

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 # U282A080003

Grants.gov Tracking#: GRANT00405226

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: 01/31/2008	4. Applicant Identifier: _____
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5a. Federal Entity Identifier: _____	* 5b. Federal Award Identifier: _____
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State Use Only:

6. Date Received by State: _____	7. State Application Identifier: UTG080118-010
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8. APPLICANT INFORMATION:

* a. Legal Name: Utah State Office of Education	
* b. Employer/Taxpayer Identification Number (EIN/TIN): (b)(2)	* c. Organizational DUNS: 029999372

d. Address:

* Street1:	250 East 500 South
Street2:	PO Box 144200
* City:	Salt Lake City
County:	_____
* State:	UT: Utah
Province:	_____
* Country:	USA: UNITED STATES
* Zip / Postal Code:	84114-4200

e. Organizational Unit:

Department Name: Charter Schools	Division Name: Charter Schools
----------------------------------	--------------------------------

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

Prefix: Ms.	* First Name: Marlies
Middle Name: _____	
* Last Name: Burns	
Suffix: _____	
Title: Director of Charter Schools	
Organizational Affiliation: Utah State Office of Education	
* Telephone Number: 801-538-7817	Fax Number: 801-538-7729
* Email: marlies.burns@schools.utah.gov	

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

State Education Agency

* 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.):

Charter schools in the State of Utah in their planning year and first two years of operation

* 15. Descriptive Title of Applicant's Project:

This project will fund the start up costs for new charter schools in Utah and provided funding for the dissemination of best practices to the educational community

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="4,266,666.00"/>
* 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="4,266,666.00"/>

* 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:
 Utah State Office 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	\$ 82,300	\$ 82,300	\$ 82,300	\$ 0	\$ 0	\$ 246,900
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 3,400	\$ 3,400	\$ 3,400	\$ 0	\$ 0	\$ 10,200
4. Equipment	\$ 1,000	\$ 1,000	\$ 1,000	\$ 0	\$ 0	\$ 3,000
5. Supplies	\$ 5,000	\$ 5,000	\$ 5,000	\$ 0	\$ 0	\$ 15,000
6. Contractual	\$ 112,745	\$ 112,745	\$ 112,745	\$ 0	\$ 0	\$ 338,235
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 4,053,334	\$ 4,053,333	\$ 4,053,333	\$ 0	\$ 0	\$ 12,160,000
9. Total Direct Costs (lines 1-8)	\$ 4,257,779	\$ 4,257,778	\$ 4,257,778	\$ 0	\$ 0	\$ 12,773,335
10. Indirect Costs*	\$ 8,889	\$ 8,888	\$ 8,888	\$ 0	\$ 0	\$ 26,665
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 4,266,668	\$ 4,266,666	\$ 4,266,666	\$ 0	\$ 0	\$ 12,800,000

***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: 7/1/2006 To: 6/30/2008 (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:
 Utah State Office 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	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

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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Prescribed by OMB Circular A-102

Tracking Number: GRANT00405226

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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL John Taggart</p>	<p>* TITLE Utah Superintendent of Public Instruction</p>
<p>* APPLICANT ORGANIZATION Utah State Office of Education</p>	<p>* DATE SUBMITTED 01-31-2008</p>

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: Utah State Office of Education</p> <p>* Address: 250 East 500 South PO Box 144200 Salt Lake City UT: Utah 84114-4200</p> <p>Congressional District, if known: UT</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>U. S. Department of Education</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>4000-01-U</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: Ms. Patti Harrington</p> <p>* Address: 250 East 500 South PO Box 144200 Salt Lake City UT: Utah 84114</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: Ms. Marlies Burns</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.

* Signature: John Taggart

* Name:
Ms.

Patti

Harrington

Title: Utah Superintendent of Public Instruction

Telephone No.: 801-538-7510

Date: 01-31-2008

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Standard Form - LLL (Rev. 7-97)

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

Utah State Office of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
--

Prefix: Ms. * First Name: Patti Middle Name:
--

* Last Name: Harrington Suffix: * Title: Utah Superintendent of Public Instruction
--

* SIGNATURE: John Taggart * DATE: 01/31/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

* Name:

Ms.

Marlies

Burns

* Address:

250 East 500 South

PO Box 144200

Salt Lake City

UT: Utah

84114

USA: UNITED STATES

* Phone Number:

801-538-7817

Fax Number:

801-538-7729

Email:

marlies.burns@schools.utah.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:

FileName

MimeType

Tracking Number: GRANT00405226

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
1121-Utah_08_Start_Up_&_Implementation_Grant_Abstr act_draft_2.doc	application/msword

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **6697-Utah_08_Start_Up_&_Implementation_Grant_Abstract_draft_3.doc**

Abstract

The Utah Charter School Program is in its tenth year of operation and has four objectives it would like to accomplish through this grant, if funded. First, to increase the number of high-quality charter schools in the state targeting underserved student populations. Second, to increase new charter school board members' and directors' understanding of the laws and rules which frame charter school operations as well as the policies, procedures, and practices of successful charter schools by providing additional training and funding. Third, Utah hopes to provide additional training and information to all charter schools to promote best practices in instruction and school management. And fourth, Utah will have an independent evaluation conducted of the grant objectives, activities, and desired outcomes.

Hopefully, through the use of these grant funds, Utah will be able to increase the number of high-quality charter schools by approximately 30%, as well as strengthen the quality of leadership and student instruction in local charter schools. Through the proposed evaluation of Utah's goals for the charter school program Utah can demonstrate practices that increase the number of underserved student populations in charter schools, strengthen the quality of school leadership, and improve student instruction. At the very least, this evaluation should provide data and information to guide policy decisions regarding the future of Utah's charter schools.

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Project Narrative

Project Narrative

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COMPETITIVE PREFERENCE PRIORITIES

- 1. Secondary Schools (10 points). Projects that support activities and interventions aimed at improving the academic achievement of secondary schools students who are at greatest risk of not meeting challenging State academic standards and not completing high school*

Utah has several programs to help and support secondary school students at the greatest risk of not meeting high academic standards. The program serving those who are probably at the greatest risk is Utah's Youth in Custody program. Utah currently distributes over 20 million dollars annually to educate neglected, delinquent, or at-risk students. These students include those in institutions serving neglected students, students in the juvenile detention facilities and juvenile corrections, resident treatment facilities, those less than 21 years of age in adult correction facilities, and students in other non-adjudicated public or private institutions. The intent and purpose of Youth in Custody programs, in part, is to prevent students from dropping out and to help those who have dropped out to return and obtain a high school diploma or GED. It also helps those students coming from an institutionalization setting to return to schooling in their local districts.

While the Youth in Custody program helps and supports those students at the greatest risk, there is an even larger body of students who are at risk but have not yet entered the state or private institutional systems supported by the Youth in Custody program. The State has benefited from local charter school developers who have recognized charter schools as a viable option to address the needs of students at risk of not meeting the rigorous State academic standards as well as creating different educational environments to meet the needs of students with diverse needs and backgrounds. Two charter schools, East Hollywood High and Fast

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Forward, specifically target students with-in their respective districts who are at risk of dropping out and trying to bring in such innovative programs as media production to interest students.

Other charter schools help students earn high school credit at an accelerated rate. Two other early college entrance high school charter schools also focus on student populations who are at risk by actively seeking out and recruiting students from our different diverse minority populations.

Utah also has a charter high school on a local Indian reservation where the school specifically tailors its curriculum and scheduling to specifically meet the needs of the reservation's Ute Indian tribe student population. All told, approximately 31 percent of Utah's charter schools focus on secondary student populations at risk for meeting the State's high level of academic standards.

Along with the Youth in Custody program and local charter schools Utah also has a large number of privately run resident treatment facilities for helping troubled youth with such issues as eating disorders and substance abuse addictions that receive state education funding. Utah also has innovative educational programs, funded in part by the state, such as wilderness trek and work programs. Utah has been extremely open and accommodating to innovative programs to meet the needs of troubled youth who struggle in many areas including academics.

2. *Periodic Review and Evaluation (10 points). The State provides for periodic review and evaluation by the authorized public chartering agency of each charter school at least once every five years, unless required more frequently by State law, to determine whether the charter school is meeting the terms of the school's charter, and is meeting or exceeding the student academic achievement requirements and goals for charter schools as provided under State law or the school's charter.*

Utah State Code and Administrative Rule require the periodic review and evaluation of various aspects of Utah's charter schools. Section 53A-1a-506.1 of Utah Code gives authority and power to the State Charter School Board to review and evaluate Utah's charter schools. Section 53A-1a-507.1 of Utah Code requires schools to make annual reports to the State Charter School Board on how each school is meeting the innovative practices outlined in their charter. Utah Administrative Rule R277-470-13 outlines the specifics of additional reviews and evaluations to include an annual review of student achievement, a quarterly review of financial records and disbursements, annual site visits, and random audits for evaluative purposes. The Utah Code and Administrative Rules mentioned are cited below.

Along with conducting the required review and evaluation of Utah's charter schools, the Utah State Office of Education (USOE) also provides additional review of a supportive nature. The USOE staff conducts periodic site visits to provide training, feedback, and to address program questions to support charter schools in meeting the demands of their charters. Each month state-wide charter school director's meetings are held to enhance communication, provide training, and opportunities for networking between charter schools and with USOE staff from various departments.

Utah Code Section 53A-1a-501.6. Power and duties of State Charter School Board.

(1) The State Charter School Board shall:

(a) authorize and promote the establishment of charter schools, subject to the provisions in this part;

(b) annually review and evaluate the performance of charter schools authorized by the State Charter School Board and hold the schools accountable for their performance;

(c) monitor charter schools authorized by the State Charter School Board for compliance with federal and state laws, rules, and regulations;

(d) provide technical support to charter schools and persons seeking to establish charter schools by:

(i) identifying and promoting successful charter school models;

(ii) facilitating the application and approval process for charter school authorization;

(iii) directing charter schools and persons seeking to establish charter schools to sources of private funding and support;

(iv) reviewing and evaluating proposals to establish charter schools for the purpose of supporting and strengthening proposals before an application for charter school authorization is submitted to the State Charter School Board or a local school board; and

(v) assisting charter schools to understand and carry out their charter obligations;

(e) provide technical support, as requested, to a local school board relating to charter schools;

(f) make recommendations on legislation and rules pertaining to charter schools to the Legislature and State Board of Education, respectively; and

(g) make recommendations to the State Board of Education on the funding of charter schools.

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(2) The State Charter School Board may:

(a) contract;

(b) sue and be sued; and

(c) (i) at the discretion of the charter school, provide administrative services to, or perform other school functions for, charter schools authorized by the State Charter School Board; and

(ii) charge fees for the provision of services or functions.

Utah Code Section 53A-1a-507.1. Charter school innovative practices -- Report to State Charter School Board.

Prior to July 31 of each year, a charter school may identify and report to the State Charter School Board its innovative practices which fulfill the purposes of charter schools as outlined in Section 53A-1a-503, including:

(1) unique learning opportunities providing increased choice in education;

(2) new public school models;

(3) innovative teaching practices;

(4) opportunities for educators to actively participate in the design and implementation of the learning program;

(5) new forms of accountability emphasizing the measurement of learning outcomes and the creation of new measurement tools;

(6) opportunities for greater parental involvement, including involvement in management decisions; and

(7) the impact of the innovative practices on student achievement.

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Utah Administrative Rule R277-470-13. Charter School Oversight and Monitoring.

A. The State Charter School Board shall provide direct oversight to the state's charter schools, including:

(1) annual review of student achievement indicators for all schools, disaggregated for various student subgroups;

(2) quarterly review of summary financial records and disbursements;

(3) annual review conducted through site visits or random audits of personnel matters such as employee licensure and evaluations;

(4) regular review of charter school operations to ensure the operations and practices are consistent with the currently approved charter language;

(5) regular review of other matters specific to effective charter school operations as determined by the USOE charter school staff; and

(6) audits and investigations of claims of fraud or misuse of public assets or funds.

3. *Number of High-Quality Charter Schools (10 points). The State has demonstrated progress in increasing the number of high-quality charter schools that are held accountable in the terms of the schools' charters for meeting clear and measurable objectives for the educational progress of the students attending the schools, in the period prior to the period for which an SEA applies for a grant under this competition.*

Utah has made a great deal of progress increasing the number of high-quality charter schools held accountable to their charters and has enjoyed continued support from the Utah State Legislature. During the 2006-2007 school-year 15 new charter schools opened their doors to students, consistent with one of the objectives from our current grant. During that same period, the Utah State Legislature passed legislation to address inequities and problems associated with charter school funding by creating a local replacement fund to make up for charter schools' inability to access revenues raised locally by school districts. Prior to this legislation charter schools received approximately \$1,500 less per student as compared to the average amount raised locally by districts to augment the State's educational funding. Recognizing this inequity the State agreed to fund the additional per pupil funding for charter schools at the State level. For planning purposes the State then legislated an annual increase of 5,000 charter school students for the next two years. Since the discussion on equitable funding for charters is ongoing the limit on charter school student growth is revisited annually.

This change in funding and the limit on the number of students has done a great deal towards increasing the number of charter schools while, at the same time, increasing the quality of schools chartered in Utah. The State's willingness to provide more equitable funding readily allows charter schools to carry out the innovative practices for which they were chartered. After

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the responsible growth limit of 5,000 students was implemented, the USOE charter school staff and those that score the grant applications all noted an increase in the quality of charter applications submitted. While some might say a limit on the number of new charter school students is detrimental to the charter school movement, the feedback the USOE charter school staff has received and their experience suggests the applicants' desires to write a charter of high enough quality to be awarded the limited supply of students has had a large impact on charter application quality.

Utah has also taken additional steps to strengthen the quality of new charter schools. All parties interested in applying for a charter attend a mandatory half-day training which educates applicants on the nature of Utah charter school requirements and goes over the application in detail. Once charter applications are submitted each applicant is given an opportunity to sit down with USOE charter school staff and go over the strengths and weaknesses of their application. The mix of a competitive and supportive process has provided ample opportunity to increase the number of high-quality charter school applications. In the final step of the selection process only the highest quality charters are selected, and beginning with the FY 08 approval process, preference will be given to charter schools serving underserved populations in accordance with Utah Administrative Rule R277-470-19.

Utah Administrative Rule R277-470-19. Miscellaneous Provisions.

A. The State Charter School Board and the Board shall, in the recommendation and approval process, consider and give priority to charter school applications that target underserved student populations, among traditional public schools and operating charter schools.

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- (1) Underserved student populations may include low income students, students with disabilities, English Language Learners (ELL), or students in remote areas of the state who have limited access to the full range of academic courses;
- (2) Priority may also be given to charter school applicants for proposed schools that do not have other charter schools within the school district; and
- (3) To be given priority, the charter school application and proposed employee and site information shall support the school's designated focus.

4. *One Authorized Public Chartering Agency Other than a Local Educational Agency (LEA), or an Appeals Process (10 points). The State –*

- a. *Provides for one authorized public chartering agency that is not an LEA, such as a State chartering board, for each individual or entity seeking to operate a charter school pursuant to State law; or*
- b. *In the case of a State in which LEAs are the only authorized public chartering agencies, allows for an appeals process for the denial of an application for a charter school.*

Utah has two authorized chartering entities – the State Charter School Board (SCSB) and Local Educational Agencies (LEA's). LEA's must notify the SCSB of the number of charter school students they plan to authorize each year by March 15th. The SCSB then approves or denies charter school applications to distribute the remaining enrollment numbers available. Following the approval of the charter school applications by the SCSB, the State Board of Education (SBE) shall either approve or deny the applications and hear any appeals from applicants denied by the SCSB. Charter school applicants who applied for charters from an LEA and were denied may reapply to the LEA or apply to the SCSB for a charter. Through this process, charter school applicants have two entities from which to seek authorization as well as an appeals process. The details of the authorization and appeals process are outlined in Utah Code sections 53A-1a-202.5, 53A-1a-505, 53A-1a-515, and Utah Administrative Rule R277-470-19.

Utah Code Section 53A-1a-502.5. Charter schools -- Maximum authorized students.

(1) The State Charter School Board and local school boards may only authorize a combined

maximum student capacity of:

(a) 27,921 students for the charter schools in the 2007-08 school year; and

(b) 32,921 students for the charter schools in the 2008-09 school year.

(2) The State Board of Education, in consultation with the State Charter School Board, shall allocate the students under Subsection (1) between the State Charter School Board and local school boards.

Utah Code Section 53A-1a-505. Application process -- Contract.

(1) (a) An applicant seeking authorization of a charter school from the State Charter School Board shall provide a copy of the application to the local school board of the school district in which the proposed charter school shall be located either before or at the same time it files its application with the State Charter School Board.

(b) The local board may review the application and may offer suggestions or recommendations to the applicant or the State Charter School Board prior to its acting on the application.

(c) The State Charter School Board shall give due consideration to suggestions or recommendations made by the local school board under Subsection (1)(b).

(d) The State Charter School Board shall review and, by majority vote, either approve or deny the application.

(e) The State Board of Education shall, by majority vote, within 60 days after action by the State Charter School Board under Subsection (1)(d):

(i) approve or deny an application approved by the State Charter School Board; or

(ii) hear an appeal, if any, of an application denied by the State Charter School Board.

(f) The State Board of Education's action under Subsection (1)(d) is final action subject to

judicial review.

(g) A charter school application may not be denied on the basis that the establishment of the charter school will have any or all of the following impacts on a public school, including another charter school:

- (i) an enrollment decline;
- (ii) a decrease in funding; or
- (iii) a modification of programs or services.

(2) The State Board of Education shall make a rule providing a timeline for the opening of a charter school following the approval of a charter school application by the State Charter School Board.

(3) (a) After approval of a charter school application, the applicant and the State Charter School Board shall set forth the terms and conditions for the operation of the charter school in a written contractual agreement.

(b) The agreement is the school's charter.

(4) (a) A school holding a charter granted by a local school board may request a charter from the State Charter School Board.

(b) This section shall govern the application and approval of a charter requested under Subsection (4)(a).

Utah Code Section 53A-1a-515. Charters authorized by local school boards.

(1) (a) Individuals and entities identified in Section 53A-1a-504 may enter into an agreement with a local school board to establish and operate a charter school within the geographical boundaries of the school district administered by the board.

(b) The charter schools described in Subsection (1)(a) are in addition to the limited number of

charter schools authorized by the State Charter School Board in Section 53A-1a-502.5.

(2) (a) An existing public school that converts to charter status under a charter granted by a local school board may:

(i) continue to receive the same services from the school district that it received prior to its conversion; or

(ii) contract out for some or all of those services with other public or private providers.

(b) Any other charter school authorized by a local school board may contract with the board to receive some or all of the services referred to in Subsection (3)(a).

(3) (a) (i) A public school that converts to a charter school under a charter granted by a local school board shall receive funding:

(A) through the school district; and

(B) on the same basis as it did prior to its conversion to a charter school.

(ii) The school may also receive federal monies designated for charter schools under any federal program.

(b) (i) A local school board-authorized charter school operating in a facility owned by the school district and not paying reasonable rent to the school district shall receive funding:

(A) through the school district; and

(B) on the same basis that other district schools receive funding.

(ii) The school may also receive federal monies designated for charter schools under any federal program.

(c) Subject to the provisions in Section 53A-1a-502.5, a charter school authorized by a local school board shall receive funding as provided in Section 53A-1a-513.

(d) (i) A charter school authorized by a local school board, but not described in Subsection

(3)(a), (b), or (c) shall receive funding:

(A) through the school district; and

(B) on the same basis that other district schools receive funding.

(ii) The school may also receive federal monies designated for charter schools under any federal program.

(4) (a) A local school board that receives an application for a charter school under this section shall, within 45 days, either accept or reject the application.

(b) If the board rejects the application, it shall notify the applicant in writing of the reason for the rejection.

(c) The applicant may submit a revised application for reconsideration by the board.

(d) If the local school board refuses to authorize the applicant, the applicant may seek a charter from the State Charter School Board under Section 53A-1a-505.

(5) The State Board of Education shall make a rule providing for a timeline for the opening of a charter school following the approval of a charter school application by a local school board.

(6) (a) After approval of a charter school application, the applicant and the local school board shall set forth the terms and conditions for the operation of the charter school in a written contractual agreement.

(b) The agreement is the school's charter.

(7) A local school board shall:

(a) annually review and evaluate the performance of charter schools authorized by the local school board and hold the schools accountable for their performance;

(b) monitor charter schools authorized by the local school board for compliance with federal and state laws, rules, and regulations; and

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(c) provide technical support to charter schools authorized by the local school board to assist them in understanding and performing their charter obligations.

(8) A local school board may terminate a charter school it authorizes as provided in Sections 53A-1a-509 and 53A-1a-510.

(9) In addition to the exemptions described in Sections 53A-1a-511 and 53A-1a-512, a charter school authorized by a local school board is:

(a) not required to separately submit a report or information required under this title to the State Board of Education if the information is included in a report or information that is submitted by the local school board or school district; and

(b) exempt from the requirement under Section 53A-1a-507 that a charter school shall be organized and managed under Title 16, Chapter 6a, Utah Revised Nonprofit Corporation Act. Utah Administrative Rule R277-470-3. Maximum Authorized Charter School Students.

A. Total authorized students for both the 2007-08 and 2008-09 school years include all students who attend charter schools in the respective school years.

B. Local school boards may not approve locally-chartered schools for the 2007-08 or 2008-09 school years unless they notify the Board by April 15, 2007 of proposed locally-chartered schools and estimated numbers of students.

C. The Board, in consultation with the State Charter School Board, may approve schools, expansions and satellite charter schools for the total number of students authorized under 53A-1a-502.5 minus the total projected number of students who will attend locally-chartered schools provided the State Charter School Board receives notification of proposed locally-chartered schools by April 15, 2007.

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D. Locally-chartered schools submitting applications shall be considered with all new charters.

E. If the State Charter School Board does not receive written notification of proposed locally-chartered schools by April 15, 2007 and March 15 every year thereafter, the State Charter School Board may recommend approval of additional Board-chartered schools or expansions or satellites that include the entire total number of students allowed under 53A-1a-502.5.

5. *High Degree of Autonomy (10 points). The State ensures that each charter school has a high degree of autonomy over the charter school's budgets and expenditures.*

Each charter school in Utah is considered to be its own Local Educational Agency (LEA). As such, Utah charter schools are treated just like traditional school districts in terms of how they receive their funding and the degree of autonomy and control they have over their budgets and expenditures. Along with receiving their funding in the same manner as traditional districts, they also submit and file the same financial reports to the State auditors and the USOE. The details of Utah charter school funding are outlined in Utah State Code section 53A-1a-513 while the reporting requirements are discussed in Utah Administrative Rule R277-470-9. Utah Code Section 53A-1a-513. Funding for charter schools.

(1) (a) Charter schools shall receive funding as described in this section, except Subsections (2) through (7) do not apply to charter schools described in Subsection (1)(b).

(b) Charter schools authorized by local school boards that are converted from district schools or operate in district facilities without paying reasonable rent shall receive funding as prescribed in Section 53A-1a-515.

(2) (a) Except as provided in Subsection (2)(b), a charter school shall receive state funds, as applicable, on the same basis as a school district receives funds.

(b) In distributing funds under Title 53A, Chapter 17a, Minimum School Program Act, to charter schools, charter school pupils shall be weighted, where applicable, as follows:

- (i) .55 for kindergarten pupils;
- (ii) .9 for pupils in grades 1-6;
- (iii) .99 for pupils in grades 7-8; and
- (iv) 1.2 for pupils in grades 9-12.

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(c) The State Board of Education shall make rules in accordance with Title 63, Chapter 46a, Utah Administrative Rulemaking Act, to administer Subsection (2)(b), including hold harmless provisions to maintain a charter elementary school's funding level for a period of two years after the effective date of the distribution formula.

(d) Subsection (2)(b) does not apply to funds appropriated to charter schools to replace local property tax revenues.

(3) The State Board of Education shall adopt rules to provide for the distribution of monies to charter schools under this section.

(4) (a) The Legislature shall provide an appropriation for charter schools for each of their students to replace some of the local property tax revenues that are not available to charter schools. The amount of money provided for each charter school student shall be determined by:

(i) calculating the sum of:

(A) school districts' operations and maintenance revenues derived from local property taxes, except revenues from imposing a minimum basic tax rate pursuant to Section 53A-17a-135;

(B) school districts' capital projects revenues derived from local property taxes; and

(C) school districts' expenditures for interest on debt; and

(ii) dividing the sum by the total average daily membership of the districts' schools.

(b) Of the monies provided to a charter school under Subsection (4)(a), 10% shall be expended for funding school facilities only.

(c) To qualify for money under Subsection (4)(a), a new charter school shall, by September 30 of the school year prior to the school year it intends to begin operations:

(i) obtain approval of its application for a charter from:

(A) the State Board of Education, pursuant to Section 53A-1a-505; or

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(B) a local school board, pursuant to Section 53A-1a-515; and

(ii) submit to the chartering entity an estimate of the charter school's first year enrollment.

(d) Subsection (4)(c) does not apply to charter schools beginning operations in the 2005-06 school year.

(e) By December 1, the State Charter School Board shall submit to the Governor's Office of Planning and Budget and the Office of the Legislative Fiscal Analyst an estimate of total charter school enrollment in the state for the following school year.

(5) Charter schools are eligible to receive federal funds if they meet all applicable federal requirements and comply with relevant federal regulations.

(6) The State Board of Education shall distribute funds for charter school students directly to the charter school.

(7) (a) Notwithstanding Subsection (2), a charter school is not eligible to receive state transportation funding.

(b) The board shall also adopt rules relating to the transportation of students to and from charter schools, taking into account Sections 53A-2-210 and 53A-17a-127.

(c) The governing body of the charter school may provide transportation through an agreement or contract with the local school board, a private provider, or with parents.

(8) (a) (i) The state superintendent of public instruction may allocate grants for both start-up and ongoing costs to eligible charter school applicants from monies appropriated for the implementation of this part.

(ii) Applications for the grants shall be filed on a form determined by the state superintendent and in conjunction with the application for a charter.

(iii) The amount of a grant may vary based upon the size, scope, and special circumstances of

the charter school.

(iv) The governing board of the charter school shall use the grant to meet the expenses of the school as established in the school's charter.

(b) The State Board of Education shall coordinate the distribution of federal monies appropriated to help fund costs for establishing and maintaining charter schools within the state.

(9) (a) A charter school may receive, hold, manage and use any devise, bequest, grant, endowment, gift, or donation of any property made to the school for any of the purposes of this part.

(b) It is unlawful for any person affiliated with a charter school to demand or request any gift, donation, or contribution from a parent, teacher, employee, or other person affiliated with the charter school as a condition for employment or enrollment at the school or continued attendance at the school.

(10) The State Office of Education shall use up to \$1,044,000 of funding provided for new growth to fund additional growth needs in charter schools in fiscal year 2005.

Utah Administrative Rule R277-470-9. Charter School Financial Practices and Training.

A. Charter school business and financial staff shall attend USOE required business meetings for charter schools.

B. Local charter school board members and directors shall be invited to all applicable Board-sponsored training, meetings, and sessions for traditional school district financial personnel/staff if charter schools supply current staff information and addresses and indicate the desire to attend.

C. The Board shall work with other education agencies to encourage their inclusion of charter school representatives at training and professional development sessions.

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D. A charter school shall appoint a business administrator consistent with Sections 53A-1-302 and 303. The business administrator shall be responsible for the submission of all financial and statistical information required by the Board.

E. The Board may interrupt disbursements to charter schools for failure to comply with financial and statistical information required by law or Board rules.

F. Charter schools are not eligible for necessarily existent small schools funding under Section 53A-17a-109(2) and R277-445.

G. Charter schools shall comply with R277-471, Oversight of School Inspections.

Note: In responding to each of the competitive preference priorities, the Secretary encourages applicants to provide documentation, including citations and examples from their State's charter school law.

APPLICATION REQUIREMENTS

- 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.*

Utah has four objectives for the Utah Charter School Program (CSP) grant.

Objective #1 – The Utah CSP Start Up & Implementation Grant will seek to expand the overall number of high-quality charter schools in the state and the number of high-quality charter schools targeting underserved student populations as defined by Utah Administrative Rule R277-470-19-A-1 by providing financial assistance for their planning, program design, and initial implementation.

Outcomes

- a. More charter schools will be located in school districts where charter schools have not previously been located
- b. A larger percentage of underserved student populations will be served by charter schools.

Project Measures

- a. Each year of the grant, Utah will award at least ten pre-charter application development grants to entities submitting proposals to develop charters targeting underserved student populations.
- b. Each year of the grant, Utah will authorize at least seven charter schools.

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- c. Each year of the grant, at least 28% or two out of the seven charters Utah authorizes will target underserved student populations as defined by Utah Administrative Rule R277-470-19-A-1.
- d. By the end of the grant award period, Utah charter schools will show a 5% increase in the number of Title I students served by Utah charter schools.

In an effort to best achieve this objective and desired outcomes the staff of the Utah State Office of Education Charter School Section believes those entities desiring to target underserved student populations need access to the financial means and expertise to create and implement a charter school. Therefore, Utah will provide parties interested in and considering developing a charter a \$3,000 grant to support some of the expenses generated in the application process. To access these funds a potential applicant must submit a brief prospectus outlining the potential design of their charter, how it will target an underserved student population, and a proposed budget outlining their expected expenses. Each applicant will also be required to submit a letter of support from a qualified non-profit entity who will act as the applicant's fiscal agent. The design of the pre-charter development application will also include penalties for applicants who submit applications that do not sufficiently target underserved student populations. If this grant application is funded the details of the pre-charter development application will be determined by the Utah State Charter School Board.

To further support the development of charter schools that target underserved student populations Utah Administrative Rule 277-470-19 was written which requires the State Charter School Board to give priority to charter applicants that target underserved student populations. It is also expected that as more charter schools open that target underserved student populations we

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will see an increase in the number of Title I students attending charter schools. If funded, these pre-charter development grants will be communicated to all potential applicants at the mandatory pre-applicant charter school trainings as well as to the local communities.

Objective #2 – The Utah CSP Start Up & Implementation Grant will seek to increase new charter school board members' and directors' understanding of the laws and rules which frame charter school operations as well as the policies, procedures, and practices of successful charter schools by providing additional training and funding.

Outcomes

- c. Utah charter schools will see a decrease in charter school director turnover and increased length of time charter school administrators spend as charter school leaders, increased student achievement, and better adherence to the school's charter as administrators and board members become better educated, experienced, and supported in developing their schools and carrying out their charters.

Project Measures

- a. For each year of the grant, 90% of newly approved Utah charter schools will have hired their school principal/director by December 31st of their planning year.
- b. For each year of the grant, at least 90% of newly approved Utah charter schools in their planning year will have at least one board member in attendance (e.g. in-person, via polycom, or teleconferencing) at each of the monthly planning year school trainings.

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- c. For each year of the grant, at least 90% of newly approved Utah charter schools will have their school principal/director in attendance (e.g. in-person, via polycom, or teleconferencing) at all monthly director's meetings beginning in January of the planning year.
- d. For each year of the grant, newly approved charter schools will be surveyed at the conclusion of their planning year with at least 80% of respondents stating they agree or strongly agree that their knowledge and understanding of the laws and rules framing charter school operations and the policy, procedures, and practices of successful charter schools has significantly increased after attending the planning year trainings and/or director's meetings.

Over the past few years the Utah State Office of Education Charter School Section staff noticed many schools struggle with board governance and administrator turnover. Such struggles and turnover produce immense challenges for effective school leadership. As the staff looked into the circumstances at the struggling schools a lack of board member and administrator understanding of charter school law and rule as well as a thorough understanding and knowledge of effective policies, procedures, and practices was evident. Ineffective school leadership also negatively impacts student achievement. Utah will seek to strengthen school leadership by using Start Up & Implementation funds to help newly authorized schools hire their administrators much earlier in the planning year and by providing monthly training for the newly authorized charter school boards and directors in such areas as board governance, hiring, budgeting, policy development, etc... These monthly trainings will be mandatory for at least one member of a newly authorized school's board and their director, if they've been hired. This training will be

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communicated to all applicants as part of the charter application process and again as part of the charter approval process.

Objective #3 – The Utah CSP Start Up & Implementation Grant will provide additional training and information to all charter schools to promote best practices in instruction and school management.

Outcomes

- d. Utah charter school teachers will improve the quality of their instruction.
- e. Effective teaching practices/school management will be more easily replicated by enhancing communication between and within schools regarding proven quality instructional practices and effective school management.

Project Measures

- a. At least one dissemination grant will be awarded each year focusing on replicating successful instructional practices in at least one academic content area.
- b. At the conclusion of trainings on instructional practices, at least 80% of those in attendance surveyed will state they agree or strongly agree this training provided them with information and skills that they feel will improve the quality instruction for the respective content areas and/or school management.

Utah intends to accomplish this objective through the dissemination grant activities.

When soliciting for dissemination grant applications Utah will specifically request applications that focus on replicating successful instructional practices and fund at least one dissemination

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grant activity meeting these criteria. After each best practice training, the dissemination grantee will be expected to survey the attendees regarding the usefulness of the training and submit that information in an annual report. Funding for a second year will be contingent on the reporting and relevance of the trainings.

Objective #4 – The Utah CSP Start Up & Implementation Grant will evaluate the effects of Utah’s charter schools on students, student achievement, staff, and parents by the conclusion of the grant award period.

Outcomes

- f. As the end result of the evaluation, Utah will have sufficient data and information to evaluate and guide Utah charter school legislation, administrative rule, practices, and decisions in the future.

Project Measures

- a. The results of the evaluation will be distributed to all State Board of Education members, State Charter School Board members, charter schools, and school districts so as to inform and influence Utah charter school legislation, administrative rule, practices, and decisions in the future.
- b. The results will be posted on the Utah State Office of Education Charter School website for public access so as to inform and influence Utah charter school legislation, administrative rule, practices, and decisions in the future.

Utah believes it is important that an objective evaluation be conducted of the State’s charter schools and the use of grant funds. Therefore, approximately \$280,000 of the grant’s

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administrative funds over the three years of the award period will be dedicated to contracting with an outside entity to conduct an evaluation of Utah's charter schools and impact of the Start Up & Implementation Grant funds on charter schools. Once completed, this evaluation will be communicated to all stake holders and made available on the Utah charter school website for the general public. The evaluation will be distributed to relevant government leaders, the Utah State Board of Education, the State Charter School Board, local charter schools, school districts. With objective and well researched information those creating Utah charter school law, rule, policy, procedures, and practices can make informed decisions.

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- ii. Describe how the SEA will inform each charter school in the State about Federal funds that the charter school is eligible to receive and Federal programs in which the charter may participate.*

Utah requires all applicants for charter schools to attend a mandatory half-day training where part of the time is spent discussing charter school funding including the different State and Federal funding sources available to charter schools. Once a charter school has been authorized they must attend mandatory monthly trainings and monthly state-wide director's meetings.

While these meetings cover a broad range of topics, one topic that is consistently discussed and periodically revisited is State and Federal funding along with the changes in such funding as it occurs from year to year. In the past this has included Federal CSP funds and No Child Left Behind Funds along with other State and Federal funds including the various grants the State has been awarded.

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

For the past six years Utah has been very flexible in providing Federal education funds to charter schools, particularly in their first year. For example, Utah's traditional school districts are funded for students eligible for special education services based on prior-year data. However, since first year charter schools do not have data from previous years, they receive Federal special education funds for their first operational year based, initially, on projected numbers and then adjusted as the actual number of students eligible for special education services becomes available during the first semester of a new charter school's opening year. All other traditional school districts and charter schools receive their Federal special education funds based on the number of students eligible for special education services as of December 1st of the prior year. A similar process and procedure is followed for other types of Federal formula education monies such as No Child Left Behind funds. The SEA will continue to ensure that all charters receive their commensurate share of Federal formula education monies by:

- a) Informing charter schools about what funds are available.
- b) Providing a mandatory funding training with topics including the application process, program assurances and adherence to deadlines.
- c) Providing on-going training to charter school providers.
- d) Sending email reminders to charter school providers prior to funding milestone dates and events.

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iv. Describe how the SEA will disseminate best or promising practices of charter schools to each local education agency in the State.

Promoting innovative practices is one of the six purposes of the Utah Charter School Program. The dissemination of these practices is therefore a priority for Utah. The SEA will work with charter schools and the State Charter School Board to implement, monitor and continue the following methods to disseminate best practices to all state LEA's:

- a) A dedicated charter school website located on the State Office of Education's server that includes information on best practices, on-going Utah based & national research on charter schools, sample charter school applications, and a charter school email directory.
- b) Information will be given to Superintendents concerning charter school best practices at their quarterly meetings with the State Superintendent.
- c) Charter school performance will be listed on the No Child Left Behind annual Adequate Yearly Progress reports and on Utah Performance Assessment System for Students report.
- d) In conjunction with the Utah Public Charter School Association, the SEA will continue to offer a yearly conference to charter school operators, LEA's, parents and the general public where best practices are one of the items highlighted at the conference.
- e) Utah will host an annual awards ceremony in conjunction with the yearly conference showcasing best practices.

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- v. *If an SEA elects to reserve part of its grant funds (no more than 10 percent) for the establishment of a revolving loan program, describe how the revolving loan fund would operate.*

The Utah State Office of Education will not reserve any funding for a revolving loan program.

- 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 Utah State Office of Education is not requesting any waivers at this time.

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vii. Describe how 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(c)(1)(B) of the Individuals with Disabilities Education Act (IDEA).

All Utah State charter schools are considered LEA'S under State law. All charter school providers are required to be familiar with and comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA). Before a charter is approved, the charter school provider must sign an assurance stating they will comply with IDEA.

Utah ensures Charter schools comply with IDEA by:

- a) Checking periodically to ensure that schools have documented their process of pre-referral interventions, referrals, and evaluations. This is accomplished during on-site visits.
- b) All charter schools must attend mandatory yearly special education training.
- c) All charter schools must submit to being monitored through the Utah Performance Indicators Plan (UPIPS). This process includes a self-assessment, a site visit by WIPS personnel, a review of all Individual Education Plans (IEP), a meeting with parents and a meeting with each school's UPIPS team. The team must consist of special education providers and parents of students with disabilities.
- d) Utah Charter schools are offered technical assistance with Special Education and IDEA compliance through the dissemination grant program. The focus of a currently funded dissemination program is special education and shares best practices with charter schools. The program also offers technical assistance with laws, compliance, and testing for students.
- e) Utah charter schools must comply with all reporting deadlines and mandates as outlined by law and rule.

SELECTION CRITERIA

- i. The contribution the charter school grant program will make in assisting educationally disadvantaged and other students to achieve State academic content standards and State student academic achievement standards (30 points).*

Utah's charter school program will assist educationally disadvantaged and other students to meet the State academic content and achievement standards in three ways by 1) increasing the quality of schools chartered by the State Charter School Board (SCSB); 2) increasing educationally disadvantaged students' access to charter schools; and 3) increasing the overall quality of instruction in charter schools.

Utah is increasing the quality of schools chartered by the SCSB through increased competition, the charter application process, and extensive training for schools in their planning year. Competition for charters has increased as new charter applicants must compete for a portion of the 5,000 new students currently available each year to Utah charter schools according to current legislation. The Utah State Office of Education (USOE) charter school staff has noted a marked increase in the quality of charter applications as schools compete for a limited supply of students. The quality of charters, and thus schools, is further enhanced as charter applicants meet with USOE charter school staff to discuss ways to revise and strengthen their applications prior to their submission to the SCSB for possible recommendation to the State Board of Education for approval. Once the highest quality charters are approved, the boards of each newly approved school and their directors attend monthly training meetings to help ensure the

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schools will have the competence and necessary framework to provide quality leadership and instruction necessary for increased student achievement. Together, the increased competition, the feedback and opportunities for charter application revisions, and the ongoing training have increased the quality of Utah's charter schools.

Utah will also increase educationally disadvantaged students' access to charter schools through the charter approval process and by encouraging charter schools to offer increased opportunities for students in schools deemed in need of improvement by the State to attend charter schools. Recently Utah Administrative Rule R277-470 was amended to encourage charter schools to target underserved student populations. Rule R277-470-19 section A and subsection 1 state "The State Charter School Board and the Board shall, in the recommendation and approval process, consider and give priority to charter school applications that target underserved student populations, among traditional public schools and operating charter schools. Underserved student populations may include low income students, students with disabilities, English Language Learners (ELL), or students in remote areas of the state who have limited access to the full range of academic courses." Along with increasing access for educationally disadvantaged students through the chartering process, charter schools competing for grant funds will be awarded additional points on their grant applications which translate into additional grant funds for schools who weight their student lottery in favor of students seeking to change schools under the public school choice provisions of ESEA, Title I and in accordance with current CSP Non-Regulatory Guidance.

Finally, the Utah charter school program will increase student achievement for all students by increasing the quality of instruction in charter schools and local districts by sharing the successful implementation of research-based best practices. This will be done as charter

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school educators receive information, training, and support in learning and implementing these practices in reading and mathematics through dissemination grant awards to schools that have been successful in implementing these practices and increasing student achievement.

It is the expectation of the Utah charter school program that increasing the quality of charter school applicants, increasing educationally disadvantaged students' access to charter schools, and increasing the quality of instruction will increase the ability of all students to meet State academic and achievement standards.

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ii. *The degree of flexibility afforded by SEA to charter schools under the State's charter school law (30 points).*

Note: The secretary encourages the applicant to include a description of how the State's law establishes and administrative relationship between the charter school and the authorized public chartering agency, and exempts charter schools from significant State or local rules that inhibit flexible operation and management of public schools. The Secretary also encourages the applicant to include a description of the degree of autonomy charter schools have achieved over such matters as the charter school's budget, expenditures, daily operation, and personnel in accordance with their State's law.

Utah's charter schools have a great deal of flexibility and autonomy afforded to them by the State. According to Utah Code 53A-1a-501.6 and 53A-1a-515 Utah's charter schools are accountable to their respective authorizing agency, either the State Charter School Board or the local school board for adherence to their school's charter and the monitoring of their adherence. Utah Code 53A-1a-509 thru 510.5 outlines how to deal with charter school noncompliance and the stipulations for which a charter may be terminated and the school closed which includes failure to adhere to their charter, fiscal management, failure to meet Annual Yearly Progress, or violation of State law. According to Utah Code 53A-1a-511 and 53A-1a-512 Utah charter schools are exempt from such State laws as the use of school buildings as civic centers, the need to follow state law regarding the adoption and disposal of textbooks, the fiscal procedures pertaining to local school districts and boards, a required independent evaluation of instructional materials, the Utah Orderly School Termination Procedures Act, educator evaluation, and they are exempt from prohibiting the employment of relatives. Along with these exemptions from state law, Utah charter schools are also exempt from administrative rules regarding school

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libraries, the licensure of school administrators, and required expenditures for school supplies. Such waivers and the provision for additional waivers as prudent gives Utah charter schools a great deal of flexibility. According to the code afore mentioned, the State Board of Education also has the authority to grant waivers to charter schools from State Board of Education administrative rules. Considering the reasons for which a charter may be terminated, the various waivers from State law and rule, and provisions for additional waivers if deemed appropriate, Utah charter schools have a high degree of flexibility and autonomy afforded unto them.

These waivers translate into many different freedoms for charter schools and much higher degree of flexibility. These include receiving their funding directly from the State and even greater freedom in the procedures they must follow and manner in which they expend their funds due to some of the waivers mentioned. Charter schools are also free to make their own employment decisions and are free from cumbersome procedures guiding the evaluation and termination of school employees. Although Utah charter schools must still hire licensed teachers and meet No Child Left Behind Highly Qualified teacher criteria they are freed from being required to hire state licensed school administrators. All these waivers afford charter schools a much higher degree of flexibility and autonomy as compared to traditional districts.

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iii. The number of high-quality charter schools to be created in the State (30 points)

Note: The Secretary considers the SEA's estimate of the number of new charter schools to be authorized and opened in the State during the 36-month period of this grant. Because research has identified the lack of adequate resources as a major impediment to the creation of high-quality charter schools, the Secretary encourages the applicant to describe how the SEA will inform each charter school in the State about Federal funds that the charter school is eligible to receive and about the Federal programs in which the charter school may participate. The Secretary also considers how the SEA will ensure that each charter school in the State receives the school's commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the school and during a year in which the school's enrollment expands significantly.

Given current state legislation, Utah plans to authorize seven to eight high-quality charter schools each year of the grant award period for a total of 21- 24 high-quality charter schools over the next three years. Utah currently has 58 operational charter schools with nine charter schools in their planning year. This would be at least a 31% increase in the number of charter schools over the next three years. Currently, state legislation allows for the addition of 5,000 new charter school students with this number being re-visited annually by the legislature. These 5,000 students are divided between existing schools seeking to increase their existing enrollment or establish satellite campuses and new schools applying for a charter. While the Utah charter school program hopes to see this number increased or removed all together once funding equalization can be reached between local districts and charter schools, the limited supply of students has had the benefit of significantly increasing the quality of schools chartered.

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The Utah State Office of Education (USOE) recognizes the importance of ensuring Utah's charter schools receive adequate and equitable funding. Therefore, several steps are taken to ensure charter school applicants and existing charter school boards are aware of and receive an equitable distribution of Federal education funds. All parties interested in submitting an application for a charter school are required to attend a half-day training. During this training charter school budgeting is discussed including the nature and availability of the different Federal education funds for which charter schools are eligible, as outlined by law. After a school's charter has been approved the board members again receive training on the different Federal education funds that are available to them as they attend monthly trainings during their planning year. Existing schools receive updates on existing Federal education funding and newly available Federal education funds as necessary during monthly state-wide charter school director's meetings.

Along with ensuring charter schools are aware of the available Federal education funds, the USOE recognizes the need to equitably distribute all Federal education funds, particularly funds allocated by formula such as No Child Left Behind title funds. The State determines the per-pupil funding amount for formula allocated funds for each student based on their school district of residency. Since Utah charter schools can draw students from anywhere within the state, the decision was made, and the practice has been, for the per-pupil value of the different Federal funds for charter school students to be the value of each student's district of residence. Therefore, when a student comes from any district in the state to a charter school the Federal education funds per-pupil value of any given charter school student is the same as it would have been if the student had remained in their locally zoned traditional public school. This practice also ensures charter schools of receiving their equitable share of Federal education formula funds

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whether a school's enrollment increases or decreases from year to year. For those schools in their first year of operation, they receive formula funds based, initially, on projected enrollment numbers and then revised as actual enrollment numbers become available. In this manner, the USOE believes it fairly and equitably distributes all formula allocated Federal funds between local school districts and charter schools.

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iv. *The quality of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks (30 points).*

Note: In addition to describing the proposed objectives of the SEA charter school grant program and how these objectives will be fulfilled, the Secretary encourages applicants to provide descriptions of the steps to be taken by the SEA to award sub-grant funds to eligible applicants desiring to receive these funds, including descriptions of the peer review process to review applications for assistance, the timelines for awarding such funds, and how the SEA will assess the quality of the applications.

Below is a table outlining the grant objectives and project measures along with the activities to be conducted and the person responsible for each activity. Additional explanation is also included in application requirement “i” which also details the objectives. Following the table is a description outlining how the sub-grant funds will be awarded.

Objectives and Performance Measures	Activities	Person Responsible	Timeline
Obj. #1 Expand the overall number of charter schools and the number serving underserved student populations.			
PM 1.a. Award at least 10 pre-charter application development grants.	- Inform all parties interested in starting a charter school who contact	Melinda Fatani	Ongoing after July, 2008

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	the USOE of the pre-charter application development grant availability and requirements.		
	- Make all information regarding the pre-charter application development grant available on the USOE charter school website.	John Taggart	August, 2008
PM 1.b. Authorize at least 7 charter schools annually.	-The SCSB will authorize at least 7 charter school applicants annually or as many schools as the number of students allotted to charter schools by the State legislature allows if it is not sufficient for 7 schools.	State Charter School Board (SCSB)	Annually
PM 1.c. At least 28% of the charters authorized annually will target underserved student populations.	- In accordance with Utah Administrative Rule 277-470-19-1, the SCSB shall consider and give priority	State Charter School Board (SCSB)	Annually

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	to charter school applicants targeting underserved student populations as defined in the rule.		
PM 1.d. By the end of the grant award period, Utah will show at least a 5% increase in the number of Title I students served by Utah charter schools.	- At the conclusion of the grant award period compare the number of underserved student populations served by Utah charter schools at the beginning of the award period with the number of underserved students served at the conclusion of the award period	John Taggart and the contracted evaluator	August, 2011
Obj. #2 Increase new charter school board members' and directors' understanding of the laws and rules which frame charter school operations as well as the policies, procedures, and practices of successful charter schools through providing additional training and funding	- Hold and conduct monthly trainings for newly chartered schools' boards and directors.	Melinda Fatani	Monthly during the school year

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for the training.			
PM 2.a. 90% of newly approved charter schools will hire their school principal/director by December 31 st of their planning year.	- Newly approved charter schools will be trained on hiring directors during monthly training meetings.	Melinda Fatani	Annually by October 31 st
PM 2.b. 90% of newly approved charter schools will have at least one board member in attendance at each of the monthly planning year training meetings.	- Attendance will be taken at each planning year training.	Melinda Fatani	Monthly during the school year
PM 2.c. 90% of newly approved schools will have their school principal/director in attendance at all monthly director's meetings beginning January of the schools planning year	- Attendance will be taken at each monthly director's meeting and checked to see if those required to attend did so.	John Taggart	Monthly during the school year
PM 2.d. 80% of newly approved charter schools surveyed at the conclusion of their planning year will state they agree or strongly agree that their knowledge and understanding of the laws and	- Survey newly approved charter schools at the conclusion of their planning year.	Melinda Fatani John Taggart	Annually by June 30 th

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<p>rules which frame charter school operations as well as the policies, procedures, and practices of successful charter schools has significantly increased after attending the planning year trainings and/or director's meetings.</p>			
<p>Obj. #3 Provide additional training and information to all charter schools to promote best practices in instruction and school management.</p>			
<p>PM 3.a. Award at least one dissemination grant each year of the grant focusing on replicating successful instructional practices in at least one academic content area.</p>	<p>- Advertise for a Request for Proposals from charter schools in operation for at least three years or more to provide dissemination activities targeting best practices in a particular content area.</p>	<p>John Taggart</p>	<p>Annually by July 31st</p>
	<p>- Award at least one dissemination grant</p>	<p>John Taggart</p>	<p>Annually by October</p>

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	meeting the requirements in the advertised RFP.		31 st
PM 3.b. At least 80% of training attendees will state they agree or strongly agree the training they received provided them with information and skills they feel will improve the quality of instruction in the respective content areas and/or in school management	- Survey training attendees at the conclusion of each dissemination grant training.	Grantee	As needed
	- Submit an annual report to the USOE Charter School Section outlining the survey results.	Grantee	Annually by July 31 st
Obj. #4 Evaluate the effects of Utah's charter schools on students, student achievement, staff and parents by the conclusion of the grant award period.	- Advertise for a Request for Proposal from qualified applicants to evaluate the outcomes of the 2008 Utah Charter School Grant.	John Taggart	September 30 th , 2008
	- Select an evaluator from the eligible applicants.	John Taggart	January 31 st , 2010

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	- Complete the study.	Evaluator	July 1 st , 2011
PM 4.a. Distribute the evaluation's results to all State Board of Education members, all State Charter School Board members, charter schools, and school districts so as to inform and influence Utah charter school legislation, administrative rule, practices, and decisions in the future.	- Have the results of the study published and distributed to the appropriate parties.	John Taggart	September 30 th , 2011
PM 4.b. Post the results of the evaluation on the Utah State Office of Education Charter School website for public access.	- Have the complete published study posted on the charter school website	John Taggart	September 30 th , 2011

Regarding Utah's sub-grant application process, in Utah all newly approved charter schools are eligible for Start Up & Implementation grant funds. Currently, new applicants are typically approved by the Utah State Board of Education annually in June. Shortly after the approval a grant writing training is offered to all charter schools eligible to apply for Start Up & Implementation sub-grants with availability for follow up questions throughout the grant writing period. The sub-grant applications due in August. Once the applications are received they are

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sent to various readers to score using a standard rubric. Approximately 50% of the readers are local leaders in the charter school community and the other 50% are Utah State Office of Education (USOE) employees with specific expertise in the relevant areas. When at all possible, a local charter school leader and a USOE employee read and score the same sections and then the scores are averaged for each section. The percentage of possible points a school gets determines their award amount with all applicants who meet a minimum standard receiving some degree of funding. Currently, schools are typically awarded their funds towards the end of October.

Utah recognizes the challenges such a tight timeline places on schools to be prepared and open on time. Therefore, Utah is in the process of moving up the approval of charters, and thus to timeline for the Start Up & Implementation sub-grant applications as well.

Another aspect of Utah's sub-grant process that needs to be mentioned is the awarding of small pre-charter development grants to be awarded if this grant is funded. Utah will provide parties interested in and considering developing a charter a \$3,000 grant to support some of the expenses generated in the application process. To access these funds a potential applicant must submit a brief prospectus outlining the potential design of their charter, how it will target an underserved student population, and a proposed budget outlining their expected expenses. Each applicant will also be required to submit a letter of support from a qualified non-profit entity who will act as the applicant's fiscal agent. The receipt of this grant will count towards a school's total three years of eligibility for Start Up & Implementation grant funding.

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- v. *In the case of SEAs that propose to use grant funds to support dissemination activities under section 5204(f)(6) of the ESEA, the quality of the dissemination activities (15 points) and the likelihood that those activities will improve student achievement (15 points).*

Note: The Secretary encourages applicants to provide a description of the steps to be taken by the SEA to award these funds to eligible applicants, including descriptions about the peer review process to review applications for dissemination, the timelines for awarding such funds, and how the SEA will assess the quality of the applicants.

Utah has had great success with dissemination grant activities in the past and plans to use the allowed 10% of the total grant award to fund dissemination activities again in the future. During the past grant award, Utah funded three main activities. One award funded sharing high-quality leadership and management practices which have influenced teacher quality, the use of educational resources, and local school policies, procedures, and practices. Another grant award disseminated and replicated research-based best practices in special education and provided technical assistance for their implementation. The third award helped charter schools understand and utilize test data to help guide decision making and instructional strategies as well as improve writing assessments in our secondary charter schools.

Utah seeks to fund additional dissemination grant activities to help charter schools improve instructional quality as school leaders and staffs learn, understand, and implement research-based best practices in reading, mathematics, and other content areas as well as grant activities to strengthen local charter school leadership. Increasing the quality of instruction will be accomplished by training school leaders and staffs in research-based instructional strategies

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used effectively by other charter schools. School leadership is also a critical component of implementing best practices, increasing the quality of instruction, and increasing student achievement. This will be accomplished as school leaders better understand their roles and responsibilities generally and as they relate to implementing quality instructional strategies.

When evaluating dissemination grant applications, Utah will use a two step process. The first step will be to submit the applications for review by experienced members of the charter school community for feedback and scoring based on a rubric. Following a review by peers, the applications will then be reviewed by professionals, to possibly include Utah State Office of Education personnel, with recognized experience in the relevant areas being addressed to also score the applications using a rubric. Those applications meeting the relevant needs of the charter school community and with the highest scores will be funded.

We believe by strengthening instructional quality and school leadership student achievement will increase.

vi. *The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible (30 points).*

Note: A strong evaluation plan should be included in the application narrative and should be used, as appropriate, to shape the development of the project from the beginning of the grant period. The plan should include benchmarks to monitor progress toward specific project objectives and also outcome measures to assess the impact on teaching and learning or other important outcomes for project participants. More specifically, the plan should identify the individual and/or organization that has agreed to serve as evaluator for the project and describe the qualifications of that evaluator. The plan should describe the evaluation design, indicating: (1) what types of data will be collected; (2) when various types of data will be collected; (3) what methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; and (7) how the applicant will use the information collected through the evaluation to monitor progress of the funded project and to provide accountability information both about success at the initial site and effective strategies for replication in other settings. Applicants are encouraged to devote an appropriate level of resources to project evaluation.

Utah intends to contract with a qualified outside entity to perform a solid evaluation of the effectiveness of the project objectives, activities, and expected outcomes. When evaluating

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applicants and awarding a contract Utah believes an evaluator with the following qualifications will be essential to conducting a high quality evaluation. Those qualifications are experience in conducting educational research with sufficient scholarly published research available for review, charter school research experience if possible, experience conducting large research projects over an extended period of time, and experience conducting research funded by the Federal government. Utah has reserved approximately \$280,000 of the administrative funds over the grant award period for this purpose.

When determining the evaluation design, Utah will seek feedback and input from prospective evaluators as to the exact nature of the evaluation's design. However, given the desired outcomes, objectives, project measures, and activities Utah has some expectations for the evaluation's design.

1. Types of Data Collected – For Objective #1 data will be collected on the number of pre-charter application development grants awarded, the number of charter schools authorized, the number of charter schools serving underserved student populations, and changes in the percentage of students eligible for Title I services over the course of the grant period. For Objective #2 data will be collected on when newly approved charter schools hire their principals/directors, the attendance of board members and school principals/directors at monthly pre-planning and director's meetings, and self-report surveys regarding charter school leaders perceptions of their understanding of the laws and rules which frame charter school operations as well as the policies, procedures, and practices of successful charter schools. In addition, data will also need to be collected on administrator turnover in order to see if the project activities helped produce the desired outcomes. For Objective #3 data will be collected on the number of dissemination grants

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awarded and what the objectives were for each grant and self-report surveys from dissemination grant activity participants on the perceived effectiveness of the training received. Although not specifically part of the third grant objective, in consult with the contracted evaluator, Utah will collect student achievement data to analyze changes in student achievement and/or for comparison purposes with local districts and/or schools. Although not specifically part of the grant objectives and in consultation with the contracted evaluator, Utah will likely gather data on student demographics.

2. When Data will be Collected – Data collection will occur at various times during the grant period. Data regarding the number of pre-charter application development grants authorized, the number of schools authorized, and the populations targeted by those schools will be gathered annually with the possibility of data on the targeted school populations to be ongoing. The self-report survey data regarding the various trainings will be collected monthly at the conclusion of each training with a final survey for newly approved school board members and directors collected annually during the summer following their planning year. Newly approved charter school board member and director attendance at trainings and/or meetings will be collected at the conclusion of each training and/or meeting. Data regarding changes in students eligible for Title I services, student achievement, student demographics, and dissemination grant activities could be annually, ongoing, or at the conclusion of the grant award period. This decision will be made in consultation with the contracted evaluator with respect to their expertise in research design.

Utah CSP Project Narrative

3. **Methods Used** – The specific methods used will be at the discretion of the evaluator in consultation with Utah State Office of Education (USOE) staff. The methods will likely be a mix of quantitative and qualitative methods.
4. **Instruments to be Developed and When** – Self-report surveys have already been developed but will be subject to revision in consultation with the contracted evaluator. The data on student achievement, students eligible for Title I services, and the number of charter schools will be available in the data warehouse which is updated regularly. Some student demographic data is also available in the data warehouse, however, it is possible the evaluator may already have or choose to create a instrument to collect the necessary data.
5. **Data Analysis** – The nature of the data analysis will be at the discretion of the evaluator in consultation with Utah State Office of Education staff. However, it is expected that the data analysis will include rigorous statistical analysis as applicable.
6. **Availability of Results** – Currently, it is proposed that the study be completed by July 1, 2011 with the published results available and distributed to stakeholders by September 30, 2011.
7. **Evaluation Usage** – The self-report survey data regarding dissemination activities and planning year trainings will be evaluated regularly and through out the award period to guide and direct future training topics and implementation. Currently, a needs-based survey is conducted annually to evaluate Utah’s charter school community’s needs for training purposes. This practice will continue. The Utah State Office of Education charter school staff regularly evaluate the content of the charter applicant and planning year trainings to ensure that the content is timely and relevant to the needs of charter

Utah CSP Project Narrative

applicants and schools during their planning year. While these data pieces provide ongoing feedback and evaluation for the USOE charter school staff, results of the evaluation will not be available until the conclusion of the grant award period. Although the grant award period will have concluded, it is expected that the results of this evaluation will be able to be used by State policy makers to understand the needs of charter schools and guide policy making decisions to meet those needs.

Project Narrative

Other Narrative

Attachment 1:

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Attachment 2:

Title: Pages: Uploaded File: **5295-Table_of_Contents_for_Project_Narrative.doc**

Marlies Burns, M. Ed.

(b)(6)
272. 5th Ave. #1, Salt Lake City, UT 84103

(801) 532-7354 home

(801) 538-7817 work

marlies.burns@schools.utah.gov

SUMMARY

Experienced educator and administrator with over 12 years in public schools, 5 of which are with Utah charter schools. Highly skilled in understanding Utah charter school law, creating effective educational communities among diverse constituencies, conflict resolution, and program implementation. Ability to work professionally with State Charter School Board, State Board of Education, USOE, and charter school leaders to fashion a statewide accountable charter school program.

EDUCATION AND AWARDS

- Ed.D. Curriculum and Instruction, Utah State University, Logan, UT, expected 2008
- M.Ed. Educational Leadership, University of Nevada, Las Vegas, Las Vegas, NV, 2001.
- B.S. Biological Science, Brigham Young University-Hawaii, Laie, HI, 1996.
- A.A. Music, Brigham Young University-Hawaii, Laie, HI, 1996.
- Administrative Certification, Utah, 2002.
- National Science Teachers Association National Convention, Orlando, FL, 1999, workshop presenter.
- Woodrow Wilson Fellowship, Princeton, NJ, 1998.
- Howard Hughes Summer Science Institute Fellowship, Reno, NV, 1997.

PROFESSIONAL EXPERIENCE

Utah State Office of Education

Salt Lake City, UT

January 2007 – present

Director administering statewide charter school programs including determining program goals, setting objectives, and supporting the program. Applies USOE policies and procedures, State Charter School Board practices, and federal or state laws and regulations to charter school program.

- Organizes charter school meetings, conferences, and workshops to provide training and technical assistance to charter school Governing Boards and Principals/Directors
- Coordinates and acts as a liaison between charter school section and other USOE sections
- Oversees federal grant dissemination and reporting for over \$28 million as project director
- Created draft Accountability Handbook to assist charter schools with state compliance (R277-481)
- Expertise in developing logic models, data analysis, and data driven decision-making

Utah State Office of Education

Salt Lake City, UT

February 2006 – January 2007

Education Specialist administering statewide charter school programs including determining program goals, setting objectives, and supporting the program. Applies USOE policies and procedures, State Charter School Board practices, and federal or state laws and regulations to charter school program.

- Organizes charter school meetings, conferences, and workshops to provide training and technical assistance to charter school Governing Boards and Principals/Directors
- Coordinates and acts as a liaison between charter school section and other USOE sections
- Oversees federal grant dissemination and reporting for over \$28 million
- Created draft Accountability Handbook to assist charter schools with state compliance (R277-481)
- Expertise in developing logic models, data analysis, and data driven decision-making

Uintah River High School
Ft. Duchesne, UT

August 2003 – February 2006

Principal understanding the role of the instructional leader in effecting school change, including conceptualizing interrelations of various disciplines, evaluating and improving curriculum pedagogical practices, and the administration of educational programs, funds, facilities, personnel, and staff development.

- Achieved full accreditation status through developing and implementing a comprehensive school improvement plan, administering and interpreting stakeholder surveys, and attaining buy-in from faculty, staff, and Board of Education members
- Wrote first school policy manual which assisted school in having procedural consistency and a workable understanding of state code and rules
- Successfully wrote and administered several grants, totaling over \$800,000
- Reduced student drop-out rate from over 70% to less than 15% over three years
- Strategically hired and retained highly qualified teachers and staff which increased school diversity
- Created and implemented an effective teacher observation and evaluation tool for both formative and summative purposes

Sweetwater County School District Number One
Rock Springs, WY

August 2002 – August 2003

Elementary and Middle School Principal knowledgeable of the educational process at the school level, including school leadership and research in educational performance standards. Successful experience in engaging the community in meaningful dialogue and involvement with the local school. Understood the important role of the school in a small community and strengthened school-family-community partnership.

- Maintained a balanced school budget
- Worked as community leader by becoming active member of the volunteer fire department, as well as receiving certification for mass care, shelter operations, and shelter simulations
- Arranged for all staff to be trained to offer community shelter assistance during interstate closures
- Implemented middle-school model of teaching including staff teaming and interdisciplinary projects

Management Recruiters of Provo
Provo, UT

September 2001 – May 2002

Account Executive creating, maintaining, and managing key business relationships within specified job fields. Attracted best available candidates to fill open positions by matching candidate skills and qualifications with job description crafted following a telephone interview with hiring company. Expertise using extensive industry-specific database.

- Created over 50 professional business relationships with companies in the medical industry
- Maintained key relationships with companies by offering technical support in locating qualified job applicants
- Performed hundreds of candidate assessments and assisted best available candidates with resume writing and interview skills

Science Teacher, Varsity Swimming and Diving Coach, Student Activities Director teaching, directing, and modeling for students the importance of education, teamwork, and leadership. Direct, hands-on experience with group and individual instruction.

- Improved student science scores on the TerraNova and taught reading across the curriculum to assist with Nevada High School Proficiency Examination
- Designed in-class credit recovery options for struggling students
- Created leadership curriculum for year-long leadership course which required research of best-practices in leadership, focus-group meetings with advisors school-wide, understandable design at the student level, and classroom implementation
- Wrote and implemented student activities handbook, including training of all faculty advisors and student club leadership
- Revised the high school constitution to match with state guidelines of student government

REFERENCES

(b)(6) Dr. John Broberg Director-Charter Schools (former) Utah State Office of Education 250 East 500 South PO Box 144200 Salt Lake City, UT 84114-4200 (801) 538 – 7817 work	Ms. Marilyn Hetzel Education Director (former) Ute Indian Tribe PO Box 190 Ft. Duchesne, UT 84026 (435) 725 – 4081 work	Dr. Gary Carlston Associate Professor Utah State University Elementary Education Dept. 2805 Old Mail Hill Logan, UT 84322-2805 (435) 797 – 0370 work
Mr. Gary Belliston Accountant-Charter Schools Utah State Office of Education 250 East 500 South PO Box 144200 Salt Lake City, UT 84114-4200 (801) 538 – 7703 work	Ms. Sharee Secakuku Teacher Uintah River High School PO Box 235 Ft. Duchesne, UT 84026 (435) 725 – 4088 work	Mr. David Miller NE Region Project Facilitator Clark County School District 6002 Vegas Drive Las Vegas, NV 89108 (702) 799 – 7000 x4047 work

John Taggart

Education and Licenses

Education

M.Ed. in Educational Psychology from the University of Nevada Las Vegas
BS in Elementary Education from Idaho State University
Additional course work – 34 credits in educational leadership from the University of Utah and the University of Phoenix

Licenses

Utah – Teacher Grades 1-8 and School Counselor K-12
Nevada - Teacher K-8 and School Counselor K-12
Dept. of Defense Education Activity - School Counselor K-12

Awards

Outstanding School Counselor for 2001-2002
Northeast Region
Clark County School District
Las Vegas, NV

Nominated Clark County School District New Teacher of the Year and Nevada State Sallie Mae New Teacher of the Year
1998-1999

Professional History

Education Specialist

2007 – Current

Utah State Office of Education, Salt Lake City, UT

- Administer and write grants, provide technical assistance and support to Utah charter schools, help oversee statewide programs effecting charter schools

Teacher

2006 - 2007

Overlake ES, Tooele County School District, Tooele, UT

- Behavior specialist for the school Instructional Intervention/School Leadership Team
- Behavior specialist for the school Teacher Assistance Team
- 2nd grade teacher

School Counselor

2002-2006

The Sullivans ES, Japan School District, Department of Defense Dependent Schools

- Member of the task force which rewrote Department of Defense Dependent Schools, Japan School District and US Naval Hospital Yokosuka ADHD identification, referral and diagnosis policy, which affects all schools and military treatment facilities in Japan. I also assisted area schools in navigating the new policy.
- Sullivans ES representative to assist in writing Yokosuka Naval Base regulation to allow the sharing of information and coordination of efforts between multiple base commands, including educational, medical, counseling, law enforcement and judicial entities.
- Periodically served as Acting Administrator.
- Organized and established a volunteer after school tutoring program
- Testing coordinator for 4 different standardized and criterion referenced tests administered to over 600 students.

Student Support Manager

2001-2002

Lincoln-Edison ES, Clark County School District, Las Vegas, NV

(Edison Schools is a private educational management organization which operates charter schools and district partnership schools in various states and England.)

- Acting assistant principal for 3 weeks and acting principal as needed.
- Member of the school leadership team; helped make budgetary and school-wide steering decisions.
- Oversaw school-wide pre-referral interventions, school-wide attendance programs, parent involvement efforts and school-community-business partnerships.
- Co-conducted training for all 7 Las Vegas Edison Schools regarding the Student Support Manager duties and responsibilities
- Taught reading to all grades.

Teacher

1998-2001

Lincoln ES, Clark County School District, Las Vegas, NV

- Co-presented math and science professional development at the school, regional and district levels as a participant in MASE (Math and Science Enhancement) a National Science Foundation local systemic change and leadership grant.
- As the school math and science specialist I received and conducted professional development on creating and using constructed response assessments in mathematics which involved rubric creation and scoring.
- Taught 3rd and 5th grades and did after school reading tutoring
- Co-wrote 2 grants with an experienced grant writer

Other Languages Spoken

Spanish – speak, read and write fluently

References

Available upon request

MELINDA FATANI

Education Specialist ~ Utah State Office of Education ~ Charter Schools
melinda.fatani@schools.utah.gov ~ (801) 538 – 7646

Summary

Highly skilled professional specialist responsible for providing technical support to prospective charter school applicants and newly authorized charters by coordinating and implementing new applicant training, maintaining expertise of charter application and pre-opening checklist, researching and answering questions, reviewing school programs and on-site evaluations, and reading applications and assisting new charter applicants.

Skills

- | | |
|---------------------------|------------------------------------|
| - Productive Communicator | - Critical Editor of Written Draft |
| - Special Educator | - Mentor |
| - Teacher Trainer | - Behavior Specialist |
| - Curriculum Evaluator | - Conference Presenter |

Training and Education

- Presently working towards a M.Ed. in Management & Innovation with an anticipated completion date of May 2008; Western Governor's University.
- Mild/Moderate Special Education Level II Endorsement; Utah State University
- Mathematics Level II Endorsement; Utah State University
- B.A. Secondary Education; Utah State University
 - Major in Health Education
 - Minor in Physical Education

Work History

Throughout my education career, I consistently modified my materials, instructional techniques and behavior management using research-based approaches to meet the needs of my students. I have facilitated committees to develop school-wide policies and strategic plans, as well as participated in accreditation preparation and applications.

July 2007- Present

Education Specialist for Charter Schools
Utah State Office of Education, Salt Lake City, Utah

August 2004-June 2007

Learning Disabled/Communicative Disorder Self-Contained Classroom

August 2001-June 2004

Teacher

West Jordan Middle School, Jordan School District, West Jordan, Utah

August 1996-June 1999

Resource Math Teacher

West Jordan Middle School, Jordan School District, West Jordan, Utah

August 1993-June 1996

Healthy Lifestyles & Basic Math Teacher

West Hills Middle School, Jordan School District, West Jordan, Utah

Healthy Lifestyles, Physical Education & Algebra I Teacher

Bingham Middle School, Jordan School District, Copperton, Utah

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Budget Narrative

Budget Narrative

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Utah CSP Budget Narrative

Project Years 1-3

1. Personnel – Utah has budgeted \$82,300 annually for personnel salaries to come from the grant’s administrative funds for each year of the grant award period. The personnel salary breakdown is $\frac{65}{100}$ % of Marlies Burns’ salary as the project director, $\frac{90}{100}$ % of John Taggart’s salary as the education specialist who helps administer and monitor the grant, and $\frac{95}{100}$ % of Melinda Fatani’s salary as the education specialist who will be planning and conducting the planning year trainings for the newly approved charter schools. The total amount budgeted for personnel over the entire three year grant award period is \$246,900.

2. Fringe Benefits – Utah will not use any grant funds to pay fringe benefits. All Utah State Office of Education (USOE) charter school staff benefits are paid by the USOE.

3. Travel – Utah has budgeted \$3,400 annually for travel to come from the grant’s administrative funds for each year of the grant award period. \$2,400 is budgeted annually for two people to travel to the annual project director’s conference in Washington, D.C. each year and \$1,000 annually budgeted for site visit travel. The total amount budgeted for travel over the entire three year grant award period is \$10,200.

4. Equipment – Utah has budgeted \$1,000 annually for equipment to come from the grant’s administrative funds for each year of the grant award period. This amount is an estimate to cover such things as the periodic replacement of a computer and related

Utah CSP Budget Narrative

hardware such as printers, etc... over the grant award period. The total amount budgeted for equipment over the entire three year grant award period is \$3,000.

5. Supplies – Utah has budgeted \$5,000 annually for supplies to come from the grant’s administrative funds for each year of the grant award period. Each year Utah estimates \$2,000 annually to cover the annual printing costs for three different handbooks including an opening procedures handbook, financial procedures handbook, and a human resources handbook. Each year Utah estimates \$3,000 annually to cover such expenses as office supplies, copies, postage, etc... The total amount budgeted for supplies over the entire three year grant award period is \$15,000.

6. Contractual – Utah has budgeted \$112,745 annually for contractual expenses. These annual expenses include \$2,000 annually for stipends to sub-grant application readers, \$8,000 annually to cover the costs to provide trainings to grant applicants and newly approved schools in their planning year, and the remainder, \$102,745 annually will be made available to fund additional trainings and trainers as needed, as well as an evaluation of the grant’s objectives and outcomes. The total amount budgeted for contractual expenses over the entire three year grant award period is \$338,235.

7. Construction – No grant funds will be used for construction purposes.

8. Other – Utah will distribute 95%, or \$4,053,333, of the annual grant award to schools for pre-charter application development grants (an estimated 12 grants of \$3,000 each for

Utah CSP Budget Narrative

an annual total of \$36,000), start up & implementation grants (an estimated 24 grants of approximately \$150,000 each for an annual total of approximately \$3,600,000), and dissemination grant activities (an estimated \$426,667 available annually). All told, \$12,160,000 will be distributed to schools over the three year grant award period.

9. Total Direct Costs – Direct costs are broken down as follows:

	Year 1	Year 2	Year 3	3 Year TOTAL
Personnel	\$ 82,300.00	\$ 82,300.00	\$ 82,300.00	\$ 246,900.00
Fringe Benefits	\$ -	\$ -	\$ -	\$ -
Travel	\$ 3,400.00	\$ 3,400.00	\$ 3,400.00	\$ 10,200.00
Equipment	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 3,000.00
Supplies	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 15,000.00
Contractual	\$ 112,745.00	\$ 112,745.00	\$ 112,745.00	\$ 338,235.00
Construction	\$ -	\$ -	\$ -	\$ -
Other	\$4,053,333.33	\$4,053,333.33	\$4,053,333.33	12,160,000.00
Total Direct Costs	\$4,257,778.33	\$4,257,778.33	\$4,257,778.33	\$12,773,335.00

As discussed above, \$4,053,333 will be disbursed to schools annually in the form of pre-charter application development grants (\$36,000 annually), start up & implementation grants (\$3,600,000 annually), and dissemination grants (\$426,667 annually).

10. Indirect Costs – Utah’s Indirect Cost Agreement with the U.S. Department of Education allows for 10.8% of personnel salaries and benefits to be charged to the grant’s administrative costs. Therefore, it is expected Utah will have \$8,888 annually in indirect costs for a total of \$26,665 in indirect costs over the three year grant award period.

11. Training Stipends – Utah does not provide stipends to attend grant trainings.

Therefore no costs are expected in this budget category.

Utah CSP Budget Narrative

12. Total Costs – Utah expects to have \$4,266,666 annually in total costs charged to the grant for a total of \$12.8 million over three years. The breakdown is as follows:

	Year 1	Year 2	Year 3	3 Year TOTAL
Personnel	\$82,300	\$82,300	\$82,300	\$246,900
Fringe Benefits	\$0	\$0	\$0	\$0
Travel	\$3,400	\$3,400	\$3,400	\$10,200
Equipment	\$1,000	\$1,000	\$1,000	\$3,000
Supplies	\$5,000	\$5,000	\$5,000	\$15,000
Contractual	\$112,745	\$112,745	\$112,745	\$338,235
Construction	\$0	\$0	\$0	\$0
Other	\$4,053,333	\$4,053,333	\$4,053,333	\$12,160,000
Total Direct Costs	\$4,257,778	\$4,257,778	\$4,257,778	\$12,773,335
Indirect Costs	\$8,888	\$8,888	\$8,888	\$26,665
Training Stipends	\$0	\$0	\$0	\$0
Total Costs	\$4,266,667	\$4,266,667	\$4,266,667	\$12,800,000