structure</p>	<p>Write bylaws to govern the work of the governance structure which may include:</p> <ul style="list-style-type: none"> ✓ Obligations and procedures pertaining to duties of governance structure; ✓ Distribution of workload / assignments; ✓ Plan for changes in participation; ✓ Provisions for handling conflicts and major divisions within the governing structure. <p>Governance structure works closely with charter staff to:</p> <ul style="list-style-type: none"> ✓ Identify and meet goals most essential for school's viability (such as those identified in the charter and strategic plan). ✓ Adopt official policies for the school including, but not limited to, personnel policies, financial policies, and discipline policies. ✓ Address concerns brought out through the evaluation processes including audits, assessments, surveys, tests, etc. ✓ Evaluate the effectiveness of the governance structure. 	<p>Bylaws include major obligations, procedures of governing structure, provisions for elections, dismissals, and other changes in participation of governing structure.</p> <p>Have clearly defined strategic goals that align with the school's mission and measurable objectives.</p> <p>Governance structure officials receive training to support their responsibilities.</p>	<p>Interview with governance structure official(s)</p> <p>Governing structure bylaws</p> <p>Strategic plan</p> <p>Board minutes confirming that governing board is aware of and involved in the execution of the school's charter and strategic plan</p>

Goal One: The charter school will fulfill all governance and administrative obligations as provided in state & federal law and in the school's charter.

<p>MEASUREABLE OBJECTIVES Leading to the Accomplishment of Goal:</p>	<p>Suggested METHODS to Reach the Goal:</p>	<p>RESULTS Demonstrating Accomplishment of the Goal</p>	<p>EVIDENCE of Results to be Shared with, Viewed by or Gathered by a Visiting Team</p>
<p>FINANCIAL</p>			
<p>The school is financially stable.</p>	<p>Implement controls, procedures, and policies for sound fiscal management.</p> <p>Allocate financial resources to achieve school's mission.</p> <p>Obtain formal adoption by governing board of school's annual budget at a properly published budget hearing.</p> <p>Ensure that appropriate staff has received training in fiscal management and that they understand the school's policies and procedures for expending funds.</p> <p>Hire an outside firm to complete an independent annual audit of the school's fiscal operations.</p> <p>Regularly present financial reports to the governing structure.</p>	<p>Appropriate personnel at the school understand and follow the fiscal policies and procedures.</p> <p>The budget is formally adopted by the governance structure.</p> <p>Regular budget updates occur.</p> <p>The school is operating within its means and is financially solvent.</p> <p>Annual audit reflects sound fiscal management</p>	<p>Budget hearing notice</p> <p>Policy and procedure manual</p> <p>Annual audits</p> <p>Budget updates</p>

Goal One: The charter school will fulfill all governance and administrative obligations as provided in state & federal law and in the school's charter.

<p>MEASUREABLE OBJECTIVES Leading to the Accomplishment of Goal:</p>	<p>Suggested METHODS to Reach the Goal:</p>	<p>RESULTS Demonstrating Accomplishment of the Goal</p>	<p>EVIDENCE of Results to be Shared <i>with</i>, Viewed <i>by</i> or Gathered <i>by</i> a Visiting Team</p>
<p>ADMINISTRATIVE LEADERSHIP</p>			
<p>The school has strong administrative leadership.</p>	<p>Develop procedures to follow policies adopted by governing structure.</p> <p>Evaluate administrative leadership at least annually, possibly soliciting input from appropriate stakeholders and governing structure officials. Evaluation may focus on:</p> <ul style="list-style-type: none"> ✓ Academic program ✓ Student performance ✓ Fiscal management ✓ Stakeholder involvement and/or communication ✓ School climate <p>Provide professional development opportunities, including those pertaining to school policies and procedures, for administrative leaders.</p> <p>Evaluate all certificated and non-certificated staff at least annually and in accordance with state law.</p> <p>Provide training to certificated and non-certificated staff to address areas of their evaluations.</p>	<p>Comprehensive policy and evaluation procedures are in place.</p> <p>Evaluation processes for administrative, certificated and non-certificated staff are followed.</p> <p>Evaluations include meaningful feedback from appropriate evaluators and evaluation recipients.</p> <p>Evaluations serve to promote professional development.</p> <p>Training and information is provided as needed.</p>	<p>Policy and procedure manual</p> <p>Evaluations for administrative, certificated, and non-certificated staff</p> <p>Professional development schedules of staff members</p> <p>Interviews with administrative, certificated, non-certificated staff and appropriate governing official(s)</p>

<i>Goal One: The charter school will fulfill all governance and administrative obligations as provided in state & federal law and in the school's charter.</i>				
	MEASUREABLE OBJECTIVES Leading to the Accomplishment of Goal:	Suggested METHODS to Reach the Goal:	RESULTS Demonstrating Accomplishment of the Goal	EVIDENCE of Results to be Shared <i>with</i> , Viewed <i>by</i> or Gathered <i>by</i> a Visiting Team
FEDERAL and STATE REPORTS & TESTING REQUIREMENTS				
	The school files all required state and federal reports and complete required state tests in a timely and accurate manner.	<p>Retain a copy of the Idaho State Department of Education's reporting and testing calendar.</p> <p>Prepare a calendar of due dates for grant reporting.</p> <p>File all reports on time.</p> <p>Use Idaho or Northwest Association Accreditation Standards.</p> <p>Develop, implement and monitor a school improvement plan to include:</p> <ul style="list-style-type: none"> ✓ School-community profiles, ✓ Directional statements, ✓ Desired results for student learning, and ✓ Alignment of organizational structure. 	<p>The school is aware of and in compliance with the SDE's reporting & testing dates.</p> <p>The school is aware of and in compliance with any reporting requirements for grants received.</p> <p>Audit shows no material discrepancies.</p> <p>School staff is engaged in selected accreditation process.</p> <p>School staff is engaged in the implementation of school improvement plan.</p>	<p>Testing and reporting calendars</p> <p>Reports with transmission verification date</p> <p>Test scores</p> <p>Audit (program and fiscal)</p> <p>Accreditation report</p> <p>School Improvement Plan and associated documentation</p>

Goal Two: The charter school will demonstrate a successful academic program.					
PURPOSE/INTENT of this portion of the goal is to ensure the charter has: Proper Infrastructure to enable students and staff to achieve educational	MEASUREABLE OBJECTIVES Leading to the Accomplishment of Goal:	Suggested METHODS to Reach the Goal:	RESULTS Demonstrating Accomplishment of the Goal	EVIDENCE of Results to be Shared with, Viewed by or Gathered by a Visiting Team	
	INFRASTRUCTURE (School Culture) Overall, school is faithful to its charter, its stated mission & is making reasonable progress toward, or meeting, all program-related goals.				
	<p>The school has clearly stated, measurable program-related goals that reflect high expectations for students and staff; academic program aligns with the charter document.</p> <p>The school specifies attendance requirements for staff and students.</p>	<p>Use ICSN Accountability Plan (Step 2) to clearly define what you want students and staff to know and be able to do and provide benchmarks to be used to gauge progress toward stated goals.</p> <p>Provide multiple pathways to reach goals and use multiple methods to evaluate and communicate progress.</p> <p>Engage in dialogue with similar charters and "best practice" resources to implement an academic program.</p> <p>Outline student and teacher attendance expectations. Provide documentation to stakeholders showing how attendance affects performance.</p>	<p>List of clear, measurable educational goals for staff and students that are consistent with the school's stated mission.</p> <p>Professional development opportunities are targeted toward stated educational goals.</p> <p>Multiple methods for evaluating and communicating progress toward goals.</p> <p>Time committed to evaluate and improve performance.</p> <p>Successful school-wide academic program.</p> <p>Staff and stakeholders who are knowledgeable about attendance requirements and benefits.</p>	<p>Goals in charter and strategic plan</p> <p>School website, newsletter brochure, or other form of stakeholder communication</p> <p>Interviews w/students, staff, state officials, administration, and/or authorizers</p> <p>Classroom observation</p> <p>Attendance records</p>	

Goal Two: The charter school will demonstrate a successful academic program.

	<p>MEASUREABLE OBJECTIVES Leading to the Accomplishment of Goal:</p>	<p>Suggested METHODS to Reach the Goal:</p>	<p>RESULTS Demonstrating Accomplishment of the Goal</p>	<p>EVIDENCE of Results to be Shared with, Viewed by or Gathered by a Visiting Team</p>
<p>PURPOSE/INTENT of this portion of the goal is to ensure the charter has:</p> <ul style="list-style-type: none"> ✓ <u>Curriculum</u> that is aligned with educational goals and state standards; ✓ <u>Proven instructional strategies</u> that meet the needs of different student populations. 	<p>CURRICULUM & INSTRUCTION (Academic goals, quality of instruction, student performance) Overall: School defines and strives for quality instruction, high student performance and a clearly defined curriculum that is aligned with state standards. Staff regularly reflects on their practice.</p> <p>School staff uses research-based instructional strategies to provide access to the curriculum for <u>all student populations</u>.</p> <p>School has expectations for student learning that meet or exceed Idaho Achievement Standards.</p> <p>Students are meeting, exceeding or making reasonable, documented progress toward academic goals.</p> <p>Charter staff demonstrates reflective teaching practices.</p>	<p>Clearly define "excellent instruction."</p> <p>Use benchmarks adapted from Idaho SDE guidance and professional "best practice" to create tools for evaluating and improving teacher performance.</p> <p>Follow Idaho State Department of Education (2001) "Roadmap for Implementing the State Standards."</p> <p>Clearly define "high student performance." Provide benchmarks for measuring performance at different stages (e.g.: below basic, basic, proficient, advanced proficient, etc.)</p> <p>Create formative and summative assessment tools that are aligned with curriculum and instruction.</p> <p>Provide time to evaluate, reflect upon and improve student and staff performance.</p> <p>Participate in off-site visits to other schools to evaluate own academic program.</p>	<p>Student and teacher performance at or above state/district/school expectations.</p> <p>Tools exist to evaluate and improve teaching. They include the stages of professional development and provide methods and/or suggested activities to reach the next level of proficiency.</p> <p>Curriculum, instruction and assessment are derived from the Idaho Achievement Standards.</p> <p>Tools exist to evaluate and improve student performance. They include stages of learning and provide methods and/or activities to reach the next level of proficiency.</p> <p>School culture promotes student and staff reflection and communication for the purpose of continuous improvement.</p>	<p>Curriculum.</p> <p>Staff and student performance evaluation tools.</p> <p>Interviews w/ staff, students and/or appropriate stakeholders</p> <p>Teacher and student reflective journals</p> <p>Teachers' and students' portfolios</p> <p>Classroom observation</p> <p>Documentation of continuous school improvement</p>

Goal Two: The charter school will demonstrate a successful academic program.

	<p>MEASUREABLE OBJECTIVES Leading to the Accomplishment of Goal:</p>	<p>Suggested METHODS to Reach the Goal:</p>	<p>RESULTS Demonstrating Accomplishment of the Goal</p>	<p>EVIDENCE of Results to be Shared <i>with</i>, Viewed <i>by</i> or Gathered <i>by</i> a Visiting Team</p>
<p>PURPOSE/INTENT of this portion of the goal is to ensure the charter has:</p> <ul style="list-style-type: none"> ✓ Multiple methods for assessing progress of students and staff; and ✓ Methods for reporting progress to stakeholders. 	ASSESSMENT & REPORTING			
	<p>Charter staff uses multiple methods to assess student learning, which serve to help staff evaluate and revise curriculum and instruction to more effectively meet stated goals and fulfill stated mission.</p> <p>Assessments align with the school's educational & academic goals and meet or exceed district or state requirements</p>	<p>Determine appropriate forms of assessment to gauge progress toward educational and academic goals.</p> <p>Determine how the results of each assessment will be used (prior to administering) and evaluate the effectiveness of the use (after administering) to ensure validity and reliability of assessment.</p> <p>Define a process for collecting and analyzing assessment data for the purpose of revising instruction to improve student performance.</p> <p>Collect, disaggregate, analyze and disseminate assessment data. Use analysis results to improve instruction and student performance.</p> <p>Regularly make time for staff and stakeholders to diagnose and interpret findings, assess outcomes, and revise goals.</p> <p>Ensure all required assessments are administered.</p>	<p>School complies with state testing requirements.</p> <p>School staff is "assessment literate."</p>	<p>Internal evaluation results: student portfolios, work samples, reflective journals, anecdotal notes, test scores</p> <p>External evaluation results; ISAT, DWA, DMA, NAEP and IRI results, community member comment, etc.</p> <p>Staff and student portfolios, reflective journals, etc.</p> <p>Interviews w/staff, students and/or appropriate stakeholders</p> <p>Board meeting minutes</p> <p>Reactionary report to visiting team complete with stated improvement goals and plan of action for each</p> <p>Annual progress report</p>

<i>Goal Two: The charter school will demonstrate a successful academic program.</i>				
	MEASUREABLE OBJECTIVES Leading to the Accomplishment of Goal:	Suggested METHODS to Reach the Goal:	RESULTS Demonstrating Accomplishment of the Goal	EVIDENCE of Results to be Shared <i>with</i> , Viewed <i>by</i> or Gathered <i>by</i> a Visiting Team
ASSESSMENT & REPORTING, Cont.				
	School studies own progress toward goals and invites team of off-site individuals to conduct a site visit to evaluate the school.	Use ICSN Accountability Plan (Steps 2 & 3 to: <ul style="list-style-type: none"> ✓ Engage staff, appropriate stakeholders and governance board members in conducting a <u>self-study</u> of the charter school. Evaluate progress toward measurable objective specified by ICSN accountability plan. ✓ Invite off-site team (community members, district/state officials, and other education professionals) to conduct a two-day review of the school to analyze school's progress toward meeting educational and academic goals, provide an outside perspective in the form of an evaluative report of strengths and challenges and guide the school's improvement plan for upcoming years. 	Evaluative report from site visit team that specifically addresses goals of visit as posed by the hosting charter AND goals in Idaho's Charter School Accountability Plan .	

Goal Three: The charter school will show and plan for strong stakeholder support, involvement, and satisfaction.

	<p>MEASUREABLE OBJECTIVES Leading to the Accomplishment of Goal:</p>	<p>Suggested METHODS to Reach the Goal:</p>	<p>RESULTS Demonstrating Accomplishment of the Goal</p>	<p>EVIDENCE of Results to be Shared <i>with</i> or Viewed/Gathered <i>by</i> a Visiting Team</p>
<p>PURPOSE/INTENT of this goal is to ensure the charter has: Stakeholders who are supportive, well informed, and involved in the charter school.</p>	<p>STAKEHOLDER INVOLVEMNET, SUPPORT & SATISFACTION</p>			
	<p>School can demonstrate that stakeholders understand and support school's vision and are involved in contributing to the positive learning environment of the school.</p> <p>School has strategies for providing stakeholders with timely, credible, useful information and provides a platform for stakeholder to raise questions, comments, etc.</p> <p>Overall, the school can demonstrate that stakeholders are highly satisfied.</p>	<p>Create method for documenting stakeholder involvement, support and satisfaction.</p> <p>Use multiple media to communicate curriculum of school (website, meetings, newsletters, etc.)</p> <p>Administer surveys, conduct focus group interviews, etc., to gauge—</p> <ul style="list-style-type: none"> ✓ stakeholder understanding of school's vision, curriculum, instructional and assessment strategies; ✓ effectiveness of stakeholder communication methods; ✓ learning environment of school; and ✓ overall stakeholder satisfaction. <p>Analyze results of data collected above to create a written plan to improve or maintain areas of evaluation. Report progress and evaluation results to stakeholders.</p>	<p>School can gather and analyze data pertaining to stakeholder involvement, support and satisfaction over time.</p> <p>School has a written plan to improve or maintain stakeholder involvement, support and satisfaction for the future.</p> <p>Stakeholders support the school through participation.</p> <p>Stakeholders are informed of the state of the school and future goals and plans for the school.</p> <p>Stakeholders report a safe and pleasant environment for obtaining information about the school.</p>	<p>Analysis of stakeholder involvement & satisfaction documentation</p> <p>Surveys</p> <p>Focus group minutes</p> <p>Communications to stakeholders</p> <p>Interviews with stakeholders</p>

Goal Four: The charter school will plan for short and long term continuous school improvement.

	<p>MEASUREABLE OBJECTIVES Leading to the Accomplishment of Goal:</p>	<p>Suggested METHODS to Reach the Goal:</p>	<p>RESULTS Demonstrating Accomplishment of the Goal</p>	<p>EVIDENCE of Results to be Shared <i>with</i> or Viewed/Gathered <i>by</i> a Visiting Team</p>
<p>PURPOSE/INTENT of this goal is to ensure the charter:</p> <ul style="list-style-type: none"> ✓ Recognizes clearly where growth is most essential. 	<p>CONTINUOUS SCHOOL IMPROVEMENT PLAN</p>			
	<p>School is actively involved in the implementation, monitoring and evaluation of a governing board-approved strategic plan that aligns with the school's mission, vision, and charter and identifies current short-term and long-term goals for academics and for the school's program.</p> <p>School expends efforts and funds in a manner that is consistent with the strategic plan and attainment of goals contained within.</p> <p>School can demonstrate progress on identified goals.</p>	<p>Implement a governing board-approved strategic plan. Elements might include:</p> <ul style="list-style-type: none"> ✓ Desired work environment; ✓ Desired learning environment; ✓ Technology architecture & tools; ✓ Program and academic goals & strategies including financial & professional development; and ✓ Administrative goals & strategies including financial & professional development <p>Identify key indicators for all goals contained in the plan.</p> <p>Conduct periodic and annual reviews of strategic plan. Use data from assessments, stakeholder surveys, etc. to inform progress toward goals.</p> <p>Present periodic and annual progress reports based on key indicators and revision of document to governing board.</p> <p>Conduct outside site visit to review of the school's effectiveness and alignment to mission and vision using the ICSN Accountability Model.</p>	<p>Approved strategic planning document.</p> <p>Documentation and analysis of progress based on data and key indicators.</p> <p>Strengths and areas to strengthen are presented by annual review of plan, data analysis and used to guide:</p> <ul style="list-style-type: none"> ✓ management of the school; ✓ policymaking processes; ✓ plans for teacher professional development activities; ✓ the design of overall program and management adjustments are intended to improve the future performance of particular programs, and of the charter school; and ✓ the revision of the strategic plan. <p>Annual report to governing board and authorizing entity.</p>	<p>Charter document</p> <p>Strategic plan</p> <p>Interviews with staff, stakeholders and/or governance official(s) to gauge awareness of the mission and goals</p> <p>Annual report to governing structure.</p> <p>Updated strategic plan</p> <p>Cross-check revised plan for alignment with mission and goals</p> <p>Other evidence validating that efforts are focused on mission and goal attainment</p>

Appendix III:
Idaho Statute Title 33 Education
Chapter 52 Public Charter Schools

IDAHO STATUTE

TITLE 33 Education

CHAPTER 52 Public Charter Schools

- 33-5201. Short title.
- 33-5202. Legislative intent.
- 33-5202A. Definitions.
- 33-5203. Authorization - Limitations.
- 33-5204. Non-profit corporation - Liability - Insurance.
- 33-5204A. Applicability of professional codes and standards - Limitations upon authority.
- 33-5205. Petition to establish public charter school.
- 33-5205A. Transfer of charter.
- 33-5206. Requirements and prohibitions upon approval of a public charter school.
- 33-5207. Charter appeal procedure.
- 33-5208. Public charter school financial support.
- 33-5209. Enforcement - Revocation - Appeal.
- 33-5210. Application of school law - Accountability - Exemption from state rules.
- 33-5211. Assistance with petitions - Information.
- 33-5212. Review.
- 33-5213. Public charter school commission.

33-5201. Short title.

This chapter shall be known and may be cited as the "Public Charter Schools Act of 1998." (1998)

33-5202. Legislative intent.

It is the intent of the legislature to provide opportunities for teachers, parents, students and community members to establish and maintain public charter schools which operate independently from the existing school district structure but within the existing public school system as a method to accomplish any of the following:

- (1) Improve student learning;
- (2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students;
- (3) Include the use of different and innovative teaching methods;
- (4) Utilize virtual distance learning and on-line learning;
- (5) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- (6) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;
- (7) Hold the schools established under this chapter accountable for meeting measurable student educational standards.

33-5202A. Definitions.

As used in this chapter, unless the context requires otherwise:

(1) "Authorized chartering entity" means either the local board of trustees of a school district in this state, or the public charter school commission pursuant to the provisions of this chapter.

(2) "Charter" means the grant of authority approved by the authorized chartering entity to the board of directors of the public charter school.

(3) "Founder" means a person, including employees or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school in accordance with criteria determined by the board of directors of the public charter school, and who is designated as such at the time the board of directors acknowledges and accepts such contribution. The criteria for determining when a person is a founder shall not discriminate against any person on any basis prohibited by the federal or state constitutions or any federal, state or local law. The designation of a person as a founder, and the admission preferences available to the children of a founder, shall not constitute pecuniary benefits.

(4) "Petition" means the document submitted by a person or persons to the authorized chartering entity to request the creation of a public charter school.

(5) "Public charter school" means a school that is authorized under this chapter to deliver public education in Idaho.

(6) "Public virtual school" means a public charter school that may serve students in more than one (1) school district and through which the primary method for the delivery of instruction to all of its pupils is through virtual distance learning or online technologies.

(7) "Traditional public school" means any school existing or to be built that is operated and controlled by a school district in this state. (2004)

33-5203. Authorization - Limitations.

(1) The creation of public charter schools is hereby authorized. Public charter schools shall be part of the state's program of public education.

(2) The number of new public charter schools which may begin educational instruction in any one (1) school year shall be limited in number in accordance with the following:

(a) Not more than six (6) new public charter schools may begin educational instruction in any one (1) school year, and

(b) Not more than one (1) new public charter school may begin educational instruction that is physically located within any one (1) school district in any one (1) school year, and

(c) No whole school district may be converted to a charter district or any configuration which includes all schools as public charter schools, and

(d) Public virtual charter schools approved by the public charter school commission are not included in paragraph (b) of this subsection, and

(e) The transfer of a charter for a school already authorized pursuant to section 33-5205A, Idaho Code, is not included in the limit on the annual number of public charter schools approved to begin educational instruction in any given school year as set forth in paragraph (a) of this subsection, and

(f) A petition must be received by the initial authorized chartering entity no later than September 1 to be eligible to begin instruction the first complete school year following receipt of the petition.

(g) To begin operations, a newly-chartered public school must be authorized by no later than January 1 of the previous school year.

(3) A public charter school may be formed either by creating a new public charter school, which charter may be approved by any authorized chartering entity, or by converting an existing traditional public school to a public charter school, which charter may only be approved by the board of trustees of the school district in which the existing public school is located.

(4) No charter shall be approved under this chapter:

(a) Which provides for the conversion of any existing private or parochial school to a public charter school.

(b) To a for-profit entity or any school which is operated by a for-profit entity, provided however, nothing herein shall prevent the board of directors of a public charter school from legally contracting with for-profit entities for the provision of products or services that aid in the operation of the school.

(c) By the board of trustees of a school district if the public charter school's physical location is outside the boundaries of the authorizing school district. The limitation provided in this subsection (4)(c) does not apply to a home-based public virtual school.

(5) A public virtual school charter may be approved by the public charter school commission. In addition, a charter may also be approved and granted by the state board of education pursuant to section 33-5207(5)(b), Idaho Code.

(6) The state board of education shall adopt rules, subject to law, to establish a consistent application and review process for the approval and maintenance of all public charter schools.

(7) The state board of education shall be responsible to designate those public charter schools that will be identified as a local education agency (LEA) as such term is defined in 34 CFR 300.18; however, only public charter schools chartered by the board of trustees of a school district may be included in that district's LEA. (2004)

33-5204. Nonprofit Corporation - Liability - Insurance.

(1) A public charter school shall be organized and managed under the Idaho nonprofit corporation act. The board of directors of a public charter school shall be deemed public agents authorized by a public school district, the public charter school commission, or the state board of education to control the public charter school, but shall function independently of any school board of trustees in any school district in which the public charter school is located, or independently of the public charter school commission except as provided in the charter. For the purposes of section 59-1302(15), Idaho Code, a public charter school created pursuant to this chapter shall be deemed a governmental entity. Pursuant to the provisions of section 63-3622O, Idaho Code, sales to or purchases by a public charter school are exempt from payment of the sales and use tax. A public charter school and the board of directors of a public charter school are subject to the provisions of:

(a) Sections 18-1351 through 18-1362, Idaho Code, on bribery and corrupt influence, except as provided by section 33-5204A(2), Idaho Code;

- (b) Chapter 2, title 59, Idaho Code, on prohibitions against contracts with officers;
- (c) Chapter 7, title 59, Idaho Code, on ethics in government;
- (d) Chapter 23, title 67, Idaho Code, on open public meetings; and
- (e) Chapter 3, title 9, Idaho Code, on disclosure of public records

in the same manner that a traditional public school and the board of school trustees of a school district are subject to those provisions.

(2) A public charter school may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same conditions as a traditional public school district, and its employees, directors and officers shall enjoy the same immunities as employees, directors and officers of traditional public school districts and other public schools, including those provided by chapter 9, title 6, Idaho Code. The authorized chartering entity that approves a public charter shall have no liability for the acts, omissions, debts or other obligations of a public charter school, except as may be provided in the charter. A local public school district shall have no liability for the acts, omissions, debts or other obligations of a public charter school located in its district that has been approved by an authorized chartering entity other than the board of trustees of the local school district.

(3) Nothing in this chapter shall prevent the board of directors of a public charter school, operating as a nonprofit corporation, from borrowing money to finance the purchase or lease of school building facilities, equipment and furnishings of those school building facilities. Subject to the terms of a contractual agreement between the board and a lender, nothing herein shall prevent the board from using the facility, its equipment and furnishings, as collateral for the loan.

(4) Public charter schools shall secure insurance for liability and property loss.

(5) It shall be unlawful for:

(a) Any director to have pecuniary interest directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of the authorized chartering entity and charter, or to accept any reward or compensation for services rendered as a director except as may be otherwise provided in this subsection (5). The board of directors of a public charter school may accept and award contracts involving the public charter school to businesses in which the director or a person related to him by blood or marriage within the second degree has a direct or indirect interest, provided that the procedures set forth in section 18-1361 or 18-1361A, Idaho Code, are followed. The receiving, soliciting or acceptance of moneys of a public charter school for deposit in any bank or trust company, or the lending of moneys by any bank or trust company to any public charter school, shall not be deemed to be a contract pertaining to the maintenance or conduct of a public charter school and authorized chartering entity within the meaning of this section; nor shall the payment by any public charter school board of directors of compensation to any bank or trust company for services rendered in the transaction of any banking business with such public charter school board of directors be deemed the payment of any reward or compensation to any officer or director of any such bank or trust company within the meaning of this section.

(b) The board of directors of any public charter school to enter into or execute any contract with the spouse of any member of such board, the terms of which said contract require, or will require, the payment or delivery of any public charter school

funds, moneys or property to such spouse, except as provided in section 18-1361 or 18-1361A, Idaho Code.

(6) When any relative of any director or relative of the spouse of a director related by affinity or consanguinity within the second degree is to be considered for employment in a public charter school, such director shall abstain from voting in the election of such relative, and shall be absent from the meeting while such employment is being considered and determined. (2004)

33-5204A. Applicability of professional codes and standards - Limitations upon authority.

(1) Every person who serves in a public charter school, either as an employee, contractor, or otherwise, in the capacity of teacher, supervisor, administrator, education specialist, school nurse or librarian, must comply with the professional codes and standards approved by the state board of education, including standards for ethics or conduct.

(2) Every employee of a public charter school and every member of the board of directors of a public charter school, whether compensated or noncompensated, shall comply with the standards of ethics or conduct applicable to public officials including, but not limited to, chapter 7, title 59, Idaho Code, except that section 59-704A, Idaho Code, which permits a noncompensated public official to have an interest in a contract made or entered into by the board of which he is a member under certain conditions, shall not apply to the board of directors of a public charter school. A member of the board of directors of a public charter school is prohibited from receiving a personal pecuniary benefit, directly or indirectly, pertaining to a contractual relationship with the public charter school. (2004)

33-5205. Petition to establish charter school.

(1) Any group of persons may petition to establish a new public charter school, or to convert an existing traditional public school to a public charter school.

(a) A petition to establish a new public charter school, including a public virtual charter school, shall be signed by not fewer than thirty (30) qualified electors of the attendance area designated in the petition. Proof of elector qualifications shall be provided with the petition.

(b) A petition to establish a new public virtual school must be submitted directly to the public charter school commission. A petition to establish a new public charter school, other than a new public virtual school, shall first be submitted to the local board of trustees in which the public charter school will be located. A petition shall be considered to be received by an authorized chartering entity as of the next scheduled meeting of the authorized chartering entity after submission of the petition.

(c) The board of trustees may either: (i) consider the petition and approve the charter; or (ii) consider the petition and deny the charter; or (iii) refer the petition to the public charter school commission. If the petitioners and the local board of trustees have not reached mutual agreement on the provisions of the charter, after a reasonable and good faith effort, within sixty (60) days from the date the charter petition is received, the petitioners may withdraw their petition from the local board of trustees and may submit their charter petition to the public charter school commission, provided it is signed by thirty (30) qualified electors as required by

subsection (1)(a) of this section. Documentation of the reasonable and good faith effort between the petitioners and the local board of trustees must be submitted with the petition to the public charter school commission

(d) The public charter school commission may either: (i) consider the petition and approve the charter; or (ii) consider the petition and deny the charter.

(e) A petition to convert an existing traditional public school shall be submitted to the board of trustees of the district in which the school is located for review and approval. The petition shall be signed by not fewer than sixty percent (60%) of the teachers currently employed by the school district at the school to be converted, and by one (1) or more parents or guardians of not fewer than sixty percent (60%) of the students currently attending the school to be converted. Each petition submitted to convert an existing school or to establish a new charter school shall contain a copy of the articles of incorporation and the bylaws of the nonprofit corporation, which shall be deemed incorporated into the petition.

(2) Not later than sixty (60) days after receiving a petition signed by thirty (30) qualified electors as required by subsection (1)(a) of this section, the authorized chartering entity shall hold a public hearing for the purpose of discussing the provisions of the charter, at which time the authorized chartering entity shall consider the merits of the petition and the level of employee and parental support for the petition. In the case of a petition submitted to the public charter school commission, such public hearing must be not later than sixty (60) days after receipt of the petition, which may be extended to ninety (90) days if both parties agree to an extension, and the public hearing shall also include any oral or written comments that an authorized representative of the school district in which the proposed public charter school would be physically located may provide regarding the merits of the petition and any potential impacts on the school district. Following review of the petition and the public hearing, the authorized chartering entity shall either approve or deny the charter within sixty (60) days after the date of the public hearing, provided however, that the date may be extended by an additional sixty (60) days if the petition fails to contain the all of the information required in this section, or if both parties agree to the extension. This public hearing shall be an opportunity for public participation and oral presentation by the public. This hearing is not a contested case hearing as described in chapter 52, title 67, Idaho Code.

(3) An authorized chartering entity may approve a charter under the provisions of this chapter only if it determines that the petition contains the requisite signatures, the information required by subsection (4) of this section, and additional statements describing all of the following:

(a) The proposed educational program of the public charter school, designed among other things, to identify what it means to be an "educated person" in the twenty-first century, and how learning best occurs. The goals identified in the program shall include how all educational thoroughness standards as defined in section 33-1612, Idaho Code, shall be fulfilled.

(b) The measurable student educational standards identified for use by the public charter school. "Student educational standards" for the purpose of this chapter means the extent to which all students of the public charter school demonstrate they have attained the skills and knowledge specified as goals in the school's educational program.

- (c) The method by which student progress in meeting those student educational standards is to be measured.
- (d) A provision by which students of the public charter school will be tested with the same standardized tests as other Idaho public school students.
- (e) A provision which ensures that the public charter school shall be state accredited as provided by rule of the state board of education.
- (f) The governance structure of the public charter school including, but not limited to, the person or entity who shall be legally accountable for the operation of the public charter school, and the process to be followed by the public charter school to ensure parental involvement.
- (g) The qualifications to be met by individuals employed by the public charter school. Instructional staff shall be certified teachers as provided by rule of the state board of education.
- (h) The procedures that the public charter school will follow to ensure the health and safety of students and staff.
- (i) A plan for the requirements of section 33-205, Idaho Code, for the denial of school attendance to any student who is an habitual truant, as defined in section 33-206, Idaho Code, or who is incorrigible, or whose conduct, in the judgment of the board of directors of the public charter school, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public charter school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state.
- (j) Admission procedures, including provision for overenrollment. Such admission procedures shall provide that the initial admission procedures for a new public charter school, including provision for overenrollment, will be determined by lottery or other random method, except as otherwise provided herein. If initial capacity is insufficient to enroll all pupils who submit a timely application, then the admission procedures may provide that preference shall be given in the following order: first, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school; second, to siblings of pupils already selected by the lottery or other random method; and third, an equitable selection process such as by lottery or other random method. If capacity is insufficient to enroll all pupils for subsequent school terms, who submit a timely application, then the admission procedures may provide that preference shall be given in the following order: first, to pupils returning to the public charter school in the second or any subsequent year of its operation; second, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school; third, to siblings of pupils already enrolled in the public charter school; and fourth, an equitable selection process such as by lottery or other random method. There shall be no carryover from year to year of the list maintained to fill vacancies. A new lottery shall be conducted each year to fill vacancies which become available.
- (k) The manner in which an annual audit of the financial and programmatic operations of the public charter school is to be conducted.

(l) The disciplinary procedures that the public charter school will utilize, including the procedure by which students may be suspended, expelled and reenrolled, and the procedures required by section 33-210, Idaho Code.

(m) A provision which ensures that all staff members of the public charter school will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

(n) The public school attendance alternative for students residing within the school district who choose not to attend the public charter school.

(o) A description of the transfer rights of any employee choosing to work in a public charter school that is approved by the board of trustees of a school district, and the rights of such employees to return to any noncharter school in the same school district after employment at such charter school.

(p) A provision which ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining.

(q) The manner by which special education services will be provided to students with disabilities who are eligible pursuant to the federal individuals with disabilities education act, including disciplinary procedures for these students.

(r) A plan for working with parents who have students who are dually enrolled pursuant to section 33-203, Idaho Code.

(s) The process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school.

(t) A proposal for transportation services as required by section 33-5208(4) Idaho Code.

(u) A plan for termination of the charter by the board of directors, to include:

- (i) Identification of who is responsible for dissolution of the charter school;
- (ii) A description of how payment to creditors will be handled;
- (iii) A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and
- (iv) A plan for the disposal of the public charter school's assets.

(4) The petitioner shall provide information regarding the proposed operation and potential effects of the public charter school including, but not limited to, the facilities to be utilized by the public charter school, the manner in which administrative services of the public charter school are to be provided and the potential civil liability effects upon the public charter school and upon the authorized chartering entity.

SECTION 5. That Chapter 52, Title 33, Idaho Code, be, and the same is hereby amended by the addition thereto of a NEW SECTION, to be known and designated as Section 33-5205A, Idaho Code, and to read as follows:

33-5205A. Transfer of Charter.

A charter for a public charter school approved by the board of trustees of a local school district may be transferred to, and placed under the chartering authority of, the public charter school commission if the board of trustees of such local school district, the public charter school commission, and the board of directors of the public charter school all agree to such transfer, including any revision to the charter that may be required in connection with such transfer. A charter for a public charter school approved by the

public charter school commission may be transferred to, and placed under the chartering authority of, the board of trustees of the local school district in which the public charter school is located if the public charter school commission, the board of trustees of such local school district, and the board of directors of the public charter school all agree to such transfer, including any revisions to the charter that may be required in connection with such transfer. A request to transfer a charter may be initiated by the board of directors of a public charter school or by the authorized chartering entity with chartering authority over the charter of such public charter school. If all parties fail to reach agreement in regards to the request to transfer a charter, as required herein, then the matter may be appealed directly to the state board of education. With respect to such appeal, the state board of education shall substantially follow the procedure as provided in section 33-5207(5)(b), Idaho Code. A transferred charter school shall not be considered a new public charter school, and shall not be subject to the limitations of section 33-5203(2), Idaho Code.

33-5206. Requirements and prohibitions upon approval of a charter school.

(1) In addition to any other requirements imposed in this chapter, a public charter school shall be nonsectarian in its programs, affiliations, admission policies, employment practices, and all other operations, shall not charge tuition, levy taxes or issue bonds, and shall not discriminate against any student on any basis prohibited by the federal or state constitutions or any federal, state or local law. Admission to a public charter school shall not be determined according to the place of residence of the student, or of the student's parent or guardian within the district, except that a new or conversion public charter school established under the provisions of this chapter shall adopt and maintain a policy giving admission preference to students who reside within the attendance area of that public charter school. The attendance area of a charter school, as described in the petition, shall be composed of compact and contiguous area. For the purposes of this section, if services are available to students throughout the state, the state of Idaho is considered a compact and contiguous area.

(2) No board of trustees shall require any employee of the school district to be involuntarily assigned to work in a public charter school.

(3) Certified teachers in a public charter school shall be considered public school teachers. Educational experience shall accrue for service in a public charter school and such experience shall be counted by any school district for any teacher who has been employed in a public charter school.

(4) Employment of charter school teachers and administrators shall be on written contract in form as approved by the state superintendent of public instruction, conditioned upon a valid certificate being held by such professional personnel at the time of entering upon the duties thereunder.

(5) No board of trustees shall require any student enrolled in the school district to attend a public charter school.

(6) Upon approval of the petition by the authorized chartering entity, the petitioner shall provide written notice of that approval, including a copy of the approved petition, to the state board of education. For the purpose of implementing the provisions of section 33-5203(2), Idaho Code, the state board of education shall assign a number to each

petition it receives. Petitions shall be numbered based on the chronological order in which notice of the approved petition is received by the state board of education.

(7) Each public charter school shall annually submit a report to the authorized chartering entity which approved its charter. The report shall contain the audit of the fiscal and programmatic operations as required in section 33-5205(3)(k), Idaho Code, a report on student progress based on the public charter school's student educational standards identified in section 33-5205(3)(b), Idaho Code, and a copy of the public charter school's accreditation report.

(8) When a charter is revoked pursuant to section 33-5209, Idaho Code, or the board of directors of the public charter school terminates the charter, the assets of the public charter school remaining after all debts of the public charter school have been satisfied must be returned to the authorized chartering entity for distribution in accordance with applicable law.

33-5207. Charter appeal procedure.

(1) If a local school board of trustees, acting in its capacity as an authorized chartering entity, approves a petition for the conversion of an existing traditional public school within the school district over the objection of thirty (30) or more persons or employees of the district, or if an authorized chartering entity denies a petition for the establishment of a new public charter school for any reason including, but not limited to, failure by the petitioner to follow procedures or for failure to provide required information, then such decisions may be appealed to the state superintendent of public instruction within thirty (30) days of the date of the written decision, at the request of persons opposing the conversion of an existing traditional public school, or at the request of the petitioner whose request for a new charter was denied.

(2) The state superintendent of public instruction shall select a hearing officer to review the action of the authorized chartering entity, pursuant to section 67-5242, Idaho Code. The hearing officer shall, within thirty (30) days of receipt of the request, review the charter petition and convene a public hearing regarding the charter petition. Within ten (10) days of the public hearing, the hearing officer shall submit a written recommendation to the authorized chartering entity and to the persons requesting the review. The recommendation by the hearing officer either to affirm or reverse the decision of the authorized chartering entity shall be based upon the standards and criteria contained in this chapter and upon any public charter school rules adopted by the state board of education. The recommendation shall be in writing and accompanied by a reasoned statement that explains the criteria and standards considered relevant, states the relevant contested facts relied upon, and explains the rationale for the recommendations based on the applicable statutory provisions and factual information contained in the record.

(3) Within thirty (30) days following receipt of the hearing officer's written recommendation, the authorized chartering entity shall hold a meeting open to the public for the purpose of reviewing the hearing officer's written recommendation. Within ten (10) days of such meeting, the authorized chartering entity shall either affirm or reverse its initial decision. The authorized chartering entity's decision shall be in writing and contain findings which explain the reasons for its decision.

(4) If, upon reconsideration of a decision to approve the conversion of a traditional public school to a public charter school, the local school board:

(a) Affirms its initial decision to authorize such conversion, the charter shall be approved and there shall be no further appeal.

(b) Reverses its initial decision and denies the conversion, that decision is final and there shall be no further appeal.

(5) If, upon reconsideration of a decision to deny a petition for a public charter school, the authorized chartering entity:

(a) Reverses its initial decision and approves the public charter school petition, there shall be no further appeal.

(b) Affirms its initial decision denying the public charter school petition, the board of directors of the nonprofit corporation identified in the petition may appeal to the state board of education. The state board of education shall hold a public hearing within a reasonable time after receiving notice of such appeal but no later than sixty (60) calendar days after receiving such notice, and after the public hearing, shall take any of the following actions: (i) approve or deny the petition for the public charter school, provided that the state board of education shall only approve the petition if it determines that the authorized chartering entity failed to appropriately consider the charter petition, or if it acted in an arbitrary manner in denying the petition; (ii) remand the matter back to the authorized chartering entity, which shall have authority to further review and act on such matter as directed by the state board of education; or (iii) redirect the matter to another authorized chartering entity for further review as directed by the state board of education. Such public hearing shall be conducted pursuant to procedures as set by the state board of education.

(6) A public charter school for which a charter is approved by the state board of education shall qualify fully as a public charter school for all funding and other purposes of this chapter. The public charter school commission shall assume the role of the authorized chartering entity for any charter approved by the state board of education as provided in subsection (5)(b) of this section. Employees of a public charter school approved by the state board of education shall not be considered employees of the local school district in which the public charter school is located, nor of the state board of education, nor of the commission.

(7) The decision of the state board of education shall be subject to review pursuant to chapter 52, title 67, Idaho Code. Nothing in this section shall prevent a petitioner from bringing a new petition for a public charter school at a later time.

(8) There shall be no appeal of a decision by a local school board of trustees which denies the conversion of an existing traditional public school within that district to a public charter school, or by an authorized chartering entity which approves a petition for a public charter school. (2004)

33-5208. Charter school financial support.

Except as provided in subsection (8) of this section, from the state educational support program the state department of education shall make the following apportionment to each public charter school for each fiscal year based on attendance figures submitted in a manner and time as required by the department of education:

(1) Per student support. Computation of support units for each public charter school shall be calculated as if it were a separate school according to the schedules in section 33-1002 6., Idaho Code, except that public charter schools with fewer than one hundred (100) secondary ADA shall use a divisor of twelve (12) and the minimum units shall not apply.

Funding from the state educational support program shall be equal to the total distribution factor, plus the salary-based apportionment provided in chapter 10, title 33, Idaho Code. Provided however, any public charter school that is formed by the conversion of an existing traditional public school shall be assigned divisors, pursuant to section 33-1002, Idaho Code, that are no lower than the divisors of the school district in which the traditional public school is located, for each category of pupils listed.

(2) Special education. For each student enrolled in the public charter school who is entitled to special education services, the state and federal funds from the exceptional child education program for that student that would have been apportioned for that student to the school district in which the public charter school is located.

(3) Alternative school support. Public charter schools may qualify under the provisions of sections 33-1002 and 33-1002C, Idaho Code, provided the public charter school meets the necessary statutory requirements, and students qualify for attendance at an alternative school as provided by rule of the state board of education.

(4) Transportation support. Support shall be paid to the public charter school as provided in chapter 15, title 33, Idaho Code, and section 33-1006, Idaho Code. Each public charter school shall furnish the department with an enrollment count as of the first Friday in November, of public charter school students living more than one and one-half (1 1/2) miles from the school. For charter schools in the initial year of operation, the petition shall include a proposal for transportation services with an estimated first year cost. The state department of education is authorized to include in the annual appropriation to the charter school eighty percent (80%) of the estimated transportation cost. The final appropriation payment in July shall reflect eighty-five percent (85%) of the actual cost.

(5) Payment schedule. The state department of education is authorized to make an advance payment of twenty-five percent (25%) of a public charter school's estimated annual apportionment for its first year of operation, and each year thereafter, provided the public charter school has an increase of student population in any given year of twenty (20) students or more, to assist the school with initial start-up costs or payroll obligations.

(a) For a state public charter school to receive the advance payment, the school shall submit its anticipated fall membership for each grade level to the state department of education by June 1.

(b) Using the figures provided by the public charter school, the state department of education shall determine an estimated annual apportionment from which the amount of the advance payment shall be calculated. Advance payment shall be made to the school on or after July 1 but no later than July 31.

(c) All subsequent payments, taking into account the one-time advance payment made for the first year of operation, shall be made to the public charter school in the same manner as other traditional public schools in accordance with the provisions of section 33-1009, Idaho Code.

A public charter school shall comply with all applicable fiscal requirements of law, except that the following provisions shall not be applicable to public charter schools: section 33-1003B, Idaho Code, relating to guaranteed minimum support; that portion of section 33-1004, Idaho Code, relating to reduction of the administrative and instructional staff allowance when there is a discrepancy between the number allowed and the number actually employed; and section 33-1004E, Idaho Code, for calculation of district staff indices.

(6) Nothing in this chapter shall be construed to prohibit any private person or organization from providing funding or other financial assistance to the establishment or operation of a public charter school.

(7) Nothing in this chapter shall prevent a public charter school from applying for federal grant moneys.

(8) (a) For the period July 1, 2003, through June 30, 2005, all public virtual schools shall be assigned divisors, pursuant to section 33-1002, Idaho Code, that are no higher than the median divisor shown for each respective category of pupils, among the possible divisors listed, for each respective category of pupils that contains more than one (1) divisor. If there is an even number of possible divisors listed for a particular category of pupils, then the lesser of the two (2) median divisors shall be used. For the period July 1, 2005, through June 30, 2007, all public virtual schools shall be assigned divisors, pursuant to section 33-1002, Idaho Code, that are no higher than the second highest divisor shown, among the possible divisors listed, for each respective category of pupils that contains more than one (1) divisor. The divisor provisions contained herein shall only be applicable to the number of pupils in average daily attendance in such public virtual schools for the period July 1, 2003, through June 30, 2004. If the number of pupils in average daily attendance in any particular category of pupils increases, during the period July 1, 2004, through June 30, 2005, to a number above that which existed in the prior fiscal year, then those additional pupils in average daily attendance shall be assigned the divisor, pursuant to section 33-1002, Idaho Code, that would have otherwise been assigned to the school district or public charter school had this section not been in force.

(b) Each student in attendance at a public virtual school shall be funded based upon either the actual hours of attendance in the public virtual school on a flexible schedule, or the percentage of coursework completed, whichever is more advantageous to the school, up to the maximum of one (1) full-time equivalent student.

(c) All federal educational funds shall be administered and distributed to public charter schools, including public virtual schools, that have been designated by the state board of education as a local education agency (LEA), as provided in section 33-5203(7), Idaho Code.

(9) Nothing in this section prohibits separate face-to-face learning activities or services. (2004)

33-5209. Time limits - Revocation - Appeal.

(1) An authorized chartering entity shall ensure that all public charter schools for which it approved petitions, or for which it has responsibility, operate in accordance with the approved charter. A public charter school or the authorized chartering entity may enter into negotiations to revise its charter at any time. A public charter school may petition to revise its charter at any time. The authorized chartering entity's review of the revised petition shall be limited in scope solely to the proposed revisions.

(2) If the authorized chartering entity has reason to believe that the public charter school has done any of the following, it shall provide the public charter school written notice of the defect and provide a reasonable opportunity to cure the defect:

(a) Committed a material violation of any condition, standard or procedure set forth in the approved charter;

- (b) Failed to substantially meet any of the student educational standards identified in the approved charter;
- (c) Failed to meet generally accepted accounting standards of fiscal management;
- (d) Failed to submit required reports to the authorized chartering entity governing the charter; or
- (e) Violated any provision of law.

(3) A charter may be revoked by the authorized chartering entity if the public charter school has failed to cure a defect after receiving reasonable notice and having had a reasonable opportunity to cure the defect. Revocation may not occur until the public charter school has been afforded a public hearing and a reasonable opportunity to cure the defect, unless the authorized chartering entity reasonably determines that the continued operation of the public charter school presents an imminent public safety issue, in which case the charter may be revoked immediately. Public hearings shall be conducted by the governing authorized chartering entity, or such other person or persons appointed by the authorized chartering entity to conduct public hearings and receive evidence as a contested case in accordance with section 67-5242, Idaho Code. Reasonable notice and opportunity to reply shall include, at a minimum, written notice setting out the basis for consideration of revocation, a period of not less than thirty (30) days within which the public charter school can reply in writing, and a public hearing within thirty (30) days of the receipt of the written reply.

(4) A decision to revoke a charter or to deny a revision of a charter may be appealed directly to the state board of education. With respect to such appeal, the state board of education shall substantially follow the procedure as provided in section 33-5207(5)(b), Idaho Code. In the event the state board of education reverses a decision of revocation, the public charter school subject to such action shall then be placed under the chartering authority of the commission.

33-5210. Application of school law - Accountability - Exemption from state rules.

(1) All public charter schools are under the general supervision of the state board of education.

(2) Every authorized chartering entity that approves a charter shall be responsible for ensuring that each public charter school program approved by that authorized chartering entity meets the terms of the charter, complies with the general education laws of the state unless specifically directed otherwise in this chapter 52, title 33, Idaho Code, and operates in accordance with the state educational standards of thoroughness as defined in section 33-1612, Idaho Code.

(3) Each charter school shall comply with the financial reporting requirements of section 33-701, subsections 5. through 10., Idaho Code, in the same manner as those requirements are imposed upon school districts.

(4) Each public charter school is otherwise exempt from rules governing school districts which have been promulgated by the state board of education, with the exception of state rules relating to:

- (a) Waiver of teacher certification as necessitated by the provisions of section 33-5205(3)(g), Idaho Code;
- (b) Accreditation of the school as necessitated by the provisions of section 33-5205(3)(e), Idaho Code;

- (c) Qualifications of a student for attendance at an alternative school as necessitated by the provisions of section 33-5208(3), Idaho Code;
- (d) The requirement that all employees of the school undergo a criminal history check as required by section 33-130, Idaho Code; and
- (e) All rules which specifically pertain to public charter schools promulgated by the state board of education. (2004)

33-5211. Assistance with petitions - Information.

(1) The state department of education shall provide technical assistance to persons or groups preparing or revising charter petitions.

(2) Upon request, the state department of education shall provide the following information concerning a public charter school whose petition has been approved:

- (a) The public charter school's petition.
- (b) The annual audit performed at the public charter school pursuant to the public charter school petition.
- (c) Any written report by the state board of education to the legislature reviewing the educational effectiveness of public charter schools. (2004)

33-5212. Review.

The state board of education shall review the educational effectiveness of charter schools under the provisions of this chapter and shall report to the legislature not later than July 1, 2004.

33-5213. Public charter school commission.

(1) There is hereby created an independent public charter school commission, referred to hereinafter as the commission, to be located in the office of the state board of education, pursuant to section 33-105, Idaho Code. It shall be the responsibility and duty of the executive director of the state board of education acting at the direction of the commission to administer and enforce the provisions of this chapter, and the director or his designee, shall serve as secretary to the commission.

(2) The public charter school commission shall adopt rules, subject to law, regarding the governance and administration of the commission.

(3) The commission shall be composed of seven (7) members:

(a) Three (3) members shall be current or former members of boards of directors of Idaho public charter schools, and shall be appointed by the governor, subject to the advice and consent of the senate; provided however, that no current board member of a public charter school authorized by the commission shall be eligible for appointment;

(b) Three (3) members shall be current or former trustees of an Idaho school district, and shall be appointed by the governor, subject to the advice and consent of the senate; and

(c) One (1) member shall be a member of the public at large not directly associated with the Idaho public education system, and shall be appointed by the governor, subject to the advice and consent of the senate.

For the purpose of establishing staggered terms of office, the initial term of office for three (3) commission members shall be four (4) years and thereafter shall be four (4) years; the initial term of office for two (2) members shall be three (3) years and thereafter

shall be four (4) years; and the initial term of office for two (2) members shall be two (2) years and thereafter shall be four (4) years. In making such appointments, the governor shall consider regional balance. Members of the commission shall hold office until the expiration of the term to which the member was appointed and until a successor has been duly appointed, unless sooner removed for cause by the appointing authority. Whenever a vacancy occurs, the appointing authority shall appoint a qualified person to fill the vacancy for the unexpired portion of the term.

(4) All members of the commission shall be citizens of the United States and residents of the state of Idaho for not less than two (2) years.

(5) The members of the commission shall, at their first regular meeting following the effective date of this act, and every two (2) years thereafter, elect, by a majority vote of the members of the commission, a chairman and a vice-chairman. The chairman shall preside at meetings of the commission, and the vice-chairman shall preside at such meetings in the absence of the chairman. A majority of the members of the commission shall constitute a quorum. The commission shall meet at such times and places as determined to be necessary and convenient, or at the call of the chair.

(6) Each member of the commission not otherwise compensated by public moneys shall be compensated as provided in section 59-509(h), Idaho Code. (2004)

Appendix V: Charter Start: New Directions in Education

Program Overview

Sample Consultant Workshop Proposal

Sample Presentation: Business Plan Development

Handouts for Sample Presentation

Charter Start: New Directions in Education

The State Department of Education is partnering with the Idaho Charter School Network to develop a *Charter Start* program designed to provide direct services to charter schools that are eligible to receive federal start-up funds. The program will provide guidance through the chartering process—from conception to implementation—and will continue to provide ongoing support through the first 2 years of operation. Focus areas that will be developed in 5 stages include:

- Quality and accountability
- Assessment and data management
- Leadership/organizational structure/capacity building
- Business management
- Instructional design and curriculum development
- Legal review, governance
- Charter contract negotiations
- Facilities planning and financing

Pre-planning: Charter School 101

Introduction to charter schools—what are they? What are the opportunities for developers? Authorizers? Public Education?

Stage I: Steering Committee Development

- Business Plan Development
- Building Board Capacity
- Education Program Design
- Introduction to Accountability Fundamentals
- General Technical Support

Stage II – Building Strategic Capacity

- Tech Infrastructure Orientation
- Curriculum and Instruction
- Business Plan Review
- General Technical Support

Stage III – Application Completion and Submission

- Governance
- Quality and Accountability
- Finance
- Policy Development
- Application Review and Feedback
- Mock Hearings and Preparation
- General Technical Support
- Authorizer Meetings

Idaho Department of Education
Division of Innovation and Choice
Charter School Support Program
Workshop Proposal

Objective

Develop a Charter Start program designed to provide direct services to charter schools that are eligible to receive federal start-up funds. The program will provide guidance from conception to implementation in the first two years of operation. Workshops will be developed and delivered on specific topics identified as beneficial for charter school program development and implementation by the Department of Education.

Approach

1. Develop and deliver one hour workshops on specific topics identified for these four stages of charter school development:
 - ❖ Stage I: Steering Committee Development
 - ❖ Stage II: Building Strategic Capacity
 - ❖ Stage III: Application Completion and Submission
 - ❖ Stage IV: Pre Opening

2. Provide training to additional resources to deliver workshops on ongoing basis.

Phase One: Workshop Development

- ❖ Research
 1. Review current documentation
 2. Analyze best practices
 3. Assess existing needs
- ❖ Development
 1. Create interactive delivery approach
 2. Prepare workshop materials
- ❖ Draft Review
 1. Validate approach
 2. Revise documentation
- ❖ Final Documentation
 1. Finalize workshop materials
 2. Schedule sessions

Phase Two: Workshop Facilitation

- ❖ Preparation
 1. Determine participants
 2. Prepare workshop materials
- ❖ Facilitation
 1. Deliver workshops in face to face meetings
 2. Survey participants
- ❖ Recap
 1. Document workshop outcomes
 2. Develop recommendations
- ❖ Recommendations
 1. Assess need for additional workshop information
 2. Determine supplemental workshops

Development of additional workshop information is outside of the scope of this proposal.

Idaho Department of Education
Division of Innovation and Choice
Charter School Support Program
Workshop Proposal

Phase Three: Diversify Workshop Approach

Initial workshops will be delivered in face to face meetings in Boise. It is acknowledged that alternative delivery methods need to be identified to ensure a statewide implementation strategy. These methods include, but are not limited to web casts and video conferences. This approach will be defined after phase two is completed.

Phase Four: Train the Trainer

Additional resources identified by the School Choice Coordinator will observe the workshop facilitation and be trained to deliver future workshops.

Stage I: Steering Committee Development
Workshop Examples

Workshop: Business Plan Development

This workshop addresses the fundamentals of business plan development. A business plan template is provided to participants.

An overview of these areas is presented:

- ❖ Vision, Mission, Values
- ❖ Marketing
- ❖ Governance structure
- ❖ Staffing
- ❖ Fundraising
- ❖ Budgeting

Workshop: Building Board Capacity

This workshop addresses the governance of the organization. A board matrix identifying recommended skill sets is provided to participants.

An overview of these areas is presented:

- ❖ Board member qualifications
- ❖ Board member roles and responsibilities
- ❖ Board governance
- ❖ Board development

Idaho Department of Education
Division of Innovation and Choice
 Charter School Support Program
 Workshop Proposal

Critical Success Factors

The successful execution of any project requires that mutually agreed upon expectations be established at the onset of the project. The most critical element to the success of this project is a clearly defined scope and agreement on outcomes.

The following are specific critical success factors:

- ❖ Participation of the School Choice Coordinator in the planning process;
- ❖ Clearly defined workshop topics;
- ❖ Access to Charter School Program documentation;
- ❖ Timely and effective communication; and
- ❖ Timely completion of all tasks according to schedule and budget.

Assumptions

- ❖ School Choice Coordinator is consultant's single point of contact and has the authority to approve the proposal and negotiate the statement of work.
- ❖ Costs of materials developed for the workshop are billed to the Idaho Department of Education.
- ❖ Scheduling and costs for workshop participants are managed by the School Choice Coordinator
- ❖ Facility space for the workshops and participant communication are managed by the School Choice Coordinator.

Schedule and Budget

Phases	Schedule	Budget
Phase One: Workshop Development	December 2007	\$2,100
Phase Two: Workshop Facilitation	January 2007	\$350
Phase Three: Diversify Workshop Approach	TBD	TBD
Phase Four: Train the Trainer	TBD	TBD



UNIVERSITY
WORKSHOPS

Business Plan Development



Department of
Business Services

Business Plan Development

Workshop Agenda

- ▣ Business Plan Overview
- ▣ Vision, Mission, Values
- ▣ Marketing
- ▣ Governance Structure
- ▣ Staffing
- ▣ Fundraising
- ▣ Budgeting

Business Plan Overview

- ▣ Purpose of planning
- ▣ Development of strategy
- ▣ Documentation of plan
- ▣ Communication of message

Vision

- ▣ Something to be accomplished in the future
- ▣ Stretch target
- ▣ Challenging
- ▣ Something people feel passionate about
- ▣ Strategy shared by all stakeholders (parents, board, staff, students, etc.)

Mission

- ▣ Educational focus specific to your school
- ▣ Goals to further define the mission
- ▣ Present to future
- ▣ Something true today
- ▣ Both internal and external focus

Values

- ▣ Core priorities
- ▣ Describes organization's culture
- ▣ Defines preferred behavior with organization
- ▣ Considerations are values of parents, board, staff, students, community

Marketing

- Development of a consistent message
- Link to vision, mission, values
- Engagement of parents, board, staff, students, community
- Communication strategy
- Use of communication tools
- Implementation process

Governance Structure

- Purpose of Steering Committee
- Transition to Board of Directors
- Qualifications
- Recruitment
- Roles and responsibilities

Staffing

- Role of administration
- Relationship to board
- Job description
- Performance management process
- Status reporting

Fundraising

- ▣ Development
 - Whose job is fundraising?
- ▣ Stakeholders
 - Who benefits directly and indirectly?
- ▣ Resources
 - What funding is available?
- ▣ Strategy
 - How do you develop a plan?

Budgeting

- ▣ Business management responsibility
- ▣ Operating budget
- ▣ Role of Board Treasurer
- ▣ Financial reporting

Supporting Documentation

- ▣ Vision, Mission, Values Examples
- ▣ Board Skill Set Matrix
- ▣ Division of Roles
- ▣ Job Description
- ▣ Performance Management
- ▣ Status Reporting
- ▣ Fundraising Plan
- ▣ Budget Example

Workshop Review

- ☐ Business Plan Overview
- ☐ Vision, Mission, Values
- ☐ Marketing
- ☐ Governance Structure
- ☐ Staffing
- ☐ Fundraising
- ☐ Budgeting

- ☐ Evaluation Process

Examples of Visions for Charter Schools

Remember, a vision statement describes what you want your charter school to look like in ideal terms in the future – the results you will be achieving and characteristics your charter school will need to possess in order to achieve those results. The strategic vision statement provides direction and inspiration for charter school goal setting.

George Washington Carver Elementary School, Coral Gables, FL

Our vision for George Washington Carver Elementary School is one where children are educated through a collaborative effort among parents, faculty, staff, students, and the community. Our school environment encourages children to take risks and become creative producers without fear of failure. Through cooperation and a unity of spirit, challenges become opportunities where achievements are recognized and celebrated. The potential of all children to become self-directed lifelong learners permeates the expectations of the Carver family.

Coeur d'Alene High School, Coeur d'Alene, ID

Coeur d'Alene High School will forge a new and powerful model of education, ensuring a bright future for its students. Coeur d'Alene High School will be a place where students are motivated to learn with the help of quality instruction and leading-edge technology. Students will graduate with the knowledge and skills they need to compete and excel in an increasingly technology-based world. Families, communities, and educator will come together to prepare knowledgeable citizens for the world of tomorrow. Society will be enriched as everyone contributes to his or her own well-being and that of others. Coeur d'Alene High School commits itself to the vision for its future and the future of its students.

Wonderland Charter School, State College, PA

Wonderland Charter School is a full-day kindergarten only school whose vision is that each child is an individual that requires an educational model to recognize in detail each child's strengths and weaknesses. The traditional 'one-size fits all' educational model allows many children to drop through the crack, not to develop to their full potential, or to develop into discipline problems with a commensurate disdain for school. The education that each child needs to receive has to be geared to their specific needs. Weaknesses must be overcome and strengths must be enhanced to bolster their self-esteem and provide a solid foundation for future schooling. Our vision is to meet each child's needs educationally, emotionally, and socially before they enter first grade.

Examples of Missions for Charter Schools

Your mission statement is a broad description of what you do, with/for whom you do it, your distinctive competence, and WHY you do it. It is a statement that is true today.

EduPreneurship Student Center, Scottsdale, AZ

Edupreneurship is dedicated to providing children with an education that will enable them to be successful in today's complex society. Creating a learning environment that is relevant, active, and product-oriented to ensure our children stay turned on and tuned in is essential to the education process. We believe in practicing the precepts of a Democratic society by students holding themselves accountable for their own actions, thus preparing them to be good citizens.

Neighborhood House Charter School, Boston, MA

The Neighborhood House Charter School of Boston believes that the underpinning of change relies on the creation of a learning community, where everyone has something to learn and something to teach. The mission of the school is to develop in each child the love of learning, and ability to nurture family members, friends, and self, the ability to engage in critical thinking, and to demonstrate complete mastery of the academic building blocks necessary for a successful future.

Public School 2005, Milwaukie, OR

The mission of Public School 2005 (PS 2005) is to recognize and nurture all human intelligence so that students and staff of varied cultural and social backgrounds will achieve their full intellectual and social potential. The founders envision a school that creates an inclusive community working together to support student achievement and a strong sense of self-worth. The school will offer a comprehensive educational program by placing a strong emphasis on K-6 core curriculum while infusing second language and the arts. PS 2005 will foster an environment where students, parents, staff, and the community are partners in the educational process and achievement of all children.

Horizons Community High School, Wyoming, MI

We believe that people are empowered by their independent use of information technologies and that they are united by opportunities to share resources and communicate in our local and global communities. In this Information Age, it is essential that Horizons commit to preparing its students to work in an evolving information-centered, global community. Given the rapid pace of technological change and the growth of information technologies in all aspects of our lives, it is critical that students become familiar with the tools of information technology. All students and staff must be competent in using these tools to obtain information, to communicate, and to solve problems.

Examples of Value Statements for Charter Schools

Values are beliefs that people involved in your Charter School hold in common and endeavor to put into practice. These values guide you in defining and performing your work. Values define behaviors embraced by all stakeholders (board members, administrators, faculty, staff, students, and parents).

The Charter School of San Diego, San Diego, CA

CSSD employs individuals who are oriented for success at CSSD. This brief outline of absolute values identifies for the candidate the key concepts upon which the school was established and operates.

- *Kids come first.*
- *Education at CSSD is personalized, individualized, and high quality.*
- *CSSD is made up of a community of highly professional people. These committed individuals are independent, self-motivated, high-energy people who speak for themselves. They work to create a positive, challenging environment that is centered on teaching and learning.*
- *CSSD is committed to the creation of educational reform models centered on how effective educational organizations run, how teachers teach, and students learn.*
- *CSSD employees are accountable for their work.*
- *People-centered teams focus on supporting quality teaching and learning. Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performance and commitment to the vision of CSSD.*
- *CSSD is committed to the improvement of the quality of life for students, their families and the community at large.*
- *CSSD uses business principles in managing the school.*

Explore Charter School, Brooklyn, NY

At Explore, we set very high goals for our students. At the same time, we believe that how we operate to achieve those goals is just as important as the goals themselves. Therefore, every member of Explore's team is expected to operate using the following organizational operating values:

OUR COMMUNICATION IS DIRECT AND SENSITIVE.

- *Our communication is characterized by active listening and an understanding of different perspectives.*
- *Our tone is patient.*
- *Time and place is considered when raising issues.*

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- *We directly and pro-actively communicate any challenges that may impact our ability to fulfill our professional duties.*
- *Our writing is revised and checked to be error-free.*

WE MAKE THINGS HAPPEN.

- *We reflect on past endeavors, learn new skills, and make changes.*
- *Our actions demonstrate a balance between a sense of urgency and careful and strategic planning.*
- *We ask for help if we need it.*
- *Our actions are characterized by a desire to meet goals.*

WE ARE FLEXIBLE.

- *Our actions demonstrate a willingness to go above and beyond the call of duty.*
- *Our actions demonstrate a willingness to try new ideas.*

WE ARE PROFESSIONAL.

- *We fulfill our professional responsibilities, as outlined in our job descriptions.*
- *Our actions show that we recognize we are a member of a team and that our individual performance impacts Explore's overall achievement of its mission.*
- *We are punctual to work; we submit paperwork on time; we complete tasks within the time allotted.*

Voyager Charter School, Garnet Valley, PA

1) Education First

At Voyager, education is our primary business. Activities that seek and support educational excellence shall be given priority over those that do not. The basic role of teachers is to help children learn.

2) Quality

Beginning in first grade and continuing through school, the subject of quality and how it relates to school work is discussed with students. Students, parents and teachers challenge students to do their very best. It is not our goal to have students merely completing assignments without attempting to produce a quality product.

3) Hard Work

Creating high quality work is not always easy. We are committed to making learning interesting, exciting and fun, as much as possible. However, we recognize, and want parents and students to recognize, that while learning is not always easy, it is fundamental.

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4) Life-long Learning

We recognize that learning does not begin or end with school. We want students to learn skills that will allow them to continue to direct their own learning. The essence of this is independence and self-reliance.

5) Love of Learning

Children need to learn to love learning as its own reward. We encourage students to focus on internal rewards and motivations, rather than being dependent on external rewards.

6) Self-esteem

We believe that self-esteem is built upon competence. We can, and do, praise children appropriately, but we do not engage in false praise. We actively assist and encourage children in their journey towards competency. We want them to take pride in what they do well. We also want our students to believe that they can make a difference in the world.

7) Respect

We strive to create a climate of mutual respect among students, parents, staff and community members. Students are expected to show respect to others, and can, in turn, expect to be treated with respect by others.

8) Personal Responsibility

We expect students to take personal responsibility for their own learning. We cannot teach them anything if they are determined not to learn. We also expect them to take personal responsibility for their actions and to be willing to accept the consequences.

9) Responsibility to Others

Any member of a community has some responsibilities to his neighbor. Our students have some special abilities that carry with them greater opportunities to serve. We want students to understand the contributions they can make to society and to act responsively.

10) Role Models

We have high expectations for our students. We, as parents and staff, are committed to serving as appropriate role models for our students. We need to demonstrate our values to our students on a daily basis in our own behavior. We cannot reasonably expect from them that which we are not willing to do ourselves.

11) Diversity

We live in a diverse society. Students need to understand and respect differences, while seeking to find common ground. Students also need to understand and evaluate different opinions and intellectual perspectives. All of this is an integral part of our curriculum.

12) Continual Improvement

We have adopted the Japanese philosophy of Kaizen or continuous improvement. We acknowledge and recognize effort; celebrate the achievement of benchmarks and milestones; and strive to get better each and every day.

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Charter School Board and Committee Member Matrix

Board Positions	Candidates	Organization	Title or Responsibility	Notes	Board Experience	Parent	Financial	Legal
Executive Committee								
President								
Vice President								
Secretary								
Treasurer								
<i>Committee Chairs</i>								
Development (fundraising strategy, sustainability)								
Marketing and Communications (website, newsletter, PR, brochure, etc.)								
Facilities Management								
Curriculum Development								
Etc.								
<i>Committee Members</i>								
Joanne Smith								
Etc.								
Notes:								

Add candidates by position, add as many lines as you need for each position. Mark qualifications desired for each position with an "X". List all board positions. If candidate has a desired qualification, note in bold. If candidate has another qualification, note with "+". Keep a candidate list separate, maybe below and plug them into positions.

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Charter School

Board Positions	Marketing & Communication	Strategic Planning	Fundraising	Non-Profit	Education	Self Employed	Government
<i>Executive Committee</i>							
President							
Vice President							
Secretary							
Treasurer							
<i>Committee Chairs</i>							
Development (fundraising strategy, sustainability)							
Marketing and Communications (website, newsletter, PR, brochure, etc.)							
Facilities Management							
Curriculum Development							
Etc.							
<i>Committee Members</i>							
Joanne Smith							
Etc.							
Notes:							

Add candidates by position, add as many lines as you need for each position

Division of Roles between Board and Administrator

Adapted from "Building and Managing an Effective Board of Directors", Center for Nonprofit Management in Southern California

This chart describes the roles and responsibilities of the board and the charter school administrator in critical areas. Review each entry and revise as based on the specific needs and requirements of your charter school. This chart should be reviewed on an annual basis and updated as necessary.

Responsibility	Board of Directors	Administrator
<i>Legal</i>	<ul style="list-style-type: none"> • Exercises fiduciary role to ensure that the charter school is properly managed. The board should have a mechanism to validate information from the administrator. • Maintains legal status; insures the proper paperwork is submitted to governmental agencies. • Reviews financial and business dealings and exercises proper judgment in self-dealing transactions – avoidance of conflicts of interest. 	<ul style="list-style-type: none"> • Must provide information to the board to demonstrate that the charter school is well managed. • Compiles information for annual filing requirements. • Signals to the board if either of the above situations is likely to occur.
<i>Finance and Accounting</i>	<ul style="list-style-type: none"> • Approves annual budget. • Reviews periodic financial reports (balance sheet, income statement, changes in financial position). • Ensures that proper internal controls are in place. 	<ul style="list-style-type: none"> • Prepares annual budget with input from staff and finance committee. • Oversees preparation of periodic financial reports. • Implements proper financial controls.

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Responsibility	Board of Directors	Administrator
<i>Planning</i>	<ul style="list-style-type: none"> • Establishes mission and program direction for the charter school and approves goals and objectives designed to achieve those ends. • Reviews strategic plan and progress. • Assesses compliance/progress in achieving educational and other outcomes agreed to in the charter contract. • Assesses program evaluation plan. 	<ul style="list-style-type: none"> • Participates in establishing mission and program direction for the charter school. Contributes to vision of the charter school, and assists the board in maintaining focus and momentum for the charter school. • Develops specific program goals and objectives based on the board specific mission. • Develops reports or oversees staff development of reports to demonstrate program progress.
<i>Policy</i>	<ul style="list-style-type: none"> • Develop and adopt written policies. • Responsible for reviewing policies periodically. 	<ul style="list-style-type: none"> • Identifies need for new policies. • Responsible for assuring the implementation of policies and for assisting the board in analyzing policy options.
<i>Personnel</i>	<ul style="list-style-type: none"> • Sets and reviews personnel policies. • Hires Charter School Administrator and evaluates the administrator's performance. 	<ul style="list-style-type: none"> • Implements personnel policies. • Recommends changes in personnel policies to the board. • Hires all personnel and evaluates performance of staff members (or delegates to appropriate supervisor).
<i>Resource Development</i>	<ul style="list-style-type: none"> • Responsible for assuring long-range commitments of resources; establishes a fund development plan and participates in its implementation. • Reviews and approves all major grant proposals. 	<ul style="list-style-type: none"> • Conduct research and maintain information database. • Assist in fund development efforts. • Develops grants and other funding applications, plans fundraising events, enters business ventures to support mission.
<i>Board Accountability</i>	<ul style="list-style-type: none"> • Establishes and communicates clear expectations of Board directorship. • Assures effective participation of Board directors. 	<ul style="list-style-type: none"> • Facilitates training and information exchange for members in preparation for selection of Board directors. • Facilitates effective communication among Board directors.

Idaho State Board of Education

Responsibility	Board of Directors	Administrator
<i>Decision Making</i>	<ul style="list-style-type: none"> • Defines and communicates the role of Board, administrator in making decisions. • Assures appropriate involvement of Board directors in charter school decision making. 	<ul style="list-style-type: none"> • Makes action decisions within parameters set by the Board, collaborates both with the other staff and Board in some decisions.
<i>Community Relations</i>	<ul style="list-style-type: none"> • Promotes the charter school to parents and the general public, including serving as an emissary of the charter school to the broader community. • Promotes cooperative action with other charter schools when the charter school should take part in coalitions, shared programs, joint action, etc. 	<ul style="list-style-type: none"> • Interprets the mission of the charter school to the community through direct involvement, public relations programs, including personal contact, descriptive program literature, and work with the media; works closely with the Board for an effective division of labor.
<i>Contracts</i>	<ul style="list-style-type: none"> • Approves contracts. 	<ul style="list-style-type: none"> • Manages contracts.
<i>Other</i>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Example of Status Report for Board Members and Administration

REPORT NAME

Date of Report

Leader or Manager Authoring Report: <Name>

Distribution List for Report: <List of Names in Audience for Report>

Scope of Responsibilities:

A brief description of the scope of the committee, task force, or position.

1. Summary

A brief statement of performance covered since the last report. Summary should be bulleted and no more than 5 key points.

2. Milestones Achieved since Last Report

Goal/Objective/Task	Target Date	Completion Date
Description of goal, objective, or task		

3. Milestones Scheduled For the Next Reporting Period

Goal/Objective/Task	Target Date	Current Status
Description of goal, objective, or task		

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5. General Information

Include any general comments that may support/enhance/add to the above sections.

6. Budget

Line	Budgeted Expense	Actual Expense	Deficit/Surplus

7. Issues

Provide a brief description of any business issues associated with the project that have arisen since the previous report and needs to be addressed by the Board.

8. Recommendations

Here is where to insert a brief description of recommendations for the Board to consider and/or endorse.

Example of Head of School Job Description

The head of school is the sole employee of the board of trustees. In situations with very large schools and multiple divisions and/or campuses, often there is a president and one or more school heads. In those instances, the following job description is "divided" between president and school head(s), as mutually agreed upon by the president and the board of trustees.

Position Title: Head of School

Reports To: Charter School Board of Directors

Summary

The Head of School is responsible for overall operations of the school. S/he is a member ex officio of all standing committees of the Board, represents the Board to faculty/staff and students/families of the school, and sees that the general policies of the Board are understood and followed. S/he hires faculty and administration, holds regular meetings of the faculty and staff, and supervises and coordinates the activities of the entire organization.

Essential Duties and Responsibilities

The Head of School:

Board Relations

- Works with the board of trustees, its chair, and its committees in carrying out established school policies; reviews those policies and make recommendations for changes; attends meetings, prepares reports, maintains board records, and keeps trustees informed on all aspects of the school's operation.
- Provides to the board of trustees various scenarios and possibilities for the board to consider as it does its work focusing on the strategic future of the school.

Operations Management

- Supervises all programs of the school (academic, athletic, ethical, and other extracurricular programs); monitors curriculum, grading, testing, and reporting to parents; prepares for and conducts periodic program evaluations; submits reports to external agencies as required; establishes disciplinary policies and standards of conduct.
- Manages the sometimes competing demands of the various constituencies of the school.

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Strategic Development

- Articulates the vision for the school and its future.
- Monitors and addresses all matters of school climate and culture.
- Embodies, manifests, and advocates the mission of the school.

Staff Management

- Handles all matters regarding employment, retention, and dismissal of personnel, salaries and contracts, job assignments and performance evaluation, and orientation and training
- Prepares employee handbooks, and maintains appropriate personnel records.
- Supervises the admissions director in determining programs for the recruitment of students, including marketing and outreach, information dissemination, applicant testing and interviews and acceptance and decisions.
- Supervises the development director and development efforts to cultivate and affect generous support of the school.
- Supervises the business manager in the preparation of preliminary and final budgets; monitors income, expenditures, collections, and cash flow; maintains appropriate financial records; oversees the employee benefit program.
- Supervises the college counselor in planning for an appropriate program for college guidance and college admissions.

Marketing and Public Relations

- Represents the school to all of its constituents including neighborhood, parents, students, alumni, business community, faculty, and staff.
- Represents the school in its relations with state and federal agencies and with local, state, regional, and national educational organizations and accrediting agencies.

Performance Management Plan Example

Employee Information		Performance Review Information	
Name:		Period Evaluated:	
Position:		Reviewed By:	
Employee Salary:		Review Date:	
Manager:		Next Review Date:	

Position Plan/Responsibilities of Job

Insert relevant job responsibility information here ...

Overall Rating	Outstanding	Exceeds Expectations	Successful	Needs Improvement	Unsatisfactory

Manager/Reviewer Comments

Insert comments from manager/reviewer here ...

Manager Signature: _____

Signature indicates manager set objectives and measures for the coming year and conducted the annual review.

Employee Comments

Insert comments from employee here ...

Employee Signature: _____

Signature indicates employee has received annual review and objectives and measures for the coming year.

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Organizational Goals Supported

Goal #1:

Corresponding Employee Objective:

Goal #2:

Corresponding Employee Objective:

Goal #3:

Corresponding Employee Objective:

Comments:

Rating	Outstanding	Exceeds Expectations	Successful	Needs Improvement	Unsatisfactory

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Team Goals Supported

Goal #1:

- **Description:**
- **Specific Objective:**
- **Measurement:**
- **Comments:**

Rating	Outstanding	Exceeds Expectations	Successful	Needs Improvement	Unsatisfactory

Goal #2:

- **Description:**
- **Specific Objective:**
- **Measurement:**
- **Comments:**

Rating	Outstanding	Exceeds Expectations	Successful	Needs Improvement	Unsatisfactory

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Personal Developmental Goals (Technical, Professional Knowledge, Skills or Behaviors)

Goal #1:

- **Description:**
- **Specific Objective:**
- **Measurement:**
- **Comments:**

Rating	Outstanding	Exceeds Expectations	Successful	Needs Improvement	Unsatisfactory

Goal #2:

- **Description:**
- **Specific Objective:**
- **Measurement:**
- **Comments:**

Rating	Outstanding	Exceeds Expectations	Successful	Needs Improvement	Unsatisfactory

Example of Fundraising Plan for Charter Schools

A fundraising plan sets goals for the charter school's income, typically over a three to five year period. The plan should incorporate specific objectives and action steps that will help the charter school acquire and effectively use the financial resources it needs.

Summary

The goal of this overview is to lay out a strategy of fundraising that combined with tuition revenue will create financial sustainability for the Charter School. Fund development is an ongoing, rewarding process that engages all staff and every board member in some way. This document (and attachments) will become part of the Strategic Plan and should be reviewed and updated on a regular basis by the Development Committee of the Board of Directors.

Fund development provides a mix of funding that will sustain basic operations, allow for expansion of educational programs, and generate sufficient cash flow to cover operating costs. Activity associated with strengthening fund development should be taking place every day at the Charter School. It is vital to the sustainability of the school to place as high a priority on fund development as any other organizational component.

To some, fund development means having a bake sale or applying for a grant. It can and should be so much more. Fund development does include those activities, but *effective* fund development produces more than money. Fund development includes building stronger relationships, helping Board members feel comfortable asking for money, and understanding the interests of Charter School donors.

This overview will outline fundraising areas and will show projections of what needs to be raised in each area. Each area has a committee associated with it that will determine the goals and timeline for each fundraising activity. The Development Committee of the Board oversees all of the fundraising activities. The importance of preparing monthly progress reports cannot be stressed enough. These reports, prepared by the Development Director, are essential to monitoring the plan by comparing the actual results of fundraising activities with the projected incomes of each area. This information allows us to focus on activities that are productive and intervene in areas that are not.

Each year the Head of School, Development Director and the Board Development Committee work together on the development plan for the year to come and provide to the Board a written evaluation of the past year's development efforts.

Fundraising Objectives of the Charter School

- Diversify revenues in order to reduce the dependence on tuition.
- Cover the gap between tuition revenue and operating costs in order to completely fulfill the mission of the school.

The key to sustainability is to not to depend too heavily on any single source of income. A variety of fundraising activities will ensure that the Charter School has enough funding if a major source of funding is lost. Following are the areas that the Charter School needs to develop for fundraising:

Major Gifts

The Development Committee must continually strive to identify, educate and cultivate key donors who are capable of making major gifts. These are people who are either personally motivated to give because of the wonderful education the Charter School provides their children or those who are not directly involved but are impressed by what the Charter School represents.

At the Charter School all students are equally important and all potential donors are worthy of equal respect. However, from a fundraising perspective it is the donors who have been identified as having the greatest capacity to give who should receive the most time and attention from the Head of School, the Development Director, and the Board. School development personnel that focus on major gifts and major donors always raise the most money.

It is not simply a process of asking someone for money and getting it. Relationships must be cultivated and once these relationships develop into donors, they must be thanked, acknowledged, and kept informed of the ongoing successes of the school.

Timetable:

Cost:

Projected Income:

Point Person: Head of School, Development Director, Board of Directors

Strategies: Identify and create list of people with capacity
Development Director trains those making the ask
The Head of School along with members of the Board personally contact major donors who have been identified by the Development Director and work to establish a relationship with them. Adequately thank donors within 48 hours.

Idaho State Department of Education

Annual Fund

The Annual Fund Campaign consists of an annual appeal to Charter School families, relatives, alumni, and the Board of Directors that will raise significant, unrestricted revenue. This annual fundraising program will provide essential operating funds that are above and beyond tuition. Because tuition does not cover all of the annual costs of educating students the funds raised through the Annual Fund Campaign will help balance the operating budget which is the school's top priority.

In the future these funds will support programs directly benefiting Charter School students such as enhancing the curriculum, supporting faculty professional development, and building repairs and maintenance.

The Annual fund builds a donor database and gifts to the Annual Fund are tax deductible unlike tuition.

Timetable:

Cost:

Projected Income:

Point Person: Development Director

Strategies:

- Set financial goal.
- Develop materials (letterhead, remittance envelope)
- Identify donors
- Create mailing list – board, staff, faculty, relatives, friends
- Create letter defining need
- Thank donors within 48 hours
- Ensure 100% participation by Board of Directors

Special Events

Determine the signature event for Charter School fundraising. In addition to raising money for the school the event has the potential to be used to provide good publicity and public relations. This event also provides the opportunity to add names to the database, identify volunteers and record the giving amounts of attendees that will be helpful for future fundraising.

Timetable:

Cost:

The Balance Business

Page | 3

charterschoolfundraisingplanex

Idaho State Department of Education

Projected Income:

Point Person: Development Director

Strategies: Establish volunteer committee(s)
Determine theme, date, location
Create materials (posters, invitations, etc)
Produce announcements for local newspapers and public service announcements for radio and television and
Hang posters for event in area businesses.
Thank donors and attendees within one week of event.

Foundation Grants

Includes written grant requests for funding as well as corporate matching gift programs which seek to maximize support for the school from business and private foundations. The approach to foundations must be based on sound research, exemplary proposal development, and establishing relationships with foundation staff.

Timetable:

Cost:

Projected Income:

Point Person: Development Director with assistance from Education Director

Strategies: Research grant opportunities that align with the mission of the Charter School.
Make direct personal contact with Foundation staff to review all grant applications.
Focus efforts where you have the best chance of receiving funds.
It is important to estimate how much effort and what resources are needed to write and administer a grant versus how much funding the grant will generate. Is it worth writing a grant for?

Idaho State Department of Education

Partnership Fundraising Options

These programs raise money for the Charter School through everyday activities such as grocery shopping.

Timetable:

Cost:

Projected Income:

Point Person: Development Director

Strategies: List the partnership opportunities in every newsletter.
Create a plan to educate families on all of the programs.

Endowment Fund/Planned Giving (or Legacy Giving)

The Endowment Fund is the financial foundation of a school. An Endowment Fund offers opportunities for individuals to contribute to the long-term stability of the school. The money is invested and remains untouched for many years and only when there is significant interest income can that income be used for either restricted or unrestricted purposes. The principle is maintained in perpetuity. The Endowment is a permanent fund that "gives back" a portion of its annual earnings to the operating budget and provides a long term strategy for stemming steep tuition hikes and securing the schools future.

Planned Giving (or Legacy Giving) allows a donor to make a gift to the school through wills, trusts, and insurance policies. This usually involves a one on one conversation with the donor to set the terms and conditions that assist the donor with estate and tax planning.

Timetable:

Cost:

Projected Income:

Point Person: Development Director

Strategy: Develop investment policy for the Charter School
Educate the Charter School community about the tax consequences of contributing to an endowment.

Idaho State Department of Education

Set goal for Endowment

Create informational flyer.

Conduct informational meeting for families.

Capital Campaign

A capital campaign has a limited scope and timeframe and is usually for the purpose of building a new facility or renovating an existing one, although capital campaigns can be used to fund any special project. Capital campaigns often run simultaneously with other fundraising activities. Feasibility studies to determine strategy and services of a consultant with specific expertise are often utilized to ensure success.

Timetable:

Cost:

Projected Income:

Point Person:

Strategy:

Profit & Loss Budget Example

	<u>Month 1</u>	<u>Month 2</u>	<u>Budgeted</u> <u>School Year 1</u>
Ordinary Income/Expense			
Income			
4100 · Tuition Revenue			
4300 · Fees			
4500 · Investment Income			
4510 · Interest-savings/short-term inv			
Total 4500 · Investment Income			
4900 · Miscellaneous revenue			
Total Income			
Expense			
5100 · Salaries & wages			
5110 · Officers & directors salaries			
5115 · Director of Development			
5120 · Salaries & wages - Full-time faculty			
5130 · Salaries & Wages - Part Time faculty			
5150 · Temporary help - Subs			
Total 5100 · Salaries & wages			
5200 · Payroll Expenses			
5210 · Payroll taxes			
5220 · Employee benefits			
5230 · Professional fees (audit)			
Total 5200 · Payroll Expenses			
5300 · Curriculum Expenses			
5310 · Curriculum Materials			
5315 · Supplies			
5310 · Curriculum Materials			
Total 5310 · Curriculum Materials			
5340 · Telephone & telecommunications			
5350 · Postage, shipping, delivery			
5370 · Printing & copying			
Total 5300 · Curriculum Expenses			
5400 · Occupancy expenses			
5410 · Rent			
5420 · Parking			
5430 · Utilities			
5440 · Janitorial			
5450 · Building Maintenance & Repairs			
Total 5400 · Occupancy expenses			
5900 · Office & Misc expenses			
5910 · Bank Fees			
5920 · Insurance (non-employee)			
5930 · Membership dues (PNAIS)			

Idaho State Department of Education

5940 · Professional development			
5950 · Travel & lodging			
5960 · Advertising expenses			
5970 · Computer expenses			
5990 · Miscellaneous expenses			
Total 5900 · Office & Misc expenses			
6000 · Capital Expenditures			
Total Expense	<hr/>	<hr/>	<hr/>
Net Ordinary Income	<hr/>	<hr/>	<hr/>
Other Income/Expense			
Other Income			
7300 · Grants			
7300 · Grants - Other			
Total 7300 · Grants	<hr/>	<hr/>	<hr/>
7400 · Contributions			
7410 · Contribution - ind./bus.			
7420 · Donated services			
7440 · Community Card/Rebate Programs			
Total 7400 · Contributions	<hr/>	<hr/>	<hr/>
Total Other Income	<hr/>	<hr/>	<hr/>
Net Other Income	<hr/>	<hr/>	<hr/>
Net Income	<hr/>	<hr/>	<hr/>

Appendix VI: Letters of Support

Idaho Congressional Delegation

Idaho Governor Butch Otter

Superintendent of Public Education
Tom Luna

Idaho Charter School Network Board President
Kerri Pickett Hoffman

Idaho Public Charter School Commission
Chairman Bill Goesling

Larry E. Craig
United States Senator
520 Hart Senate Office Bldg.
Washington, D.C. 20510

Mike Crapo
United States Senator
239 Dirksen Senate Office Bldg.
Washington, D.C. 20510



Mike Simpson
Member of Congress
1339 Longworth House Office Bldg.
Washington, D.C. 20515

Bill Sali
Member of Congress
508 Cannon House Office Bldg.
Washington, D.C. 20515

January 29, 2008

Morgan Brown
Assistant Deputy Secretary
Office of Innovation and Improvement
U.S. Department of Education

Dear Mr. Brown:

We are writing to urge your support for Idaho's application for the Charter Support Program grant. Charter schools are an option many Idaho parents want as a part of our state's public school system, and we support the state's efforts to offer our parents and students the choices they are seeking in public education.

Idaho's 30 charter schools statewide provide students in grades K-12 a range of educational opportunities in smaller environments. These schools currently serve more than 10,000 students, but nearly 7,000 more are on waiting lists. Our current supply is not meeting the demand, and we in Idaho are dedicated to making sure our communities have the choices and resources they seek from our public education system.

The Idaho State Department of Education, under the direction of Superintendent Luna, started offering a series of Charter Start workshops in 2007 to give charter school petitioners the technical assistance they need to create a solid and successful plan for a new charter school.

The Charter Support Program grant will help the Idaho Department of Education to ensure these new schools have the resources to open their doors and begin offering the opportunities and choices that Idaho parents and students are demanding of our public education system.

Sincerely,

LARRY E. CRAIG
United States Senator

Handwritten signature of Larry E. Craig in black ink.

MIKE SIMPSON
Member of Congress

Handwritten signature of Mike Simpson in black ink.

MIKE CRAPO
United States Senator

Handwritten signature of Mike Crapo in black ink.

BILL SALI
Member of Congress

Handwritten signature of Bill Sali in black ink.



C. L. "BUTCH" OTTER
GOVERNOR

January 25, 2008

Mr. Dean Kern
Director, Charter Schools Program
U.S. Department of Education
400 Maryland Ave., S.W., Rm. 4W227, FB-6
Washington, D.C. 20202-6140

Dear Mr. Kern:

I am writing in sincere endorsement of Idaho's application for the Charter Support Program grant from the U.S. Department of Education. Our current charter school system has become an invaluable asset to the state because it provides a spectrum of learning choices for both students and parents.

Currently we have 30 charter schools in operation within our state. The schools are placed across the state within our diverse communities and providing additional education opportunities. Charter schools serve a different purpose for our state. Thus the situation has created an immense set of needs that more than 10,993 students are now requiring.

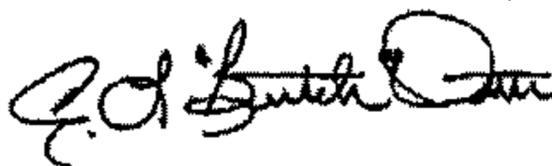
One particular highlight of our charter system is the Coeur d' Alene Charter Academy in Coeur d' Alene, Idaho was named one of the 2007 National Charter Schools of the Year by the Center for Education Reform. The school set for an impressive example of high student performance and new innovative teaching strategies. The Academy now serving grades 6-12, is focusing on progressively increasing and refining the academic skills of their students in the areas of reading, writing, speech communication, critical thinking, mathematics, science and history.

Many of our other charter schools share the same innovation and success as the Coeur d' Alene Charter Academy. Schools such as Meridian Medical Arts Charter High School in Meridian, Idaho give students the opportunity to refine their science skills and prepare for a career pathway in the medical and healthcare fields. The curriculum is specifically designed to encourage the students to apply textbook science skills to practical situations and problem solving.

The state of Idaho, currently has 6,981 students on enrollment waiting lists for the charters schools. The demand is great, and I am determined to meet the demand for such learning institutions for the youth of Idaho. Our newly elected Superintendent of Public Instruction for K-12 education, took office in 2007 and is increasing advocacy and support around the state for raising the bar for public education.

Superintendent Tom Luna has great experience with the charter school system. As an advocate for the system he participated in the opening of one of Idaho's first charter schools as a past chairman of a local school board. He continues to carry with him the same enthusiasm and is insistent about expanding the charter school system in the state of Idaho. Investing in the state of Idaho is an investment that will provide many great outcomes. Idaho holds much potential for the future of the Northwest, please join us in taking our education to the next level.

As Always – Idaho, "Esto Perpetua"



C.L. "Butch" Otter
Governor of Idaho

CLO/as



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

January 28, 2008

Morgan Brown
Assistant Deputy Secretary
Office of Innovation and Improvement
U.S. Department of Education

Dear Mr. Brown:

As Idaho Superintendent of Public Instruction, I am determined to create a customer-driven education system that improves student achievement and meets the needs of the customers of education in Idaho – the parents and students. Parents and students are demanding more choices in education, and we must meet these demands. I urge you to support our application for the Charter Support Program grant from the U.S. Department of Education so Idaho can continue to offer the parents and students in Idaho the choices they demand and deserve.

Charter schools are an essential and growing piece of Idaho's public education system. We currently have 30 charter schools in operation across Idaho. Many of these schools are authorized by local school districts that recognize the families in their communities are looking for options that will meet the needs of their children. Others are charter schools developed by dedicated parents and families who recognize that students need more options. Currently, Idaho's charter schools serve nearly 11,000 students, but we still have about 7,000 students waiting to enroll.

Our parents and students want choices, and it is my duty as State Superintendent to make sure we meet this demand. As chairman of a local school board in the 1990s, I helped start one of the first charter schools in Idaho. As a candidate for State Superintendent, I made school choice a hallmark of my campaign. Idaho voters made it clear when they elected me to office that they want to see the Idaho State Department of Education expand choices in public education. Now, as the State Superintendent, I strive every day to ensure we provide the technical assistance our patrons need to start charter schools in their own communities.

When I took office in January 2007, I created the Division of Innovation and Choice within the Idaho State Department of Education to offer charter school petitioners the technical assistance they need to build a successful plan for opening charter schools in their communities. Last year, this division created a series of Charter Start workshops to help new charter school petitioners through the process of getting started. The division also developed the Idaho Charter School Leadership Council to offer support and assistance to charter school administrators and charter school board members. I made the School Choice Coordinator position at our Department a full-time position. During prior CSP project periods, project directors were Department staff who oversaw a number of initiatives in addition to the CSP. Now, the state is providing funding to support additional staffing that will make it possible to achieve all goals articulated for this grant and ensure accountability in this project.

The charter schools currently operating in Idaho offer curricula focused on professional-technical, the arts and college preparatory, to name a few. But many charter school petitioners are preparing to open schools in the next year that will target at-risk students, especially those at the secondary level. Right now, many middle schools and high schools in Idaho are struggling to meet Adequate Yearly Progress under No Child Left Behind. These new charter schools will help to serve these struggling student populations.

Office Location	Telephone	Speech/Hearing Impaired	Fax
650 West State Street	208-332-6800	1-800-377-3529	208-334-2228



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

The i-Success virtual charter school, for example, will target students who have dropped out of high school or are at risk to drop out. The goal is to bring high school age students back into the public school system and provide them with an alternative method to obtaining their diploma.

Other schools will target at-risk students in all grades. The EPIC Academy charter school will specialize in serving children with Asperger's Syndrome and increasing disability awareness and diversity training for other students. The Meridian Global Outreach Academy will offer a Russian/English biliteracy program for grades K-8 to address the needs of the estimated 30,000 Slavic immigrants who live in the Boise area.

These are the innovative choices we need in our public education system if we are ever going to truly meet the needs of all students. I am committed to ensuring we as a state provide school districts and independent petitioners the assistance they need to expand the educational choices within their communities. Thank you for your support for education in Idaho.

Sincerely,

A handwritten signature in black ink, appearing to read "Tom Luna", with a long horizontal flourish extending to the right.

Tom Luna
Idaho Superintendent of Public Instruction



College of Education

1910 University Drive Boise, Idaho 83725-1745

Idaho Charter School Network
Center for School Improvement
& Policy Studies

Diane Demarest, M.E.D.
Executive Director
icsn@boisestate.edu
phone 208-426-1837
fax 208-426-3564

January 24, 2008

Morgan Brown
Assistant Deputy Secretary
Office of Innovation and Improvement
U.S. Department of Education

Dear Deputy Brown,

The Idaho Charter School Network is pleased to write this letter in support of the Idaho Department of Education proposal for funding through the Charter Schools Program (CFDA Number: 84.282A). The Network, created in 2001, is an association and resource center that works to ensure the success of charter schools in Idaho by providing technical assistance, fostering relationships, disseminating information and implementing systems of accountability and quality improvement for Idaho charter schools. Since its inception and before the recent change in administration of the Idaho State Department of Education, the Network stood as one of a very few organizations in support of school choice in Idaho.

In January of 2006, Idaho voters elected a strong supporter of charter schools, Mr. Tom Luna, to the position of State Superintendent of Instruction. The climate has changed dramatically to be more supportive of the creation and operation of charters. A Division of Innovation and School Choice has been formed in the State Department of Education and a Charter School Leadership Council has been created.

During the last year, under the direction of School Choice Coordinator, Shirley Rau, there has been renewed support and invigorated leadership for Charter Schools at the Idaho State Department of Education. The formation and work of the Charter School Leadership Council has focused attention on the needs of Idaho's Charter Schools, and created a vision and action plan for the future. Working in collaboration, the State Department of Education, the Leadership Council and the Idaho Charter School Network have promoted and will continue to promote the growth and development of quality charter schools in Idaho; schools that are focused on high achievement for all students.

Idaho is well poised to support the development of additional charter schools. Among the 30 charter schools in Idaho, systematic program audits reveal many high quality programs whose students are performing above state and national averages, whose parents are highly satisfied and whose staff demonstrates high levels of accountability and innovation. We have seen leadership and a new energy at the state level that we believe will bring about more quality schools. For example, Ms. Rau and the other staff members of the Division of Innovation and School Choice are currently engaging with operators of exemplary charter schools to learn their strategies so they can expand the number of new high quality charter

schools in our state as well as enhance the performance of young or struggling charter schools. We believe this strengths-based approach to growth, as well as purposefully directing funding to charter developers, who will address the needs of underserved students and communities, will lead to successful charter school growth in Idaho. Evaluation of these strategies on school quality and academic performance will provide both formative and summative measures of impact. Tactical dissemination of the results will enhance public awareness of the charter school model and promote the transfer of innovation to non-charter public schools. The net result is higher achievement for all Idaho students.

As someone with experience in a variety of roles in the Idaho charter school movement since 2001 (board member of a charter school, Director of the Idaho Charter School Network, and currently as the Director of Academics of the largest charter school in Idaho and President of the Idaho Charter School Network), I can honestly tell you that I have never seen as much potential in the Idaho charter school movement as I do today. I believe we have all the players in the right spot for great things to happen for Idaho kids. Ms. Rau's leadership has been so very impressive to me. She is supported in her work by the Department of Education, the Board of Education, The Governor's Office and many other state agencies. I have the utmost confidence in the ability of the Ms. Rau and the Idaho State Department of Education to successfully direct and complete the activities of this proposal.

We fully endorse the application of the Idaho State Department of Education and express our commitment to a robust partnership to continue the important work we are doing.

Sincerely,

A handwritten signature in black ink, appearing to read "Kerri Hoffman". The signature is fluid and cursive, with a long horizontal stroke at the end.

Kerri Hoffman
Board President
Idaho Charter School Network



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

650 W. State Street • P.O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
e-mail: charter@osbe.idaho.gov

January 25, 2008

Morgan Brown
Assistant Deputy Secretary
Office of Innovation and Improvement
U.S. Department of Education

Dear Ms. Brown:

It is my pleasure to write to you in support of the Idaho State Department of Education's request for CSP 84.282A grant funds. For a variety of reasons, Idaho's charter school movement has slowed over the past two years. However, it is our belief that, in light of new support structures under development at the Idaho SDE, our state's charter schools will increase not only in quantity, but in quality. The CSP grant will speed and greatly enhance the quality of public education in Idaho, and we thank you for your consideration as we continue to strive for excellence.

Kind regards,

A handwritten signature in cursive script, appearing to read "Bill Goesling".

Bill Goesling, Chairman
Idaho Public Charter School Commission

Appendix VII: Resume of Project Director

Shirley A. Rau, School Choice Coordinator

EDUCATION AND TRAINING

Graduate Work:

Master of Liberal Arts 1985

Middlebury College
 Bread Loaf School of English
 Middlebury, Vermont
 Summer Residency: Lincoln College, Oxford
 Emphasis: Teaching Reading and Composition

Continuing Education 1978-1998

Boise State University
 University of Idaho
 College of Idaho
 College of Southern Idaho
 Emphasis: Early Childhood Education

Undergraduate Work:

Bachelor of Arts in English Education 1978

Idaho State University
 Pocatello, Idaho

PROFESSIONAL EXPERIENCE**SCHOOL CHOICE COORDINATOR**

2007-present

Division of Innovation and Choice
 Idaho State Department of Education

Directed the development of a vision statement and action plan for Idaho charter schools. Initiated the Idaho Charter School Leadership Council, a network of charter school leaders and charter school advocates. Provided support for charter school developers and charter school operators, through expansion of a statewide infrastructure. of assistance.

EXECUTIVE DIRECTOR

2006-2007

Idaho Charter School Network, Center for School Improvement and Policy Studies
 Boise State University, Boise, Idaho

Coordinated the Network's technical assistance center offering assistance in areas such as planning and starting a charter school, charter school finance and operations, school governance and leadership, charter school law and policy and charter school accountability planning. Promoted Idaho's charter schools through collaboration in planning events such as a charter school summit and charter school day at the legislature and community presentations.

INTERIM HEAD OF SCHOOL

2005-2006

Foothills School of Arts and Sciences, Boise, Idaho

Assumed administrative responsibility during a transition from an interim management team to a permanent head of school. Formalized administrative processes and procedures to ensure long-term stability of the school: strategic planning, employee contracts, parent/faculty grievances, hiring and evaluation processes, handbooks.

emergency response planning, development and marketing, registration, building needs, budget and financial planning.

EDUCATION DIRECTOR 2002-2006

Foothills School of Arts and Sciences, Boise, Idaho

Oversaw research and development for preschool-ninth grade educational program. Developed and implemented the *Curriculum Design Handbook*, incorporating research, inquiry and authentic assessment of student learning. Implemented inquiry-based professional development for faculty. Wrote and administered grants totaling over \$500,000. Developed individual education plans for all students with special needs; coordinated implementation with learning specialists, tutors, medical practitioners, parents and teaching teams.

PROGRAM COORDINATOR 1998-2002

Foothills Early Childhood Learning Center

Partnered in the development of an innovative early childhood program inspired by educators in Reggio Emilia, Italy. Co-authored and administered a \$205,000 grant program that established a lab school for early childhood research and outreach presentations to university students, educators. Served as a classroom teacher to three and four-year-olds as well as a Parents as Teachers educator for families with children birth through 3 years of age. Provided early childhood screenings and assessments.

ADJUNCT FACULTY 1988-1990, 1998, 2006

Boise State University, Boise, Idaho

Taught Secondary English Methods 381/501, English Composition 100, 200, and Writing Methods 301.

ADJUNCT FACULTY 1990-1991

Northwest Nazarene College, Nampa, Idaho,

Taught graduate courses for teachers interested in incorporating cooperative learning in the classroom.

TEACHER 1987-1995

Nampa High School, School District #131, Nampa, Idaho

Taught advanced placement and college preparatory English before initiating sophomore and senior English in an untracked setting.

TEACHER 1978-1986

South Junior High, School District #131, Nampa, Idaho

Taught English 7 and English 8, as well as special needs reading.

PROFESSIONAL LEADERSHIP

Early Childhood Education:

ACCREDITATION VALIDATOR 1999-2002

National Association for the Education of Young Children

Validated early childhood programs through the Academy.

BOARD 1998-2002

The Treasure Valley Coalition of Parents as Teachers

Participated in creation of the Coalition. Collaborated on parent education planning, training and testing for children birth through age three.

BOARD CO-CHAIRMAN 1996-1998

The Cooperative Preschool at St. Michael's, Inc.

Wrote a regular newsletter column. Headed NAEYC accreditation review, hiring committee, school expansion and Boise City licensing. Chaired the committee to draft the *Teacher Handbook* and to revise the *Policies and Procedures*, the *Emergency Plan*, and the *Parent Handbook*. Initiated Parent Education Library and *Quick Takes*, short informative articles for parents.

ADVISORY BOARD 1997-2002

Child Care Connections

Participated in Child Watch 1998 and served on the Advocacy Committee.

English/General Education:

ALUMNI BOARD 1991-1996

Idaho State University

Participated in formation of alumni mentoring program for ISU graduates.

WOMEN'S COMMITTEE 1988-1995 REGISTRATION CO-CHAIRMAN SPRING REGIONAL CONFERENCE 1982

National Council of Teachers of English

Oversaw publication of WILLA and coordinated registration for national conference.

PAST-PRESIDENT 1994-1995, PRESIDENT 1993-1994, VICE-PRESIDENT 1992-1993, NEGOTIATOR 1992-1995, BUILDING REPRESENTATIVE 1985-1987, 1979-1980

Nampa Education Association

Initiated, edited and wrote articles for the weekly *Education Pipeline* column in The Idaho Press Tribune. Initiated speaker's bureau, mentor program. Promoted collaborative bargaining in the negotiations process. Chaired the 1986 Teacher of the Year banquet.

REGION 8 BOARD 1992-1995, VISIONS COMMITTEE 1993

Idaho Education Association

Represented Region 8 members in decision-making and participated in drafting of the IEA Vision for Excellence in Education.

ADVANCED PLACEMENT COMMITTEE 1993-1994, RESEARCH AND ISSUES COMMITTEE 1989-1991, VICE CHAIRMAN 1984-1985, SECRETARY 1982-1984, SECONDARY SCHOOL EXCELLENCE COMMITTEE 1983.

Secondary Curriculum Committee, School District #131

Participated in the district curriculum development process, served as a teacher-researcher on issues ranging from tracking to assessment and standards for excellence.

COPY EDITOR IDAHO ENGLISH JOURNAL 1988-1992, PRESIDENT 1986-1987, PRESIDENT-ELECT 1985, SECOND VICE-PRESIDENT 1984-1985, SPRING CONFERENCE CHAIRMAN 1981

Idaho Council of Teachers of English

Chaired the statewide fall conference, regional spring conference and membership committee.

DEPARTMENT CHAIRMAN 1988-1991

Nampa High School

Wrote a proposal for Chapter 1 computer lab for student writers. Chaired department meetings and attended faculty council meetings.

DISTRICT LANGUAGE ARTS COORDINATOR 1980-1984

School District #131

Coordinated the development of the district language arts curriculum guide, adoption of texts and in-service planning.

WORKSHOPS AND PRESENTATIONS

Presented workshops and public sessions that addressed a range of educational issues to audiences of parents, teachers, administrators, business leaders and policy makers at the local, regional and national level.

Idaho Charter Schools:

GROWTH AND QUALITY IN IDAHO'S CHARTER SCHOOLS, Idaho Charter School Summit, Victory Public Charter School Community Meeting 2006, New Superintendents' Meeting 2007

LEADERSHIP FOR CHARTER SCHOOL GROWTH AND QUALITY, Idaho Charter School Leadership Council, 2007

OPPORTUNITIES AND CHALLENGES FOR DISTRICT CHARTER DEVELOPERS, Idaho School Boards Association Statewide Meeting

Early Childhood Education:

PARENTS AS TEACHERS: EARLY CHILDHOOD EDUCATION IN SCHOOLS, Idaho Children's Alliance, 1998

IMPLICATIONS FOR THE REGGIO EMILIA APPROACH, Foothills School of Arts and Sciences, monthly reading group co-chairman, numerous presentations throughout the region, 1997-2002

ENCOURAGING PARENTAL INVOLVEMENT, Child Care Connections, 1998

IMPLICATIONS FOR THE REGGIO EMILIA APPROACH, TVAEC Spring Regional Conference, 1998

INITIATING NAEYC ACCREDITATION, TVAEYC Panel, TVAEYC Local Conference, 1997

English/General Education:

IMPLICATIONS FOR PRACTICE: EARLY CHILDHOOD LITERACY AND ADOLESCENT LITERACY, National Council of Teachers of English Spring Conference, 2001.

READING IN THE WILD: USING NATURAL READING PROCESSES TO IMPROVE THE READING OF LITERATURE, Utah State University, Winter 1997, Idaho Council of Teachers of English State Conference 1995

A PROCESS APPROACH TO READING ACROSS THE CURRICULUM, Wilder School District, 1996

THE IMMORALITY OF TRACKING, Idaho Council of Teachers of English State Conference, 1994

REVISING OURSELVES, National Council of Teachers of English Regional Conference 1993
Keynote Co-Presenter: poet Bob Wrigley

CONFLICT AND TOLERANCE, Boise State University 1992, Peaceful Settlements 1992

EDUCATIONAL REFORM, U.S. Senate Labor and Human Resources Committee, Idaho Legislature, Idaho Association of Secondary School Principals State Conference, Idaho School Board Association State Conference, Idaho Council of Teachers of English, Idaho Education Association State Conference, BSU Social Science Symposium Keynote, BSU Graduate Education Core and numerous community and state civic groups as Idaho State Teacher of the Year 1990-1992

COOPERATIVE LEARNING, Canyon Alternative Education Center 1990, Regional Conference of the IASSP 1990

WOMEN AND WRITING, Northern Idaho Writing Project 1989, Northwest Nazarene College 1989

SCHOOL HISTORY AS A BASIS FOR RESEARCH WRITING, Idaho State Historical Society Conference 1987

RESPONSE TO LITERATURE, Idaho Council of Teachers of English Spring Conference 1986

WORKSHOP APPROACH TO TEACHING WRITING, National Council of Teachers of English Conference, Denver 1983, Idaho Council of Teachers of English Conference 1982

WRITING TO BE READ, International Reading Conference, Chicago, Illinois 1981, Idaho Reading Conference 1980, Valley Reading Conference 1980

PUBLICATION

A Classroom of Teenaged Readers, co-authored with Driek Zirinsky, published by Addison, Wesley, Longman 1998.

Education Pipeline, The Idaho Press Tribune 1991-1993

Active Voices IV, James Moffett, ed., 1986

Idaho English Journal, Idaho Council of Teachers of English, 1980, 1983

Y'East, Bread Loaf School of English, 1982-1983

Fingerprints, The Cooperative Preschool at St. Michael's 1996-1997

PROFESSIONAL RECOGNITION

Japan-American Grassroots Summit Fellow

National Teacher of the Year Finalist

Idaho State Teacher of the Year

Professional Achievement Award, Idaho State University Alumni Association

Mina Shaughnessy Scholar, Bread Loaf School of English
Region 8 Courageous Member of the Year Award, Idaho Education Association
Northern Idaho Writing Project Fellow, University of Idaho
Nampa-Boise Writing Institute Fellow, Boise State University
Treasure Valley Writing Project Fellow, Boise State University
National Cheerleading Coach of the Year, International Cheerleading Foundation

Appendix IV: Vision Planning
Idaho Charter School Leadership Council

Action Planning Idaho Charter School Leadership Council July 2007

The Idaho Charter School Leadership Council met in June and July to develop a vision for *promoting growth and quality in Idaho's charter schools*. The Regional Council meetings included charter school heads, board chairs, business managers, parent and teacher representatives as well as State Department staff and representatives of charter support organizations like the Idaho Charter School Network.

School leaders focused on:

- Articulating needs and opportunities for promoting growth and quality
- Developing clear messaging regarding Idaho's charter schools

Council members in each region identified areas of expressed need (see *Action Plan: Prioritizing Opportunities*), then prioritized those areas of need, identifying possible solutions, challenges, success factors, as well as financial and resource implications.

Statewide priorities:

1. Provide more equitable funding (facilities, formula, transportation) for charter schools
2. Develop public awareness campaign
3. Promote growth and development of quality charter school programs in Idaho
4. Extend innovation to areas such as teacher certification and assessment
5. Streamline state/authorizer paperwork and reporting

Some areas of need are being addressed through collaborative efforts of SDE, ICSN, NWREL, IPCSC, ISBA, ICCSF: 1) authorizer roles and responsibilities, 2) technical assistance programming for start up charter schools, 3) development of charter school messaging campaign, 4) quality and accountability.

Expressed Need:	Proposed Solutions	Success Factors	Challenges/Barriers
<p>Growth and Development:</p> <ol style="list-style-type: none"> 1) Demand for charter schools continues to grow—4600 children on waiting lists. 2) Numbers of children in charter schools has grown (8900 in 06-07), but numbers of new charters has slowed (2 in 07-08) 3) Many schools have reached capacity—penalty for growing over a certain number of students 4) Some populations of students are not represented (nationally, charter schools serve a more diverse student population) 5) Some regions of the state provide more options for students and parents 	<ul style="list-style-type: none"> • Lift the six/year charter cap restriction • Streamline the charter petitioning process • Legislation to allow businesses and universities to authorize charters • Legislation to allow spin off charter development • Established charters could mentor new charters i.e. Create RFP for “sister schools” — support groups of individual who are interested in developing a charter that follows a similar model • Promote charter conversion as a solution to underperforming schools • Provide state and foundation support for Charter Start! program currently developed by the SDE and the ICSN. The program will support new charters in pre-planning and first few years of operation—providing technical support • Increased awareness of requirements involved in starting charters • Release charter support program funds in planning years—establish benchmarks that coincide with Charter Start! training 	<ul style="list-style-type: none"> • Greater number of quality charter schools available • Increased number of charter schools that have demonstrated excellence in educational programming • Promote competition and improved performance in public education • Improved understanding of and perception of charter schools • Larger and more influential • Increase awareness of goals and purposes of charter schools 	<ul style="list-style-type: none"> • Lack of awareness of options • Research regarding quality programming options • Funding for mentoring (incentive) • Funding for start-up planning • Competition between schools (define commonalities, create understanding) • Increasing complexity of launching a charter school

Expressed Need:	Proposed Solutions	Success Factors	Challenges/Barriers
<p>Public Awareness</p> <ol style="list-style-type: none"> Nationally, less than 50% of Americans can accurately define charter school as a public school—charter leaders think the number in Idaho is even lower Many individuals have misconceptions, misunderstandings about charters that lead to a decrease in support and funding 	<ul style="list-style-type: none"> Develop clear messaging regarding Idaho charter schools Communicate unique programming of each individual Idaho charter school Model mini-classrooms at Center on the Grove Publication like Philadelphia’s which focuses on diversity and range of charter schools Charter recognition program that recognizes 5 high performing charters that provide very different paradigms of education—and an accompanying media campaign Bumper sticker competition incorporating concept statement: students, teachers, parents submit statements and winners are made into bumper stickers that are distributed Develop community events, involve community in school: panels for portfolio review, judges, events Contact key reporters in each region and establish a relationship Attend regional administrator meetings to create relationships with other educational leaders 	<ul style="list-style-type: none"> Public awareness would increase interest in charter development Public awareness would provide information to help parents make informed choices regarding their children’s education Address myths, build relationships—rather than advertise individual schools (where there are already long waiting lists) Access sphere of influence Provide opportunities for authentically experiencing a charter—rather than reading about it or hearing about it Development of new charter schools Raising of bar in public education generally Legislation to support high performing schools Focus on the child and the best education for each individual child Networking and collaboration among all public schools 	<ul style="list-style-type: none"> Develop a unified movement while retaining individuality

		<ul style="list-style-type: none">• Each school create clear messaging regarding its own individual mission, philosophy• PR statewide or regionally	

Expressed Need:	Proposed Solutions	Success Factors	Challenges/Barriers
<p>Equitable Funding/Facilities:</p> <p>1) facilities – charter schools spend roughly 15% of operating funds on facilities needs; especially challenging – property, loans, construction costs (1)</p> <p>2) funding formula – charter schools that have small enrollment numbers and/or serve only elementary aged students don't have adequate funds for administrative demands—current formula based on needs of traditional school districts</p> <p>3) transportation – small student populations, large enrollment areas—current formula based on traditional local districts</p>	<ul style="list-style-type: none"> • Exempt charters from 2% set-aside requirement for facilities maintenance • Modify funding formula for charters to provide more equitable funding for smaller schools (Michigan solution) • Equalize M&O monies—new formula for charters • Explore federal funding inequity more closely to determine new directions • Provide increased access to local tax \$\$\$. Allow public charter schools access to local funds through bonding arrangement with local district (Michigan). • Make surplus public property, school district property available to charter schools (2) • Provide state grants, equity funding, state loan programs for facilities; educate independent lenders • Promote business/charter school partnerships (3) • Charters network to increase buying power • Change transportation penalty with regard to large area/small number of students (provide 85% to charters as well) 	<p>Increased quality and academic success:</p> <ul style="list-style-type: none"> • Provide an educational environment more conducive to learning • More \$\$ for professional development • More \$\$ for school programming, educational needs: equipment, materials • Administrative and Board time channeled to student educational needs • Entice more high quality teachers, reduce teacher turnover • Innovation extended to include a facility that supports the unique academic design of the charter • Offer expanded programming: electives, science lab, gymnasium • Provide opportunities for growth • Equitable use of local funds—equitable funds for all of Idaho's school children • More \$\$ for charter school transportation will provide more access for larger number of students 	<p>Perceptions:</p> <ul style="list-style-type: none"> • Community awareness and support (start small and develop public education and support campaign before tackling larger issues) • Legislative awareness and support (begin conversations early) • Perception that charters are “taking \$\$ from districts” <p>Limited public funds:</p> <ul style="list-style-type: none"> • Lack of support from local school boards, superintendents • Reduce overall budget <p>Require:</p> <ul style="list-style-type: none"> • High level of communication between charter schools • Political will

(1) Idaho Fiscal Facts 2006 indicated that charter schools bring in \$638 less revenue per enrolled student.

(2) Laws in Alaska, Arizona, California, New Hampshire, New York, DOC, Florida, North Carolina, South Carolina, Wyoming

(3) Laws in Utah, Rhode Island, Pennsylvania, Oklahoma, Ohio, New Mexico, Minnesota, Louisiana, Connecticut, Colorado, California

Expressed Need:	Proposed Solutions	Success Factors	Challenges/Barriers
<p>Teacher Certification and Assessment</p> <ol style="list-style-type: none"> 1. Charter schools, like small rural schools have struggled to find qualified teachers to teach a range of subjects. 2. Specialists, for example in dance or mechanical engineering are required to have elementary or secondary certification. 3. Qualified teachers have spent countless hours and dollars "jumping through hoops" in order to be certified. Very expensive for individual teachers 4. Innovation in assessment tools is effective in other states for broadening the measures of a successful education: results based, growth based 	<ul style="list-style-type: none"> • The new recommendations by the State Board are promising • Expand assessment to include parent satisfaction, academic momentum, areas specific to individual charters i.e. leadership, etc. • Develop case-by-case method of evaluating teacher certification • Small school exception • Charter schools share resources, create a network (perhaps through ICSN) for schools to contact each other with regard to needs • Interface with university teacher education program • Charter schools create their own assessments 	<ul style="list-style-type: none"> • Increased ability to fulfill charter • Highly qualified teachers with passion, broad life experiences • Smaller schools can offer broader programming • \$\$ savings 	<ul style="list-style-type: none"> • Push to standardize all assessments

Expressed Need:	Proposed Solutions	Success Factors	Challenges/Barriers
<p>Streamline State/Authorizer Paperwork and Reporting</p> <ol style="list-style-type: none"> 1. Charter school administrators (some who are part time) spend an inordinate amount of time processing paperwork that is handled by superintendents and district level support staff—either they spend a good deal of time outside the regular day processing paperwork—or they are unable to spend as much time in the classroom or with teachers 2. Reports often ask for the same data in a different form 3. Deadlines for data collection are not easy to access; SDE Data Acquisition Calendar includes all SDE dates 4. Some reporting templates are difficult for first time users 	<ul style="list-style-type: none"> • Continue to consolidate reporting • Calendar of reporting dates for charter schools/monthly reminders • Provide separate test results: charters and district authorizers • Work with authorizers to recommend best practices for overseeing charters—common reporting practices • Provide more up-front hands-on support for new charters with regard to reporting requirements in all areas—be clear with regard to requirements, provide samples when possible • Provide Power Schools or SIS software to schools that missed the start-up funds • Provide tools, software to help with attendance, lottery, etc. • Develop a separate meeting from the superintendent's meeting for charter heads—so that material provided can be more relevant 	<ul style="list-style-type: none"> • Administrators able to focus more on educational programming • More communication among various state entities • Provide more time for analysis of data, rather than mere reporting of data 	<ul style="list-style-type: none"> • Less federal control • Established processes, procedures require time to refine and rethink • Staffing in various agencies • Federal timeline for reporting

Action Plan: Prioritizing Opportunities

Region	1	2	3	Unranked
Southwest Idaho	<p>Address Facilities Needs (7.5)</p> <p>Promote Growth: Address Wait List (7.5)</p>	<p>Networking: Among Charter Schools (7.2)</p> <p>CS Public Awareness (6.9)</p> <p>CS Quality (6.9)</p>	<p>Teacher Certification (6.5)</p>	<p>Lottery/Teacher Children</p>
Northern Idaho	<p>Equitable Funding: Small Schools, Elementary, Transportation (8.2)</p> <p>Innovation Re: Testing, Teacher Certification (8)</p>	<p>Authorizer Roles and Responsibilities (6.8)</p> <p>Clarify "Mission-Appropriate" (6.8)</p>	<p>Promote Growth: More Conversion Schools (6.1)</p> <p>Mission Drift: Interest Group Pressure (5.6)</p>	<p>CS Quality</p>
Southeast Idaho	<p>CS Public Awareness (8)</p> <p>Training and Technical Assistance: New, Growing Schools (8)</p>	<p>CS Quality (7.1)</p> <p>Equitable Funding: Small Schools, Elementary (7.1)</p>	<p>Networking: Collaboration Among All Public Schools (6.5)</p> <p>Streamline Reporting and Paperwork (6)</p>	<p>Promote Growth: Alternative Charter School Models</p>

Underway:

- 1) Charter Start! Program (SDE, ICSN) – Provide hands on support for charter planners, growing schools through workshops, seminars, mentoring (August).
- 2) Quality Indicators Study (SDE, NWFEL) – Assess quality and growth in Idaho's charter schools (August).
- 3) Authorizer Guidelines (SDE, ISCC) – Provide "best practices" for CS authorizers (August).
- 4) Charter School Leadership Council (SDE) – Goals outlined.

Appendix VIII: Sample CSP Communication Venues

Presentation: Idaho Charter School Summit 2008
SDE Charter School Newsletter August 2007



Promoting Growth and Quality in Idaho's Charter Schools

Shirley A. Rau, School Choice Coordinator
Idaho State Department of Education
Idaho Charter School Summit
January 29, 2008

What are Charter Schools?

Like all public schools....

- Free and open to all students
- Non-selective
- Part of the public education system
- Funded according to the per pupil funding formula
- Participate in statewide assessment
- Comply with all federal and state laws

Source: Shirley Rau
January 29, 2008



Charter Schools are Public Schools

Unlike other public schools...

- Created by application to district/Commission
- Non-profit corporation
- Entrepreneurial and reform oriented by design
- Provide more than "participation" to parents
- Assume all children learn differently

Source: Shirley Rau
September 2007



Charter Schools are Public Schools

- They have received bi-partisan support from policy makers in the state and in the nation
- They have been operating in Idaho for a decade—and nationally since 1991
- There are public charter schools in many countries: UK, Sweden, Australia, New Zealand, Argentina, Chile, Qatar...



What are Charter Schools?

Catalysts for Change....

- New venue for new skills and mindsets
- Learning laboratories
- Value of "starting fresh"
- Power of "ownership"
- Bring outside resources into the system: money, time, community connections



How Do LEAs Use Chartering to Promote Quality?

Drive changes in instruction and learning environment....

- Create small schools (Chicago)
- Meet needs of specific groups of students: program focus, learning style, special needs (Miami Dade)
- Encourage different and innovative educational programs or teaching methods (NYC)

Source: Shirley Rau
September 2007

How Do LEAs Use Chartering to Promote Quality?

Meet new federal and state requirements

- Provide choices required under NCLB
- Deal with chronically underperforming schools

State Education Department
New York State

How Do LEAs Use Chartering to Promote Quality?

Tap into educators' motivations....

- Increase commitment and effort through "ownership"
- Give great principals and teachers the chance to thrive

State Education Department
New York State

Why Use Chartering to Promote Quality?

- Increased influence through the charter
- Value of "starting fresh"
- Power of "ownership"
- Bring outside resources into the system: money, time/commitment, community connections
- Promote Education Entrepreneurialism

State Education Department
New York State

A Need for Education Entrepreneurs

Changing Policy Environment

- Moved from a public education policy based on inputs: \$\$, hours, numbers served
- To public policies based on results: skills achieved, content mastered, graduation and college attainment

State Education Department
New York State

A Need for Education Entrepreneurs

Changing Expectations

- Workplace demands of post industrial economy
- Parental demands for innovative new approaches
- Civil rights and changing perceptions regarding serving all children well

State Education Department
New York State

Principles of an Entrepreneurial School

- Responsive to changes** in the needs of students, families and communities
- Customer-oriented:** focused first and foremost on the needs of students
- Performance-driven:** assessment and adjustment of goals and resources based on progress
- Constantly learning:** as soon as one level of performance is achieved, the next target becomes clear
- Culture of meritocracy:** use success to inform practice; reward for efforts

State Education Department
New York State

Support Needed: Human Capital

Entrepreneurial executive experienced in starting and scaling up new education organizations

Hybrid planning team with skills across the business, nonprofit, and public sectors.

Strong board of directors: venture building board rather than a "friends and family" board

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Support Needed: Intellectual Capital

Investors who contribute experience

Consulting firms, evaluators, think tanks, policymakers who inform growth strategies, evaluate, research, disseminate

Support for system level improvements: strategic communication, informing policy makers, spinning off new organizations.

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Support Needed: Financial Capital

Startup Capital – venture philanthropy, individual donors, foundations

Growth Capital – more complex, few are willing to sustain an organization as it grows

Sustaining Capital – for profit organizations can bring in financial resources through earned income—not so for non-profits

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An Overview: National Policy Environment

Minnesota passed the first charter law in 1991

25 states plus DC have state-imposed caps on charters either number per year, total operating or both.

Average per-pupil charter funding is 78% of non-charters

127 charter schools are authorized by alternative authorizers—non-local school districts

28 states offer some form of facilities assistance for charter schools

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An Overview: Idaho Policy Environment

Idaho's charter law passed in 1998

Idaho has a cap of 6 new charter schools per year.

Idaho charter schools bring in \$638 less total revenue per enrolled student.

18 charter schools are district-authorized, 14 are Commission authorized

Idaho state charter law authorizes a charter board to borrow to finance the purchase of facilities—but does not provide any bonding authority.

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National Charter School Growth

3,600 charter schools launched 1990's

Over 400 charter schools opened in the 2005-08

13% increase from previous years

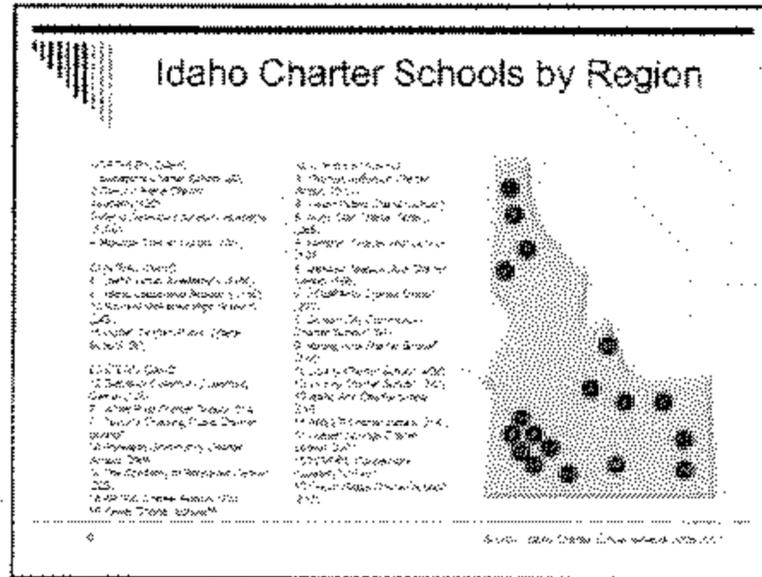
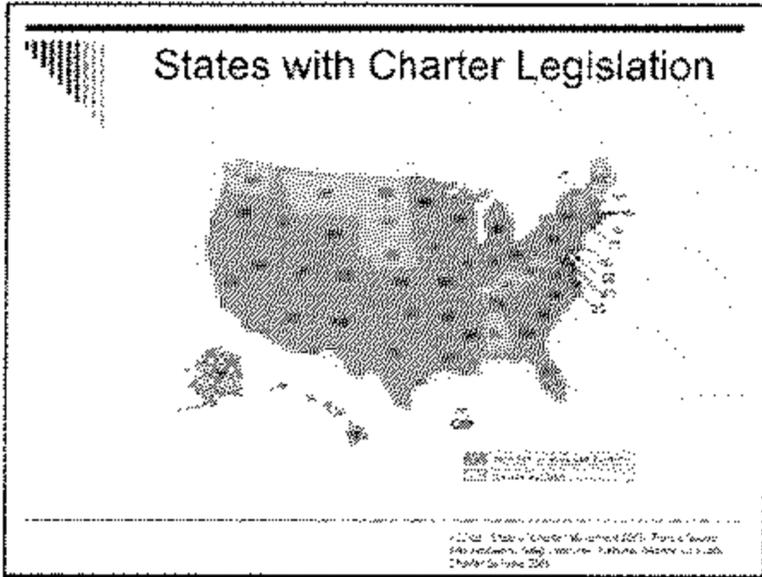
36% of charter schools are located in Arizona, Florida, California

Charter schools hold 2% of the market share nationally

Highest in a single state: Arizona (8%)

Highest in a single city: New Orleans (50-60%)

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Idaho Charter Growth

Charter schools continue to grow at a modest pace. 2 charter schools opened in 2007. 2 new charters will open in 2008.

Charter schools represent 4% of the student market share. 30 charter schools serve over 10,000 students. Another 6000 students are on waiting lists.

44% of charter students are in the Treasure Valley.

Source: Idaho Charter Schools 2007

National Charter Students

Over 1 million students are enrolled in charter schools. The enrollment of minority and low income students has been increasing in charter schools.

- 58% of charter students are minority (45% in non-charters)
- 52% of charter students are eligible for FRL (40% in non-charters)
- 11% of charter students qualify for SPED assistance (13% in non-charters)
- 12% of charter students are English language learners (11% in non-charters)

Source: Idaho Charter Schools 2007

Idaho Charter Students

10,000 students are enrolled in charter schools.

- 7% of charter students are minority (18%)
- 8% of charter students FRL (38%)
- 5% of charter students require special education (8%)
- Less than 1% of charter students are English language learners (6%)

On the average, Idaho's charter schools serve fewer educationally disadvantaged children; however, there are individual schools that have significantly higher rates than the Idaho average.

Source: Idaho Charter Schools 2007

Nation: Performance and Accountability

- 64% of charter schools made adequate yearly progress (73% in non-charters)
- In 19 (of 35) states the % of charters making AYP exceeds the % of all public schools making AYP
- Charter students scoring proficient or advanced on 2005 NAEP:
 - 28% 4th Reading (30% in non-charters)
 - 29% 4th Math (35% in non-charters)
 - 24% 8th Reading (29% in non-charters)
 - 21% 8th Math (29% in non-charters)

Source: National Charter Schools Association 2007

Idaho Performance and Accountability: ISAT

ISAT 2006-2007 Comparisons				
Year	Test	Charter Proficiency	Non-Charter Proficiency	Difference
2007	Reading	87.76%	85.82%	+1.94%
2007	Math	75.82%	78.34%	-2.52%
2007	Language Arts	74.87%	84.21%	-9.34%

Source: State Department of Education, 2007

Idaho Performance and Accountability: IRI

IRI 2006-2007 Comparisons				
Year	Grade	Charter Proficiency	Non-Charter Proficiency	Difference
spring	0	70.28%	67.44%	+2.84%
spring	1	71.04%	70.87%	+0.17%
spring	2	74.74%	75.72%	-0.98%
spring	3	74.71%	82.54%	-7.83%

Source: State Department of Education, 2007

Idaho Performance and Accountability: DMA and DWA

DMA/DWA 2006-2007 Comparisons				
Grade	Test	Charter Proficiency	Non-Charter Proficiency	Difference
04	DMA	71.88%	67.57%	+4.31%
06	DMA	64.57%	63.89%	+0.68%
08	DMA	63.40%	67.82%	-4.42%
05	DWA	77.41%	74.47%	+2.94%
07	DWA	70.82%	75.71%	-4.89%
09	DWA	68.34%	75.87%	-7.53%

Source: State Department of Education, 2007

Overview, Context and Challenges

What is Idaho's vision for creating and sustaining high quality charter schools and is this vision well-articulated and shared?

What steps are being taken to achieve this vision and successfully communicate it with stakeholders such as students, parents, charter support organizations, advocacy groups and policy makers?

Charter School Leadership Council

Networking: Collaborate with Idaho's charter school leaders and statewide organizations committed to develop an action plan to promote quality among Idaho's charter schools.

Growth: Develop and support quality educational options for all of Idaho's children. Identify opportunities for the future.

Messaging: Clarify and extend understanding of public charter schools and the opportunities they offer.

The "Second Generation" of Idaho Charter Schools

Map waiting lists to assess the profile of the unmet need and the demand by student age, SES, geographic area and type of charter and create a plan to focus resources to respond to these needs.

Map areas of the state to identify regions that have higher populations of underserved students and/or high priority schools requiring restructuring under NCLB.

New School Development Program: Charter Start

The SDE is working in partnership with the Idaho Charter School Network to develop a new school development program that will provide guidance for developing a high quality charter school.

- Quality and accountability
- Assessment and data management
- Leadership/organizational structure/capacity building
- Business management
- Instructional design and curriculum development
- Legal review, governance
- Charter contract negotiations
- Facilities planning and financing

Charter School Quality Indicators

SDE has contracted with the Northwest Regional Education Lab to complete a ten-year landmark study of Idaho's charter schools.

A steering committee including educators, policy makers, and community members is defining the scope of the project.

The project, which should be complete in September 2008, will support long-range planning for quality and sustainability.

Charter School Support Grant

Promote the development of high quality charter school petitions in order to increase the number of quality achievement for all students

Evaluate the effects of Idaho charter schools on students, student achievement and parents

Charter School Support Grant

Increase the number of charter schools focusing student achievement on underserved populations of students.

Use dissemination funds to promote replication of best practices of high performing charter schools with demonstrated success at promoting student achievement.

Vision for Idaho Charter Schools

Promote the growth and development of quality charter school programs focused on high achievement for all students.

Develop a statewide charter school public awareness campaign to increase understanding of the charter school model.



Promoting Growth and Quality in Idaho's Charter Schools

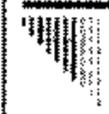
Shelley A. Rau, School Choice Coordinator
 Idaho State Department of Education
 Idaho Charter School Summit
 January 24, 2008



What are Charter Schools?

Like all public schools...

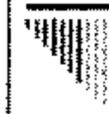
- Free and open to all students
- Non-selective
- Part of the public education system
- Funded according to the per pupil funding formula
- Participate in statewide assessment
- Comply with all federal and state laws



Charter Schools are Public Schools

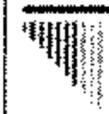
Unlike other public schools...

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Charter Schools are Public Schools

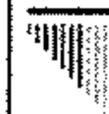
- They have received bi-partisan support from policy makers in the state and in the nation
- They have been operating in Idaho for a decade—and nationally since 1991
- There are public charter schools in many countries: UK, Sweden, Australia, New Zealand, Argentina, Chili, Qatar...



What are Charter Schools?

Catalysts for Change....

- New venue for new skills and mindsets
- Learning laboratories
- Value of "starting fresh"
- Power of "ownership"
- Bring outside resources into the system: money, time, community connections



How Do LEAs Use Chartering to Promote Quality?

Drive changes in instruction and learning environment....

- Create small schools (Chicago)
- Meet needs of specific groups of students: program focus, learning style, special needs (Miami Dade)
- Encourage different and innovative educational programs or teaching methods (NYC)

How Do LEAs Use Chartering to Promote Quality?

Meet new federal and state requirements

- Provide choices required under NCLB
- Deal with chronically underperforming schools

State: North Carolina
Year: 2002

How Do LEAs Use Chartering to Promote Quality?

Tap into educators' motivations....

- Increase commitment and effort through "ownership"
- Give great principals and teachers the chance to thrive

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Year: 2002

Why Use Chartering to Promote Quality?

- Increased influence through the charter
- Value of "starting fresh"
- Power of "ownership"
- Bring outside resources into the system: money, time/commitment, community connections
- Promote Education Entrepreneurialism

State: North Carolina
Year: 2002

A Need for Education Entrepreneurs

Changing Policy Environment

- Moved from a public education policy based on inputs: \$\$, hours, numbers served
- To public policies based on results: skills achieved, content mastered, graduation and college attainment

State: North Carolina
Year: 2002

A Need for Education Entrepreneurs

Changing Expectations

- Workplace demands of post industrial economy
- Parental demands for innovative new approaches
- Civil rights and changing perceptions regarding serving all children well

State: North Carolina
Year: 2002

Principles of an Entrepreneurial School

- Responsive to changes** in the needs of students, families and communities
- Customer-oriented:** focused first and foremost on the needs of students
- Performance-driven:** assessment and adjustment of goals and resources based on progress
- Constantly learning:** as soon as one level of performance is achieved, the next target becomes clear
- Culture of meritocracy:** use success to inform practice; reward for efforts

State: North Carolina
Year: 2002

Support Needed: Human Capital

- Entrepreneurial executive experience in starting and scaling up new education organizations
- Hybrid planning team with skills across the business, nonprofit, and public sectors.
- Strong board of directors: venture building board rather than a "friends and family" board

Source: National Education Policy Center Strategic Practices

Support Needed: Intellectual Capital

- Investors who contribute experience
- Consulting firms, evaluators, think tanks, policymakers who inform growth strategies, evaluate, research, disseminate
- Support for system level improvements: strategic communication, informing policy makers, spinning off new organizations

Source: National Education Policy Center Strategic Practices

Support Needed: Financial Capital

- Startup Capital** – venture philanthropy, individual donors, foundations
- Growth Capital** – more complex, few are willing to sustain an organization as it grows
- Sustaining Capital** – for-profit organizations can bring in financial resources through earned income—not so for non-profits

Source: National Education Policy Center Strategic Practices

An Overview: National Policy Environment

- Minnesota passed the first charter law in 1991
- 25 states plus DC have state-imposed caps on charters either number per year, total operating or both
- Average per-pupil charter funding is 78% of non-charters
- 127 charter schools are authorized by alternative authorizee-non-local school districts
- 28 states offer some form of facilities assistance for charter schools

Source: National Education Policy Center Strategic Practices

An Overview: Idaho Policy Environment

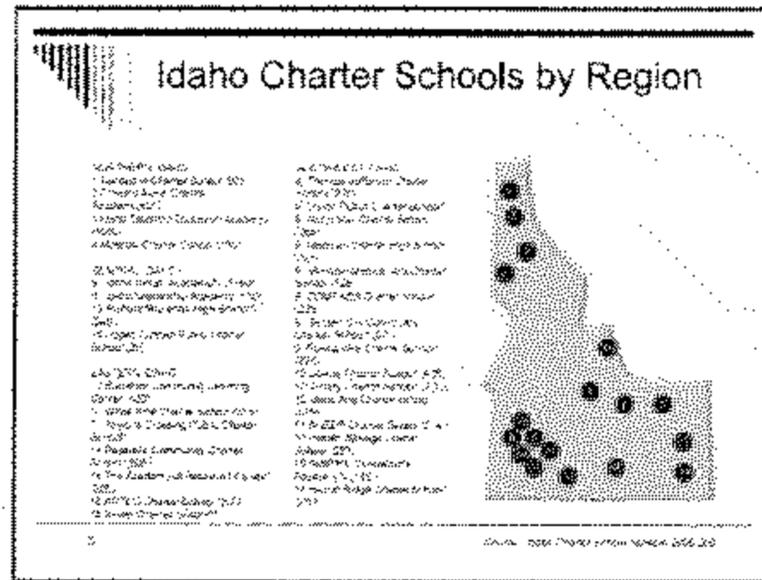
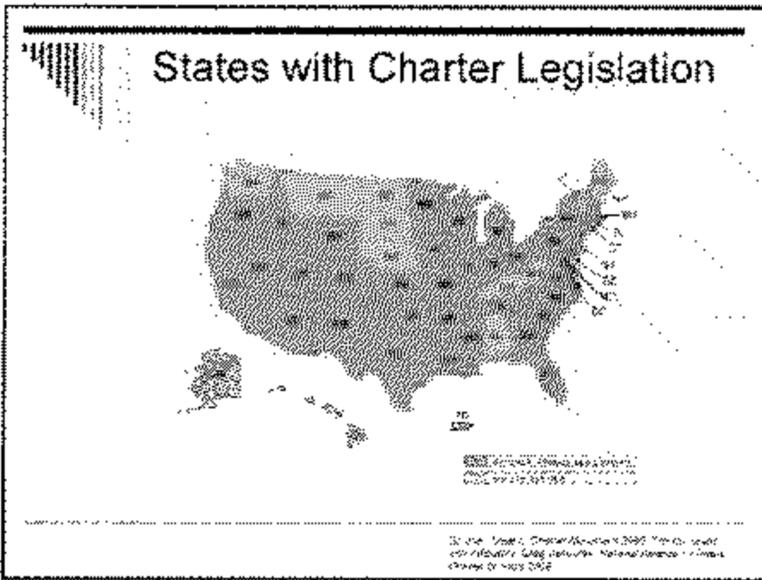
- Idaho's charter law passed in 1988
- Idaho has a cap of 6 new charter schools per year.
- Idaho charter schools bring in \$638 less total revenue per enrolled student.
- 16 charter schools are district-authorized, 14 are Commission authorized
- Idaho state charter law authorizes a charter board to borrow to finance the purchase of facilities—but does not provide any bonding authority.

Source: Idaho Charter Schools Report, 2005-06, NCEP, 2006-07-06

National Charter School Growth

- 3,600 charter schools launched 1990's
- Over 400 charter schools opened in the 2005-06
- 13% increase from previous years
- 38% of charter schools are located in Arizona, Florida, California
- Charter schools hold 2% of the market share nationally
- Highest in a single state: Arizona (8%)
- Highest in a single city: New Orleans (80-90%)

Source: National Education Policy Center Strategic Practices



Idaho Charter Growth

Charter schools continue to grow at a modest pace. 2 charter schools opened in 2007; 2 new charters will open in 2008.

Charter schools represent 4% of the student market share. 30 charter schools serve over 10,000 students. Another 6000 students are on waiting lists.

44% of charter students are in the Treasure Valley.

Source: Idaho Charter Schools Association, 2007

National Charter Students

Over 1 million students are enrolled in charter schools. The enrollment of minority and low income students has been increasing in charter schools.

- 58% of charter students are minority (45% in non-charters)
- 52% of charter students are eligible for FRL (40% in non-charters)
- 11% of charter students qualify for SPED assistance (13% in non-charters)
- 12% of charter students are English language learners (11% in non-charters)

Source: U.S. Department of Education, National Center for Education Policy, 2006

Idaho Charter Students

10,000 students are enrolled in charter schools.

- 7% of charter students are minority (18%)
- 6% of charter students FRL (38%)
- 5% of charter students require special education (9%)
- Less than 1% of charter students are English language learners (6%)

On the average, Idaho's charter schools serve fewer educationally disadvantaged children; however, there are individual schools that have significantly higher rates than the Idaho average.

Source: Idaho Charter Schools Association, 2007

Nation: Performance and Accountability

64% of charter schools made adequate yearly progress (73% in non-charters). In 19 (of 36) states the % of charters making AYP exceeds the % of all public schools making AYP.

Charter students scoring proficient or advanced on 2005 NAEP:

- 28% 4th Reading (30% in non-charters)
- 29% 4th Math (35% in non-charters)
- 24% 8th Reading (29% in non-charters)
- 21% 8th Math (29% in non-charters)

Source: National Center for Education Policy, 2006

Idaho Performance and Accountability: ISAT

Year	Test	Charter Proficient	Non-Charter Proficient	Difference
2007	Reading	87.8%	86.4%	+1.4%
2007	Math	79.6%	79.0%	+0.6%
2007	Language Arts	74.6%	84.3%	+9.7%

Source: Idaho Department of Education, ISAT

Idaho Performance and Accountability: IRI

Year	Grade	Charter Proficient	Non-Charter Proficient	Difference
spring	0	73.3%	80.4%	-7.1%
spring	1	82.6%	71.0%	+11.6%
spring	2	80.0%	82.7%	-2.7%
spring	3	75.1%	84.9%	-9.8%

Source: Idaho Department of Education, IRI

Idaho Performance and Accountability: DMA and DWA

Grade	Test	Charter Proficient	Non-Charter Proficient	Difference
04	DMA	87.2%	87.3%	-0.1%
05	DMA	84.3%	83.8%	+0.5%
08	DMA	83.8%	87.6%	-3.8%
05	DWA	87.4%	74.4%	+13.0%
07	DWA	78.4%	78.7%	-0.3%
09	DWA	83.3%	85.2%	-1.9%

Source: Idaho Department of Education, DMA

Overview, Context and Challenges

What is Idaho's vision for creating and sustaining high quality charter schools and is this vision well-articulated and shared?

What steps are being taken to achieve this vision and successfully communicate it with stakeholders such as students, parents, charter support organizations, advocacy groups and policy makers?

Charter School Leadership Council

Networking: Collaborate with Idaho's charter school leaders and statewide organizations committed to develop an action plan to promote quality among Idaho's charter schools.

Growth: Develop and support quality educational options for all of Idaho's children. Identify opportunities for the future.

Messaging: Clarify and expand understanding of public charter schools and the opportunities they offer.

The "Second Generation" of Idaho Charter Schools

Map waiting lists to assess the profile of the unmet need and the demand by student age, SES, geographic area and type of charter and create a plan to focus resources to respond to these needs

Map areas of the state to identify regions that have higher populations of underserved students and/or high priority schools requiring restructuring under NCLB.

New School Development Program: Charter Start

The SDE is working in partnership with the Idaho Charter School Network to develop a new school development program that will provide guidance for developing a high quality charter school.

- Quality and accountability
- Assessment and data management
- Leadership/organizational structure/capacity building
- Business management
- Instructional design and curriculum development
- Legal review, governance
- Charter contract negotiations
- Facilities planning and financing

Charter School Quality Indicators

SDE has contracted with the Northwest Regional Education Lab to complete a ten-year landmark study of Idaho's charter schools.

A steering committee including educators, policy makers, and community members is defining the scope of the project.

The project, which should be complete in September 2008, will support long-range planning for quality and sustainability.

Charter School Support Grant

Promote the development of high quality charter school petitions in order to increase the number of quality achievement for all students.

Evaluate the effects of Idaho charter schools on students, student achievement, and parents.

Charter School Support Grant

Increase the number of charter schools focusing student achievement on underserved populations of students.

Use dissemination funds to promote replication of best practices of high performing charter schools with demonstrated success at promoting student achievement.

Vision for Idaho Charter Schools

Promote the growth and development of quality charter school programs focused on high achievement for all students.

Develop a statewide charter school public awareness campaign to increase understanding of the charter school model.

My School!

Idaho Charter School Link

My first 2 months at the Idaho State Department of Education have been energizing and exciting. I continue to be impressed by the level of commitment and the service the Department is providing to support all of Idaho's school children—and in particular, Idaho's charter school students.

In order to meet State Department goals of sustaining and promoting quality and growth in Idaho's charter schools, as well as to effectively meet federal Charter School Program grant performance objectives, we have initiated three new programs:

1. Charter Start!

The new *Charter Start!* program is being developed in partnership with the Idaho Charter School Net-

work. The program will provide benchmarks and more targeted assistance for charter developers during school planning and implementation phases. New Vision Planning grants will be available to charter developers.

2. Leadership Councils:

Charter School Leadership Councils have been established in each region of the state. Council goals are: Networking: Collaborate with charter school leaders and statewide organizations committed to charter schools, and develop an action plan to promote growth and quality among Idaho's charter schools. Growth: Develop and support quality options for all of Idaho's children. Determine essential needs of

Idaho charters. Identify opportunities for the future.

Messaging: Brand the "look and feel" of school choice in Idaho.

3. Quality Indicators:

The SDE is partnering with the Northwest Regional Education Lab to do an in-depth examination of the state's charter schools to report on academic achievement and other indicators of school quality.—Shirley Rau, School Choice Coordinator



Inside this issue:

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News Brief

- Two new charters are opening this fall: Welcome Vision Public Charter School of Middleton and Xavier Charter School in Twin Falls!
- In the spring of 2007, the Center for Education Reform recognized the Coeur d'Alene Charter Academy as one of the nation's best charter schools.

Charter School Support Program Training

Successful charter schools are not only well-designed educational programs—they are well run non-profit businesses. In an effort to ensure the success of start-up charter schools, beginning in 2007, the Department will require that all schools re-

ceiving Charter School Program sub-grants develop a training plan in the following project design areas: 1) Curriculum, Instruction, Assessment and Accountability; 2) Founding and Governance; 3) School Leadership and Management; 4) Business, Fi-

nance and Accounting; 5) Special Populations.

Workshops, on-line seminars and hands-on training will be available throughout the year. Workshops, which will also be open to operating charters, will be publicized in monthly newsletters.

Ten Year Landmark Study of Idaho's Charter Schools Underway

The SDE is partnering with the Northwest Regional Educational Lab (NWREL) in the development and implementation of a statewide study to reflect on growth and quality of Idaho charter schools over the past ten years. The study is slated for completion in September 2008.

An Advisory Committee was formed to begin to define the direction and scope of the study. Shirley Rau coordinated the first conference call. Tom Luna opened the discussion by observing that

Idaho has already passed the time for debate about whether charter schools are valuable in our state. He recommended that the results of the study be used to continue to improve current charter schools and shape the future of charter schools in our state.

Meeting participants agreed. A list of potential questions were generated. The questions fell roughly into 5 categories: 1) overarching questions related to the success of Idaho's charter schools; 2) parent perspectives; 3)

teacher's perspectives; 4) policy issues; and 5) translation of best practices.

The September Idaho Charter School Leadership Council meetings will engage charter school leaders in the survey design and implementation process. All charter school heads and board chairs are encouraged to participate.

"Idaho has already passed the time for debate about whether charter schools are valuable in our state."
 Superintendent Tom Luna

Idaho Charter School Leadership Council: Leading for Educational Innovation and Choice

The Charter School Leadership Council was established by the Department to collaborate with charter school leaders and leaders of statewide organizations committed to charter schools to develop an action plan to promote growth and quality among Idaho's charter schools.

Regional Council meetings included charter heads, board chairs, business managers, parent and teacher representatives, as well as representatives of

charter support organizations like the Idaho Charter School Network and the Idaho Coalition of Charter Families. In June and July meetings focused on:

- 1) Articulating needs and opportunities for promoting growth and quality;
- 2) Developing clear messaging regarding Idaho's charter schools.

Council members in each region identified areas of expressed need, then prioritized those areas, identifying possi-

ble solutions, challenges, success factors, as well as financial and resource implications. Statewide priorities:

- 1) Provide more equitable funding
- 2) Develop public awareness campaign
- 3) Promote growth and development of quality charter school programs in Idaho
- 4) Extend innovation to areas such as teacher certification and assessment
- 5) Streamline state/authorizer paperwork and reporting

Charter School Leadership Council Meeting Dates

September, November, December, February, March and May Council meetings will be held via conference call:

Wednesday—Northern Region, Thursday—Western Region, Friday—Eastern Region. The call will begin at 4 PM and will not exceed one hour. Information regarding calls will be emailed the week prior. Meetings in October and April will be held in each region. January's

meeting will be the pre-legislative Charter School Summit in Boise. June's meeting will be a statewide conference. Dates are tentative and are subject to change.

Sept. 12, 13, 14	Conference Call
Oct. 10	Northern Region
Oct. 11	Southwestern Region
Oct. 12	Southeastern Region
Nov. 7, 8, 9	Conference Call

Dec. 12, 13, 14	Conference Call
January (TBA)	Charter School Summit (Boise)
Feb. 13, 14, 15	Conference Call
March 12, 13, 14	Conference Call
April 9	Southwestern Idaho
April 10	Northern Idaho
April 11	Southeastern Idaho
May 14, 15, 16	Conference Call
June (TBA)	Statewide Meeting

National Charter School News Connection: EPA Fines Seven Tucson Charter Operators \$67,240

Dean Kern, Director of Charter programs, US Department of Education forwarded this news release: *EPA fines seven Tucson charter school operators \$67,240 for asbestos violations* (08/06/07) SAN FRANCISCO -- The U.S. Environmental Protection Agency recently fined seven Tucson charter school operators a combined total of \$67,240 for Asbestos Hazard Emergency Response Act violations. In May 2006, EPA inspectors discovered the school operators all failed to conduct inspections to determine if asbestos-

containing material was present in school buildings and failed to develop asbestos management plans. Accredited inspectors later found asbestos in six of the schools.

All of the schools have since taken necessary actions to comply with the law. Federal law requires schools to conduct an initial inspection using accredited inspectors to determine if asbestos-containing building material is present and develop a management plan to address the asbestos materials found in the school buildings. Schools are also

required to appoint a designated person who is trained to oversee asbestos activities and ensure compliance with federal regulations. Finally, schools must conduct periodic surveillance and re-inspections, properly train the maintenance and custodial staff, and maintain records in the management plan. Local education agencies must keep an updated copy of the management plan in its administrative office. Additional information can be found at http://www.epa.gov/asbestos/pubs/asbestos_in_schools.html

Charter School Head Connection: Mentor as Co-Learner

Nationwide research indicates that mentor programs not only improve the quality of teaching, they help retain talented teachers (National Center for Educational Statistics 1999). Mentoring is no longer seen as an option; it's an essential part of staff development and a part of envisioning schools as professional learning communities. At many schools mentoring has been facilitated through an informal process of collabo-

ration on grade level teaching teams and conversations at the copy machine or after school. While these conversations are rich and meaningful, all teachers benefit from a process that is more systematized and that ensures regular ongoing support, particularly for new and beginning teachers. Avoid the "extreme makeover" approach to mentoring. This encourages mindless adoption and application of teaching strate-

gies that can later be abandoned because teachers don't own the thinking behind the strategies. Mentoring is a partnership—two people learning together, reflecting on how children learn. Teachers are all on a journey as learners—there is no map—there are compasses—there is territory that has been explored—but there is no correct destination. The goal is to promote real dialogue about children and learning.

Why Effective Charter School Boards Are Critical To The Success Of The Charter School Movement

The ability of the charter school to carry out its mission and vision depend on the strength of its organizational foundation. A critical element of this foundation is the charter school board itself. The board carries the mission of the school into the community and brings the views of the community into the school. Its importance to the health of the charter school and its

financial base is primary.

Charter schools, after all, are organizations. While charter schools can be organized in different ways, increasingly they exist as independent, freestanding entities apart from the traditional public school system. If we see a future for charter schools within the broader movement of school reform in America, we need to see ourselves as building

organizations that will last, organizations that are healthy, thriving, and continuously learning and improving -- organizations that are capable of sustaining dramatic improvements in student achievement. The charter school governing board is a critical element in developing this kind of organization.

Charter school boards will be one of (continued on page 4)

Appendix IX: Restructuring Rubric

High Performing Charter Schools
Dissemination Option
SDE Approved Consultant for Restructuring

Restructuring Rubric for Idaho Local Education Agencies and Schools

	Minimum Sub group Indicators (One to three indicators in one student category {SWD, LEP, etc.} or AYP {Math, Reading, etc.})	Systemic Indicators (multiple student, multiple years and/or multiple AYP categories as determined by the LEA or SDE approved Review Team)
<p>Self Assessment (Policies)</p>	<ul style="list-style-type: none"> • District Team + SDE approved consultant to facilitate review process • Analysis of special circumstances • Curriculum Review • Instructional Review • Assessment Review • Data Utilization Assessment • Review of Instructional Schedule <ul style="list-style-type: none"> ○ What are your goals and objectives, are you placing your staff in the correct areas to meet your goals and objectives? • Proof that the School Improvement Plans are developed by a committee, reviewed at the district level and submitted to the State for approval <ul style="list-style-type: none"> ○ School must show adherence to plan during visit • Findings presented and approved by local school board¹ 	<ul style="list-style-type: none"> • Disaggregate data even when "n" is under 34 and evaluate impact • District Team + SDE approved consultant to facilitate review process + School Improvement Coach to assist in facilitating change² • Analysis of special circumstances • Curriculum Review • Instructional Review • Assessment Review • Data Utilization Assessment • Review of Instructional Schedule <ul style="list-style-type: none"> ○ What are your goals and objectives, are you placing your staff in the correct areas to meet your goals and objectives • Proof that the School Improvement Plans are developed by a committee, reviewed at the district level and submitted to the State for approval <ul style="list-style-type: none"> ○ School must show adherence to plan during visit • Potential SDE Supported Integrated Review³ • Findings presented and approved by local school board
<p>Funding</p> <ul style="list-style-type: none"> • Technical Support • Professional Development • Curriculum/Materials 	<ul style="list-style-type: none"> • Funding Audit • Identify redistribution of funding to address area indicated by AYP 	<ul style="list-style-type: none"> • Funding Audit • Identify redistribution of funding to address area indicated by AYP. • Target funds to implement a Scientifically Based Research School Improvement Model identified by SDE/OSBE • Based on potential SDE Supported Integrated Review, funding is targeted at systemic needs/changes.

<p>Governance Structure</p>	<ul style="list-style-type: none"> • District Team + SDE approved consultant develop restructuring plan based on information gathered from self assessment and funding audit. <ul style="list-style-type: none"> ○ Restructuring plan must contain restructuring policy, practices and procedures as needed to address area indicated by AYP ○ Include methods of collaboration and address at least one option for restructuring in accordance with the most recently approved NCLB Non-Regulatory Guidance for LEA and School Improvement • Review District Master Contract for language, procedures and policies that directly impact a schools ability to restructure and otherwise comply with the requirements of Title I • Include a process by which School District Patrons are informed of the Restructuring efforts 	<ul style="list-style-type: none"> • District Team + SDE approved consultant + School Improvement Coach develop restructuring plan based on information gathered from self assessment and funding audit. <ul style="list-style-type: none"> ○ Restructuring plan must contain restructuring policy, practices and procedures as needed to address area indicated by AYP ○ Include methods of collaboration and address at least one option for restructuring in accordance with the most recently approved NCLB Non-Regulatory Guidance for LEA and School Improvement • Review District Master Contract for language, procedures and policies that directly impact a schools ability to restructure and otherwise comply with the requirements of Title I • Include a process by which School District Patrons are informed of the Restructuring efforts
<p>Professional Development</p>	<ul style="list-style-type: none"> • Ongoing training for both staff and administration specific to curriculum, instruction and assessment review findings that match the identified sub group for AYP • Training should focus on building capacity within the school and or district to sustain the fundamental change • District sponsored professional development should be tied to schools curriculum, instruction and assessment review findings that match the identified sub group for AYP 	<ul style="list-style-type: none"> • Ongoing training for both staff and administration specific to curriculum, instruction and assessment review findings that match the identified sub group for AYP • Training should focus on building capacity within the school and or district to sustain the fundamental change • District sponsored professional development should be tied to schools curriculum, instruction and assessment review findings that match the identified sub group for AYP

<p>Improvement Efforts</p>	<p>Implement scientifically based research improvement model, curriculum, etc. associated with increased student achievement for that student type – must choose from SDE approved menu</p> <ul style="list-style-type: none"> o This must be a school or LEA wide implementation requiring significant change in governance, structure, etc. Must choose from SDE approved menu^{4 5} 	<ul style="list-style-type: none"> • Implement scientifically based research improvement model, curriculum, etc. associated with increased student achievement for that student type – must choose from SDE approved menu <ul style="list-style-type: none"> o This must be a school or LEA wide implementation requiring significant change in governance, structure, etc. Must choose from SDE approved menu
<p>Evidence of Improvement</p> <ul style="list-style-type: none"> • Include school and district 	<ul style="list-style-type: none"> • The Readiness to Benefit Surveys will give schools an opportunity to share: <ul style="list-style-type: none"> o Improvement Plans from earlier years showing significant changes and evidence of success o ‘Stories behind the data’ to illustrate progress in AYP indicators o Data across indicators shows improvement in student achievement (define amount of improvement) o Level of involvement of stakeholders in district/school self assessment, planning and implementation of improvement plan. • Readiness to Benefit Surveys will be submitted to the State Department of Education 	

¹ Board minutes must prove that plans and findings have been presented, reviewed and approved by the local School Board for both Minimum and Systemic Indicators.

² SDE approved consultant and School Improvement Coach are approved by and report directly to the local school board for both Minimum and Systemic Indicators.

³ The State Department of Education reserves the right to conduct an integrated review after reviewing the restructuring plan for schools with Systemic Indicators.

⁴ An LEA has the final decision to follow and implement restructuring plans but the State Department of Education reserves the right to withhold Federal Funds from a LEA who chooses not to do so for both Minimum and Systemic Indicators.

⁵ Appeals and petitions for restructuring will be submitted to the SDE and considered by the State Board of Education as is outlined in the Adequate Yearly Progress Accountability Procedures for Idaho Local Education Agencies & Schools for both Minimum and Systemic Indicators.

Appendix X: Evaluation Activity Table

Idaho Charter School Support Program

Project Evaluation

Northwest Regional Educational Laboratory

The ICSP evaluation will be aligned with four major objectives of the project: 1) increasing the quality of new charter schools, 2) evaluating and communicating effects of charter schools on students and their parents' satisfaction, 3) focusing more on underserved student populations via charter schools, and 4) sharing best school practices.

Listed below are questions that will be addressed in the evaluation:

- To what extent are project activities implemented as proposed?
- What are the challenges of implementing these project activities?
- What are effective strategies to ensure high-quality charter school petitions?
- How effective are Charter Start 101 workshops, and seminars?
- How are charter school program grant processes and procedures aligned with the charter school petition process?
- How effective is the Idaho administrative infrastructure in assisting charter developers and monitoring and supporting existing charter schools in terms of fiscal and program accountability?
- How successful are the efforts of SDE in strengthening the statewide infrastructure of support for charter developers as well as existing charter schools through collaborative project planning with stakeholders such as the Idaho Charter School Leadership Council, Idaho Charter School Network, Idaho Public

Charter School Commission, charter school authorizers, and Idaho state universities?

- What are the effects of charter schools on students' attitude toward schools, students' school behaviors, and their academic performance?
- What are effective strategies to involve parents in charter schools?
- To what extent have charter schools met parents' expectations?
- How do charter schools reach out for those underserved students, particularly those at risk of not meeting challenging state achievement standards or of not graduating?
- What are the roles and functions of the Idaho Charter School Advisory Team for special population students?
- What are the characteristics of successful charter schools in Idaho?
- What are the best practices of charter schools in Idaho?
- How are the best practices shared among charter schools (including charter school applicants) as well as between charter schools and non-charter schools?

To address the questions listed above, this evaluation will use the data collected from multiple sources: charter school students, parents, teachers, school administrators, sponsoring school district administrators, and members of the Idaho Charter School Leadership Council, Idaho Charter School Networks, Idaho Public Charter School Commission, and charter school authorizers.

Student Demographic Information: Charter school students will be compared with non-charter school students by grade level, gender, ethnicity, reduced/free lunch status, and special education status. Due to major differences between brick-and-mortar charter

schools and virtual charter schools, students from virtual charter schools will be analyzed separately. The purpose of the comparison is to assess the diversity of students enrolled in Idaho charter schools.

Student Survey: An online survey will be developed for seventh to 12th graders enrolled in Idaho charter schools (the survey will be written at a sixth- to seventh-grade reading level, so it is appropriate to exclude sixth-grade and younger students from this survey). In addition to assessing reasons for entering and leaving charter schools, the survey will also explore students' views of learning conditions and their levels of engagement in their charter schools.

Parent Surveys: An online parent survey will be developed for parents whose children are currently enrolled in charter schools. Questions included in the parent survey will be compatible with those included in the student survey.

Teacher Surveys: An online survey will be developed for charter school teachers with questions compatible with those on the student and parent surveys. In addition, teachers will be asked about their satisfaction with working in charter schools as compared to their previous working experience, their opinions about curricula used in their charter schools, and their assessment of staff development needs.

Charter School Principal Surveys: An online survey will be developed for principals/heads of all charter schools. The survey will 1) assess the quality of their schools, including the qualification of staff members, curricula used, NCLB requirement status, and innovative ways of meeting students' needs; 2) obtain their feedback on various policies/regulations at the district and state level, and their views of various

policies in their schools; and 3) identify staff development needs and support they need from their sponsoring school districts and state.

Follow-Up Telephone Conference Calls with Charter School Principals: Based on the survey data collected from charter school principals, follow-up conference calls will be conducted with charter school principals to clarify and interpret the survey data and discuss recommendations for addressing issues identified via the survey. There will be a total of four conference calls set up by the Idaho Department of Education; each call will include no more than six to seven principals. NWREL will facilitate and record the conference calls.

Student Academic Performance Data and No Child Left Behind Status: Charter school students' scores on Idaho statewide assessment tests will be compared with non-charter school students' scores in the state by grade level, gender, ethnicity, reduced/free lunch status, and special education status. The academic performance data of virtual charter schools will be analyzed separately. The comparison will be conducted year by year horizontally and longitudinally over the past five years. Charter schools selected for this comparison should be in existence for at least five years. All the charter schools will be examined for their status relating to NCLB requirements.

Surveys of Students on the Wait List for Entering Charter Schools and Their

Parents: The purpose of surveying the students on the wait list for charter schools and their parents is to create a profile of prospective charter school students and assess their needs and expectations of charter schools. The survey data will be used for planning future charter schools and support for existing charter schools.

Feedback Form and Online Follow-up: We will ask participants of each workshop or seminar designed for starting up a charter school to complete a short feedback form to assess the effectiveness of the training. This will be followed up with an online survey of the participants to assess to what extent they are able to use what they have learned from the training in their petitions for setting up quality charter schools. Feedback collected from these participants will be used for the continuous quality improvement of our technical assistance.

Charter School Application Rating Rubric: SDE will work with NWREL to develop a charter school application rating rubric to assess the quality of charter school petitions. This rubric will be based on national research studies on effective charter schools as well as findings of the evaluation conducted for Idaho charter schools. The development of this rubric will involve other key stakeholders of charter schools in Idaho. We will also want to use the development of this rubric as an opportunity for consensus building among all charter school stakeholders in Idaho on what an effective charter school should look like. We will also use the rubric as one of the tools to identify effective charter schools in Idaho.

Interviews and Focus Groups: NWREL evaluators will conduct annual (starting from the second year of the project) interviews and focus groups with a sample of charter school stakeholders such as heads of charter schools, board members, charter school applicants, and policymakers/decision makers for charter schools in Idaho. The purpose of these interviews and focus groups is to identify successes as well as challenges relating to all activities proposed for this project. In addition, NWREL evaluators will interview annually a sample of non-charter school teachers and administrators to get their views on

some innovative strategies used in charter schools, 2) to assess whether there are similar strategies in their regular public schools, and 3) to obtain ideas for replicating some of these innovative strategies in regular schools.

Attending Major Project Meetings and Events: NWREL evaluators will attend and observe major project meetings and events, such as training for charter school applicants. Attending these events will allow NWREL evaluators to be informed of the progress of the project implementation and the quality of the training proposed as part of this project.

Case Studies: NWREL evaluators will study two schools each year starting from the second year of this project to describe best practices and assist in developing dissemination materials. These schools will be recommended for in-depth case studies by charter school practitioners or board members from the Idaho Charter School Network in reference to student academic performance data of these schools. Selection criteria will be developed as part of the charter school application rating rubric mentioned above. These case studies will be used to share the best practices of charter schools and communicate the effects of charter schools on students.

In addition to the annual written evaluation report, NWREL evaluators will be in contact with project management on a monthly basis via phone or e-mail to share project progress in reference to the benchmarks/performance measurement described in the planning matrix of the proposal as well as other evaluation activities and findings. The following is a timeline for major evaluation activities. (The timeline assumes the project will start October 1, 2008).

YEAR 1

Evaluation Activity	Responsible	Completed by
Finalize evaluation plan for the project	NWREL/SDE	Nov. 28, 2008

Development of all survey instruments (students, teachers, parents, and charter school principals)	NWREL/SDE	Jan. 31, 2009
Administer survey instruments	NWREL/SDE	March 31, 2009
Charter school student demographic information analysis		April 30, 2009
Follow-up phone calls with charter school principals	NWREL/SDE	May 30, 2009
Charter school students' statewide assessment data analysis	NWREL /SDE	Aug. 29, 2009
Evaluation of charter school workshops and seminars	NWREL/SDE	On-going
Year 1 Evaluation Report	NWREL	Oct. 31, 2009

YEAR 2

Evaluation Activity	Responsible	Completed by
Development of charter school application rating rubric	NWREL/SDE	Nov. 28, 2009
Development of all survey instruments for students on the wait list and their parents.	NWREL/SDE	Jan. 31, 2010
Administer survey instruments for students on the wait list and their parents	NWREL/SDE	March 31, 2010
Selection of case study sites	NWREL/SDE	March 31, 2010
Conduct case studies	NWREL	May 30, 2010
Interviews and focus groups with a sample of practitioners and policy makers of charter schools as well as a sample of non-charter school teachers and administrators	NWREL	May 30, 2010
Evaluation of charter school workshops and seminars	NWREL/SDE	On-going
Year 2 Evaluation Report	NWREL	Oct. 31, 2010

YEAR 3

Evaluation Activity	Responsible	Completed by
Development of an evaluation plan to study the effectiveness of the charter school best practice dissemination.	NWREL/SDE	Nov. 28, 2010
Conduct case studies.	NWREL	April 30, 2011
Interviews and focus groups with a sample of practitioners and policy makers of charter schools as well as a sample of non-charter school teachers and administrators	NWREL	May 30, 2011
Conduct dissemination study	NWREL	May 30, 2011
Comprehensive evaluation report for the three-year project.	NWREL/SDE	Oct. 31, 2011

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **3091-Mandatory_ICSP_Budget_Narrative.doc**

Attachment 2:

Title: Pages: Uploaded File: **5646-Indirect_Cost_Agreement.PDF**

Idaho Charter School Program Grant Budget Narrative

Personnel Costs:

Personnel costs are limited to the annual salary and benefits for the Project Director at $\frac{(b)(4)}{1.0}$ FTE (full time equivalent) and for an Administrative Assistant at .40 FTE in the first and second year of the project. In the third year of the project, the Project Director will be $\frac{(b)(4)}{0.8}$ FTE and the Administrative Assistant will be .5 FTE.

The Project Director is an exempt employee of the Idaho State Department of Education and will administer and coordinate the state-level activities of the project as described in the Project Plan Timeline and Responsibilities that follows. Salary is calculated at the expected hourly rate of the Director for the 2008-2009 project periods and is projected to increase 5% in years 2 and 3. Salary costs are based on the standard State Department salary schedule for the position.

Administrative Assistant positions are classified employees of the Idaho State Department of Education. Administrative assistants provide support services for the administration of the state-level activities of the project as described in this proposal and will assist with the sub grant application, awards, and payment processes. Salary is calculated at the expected hourly rate for the 2008-2009 project periods and is projected to increase 5% in each of years two and three. Salary costs are based on the standard State Department salary schedule.

Employee benefits for both positions are calculated at the current department rate. The amount of employee benefits is projected to increase 1-2% in each of years two and three. The State will provide additional funds to create a full time School Choice position to oversee the State's visions for charter schools.

Travel Costs:

Project travel costs include yearly site visits and technical assistance for all participating charter schools, as well as funding for the Project Director and a Finance Specialist to attend the Program Directors Meeting in Washington DC. Travel for individual projects (Charter Start Workshops and Seminars, Authorizer Orientation, SPOPS Trainers) are detailed in the accompanying Detailed Activities. Rates are calculated at the state rate for travel reimbursement. Travel costs increase in Year 3 to parallel increasing project activity.

Supplies:

Supplies and materials are outlined by project in the Detailed Activities Budget; included are direct expenses for duplication services, printing, mailing and dissemination of project specific publications like the Authorizer Manual and the Annual Charter School Report. The funds also support the development of the charter school public awareness campaign, for example creating the Charter Showcase display. These costs also include expenses for telephone, office supplies and other related expenses prorated to the FTE of the project staff.

Contractual:

Expenditures provide for contractual agreement with the Idaho Charter School Network, and other contractors to develop materials for projects activities: Charter Start, Data Academy, Authorizer's Orientation, etc. The attached activities budget details contract expenses for each project. In addition, there are funds set aside for the project evaluation contract with the Northwest Regional Lab. Because of the relative size of our project, the funds may not be adequate for the level of evaluation desired; however, planners were not willing to compromise the quality of the project work itself.

Other Costs:

Other costs include all sub grant awards for planning, implementation and dissemination projects. The grant application process will parallel the timeline for the sufficiency review and authorization process, allowing charter developers and charter operators to receive funds in a timelier manner. Rather than continue with the practice of providing all applicants one rate, the revised application process will take into account the quality of the project, the number of students served, as well as how well the project meets newly established state criteria.

Additional funds will be provided to applicants wishing to purchase student information systems (SIS) to use data to inform instructional practices. 6 schools will qualify for implementation funds; an additional 4-6 may qualify for planning funds and 6 may qualify for dissemination funds. Grants will range from \$50,000 to 175,000. In the second year it is anticipated that the numbers will remain much the same; however, in the third year we anticipate that 14 schools in various stages of development will be eligible for planning and implementation funds and 6 will participate in dissemination projects.

Indirect Costs:

The Idaho State Department of Education uses the restricted indirect cost rate on the Charter School Program grant. The July 2007 rate is 10.8%. SDE financial specialists estimate indirect costs for the 2009-2011 grants at 11%.

The following three tables provide more detail with regard to funding sources and project expenses.

Table I: Project Plan Timeline and Responsibilities

Objective 1: Promote the development of high quality school petitions in order to increase the number of quality charter schools focused on high achievement for all students.	
Activity 1	Charter Start! Workshops and Seminars

Project Head	School Choice Coordinator
Project Partners	Idaho Charter School Network, Charter Leaders, SDE Staff Specialists, SPOPS Team, Consultants (legal, non-profit business, facility, etc.)
Timeline	Year 1: 2 Workshops (1 in Northern or SW Region) Year 1: 8 Seminars – Technology Based Year 2: 4 Workshops (1 in North and 1 in SW Region) Year 2: 10 Seminars – 5 Technology Based Year 3: 4 Workshops (1 in North and 1 in SW Region) Year 3: 12 Seminars – 6 Technology Based
Related Expenses	Development of program and material, consultant fees, travel and meals, technology for dissemination
Funding Source	ICSP Grant Administration Funds/State Funds
Activity 2	Charter School Authorizer Manual
Project Head	School Choice Coordinator
Project Partners	Idaho Charter School Commission Staff
Timeline	Year 1: Initiate 1 st Quarter, Complete 3 rd Quarter
Related Expenses	Publication and Dissemination
Funding Source	ICSP Grant Administration Funds
Activity 3	Charter School Authorizer Orientation
Project Head	School Choice Coordinator
Project Partners	Idaho Charter School Commission Staff
Timeline	Annual: 4 th Quarter
Related Expenses	Development of program and material, consultant fees, travel and meals, technology for dissemination

Funding Source	ICSP Grant Administration Funds
Funding Source	ICSP Grant Administration Funds
Objective 2: Evaluate and communicate the effects of Idaho charter schools on students, student achievement and parents. .	
Activity 1	Annual Charter School Report
Project Head	School Choice Coordinator
Project Partners	NWREL, Charter School Leadership Council, Project Sub-grant Recipients, SDE Graphics Department, SDE Public Relations Coordinator
Timeline	Annual-End of Year
Related Expenses	Development, Publication, Dissemination Costs
Funding Source	ICSP Grant Administration Funds/State Funds
Activity 2	Charter School Showcase Display
Project Head	School Choice Coordinator
Project Partners	ICSN, Charter School Leadership Council, Project Sub-grant Recipients, SDE Graphics Department, SDE Public Relations Coordinator
Timeline	Year 3
Related Expenses	Development, Publication, Dissemination Costs
Funding Source	ICSP Grant Administration Funds/State Funds
Funding Source	ICSP Grant Administration Funds
Activity 3	Data Academy
Project Head	School Choice Coordinator
Project Partners	Consultant, NWREL
Timeline	Annual-End of Year

Related Expenses	Development, Presentation, Dissemination Costs
Funding Source	ICSP Grant Administration Funds/State Funds
Funding Source	ICSP Grant Administration Funds
Objective 3: Share best practices of high performing charter schools with demonstrated success at promoting student achievement.	
Activity 1	Charter Star
Project Head	School Choice Coordinator
Project Partners	Idaho Charter School Network, Idaho Leadership Council, Idaho Public Charter School Commission Staff, Charter School Authorizers, Coalition of Idaho Charter School Families, SDE Public Relations Coordinator
Timeline	Annually – Nomination and Dissemination Project Introduction
Related Expenses	Mailing, Printing
Funding Source	ICSP Grant Administration Funds/State Funds
Activity 2	Charter Star/Dissemination Project
Project Head	School Choice Coordinator
Project Partners	Idaho Charter School Network, Idaho Leadership Council, Idaho Public Charter School Commission Staff, Charter School Authorizers, Coalition of Idaho Charter School Families, SDE Public Relations Coordinator
Timeline	Annually – Nomination and Dissemination Project Introduction Annually – Identify School and Evaluator Partners End of Project – Survey of Participants
Related Expenses	Travel, Meals and Lodging, Printing, Consultants
Funding Source	ICSP Grant Administration Funds/State Funds

Table II: Detailed Activities Budget

Budget matrix arranged by project, and color coded by budget category.

Idaho Charter School Program Grant 2009-2011 Detailed

Activities Budget

	2009	2010	2011	Amount
Project Director .45 (1-2) .5 (3)	28,353.78	29,771.47	34,733.38	92,858.63
Administrative Assistant .4	11,793.60	12,383.28	13,253.06	37,429.94
Benefits - Project Director	10,094.29	10,302.01	11,894.01	32,290.31
Benefits - Administrative Assistant	6,156.60	6,200.46	8,043.14	20,370.26
Project Director Travel - Project Director's Meeting - based on costs from previous projects	700.00	700.00	700.00	2,100.00
Project Director Travel - Site Visits to CSP Sub-Grant	1,400.00	1,400.00	2,000.00	4,800.00
Recipients: 14 visits in years 1 and 2, 20 in year 3.				
Objective 1: Promote the development of high quality charter school petitions in order to increase the number of high quality charter schools focused on high achievement for all students.				
Regional Mapping of Need	125.00	0.00	0.00	125.00
Charter Start Planning, Development of Materials - Contract	8,000.00	8,000.00	12,000.00	28,000.00

Charter Start 101 Full Day Workshop Travel (2 workshops in 2009, 2 in 2010, 4 in 2011-travel \$250 to N and SW)	250.00	250.00	500.00	1,000.00
Charter Start 101 Full Day Workshop (room rental and meals)	600.00	600.00	1,200.00	2,400.00
Charter Start Monthly Seminars Travel (8 workshops in 2009, 10 in 2110, 12 in 2011 - costs associated with making 1/2 technology assisted.	800.00	800.00	1,200.00	2,800.00
Charter Start Monthly Seminar Travel (50 cents per mile x approximately 100 miles = \$50.00 x 8 regional trainings = 300)	400.00	400.00	600.00	1,400.00
Authorizer Manual - Publication and Dissemination	700.00	700.00	700.00	2,100.00
Authorizer Orientation - Planning, Development of Materials - Contract	0.00	0.00	0.00	0.00
Authorizer Orientation Seminar (1 @ year) (Room and Meals)	250.00	250.00	250.00	750.00
Idaho Charter School Leadership Council Meetings (monthly phone conference, regional meetings quarterly-travel)	800.00	800.00	800.00	2,400.00
Objective 2: Evaluate and communicate the effects of Idaho charter schools on students, student achievement and parents.				
Data Collection Plan Development and Materials (NWREL)	0.00	0.00	0.00	0.00

included in 2006-2008 project)						
Data Collection and Analysis (Contract NWREL) (year 1 and 2 provide SDE support in data collection and analysis; year 3 project evaluation)	4000.00	4000.00	34600.00			
Annual Charter School Report (Draft Publication, Printing and Graphics, Mailing and E-Mail)	1000.00	1000.00	1000.00	3000.00		
Data Academy (Development of Plan/Materials - Contract)	2000.00	500.00	500.00	3000.00		
Data Academy Room/Meals (1@ year)	250.00	250.00	250.00	750.00		
Communication Venues (CS newsletter, educational venues, presentations, etc. printing)	250.00	250.00	250.00	250.00		
Charter School Showcase Display (messaging and graphic design (year 1 and 2), printing, display board year 3)	2225.00	2225.00	2225.00	2500.00		
Objective 3: Increase the number of new charter schools focusing student achievement efforts on underserved populations of students (as defined by State), particularly high school students who are at greatest risk of not meeting challenging state achievement standards or not graduating.						
SPOPS Team Research and Development of Promising Practices Plan/Materials - Contract	0.00	0.00	0.00	0.00		

SPOPS Team Presentation 6 meetings a year: Charter Start (4), Authorizer (1), Data Academy (1) - Travel.50 cents per mile x approximately 100 miles = \$50.00 x 6 regional trainings = 300 for each team member) Final year includes additional team member.	1,500.00	1,500.00	1,500.00	4,500.00
Objective 4: Share best practices of high performing charter schools with demonstrated success at promoting student achievement				
Contact Target Groups	250.00	250.00	250.00	750.00
Charter Star Program (mailing, printing)	250.00	250.00	250.00	250.00
Development of Dissemination Plan and Resources	1500.00	1500.00	1500.00	4500.00
Development of Research Tools (NWREL Contract-above)	0.00	0.00	0.00	
Sub grant Award Projections				
Planning and Implementation Grants (Year 1 8 averaging 162500, Year 2 8 averaging 162500, Year 3, 14 averaging 162500--rate based on criteria, number of students and SIS)	1300000.00	1300000.00	2275000.00	4875000.00
Dissemination Grants (Years 1-3 6 grants averaging 50,000)	3000000.00	3000000.00	3000000.00	9000000.00

Table III: Summary Budget

Summary Budget expenses correlate directly to project activity expenses detailed above.

Budget Categories	2008-2009	2009-2010	2010-2011
Personnel	40,147.38	42,154.75	47,986.44
Benefits	16,250.95	16,502.47	19,907.15
Travel	5,850.00	5,850.00	7,300.00
Equipment	0.00	0.00	0.00
Supplies	5,900.00	5,775.00	12,875.00
Construction	0.00	0.00	
Contractual	15,500.00	14,000.00	48,600.00
Other	1,600,000.00	1,600,000.00	2,575,000.00
Operations			
Total Direct Costs	1,683,648.33	1,684,282.22	2,711,668.59
Training Stipends	0.00	0.00	0.00
Indirect Costs	9,201.32	9,271.04	15,033.54
Total Expenditures	1,692,849.65	1,693,553.26	2,726,702.13
		Total Award	6,113,105.05

CERTIFICATE OF INDIRECT COSTS

This is to certify that I have reviewed the indirect cost rate proposal submitted herewith and to the best of my knowledge and belief:

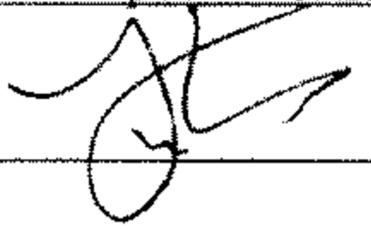
(1) All costs included in this proposal for FY 08 to establish final indirect costs rate for July 1, 2005 – June 30, 2006 and billing rate for July 1, 2007 – June 30, 2008 are allowable in accordance with the requirements of the Federal award(s) to which they apply and OMB Circular A-87, "Cost Principles for State, Local, and Indian Tribal Governments." Unallowable costs have been adjusted for in allocating costs as indicated in the cost allocation plan.

(2) All costs included in this proposal are properly allocable to Federal awards on the basis of a beneficial or causal relationship between the expenses incurred and the agreements to which they are allocated in accordance with applicable requirements. Further, the same costs that have been treated as indirect costs have not been claimed as direct costs. Similar types of costs have been accounted for consistently and the Federal Government will be notified of any accounting changes that would affect the predetermined rate.

I declare that the foregoing is true and correct.

Governmental Unit: Idaho State Department of Education

Signature: _____



Name of Official: Louie D. Konkol

Title: Financial Executive Officer

Date of Execution: November 21, 2007

COPY

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

ORGANIZATION:

Idaho Department of Education
PO Box 83720
Boise, Idaho 83720-0027

DATE: September 7, 2007

AGREEMENT NO. 2006-111A
FILING REFERENCE: This replaces previous
Agreement No. 2006-111
dated August 4, 2006

The purpose of this Agreement is to establish indirect cost rates for use in award and management of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. The rates were negotiated by the US Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-87.

This agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV - Approvals.

Section I- Rate(s) and Base(s)

TYPE	Effective Period		Rate	Base	Coverage	
	From	To			Location	Applicability
Fixed	07-01-06	06-30-07	8.5%	1/	All	A/
Fixed	07-01-06	06-30-07	5.7%	1/	All	B/
Provisional	07-01-07	12-31-07	8.1%	1/	All	A/
Provisional	07-01-07	12-31-07	5.4%	1/	All	B/

1/ Total direct cost less capital expenditures, alterations, renovations, and flow-through funds and each yearly sub-awards in excess of \$25,000.

A/ All Federal programs, which do not require the use of a restricted, rate as defined by 34 CFR 75.563 and 34 CFR 76.563.

B/ All Federal programs, which require the use of a restricted, rate as defined by 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs, however, pursuant to OMB Circular A-87 -- Attachment B, Paragraph 8.d.3, terminal leave costs for all employees will be allocated as an indirect cost.

Capitalization Policy: Equipment items having an acquisition cost of \$300 or more, and an estimated useful life of at least one year, are capitalized and depreciated.

Section II – Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the Organization and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this agreement are based on the accounting system in effect at the time the agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs, which will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the cost used to establish the fixed rate and the actual costs.

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments, which affect this cost allocation plan, will be compensated for during the rate approval process of a subsequent year.

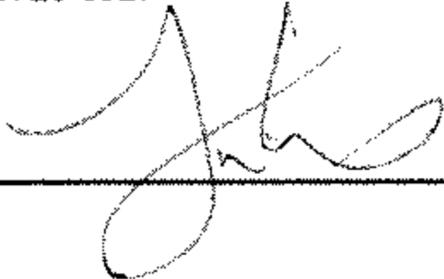
Section III - Special Remarks

1. This agreement is effective on the date of approval by the Federal Government.
2. Questions regarding this agreement should be directed to the Negotiator.
3. Approval of the rate(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.

Section IV - Approvals

For the State Education Agency:

Idaho Department of Education
 PO Box 83720
 Boise, Idaho 83720-0027



Signature

Louis Konkol

Name

Financial Executive Officer

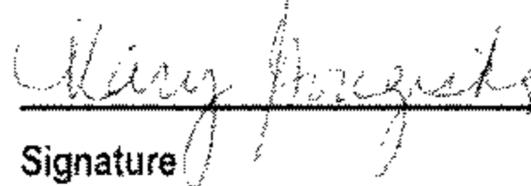
Title

9/19/07

Date

For the Federal Government:

US Department of Education
 830 First Street, NE
 Room 21C4, UCP
 Washington, DC 20202-4450



Signature

Richard T. Mueller

Name

Director, Indirect Cost Group

Title

September 7, 2007

Date

John J. Masaitis

Negotiator

(202) 377-3837

Telephone

**IDAHO STATE DEPARTMENT OF EDUCATION
 SCHEDULE OF INDIRECT COST RATE COMPUTATIONS
 FOR FY 2008, BASED ON FY 2006 EXPENDITURES**

UNRESTRICTED RATE

INDIRECT COSTS:

Departmental Costs minus Terminal Leave	\$	1,865,749.06	
Central Service Costs	\$	37,176.00	
Depreciation	\$	6,400.00	
Estimated Terminal Leave	\$	10,000.00	
Carry-Forward	\$	<u>143,461.16</u>	
Total			\$ 2,062,786.22

DIRECT COSTS:

Salary	\$	4,846,182.89	
Other	\$	<u>7,689,387.69</u>	
Total			\$ 12,535,570.58

PROPOSED UNRESTRICTED RATE:

INDIRECT COSTS DIVIDED BY DIRECT COSTS = 16.5%

RESTRICTED RATE

INDIRECT COSTS:

Departmental Costs minus Terminal Leave	\$	1,865,749.06	
Central Service Costs	\$	37,176.00	
Carry-Forward	\$	101,408.01	
Depreciation	\$	6,400.00	
Estimated Terminal Leave	\$	10,000.00	
Less: State Superintendent Activity	\$	(502,900.57)	
Less: Chief Accountant Activity	\$	<u>(95,458.09)</u>	
Total			\$ 1,422,374.41

DIRECT COSTS:

Direct Cost Base	\$	12,535,570.58	
Plus: State Superintendent Activity	\$	502,900.57	
Plus: Chief Accountant Activity	\$	<u>95,458.09</u>	
Total			\$ 13,133,929.24

PROPOSED RESTRICTED RATE:

INDIRECT COSTS DIVIDED BY DIRECT COSTS = 10.8%

FY2006 Indirect Cost Proposal
 Idaho State Department of Education
 Carryforward Computation Adjusted for Repayment of Federal Terminal Leave
 First Cycle (Even-Numbered Years)

UNRESTRICTED RATE
 Revised 1/31/07

	FY 2002	FY 2004	FY 2006	FY 2006
Fixed Unrestricted Rate per Negotiation Agreement (Computed as follows (Indirect/Direct):	12.0%	11.5%	14.2%	16.5%
Proposed Direct Cost Base	\$ 9,816,714.22	\$ 13,266,210.81	\$ 12,261,758.71	\$ 12,535,570.58
Proposed Indirect Cost Pool:				
Departmental Costs	\$ 1,098,478.97	\$ 1,484,142.16	\$ 1,705,961.79	\$ 1,865,749.06
Dept.'s Share of Central Service Costs	\$ 56,318.00	\$ 70,809.00	\$ 24,304.00	\$ 37,176.00
Depreciation				\$ 6,400.00
Terminal Leave				\$ 10,000.00
Carry Forward	\$ 22,342.80	\$ (29,142.34)	\$ 11,353.00	\$ 14,481.34
Total Indirect Pool	\$ 1,177,139.77	\$ 1,525,808.82	\$ 1,741,418.79	\$ 2,052,796.22
Actual Costs Incurred:				
Actual Direct Costs	\$ 13,266,210.81	\$ 12,261,758.71	\$ 12,535,570.58	
Actual Indirect Cost Pool:				
Departmental Costs (minus Terminal Leave)	\$ 1,484,142.16	\$ 1,705,961.79	\$ 1,865,749.06	
Dept.'s Share of Central Service Costs	\$ 56,318.00	\$ 70,809.00	\$ 24,304.00	
Depreciation				\$ 11,811.82
Terminal Leave				\$ 54,118.24
Carry Forward	\$ 22,342.80	\$ (29,142.34)	\$ 11,353.00	\$ 14,481.34
Total Actual Indirect Costs	\$ 1,562,802.96	\$ 1,747,628.45	\$ 1,955,983.12	
Carry Forward Computation				
Actual Indirect Costs	\$ 1,562,802.96	\$ 1,747,628.45	\$ 1,955,983.12	
Less: Maximum Potential Recovery (Fixed Rate X Actual Direct Costs)	\$ 1,501,945.30	\$ 1,410,102.25	\$ 1,700,051.02	
Difference - Carry Forward to Subsequent Year	\$ (29,142.34)	\$ (29,142.34)	\$ (29,142.34)	\$ (29,142.34)
Terminal Leave adjustment to Indirect Costs				
Adjusted Carry Forward to Subsequent Year			\$ (29,142.34)	\$ (29,142.34)

* This is John Mabeis' adjusted amount for repayment of terminal leave for federal funds. I believe it is based on the federal percent of MTDC times the total terminal leave costs of \$54,118.24. Of the total FY 06 Total Terminal Leave Costs \$27,006.93 was Federal and \$27,111.31 was non federal.

Federal Direct Costs	\$ 7,521,667.97
Direct Costs	\$ 12,535,570.58
% Federal of Direct	60.0%
Total Terminal Leave	\$ 54,118.24
% Federal Adjustment	\$ 32,470.94

FY2008 Indirect Cost Proposal
 Kansas State Department of Education
 Summary for Indirect Cost Pool
 Source: Financial Plan Status (STARS) FY 2006

Index	Summary Object Category	4101 Salary	4201 Benefits	5001 Continuum	5001 Emp. Dev.	5101 Gen. Svcs.	5151 Prof Svcs.	5201 Rep./Maint.	5251 Admin. Svcs.	5301 Cmppt. Svcs.	5351 Emp. Travel	5401-5701 Supplies	5751 Insurance	5901 Rentals	5961 Misc. Exp.	IDC Pool Totals
1018	Superintendent's Office	335,915.21	102,499.75	5,300.88	3,329.00	8,000.00	103.50	1,752.00	2,682.50	21.66	30,845.15	4,363.51	225.17	2,562.74	5,690.75	503,221.82
1016	Legal Services (25% allowed)	2,004.01	964.64	434.11	57.75	0.00	0.00	250.09	0.00	0.00	67.60	145.05	3.30	19.32	21,071.28	25,083.22
1011	Public Information	11,908.11	1,895.20	2,806.97	2,806.50	75,927.00	18,245.72	25,893.41	596.33	0.00	5,782.84	9,297.78	186.99	18,322.00	30,171.49	204,642.25
1048	Reception Area	22,752.57	18,765.71	493.66	0.00	0.00	3,370.70	5.35	0.00	0.00	0.00	1,123.75	45.03	2,118.53	232.14	48,913.44
1000	Print Room	49,858.34	23,160.71	707.73	98.99	0.00	80,364.82	0.00	89.24	0.00	0.00	(29,242.44)	90.07	4,237.05	480.12	129,845.83
1019	Internal Accounting	43,204.30	11,224.70	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	27.50	0.00	0.00	0.00	54,458.65
2203	IDC - Accounting Support Resources	196,883.87	71,740.70	2,363.12	6,815.24	0.00	0.00	2,246.54	0.00	383.81	7,065.05	6,835.31	247.68	11,651.89	1,249.77	307,218.87
1000	Web Programming	50,477.28	37,250.89	1,979.47	2,323.00	0.00	0.00	2,141.00	0.00	383.81	0.00	0.00	183.07	4,337.05	383.81	145,798.93
2204	IDC - Computer Services	80,000.43	18,410.87	800.35	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	45.03	2,118.53	183.83	80,000.43
2215	IDC - IT Support Services	41,154.88	18,139.06	346.83	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,118.53	183.83	59,394.04
2205	State Agency D.P. Services	141,888.52	48,188.59	4,302.35	1,888.70	0.00	0.00	2,873.55	0.00	0.00	0.00	0.00	183.83	7,065.05	800.35	255,170.90
2201	IDC - Agency-Wide Costs	0.00	0.00	557.57	0.00	798.00	27,842.06	4,006.87	32,329.68	0.00	0.00	3,374.67	181.81	14,168.86	179.57	63,302.17
	Sub-Totals	1,000,340.55	342,245.58	18,530.04	17,354.48	85,726.00	130,046.80	41,751.31	15,657.73	1,808.37	43,758.72	16,360.26	1,272.85	69,445.59	60,520.40	1,844,819.77

DATA PROCESSING INFORMATION TECH INDIRECT COST FY 06 (90 DAY PERIODS)
 FUND 0150

Index	Summary Object Category	4101 Salary	4201 Benefits	5001 Continuum	5001 Emp. Dev.	5101 Gen. Svcs.	5151 Prof Svcs.	5201 Rep./Maint.	5251 Admin. Svcs.	5301 Cmppt. Svcs.	5351 Emp. Travel	5401-5701 Supplies	5751 Insurance	5901 Rentals	5961 Misc. Exp.	IDC Pool Totals
1018	Superintendent's Office	6,756.92	1,318.88	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	8,073.80
1016	Legal Services (25% allowed)	76.48	14.86	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	91.34
1048	Reception Area	794.00	154.30	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	948.30
1030	Print Room	1,916.00	372.32	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,288.32
2205	State Agency D.P. Services	3,003.59	600.71	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,604.30
	Sub-Totals	18,270.20	3,524.28	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	22,794.48
	TOTALS	1,018,610.85	345,769.86	18,530.04	17,354.48	85,726.00	130,046.80	41,751.31	15,657.73	1,808.37	43,758.72	16,360.26	1,272.85	69,445.59	60,520.40	1,866,644.25

WITH PAYROLL COSTS FOR DATA PROCESSING INFORMATION TECH INDIRECT COST FY 06 (90 DAY PERIODS)
 TOTAL DATA PROCESSING INFORMATION TECH INDIRECT COST FY 06 (90 DAY PERIODS)

Explanation of items excluded from Indirect Cost Pool and retained in Direct Cost Base:	1,018,610.85
Note: The Statewide Cost Allocation Plan (SWCAP) no longer includes interest/principal costs in their allocation of rent cost to state agencies. Also depreciation is used.	1,018,610.85

Supervisor's Office: State regulations exclude elected officials from being charged rent.

Legal Services (25% allowable): "Other Misc. Services" includes reimbursement to the Attorney General for SDE Deputy Attorney General's salary/benefits.

Public Information: Entire amount excluded as a general cost of State government.

Management Services: Excluded \$11,607.31 in personnel costs (\$10,513.60 salary + \$1,093.71 benefits) for non-pool personnel costs. Includes all agency-wide costs funded from state funds.

Reception Area: No exclusions.

Print Room: No exclusions.

Internal Accounting: No exclusions.

Accounting/Human Resources: No exclusions.

Computer Services -SDE: The "computer services" category includes the cost of agency-wide programming needs.

Web Programming: No exclusions.

IDC - Computer Services: No exclusions.

IDC - IT Support Services: No exclusions.

State Agency D.P. Services: Excluded all operating costs that are charged back to other agency users.

Agency-Wide Costs: Includes all agency-wide costs funded from indirect cost funds.

FY2007 Indirect Cost Proposal
 Idaho State Department of Education
 Summary for Indirect Cost Pool
 Source: Financial Plan Status (STARS) FY 2005

Summary Object Category	4101 Salary	4201 Benefits	5001 Comm.	5051 Empl. Dev.	5101 Gen. Svcs	5151 Prof Svcs	5201 Rep/Maint.	5251 Admin. Svcs	5301 Cmpt Svcs	5351 Emp. Travel	5401-5701 Supplies	5751 Insurance	5901 Rentals	5961 Misc. Exp.	IDC Pool Totals
Department Internal Services:															
Superintendent's Office	298,408.24	92,745.12	3,892.09	1,980.00	34,610.00	1,249.60	1,796.45	119.00	9.95	22,791.63	3,867.53	296.97	1,439.05	5,148.78	468,154.61
Legal Services (25% allowed)	1,989.23	726.51	358.11	320.00	0.00	0.00	260.04	0.00	0.00	883.31	155.25	4.46	15.13	25,519.59	29,991.61
Public Information	0.00	0.00	9,708.59	2,204.00	0.00	43,185.23	19,834.66	0.00	0.00	5,763.64	20,223.02	281.61	1,830.00	30,899.57	133,930.32
Management Services	22,455.74	17,542.38	541.27	0.00	0.00	1,934.85	1.54	0.00	0.00	0.00	217.50	59.40	1,587.71	241.63	44,622.02
Reception Area	55,839.12	24,746.03	801.30	90.00	0.00	140.00	76,254.54	108.50	0.00	0.00	(34,228.40)	116.78	3,135.43	311.64	127,419.94
Print Room	31,351.68	11,520.65	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	46.74	42,919.27
Internal Accounting	183,585.62	64,996.66	2,458.59	6,345.67	0.00	0.00	2,515.20	705.00	1,370.44	4,373.28	7,291.04	506.57	8,622.45	901.17	283,432.82
IDC - Accounting/Support Resources	184,293.80	64,567.22	2,458.59	6,345.67	0.00	0.00	2,515.20	705.00	1,370.44	4,373.28	7,291.04	506.57	8,622.45	901.17	283,432.82
Computer Services - SDC	80,484.34	29,890.59	1,213.00	1,000.00	0.00	0.00	2,893.00	0.00	11,232.31	282.50	1,734.78	116.78	2,138.43	186.04	123,087.36
Web Programming	55,242.76	17,887.30	487.51	1,755.00	0.00	0.00	0.00	0.00	0.00	1,018.48	251.18	59.40	1,587.71	241.63	76,433.81
IDC - Computer Services	55,242.76	17,887.30	487.51	1,755.00	0.00	0.00	0.00	0.00	0.00	1,018.48	251.18	59.40	1,587.71	241.63	76,433.81
Computer Services - School District	80,484.34	29,890.59	1,213.00	1,000.00	0.00	0.00	2,893.00	0.00	11,232.31	282.50	1,734.78	116.78	2,138.43	186.04	123,087.36
IDC - Agency Wide Costs	0.00	0.00	4,661.11	0.00	0.00	34,114.35	3,176.00	6,226.51	5,300.00	0.00	4,795.35	123.00	12,751.53	1,847.90	71,451.05
Column Totals	914,241.18	312,452.17	27,724.91	17,503.67	34,610.00	80,684.04	145,292.16	7,160.01	21,955.70	36,959.84	36,607.79	1,858.35	26,127.22	74,224.24	1,737,201.26

TOTAL DATA PROCESSING INFORMATION TECH INDIRECT COST FY 05 EXPENDITURES
 Explanation of Items Excluded from Indirect Cost Pool and Retained in Direct Cost Base:

- Superintendent's Office
 - State regulations exclude elected officials from being charged rent so there are no allowable interest/principal costs. Excluded \$1,282.88 in salary and benefits due to timesheet miscoding.
- Legal Services (25% allowable)
 - "Other Services" includes reimbursement to Attorney General for our attorney's salary/benefits. State attorney general is elected official so excluded from rent charge, so there is no allowable interest/principal costs.
- Public Information
 - Entire amount excluded as a general cost of State government.
- Management Services
 - Excluded \$3,828.24 in personnel costs for non-pool personnel costs. Includes all agency-wide costs funded from state funds.
- Reception Area
 - Excluded \$466.42 unallowable interest/principal on building rent.
- Print Room
 - Excluded \$932.83 unallowable interest/principal on building rent.
- Internal Accounting
 - No exclusions.
- Accounting/Support Resources
 - Excluded \$2,585.26 unallowable interest/principal on building rent.
- Computer Services - SDC
 - Excluded \$1,632.45 unallowable interest/principal on building rent. Most of the dollars in the "computer services" category was the cost of agency-wide programming needs. Excluded \$1,404.89 in salary and benefits due to timesheet miscoding.
- Web Programming
 - Excluded \$532.83 unallowable interest/principal on building rent.
- IDC - Computer Services
 - Excluded \$466.42 unallowable interest/principal on building rent.
- Computer Services - School Districts
 - Excluded all operating costs that are charged back to our users except communication costs, insurance and EIS charges. Included rent, but excluded \$466.42 unallowable interest/principal on building rent.
- Agency-Wide Costs
 - Includes all agency-wide costs funded from indirect cost funds. Excluded (\$831.59) as federal grants portion of principal/interest.

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