

Illinois Network of Charter Schools
ED Abstract Narrative

Organization: Illinois Network of Charter Schools (INCS)
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Project Title: The Acceleration Project: A National Model of Shared Systems to Drive High-Quality Instruction for Charter Schools.

1st Year Total Funding: \$580,975.00

Total Recommended Award Amount: \$2,391,775.00

Project Summary:

The National Alliance of Public Charter Schools (the Alliance), the Illinois Network of Charter Schools (INCS), and the New Jersey Charter Schools Association (NJCSA) will build, implement, and disseminate two new initiatives designed to promote the recruitment, placement and retention of highly-effective teachers, especially those with deep expertise teaching English language learners (ELL) and students with disabilities (SPED), in a greater number of charter schools nationwide. By the conclusion of the three-year grant period, eight state-based charter support organizations (CSOs) across the country will adopt these initiatives to impact approximately 500,000 charter students. The initiatives include:

- **Charter Acceleration Cooperative (Co-op)**, a cooperative business model through which charter schools can share highly-effective teachers as a means of addressing unique student needs with limited resources
- **Talent Pipeline Accelerator (TPA)**, a human capital solution by which CSOs provide ongoing services to recruit, evaluate, and place permanent, full-time teachers in charter schools

Outcome and Goals:

The central outcome the *Acceleration Project* will be increased economies of scale, for the benefit of charter schools in Illinois, New Jersey, and other charter communities across the nation, via shared systems of recruiting and retaining high-quality instructors, especially teachers with expertise in ELL and SPED instruction. The goals of the project are as follows:

- By the end of Year Two of the project, INCS and NJCSA will each implement the Co-op and the TPA programs, in partnership with their respective network schools, to attract and retain highly-effective teachers, with a strong focus on ELL and SPED instruction.
- By the end of Year Three of the project, the Alliance, INCS, and NJCSA will disseminate initial project results and train at least six additional CSOs to implement the Co-op and TPA models, activities that will impact 500,000 total students in eight states.

- By the end of Year Three of the project, participating CSOs will raise the percentage of certified ELL and SPED teachers in their respective states by 20 percent.

Contributions for Research, Policy, and Practice:

An external evaluator will work with the Alliance, INCS, NJCSA, and other participating CSOs to 1) create project-based reports that inform ongoing project implementation; 2) produce reports to multiple stakeholders, including the United States Department of Education, that summarize the efficacy of the project's program models; and 3) publish project results in academic journals to deepen the existing body of literature regarding ELL and SPED instruction in charter schools. The evaluator will assist in the development of survey instruments and data collection tools, which will include input and pilot testing from the field, to measure project effectiveness.